

2024 Arkansas Higher Education Coordinating Board Policy



FOREWORD

The Arkansas Higher Education Coordinating Board Policy Manual contains the by-laws, policies, and regulations approved by the Higher Education Coordinating Board. The policy manual will be updated as needed following the regular quarterly meetings of the Board.

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AGENCY AND BOARD ADMINISTRATION

Arkansas Higher Education Coordinating Board By-Laws

Statement of Mission and Values

1. As members of the Arkansas Higher Education Coordinating Board, we understand that acceptance of appointment to this Board is an acknowledgment of our responsibility to serve the citizens of Arkansas in the arena of higher education, and not simply the receipt of an honor or recognition.
2. We shall prepare for meetings by studying and understanding relevant materials supplied by staff.
3. We shall constantly improve our effectiveness as board members by reading widely in general and specialized publications in the subjects of educational matters and in state and local news.
4. We shall consider issues from the viewpoint of the needs and best interests of the people of Arkansas as a whole, and without partiality for or against any particular institution or type of institution.
5. We shall base our decisions on valid and appropriate data, information, and professional advice and counsel.
6. We shall bring to and expose to Board deliberations all concerns we have; we debate openly, vigorously, candidly, and politely; and we support decisions of the Board once made.
7. We consider attendance at regular and special Board meetings a priority because of our responsibility to bring our individual questions and counsel to Board deliberations.
8. We understand and support the public's right to observe and be informed about the work of the Board as a public body tending to the public's business.
9. We understand the distinction between our duty to set policy and establish appropriate monitoring or reporting to ensure compliance with policy, and our duty to refrain from interfering in the administration and management of the department's responsibilities. We should, however, communicate freely with the Director and appropriate staff regarding information relevant to the respective responsibilities of the Board and the department.

10. We are dedicated to establishing policy and discharging our responsibilities without discrimination on the basis of race, gender, color, creed, religion, age, or other inappropriate characteristics or criteria.
11. We serve as a bridge between institutions of higher education and the department staff on the one hand, and the Governor, General Assembly, and public on the other.
12. We serve as a buffer that shields the institutions and the department staff from inappropriate criticism and political pressure.
13. As individual board members we acknowledge that we should neither act nor speak on behalf of the Board with respect to matters under the jurisdiction of the Board. On these matters the Board should act collectively and the chair should be deemed the spokesperson for the Board.
14. We encourage and demand, within the bounds of the Board's legal authority and responsibility, integrity and accuracy of data and information supplied by institutions and relied upon by the staff and Board in the discharge of its responsibilities.

By-Laws

Article I: The Board

Section 1. Statute. The Arkansas Higher Education Coordinating Board ("Coordinating Board") was created by Acts of 1997, No. 1114, which abolished the State Board of Higher Education and transferred its powers, duties, and functions, records, personnel, property, unexpended balances of appropriations, allocations, or other funds to the Arkansas Higher Education Coordinating Board. The Coordinating Board is empowered with those duties and responsibilities specified or implied in Acts of 1997, No. 1114; Acts of 1977, No. 560, as amended by Acts of 1991, No. 1244; those duties and responsibilities specified or implied in Acts of 1991, No. 773 and No. 1244; and as otherwise specified by state and federal law.

Section 2. Board Composition. The Coordinating Board consists of twelve (12) members appointed by the Governor as provided in Acts of 1997, No. 1114. No more than four (4) members shall be appointed from any one (1) congressional district, as the districts exist at the time of the appointment. No more than two (2) members at any one time shall be graduates of an undergraduate program of any one (1) state university or college. The members of the Board shall serve staggered terms of six (6) years. The terms of the members of the initial board shall be determined by lot so that the terms of two (2) members shall expire each year. No member may serve more than two (2) terms.

Article II: Officers of the Board and Their Duties

Section 1. Officers. The officers of the Coordinating Board are the Chair, the Vice Chair, the Secretary, and any other officers deemed necessary to fulfill their responsibilities.

Section 2. Election. The officers of the Coordinating Board are elected annually by the affirmative vote of the majority of the entire Board at its first quarterly meeting. Officers shall serve until the first quarterly meeting one year following their election or until their successors are elected and qualified. A member shall not be eligible to serve for more than two (2), one (1) year terms as chair of the Board.

Section 3. Chair. The Chair shall be a member of the Coordinating Board and (1) shall preside at the meetings of the Board, (2) shall call special meetings as required, (3) shall appoint the chair of and appoint or provide for the election of all committees, and (4) shall perform such other duties as may be prescribed by law or by action of the Board. The Chair shall be an ex officio member of all committees.

Section 4. Vice Chair. The Vice Chair shall be a member of the Coordinating Board and shall perform the duties and have the powers of the Chair during the absence or disability of the Chair.

Section 5. Secretary. The Secretary shall be a member of the Coordinating Board and shall attest to the official actions of the State Board.

Article III: Executive Staff

Section I. Director. The executive head of the Department of Higher Education ("Department") shall be the Director of the Department. The Director shall be appointed, in consultation with the Arkansas Higher Education Coordinating Board, by the Governor and shall serve at the pleasure of the Governor.

Section 2. Authority of Director. The Director, with the advice and consent of the Governor, shall appoint the heads of the respective divisions. All of the personnel of the department shall be employed by and serve at the pleasure of the Director. Provided, nothing in this section shall be so construed as to reduce any right which an employee shall have under any civil service or merit system. Each division of the department shall be under the direction, control, and supervision of the director. The director may delegate his or her functions, powers, and duties to various divisions of the department as he or she shall deem desirable or necessary for the effective and efficient operation of the department.

Article IV: Committee Structure

Section 1. Committees. The Coordinating Board may establish as permanent committees an Executive Committee, a Finance Committee, and an Academic

Committee. Special committees may be appointed from time to time as the Board may deem desirable.

Section 2. Authority of Committees. All committees of the Coordinating Board, both standing and special, have advisory status to the Board. These committees are not empowered to speak for the Board unless specifically granted such authorization by a majority of the Board or such authority is specified in the By-Laws of the Board.

Section 3. Executive Committee. The Executive Committee shall be composed of the officers of the Coordinating Board and one member-at-large appointed by the Chair. The Chair of the Board shall serve as committee chair. The Executive Committee shall be empowered to act on behalf of the Board, subject to ratification of the full Board at the next regularly scheduled meeting.

Section 4. Finance Committee. Members of the Finance Committee shall be appointed by the Chair at the first quarterly meeting of each year with vacancies to be filled by appointment by the Chair as they occur. The term of committee members shall be one year. The Chair shall designate one member to serve as committee chair. The Finance Committee shall consider and make recommendations to the Coordinating Board on all matters relating to fiscal affairs of the institutions within the jurisdiction of the Board.

Section 5. Academic Committee. Members of the Academic Committee shall be appointed by the Chair at the first quarterly meeting of each year with vacancies to be filled by appointment by the Chair as they occur. The term of the committee members shall be one year. The Chair shall designate one member to serve as committee chair. The Academic Committee shall consider and make recommendations to the Coordinating Board on all matters pertaining to instructional programs of the institutions, including academic policies, program review and approval, and master planning.

Section 6. Committee Chair. A committee chair shall be entitled to vote only in the event of a tie.

Article V: Meetings and Procedures

Section 1. Meetings. The Coordinating Board shall meet at least once during each calendar quarter and at such other times upon call of the Chair or any other four (4) members. The Board shall not meet in any facility owned or operated by any organization which practices or condones discrimination. The Board may, at such times as it desires, meet on the campuses of the respective institutions of higher education in the state.

Section 2. Notice. Notice concerning the time and place of each regular meeting of the Coordinating Board shall be sent to each member of the Board by the Director of the Department at least ten (10) days in advance of the meeting date. Public notice as required by the Arkansas Freedom of Information Act shall be given of all meetings.

Section 3. Quorum. At all meetings of the Coordinating Board, seven members shall constitute a quorum for the transaction of business.

Section 4. Agenda. An agenda for each regular meeting of the Coordinating Board will be prepared by the Director of the Department in consultation with the Chair of the Board setting forth each matter of business to be conducted at the meeting. Such agenda shall be sent to the members at least ten days before each meeting. Pursuant to Acts of 1997, No. 1114, all items to be considered as a Board agenda item must be reviewed by the Executive Council and the Presidents Council prior to being placed on the Board agenda. In the event that the Director and staff shall not be in agreement with the Executive Council on a matter to be considered by the Board, the Executive Council recommendation will be placed on the Board agenda automatically for a presentation and explanation of the Executive Council's position. The Board will then make a decision based on both positions. Matters not on the agenda can be considered at the meeting only by vote of a majority of the members present and voting following appropriate review by the Executive Council and the Presidents Council.

Section 5. Rules of Order. Except as modified by these By-Laws, Roberts Rules of Order (latest edition) shall constitute the rules of parliamentary procedure applicable to all meetings of the Coordinating Board and its committees.

Section 6. Minutes. The Director of the Department, or his/her designee, shall be responsible for keeping minutes of all meetings and shall file, index and preserve all minutes, papers and documents pertaining to the business and proceedings of the Coordinating Board. The minutes of each meeting of the Board shall be reported in the agenda book of the next quarterly meeting of the Board.

Section 7. Open Meetings. All meetings of the Coordinating Board shall be open to the public unless, consistent with the requirements of the Arkansas Freedom of Information Act, a meeting is closed to the public for the consideration of personnel matters. Should any decision be made during an executive session, the Board must reconvene in public session for official action.

Article VI: Amendment of By-Laws

Section 1. Amendment. These By-Laws may be amended upon 30 days prior written notice at the next regularly scheduled meeting of the Coordinating Board by a majority vote of the Board.

Approved: Agenda Item No. 6
July 24, 1997

Alternate Retirement Plan for ADHE Employees

I. Participation

An Alternate Retirement Plan as provided for in A.C.A. Title 24, Subchapter 8, is hereby established for all employees of the Arkansas Department of Higher Education who may elect to participate, of their own choosing, effective July 1, 1993, regardless of the grade and salary level authorized for their position classification and so long as participation is in accordance with existing policy guidelines governing their participation which have been issued by the Department, the Alternate Retirement Plan carrier, state government, and/or federal government. No form of retroactivity will be applied for employees who were determined ineligible to participate in the Alternate Retirement Plan prior to the effective date of enactment of July 1, 1993.

II. Retirement Age

A participating employee's normal retirement age is defined herein as the end of the fiscal year during which that employee reaches the age of 65. The federal Age Discrimination in Employment Act, as amended, and the Arkansas Public Employer Age Discrimination Law, A.C.A. 21-3-201 et seq., provide, except for those employees serving in certain policy-making positions, e.g., unclassified employees in the state system, that no employee may be compelled to retire strictly on the basis of age. The Department will make contributions for agency employees irrespective of age.

III. Contributions

Each participant in this retirement plan shall contribute 6% of his/her total compensation for each pay period; the Department shall add a sum equal to 10% of each participant's total compensation for each pay period as its contribution.

The Department will forward the combined sum each pay period to the Teachers Insurance and Annuity Association (TIAA) and the College Retirement Equities Fund (CREF) to be allocated to the relevant funding vehicles in accordance with the participant's instructions.

The percentage distribution of contributions among the fund options provided by TIAA/CREF shall be determined by the participant. The Department's current selection of fund sponsors and funding vehicles is not intended to limit future additions of funding vehicles. The following investment options are available under the plan:

A. Teachers Insurance and Annuity Association (TIAA)
TIAA Retirement Annuity

(1) Long-Term Debt Instruments

B. College Retirement Equities Fund
(CREF) CREF Retirement Unit-

Annuity

- (1) Stock
- (2) Money Market
- (3) Bond Market
- (4) Social Choice Account
- (5) Global Equities Fund

IV. Vestment

Employees of the Department who elect to participate in the Alternate Retirement Plan will be automatically vested upon the date of enrollment.

V. Supplemental Retirement Account Plan

Eligibility. All categories of employees are eligible to participate in the TIAA-CREF Supplemental Retirement Account (SRA) Plan in accordance with Sections 403(b) of the Internal Revenue Code.

Participation and Contributions. A participant in the SRA tax-deferred plan agrees to a percentage reduction in current salary, and the Department forwards the tax-deferred amount to TIAA-CREF to be allocated to relevant funding vehicles in accordance with the participant's instructions. Participants may contribute any amount, subject to limitations imposed by the federal internal revenue code. Any such contributions shall be made in addition to contributions made under the Department's regular retirement plan.

VI. Contracts

TIAA retirement annuity contracts and CREF certificates issued in accordance with the Regular Retirement Contributions and Supplemental Retirement Account Plan sections of this plan exist for the purpose of providing a retirement or death benefit and are the property of the individual participants for whom they are established.

VII. Cashability

A participant who has terminated employment from the Department may receive benefits under this plan as follows:

Upon termination of employment, lump sum cash withdrawals of all accumulations attributable to both agency and participant plan contributions are available to participants subject to the rules of the funding vehicle and Internal Revenue Service withdrawal provisions.

VIII. Amendment

While the provisions of this plan may continue in force indefinitely, the Department reserves the right to modify the language of the document or discontinue participation at any time subject to approval by the State Board of Higher Education.

IX. Administration

The Director of the Arkansas Department of Higher Education or his/her designee may

adopt rules and regulations for interpreting this Retirement Plan and for administering its provisions in a manner consistent with this Board policy.

Approved: Agenda Item No. 15
July 23, 1993

Amended: Agenda Item No. 27
February 2, 2001

FISCAL POLICIES

Research and Development Tax Credit Program Rules

1.0 **General Information**

Act 759 of 1985 provides several tax credit incentives to Arkansas taxpayers to support research and educational program efforts at Arkansas colleges and universities.

Act 759 of 1985 allows the Arkansas Science and Technology Authority and the Arkansas Department of Higher Education to adopt certain rules specifically governing claims for tax credits for contributions to qualified research programs at qualified educational institutions.

1.1 **Program Name**

Those rules will govern the Arkansas Department of Higher Education and the Arkansas Science and Technology Authority's Research and Development Tax Credit Program.

1.2 **Purpose**

The purpose of the Research and Development Tax Credit Program is to provide incentive to Arkansas industry to participate in the Science and Technology Authority's Applied Research Grant Program, Basic Research Grant Program or similar research programs.

A goal of this program is to further stimulate the transfer of science and technology by enhancing opportunities for research support from industry to colleges and universities.

1.3 **Authorization**

The Research and Development Tax Credit Program for qualified research programs is authorized by Sections 2 and 3 of Act 759 of 1985, the same being Arkansas Statutes 84-2021.32 and 84-2021.33.

The power to establish rules governing this program is granted by Section 6 of Act 759 of 1985, the same being Arkansas Statute 84-2021.36.

2.0 **Program Description**

The Research and Development Tax Credit Program allows credits against a taxpayer's Arkansas state income tax for making certain qualified research expenditures as well as certain donations or sales below cost of new machinery and equipment to a qualified research program.

2.1 Limits on Credit

- 2.1.1 In the case of a qualified research expenditure, the amount of credit granted shall be 33 percent of the amount expended by the taxpayer in the tax year on the qualified research program.
- 2.1.2 In the case of a donation of new machinery or equipment, the amount of the credit granted shall be 33 percent of the cost of the machinery or equipment donated.
- 2.1.3 In the case of a sale below cost of new machinery or equipment, the amount of credit granted shall be 33 percent of the amount by which the cost is reduced.
- 2.1.4 Total credit for qualified research expenditures, donations, and sales below cost shall be limited to 50 percent of the net tax liability of the taxpayer after all other credits and reductions in tax have been calculated.
- 2.1.5 In the case of donations or sales below cost, the credit shall be claimed in the tax year of the donation or sale below cost, but all or any part of the unused credit may be carried over to and claimed in succeeding tax years until the credit is exhausted or until the end of three tax years next succeeding the tax year of the donation or sale below cost, whichever occurs earlier.
- 2.1.6 In the case of a qualified research expenditure, the credit shall be claimed in the tax year in which the expense incurred for the qualified research is actually paid, but all or any part of any unused credit may be carried over to and claimed in succeeding tax years until the credit is exhausted or until the end of three tax years next succeeding the tax year of the payment for the qualified research expenditure, whichever occurs earlier.
- 2.1.7 Any person claiming any credit granted by Act 759 of 1985 for any expense, or contribution, or sale below cost shall not take any deduction under the Arkansas Income Tax Law for the same expense or contribution.

2.2 Definitions

For the purposes of the Authority's Research & Development Tax Credit Program, the following word and phrases have the following definitions.

- 2.2.1 "Applied Research" shall mean any activity which seeks to utilize, synthesize, or apply existing knowledge, information, or resources to the resolution of a specific problem, question, or issue.
- 2.2.2 "Basic Research" shall mean any original investigation for the advancement of scientific or technological knowledge.
- 2.2.3 "Cost" shall mean, in the case of a donation or sale below cost by a wholesale or retail business, the amount actually paid by the wholesaler or retailer to the supplier for the machinery and equipment.
- "Cost" shall mean, in the case of a donation or sale below cost by a manufacturer of machinery or equipment, the enhanced value of the materials used to produce the machinery or equipment, which shall be deemed to be the lowest price at which the manufacturer sells the machinery or equipment.
- 2.2.4 "Industry" shall include, but not be limited to, manufacturing facilities, warehouses, distribution facilities, repair and maintenance facilities, agricultural facilities, and corporate management offices for industry.
- 2.2.5 "Machinery and Equipment" shall mean the tangible personal property used in connection with a qualified research program, and which has been approved for a tax credit under rules and regulations prescribed by the Department of Finance and Administration.
- 2.2.6 "New" shall mean the machinery and equipment that is state-of-the-art machinery and equipment which (1) has never been used except for normal testing by the manufacturer to ensure that the machinery or equipment is of a proper quality and in good working order, or (2) has been used by the wholesaler or retailer solely for the purpose of demonstrating the product to customers for sale.
- 2.2.7 "Qualified Educational Institution" shall mean (1) any public university, college, junior college, or vocational technical training school supported by the State of Arkansas, or (2) any private university, college, junior college, or vocational technical training school located in the State of Arkansas and qualified for tax-exempt status under Arkansas Income Tax Law, or (3) any public elementary or secondary school located in the State of Arkansas.
- 2.2.8 "Qualified Research Expenditures" shall mean the sum of any amounts which are paid by a taxpayer during the taxable year in funding a qualified research program, and which have been approved for tax credit treatment under rules and regulations promulgated by the Department of Finance and Administration.

2.2.9 "Qualified Research Program" shall mean a research program undertaken by a qualified educational institution that meets the eligibility criteria of the Arkansas Science & Technology Authority's Applied Research Grant Program or Basic Research Grant Program.

2.2.10 "State-of-the-Art Machinery and Equipment" shall mean machinery and equipment which is of the same type, design, and capability as like machinery and equipment which is currently sold or manufactured by donee for sale to customers.

3.0 Eligibility

Industries and individuals that qualify for a Research and Development Tax Credit under this program will be those which satisfy the following criteria.

3.1 Expenditures or donations and sales below cost of machinery and equipment must be made to a qualified educational institution for a qualified research program as defined by these rules.

3.2 The taxpayer must provide the following for each piece of machinery or equipment donated or sold below cost.

3.2.1 A statement from the receiving, qualified, educational institution that:

3.2.1.1 It has received the machinery or equipment,

3.2.1.2 The machinery or equipment is "new" machinery or equipment as defined by its rules,

3.2.1.3 It has received the machinery or equipment as a donation or, if it purchased the machinery or equipment below cost, a statement of the amount paid for the machinery or equipment,

3.2.1.4 The machinery or equipment has been donated or sold to the qualified educational institution for use in a qualified research program,

3.2.2 A copy of the invoice from the business' supplier, in the case of a donation or sale below cost by a wholesale or retail business, showing the actual cost of the machinery or equipment, and

3.2.3 A copy of the manufacturer's wholesale price list, in the case of a donation or sale below cost by a manufacturer, showing the lowest price for the machinery or equipment for which credit is claimed.

3.3 In order to claim a tax credit for qualified research expenditures, the taxpayer must provide a statement from the Arkansas Science & Technology Authority

that the Arkansas Department of Higher Education and the Arkansas Science & Technology Authority have approved the expenditure as part of a qualified research program.

4.0 APPLICATION PROCESS

Application for an Arkansas Income Tax Credit under this program shall be submitted to the Arkansas Science and Technology Authority. The following three documents must be submitted as part of this application,

- 4.1 An application form provided by the Authority must be completed with the following information included,
 - 4.1.1 Name and address of the applicant,
 - 4.1.2 Tax identification number of the applicant,
 - 4.1.3 Name and address of the qualified educational institution and conducting the qualified research program,
 - 4.1.4 Title of the qualified research program,
 - 4.1.5 Name and phone number of the contact person for the qualified research program,
 - 4.1.6 Amount of value of the donation,
 - 4.1.7 Date of the donation,
 - 4.1.8 Any other information that may be required by the Authority.
- 4.2 A copy of the statement from the receiving educational institution (as described in Section 3.2.1). A copy of the check or receipt for the donation must be included with this statement.
- 4.3 A copy of the proposal for the research program receiving the donation.

5.0 EVALUATION

Proposals for tax credit treatment for expenditures, donations, or sales below cost to qualified research programs will be evaluated on the basis of the following criteria.

5.1 EVALUATION CRITERIA

- 5.1.1 All applications will be reviewed by Authority staff for completeness.
- 5.1.2 Such proposals will be thoroughly investigated by Authority staff to assure that all eligibility criteria are met.

5.2 TAX CREDITS GRANTED

Final decisions on granting tax credits will be made by the Board of Directors of the Arkansas Science and Technology Authority.

6.0 NOTIFICATION LETTER

The Board shall notify all taxpayers applying for tax credit treatment under this program of its final decision by letter.

Approved by the Arkansas Science and Technology Authority on this _____ day of _____, 1986.

Louis L. Ramsay, Jr.
Chairman, Board of Directors
Arkansas Science and
Technology Authority

Approved by the Arkansas Department of Higher Education on this _____ day of _____, 1986.

Approved: Agenda Item No. 8
January 31, 1986

Relevant Code: ACA 26-51-1102:04

Auxiliary Fund Balance Reporting

The Commission on Coordination of Higher Education Finance adopts the principle of continued separation of educational and general and auxiliary expenditures and income and that auxiliary enterprises will not be considered in the appropriation process.

The Executive Director is directed to annually obtain a report of income and expenditures of educational and general and auxiliary operations of each institution for the most recently completed fiscal year. This report should contain the status of fund balances and an explanation of the source of these fund balances, and the nature of the amount of commitments against them.

Approved: Agenda Item No. 17
January 16, 1970

Issuance of Bonds by Institutions of Higher Education

I. Compliance with State Law

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

II. Interest Rates

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

III. Professional Support

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

IV. Bonds Generally

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

V. Bond Sales

- A. Bonds may be sold either on sealed or negotiated bid, whichever is considered likely to yield the most favorable terms for the institution.
- B. Notification of bonds to be sold at public sale shall be given wide distribution, including advertisement in an Arkansas newspaper that has a general

statewide circulation, plus advertisements in any other publication necessary to reach the appropriate market. Notice of the sale must be published at least once a week for three consecutive weeks, with the first publication at least twenty (20) days prior to the date of sale. In addition, it is recommended that a copy of the Preliminary Official Statement (POS) be sent to the The Bond Buyer (or its successor). Paid advertisement in The Bond Buyer is not required.

- C. If the bonds are sold at public sale, the sale of the bonds shall be awarded to the bidder whose bid results in the lowest net interest cost, taking into account any premium or discount contained in such bid.

VI. Review by the Arkansas Higher Education Coordinating Board

- A. Prior to the official marketing process, the Arkansas Higher Education Coordinating Board shall review the economic feasibility of the project(s) to be financed, in whole or in part, by the issuance of bonds by public institutions of higher education, and report to the institutions its advice within thirty days of the board meeting at which the feasibility is reviewed.
- B. Requests for Coordinating Board review must be accompanied by a copy of the local board's resolution authorizing the bond issue and the projects to be funded; a description of the project(s), including the current (for renovation projects) and projected use of buildings, land acquisition, etc.; and a summary description of debt specifying the following:
 - 1. The total amount, term of obligation, and estimated maximum interest rate of the bond issue
 - 2. The estimated annual debt service for the new issues
 - 3. The source of revenue for debt service and the estimated annual revenue from that source
 - 4. Existing annual debt service by revenue source
 - 5. A plan for maintaining the new facility such as:
 - Establishment of an endowment fund for building maintenance
 - A portion of the annual operating budget to be set aside
 - Other methods
 - 6. Any other information deemed necessary for complete and informed review by the Coordinating Board.
- C. When considering its advice on the economic feasibility of projects, the Coordinating Board shall consider the following guidelines in determining

prudent debt service limits:

1. Educational and general projects may be financed by obligating a maximum of 25 percent of net student tuition and fee revenue (gross tuition and fees less unrestricted educational and general scholarship expenditures) for total debt service, or institutions may obligate dedicated building use fees so long as annual building use fee revenue is no less than 120 percent of annual debt service; in addition, higher education institutions may obligate local tax or special millage so long as the annual tax proceeds equal no less than 120 percent of the total annual debt service.
2. Auxiliary projects may be financed by auxiliary revenues, dedicated building use fees, or local tax or millage so long as annual revenue from these sources is no less than 120 percent of total annual debt service.

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

Approved: Agenda Item No. 19
January 14, 1972

Approved: Agenda Item No. 7
July 23, 1993

Amended: Agenda Item No. 4
April 25, 2003

College Savings Bond Program

Plan of Implementation: Projects

I. Introduction

The College Savings Bond program offers the availability of approximately \$95 million to be expended on capital projects in the 1991-93 biennium. The actual amount available cannot be determined until the pricing of the bonds takes place because of the uncertainty of several factors including interest rates on the bonds. The amount available will be affected by the Legislative limitations placed on the principal amount of bond sales in a biennium, and the maximum annual debt service of \$8 million.

In the regular board meeting in August 1990, the State Board of Higher Education approved a list of capital projects which prioritized projects into four categories, with Category 1 having the highest funding priority. Total funding required for these projects is \$133,069,471. Projects designated in Categories 1 through 3 will be funded from the proceeds of the first, second, and third bond sales respectively. Projects in Category 4 are recommended by the State Board of Higher Education for funding from the General Improvement Fund, or from bond proceeds remaining after projects in Categories 1 through 3 have been funded. A table is provided in (Attachment 1) showing institutional requests and the SBHE approved projects for each category.

All projects are educational and general capital projects. No funds will be used in projects relating to auxiliary enterprises such as dormitories or intercollegiate athletic programs. A total of \$4,866,560 is included in this recommendation for projects directly related to vocational programs offered by colleges and universities, in accordance with Act 64 of 1981.

Institutions of higher education will recognize both monetary and intangible benefits from the implementation of this bond program. The monetary benefit derives from the present value of the bond proceeds relative to the value of the same dollars at some future bond maturity date, or a comparable usual scenario of receiving funding for a project from the General Improvement Fund. Immediate funding of an entire project instead of delaying project completion because of irregularly delivered fund increments yields less tangible benefits, too. These less tangible benefits develop from the immediate availability of resources to construct or renovate facilities or to upgrade equipment for immediate use by providing the ability to serve additional students, strengthening academic programs by providing appropriate housing for the programs, acquiring and protecting program accreditations attracting external grants and research dollars, and enhancing the public perception of successful institutions or higher education.

The funding required for all SBHE approved projects in Categories 1 through 4 are made for the following classifications of projects. Descriptions of the classifications are provided below.

Instructional Equipment	\$	14,852,847
Library Holdings	\$	6,610,917
Major Maintenance	\$	26,110,676
Renovation & New Construction	\$	81,495,031
Community College Loan Fund	\$	4,000,000
Total	\$	133,069,471

Categories Descriptions:

The "Instructional Equipment" category provides for the purchase or replacement of instructional, clinical, and research equipment. An amount up to \$10 million of the total instructional equipment recommendation is to be funded from the proceeds of the first sale of bonds. The SBHE recommends that the balance of \$4,852,847 in Category 4 be funded from the General Improvement Fund, or from bond proceeds remaining after projects in Categories 1 through 3 have been funded.

The "Library Holdings" category provides for expansion of library holdings of books and periodicals. An amount up to \$2 million is to be funded from the proceeds of the first release of bonds. The SBHE recommends that the balance of \$4,610,917 in Category 4 be funded from the General Improvement Fund, or from bond proceeds remaining after projects in Categories 1 through 3 have been funded.

The "Major Maintenance" category provides for building improvements which enhance or preserve the value of existing educational and general buildings. An amount up to \$10 million will be funded from the proceeds of the first release of bonds. The SBHE recommends that the balance of \$16,110,676 included Category 4 be funded from the General Improvement Fund, or from bond proceeds remaining after projects in Categories 1 through 3 have been funded. These allocations for major maintenance projects may be made based on a pro-rata share of the total recommendation for major maintenance or by a directed amount to a specific institution for the planning, engineering evaluations, and land acquisition necessary for a major campus upgrade. Descriptions of SBHE approved major maintenance projects can be found in the accompanying document, Recommendations for Major Maintenance for the 1991-93 Biennium, December 1990. This document is the joint product of State Building Services and the Arkansas Department of Higher Education. (Major Maintenance category amended July 22, 1994, by adding fourth sentence: "These allocations.....upgrade.")

The "Renovation and Construction" category includes projects to build, expand, or modernize educational and general space on the campuses of four-year institutions and their branches. Renovation includes projects such as removing and replacing building interiors, or the complete renovation of exterior walls. New construction projects will be

for the construction of entire new educational and general buildings, or the construction of additional educational and general space attached to existing buildings. An amount up to \$66,802,000 for renovation and construction projects will be funded from the proceeds of the second and third release of bonds. The SBHE recommends that the balance of \$14,693,031 be funded through the General Improvement Fund, or from bond proceeds remaining after projects in Categories 1 through 3 have been funded. A brief description of each "Renovation and Construction" project approved by the State Board of Higher Education may be found in Section II below.

The "Community College/Technical College Loan Fund" provides for low interest loans to community colleges for completion of educational and general capital projects on their campuses. An amount up to \$2 million will be funded from the proceeds of the second release of bonds for sale; an additional amount of up to \$2 million will be funded from the proceeds of the third sale of bonds. The total amount dedicated to the Community College/Technical College Loan Fund will not exceed \$4 million.

("Community College Loan Fund" was amended by Agenda Item No. 3, May 16, 1993, to read "Community College/Technical College Loan Fund.")

II. Descriptions of Recommended Capital Renovation and Construction Projects

The following descriptions of renovation and construction projects approved by the State Board of Higher Education include estimates of construction costs. Funding amounts represent the maximum amounts to be provided from the proceeds of the College Savings Bond program. Should the construction of a facility cost more than is provided, the institution would be expected to complete the project with monies acquired from other sources.

ASUJ

Library Addition: An amount up to \$9 million is provided to expand the ASUJ library by 105,000 square feet. The expansion will house an additional 400,000 volumes, house a media center, and provide space for the media education program. This project will be funded from the proceeds of the second release of bonds.

ATU

Dean Hall Renovation: An amount up to \$2 million is provided to renovate a series of 1947 Navy barracks which are used for general classroom space. A total interior renovation (the first since 1963), including HVAC, electrical systems, and new interiors, will accommodate nursing, art, and medical records administration programs. This project will be funded from the proceeds of the second release of bonds.

Drainage Ditch: An amount up to \$300,000 is provided to fund construction which will cover an open drainage ditch and install a drainage system to correct a safety hazard

regularly cited by local Police and Fire Departments. Funds for this project are included in Category 4. The SBHE recommends that this project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

HSU

Library/Academic Renovation: An amount up to \$2 million is provided to fund renovation of three academic buildings: Huie Library, a new 7,854 square foot pod; Arkansas Hall, the auditorium wing; and Evans Hall, a classroom building with obsolete HVAC and plumbing systems. This project will be funded from the proceeds of the second release of bonds.

SAUM

Business/Agricultural Business Building: An amount up to \$4.3 million is provided to build a new facility to house the School of Business and the Agriculture Department (including the agricultural business program). The building will include three microcomputer labs with self-paced and remedial computer programs. This project will be funded from the proceeds of the second release of bonds.

Physical & Cultural Development Center: An amount up to \$3,830,600 is provided to construct a new facility to house the health and wellness programs, physical education classrooms, and specialized classrooms such as an exercise science laboratory. The building will also house an auxiliary gymnasium. The recommended funding is for the educational and general portion of the building; an additional \$2 million will be generated by student fees assessed by the institution to fund the auxiliary portion of the building. Funds for this project are included in Category 4. The SBHE recommends that this project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

UAF

Chemistry/Biochemistry Research Facility: An amount up to \$7.5 million is provided to build a 40,000 square foot building to provide new chemistry facilities. Essential utility services such as fume exhaust, plumbing, electrical, lighting, temperature control, and ventilation will be addressed in the new structure. The total project cost is estimated to be approximately \$8.5 million. The university will provide the balance of \$1 million from other funds. This project will be funded from the proceeds of the second sale of bonds.

Library Addition: An amount up to \$6 million is provided for the construction of an addition to Mullins Library. Mullins was constructed in 1968 for a projected enrollment of 12,000 students and for a collection capacity of 875,000 volumes. The University's headcount enrollment is now over 14,000, and the collection size had reached 1.2 million volumes by June 1989. According to ACRL standards, Mullins' existing space is

inadequate by 91,000 net assignable square feet. Four of the campus's five branch libraries are full and have been transferring portions of their collections to Mullins. This project will be funded from the proceeds of the third release of bonds.

UA-AES

Alternative Pest Control Greenhouses: An amount up to \$1.3 million is provided for the construction of three greenhouses totaling 13,000 square feet to replace research greenhouses which were demolished in 1986. The total project cost is estimated to be approximately \$3.2 million. The University will receive matching Federal funds. This project will be funded from the proceeds of the second release of bonds.

Poultry Center for Excellence: An amount up to \$5 million is provided to match \$20 million in Federal funds and \$10 million from private gifts to provide funding of a total project cost of \$40 million. The new facility of 150,000 square feet will house research programs to conduct research relating to industry problems and provide facilities for faculty and students. Cooperative Extension Services personnel will also be housed here. This project will be funded from the proceeds of the second release of bonds.

UA-CES

Educational Complex: An amount up to \$3 million is provided to build a complex consisting of an Office and Conference Building to house CES faculty and a Print Shop. Previously occupied office space has been converted to the UALR Law School: CES currently occupies rented space. The rental contract specifies \$385,000 annual rent for the next two years, and \$396,000 for the next two years of the lease. The current print shop space is rented for an additional \$55,680 annually. This project will be funded from the proceeds of the third release of bonds.

UALR

Science Complex Renovation: An amount up to \$7 million is provided for a project which, when completed, will include renovation of the Natural Sciences Building, the Chemistry Laboratory Building, the Earth Sciences Lecture Hall Building, and the Old Engineering Technology Building, a total of 190,564 square feet. The \$7 million provided will complete Phase I of the renovation. This project will be funded from the proceeds of the second release of bonds.

UAM

Central Utilities Replacement and Energy Conservation: A total amount up to \$2.5 million is provided for renovation of UAM's underground utilities distribution system. The project will entirely replace the existing system which is 40 years old and serves 13 buildings. The new system will enhance the campus's energy efficiency. Up to \$1.5

million will be provided for this project from the proceeds of the second release of bonds. The SBHE recommends that the balance of \$1 million, included in Category 4, be funded through the General Improvement Fund or from bond proceeds after projects in Categories 1 through 3 have been funded.

Academic Space Renovation: An amount up to \$800,000 is provided to complete renovations for the Library, Harris Hall, and the Student Union. The renovations will increase usable classroom space, update building systems, and provide handicapped accessibility. Funds for this project are included in Category 4. The SBHE recommends that the project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

Forestry/Basic Sciences Laboratory Center Development: An amount up to \$200,000 is provided to furnish laboratories in the newly completed Forestry Research Wing. Funds for this project are included in Category 4. The SBHE recommends that the project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

UAMS

Department of Anatomy Addition: An amount up to \$4.0 million is provided to construct a two-story facility of 29,140 square feet which will be attached to the current Education II Building. The new facility will house the gross anatomy lab, support facilities, the morgue, and offices and research labs for the Department of Anatomy. The additional space will accommodate the increased number of students in the College of Medicine. This project will be funded from the proceeds of the second release of bonds.

Fire & Life Safety/Emergency Room Renovation: An amount up to \$1 million is provided to fund renovation of the Emergency Room area to meet code requirements and to modernize and reconfigure the emergency treatment areas in order to meet increased patient load. Funds for this project are included in Category 4. The SBHE recommends that the project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

UAPB

Business School Building: An amount up to \$4.3 million is provided to construct a 40,000 square foot, free standing building to house the School of Business and Management. Construction of this facility will free space in the building currently shared by the Business School and the English Department and provide room for expansion of English labs. This project will be funded from the proceeds of the second sale of bonds.

UCA

Academic Complex: An amount up to \$7 million is provided to construct a freestanding building of 145,000 square feet to provide additional general classroom, office, and specialized instructional space. The new building will house Art, Speech, Theater and Journalism, History, Geography, and Political Science. Music and Business will be able to expand in existing buildings currently shared with these other departments. This project will be funded from the proceeds of the second release of bonds.

ASUB

Business Technology Building: An amount up to \$1,180,000 is provided to construct a 16,900 square foot facility to house computer operations, accounting, business management, and management information systems for the Arkansas State Technical Institute. Completion of the project will allow administrative staff, faculty, and classrooms that are currently housed in mobile classrooms to have permanent facilities. This Vocational-Technical project will be funded from the proceeds of the second release of bonds.

Abington Library Expansion: An amount up to \$430,000 is provided to expand the floor space in Abington Library by 17,904 square feet to provide additional shelving and study space for a growing student body and library collection. Funds for this project are included in Category 4. The SBHE recommends that the project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

Allied Health Building: An amount up to \$1,750,000 is provided for construction of a new facility to house sophisticated education and training in nursing, medical laboratory technology, x-ray technology, surgical assisting, and dental hygiene for the Arkansas State Technical Institute. These programs are currently housed in trailers which will be demolished at project completion. If the project is not funded, rental space will be required. Funds for this Vocational-Technical project are included in Category 4. The SBHE recommends that the project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

Physical Plant Building: An amount up to \$750,000 is provided to construct a new 15,000 square foot physical plant building to provide adequate space for plant operations. Funds for this project are included in Category 4. The SBHE recommends that the project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

SAUE

Campus, Phase II: An amount up to \$2,767,871 is provided for completion of a new two-story classroom building by adding a third floor and a teaching auditorium. The project also includes addition of an elevator to the Administration Building to meet safety and handicapped accessibility codes. An amount up to \$1 million is to be funded from

the proceeds of the third sale of bonds. The balance of \$1,767,871 is included in Category 4. The SBHE recommends that this balance be funded through the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

SAUT

Library Expansion/Administration Building Renovation: An amount up to \$1,450,000 is provided for an expansion of 27,000 square feet to the library, including study rooms with fifty reader stations, open stack area of 13,000 square feet, and space for future library acquisitions, cataloging, and shipping/receiving functions. The project also includes building access from the Administration Building, providing additional electrical service, heat and air conditioning, and plumbing systems. An amount up to \$450,000 will be funded from the proceeds of the third sale of bonds. The balance of \$1 million is included in Category 4. The SBHE recommends funding of this balance from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

Tech Engineering Building: An amount up to \$1,214,560 is provided to fund the completion of construction of a 68,635 square foot facility to house the Architectural and Building Construction program, the Avionics program, the Electronics program, and the Electromechanical, Mechanical Design, and Solar Programs. Funds for this Vocational-Technical project are included in Category 4. The SBHE recommends that this project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

ECA

Physical Lab Addition: An amount up to \$19,100 is provided to construct additional lab space for soils morphology, cross connection and backflow prevention, asbestos abatement, water and wastewater hydraulics and pump maintenance. This Vocational-Technical project will be funded from the proceeds of the third sale of bonds.

Mobile Lab Hookup Site: An amount up to \$2,900 is provided to build a mobile unit hookup pad to provide utility service to maintain delicate equipment in the mobile lab during those times when the lab is not in service. This Vocational-Technical project will be funded from the proceeds of the third sale of bonds.

FTA

Satellite Training Facilities: An amount up to \$250,000 is provided to construct two additional regional training facilities to meet the training needs of rural and municipal fire departments. The training centers will house basic firefighting courses, professional qualification programs and testing, specialized training courses, and weekend seminar courses. This Vocational-Technical project will be funded from the proceeds of the third

sale of bonds.

Aerial Fire Truck: An amount up to \$200,000 is provided to fund the replacement of a twenty year old fire truck used in fire training. This Vocational-Technical project will be funded in two parts: an amount up to \$100,000 will be funded from the proceeds of the third sale of bonds; the SBHE recommends that the balance of \$100,000, included in Category 4, be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

Training Fires Station: An amount up to \$250,000 is provided to build a 3,900 square foot facility on the Camden site to train and house "rookie" firemen. Currently, trainees are housed in local motels at state expense. Funding for this Vocational-Technical project is included in Category 4, and the SBHE recommends funding this project from the General Improvement Fund or from the proceeds of bond sales after projects in Categories 1 through 3 have been funded.

Approved: Agenda Item No. 13
 January 24, 1991

College Savings Bond Community/Technical College Revolving Loan Fund

Application Criteria

1. Low interest loans are offered to community and technical colleges for the purpose of funding educational and general capital projects, including administrative, classroom, and laboratory equipment; major maintenance; and construction or renovation. Funds for initial loans will be provided from the proceeds of the sale of College Savings Bonds, Series 1993, as authorized by Act 683 of 1989, as amended. These loans will be repaid by the borrowing institutions into a Revolving Loan Repayment Fund that will provide funds for subsequent loans to state supported community and technical colleges. **Loans from either source will not be made to support auxiliary functions, nor will they be made to refinance previously completed projects. Loan funds may not be used to reimburse the institution for expenditures predating loan approval.**
2. Loans must be approved by the State Board of Higher Education (SBHE) for specified projects.
3. To assure the tax-free status of the investors' earnings, the requirements established April 8, 1991, in the Instructions issued with the Requisition form for the College Savings Bond program, will apply to projects financed through the loan fund.
4. Institutions will issue vouchers for payment directly to vendors for the approved project; institutions may **not** issue vouchers to themselves in anticipation of project expenses or as reimbursement for previously completed projects. If institutions are completing the approved project using in-house labor, loan funds may be used only to pay the materials vendor.
5. The projects undertaken with initial loans from the College Savings Bond fund must be completed within three years of June 29, 1993.
6. The interest rate for each loan will be established at the time of the State Board's approval of the loan, and will be fixed at the yield rate of the one-year U.S. Treasury Bill, as published on the third Thursday of the month preceding the State Board meeting. **(Board resolution in Agenda Item No. 7, February 2, 1995, amended this section to eliminate the addition of sliding-scale margin based on the term of the loan.)**
7. In general, the maximum term of a loan will be established according to the size of the loan and the purpose for which the loan was authorized, with consideration given to the expected useful life of the goods purchased with the loan proceeds. For instance, loans for most administrative and classroom equipment (such as personal

computers) would have a maximum term of 5 years; loans for more sophisticated equipment such as larger computer systems or utility networks would have a maximum term of 7 to 10 years; loans for deferred major maintenance and for construction or renovation projects would have a maximum term of 15 years.

8. Initially, because of anticipated demand for funds from this source, the total amount loaned to an eligible institution from this source may not exceed \$250,000. Depending on the availability of funds as the program matures, this limitation may change. **(Loan limit removed by Board resolution, Agenda Item No. 24, October 21, 1994, provided other criteria are met and funds are available.)**
9. Institutions must submit applications for the loan no later than 45 days before the next following regular meeting of the SBHE. These applications must be made on the forms provided by the Department for this purpose **with a copy of the institutional board's resolution authorizing the loan request.**
10. Applications for loans for construction and/or renovation projects should be accompanied by a copy of the engineer or architect's project budget guidelines.

Criteria for loan approval will include, but are not limited to, the following:

- a. The institution's current debt service requirements: total annual debt service (including that for the loan, if approved) may not exceed 25% of annual student tuition and fee revenue or, if local millage is pledged against the loan, the millage income must equal no less than 120% of total annual debt service.
 - b. Feasibility of and need for the proposed project in the context of the educational and general mission of the institution.
 - c. Estimated project completion date.
 - d. Availability of loan funds.
11. Upon approval of the loan by the State Board, the institution must sign a Certificate of Indebtedness specifying a payout schedule and asserting the commitment of the institutional board to budget and allocate the sums necessary to make the payments agreed upon in the Certificate of Indebtedness. The payout schedule will include a closing fee plus an annual service fee assessed by Arkansas Development Finance Authority as agreed upon by the Department and the Authority and specified in the closing document(s). The Certificate of Indebtedness will provide for penalties for late payments. No penalties will be assessed for early retirement of the debt.
 12. Loan funds will be disbursed for Board-approved projects only after the approval of a College Savings Bond Program Requisition.

- a. For major maintenance and construction/renovation projects, institutions should submit a Requisition for the entire amount of the loan to the Department of Higher Education at the start of the project. Vouchers payable to the contractor would then be presented to State Building Services and the Department of Finance and Administration. State Building Services will forward copies of the vouchers after they have approved payment. This procedure will permit institutions to meet the statutory requirement (A.C.A. 19-4-1411) limiting the time allowed between the contractor's submission of a pay request to the architect and the contractors receiving payment.
 - b. For all other projects, Requisitions and vouchers should be submitted to the Department of Higher Education for payment from the College Savings Bond Community/Technical College Revolving Loan Fund.
- 13.** Interest liability will be accrued from the date the voucher is expensed by the Department of Finance and Administration and will be charged only on that portion of the loan that has actually been drawn by the institution.
- 14.** Debt service payments must be made according to the schedule agreed upon prior to the State Board's approval of the loan and should be made payable to the Revolving Loan Repayment Fund, care of Arkansas Development Finance Authority. Penalties will be assessed for late payment of loans as described in the Certificate of Indebtedness.

Allocation of College Savings Bond Funds

The Arkansas Higher Education Technology and Facility Improvement Act (Act 1282 of 2005) from Governor Huckabee's legislative initiative authorized the Arkansas Higher Education Coordinating Board, in consultation with the Arkansas Development Finance Authority, to refer to the voters a request for the authority to issue up to \$250 million in college savings bonds for the improvement of technology and facilities in higher education. Approximately \$100 million of the issue is to be used to refund/recall existing bonds. The remaining \$150 million is to be allocated to the public institutions of higher education in Arkansas.

Subsequently, Governor Huckabee, in a letter to the members of the Coordinating Board, requested that the bond proceeds be divided by distributing \$50 million, or one-third of the proceeds, among the two-year colleges. He further requested that the first \$10 million of the remaining \$100 million be allocated for connection to the e-Corridor for the ten universities and the medical sciences campus with the balance of the funds distributed to the universities and their entities. These executive guidelines have been followed in the recommended distribution of the anticipated bond proceeds. The Coordinating Board's policy of funding students without regard to the institution they attend was used as the basis for structuring the recommended distribution of the funds among the schools within the two groups.

Institutional requests submitted in May 2005 total more than \$651 million, which was more than four times the funds available for distribution. The number of projects requested and the high cost of some of the priority projects created a challenge for an equitable distribution. Therefore, it is important to note that these recommendations are for funding allocated to an institution or a system. The specific distributions of the funds to projects within an institution or system are to be at the discretion of the institution or system and submitted to ADHE by mid-August to be included in the allocation of funds.

It is the philosophy of the Coordinating Board, and ADHE staff, that the best decisions about which projects are the most critical to a system or an institution can be made by those who have the most knowledge and information regarding the priority needs of their institutions. Institutions should designate the projects to be funded from their allocations and the portion of their funds allocated to each project. Systems are asked to designate the institutions that are to receive funds as well as the projects for each entity.

Previous allocations of funds from earlier college savings bond programs are irrelevant since the funding recommendations are based upon the current enrollments and the current need of institutions for space. Funding received from the General Improvement Fund also has no relevance to this distribution.

Factors Considered in the Allocation of Funds

This distribution of funds to institutions has taken into consideration the fall 2004 on-campus enrollment; the latest annualized FTE enrollment which includes the spring of 2005; the Facilities Condition Index (FCI) for existing facilities; the space needed to accommodate the latest enrollment as determined by two space allocation models; and the institutions' utilization of their debt service capacity.

An institution's existing square footage was reduced by the square footage with a FCI of 80% or greater because facilities with an FCI of 80% or greater are usually not suitable for use. To determine whether an institution needed additional space, or had excess space for their current enrollment, the adjusted actual square footage was divided by the square footage needed as determined by two space allocation models developed for that purpose.

The latest reported debt service and revenues from tuition and fees were used to determine the percent of the debt service capacity being utilized. Debt service capacity was determined by taking 25% of the reported tuition and fee income. The source of the debt service and revenue from tuition and fees was the last "actual" 17 series reports or, if available, the latest bond feasibility request from the institution.

Since fall on-campus FTE enrollment generally represents an institution's maximum space need, it provided the initial student FTE for the distribution of funds. However, the proceeds for this bond issue are not limited to need for space or maintenance of existing space but include technology infrastructure upgrades. Off-campus and distance learning classes often have a greater technology cost associated with their delivery to students in terms of equipment maintenance and technical support staff. Therefore, the FTE enrollment used for funding allocation is the fall 2004 on-campus FTE plus one-half the difference in that enrollment and the annualized total FTE enrollment including off-campus classes.

Universities: Institutions whose adjusted actual square footage is greater than the space model-determined need would receive a smaller allocation than if they had a need for additional square footage. Institutions with a smaller percent of debt service capacity being utilized would receive a smaller allocation of funds than institutions whose percent of debt service capacity exceeded the average.

After the Governor's requested initial allocations, the remaining funds were divided equally among the institutions on the basis of the institutions' adjusted FTE enrollment. The adjustments for ratio of actual space to the space model-generated need and for the percent above or below the average percent of debt service capacity being utilized were made to the FTE enrollments. The resulting weighted FTE enrollments were used to make the preliminary allocations of the balance of the funds. The resulting preliminary allocations were compared to institutions' requests and rounding adjustments were made in light of the expressed needs of the institutions and Coordinating Board priorities.

Colleges: The distribution of funds to colleges is based on an economy-of- scale concept. The preliminary basis for the allocation decisions was to provide \$2,100 for the first 500 adjusted FTE enrollment up to the amount requested by an institution. The next allocation was based on \$1,700 for the next 1,000 adjusted FTE enrollment, up to the actual adjusted FTE enrollment, or the funds needed for an institution's top priority projects. The remaining funds were distributed equally among the FTE of schools with more than 1,500 FTE students. These preliminary allocations were rounded and adjusted by comparing the funding to the institution's priority requests and AHECB priorities.

Approved: Agenda Item No. 3
 July 29, 2005

Productivity Funding Model Policy Universities

Background

Act 148 of 2017 repealed the needs-based and outcome-centered funding formulas as prescribed in Arkansas Code § 6-61-210, Arkansas Code § 6-61-224, Arkansas Code § 6-61-228, Arkansas Code § 6-61-229, Arkansas Code § 6-61-230, and Arkansas Code § 6-61-233, and amended Arkansas Code § 6-61-234. The Act directs the Arkansas Higher Education Coordinating Board to adopt policies developed by the Division of Higher Education (ADHE) necessary to implement a productivity-based funding model for state-supported institutions of higher education.

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

A set of guiding principles, which is described below, is important to orient the design of a new funding model for public higher education institutions. These guiding principles allow the development of a productivity-based funding model which is student-centered and responsive to post-secondary attainment goals, while creating a funding context which enables innovation, increased efficiency and enhanced affordability.

Guiding Principles

Student-centered:

The model should place at its center students and students' needs including both access to and completion of meaningful and quality post-secondary learning.

Outcomes:

The model should focus on completion, and particularly on completions of under-served and at-risk students and completions in areas of need by the state and industry. This structure should recognize differences in investment associated with meeting the evolving needs of students, the workforce, and the state.

Collaboration:

The model should provide incentives for cross-institutional collaboration and reward the successful transition of students across institutions.

Supporting institutional mission:

The model should respect and be responsive to the diverse set of missions represented by each public institution of higher education.

Formula structure:

The model should maintain clarity and simplicity.

Flexibility:

The model should be adaptable in the face of a dynamic institutional and external environment.

Stability and transition:

The model should support short-, mid- and long-term financial stability of the public institutions of higher education, while focusing attention on outcomes and the goals of the state. The transition from the current funding formula to a productivity-based funding formula should allow for a managed and intentional transition process which mitigates negative impact at any one or group of institutions.

Measures

In addition to incorporating the guiding principles above, measures adopted in the productivity-based funding model should acknowledge the following priorities:

- Differences in institutional missions are recognized and encouraged.
- Completion of students' educational goals should be the most important priority of every institution.
- Progression toward completion recognizes that funding must follow the student.
- Affordability is encouraged through on-time completion, limiting excess credits, and efficient resource allocation.
- Collaboration is rewarded by encouraging successful transfer of students and reducing barriers to student success.
- Potential unintended consequence of raising academic requirements or lowering academic quality to increase completions must be discouraged.

The measures adopted relate to Effectiveness, Affordability and Efficiency. In addition, some adjustments to the model are necessary to respond to the unique missions of some institutions which cannot be captured in the productivity metrics.

Measures will be reviewed every five years to ensure that the model continues to respond to the needs and priorities of the state. A review more frequently than five years is impractical as institutions would not have the opportunity to respond in a timely fashion. However, if it is determined that the measures adopted have created unintended consequences, those measures will be reviewed immediately.

Productivity Measures**Summary of Measures**

The productivity funding formula consists of four categories: Effectiveness (80% of

formula), Affordability (20% of formula), Adjustments, and Efficiency (+/-2% of formula). The metrics of the four categories are broken down below.

Effectiveness	Affordability	Adjustment	Efficiency
<ul style="list-style-type: none"> • Credentials • Progression • Transfer Success • Gateway Course Success 	<ul style="list-style-type: none"> • Time to Degree • Credits at Completion 	<ul style="list-style-type: none"> • Research (4-year only) 	<ul style="list-style-type: none"> • Core Expense Ratio • Faculty to Administrator Salary Ratio

At this time, Non-credit Workforce Training and Post-Completion Success metrics are not included in the formula but will be when adequate data is available. Other future technical modifications, such as an addition of an inflationary index and refining of existing metrics, will be considered in the future as necessary.

Each metric is calculated using a three-year average based on the most recent academic year data that is available. Institutions will receive points in the productivity model according to the requirements of each metric. Points for each institution will be totaled and applied according to the weighting assigned to each metric in the effectiveness and affordability categories. Once the points for the effectiveness and affordability measures are totaled, adjustments based on research activities be applied. Finally, the efficiency category will be applied against the adjusted total. The final total of points will become the institution's Productivity Index.

Effectiveness Category

Credentials

The primary measure of effectiveness emphasizes students completing credentials that meet their educational goals and meet workforce needs of the state. The importance of credentials at each educational level are recognized. In addition, the unique characteristics of students are measured to recognize the additional resource needs of institutions which serve students' needs. Characteristics include underserved race and ethnicity, underserved income, age, and underserved academic.

The Credentials metric is weighted at forty percent (40%) of the formula. This metric includes the average of the number of credentials awarded over the most recent three academic years, with consideration given to credentials earned by students who contribute to closing the attainment gap of underserved populations in Arkansas, as well as credentials that will help meet state workforce needs.

The Credentials metric includes the number of credentials earned in all degree levels: Certificate of Proficiency, Technical Certificate, Associate Degree, Advanced Certificate, Bachelor's Degree, Post-Baccalaureate Certificate, Master's Degree, Post-Master's

Certificate, Specialist, and Doctoral Degree.

Designated weights are applied to each level of credential. All credentials earned in Science, Technology, Engineering and Math (STEM) and High Demand fields receive additional weights. Credentials earned by students who are underserved in the areas of race/ethnicity, income, academic preparedness and age will receive additional weight. Degrees and certificates above the Bachelor's level will only receive additional weight for underserved race/ethnicity.

Weighting Specifications – Degree Level

Certificate of Proficiency	0.5
Technical Certificate	1.0
Advanced Certificate, Post-Baccalaureate Certificate, Post-Master's Certificate, Specialist, or Post-First Professional Certificate or Degree	1.0
Associate Degree	2.0
Bachelor Degree	4.0
Master Degree	5.0
Doctoral Degree	6.0

Weighting Specifications – Degree Type

STEM Credentials	3.0
High Demand Credentials	1.5
All Other Credentials	1.0

Weighting Specifications – Student Characteristics

	Undergrad Level	Graduate Level
All Students	1.00	1.00
Underserved Race/Ethnicity	0.29	0.29
Underserved Income	0.29	N/A
Underserved Academic	0.29	N/A
Adult (25 to 54)	0.29	N/A

Progression

For programs requiring more than one semester to complete, progression toward a credential must be measured. A student's progression towards a degree will be recognized. In addition, the unique characteristics of students should be measured to recognize the additional resource needs of institutions which serve students' needs. Characteristics include underserved race and ethnicity, underserved income, age, and underserved academic.

The Progression Metric is weighted at thirty percent (30%) of the formula. The metric includes the average number of progression goals met by concurrent and undergraduate students at the accumulation of 15 hours, 30 hours, 45 hours, 60 hours, and 90 hours over the most recent three academic years. Consideration is given to progression goals met by students who contribute to closing the attainment gap of underserved populations in Arkansas.

Weighting Specifications – Student Characteristics

All Students	1.00
Underserved Race	0.29
Underserved Income	0.29
Underserved Academic	0.29
Adult (25 to 54)	0.29

Transfer

Many students begin their post-secondary work at a community college before transferring to a university to complete a bachelor's degree. The efficient and effective transfer of these students should be measured to encourage collaboration among institutions.

The Transfer Metric is weighted at fifteen percent (15%) of the formula. The metric includes the average of the number of undergraduate students over the most recent three academic years who earn a bachelor's degree that transferred from a 2-year to a 4-year institutions in an effort to encourage student success and institutional collaboration.

Weighting Specifications – Transfer Students

Completed Bachelor's Degree	1.0
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Gateway Course Success

Gateway courses in math, English and reading-intensive courses in the humanities and social sciences are a first indicator of likely student success. This is particularly important for students who are underprepared for college-level course work. In addition, the unique characteristics of students should be measured to recognize the additional resource needs of institutions which serve these students. The designated characteristic for this metric includes underserved academic.

The Gateway Course Success Metric is weighted at fifteen percent (15%) of the formula. The metric includes the average of the number of successfully completed gateway courses by academically prepared and academically underserved undergraduate students over the most recent three academic years. The metric recognizes the completion of math, English and reading gateway

courses by students with a grade of A, B, or C. Gateway courses completed by academically underserved students will receive additional weighting.

Weighting Specifications – Gateway Course Success

Placement in Remedial Course	3.00
No Placement in Remedial Course	1.00

Affordability Category

Time to Degree

Affordability of a credential is impacted by the length of time it takes a student to earn a credential. Measures should encourage students to complete credentials on time; generally, two years for an associate's degree and four years for a bachelor's degree.

The Time to Degree metric is weighted at fifty percent (50%) of the affordability category. The metric includes the average of the number of students who graduated within the recommended timeframe for associate and bachelor's degrees over the most recent three academic years. On time is defined as 24 months for associate degrees and 48 months for bachelor's degrees. The metric also recognizes students who complete their degree within twenty-five percent (25%) of on-time completion (up to 30 months for associate degrees; up to 60 months for bachelor's degrees) and within fifty percent (50%) of on-time completion (up to 36 months for associate degrees; up to 72 months for Bachelor degrees). Allowances will be made for degree programs that require more than 24 months for an associate degree and 48 months for a bachelor's degree to complete due to external accreditation, professional licensure requirements or statewide articulation agreements. ADHE will review and approve the request for allowances.

Weighting Specifications – Time to Degree

On-Time Completion	1.0
Within 25% of On-Time Completion	0.875
Within 50% of On-Time Completion	0.4

Credits at Completion

Similar to time to degree, measuring the affordability of a credential also includes measuring the number of credit hours a student completes toward that credential. Students whose credit hour accumulation is at or near the minimum number required for a credential pay less in tuition and fees; thus, making the credential more affordable.

The Credits at Completion metric is weighted at fifty percent (50%) of the affordability category. The metric includes the average of the number of students who graduated within the scheduled number of credits completed for associate and bachelor's degrees over the most recent three academic years. On Schedule is defined as 60 credit hours for associate degrees and 120 credit hours for bachelor's degrees. The metric also

recognizes students who complete their degree within ten percent (10%) of on schedule completion (up to 66 credit hours for associate degrees; up to 132 credit hours for bachelor's degrees) and within twenty-five percent (25%) of on schedule completion (up to 75 credit hours for associate degrees; up to 150 credit hours for Bachelor degrees). Allowances will be made for degree programs that require more than 60 credit hours for an associate degree and 120 credit hours for a bachelor's degree to complete due to external accreditation, professional licensure requirements or statewide articulation agreements. ADHE will review and approve the request for allowances.

Weighting Specifications – Credits at Completion

On Schedule	1.00
Within 10% of On Schedule Completion	0.875
Within 25% of On Schedule Completion	0.4

Research Adjustment

Research

One unique mission of some public universities that is not adequately captured in productivity measures is research and should be included as an adjustment to appropriate institutions. Research is essential to the discovery of new knowledge, innovation, entrepreneurship, and societal, health, and economic development advancements.

The research adjustment will be recognized by adjusting the comparative year productivity index score of an institution by the three-year average percentage of expenditures on research.

Weighting Specifications – Research Adjustment

% of Actual Research Expenditures/Total Expenditures	Adjustment %
Above 10%	2%
From 5% up to 10%	1.5%
Below 5%	1%

Efficiency Category

Core Expense Ratio

This measure is intended to encourage resource allocations which maximize spending in areas that directly impact student success and achievement of institutional mission.

The Core Expenses Ratio is weighted at fifty percent (50%) of the efficiency category. The ratio measures the expenditures on the core functions of an institution compared to the expenditures for institutional support and how the ratio compares to an institution's Southern Regional Education Board (SREB) institution peer group.

The Core Expense Ratio is equal to the sum of Instruction Expenditures, Academic Support Expenditures, Student Services Expenditures, Public Service Expenditures and

Research Expenditures on a per full-time equivalent (FTE) basis divided by the Institutional Support Expenditures per FTE. Data for these expenditure elements are reported to and published by the Integrated Postsecondary Education Data System (IPEDS).

The adjustment for each institution is calculated by finding the percentage deviation of the Core Expense Ratio of each institution compared to the SREB Average Core Expense Ratio for their peer group. The resulting percentage is assigned an efficiency adjustment as described in the chart below.

Weighting Specifications – Core Expense Ratio

% Deviation of ration from SREB Peer Group	% Change to Productivity Index score
Below -20%	-2.0%
-15.01% to -20%	-1.5%
-10.01% to -15%	-1.0%
-5.01% to -10%	-0.5%
-5% to 5%	0.0%
5.01% to 10%	0.5%
10.01% to 15%	1.0%
15.01% to 20%	1.5%
Above 20%	2.0%

Faculty to Administrator Salary Ratio

This measure is intended to encourage efficient use of administrative positions to support institutional mission.

The Faculty to Administrator Salary Ratio is weighted at fifty percent (50%) of the efficiency category. The ratio measures the expenditures on faculty salaries compared to the expenditures on institutional support salaries and how the ratio compares to an institution's Southern Regional Education Board (SREB) institution peer group.

The Faculty to Administrator Salary Ratio is equal to Instruction Salaries & Wages per FTE divided by the Institutional Support Salaries & Wages per FTE. Data for these expenditure elements are reported to and published by the Integrated Postsecondary Education Data System (IPEDS).

The adjustment for each institution is calculated by finding the percentage deviation of the Faculty to Administrator Salary Ratio of each institution compared to the SREB Average Faculty to Administrator Salary Ratio for their peer group. The resulting percentage is assigned an efficiency adjustment as described in the chart below.

Weighting Specifications – Faculty to Administrator Salary Ratio

% Deviation of ration from SREB Peer Group	% Change to Productivity Index score
Below -20%	-2.0%
-15.01% to -20%	-1.5%
-10.01% to -15%	-1.0%
-5.01% to -10%	-0.5%
-5% to 5%	0.0%
5.01% to 10%	0.5%
10.01% to 15%	1.0%
15.01% to 20%	1.5%
Above 20%	2.0%

Approved: Agenda Item No. 6B
April 24, 2020

Productivity Funding Model Policy Two-Year Colleges

Background

Act 148 of 2017 repealed the needs-based and outcome-centered funding formulas as prescribed in Arkansas Code § 6-61-210, Arkansas Code § 6-61-224, Arkansas Code § 6-61-228, Arkansas Code § 6-61-229, Arkansas Code § 6-61-230, and Arkansas Code § 6-61-233, and amended Arkansas Code § 6-61-234. The Act directs the Arkansas Higher Education Coordinating Board to adopt policies developed by the Division of Higher Education (ADHE) necessary to implement a productivity-based funding model for state-supported institutions of higher education.

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

A set of guiding principles, which is described below, is important to orient the design of a new funding model for public higher education institutions. These guiding principles allow the development of a productivity-based funding model which is student-centered and responsive to post-secondary attainment goals, while creating a funding context which enables innovation, increased efficiency and enhanced affordability.

Guiding Principles

Student-centered:

The model should place at its center students and student's needs including both access to and completion of meaningful and quality post-secondary learning.

Outcomes:

The model should focus on completion, and particularly on completions of under-served and at-risk students and completions in areas of need by the state and industry. This structure should recognize differences in investment associated with meeting the evolving needs of students, the workforce, and the state.

Collaboration:

The model should provide incentives for cross-institutional collaboration and reward the successful transition of students across institutions.

Supporting institutional mission:

The model should respect and be responsive to the diverse set of missions represented by each public institution of higher education.

Formula structure:

The model should maintain clarity and simplicity.

Flexibility:

The model should be adaptable in the face of a dynamic institutional and external environment.

Stability and transition:

The model should support short-, mid- and long-term financial stability of the public institutions of higher education, while focusing attention on outcomes and the goals of the state. The transition from the current funding formula to a productivity-based funding formula should allow for a managed and intentional transition process which mitigates negative impact at any one or group of institutions.

Measures

In addition to incorporating the guiding principles above, measures adopted in the productivity-based funding model should acknowledge the following priorities:

- Differences in institutional missions are recognized and encouraged.
- Completion of students' educational goals should be the most important priority of every institution.
- Progression toward completion recognizes that funding must follow the student.
- Affordability is encouraged through on-time completion, limiting excess credits, and efficient resource allocation.
- Collaboration is rewarded by encouraging successful transfer of students and reducing barriers to student success.
- Potential unintended consequence of raising academic requirements or lowering academic quality to increase completions must be discouraged.

The measures adopted relate to Effectiveness, Affordability and Efficiency. In addition, some adjustments to the model are necessary to respond to the unique missions of some institutions which cannot be captured in the productivity metrics.

Measures will be reviewed every five years to ensure that the model continues to respond to the needs and priorities of the state. A review more frequently than five years is impractical as institutions would not have the opportunity to respond in a timely fashion. However, if it is determined that the measures adopted have created unintended consequences, those measures will be reviewed immediately.

Productivity Measures**Summary of Measures**

The productivity funding formula consists of four categories: Effectiveness (90% of formula), Affordability (10% of formula), Adjustments, and Efficiency (+/-2% of formula). The metrics of the four categories are broken down below.

Effectiveness	Affordability	Adjustment	Efficiency
<ul style="list-style-type: none"> • Credentials • Progression • Transfer Success • Gateway Course Success • 	<ul style="list-style-type: none"> • Time to Degree • Credits at Completion 	<ul style="list-style-type: none"> • Diseconomies of Scale 	<ul style="list-style-type: none"> • Core Expense Ratio • Faculty to Administrator Salary Ratio

At this time, Post-Completion Success metrics are not included in the formula but will be when adequate data is available. It has been determined that the non-credit workforce training/education metric will not be incorporated into the productivity funding model; however, the addition of this metric will continue to be evaluated in the future. Other future technical modifications, such as an addition of an inflationary index and refining of existing metrics, will be considered in the future as necessary.

Each metric is calculated using a three-year average based on the most recent academic year data that is available. Institutions will receive points in the productivity model according to the requirements of each metric. Points for each institution will be totaled and applied according to the weighting assigned to each metric in the effectiveness and affordability categories. Once the points for the effectiveness and affordability measures are totaled, adjustments based on diseconomies of scale will be applied. Finally, the efficiency category will be applied against the adjusted total. The final total of points will become the institution's Productivity Index.

Effectiveness Category

Credentials

The primary measure of effectiveness emphasizes students completing credentials that meet their educational goals and meet workforce needs of the state. The importance of credentials at each educational level are recognized. In addition, the unique characteristics of students are measured to recognize the additional resource needs of institutions which serve students' needs. Characteristics include underserved race and ethnicity, underserved income, age, and underserved academic.

The Credentials metric is weighted at forty five percent (45%) of the formula. This metric includes the average of the number of credentials awarded over the most recent three academic years, with consideration given to credentials earned by students who contribute to closing the attainment gap of underserved populations in Arkansas, as well as credentials that will help meet state workforce needs.

The Credentials metric includes the number of credentials earned in all degree levels: Certificate of Proficiency, Technical Certificate, Advanced Certificate, and Associate

Degree. Designated weights are applied to each level of credential. All credentials earned in Science, Technology, Engineering and Math (STEM) and High Demand fields receive additional weights. Credentials earned by students who are underserved in the areas of race/ethnicity, income, academic preparedness and age will receive additional weight.

Weighting Specifications – Degree Level

Certificate of Proficiency	1.0
Technical Certificate	2.0
Advanced Certificate	2.0
Associate Degree	3.0

Weighting Specifications – Degree Type

STEM Credentials	3.0
High Demand Credentials	3.0 4.5
All Other Credentials	1.0

Weighting Specifications – Student Characteristics

	Undergrad Level
All Students	1.00
Underserved Race/Ethnicity	0.29
Underserved Income	0.29
Underserved Academic	0.29
Adult (25 to 54)	0.29

Progression

For programs requiring more than one semester to complete, progression toward a credential must be measured. A student's progression towards a degree will be recognized. In addition, the unique characteristics of students should be measured to recognize the additional resource needs of institutions which serve students' needs. Characteristics include underserved race and ethnicity, underserved income, age, and underserved academic.

The Progression Metric is weighted at twenty percent (20%) of the formula. The metric includes the average number of progression goals met by concurrent and undergraduate students at the accumulation of 15 hours, 30 hours, and 45 hours over the most recent three academic years. Consideration is given to progression goals met by students who contribute to closing the attainment gap of underserved populations in Arkansas.

Weighting Specifications – Student Characteristics

All Students	1.00
Underserved Race	0.29
Underserved Income	0.29

Underserved Academic	0.29
Adult (25 to 54)	0.29

Transfer

Many students begin their post-secondary work at a community college before transferring to a university to complete a bachelor's degree. The efficient and effective transfer of these students should be measured to encourage collaboration among institutions.

The Transfer Metric is weighted at fifteen percent (15%) of the formula. The metric includes the average of the number of undergraduate students over the most recent three academic years who transfer successfully from a 2-year to a 4- year institution with an associate degree or with at least 30 earned hours of Arkansas Course Transfer System (ACTS) courses in an effort to encourage student success and institutional collaboration. Students who have received an associate degree will be assigned additional weighting.

Weighting Specifications – Transfer Students

30 Hours of ACTS courses	1.00
Associates	1.25

Gateway Course Success

Gateway courses in math, English and reading-intensive courses in the humanities and social sciences are a first indicator of likely student success. This is particularly important for students who are underprepared for college-level course work. In addition, the unique characteristics of students should be measured to recognize the additional resource needs of institutions which serve these students. The designated characteristic for this metric includes underserved academic.

The Gateway Course Success Metric is weighted at ten percent (10%) of the formula. The metric includes the average of the number of successfully completed gateway courses by academically prepared and academically underserved concurrent and undergraduate students over the most recent three academic years. The metric recognizes the completion of math, English and reading gateway courses by students with a grade of A, B, or C. Gateway courses completed by academically underserved students will receive additional weighting.

Weighting Specifications – Gateway Course Success

Placement in Remedial Course	3.00
No Placement in Remedial Course	1.00

Affordability Category

Time to Degree

Affordability of a credential is impacted by the length of time it takes a student to earn a credential. Measures should encourage students to complete credentials on time;

generally, two years for an associate's degree.

The Time to Degree metric is weighted at fifty percent (50%) of the affordability category. The metric includes the average of the number of students who graduated within the recommended timeframe for associate degrees over the most recent three academic years. On time is defined as 24 months for associate degrees. The metric also recognizes students who complete their degree within twenty-five percent (25%) of on-time completion (up to 30 months for associate degrees) and within fifty percent (50%) of on-time completion (up to 36 months for Associate degrees). Allowances will be made for degree programs that require more than 24 months to complete due to external accreditation, professional licensure requirements or statewide articulation agreements. ADHE will review and approve the request for allowances.

Weighting Specifications – Time to Degree

On-Time Completion	1.0
Within 25% of On-Time Completion	0.875
Within 50% of On-Time Completion	0.4

Credits at Completion

Similar to time to degree, measuring the affordability of a credential also includes measuring the number of credit hours a student completes toward that credential. Students whose credit hour accumulation is at or near the minimum number required for a credential pay less in tuition and fees; thus, making the credential more affordable.

The Credits at Completion metric is weighted at fifty percent (50%) of the affordability category. The metric includes the average of the number of students who graduated within the scheduled number of credits completed for associate degrees over the most recent three academic years. On Schedule is defined as 60 credit hours for associate degrees. The metric also recognizes students who complete their degree within ten percent (10%) of on schedule completion (up to 66 credit hours for associate degrees) and within twenty-five percent (25%) of on schedule completion (up to 75 credit hours for Associate degrees). Allowances will be made for degree programs that require more than 60 credit hours to complete due to external accreditation, professional licensure requirements or statewide articulation agreements. ADHE will review and approve the request for allowances.

Weighting Specifications – Credits at Completion

On Schedule	1.00
Within 10% of On Schedule Completion	0.875
Within 25% of On Schedule Completion	0.4

Adjustments

Diseconomies of Scale

Some institutions in the state serve rural areas with insufficient populations to support large enrollments. Adjustments should be included to acknowledge this unique aspect

of mission.

The diseconomies of scale adjustment will be recognized by adjusting the comparative year productivity index score of an institution that falls into a specified student enrollment size range. The range is based on the average three-year enrollment for two-year colleges.

Adjustment Specifications – Diseconomies of Scale

Enrollment Breaks	Adjustment
Less than 30% of Average	1%
Less than 50% of Average	2%
Less than 70% of Average	3%

Efficiency Category

Core Expense Ratio

This measure is intended to encourage resource allocations which maximize spending in areas that directly impact student success and achievement of institutional mission.

The Core Expenses Ratio is weighted at fifty percent (50%) of the efficiency category. The ratio measures the expenditures on the core functions of an institution compared to the expenditures for institutional support and how the ratio compares to an institution's Southern Regional Education Board (SREB) institution peer group.

The Core Expense Ratio is equal to the sum of Instruction Expenditures, Academic Support Expenditures, Student Services Expenditures, Public Service Expenditures and Research Expenditures on a per full-time equivalent (FTE) basis divided by the Institutional Support Expenditures per FTE. Data for these expenditure elements are reported to and published by the Integrated Postsecondary Education Data System (IPEDS).

The adjustment for each institution is calculated by finding the percentage deviation of the Core Expense Ratio of each institution compared to the SREB Average Core Expense Ratio for their peer group. The resulting percentage is assigned an efficiency adjustment as described in the chart below.

Weighting Specifications – Core Expense Ratio

% Deviation of ration from SREB Peer Group	% Change to Productivity Index score
Below -20%	-2.0%
-15.01% to -20%	-1.5%
-10.01% to -15%	-1.0%
-5.01% to -10%	-0.5%
-5% to 5%	0.0%
5.01% to 10%	0.5%

10.01% to 15%	1.0%
15.01% to 20%	1.5%
Above 20%	2.0%

Faculty to Administrator Salary Ratio

This measure is intended to encourage efficient use of administrative positions to support institutional mission.

The Faculty to Administrator Salary Ratio is weighted at fifty percent (50%) of the efficiency category. The ratio measures the expenditures on faculty salaries compared to the expenditures on institutional support salaries and how the ratio compares to an institution's Southern Regional Education Board (SREB) institution peer group.

The Faculty to Administrator Salary Ratio is equal to Instruction Salaries & Wages per FTE divided by the Institutional Support Salaries & Wages per FTE. Data for these expenditure elements are reported to and published by the Integrated Postsecondary Education Data System (IPEDS).

The adjustment for each institution is calculated by finding the percentage deviation of the Faculty to Administrator Salary Ratio of each institution compared to the SREB Average Faculty to Administrator Salary Ratio for their peer group. The resulting percentage is assigned an efficiency adjustment as described in the chart below.

Weighting Specifications – Faculty to Administrator Salary Ratio

% Deviation of ration from SREB Peer Group	% Change to Productivity Index score
Below -20%	-2.0%
-15.01% to -20%	-1.5%
-10.01% to -15%	-1.0%
-5.01% to -10%	-0.5%
-5% to 5%	0.0%
5.01% to 10%	0.5%
10.01% to 15%	1.0%
15.01% to 20%	1.5%
Above 20%	2.0%

Approved: Agenda Item No. 6A
April 24, 2020

Productivity Funding Distribution Policy

Background

Act 148 of 2017 repealed the needs-based and outcome-centered funding formulas as prescribed in Arkansas Code § 6-61-210, Arkansas Code § 6-61-224, Arkansas Code § 6-61-228, Arkansas Code § 6-61-229, Arkansas Code § 6-61-230, and Arkansas Code § 6-61-233, and amended Arkansas Code § 6-61-234. The Act directs the Arkansas Higher Education Coordinating Board (AHECB) to adopt policies developed by the Department of Higher Education (ADHE) necessary to implement a productivity-based funding model for state-supported institutions of higher education.

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

The AHECB shall use the productivity-based funding model as the mechanism for recommending funding for applicable state-supported institutions of higher education. The Board shall recommend funding for the state-supported institutions of higher education as a whole and the allocation of funding to each state-supported institution of higher education. The AHECB shall make separate recommendations for the two-year institutions and four-year institutions. The framework for those recommendations is described in this policy.

Funding Distribution Framework

A productivity index for each institution will be calculated based on the Productivity Funding Model policies for four- and two-year institutions. Each institution's current productivity index will be compared to its previous year's index to determine productivity changes. One productivity index will be calculated to represent productivity changes for institutions of higher education as a whole and will be used to determine how much new state funding is recommended. The AHECB will limit the funding recommendation generated by the productivity-based funding model to no more than a 2% growth over the prior year's Revenue Stabilization Act (RSA) general revenue funding amount for four- and two-year institutions.

When new state funding is recommended, the proportion of new monies to be distributed among four- and two-year institutions will be divided into two separate funding pools based upon the percentage of existing RSA general revenue. If any RSA general revenue funds remain unallocated to state-supported institutions of higher education due to productivity declines, ADHE shall utilize the funds to address

statewide needs in higher education.

New RSA general revenue allocated to four- and two-year institutions will be distributed among the institutions with productivity index increases. The percentage of new RSA general revenue funding recommended for institutions with productive index increases will be calculated as a percentage of the contribution to the overall four- or two-year institutions productivity index increases.

Within each four- and two-year institution group, RSA general revenue funding will be recommended for reallocation from institutions with productivity index declines to institutions with productivity index increases. Reallocation of RSA general revenue funding to institutions with productivity increases will be calculated as a percentage of the contribution to the overall four- or two-year institution productivity index increases. Reallocation for institutions with productivity index declines will be based on their percentage of productivity index decline. Recommended reallocation will be introduced on a graduated scale starting with 1% of an institution's RSA general revenue funding being reallocated in 2019-2020; up to 1.5% in 2020-2021; and up to 2% in 2021-2022 and thereafter.

The total RSA general revenue recommendation for each four- and two-year institution will include any new state funding recommendation and reallocated funding recommendation. If an institution's funding recommendation is greater than a 1% increase in 2018-2019; 1.5% increase in 2019-20; 2% increase thereafter over its existing RSA general revenue funding, the Board will recommend that the amount of funding recommendation up to 2% based on the graduated scale would be added to an institutions existing RSA general revenue and any funding recommendation in excess would be one-time incentive funding for that institution. The AHECB will recommend redistribution of one-time incentive funding in the following year based on productivity index changes.

In the event that an institution of higher education's RSA general revenue funding declines by more than 5% of the 2018-2019 fiscal year level due to productivity declines, ADHE shall not further recommend reductions in funding for that institution but shall assist the institution in developing a plan for improvement and progression.

In any fiscal year for which the aggregate general revenue funding forecast to be available for state-supported institutions of higher education is greater than 2% less than the amount provided for the immediate fiscal year, the ADHE shall not further implement the productivity-based funding model until the following fiscal year.

This policy will be reviewed every three (3) years to ensure that productivity funding distribution continues to respond to the needs and priorities of the state. However, if it is determined that the funding distribution framework created unintended consequences, this policy will be reviewed immediately.

ACADEMIC AFFAIRS POLICIES

Off-Campus Instruction Policy

Introduction

The Arkansas Higher Education Coordinating Board (AHECB) has encouraged access to higher education through a number of policies over the years including support for distance learning initiatives in the state and across the southern region, as well as approval for off-campus programs at sites throughout Arkansas. The Board and its staff believe it is important to promote both access and quality in higher education because the state's educational attainment level remains below the national average with respect to the number of adult Arkansans with college degrees. Furthermore, the Board recognizes that our economy increasingly rewards those with the education and skills to compete in the modern workforce (as well as rewarding the states and communities where such skilled persons live and work).

With the acknowledged need for educational access comes the recognition that resource constraints on the state and its public institutions of higher education limit the extent to which our campuses can be all things to all people. While competition for students has increased access to higher education services, it also puts undeniable strains on fiscal and other institutional resources. This tension between greater access and limited resources presents itself in a number of current and pending requests for approval of new off-campus activities, particularly those where more than one institution seeks to offer services in the same community.

In light of the need for educational access coupled with resource limitations, the purpose of the adopted policy will be to establish guidelines for the delivery of educational courses and programs to students and organizations through off-campus programs and courses. The guidelines also will include criteria to be used by the AHECB when conflicts arise between institutions regarding off-campus instruction.

The following AHECB priorities will be considered when resolving institutional conflicts:

- Provide educational opportunities to all citizens of the state.
- Provide quality off-campus courses/programs at a reasonable cost to students and the state.
- Allow institutions that are currently offering off-campus courses at specific locations to continue to do so.
- Eliminate unnecessary duplication of off-campus courses, programs, and facilities. (A.C.A. § 6-61-206 and 303).
- Reduce the costs of off-campus programs by reducing duplication of institutional effort, thus preventing overextension of state's resources. (A.C.A. § 6-61-303).
- Promote cooperation among two-year and four-year institutions when responding to community educational needs.

In addition to the AHECB's priorities, there are also general assumptions that should be considered in relation to the agreed upon off-campus instruction policy. These general assumptions are as follows:

- Off-campus offerings that existed in 2000-01 will be allowed to continue regardless of service area designations. Once a particular off-campus course/program that is offered outside of an institution's designated service area is discontinued or the offering is interrupted for at least two years, the adopted off-campus instruction guidelines must be followed.

This policy is intended to assign primary responsibility for offering educational services at off-campus locations for two- and four-year institutions. It is not meant to give exclusive rights to one institution over another.

- A branch campus or education center will not have an assigned service area independent of its main campus.
- Student-semester-credit-hours generated by off-campus students who are charged less than the full tuition rate for on-campus students will not be included in the funding formula.
- Disagreements that cannot be resolved between institutions will be resolved either by the ADHE staff or the Coordinating Board. If an institution fails to abide by the ADHE or Coordinating Board decision, then the SSCH generated at the unauthorized location by the institution that was not approved to offer courses at that site will not be included in the funding formula.
- Electronically-delivered instruction will not be subject to off-campus instruction policies if no physical presence is established by the sending institution and if a contract between a student and the institution involves only those two parties. If, however, the instruction is delivered in either real- or delayed-time at a particular location to a defined group of students using technology, then a physical presence has been established. When a physical presence is established, either electronically or through traditional means, off-campus instruction policies will apply. The off-campus instruction policy that is adopted will apply only to credit courses. The policy will not apply to workforce, or any other, courses that are offered on a non-credit basis.

AHECB Policy

- All service area designations will continue as they currently exist. Two-year colleges will retain the counties assigned to them in 1992 as areas of primary responsibility.
- Four-year institutions will not have a designated area for off- campus courses/programs.
- Because the "30-Mile Rule" was part of a funding policy adopted for the 1991-

93 biennium and was superseded by a new funding policy the following biennium, the “30-Mile Rule” is not a criterion for offering off-campus credit courses.

Criteria for Conflict Resolution

Institutions that seek to offer off-campus instruction and cannot reach agreement between each other, either informally or with a written Memorandum of Understanding, will appeal to ADHE staff. After receiving a written request from each affected institution that includes pertinent information and data, ADHE staff will mediate the conflict. If the affected institutions reject the decision of ADHE staff, the Arkansas Higher Education Coordinating Board will hear evidence, consider staff recommendations, and make a final determination.

In order to determine the merits of presented arguments, the Department staff and Board members will require in writing from each institution the following information:

- Mission of institution
- Willingness of institution
- Capability of institution
- Type of courses/programs proposed
- Cost to students
- Desire of the community
- History of off-campus offerings in the geographical area
- Evidence that this will not result in unnecessary duplication of programs or facilities
- Evidence that the offerings will not result in overextension of state’s resources
- Other relevant information as determined by the institutions, Department staff, and/or ACHEB members

Although the “30-Mile Rule” is not a criterion used to resolve institutional conflicts regarding off-campus offerings, the AHECB does not look favorably on an institution that encroaches on the service area of a second institution.

Approved: Agenda Item No. 15
October 19, 2001

Reaffirmed: Agenda Item No. 19
October 24, 2003

Guidelines for College Mathematics Course Content for General Education Core Curriculum

A comprehensive mathematics course such as college algebra, college mathematics, college statistics, quantitative literacy/reasoning or higher-level college mathematics course may be applied toward an associate or baccalaureate degree from a state-support college or university in Arkansas. Any mathematics course used to meet the 35-credit hour state minimum general education core requirement for the associate or bachelor's degree must be approved for inclusion in the Arkansas Course Transfer System (ACTS). Some college mathematics courses may not be accepted toward degree majors in science, technology, engineering and mathematics (STEM) or STEM-related degrees.

Beginning Fall 2013, an appropriate non-remedial, college-level applied technical mathematics course may be accepted toward an associate degree in a career and technical education (CTE) area. The initial course placement for mathematics courses must be determined using the state-approved minimum score or higher institutional score on the ACT or comparable exams as outlined in AHECB Policy 5.8.

Arkansas Course Transfer System (ACTS) Mathematics Course Content Guide Summary of Minimum Course Content Requirements

MATH 1103 College Algebra (3 semester credit hours)

College Algebra must be based on a function approach with a strong emphasis on critical thinking, mathematical modeling, and technology. The course must include general concepts of functions and include a study of quadratics; polynomial, rational, logarithmic, and exponential functions; systems of equations; sequences and series; and matrices and determinants.

MATH 1113 Quantitative Literacy/Mathematical Reasoning (3 semester credit hours)

Course designed for general education core and for degrees not requiring college algebra. A strong emphasis should be placed on critical thinking, mathematical modeling, and technology. The majority of the course must include topics from general concepts of functions. Projects, group work, reading, and writing should be included.

1. The ACTS course number and course title must be included on all published materials related to any mathematics course listed in the Arkansas Course Transfer System.
2. An institutional administration and board may elect to set higher minimum course placement scores for college algebra and other college mathematics courses than the statewide minimum scores listed in AHECB Policy 5.8.

Guidelines for Development of Mathematics Courses for Associate of Applied Science Degrees and Career and Technical Education (CTE) Associate Degrees

Course Development – MATH1013 Applied Technical Mathematics

To meet the state general education core requirement for the mathematics course applied toward Associate of Applied Science (AAS) degrees and career and technical education (CTE) associate degrees, the Applied Technical Mathematics course must:

1. Be a college-level, non-remedial mathematics course appropriate for career and technical education associate degree programs that is developed and approved by mathematics faculty and/or program-related CTE faculty through the established institutional course approval process; and

2. Require AAS and CTE associate degree-seeking students to have a minimum mathematics sub-score of 16 on the ACT, 21 on the COMPASS Algebra test, or a comparable exam score for placement into the Applied Technical Mathematics course.

(The non-remedial, college-level applied technical mathematics course will not meet the mathematics course requirement for the 35-semester credit hour state minimum general education core and cannot be applied toward transfer associate degrees and bachelor's degrees.)

3. Design a 3-credit hour college-level, non-remedial Applied Technical Mathematics course that includes mathematical concepts in the context of technical areas that build on the skills through application; or

Design a college-level, non-remedial Applied Technical Mathematics course with a sequence of modules that includes:

- a. A core set of mathematics modules appropriate for all career and technical education programs offered by the institution; or
- b. core set of mathematics modules for career and technical education programs and any additional mathematics modules identified by the institution to be appropriate for particular career and technical certificate and associate degree programs. Students can be assigned different additional mathematics modules depending on the program of study, and any of these additional modules can be assigned as part of the sequence of modules within an Applied Technical Mathematics course.

- 1) Students that do not meet the minimum course placement score for enrollment in the Applied Technical Mathematics course can be enrolled in mathematics competency modules that prepare them for the Applied Technical Mathematics course modules.

- 2) The institution may determine that the students should be able to move into the Applied Technical Mathematics modules in the same semester that the math competency modules are completed and may choose to include these math competency modules in the Applied Technical Mathematics course sequence of modules to make up an extended sequence of modules within a single course. (The institution will determine the minimum mathematics sub-score for placement in the combined remedial/developmental mathematics modules and the Applied Technical Mathematics course modules.)
- 3) Institutions can designate a separate course for the remedial/developmental mathematics competency modules and only assign the remedial/developmental mathematics competency modules to those students with a mathematics sub-score below 16 on the ACT or comparable exam score.
- 4) Institutions also may choose to start all students needing an Applied Technical Mathematics course for their program of study in the remedial/developmental mathematics competency modules (regardless of ACT or comparable exam score). Prepared students will quickly demonstrate mastery of the remedial/developmental mathematics competency modules through pre-tests before moving on to the college-level, non-remedial Applied Technical Mathematics modules. The intent is for students to be able to complete the sequence of assigned mathematics modules in a single semester. Students will enroll in an appropriate course the second semester only if needed to complete the remaining assigned modules in the sequence.

ADHE Course Review and Approval

Each institution will determine the content of the Applied Technical Mathematics course for Associate of Applied Science degrees and career and technical education degrees.

The course description and syllabus for a new or existing college-level, non-remedial Applied Technical Mathematics course must be submitted by the institutional chief academic officer to ADHE no later than May 1, 2013, for implementation in Fall 2013; or by May 1 of any year prior to Fall implementation.

1. The course syllabus must include the course number, course title, textbook title, textbook table of contents with chapter topics.
2. The institution must indicate the minimum math sub-score for course placement.
3. The institution must provide a description of the course development and course approval process, including the names of the mathematics and/or program area faculty primarily responsible for the course development and their comments.
4. The institution must provide documentation of the course approval by the Curriculum Review Committee.

5. The institution must provide documentation that the content for the college-level, non-remedial Applied Technical Mathematics course is appropriate for a 3-semester credit hour general education core course for the Associate of Applied Science degree or for career and technical education associate degree programs.
6. Documentation of the appropriateness of the Applied Technical Mathematics course content must be based on one of the following:
 - a. Employer Feedback - a summary of comments from local area employers on the mathematical knowledge and skills of recent AAS and CTE program graduates based on the job placements and requirements (provide names of employers and program areas);
 - b. Program Advisory Group – a summary of comments from program advisory groups on mathematical knowledge and skills required for AAS and CTE programs offered by the institution (provide names of program advisory members, their companies and their positions)
 - c. Program Licensure/Certification Requirements (provide the web links for stated licensure/certification requirements for the CTE program areas);
 - d. Program Accreditation Criteria/Professional Association Standards (provide the web links for relevant criteria/standards); or
 - e. Mathematical association research, guidelines or recommendations on applied technical mathematics (provide the relevant weblinks).
7. The institution must provide the associate degree titles (and AHECB degree codes), and the related general education core curriculum outlines that will require the college-level, non-remedial Applied Technical Mathematics course.
8. The institution must confirm that the proposed Applied Technical Mathematics course will be 1) taught by a mathematics faculty member with the master's degree in mathematics or the master's degree in a related field with 18 graduate semester credit hours in mathematics or 2) taught jointly by a mathematics faculty member with the appropriate academic credentials and a program area faculty member.

Course Implementation – Fall 2013

Institutions will be contacted if additional information is needed to complete the ADHE review of the applied technical mathematics course. ADHE will notify the institutions of ADHE approval of the applied technical mathematics course no later than June 15, 2013.

Approved: Agenda Item No. 16
April 22, 1988

Amended: Agenda Item No. 7
October 26, 2012

Rules for Institutional and Program Certification (ICAC)

I. Authority

The Arkansas Legislature granted authority to the Arkansas Higher Education Coordinating Board (AHECB) to provide for the orderly development of higher education and to protect Arkansas students from fraudulent or inferior programs. [Arkansas Code Annotated (ACA) §6-61-301, §6-61-302, §6-2-107, §6-61-135, and §6-61-136]

AHECB is authorized to establish the criteria for certification of college-level courses and degree programs offered by non-public, not-for-profit, for-profit, and out-of-state institutions of higher education, and to provide oversight on matters related to the operation of the postsecondary educational institutions in Arkansas.

A non-public, not-for-profit, for-profit or out-of-state postsecondary educational institution offering courses/degree programs customarily offered in colleges and universities to Arkansans must obtain AHECB certification prior to offering those courses/degree programs.

Arkansas public colleges and universities are exempt from AHECB institutional/program certification under the ICAC Rules. Arkansas private/independent colleges/universities may offer courses and degrees at the program level currently authorized by the State of Arkansas or AHECB and currently recognized by the agencies that accredit these institutions without further review by AHECB under the ICAC Rules. AHECB acknowledgment of state and institutional participation in the Southern Regional Education Board-State Authorization Reciprocity Agreement (SARA) is noted in Section III-Institutions Exempt from AHECB Certification.

An institution without AHECB certification offering a college-level course or degree program to students in Arkansas must cease and desist from operating in Arkansas until certified by AHECB. Any institution that fails to obtain required AHECB certification will be reported to the Consumer Protection Division of the Office of the Arkansas Attorney General. An individual or institution that operates in Arkansas without AHECB certification as required under ACA §6-61-301 shall be guilty of a Class B misdemeanor.

To assist AHECB with its certification responsibilities, ACA §6-61-302 directs AHECB to appoint an advisory committee known as the Institutional Certification Advisory Committee (ICAC). ICAC members include six chief administrators or designee of two-year and four-year postsecondary institutions in Arkansas, a representative of the Department of Career Education, and two residents of the state of Arkansas who are not officially affiliated with any postsecondary institution. ICAC members serve for a specified time period.

II. Institutional/Program Certification Process

Step 1 - An institution must submit a Letter of Intent signed by the Academic Affairs Officer of the institution. By the published timeline, the Letter of Intent must be submitted to ADHE prior to submission of an application for certification.

Certification Period

There is a three-year initial certification period for courses/degree programs, and a three-year certification period for planning and development for the establishment of a new institution or a branch campus location in Arkansas. Course/degree program recertification is required at the conclusion of the initial certification period and when subsequent periods of certification expire and will be granted for a three-year period. The certification period will expire on December 31 of Year 3.

The three-year certification period will not be extended for institutional planning and development for a new Arkansas college/university or for an existing institution to locate a branch campus in Arkansas; therefore, a new institution or branch campus must be ready to apply for initial certification of courses/degree programs by the end of the institutional planning and development period.

Step 2 - The institution must submit an Application for Certification that includes information about the institutional operations and the proposed course/degree program. Submit the application and documentation in a Word file with a web link to the institution's current catalog to: ICAC@adhe.edu.

An institution requesting AHECB certification must provide documentation that the institution is 1) accredited by an accrediting agency recognized by the United States Department of Education or Council on Higher Education Accreditation; 2) authorized to operate as a postsecondary institution in its home state; and 3) has documentation of home state approval and program accreditation for professional licensure programs. An institution applying for institutional or program certification for the first time must not advertise or operate in Arkansas until AHECB certification is granted. (The term home state is defined as the state or country where the college/university has its initial charter or authorization to operate as a state-support, non-profit, or for-profit postsecondary institution. A college/university could have state authorization and institutional accreditation to operate branch college/university campus locations and degree programs outside the home state.)

An out-of-state institution must submit an application for AHECB certification of courses and degree programs such as professional practice programs that are not covered under the participation agreement for SARA or the recognized regional compacts.

Institutional Accreditation

Institutions seeking AHECB certification must hold accreditation from an accrediting agency recognized by the United States Department of Education or Council on Higher Education Accreditation. Institutions that present accreditation from entities that are not recognized by the United States Department of Education or Council on Higher Education Accreditation will not be granted certification or an exemption from certification from the Arkansas Higher Education Coordinating Board.

ACA §6-61-136 states that an individual shall not establish or operate an accrediting agency in Arkansas without recognition by the United States Department of Education. An individual claiming to operate an accrediting agency in Arkansas or an entity representing itself as an accrediting agency in Arkansas that is not recognized by the United States Department of Education or Council on Higher Education Accreditation will be reported to the Consumer Protection Division of the Office of the Arkansas Attorney General.

In 2013, ACA §6-61-136 was amended to allow unrecognized accrediting agencies to establish and operate in Arkansas for schools that do not receive federal funding and are operated solely to provide programs that prepare students for religious vocations.

An institution that does not offer associate degrees or above must contact the Arkansas State Board of Private Career Education (www.sbpce.org) about school licensure requirements for offering in Arkansas only non-credit courses, diplomas or certificates in vocational/occupational areas.

The Arkansas State Board of Private Career Education is authorized to license private career schools to issue diplomas and certificates under ACA §6-51-601- 6-51-605. Arkansas public and private/independent colleges and universities are exempt from licensure by the Arkansas State Board of Private Career Education.

Application Review Process

Once the requesting institution has submitted an application to ADHE, the application will be reviewed by ADHE. Should ADHE determine that the institution has not submitted the required application and documentation, the institution will be contacted and asked to submit the specified information within a defined time period. ADHE review of the application will be suspended until all requested institutional information is submitted to ADHE which could delay the review of the application. Failure to submit the appropriate completed forms and the related fees by the established deadlines may result in no further consideration of the application for certification by ADHE or withdrawal of AHECB certification.

Review Team

If necessary, ADHE will select an independent review team of faculty and administrators who are knowledgeable of similar courses/degree programs or level of institution included in the certification application. The team will read/review the

application and may visit the institution or proposed institutional location as part of the review process.

If an on-site review is needed, ADHE will schedule a mutually convenient time for the on-site review of the courses/degree programs or the proposed institutional location by ADHE and the review team. Institutional representatives also could be required to meet with the review team at ADHE unless the ADHE staff determines that the review can be conducted by a telephone conference call.

ADHE staff will conduct the application/campus reviews with the review team submitting a written team report to ADHE that will be shared with the institution and the ICAC. The institution must submit to ADHE a written response to the review team report within a defined time period, no less than 20 days.

Course/Degree Review

The course/degree content and minimum credit hours required must be appropriate for the field of study and degree level. The courses and degree plans must be approved in the institution's home state before AHECB certification is granted.

All undergraduate degrees must include 1) the home state required/approved general education core curriculum that is similar to the Arkansas minimum general education core curriculum or 2) the Arkansas minimum general education core curriculum. The institution must provide written documentation that the course/degree plan has been approved by the institution/trustees and/or the appropriate higher education/postsecondary and professional program agency in the home state.

The AHECB has established assessment and course placement guidelines for student ability-to-benefit in associate and bachelor's degree programs. All institutions must provide a plan for assessment and course/degree placement for student success. For an entity applying for certification to establish or locate an institution in Arkansas, the AHECB or comparable assessment and placement guidelines must be used for student enrollment.

Professional certificates and degree programs for licensure/certification such as law, medicine, respiratory care, cosmetology, nursing, teacher education, psychology, and counseling must meet Arkansas state licensure/certification requirements to be granted AHECB certification.

There must be a sufficient number of faculty with the appropriate academic credentials and experience. The institution must provide documentation of adequate financial resources and instructional resources related to student academic support and success and for distance technology delivery.

ADHE Executive Staff Recommendation

Based on the results of the review, ADHE may ask the institution and review team for more information regarding the course/degree program or new institution/branch campus application before making 1) a recommendation for program/institutional certification to AHECB, or 2) a recommendation to deny certification. An institution may elect to appeal the ADHE Executive Staff Recommendation; however, the decision of the Arkansas Higher Education Coordinating Board is final.

Notification and Application Submission Timelines

AHECB will consider applications for certification at its quarterly meetings. The Letter of Intent and applications are due on January 1, April 1, July 1, and October 1. A completed application, including all required documentation, must be submitted on or before the published deadlines. Late applications, applications requiring additional review, or other time constraints may cause AHECB action to be delayed until the next review cycle.

Should a certified degree be modified with the changes exceeding 18 semester credit hours of the total credit hours of the degree program, a Letter of Notification with a description of the changes must be submitted to ADHE for review prior to the change. Degree changes of 18 semester credit hours or less must be submitted with a Letter of Notification by the application deadlines listed above.

Awarding of Academic Credential/Degree

Institutions may not award an academic credential/degree to any student unless demonstrated mastery of knowledge and skills has been documented. A degree may not be granted to any student solely for experiential learning or work experience. The minimum criteria for college-level courses/degree programs, faculty/administrators, instructional resources, institutional accreditation, and state authorization/agency approvals required for AHECB certification are outlined in the Appendix section of the ICAC Rules. These criteria must be met for initial and continued institutional and program certification by AHECB.

ACA §6-61-135 defines False Academic Credential as a document that provides evidence or demonstrates completion of an academic or professional course of study at the postsecondary level that results in the awarding of a certificate, degree, or rank that is issued by an individual or institution that is not certified or exempt from certification under ACA §6-61-301.

A person who knowingly uses a false academic credential for the purpose of obtaining employment, a professional license, a job promotion, college admission, or a government position; or introduces oneself to others as having attained an academic title or a level of academic achievement may be convicted of a Class B misdemeanor and fined up to one thousand dollars (\$1,000.00).

III. Institutions Exempt from AHECB Certification

Non-public, not-for-profit colleges and universities currently incorporated and recognized by the Arkansas Higher Education Coordinating Board as Arkansas independent institutions of higher education, and operating under the applicable laws of this state shall not be required to receive certification from the Arkansas Higher Education Coordinating Board unless the institution fails to maintain accreditation from an accrediting agency recognized by the United States Department of Education or Council on Higher Education Accreditation. *These Arkansas colleges and universities also* shall not be required to receive licensure from the Arkansas State Board of Private Career Education.

Arkansas independent colleges and universities must contact ADHE prior to any change in the institution's charter or level of degree program. AHECB will consider all requests for changes in the name of the institution, institutional charter, or level of degree program offered.

A non-public, not-for-profit college or university recognized as an Arkansas independent institution of higher education that fails to maintain *recognized* institutional accreditation must notify ADHE of its plan to cease operations in an orderly manner. Before institutional operations can resume, an application for certification for reinstatement of authority to grant degrees must be submitted to ADHE; and the AHECB must grant certification for institutional planning and development.

Institutions operated solely to provide programs of study in church-related training may be eligible for an exemption from certification. Programs offered by such institutions would specifically prepare students to assume leadership positions in the church and/or religious organization. Church-related training must be clearly labeled so that both the recipients of the training and persons evaluating the training are able to identify the nature and purpose of the program.

Because AHECB certification is required for college-level courses and degrees, each degree title for church-related training must include a religious modifier. The religious modifier must be placed on the title line of the degree, on the transcript, and whenever the title of the degree appears in official school documents/catalogs or written/electronic publications.

Institutions offering college-level courses and degrees on military installations with a majority of student enrollments being active/retired military personnel or their dependents; institutions offering courses and degrees through the Southern Regional Education Board Electronic Campus or other recognized regional compacts; and institutions offering only non-academic, credit and non-credit programs for the specific purpose of avocational training and professional development/preparation may be exempt from certification. The definition of non-academic, avocational/professional preparation programs is included in the Appendix section of the ICAC Rules.

The Arkansas Higher Education Coordinating Board acknowledges that the Arkansas Department of Higher Education is authorized to participate in all educational program initiatives offered through the Southern Regional Education Board (SREB), including the collaborative program with the National Council for the State Authorization Reciprocity Agreement (SARA); and directs ADHE to meet all AHECB, SREB and SARA requirements for the State of Arkansas to participate in the SARA. Therefore, the distance technology courses and degrees approved for institutions authorized for participation in SARA are exempt from certification by the Arkansas Higher Education Coordinating Board.

Arkansas public, independent, not-for-profit, and for-profit colleges and universities must meet all AHECB, SREB and SARA requirements regarding program reciprocity to be approved by the Director of the Arkansas Department of Higher Education or designee for participation in SARA in collaboration with SREB. Courses and degrees approved for SARA will include distance technology programs only and will not include professional licensure/certification programs. Arkansas colleges and universities will not be assessed a state fee for participation in SARA. Institutional participation in SARA is optional.

Exemption from Certification Process

Institutions seeking an Exemption from Certification must submit an Application for Exemption from Certification and provide required documentation. An institution applying for exemption from certification for the first time must not advertise or operate in Arkansas until the Letter of Exemption from Certification is issued.

Once the requesting institution has submitted an application to ADHE, the application will be reviewed by ADHE. Should ADHE determine that the institution has not submitted the required application and documentation, the institution will be contacted and asked to submit the specified information within a defined time period. ADHE review of the application will be suspended until all requested institutional information is submitted to ADHE which could delay the review of the application. Failure to submit the appropriate completed forms by the established timelines may result in no further consideration of the application for exemption from certification by ADHE and AHECB.

If the institution meets exemption criteria, a Letter of Exemption from Certification will be issued for three years. Upon expiration of the exemption from certification, the institution must submit an application for renewal of the exemption. Institutions will not be assessed a fee for a Letter of Exemption from Certification.

Institutions that do not meet exemption criteria or offer both non-academic programs such as church-related training and college-credit courses that lead to a degree that

is customarily granted by colleges and universities must obtain institutional and course/degree program certification to continue operating in Arkansas.

AHECB may withdraw exemption status for proper cause. Such withdrawal will constitute a denial of exemption and require 1) a subsequent application for certification or 2) a referral to the Consumer Protection Division of the Office of the Arkansas Attorney General for the discontinuation of institutional operations in Arkansas.

IV. Fees

ADHE is entitled to recover administrative fees related to the certification process. These fees include an application processing fee and travel expenses for the review team. All fees are non-refundable.

The processing fee must be submitted with applications for certification of established institutions to offer college-level courses/degree programs, and with applications for certification of a newly established college/ university or branch campus location in Arkansas.

A fee will not be assessed for colleges/universities participating in SREB reciprocity programs and/or SARA. Distance technology courses/programs offered by colleges/universities through recognized regional education compacts such as SREB and/or through a reciprocity agreement such as SARA will be exempt from AHECB certification/authorization and fees. A fee will not be assessed for colleges/ universities or entities offering only church-related training and/or non-academic courses/programs.

Institutions applying for certification will be responsible for the travel expenses of the review team when a team is assigned to review the certification application. The review team may make an on-site visit to the institution or institutional representatives may be required to meet with the review team at ADHE unless the ADHE staff determines that the review can be conducted by telephone conference call or remote/electronic technology.

V. Bonds

In an effort to protect Arkansas students from financial hardship and loss due to the unexpected closure of an institution certified by the Arkansas Higher Education Coordinating Board, non-public, not-for-profit, for-profit, and out-of-state postsecondary institutions certified to offer college-level courses/degree programs in Arkansas will be required to maintain a surety bond during operations in Arkansas, to maintain a minimum federal financial responsibility composite score of 1.5, or to provide a letter from an official of the appropriate state government entity acknowledging state authority and funding of the institution.

VI. Forms

For the convenience of institutional employees responsible for preparing and submitting information to ADHE, new forms will be developed or existing forms will be modified as needed that must be used to provide information for certification activities. The forms can be found in the Appendix section of the ICAC Rules.

VII. Implementation of ICAC Rules under Administrative Procedure Act

ADHE staff will review any proposed amendments to the ICAC Rules with the Institutional Certification Advisory Committee and the institutions certified or exempt from certification under ACA 6-61-301 prior to making a recommendation to the Arkansas Higher Education Coordinating Board. The Arkansas Higher Education Coordinating Board and the Arkansas Department of Higher Education will follow the provisions of the Administrative Procedure Act.

The ADHE Director or designee is authorized to develop and modify the ICAC application forms as needed, and to make administrative and technical changes and corrections/clarifications when necessary to the Rules for Institutional and Program Certification. ADHE must notify the ICAC and institutions certified or exempt from certification by the Coordinating Board of any amendments or administrative and technical changes and corrections/clarifications to the ICAC Rules, and of the development and modification of ICAC application forms at least 30 days prior to the effective date. ADHE must consider the ICAC and institutional comments on proposed amendments, administrative and technical changes and corrections/clarifications and the ICAC application forms during the 30-day notification period.

VIII. Questions about ICAC Rules

The Rules for Institutional and Program Certification (ICAC Rules) have been developed and amended to provide a clear, orderly process for the certification of established non-public, not-for-profit, for-profit, or out-of-state postsecondary institutions offering college-level courses/degree programs in Arkansas; and for the creation of new non-public institutions in Arkansas, or for the establishment of a branch campus for an existing non-public, not-for-profit, for-profit, or out-of-state institution seeking a location in Arkansas.

Submit questions related to the AHECB certification/SARA process to:

ICAC

Arkansas Department of Higher Education

423 Main Street, Suite 400

Little Rock, AR 72201 (501) 371-2000

ICAC@adhe.edu

IX. Institutional Certification Advisory Committee (ICAC)

The Institutional Certification Advisory Committee will receive an annual report from the ADHE Director or designee on institutional/program certification that includes data on program enrollments and graduation. The ICAC may meet as needed to discuss higher education policies, legislative issues, and institutional and public concerns. Based on institutional or public comments on courses/ degree programs, ICAC questions, and/or ADHE findings, ADHE will determine if an ICAC meeting is necessary prior to the quarterly AHECB meeting and interested parties will be notified. If requested by ADHE, a representative of the institution applying for course/degree program certification must attend the ICAC meeting (via telephone) at which the application will be considered to respond to questions. Following this meeting, ADHE will either 1) make a recommendation for certification to the AHECB, 2) ask for more information regarding the course/degree program application, or 3) deny the application for certification. The institution may elect to appeal the ADHE Executive Staff Recommendation to the AHECB; however, the decision of the AHECB is final.

Student Grievance Procedure

All institutions participating in SREB activities, SARA activities, and/or obtaining AHECB certification or exemption from certification must publish, post, and adhere to a procedure for handling a student grievance. The institutions must furnish an e-mail address or toll-free telephone number for quick access in filing a student grievance.

These institutions also must notify ADHE of all formal student grievances upon filing and of the disposition of unresolved formal student grievances within 20 days.

The student grievance procedure with timeline is included in the Appendix section in the ICAC Rules.

Students may contact ADHE at ADHE_Info@adhe.edu for information on Arkansas colleges and universities or to report a grievance on any college/university offering programs to Arkansans. Prior to contacting ADHE about a grievance, the student must complete the formal student grievance/complaint process at the college/university.

X. Arkansas Higher Education Coordinating Board (AHECB)

The Arkansas Higher Education Coordinating Board meets four times annually and will consider the ADHE Executive Staff Recommendation for ICAC certification at each meeting.

AHECB Meeting Attendance

A representative of the institution requesting initial certification is not required to travel to Arkansas to attend the AHECB meeting unless requested by ADHE or AHECB. AHECB will act on the ADHE Executive Staff Recommendation for institutional and program certification and make the final decision.

Revocation of AHECB Certification/Exemption from Certification

The Arkansas Higher Education Coordinating Board shall, after giving a 30-day notice in writing to the institutional trustees to show cause why such action should not be taken, revoke any certification or exemption from certification issued by AHECB whenever the Arkansas Higher Education Coordinating Board shall find, after proper investigation, that the institution is conferring degrees/diplomas without requiring sufficient work or is in violation of any of the provisions of the laws of Arkansas or ICAC Rules. Such withdrawal of certification or exemption from certification will be referred to the Consumer Protection Division of the Office of the Arkansas Attorney General for the discontinuation of institutional operations in Arkansas.

Appeal Process

Should the institution elect to appeal any decision of the Director of the Arkansas Department of Higher Education or the Arkansas Higher Education Coordinating Board, a Letter of Appeal must be filed with ADHE within 30 days of the decision. The decision of the AHECB is final.

Adopted by AHECB-October 26, 2012

Clarifications: October 31, 2014; January 30, 2015

Arkansas Code Annotated §6-61-301, §6-61-302, §6-2-107, §6-61-135, and §6-61-136

Guidelines on Academic Clemency

Act 1000 of 1991 directs the State Board of Higher Education to develop guidelines for the establishment of institutional policies on academic clemency. The law describes academic clemency as a second chance for those students who performed poorly early in their academic careers and who wish to return to college after having gained an appreciation of the benefits of higher education. Under the provisions of a clemency policy, students "may petition...to have previously earned grades and credits removed from the calculations of their cumulative grade point averages."

Institutional policies on academic clemency should contain specific provisions based on the following general guidelines:

1. Academic clemency may be granted to returning students who have not been enrolled in any institution of higher education for a specified period of time. This minimum period should be set between two years and ten, depending upon the manner in which the policy on clemency relates to other institutional policies regarding calculation of grade point averages.
2. Institutional policy may allow returning students to petition for clemency upon application for admission, upon enrollment, or following a validation period during which time students must demonstrate their resolve to succeed academically.
3. While grade point averages would not reflect the credits for which students are granted clemency and while those forgiven credits would not count toward graduation, transcripts must contain students' comprehensive academic records.
4. Clemency should cover all credits earned during the terms for which it is granted. A policy on grade renewal, which Act 1000 does not address, might more effectively allow those students whose records reflect both failing and passing efforts to amend past academic shortcomings.
5. In the interest of consistent application of clemency policy across the college or university, students should be required to submit petitions for academic clemency to the chief academic officer of the institution.
6. No institution should be compelled to honor clemency granted by another institution; nevertheless, transfer students who received clemency at another institution should be allowed to petition for clemency under the provisions established by the receiving institution.
7. Under Act 1000, clemency policies apply to undergraduate academic records only.

Approved: Agenda Item No. 28
 April 10, 1992

Relevant Code: ACA 6-60-207

Annual Reports on Students in Intercollegiate Athletics

ACT 267 of 1989 directs ADHE to work with the colleges and universities to develop an annual report on "the retention and graduation rates of all students who participate in intercollegiate athletics." This report has been developed through a series of meetings with institutional research staff at the colleges and universities. The State Board is asked to adopt a set of definitions and a reporting schedule for the collection of this information.

In addition, Department staff have worked with campus officials to develop a one-page report which summarizes financial aid to students who participate in intercollegiate athletics. This form would be a supplement to an existing financial aid report already provided to ADHE every year by the institutions. The purpose of this one-page report is to collect accurate, consistent information. Definitions and reporting schedules for each report are described below.

I. Annual Progression on IntercollegiateAthletes

This report has been developed to meet the requirements of Act 267; under the terms of this statute, the report should be made to ADHE by October 15, 1990, and should include information on all students at the institution who participated in intercollegiate athletics during the previous academic year. Definitions of enrollment status should follow current ADHE guidelines for other enrollment reports.

Definitions

Participants in intercollegiate athletics are defined as those students listed by the institution on official rosters for any team during the previous academic year, including athletes who were redshirted and those who practice or traveled with the team.

Each section of the report requests information about students who received full or partial athletic grants and on those athletes who did not receive athletic grants. An athletic grant means a full or partial athletic scholarship to a student for tuition, fees, room, board, books and other educational expenses at the institution.

In calculating retention and graduation rates, the report requests information about the academic standing of student-athletes. For these purposes, making satisfactory progress is defined to mean that a student is enrolled in a program of studies leading to a degree from the institution and meets institutional regulations regarding satisfactory progress toward that degree. Similarly, good academic standing is defined as the academic standards used by the reporting institution to determine good academic standing for all enrolled students.

Reporting Schedule

Institutions should provide the completed report to ADHE by October 15 each year, according to Act 267.

II. Financial Aid to Student-Athletes

An extensive survey of financial aid to athletes and other students was conducted by legislative staff in fall 1988. Since it appears that interest in this subject will continue, ADHE and institutional staff have developed a one-page supplement to an existing report on financial aid that provides essentially the same information as the legislative survey. This contains definitions and instructions compatible with current institutional data collection activities.

Definitions

The definition of a participant in intercollegiate athletics is identical to that used in the annual progression report. Financial aid to student-athletes is defined as financial assistance for tuition, fees, room and board, and books. Tuition waivers are also classified as financial aid. The report asks that financial aid awards be reported in three categories: **E & G Funds**, including tuition waivers; **Auxiliary Funds**, defined as revenues derived directly from the operation of auxiliary enterprises such as residence halls, food services, college stores and student unions; and **Other Sources**, such as Pell Grants, work-study funds and similar sources.

Reporting Schedule

Information will be reported as directed by the SIS manual.

To implement these reports and the reporting schedules described above, the Board approved the following resolution on April 20, 1990 (Item No. 7):

Annual Progression Report on Intercollegiate Athletes

Under the terms of Act 267 of 1989, this report should be made to ADHE by October 15, 1990. The report should include information on all students at your institution who participated in intercollegiate athletics during the previous academic year. Definitions of enrollment status should follow AHEIS definitions, using the 11th class day as the freeze date for each term.

Participants in intercollegiate athletics are defined as those students listed by your institution on official rosters for any team during the previous academic year, including athletes who were redshirted and those who practiced or traveled with the team.

Each section of the report requests information on students who received full or partial athletic grants and on those athletes who did not receive athletic grants. For the purposes of this report, an athletic grant means a full or partial athletic scholarship to a student for tuition, fees, room, board, books and other educational expenses at the institution.

Adopted: Agenda Item No. 7
 April 20, 1990

Institutional Plans for Annual Review of Faculty Performance

The following are State Board of Higher Education guidelines for the preparation of institutional plans for annual faculty performance review:

I. Description

The institutional plan for annual faculty performance review shall describe the process, including details about how individual faculty members will be reviewed, instruments or review activities involved, and the various steps and approvals of the assessment at each level of the institution's organization and administration.

II. Who Shall be Evaluated

The institutional plan shall prescribe a process for the evaluation of all full-time faculty members, both tenured and non-tenured. Full-time faculty members shall be defined as individuals on full-time appointment by state institutions of higher education and paid from positions in the educational and general academic portions of appropriation acts and labeled "faculty." Included are such related categories as those labeled "professor, associate professor, assistant professor, instructor, lecturer, distinguished professor, university professor, distinguished professor-law, and extension faculty."

III. Assessment by Peers, Students, and Administrators

The institutional assessment plan shall involve peers, students, and administrators, and it shall describe their roles in the overall annual faculty performance review.

The evaluation by students shall be applicable to all teaching faculty, full-time, part-time, and graduate teaching assistants and shall include an assessment of the fluency in English of the faculty member or graduate teaching assistant. The plan shall identify and explain any instances in which the assessment does not involve peers, students, or administrators.

IV. Uses for Promotion, Salary Increases, and Job Retention

The institutional plan shall include utilization of the results of the review, with other appropriate information, as a basis for decisions on promotion, salary increases, and job retention. The review may not be used to demote a tenured faculty member to a non-tenured status. The plan shall describe processes for decision making regarding promotion, salary increases, and job retention and indicate how the results of the annual faculty performance review are incorporated into those processes.

V. Institutional Monitoring of the Annual Faculty Performance Review

The institutional plan shall include institutional monitoring of the process for annual faculty performance review to ensure rigorous and consistent application. The plan shall describe the monitoring and indicate persons or positions responsible for the monitoring.

VI. Institutional Evaluation of its Annual Faculty Performance Review Plan

The institutional plan shall include and describe provisions for evaluating its review system and for making changes when necessary.

VII. State Board of Higher Education Approval of Institutional Plans

State Board of Higher Education (SBHE) approval of each institution's plan is required prior to implementation of the plan. The normal process will be for proposed plans or proposed significant changes to existing plans to be submitted to the Arkansas Department of Higher Education (ADHE) by August 15 of each year and, after appropriate ADHE staff review, for the plans to be submitted to the SBHE at its fall meeting each year.

VIII. Arkansas Department of Higher Education Monitoring and Reporting

ADHE shall request annual reports on the institutions' evaluation processes and, at least once each biennium, report its findings to the SBHE.

Policy adopted: Agenda Item No. 8
 October 13, 1989

Amended: Agenda Item No. 24
 April 10, 1992

Amended: Agenda Item No. 25
 October 25, 1995

Relevant Code: ACA 6-63-104

Guidelines for the Arkansas Assessment of General Education

Introduction

The rising junior test, hereinafter referred to as the Arkansas Assessment of General Education (AAGE), will provide data for use in the following ways: (a) as a basis for incentive funding to promote improvement in quality of curriculum and instruction; (b) as one basis, among many, for assessment of student academic achievement, for review of program quality, and for improvement of teaching and learning; and (c) as a basis for reporting statewide results and overall improvements.

Because Act 874 of 1993, which builds on Act 98 of 1989, does not require the testing of Associate of Applied Science students, the instrument selected to assess the general education skills of rising juniors will not be used for A.A.S. students, unless the institution so chooses. Nevertheless, the staff recommends that the Department work with two-year institutions of higher education to identify and implement a test of general education knowledge and skills that will be an appropriate measure of Associate of Applied Science students' learning gains. The staff further recommends that progress on this test be used as a basis for incentive funding for two-year colleges.

I. Criteria for the Instrument Used in the Arkansas Assessment of General Education

The test of general education selected should be designed to measure college-level math, writing, reading, and scientific reasoning skills needed to succeed at the junior level. It should have strong reliability and validity. Its norming should be based on both two-year and four-year college students, and the test should currently be used nationally by both two-year and four-year institutions. The test must include a student motivation indicator and other means of identifying invalid results, such as students who arbitrarily assign answers. The selected test must be capable of correlation with placement tests in use at Arkansas colleges and universities and of providing comparative performance data, including statistically meaningful "value-added" measurements of student learning gains. The publisher of the test must be able to provide a wide range of research and information services to the Arkansas Department of Higher Education, each participating institution, and each student taking the test.

Finally, so that cost of testing per student can be kept to a minimum, volume discount is highly desirable.

II. Implementation of the Arkansas Test of General Education

A. Participants in AAGE Testing

1. Two-year colleges. All community and technical college students enrolled in associate degree programs requiring the State Minimum Core of 35 hours are required to take the Arkansas Assessment of General Education no earlier than accumulating 45 college-level credits (excludes developmental education credits) and no later than completing the college's official application for graduation. Failure to complete this testing requirement will interrupt graduation plans or enrollment at institutions to which students are transferring.
2. Four-year institutions. All students enrolled at four-year colleges and universities in programs requiring the State Minimum Core of 35 hours are required to take the Arkansas Assessment of General Education no earlier than accumulating 45 college-level credits (excludes developmental education credits) and no later than completing 60 college-level credits. Failure to complete this testing requirement will interrupt enrollment at the next registration period.

B. Assessment of General Education Skills and Assessment Plan

1. Testing battery and timing. All students will take all four required components of the testing battery in one sitting, with allowances for necessary breaks, in the following order: mathematics, writing skills (objective), reading, and scientific reasoning. Reasonable accommodations will be made for students with disabilities. Because individual students are not being penalized in any way for the scores achieved on the test, students will be allowed to take the Arkansas Assessment of General Education only once.
2. Institutional plan for assessment of learning in the state minimum core. Each institution of higher education will submit to the Arkansas Department of Higher Education by January 15, 1995, a revised plan or an original plan for the routine assessment of student learning in the state minimum core. Each plan will provide for implementation of the program in the spring of 1995 and will comply with the following provisions (Reference Agenda Item No. 6, November 15, 1990):

--The plan will specify how student achievement, progress, skills, or competence will be assessed in each of the five areas of the State Minimum Core: English/Communication, math, science, fine arts/humanities, and social sciences. Because the Arkansas Assessment of General Education does not assess skills and knowledge in fine arts/humanities and social sciences, the plan should include how these areas will be assessed. During the 1994-95 academic year, a sample of students must be assessed in these areas.

--As part of the plan to measure student achievement, assessment of student writing must be included. Junior writing proficiency exams,

nationally standardized essay exams, portfolio assessment using either internal or external evaluators, collection of writing samples in various disciplines, or other similar ways to assess the writing skills of students in actual practice, as opposed to objective tests, will be acceptable. All sophomores must be assessed for their writing ability.

--The plan will identify the assessment measures, techniques, the instruments to be used, and the kinds of information or evidence to be gathered. For areas other than those assessed by the Arkansas Assessment of General Education, the use of nationally standardized tests is encouraged; but whether nationally normed or locally developed, tests must be uniform for all students taking part in the assessment.

--The plan will outline the expected use of the assessment, with emphasis on improvement in teaching and learning and on the institutional process for evaluating and revising the assessment process.

--The plan will establish a calendar for carrying out the parts of the assessment program and a timetable for student participation.

--The plan may outline broader assessment activities that measure the effectiveness of the institution's academic program.

--The plan will include an estimate of costs to the institution and resources required to implement and sustain the program.

--The plan will identify the office or individual (by title) responsible for administering the assessment program at that campus.

III. Implementation and Administration of Testing

- A. Assessment fee. Each institution may implement a standard "Arkansas Assessment Fee" of a maximum of \$5 each registration period to cover the costs of assessment.
- B. Transcript information. Each institution will include on each student's transcript a statement indicating that the student has taken the Arkansas Assessment of General Education. The statement will read, "This student has completed the Arkansas Assessment of General Education, as required by state law."
- C. Statewide testing times. Students required to take the Arkansas Assessment of General Education will take the test during a statewide testing week each academic term. Testing weeks: second week in November, second week in April, third week (optional) in August. Each institution will administer the test at least three times during the testing week to accommodate students' schedules. In addition, each institution will schedule make-up testing days during the

registration period. The initial statewide administration of the AAGE will be during the second week of April 1995.

- D. Transferring students. Students who transfer after earning 45 credit hours above the developmental level but fail to take the rising junior test at the sending institution may take the test at the receiving institution; however, the scores will be credited to the sending institution. Students who transfer before earning 45 credit hours above the developmental level will take the test at the receiving institution, which will be credited with the results.

IV. Incentive Funding and Reporting of Results

- A. Incentive funding. Once base-line data are available, incentive funding for assessment results will be based on: (1) exceeding of national averages in at least three of the four test areas (reading, writing, mathematics, and scientific reasoning), (2) improvement over the institutional total score baseline, or (3) a positive change in decile between pre-test and post-test in reading, writing, mathematics, or scientific reasoning. (See Strategies for Improvement, adopted by SBHE on January 28, 1994.)
- B. Reporting of statewide data. Statewide averages and medians on the test battery, value-added movement by test area, institutional averages on the total test and by test area, and institutional value-added movement by test area will be reported to the Arkansas Department of Higher Education by the test publisher.
- C. Data reported to each institution. Each institution will also receive assessment data from the test publisher. Data will include all statewide data reported to ADHE, institutional median and average scores on the total test, and institutional value-added movement on the total test and by test area. It is also suggested that, if possible, institutions receive individual student reports that indicate value-added movement from ACT or ASSET placement test scores to scores on the Arkansas Assessment of General Education.
- D. Data reported to students. Each student will receive a report from the test vendor which will summarize the assessment results on each of the four required tests. It is also suggested that, if possible, each student's report indicate individual value added from ACT or ASSET placement test scores to scores on the various tests of the Arkansas Assessment of General Education.

V. Use of Arkansas Assessment of General Education

- A. Intent of AAGE. It is not the intent of SBHE guidelines resulting from Act 874 to require institutions to establish cut-off scores for student performance on the Arkansas Assessment of General Education that would restrict students'

progress in their educational programs.

Approved: Agenda Item No. 38
April 29, 1994

Student Placement into General Education Core Courses

Policy Statement

Student preparedness for college level courses is an important variable in student success rates. This policy addresses placement standards necessary for enrollment of students into mathematics, English composition, and reading based on appropriate indicators of potential student success rates. All institutions must adopt appropriate placement measures, which are supported by student success data.

Applicable Arkansas Code

Arkansas Code Annotated § 6-61-110

Definitions

ACT Benchmarks: College readiness benchmarks adopted by ACT based on students' likelihood of success in credit-bearing first year college courses.

ACT Equivalent: Tests or other measures that can be used to approximate college readiness benchmarks. These criteria should be based on national, state, or institutional level data analytics establishing the likelihood of student success.

Co-Requisite Remediation: Credit-bearing College courses with embedded remedial assistance. Under this model, remediation occurs simultaneously with credit-bearing course enrollment.

Credit-bearing courses: Courses offered for college credit.

Fast Track Remediation: Remedial courses offered to students in a compressed format, the objective of which is to shorten the time necessary to prepare a student for credit-bearing courses.

Remediation: Courses or other interventions offered to prepare students for credit-bearing college courses. Traditionally, remedial courses have been offered in a semester-long format and bear no college credit.

Procedures

The mathematics, English composition, and reading placement standards contained in this policy implement Arkansas Code Annotated § 6-61-110. These standards apply to first-time undergraduate students, as defined in the Arkansas Higher Education Student Information

System Manual, who enroll in associate or baccalaureate degree programs at Arkansas public colleges and universities; and to any student who enrolls in college-level courses in English composition and college algebra or other comparable college-level mathematics course.

- A college or university may allow simultaneous enrollment in college-level credit and developmental courses.
- The board and administration of any campus may elect to set minimum scores for enrollment in college-level mathematics and English composition courses based on established and documented criteria, which demonstrate the students' ability to succeed.
- A student must submit to the institution for purposes of admission and course placement the ACT or comparable exam scores or alternative methods of assessment as determined by the admitting institution. All first-time entering freshman shall be assessed for placement into credit-bearing courses by at least one of the following methods:
 - an objective examination
 - previous coursework and/or career training
 - or other criteria as the institution deems suitable on the basis of appropriate data analysis

The placement assessment should reflect a better than 75 percent likelihood of the student's ability to earn a "C" or better grade in the course in which the student is placed. A student's reading level should be strong enough for them to earn a "C" or better in courses that require substantial reading such as courses in the sciences, humanities, and social sciences. Using the ACT college readiness benchmarks (<https://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks/>) as a standard, assessment measures should approximate established ACT ranges. Schools are encouraged to use more than one measure, especially if the ACT equivalent is below the benchmarks set for each subject.

Ideally, students should possess a readiness for credit-bearing courses and the institution admitting them should develop and refine a system to determine this. Nationally normed exams, while a clear indicator for high ability, may eliminate students able to benefit from brief remediation or refresher work. Institutions are encouraged to find effective ways to address this category of student, without requiring full semester remediation. Alternatively, students who meet standardized exam benchmarks may exhibit other indicators of difficulty with college level work, such as a low GPA on past academic work. These other indicators may demonstrate a need for additional student support even for students who meet benchmarks and should be considered in placement decisions.

Placement plans should be adopted, and evaluated, on the basis of institutional student success data. Institutions will develop placement models that provide appropriate justification for student course placements and allow for follow-up evaluation of

placement effectiveness.

MATHEMATICS

Each institution shall establish a matrix of assessment measures to evaluate the preparedness or readiness of students in each of the math courses in ACTS. Typical math courses have been listed in the matrix below. However, institutions which offer other courses, which meet the general education math requirement, may add those in the space provided. Measures for establishing readiness of students may include one or more of the following:

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

ACT benchmarks establish a 22 as a cutoff score for student success in college algebra at a 75 percent or greater rate. However, other measures can provide equally important data regarding student preparedness and likelihood of success. As such, schools are encouraged to use more than one measure if the ACT or ACT-equivalent is below 22 to ensure that students are placed at the appropriate course level.

Using the ACT benchmarks as a standard, assessment measures should approximate the following ACT ranges. The ranges indicated in the matrix are not fixed but can be varied based on institutional data. For each cell, indicate the placement measure(s) to be employed and the course level/course design in which students will be placed.

- Each placement measure, other than national, standardized exams, should be accompanied by appropriate analysis to justify adoption of the measure, such as past success rates of students with similar characteristics.
- Course levels or course designs include the range of traditional credit-bearing, credit-bearing with required lab/tutoring, co-requisite remedial, fast-track remedial, semester-long remedial, and adult basic education. It is anticipated that levels of student intervention will increase as student preparedness indicators decrease.

Course	ACT Range				
	Below 13	13 – 15	16 – 18	19 – 21	Above 21
College Algebra					
Statistics					
Quantitative					
College Math					
Other:					

ENGLISH

Similar to the requirements above, each institution shall establish a matrix of assessment measures to evaluate the preparedness or readiness of students in each of the English courses in ACTS, or other courses, which meet the general education English requirement. Such measures may include one or more of the following:

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

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

Using the ACT benchmarks as a standard, assessment measures should approximate the following ACT ranges. The ranges indicated in the matrix are not fixed but can be varied based on institutional data. For each cell, indicate the placement measure(s) to be employed and the course level/course design in which students will be placed.

- Each placement measure, other than national, standardized exams, should be accompanied by appropriate analysis to justify adoption of the measure, such as past success rates of students with similar characteristics.
- Course levels or course designs include the range of traditional credit-bearing, credit-bearing with required lab/tutoring, co-requisite remedial, fast-track remedial, semester-long remedial, and adult basic education. It is anticipated that levels of student intervention will increase as student preparedness indicators decrease.

Course	ACT Range			
	Below 13	13 – 15	15 – 17	Above 17
English Composition II				
English Composition I				
Fundamentals of Writing				
Other:				

READING

A student's reading level should be strong enough to indicate potential for success at a "C" or better in freshman courses that require substantial reading, such as courses in the humanities and social sciences. Each institution shall establish a matrix of assessment measures to evaluate the preparedness or readiness of students in each of the humanities and social science courses in ACTS. Such measures may include one or more of the following:

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

ACT benchmarks establish a 22 as a reading cutoff score for student success in social science courses at a 75 percent or greater rate. However, other measures can provide equally important data regarding student preparedness and likelihood of success. As such, schools are encouraged to use more than one measure if the ACT or ACT-equivalent is below 22 to ensure that students are placed at the appropriate course level.

Using the ACT benchmarks as a standard, assessment measures should approximate the following ACT ranges. The ranges indicated in the matrix are not fixed but can be varied based on institutional data. For each cell, indicate the placement measure(s) to be employed and the course level/course design in which students will be placed.

- Each placement measure, other than national, standardized exams, should be accompanied by appropriate analysis to justify adoption of the measure, such as past success rates of students with similar characteristics.
- Course levels or course designs include the range of traditional credit-bearing, credit-bearing with required lab/tutoring, co-requisite remedial, fast-track remedial, semester-long remedial, and adult basic education. It is anticipated that levels of student intervention will increase as student preparedness indicators decrease.

Discipline	ACT Range				
	Below 13	13 – 15	16 – 18	19 – 21	Above 21
Geography					
History					
Languages					
Philosophy					
Political Science					
Psychology					
Sociology					
Other:					

Revision History

Adopted: Agenda Item No. 9, October 13, 1989
Amended: Agenda Item No. 27, October 20, 1995
Amended: Agenda Item No. 22, April 19, 2002
Amended: Agenda Item No. 3, January 29, 2010; April 30, 2010
Amended: Agenda Item No. 4, April 27, 2012
Amended: Agenda Item No. 3, July 28, 2017

Policies for Assuring Quality and Preventing Unnecessary Duplication in Off-Campus Credit Instruction

- I. As used in this document, off-campus credit courses and off-campus credit instruction are defined as courses offered for college credit at an off-campus location (including on the campus of another college, university, or vocational-technical school), or through tele courses or correspondence courses. For community colleges, off-campus location is defined as outside the community college district.
- II. A standing seven-member Advisory Committee on Off-Campus Credit Instruction will be created with rotating representation from all state colleges and universities. The Committee will monitor off-campus credit courses, recommend policies and procedures needed to assure quality and prevent unnecessary duplication, and make recommendations to the Director of the Department of Higher Education in response to specific problems that may arise related to the policies described below.
- III. Approval by the State Board of Higher Education is required if an entire degree program is to be offered through off-campus instruction.
- IV. The requirements of the Freshman Assessment and Placement Program apply to placement of students in off-campus credit courses in the same manner as for placement in courses on campus.
- V. In order for SSCH produced by off-campus credit courses to be included for state funding in the higher education funding formula, the following criteria must be met:
 - A. For all forms of off-campus instruction:
 1. Each course must be approved by the offering institution through the same process used for approval of on-campus courses.
 2. Faculty members must have the same academic qualifications as normally expected for on-campus courses (normally a master's or higher degree in the academic discipline related to the course).
 3. Admission processes, course prerequisites, and other requirements for course registration must be analogous to those used for on-campus courses.
 4. The criteria established by the Department of Higher Education for institutional reporting of enrollments for each term apply to students

enrolled in both off-campus and on-campus courses.

5. The policy for refund of tuition and fees must be comparable with the policy for on-campus courses.
6. The faculty member teaching the off-campus course must be available for student advising at a time and location that is convenient for the students enrolled.
7. Books, journals, and other library holdings that are considered essential when the course is taught on campus must be provided in a convenient manner for the students enrolled in an off-campus course.

B. In addition to the above:

1. For courses at off-campus locations:

- a. Specialized facilities and equipment must be comparable with those normally provided when the course is taught on campus (i.e., laboratory courses must be taught in appropriately equipped laboratories, students in computer courses must have access to computers).
- b. At least as many total hours of classroom instruction per semester must be provided as when the course is taught on campus.
- c. The location of the course must be:

Within the borders of Arkansas, and
Not on a U.S. military base, and
Not within 30 miles of a state college or university which offers a comparable course (if the proposed location of the course is within 30 miles of more than one institution which offers a comparable course, the closest institution would have priority).

2. For tele courses:

- a. All tests and examinations must be conducted under the supervision of the faculty member responsible for the course or another individual specifically designated for this purpose by the offering institution.
- b. There must be at least three class sessions conducted by the faculty member responsible for the course (including any sessions held for purposes of orientation to the course or to conduct tests and examinations). In order for the SSCH produced by the out-of-state students enrolled in tele courses to be included for state

funding, the three class sessions for those students must be conducted on the campus of the offering institution in Arkansas.

3. For correspondence courses:
 - a. All tests and examinations must be conducted under the supervision of the faculty member responsible for the course or another individual specifically designed for this purpose by the offering institution.
 - b. Only the SSCH produced by credit courses taken by Arkansas residents will be included for state funding.

Approved: Agenda Item No. 8
April 20, 1990

Criteria and Procedures for Preparing Proposals for New Certificate and Degree Programs and Organizational Units

Arkansas Code Annotated §6-61-208 charges the Arkansas Higher Education Coordinating Board (AHECB) with the responsibility to evaluate proposals for all new units of instruction, research, and public service, consistent with established role and scope designations, and to approve programs and organizational units based on established policies. The program approval policy was updated and clarified in 2004.

INTRODUCTION

Arkansas Code Annotated §6-61-208 charges the Arkansas Higher Education Coordinating Board (Coordinating Board) with the responsibility to evaluate proposals for all new units of instruction, research, and public service, consistent with established role and scope designations, and to approve programs and organizational units based on established policies. A new unit of instruction, research or public service includes:

- New curricula
- Majors leading to a new certificate or degree program
- Establishment of a department, division, college, school, center, and institute
- New extension service
- Organizational unit not presently established at the institution.

The Coordinating Board is not required to consider reasonable and moderate extensions of existing curricular, research, and public service programs at the public institutions of higher education. Thus, the Coordinating Board has granted oversight authority to the Director of the Arkansas Department of Higher Education (ADHE) to monitor these activities and notify the Board at its regular meetings. State general revenues cannot be expended for new programs or units that are not approved by the Coordinating Board.

This document sets forth the relevant criteria and compliance procedures for the staff of the Arkansas Department of Higher Education (ADHE) and administrators and faculty members of the public colleges and universities.

PART 1. ESTABLISHMENT OF PROGRAMS AND ORGANIZATIONAL UNITS

A Letter of Intent must be submitted to ADHE for a new program or organizational unit that requires Coordinating Board approval. The proposal for a new program/unit must be approved by the institutional Board of Trustees before consideration by the Coordinating Board. Programmatic and organizational changes that require ADHE Director (Director) approval must be submitted to ADHE in a Letter of Notification. *For any new program or unit to be considered, an institution first must notify (via e-mail) all*

Arkansas public colleges and universities of the proposed program or unit and submit to ADHE any institutional responses that oppose the initiation of the proposed program/unit.

The ADHE Executive Staff will present a recommendation on new programs/units that require Coordinating Board approval at a regularly scheduled Coordinating Board meeting. *Coordinating Board approval of the new program/unit is required prior to initiation. The Board will be notified of new programs or units approved by the ADHE Director upon program/unit approval. New programs and units that the Director approves for immediate implementation will be listed in the Letters of Notification agenda item at the next scheduled Coordinating Board meeting.* The deadlines for submission of the Letter of Intent, Letter of Notification, and Proposal are listed in Part 2, Section 4.

Section 1. New Programs and Organizational Units Requiring Coordinating Board Approval (Submit Letter of Intent and Proposal)

1. A new program of instruction, regardless of mode of delivery, that results in a certificate or degree. The program should complement and build upon existing programs and follow accepted higher education structure for the discipline and program level. If the certificate or degree program is designed for professional certification or licensure, documentation of appropriate agency/board *initial review/* approval must be submitted. ADHE staff will conduct an on-campus visit if the institution is offering its first certificate or degree program by distance technology. Definitions of certificate and degree programs are described in Appendix B.

(Coordinating Board approval is not required for new options, certificates, and degrees developed *primarily* from existing courses and degrees. See Sections 2.8 – 2.11.)

1. Any change in academic organization to establish new administrative units, if such units are to serve as a base for faculty appointments or are to offer degree programs. Definitions of academic administrative units are described in Appendix B.
3. New off-campus instruction centers where students can receive a minimum of 50 percent of the credits in a major field of study that are required for an existing certificate or degree from the institution. Instruction may be delivered on-site, through distance technology or correspondence. The Letter of Intent must be submitted prior to the signing of any agreement to establish off-campus instructional facilities.
4. Reactivation of any certificate, degree program *or unit* formally on inactive status for five years.

**Section 2. Program and Unit Changes Requiring ADHE Director Approval
Unless *Prior Review* Requested by Coordinating Board** (Submit Letter
of Notification)

1. Changes in name only of an existing degree, certificate, major, option or organizational unit where the curriculum or emphasis will not be modified.
2. Establishment of a center, division, institute or similar major administrative unit not offering primary faculty appointments or degree programs. The mission and role of the administrative unit must be submitted with the Letter of Notification.
3. The addition of a specialized course of study (option, concentration, emphasis, focus) as a component of an approved degree program if the number of new theory courses added to the curriculum does not exceed 21 semester credit hours (excluding a maximum of 6 semester credit hours of new clinical, practicum or internship courses). The new option must consist of a minimum of 9 semester credit hours. A list of the required courses in the option, the new course descriptions, the goals, objectives and student learning outcomes, *projected annual enrollment*, and justification/*need* for offering the new option must be submitted with the Letter of Notification.

(A proposal must be submitted for an option requiring more than 21 semester credit hours of new theory courses.)

4. Establishment of a new instruction, research or service institute/center fully supported by sources other than state funds that will definitely terminate when non-state funding ceases. A synopsis of the mission and role of the institute or center, the projected annual budget, and the sources of funding must be submitted with the Letter of Notification.
5. Deletion of options, certificates, degree programs and organizational units. Program/unit deletions will be reported annually to the Coordinating Board.
6. Placement of a certificate or degree program on inactive status.
7. A change in structure to reorganize existing organizational units. The existing and proposed organizational structure and the justification for the change in structure must be submitted with the Letter of Notification.
8. An undergraduate certificate program consisting of 6-21 semester credit hours. The curriculum, list of required courses, new course descriptions, the goals, objectives and student learning outcomes, *projected annual enrollment*, and justification/*need* for offering the new program must be submitted with the Letter of Notification. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board *initial review*/approval also must be submitted.

9. An undergraduate certificate/*endorsement* program (21-45 semester) developed from an approved associate or bachelor's degree program provided that 75 percent of the coursework in the new certificate is included in the existing degree program. The curriculum, list of required courses, new course descriptions, the goals, objectives and student learning outcomes, *projected annual enrollment*, and justification/*need* for offering the new program must be submitted with the Letter of Notification. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board *initial review/approval* also must be submitted.
10. A graduate certificate/*endorsement* program consisting of 12-21 semester credit hours of existing graduate courses that reflects a coherent academic accomplishment or meets requirements for professional licensure or certification. The curriculum, new course descriptions, the goals, objectives and student learning outcomes, *projected annual enrollment*, and justification/*need* for offering the new program, and professional licensure or certification criteria must be submitted with the Letter of Notification. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board *initial review/approval* also must be submitted. Arkansas Department of Education approval must be submitted for certificate programs for teacher licensure or endorsement.
11. Reconfiguration of existing undergraduate or graduate degree programs to create a new degree. The existing and proposed curricula, list of required core courses, new course descriptions, the goals, objectives and student learning outcomes, *projected annual enrollment*, and justification/*need* for the new program must be submitted with the Letter of Notification.

Consolidation of Existing Degrees - The new combined degree program must require 12 semester credit hours of core courses with a minimum of two courses taken from each of the existing degree majors. Modification of Existing Degree to Create New Degrees - An existing degree major must include required courses in at least two disciplines for the degree to be separated into two or more new degree programs.

12. An existing certificate or degree program in which at least 50 percent of the total credits will be offered at an off-campus location. The institution proposing the program must submit the Letter of Notification and indicate why the institution plans to offer the program off-campus. If the program will be offered at an off-campus location in Arkansas, documentation of the discussions with the President/Chancellor and Academic Affairs Officer at the institutions in the surrounding area of the proposed off-campus location also must be submitted with the Letter of Notification. Should there be a dispute between the institutions, the Off-Campus Instruction Policy (AHECB 5.17) *on conflict resolution* must be followed.

Note: An institution must inform ADHE (via e-mail) of any courses under consideration for offering at an off-campus location prior to initiation.

13. An existing certificate or degree program in which at least 50 percent of the total credits will be offered through distance technology. The Letter of Notification must indicate why the institution plans to offer the program through distance technology. If the institution is planning to offer its first degree by distance technology, a new program proposal must be submitted to ADHE by the established deadline. The institution also must submit a copy of its responses to the Higher Learning Commission--NCA document that outlines institutional best practices for electronically offered programs. ADHE staff will conduct an on-campus visit prior to Coordinating Board consideration of the new distance technology program. Assessment of distance programs must be consistent with institutional assessment practices on the campus and program outcomes must be the same for both traditional and distance delivery methods. ADHE staff review of programs offered through distance technology will be conducted on a 5-year cycle.

PART 2. GUIDELINES FOR THE PREPARATION OF PROPOSALS FOR NEW PROGRAMS AND ORGANIZATIONAL UNITS

Section 1. Guidelines for Proposals – New Programs

New programs that require Coordinating Board approval are listed in Part 1, Section 1. Proposals for new programs must be submitted to ADHE on appropriate forms and include the following information:

- Proposed program title
- Program initiation date
- General description of the program
- Documentation of need for the program and student demand/interest
- Program goals, objectives and student learning outcomes
- Program curriculum and new course descriptions
- List of program faculty (names and credentials)
- Description of program resources (library, instructional equipment and facilities, technology support)
- Program budget (new funds required and funding sources)
- Program duplication (similar programs in Arkansas)
- Institutional program *viability*
- Institutional and Board of Trustees approval of proposed program.

Section 2. Guidelines for Proposals – New Organizational Units

New organizational units that require Coordinating Board approval are listed in Part 1, Section 1. Proposals for new units must be submitted to ADHE on appropriate forms and include the following information:

- Description of proposed organizational unit
- Unit initiation date

- Justification for establishment of new unit
- Current and proposed organizational chart
- Unit budget (new administrative costs and funding sources)
- Institutional and Board of Trustees approval of proposed unit.

Section 3. Guidelines for Preparation of New Program/Unit Budgets

In order for ADHE staff to assess the adequacy of resources to support the proposed program/unit, a detailed list of resource requirements and planned funding sources must be presented. Institutions must provide evidence of the source of adequate funding.

Funding for new programs/units will either be supplied from new or existing sources. If funds are to be redistributed to the proposed program/unit, the source of funding must be identified and an analysis of the impact that the redistribution of funds will have on existing programs or organizational units must be stated. If the redistribution is from the deletion of an existing program/unit, documentation of sufficient savings to the state to offset new program/unit costs must be provided.

New funding from student tuition, fees, and state general revenue generated by new student semester credit hours (SSCH), grants/contracts or other sources must be identified. Calculations and/or formulas that were used to project new revenue should be included in the budget section (e.g., number of new students projected in proposed program multiplied by tuition and fees; state general revenue dollars per FTE multiplied by projected number of FTEs to enroll in the new program).

<u>Resource Requirements</u>			
	<u>1st Year</u> (in dollars)	<u>2nd Year</u> (in dollars)	<u>3rd Year</u> (in dollars)

Staffing (Number)			
Administrative/Professional			
Full-time Faculty			
Part-time Faculty			
Graduate Assistants			
Clerical			
Equipment & Instructional Materials			
Library			
Other Support Services			
Supplies/Printing			
Travel			
Distance Technology			
Other Services (specify)			

TOTAL			

<u>Planned Funding Sources</u>			
	<u>1st Year</u> (in dollars)	<u>2nd Year</u> (in dollars)	<u>3rd Year</u> (in dollars)

New Student Tuition and Fees			
New State General Revenue			
Redistribution of State General Revenue			
External Grants/Contracts			
Other Funding Sources (specify)			

TOTAL			

Section 4. Deadlines For Submission of Letter of Intent, Proposals, And Letter of Notification

Letter of Intent

A Letter of Intent informs the Coordinating Board that an institution seeks to offer a new program or organizational unit that requires a proposal and Coordinating Board approval.

<u>Letter of Intent</u>	<u>Proposals Due</u>	<u>*Institutional Comment Period Ends</u>	<u>Coordinating Board Meeting</u>
January 1	February 1	March 1	April
April 1	May 1	June 1	July
July 1	August 1	September 1	October
October 1	November 1	December 1	January

Note: The deadline for submission of notification and proposal documents for Educator Preparation programs is February 1 for Fall program implementation, and July 1 for Spring program implementation. For any new educator preparation program to be considered, an institution first must notify (via e-mail) all Arkansas public universities offering bachelor's degrees or above of the proposed program and submit to ADHE any institutional responses that oppose the initiation of the proposed program.

*Presidents/Chancellors and Academic Affairs Officers may comment on the proposed programs and organizational units before ADHE staff review of the proposals.

Letter of Notification

A Letter of Notification informs the Coordinating Board that an institution seeks to offer a program/unit or make a change in the program/organizational structure that requires ADHE Director approval unless prior review is requested by the Coordinating Board.

<u>Letter of Notification</u>	<u>Coordinating Board Meeting</u>
November 1	January
February 1	April
May 1	July
August 1	October

PART 3. PROPOSAL REVIEW PROCESS

Section 1. Program Request and Proposal Submission

A Letter of Intent must be submitted to the Arkansas Department of Higher Education by the established deadline for the proposal to be considered by the Coordinating Board at its regularly scheduled meeting in January, April, July or October. All proposals for new programs and organizational units must be prepared according to published criteria and submitted electronically to ADHE on the appropriate forms by the established deadlines. The deadlines for submission of the Letter of Intent and the proposal are listed in Part 2, Section 4. The Arkansas Higher Education Coordinating Board will not consider proposals for new programs or organizational units that have not been formally approved by the President and Board of Trustees of the proposing institution.

Prior to submission of a proposal to ADHE, it is recommended that the Academic Affairs Officer discuss the proposed program with the Academic Officers that offer similar programs in the state and with Academic Officers at institutions in the surrounding area. Institutions that plan to offer programs off-campus or plan to establish off-campus instruction centers, but cannot reach agreement either informally or with a written Memorandum of Understanding with other Arkansas institutions may appeal to the ADHE Director as outlined in the Off-Campus Instruction Policy (AHECB Policy 5.17).

Section 2. Proposal Review by Academic Affairs Officers

A synopsis of the proposals for new programs or organizational units will be posted on the ADHE webpage within 10 days of the deadline for submission. An electronic notice will be sent to all Academic Affairs Officers when the proposal summaries have been posted, and a synopsis of the proposals will be sent to members of the Coordinating Board. The Academic Affairs Officers will have 10 working days after the web posting to comment, question or request additional information on the proposals. All such comments, questions or requests must be in writing and directed to the contact person listed on the ADHE webpage by the established deadline.

Institutions proposing programs/units must provide a written response to ADHE within 10 days of receipt of the requests for clarification or additional information. The Academic Affairs Officers of the institutions proposing the programs/units also may decide to withdraw the proposals at this time in lieu of a response. All comments and responses will be kept in the program proposal file at ADHE.

Section 3. Proposal Review by ADHE Staff

The ADHE Academic Affairs staff will review new program proposals before contacting the Academic Affairs Officer and program faculty for additional information. All institutional comments and responses received during the comment period will be considered. ADHE staff also may conduct a conference with the Academic Affairs Officer and program faculty before recommendations are made and reported to the Presidents' Council. If a proposal must be deferred based on the review by the ADHE

staff, the ADHE Associate Director of Academic Affairs will notify the Academic Affairs Officer no later than 20 days before the Coordinating Board meeting.

Section 4. Consultant Review of Proposals

ADHE staff may engage a maximum of three in-state or out-of-state experts in selected fields of study to assist with the review of proposals for undergraduate and graduate programs. The review team will submit a written report to ADHE that evaluates the proposed programs in terms of the need for graduates, student demand and interest, appropriateness of the curricula, and adequacy of institutional resources. Typically, a campus visit is required. The review team will not make a recommendation on program initiation. While institutions submitting proposals for review will be responsible for all expenses associated with the external reviews, ADHE staff will select the team in consultation with the institutions. In all instances, members of the review team will not have a relationship beyond professional acquaintance with the institutions and programs under review.

Section 5. Proposal Review by Presidents' Council

ADHE staff will present a synopsis of all new proposals to the Presidents' Council for their review before the proposals are included on the agenda for the Coordinating Board meeting. The ADHE Associate Director of Academic Affairs will notify the Academic Affairs Officers of the disposition of the proposed programs, including any concerns raised during the review process. If a proposal must be deferred based on the review by the Presidents' Council, the ADHE Associate Director of Academic Affairs will notify the Academic Affairs Officers immediately following the Presidents' Council meeting.

Section 6. Proposals Recommended to the Coordinating Board

Proposals that are not challenged during the review process will be placed on the consent agenda for the Coordinating Board meeting unless the ADHE Associate Director of Academic Affairs determines that the proposal should be presented to the Academic Committee of the Coordinating Board for information and discussion purposes. Also, any Board member may request that the proposal be presented to the Coordinating Board for the purpose of discussion and a separate vote. Institutional program representatives must attend the Coordinating Board meeting to respond to questions about the proposals. The Coordinating Board will vote on consent agenda items as a group with limited or no discussion. State general revenues cannot be expended for new programs/units that are not *approved* by the Coordinating Board.

Section 7. Limitations on Coordinating Board Approval

Following a favorable action on the proposals by the Coordinating Board, institutions are expected to initiate programs/units on the dates specified in the Board agenda items. Coordinating Board approval will terminate for programs/units not initiated within two years of Board approval, and a new proposal must be submitted for Coordinating Board consideration if the institutional administration still wishes to initiate the proposed program/unit.

Section 8. Follow-up Reviews of Approved Programs

ADHE staff may conduct follow-up reviews of approved programs to determine if the enrollment, general program strength, and number of graduates are sufficient to justify continuation of the program. Because the use of distance technology is a *different* mode of program delivery and the Coordinating Board has expressed concerns about the quality of these programs, an ADHE staff review of programs offered through distance technology will be conducted on a 5-year cycle and status reports will be presented to the Coordinating Board.

Section 9. Letter of Notification – ADHE Director Approval

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines listed in Part 2, Section 4. All changes in existing programs/units or requests for new programs/units *may be approved by the ADHE Director for immediate implementation and* must be included on the agenda of the next scheduled Coordinating Board meeting.

APPENDIX A – PROGRAM RESOURCES AND ASSESSMENT

Section 1. Faculty Resources and Credentials

Institutions must employ a faculty of sufficient size and range for the number of programs offered and the students enrolled. There must be a sufficient number of full-time faculty members who hold the appropriate terminal degree in each program. A minimum of one full-time faculty member with appropriate credentials is required for each degree program.

Typically, at least 50 percent of the faculty members in each bachelor's, master's or doctoral degree program must hold the appropriate terminal degree. Faculty member credentials must be appropriate to their assigned duties and disciplines, including the levels at which they teach. Faculty degrees, professional accomplishments in research and creative activity, and experience should be commensurate to their duties. New program proposals should indicate ways in which the faculty are in keeping with best practices in higher education, accreditation standards of their professional organizations, and faculty members in comparable program areas at peer institutions.

- Faculty must hold degrees, certifications and licenses from institutions accredited by agencies recognized by the U.S. Department of Education or Council on Higher Education Accreditation such as the Higher Learning Commission or from agencies with comparable status, certification or recognition in other countries.
- Faculty members teaching general education core courses are expected to hold at least a master's degree that includes 18 graduate hours in the teaching field. (A limited number of faculty may hold equivalent documented experience to meet educational qualifications.) Supervised graduate teaching assistants may serve as instructors for general education and core courses in the disciplines in which they are studying.
- Typically, faculty members teaching remedial/developmental education courses hold a master's degree but must hold at least a bachelor's degree in the teaching field.
- Faculty members teaching in occupational skill areas must hold at least an associate degree or appropriate industry-related licensure/certification.
- A majority of the faculty members teaching in graduate-level degree programs must hold the appropriate terminal degree and have demonstrated competency in teaching or research at the appropriate graduate level. If doctoral programs are offered, a sufficient number of graduate faculty must have dissertation committee experience.

Section 2. Library Resources

Library resources (volumes, monographs, periodicals, indexed and full-text databases) specifically related to proposed certificate and degree programs must be available or planned to meet the needs of faculty and students.

Section 3. Instructional Support and Technology

Instructional support and technology (e.g., laboratories, technology applications and infrastructure, instructional equipment) should be determined by the program objectives and must be sufficient to meet program needs.

Section 4. Assessment and Evaluation

An assessment plan must be in place to evaluate faculty performance and student achievement.

Section 5. Programs Requiring Accreditation, Licensure or Certification

Certificate and degree programs designed to prepare students for professional licensure or certification must meet all standards and requirements of the accrediting or approval agencies.

Section 6. Traditional Instruction (In-Class)

College and university terms vary in length, with the most typical being semester, quarter or trimester. Some institutions use a pattern of two 8-week terms per semester instead of a 15–17-week semester. Whatever the term length, time spent in the appropriate mixture of lecture, laboratory, self-paced learning, team activities, and field work must bring enrolled students to the same required levels of competence, knowledge and performance. Typically, classes have met for 750 minutes or 12.5 clock hours in a term for each semester credit hour awarded in lecture classes with proportionately more time for laboratory classes.

The minimum semester length is 15 weeks of actual class time and examinations. A minimum of fifteen (15) fifty-minute class sessions, excluding laboratories, is required to award one semester hour of credit. Institutions may have terms of other than semester length, but the amounts of credit awarded must be adjusted in proportion to the length of term. There may be exceptions regarding length of terms and amount of credit awarded for specific circumstances such as workshops, seminars, and summer terms in instances where the instructional content and activities are selected appropriately.

The amount of credit awarded for a course is based on the amount of time in class, the amount of outside preparation required, and the intensity of the educational experience.

- A formal lecture course with extensive assigned reading or other out-of-class preparation is awarded one semester credit for a minimum of 750 minutes or 12.5 hours of classroom instruction;
- A laboratory class with moderate out-of-class preparation is awarded one semester credit for a minimum of 1500 minutes or 25 hours of laboratory instruction; and
- Clinical, practicum, internship, shop instruction or other self-paced learning activities involving work-related experience with little or no out-of-class preparation is awarded one semester credit for a minimum of 2250 minutes or 37.5 hours of work-related instruction.

Section 7. Non-Traditional Instruction (Self-Paced, Distance Technology)

An exception to the standard length of terms and student semester credit hour guidelines can occur if an institution offers instruction through self-paced methods that allow students to achieve predetermined goals and objectives while working independently or in a group without an instructor. When proposing new programs with self-directed components outside of traditional semester and credit hour designations, institutions must indicate the minimum and maximum length allowed for completion of the components as well as intended student learning outcomes. Time-in-class is not a factor in self-paced learning.

Instruction delivered through distance technology is an approach to learning in which the majority of instruction occurs with a separation of place or time between the instructor and the students and with interaction occurring through electronic media. At least 50 percent of the course content in a distance technology course must be delivered electronically. Internet courses are conducted via web-based instruction and collaboration. Courses may require proctored examinations, and may include opportunities for face-to-face orientations, but there are no class attendance requirements.

Mixed-Mode courses include both required classroom attendance and online or 2-way interactive instruction. These classes have substantial content delivered over the Internet which will substitute for some classroom meetings. A correspondence course does not have any significant site attendance, but less than 50 percent of the course is delivered electronically. Standards for academic quality, admission, retention and assessment must be same in all courses and degree programs regardless of the mode of delivery.

When proposing new programs delivered through distance technology, the institution must demonstrate its commitment to distance technology instruction and the adequacy of technical support for faculty and students. Courses and degree programs offered through distance technology must be developed in accordance with the Best Practices for Electronically Offered Degree and Certificate Programs endorsed by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Institutions proposing to offer 50 percent of an existing certificate or degree program through distance technology must submit a Letter of Notification with supporting documentation to ADHE by the established deadlines. All requests to offer existing programs through distance technology must be listed on the Coordinating Board meeting agenda *and listed on the AHECB Approved Program Inventory*. ADHE staff review of programs offered through distance technology will be conducted on a 5-year cycle.

A Letter of Intent must be submitted to ADHE before a proposal for a new program offered through distance technology can be submitted to ADHE. If the institution is offering its first certificate or degree program via distance technology, ADHE staff will conduct an on-campus visit before making a recommendation on program approval to the Coordinating Board.

Section 8. Experiential/Prior Learning Credits

Institutions may award a maximum of 30 semester credit hours in a certificate or degree program for documented learning or work experiences.

At a minimum, credits awarded for prior learning must be assessed and documented by faculty with appropriate subject-area knowledge to determine if the student's prior learning experiences relate to the content of a particular course listed in the college catalog and if college credit should be awarded for a specific course. Institutions must have written policies, procedures, and criteria for assessing prior learning that are aligned with recognized assessment service organizations such as the Council for Adult and Experiential Learning (CAEL).

Section 9. Certificate and Degree Granting Authority

Institutions may not award a certificate or degree to any student unless demonstrated mastery of knowledge and skills has been documented. A degree also may not be granted to any student solely for prior/experiential learning or work experience. *Arkansas public colleges and universities must obtain and maintain institutional accreditation by the Higher Learning Commission or comparable accrediting agency recognized by the U.S. Department of Education or Council on Higher Education Accreditation. Arkansas colleges/universities also must obtain and maintain appropriate/required specialized program accreditation for professional practice programs from recognized accrediting agencies.*

APPENDIX B – DEFINITIONS **(Certificates, Degrees, and Organizational Units)**

CERTIFICATES

Certificate of Proficiency/Endorsement

The Certificate of Proficiency *or Endorsement* will be awarded to students who have demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. The award is granted for programs requiring 6-21 undergraduate semester credit hours. The program of study may be a stand-alone program or part of a technical certificate, associate degree or bachelor's curriculum. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements.

Technical Certificate

The Technical Certificate is a planned and coherent program of classroom and laboratory/shop work at the collegiate level that recognizes the completion of a specified level of competency in an occupational field. The program of study may be a stand-alone program or a part of an associate degree curriculum.

The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements. The range of credit hours is 21-45 undergraduate semester hours.

Certificate of General Studies

The Certificate of General Studies is designed to recognize 31-38 credit hours of *specified* general education core courses successfully completed by students. The program will document the student's mastery of skills and competencies needed to be successful in the workforce and function in today's world. The skills and competencies addressed in the program are based on findings in the report, *What Work Requires of Schools*, published in 1991 by the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS). Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements. (See Appendix D for curriculum requirements.)

Advanced Certificate/Endorsement

The Advanced Certificate *or Endorsement* is a planned program of study in a specialty area. Admission to the program requires an associate degree or higher, national certification in a technical specialty or other specifically defined postsecondary education requirements. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. The range of hours is 21-45 undergraduate semester credit hours. Program completion could lead to certification/licensure and recognition will be noted on the student

transcript. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval must be submitted to ADHE. Teacher education certificates/*endorsements* must be designed to meet certification/licensure requirements in designated specialty areas and *the program of study* must be approved by the Arkansas Department of Education prior to submission to ADHE for consideration.

Graduate Certificate/Endorsement

The Graduate Certificate *or Endorsement* is a 12-21 semester hour program that includes a focused collection of courses which when completed affords the student a record of coherent academic accomplishment in a given discipline or set of related disciplines. Program completion could lead to professional certification/licensure and recognition of the award will be noted on the student transcript.

The required courses must be part of the graduate curriculum of a university with graduate degree programs as part of its role and scope and must be taught by faculty with graduate faculty status. Admission and completion requirements must be based upon the policies of the Graduate School. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval must be submitted. Teacher education certificates must be designed to meet certification/licensure requirements in designated specialty areas and *program of study* must be approved by the Arkansas Department of Education prior to submission to ADHE for consideration.

UNDERGRADUATE DEGREES

Associate of Arts

The Associate of Arts degree will be awarded to students who successfully complete a program of collegiate level work that is *fully* transferable toward a baccalaureate degree. The degree must include the 35-hour state minimum general education core (Appendix C) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences; *15-25 semester credit hours of directed electives selected from the six general education core categories; and up to 10 semester credit hours of institutional requirements or advisor-approved electives*. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in specific areas or disciplines. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. *The Associate of Arts degree is designed for transfer purposes and the field of study is not specified in the degree title. The AA degree is 60 semester credit hours and must include the stated minimum number of credit hours and courses in the specified general education core categories. (See Appendix D for the AA degree template) The Associate of Arts degree meets the requirements of the 60-hour state minimum core curriculum required under Act 747 of 2011. All pre-requisite and required courses for the bachelor's degree program major must be completed by AA degree graduates. Thus, Associate of Arts degree graduates may be required to complete additional lower-division courses to meet these specified pre-requisite course*

requirements and program major course requirements for bachelor's degree programs upon transfer to any Arkansas public university which may require the AA graduate to complete credit hours beyond the stated minimum credits for bachelor's degrees. College advisors must document that AA students have been informed of the possible requirement for additional courses/credits for bachelor's degree completion.

Associate of Science

The Associate of Science degree will be awarded to students who successfully complete a program of collegiate level work with an occupational objective of which of the courses are transferable toward a *specified* baccalaureate degree at a college/university. The degree must include the 35-hour state minimum general education core (Appendix C) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in specific areas or disciplines. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The field of study *must be* specified in the degree title. The range of hours is 60-66 semester credit hours. Exceptions to this range *may be* allowed for documented transfer and bachelor's degree completion purposes. College advisors must document that students have been informed of the universities accepting this associate degree for full transfer to specified bachelor's degrees.

Associate of Science in Liberal Arts and Sciences

The Associate of Science degree in Liberal Arts and Sciences will be awarded to students who successfully complete a program of collegiate level work of which all of the courses are transferable toward a specified baccalaureate degree. The degree must include the 35-hour state minimum general education core (Appendix C) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in specific areas or disciplines. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. Typically, the field of study is not specified in the degree title. The range of hours is 60-66 semester credit hours. Two-year college advisors must document that students have been informed of the universities accepting this associate degree for full transfer to specified bachelor's degrees.

Associate of Applied Science

The Associate of Applied Science (A.A.S.) degree will be awarded to students who successfully complete a program of collegiate level work which is primarily designed for direct employment. The program must include a minimum of 15 semester credit hours of general education courses in English/writing, mathematics, social sciences, and computer applications/fundamentals (Appendix C). A minimum of 30-36 semester hours must be in a technical area. An additional component of the program of study should be support courses from other related technical disciplines. The curriculum must require

demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/ developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The occupational field may be specified in the title of the degree (e.g., Associate of Applied Science in Electronics Technology). The range of hours is 60-72 semester credit hours. Selected health-related programs may exceed 72 semester hours but should not exceed 80 semester hours. *College advisors must document that students have been informed of the universities accepting this associate degree for full transfer to specified bachelor's degrees.*

Associate of General Studies/Professional Studies/Liberal Arts/Fine Arts The Associate of General Studies, *Associate of Professional Studies*, Associate of Liberal Arts, or *Associate of Fine Arts* degree will be awarded to students who successfully complete a planned program of collegiate level work that includes a minimum of 15 semester hours of general education courses (Appendix C) and occupational, liberal arts, and/or *fine arts* courses. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline. The program of study must be developed cooperatively by the student and the institution. The degree is intended to serve as a flexible program option for students whose needs cannot be met by other programs. Individual courses may fulfill requirements for transfer toward a baccalaureate degree, direct employment or educational enrichment. Remedial/ developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of hours is 60-66 semester credit hours.

Associate of Occupational Studies

The Associate of Occupational Studies degree will be awarded to students who successfully complete a planned program of collegiate level work that includes a minimum of 15 semester hours of general education courses (Appendix C) and occupational courses. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline. The program of study must be developed cooperatively by the student and the institution. The degree is intended to serve as a flexible program option for students whose needs cannot be met by other programs. Individual courses may fulfill requirements for transfer toward a baccalaureate degree, direct employment or educational enrichment. Remedial/ developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. Typically, the field of study is not specified in the degree title. The range of hours is 60-72 semester credit hours.

Associate of Applied Science in General Technology

The Associate of Applied Science in General Technology program will be awarded to students who successfully complete an individualized program of study to fulfill a unique career goal that cannot be met through the completion of a single program offered by the institution. The program must include 15 semester credit hours of general education courses: English/writing, mathematics, computer application/fundamentals, and social

sciences (Appendix C). There must be 24-30 semester hours in a major technical area, and 15-21 semester hours of support courses from other related technical disciplines. A maximum of 30 semester hours may be awarded for experiential learning or work experience. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline.

Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. Typically, the field of study is not specified in the degree title. The range of hours is 60-72 semester credit hours.

Associate of Arts in Teaching (AAT)

The Associate of Arts in Teaching degree will be awarded to students who successfully complete a planned program of collegiate level work that is transferable toward a *specified* baccalaureate degree in teacher education *at each participating Arkansas university*. This *statewide* transfer degree is designed to introduce students to the profession of teaching, to increase the number of teacher candidates, to ease transfer from two- to four-year institutions, and to maximize the credit hours taken at the two-year institution. The degree must include the state minimum general education core (35 semester credit hours) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences (Appendix C). The Associate of Arts in Teaching is designed to align with Arkansas state licensure requirements and consists of 60-64 semester credit hours. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. In order to receive the AAT, students must have a *minimum* final grade point average of ~~2.65~~ and pass a state-approved assessment of reading, writing, and mathematical skills. *No course modifications or course substitutions are allowed for the AAT degree. When there are changes in Arkansas state licensure requirements, ADHE will suspend the AAT until the curriculum is revised to meet new state licensure requirements. (ADHE will remove the AAT from the AHECB Approved Program Inventory if the AAT curriculum is not updated within 5 years of the initial suspension; or remove the AAT from the AHECB Inventory for any institution that does not offer the state-approved AAT curriculum.) Students currently enrolled in the AAT degree must be informed of the new state licensure requirements and notified of any changes in degree requirements. The AAT degree only can be offered by Arkansas two-year colleges, and the junior- and senior-level courses required for the specified bachelor's degrees in teacher education must be submitted to ADHE by the each participating Arkansas university. All institutions participating in the AAT-Bachelor's Degree Completion Program must have a signed agreement on file at ADHE and must designate an institutional contact for the AAT program.*

Associate of Science in Business

The Associate of Science in Business (ASB) degree will be awarded to students who successfully complete a planned program of collegiate level work that is transferable toward a specified baccalaureate degree in business. This *statewide* transfer degree is designed to ease transfer from two- to four-year institutions, and to maximize the credit hours taken at the two-year institution. The degree must include the state minimum general education core (35 semester credit hours) that requires courses in

English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences (Appendix C). The Associate of Science in Business consists of 62 semester credit hours. (See Appendix D for curriculum requirements.) Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. In order to receive the ASB, students must have a *minimum* final grade point average. *No course substitutions are allowed for the ASB degree. (ADHE can remove the ASB from the AHECB Approved Program Inventory for any institution that does not offer the state-approved ASB curriculum.) The ASB degree only can be offered by Arkansas two-year colleges, and the junior- and senior-level courses required for the specified bachelor's degrees in business must be submitted to ADHE by the each participating Arkansas university. All institutions participating in the ASB-Bachelor's Degree Completion Program must have a signed agreement on file at ADHE and must designate an institutional contact for the ASB program.*

Bachelor's Degree

The bachelor's degree will be awarded to students upon successful completion of a program that requires a minimum of 120 undergraduate semester credit hours, including the 35-semester hour state minimum general education core (Appendix C), a minimum of 40 semester hours of upper-level courses, and a minimum of 30 semester hours (including 20 semester hours of upper-level courses) in the major field of study. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of the bachelor's degree is 120-130 semester hours. Selected programs (e.g., education, music, engineering) may exceed 130 semester hours, but cannot exceed 150 semester hours unless particular course content is required by accrediting or approval agencies.

Bachelor of Applied Science

The Bachelor of Applied Science is a degree completion program that allows students holding an Associate of Applied Science degree to apply the entire associate degree toward the requirements of a bachelor's degree. The bachelor's degree curriculum must include a minimum of 35 semester hours of general education courses (Appendix C) and a minimum of 40 semester hours of upper-level courses in selected fields of study. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of hours is 120-130 semester credit hours.

Bachelor of Professional Studies

The Bachelor of Professional Studies is designed as a flexible program option for students with earned college credit (including technical and occupational courses). The bachelor's degree curriculum must include a minimum of 35 semester hours of general

education courses (Appendix C) and 40 semester hours of upper-level courses in selected fields of study. The program of study can be developed cooperatively by the student and the institution to meet a variety of professional development and career enhancement needs. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of hours is 120–130 semester credit hours.

GRADUATE DEGREES

Master's Degree

The master's degree will be awarded to students who complete a minimum of 30 semester credit hours beyond the bachelor's degree that includes 50 percent graduate-only semester hours in the field of study. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline.

Specialist Degree

The specialist degree will be awarded to students who complete a minimum of 30 graduate-only semester credit hours beyond the master's degree. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. The degree does not meet the academic requirements of a doctoral degree.

Doctoral Degree

The doctoral degree will be awarded to students who complete a minimum of 72 graduate semester credit hours beyond the bachelor's degree. The program of study includes 42 graduate-only semester hours beyond the master's degree. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Program requirements must balance credit hours for required coursework, research, and dissertation preparation.

FIRST-PROFESSIONAL DEGREES

The first-professional degree (law, pharmacy, medicine, health-related professions) will be awarded to students upon successful completion of a program that meets all of these criteria: at least 60 semester credit hours of undergraduate coursework before entering the program, a minimum of 72 semester credit hours beyond the 60-semester hour entrance requirement, and completion of academic requirements to begin practice in the profession. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline.

ORGANIZATIONAL/ADMINISTRATIVE UNITS

Department

A basic organizational unit consisting of all faculty members or teaching personnel in a given subject-matter field or academic discipline or in a group of related disciplines or fields. The academic department is the fundamental unit in the institution because it is the focus of the basic functions of the institution: teaching, research, and service.

Division

A grouping for administrative purposes of two or more departments within a college or university.

College

A major instructional division of a university that includes related departments.

School

(1) A major instructional division of a university; (2) a major subdivision of a university offering a curriculum which leads to a professional or graduate degree.

Center

An academic organizational unit that conducts research, teaching or public service activities, or a combination of these functions in specified fields. The term also applies to an off-campus instructional location that has at least one permanent staff/faculty member assigned for administrative purposes. *An institution can establish a Degree Center to offer courses for degree completion on another Arkansas college campus; and a two-year institution may establish a University Center with legislative or AHECB approval for the purpose of allowing one or more college/university to offer courses leading to a degree completion program on the two-year campus or by distance technology. At least one permanent staff/faculty member must be assigned to the University Center for administrative purposes.*

Institute

(1) A separate institution, within or independent of a university, designed for teaching, research, or both, in a particular field of study; (2) a short course or workshop consisting of lecture and discussion topics on a specific theme.

Academy

A separate organizational entity within or independent of a college or university in which special subjects or skills are taught.

APPENDIX C – MINIMUM GENERAL EDUCATION AND TECHNICAL CORES

Section 1. State Minimum General Education Core (35 semester credit hours)

English/Communication (6-9 semester credit hours)

English Composition 6 credit hours

Speech Communication 0-3 credit hours

Mathematics (3 semester credit hours)

A comprehensive mathematics course such as College Algebra, Statistics, Quantitative Literacy/Mathematical Reasoning or any higher-level mathematics course.

Institutions may require students majoring in mathematics, engineering, science, and business to take a higher-level mathematics course as part of the state minimum core.

Science (8 semester credit hours)

Science courses must include laboratories.

Institutions may require students majoring in mathematics, engineering, science, education, and health professions to take higher-level or specific science courses.

Fine Arts/Humanities (6-9 semester credit hours) Must be broad survey courses.

Institutions may require students majoring in engineering to take either 6 hours of humanities and social sciences at the junior/senior level or substitute an additional 6 hours of higher-level mathematics and/or additional science courses.

Social Sciences (9-12 semester credit hours)

U.S. History or Government 3 hours

Other Social Sciences 6-9
hours

Institutions may require students majoring in engineering to take either 6 hours or humanities and social sciences at the junior/senior level or substitute an additional 6 hours of higher-level mathematics and/or additional science courses.

Section 2. General Education Core for Associate-Level Occupational and General Studies Programs (15 semester credit hours)

English/Writing (6 semester credit hours)

English Composition and/or Technical/Professional Writing

Mathematics (3 semester credit hours)

Applied Technical Mathematics or higher-level math course

Social Sciences (3 semester credit hours)

An introductory course appropriate for the field of study, e.g., psychology, sociology, economics

Computer Applications/Technology (3 semester credit hours)

A general or program-related technology course or integrated technology course

Certificate of General Studies

Discipline/Courses	Semester Hours
<i>English/Communication</i>	9
English Composition	6
Oral Communication or Speech	3
<i>Science, Math, & Technology</i>	10-14
Physical, Biological, or Earth Science (with lab)	4-8
College Algebra (equivalent or higher) Computer or	3
Technology Elective	3
<i>Social Sciences</i>	9
U.S. History or American Government	3
General Psychology or Introduction to Sociology Social	3
Science Elective	3
<i>Fine Arts/Humanities</i>	3-6
Fine Arts or Humanities Elective	3-6
Total Semester Hours	31-38

CGS Approved: February 3, 2006, Agenda Item No. 3

Associate of Science in Business**Degree Requirements – 62 semester credit hours, DC 0308, Effective Fall 2010**

English Composition I

English Composition II

Oral Communications

College Algebra Biological

Science & Lab Physical

Science & Lab

Fine Arts Visual or Theatre or Music

Literature I or Literature II

American History to 1876 or American History since 1876 or American Government

Western Civilization to 1660 or Western Civilization since 1660

Sociology

Accounting Principles I

Accounting Principles II

Microeconomics

Macroeconomics

Microcomputer Business Application

Business Statistics

Business Calculus

Legal Environment of Business

Directed Elective (*3 credit hours*)

Associate of Arts in Teaching (AAT) – Note: Suspended/Inactive Status – Fall 2014
Degree Requirements – 60-64 semester credit hours

General Education Requirements

English/Communications

English Composition I _____ 3 hours

English Composition II _____ 3 hours

Speech (Oral Communications) _____ 3 hours

Mathematics

College Algebra _____ 3 hours

Lab Science

Biology with Lab _____ 4 hours

Introduction to Physical Science with Lab _____ 4

hours Fine Arts/Humanities

Visual Arts or Musical Arts or Theatre Arts _____ 3 hours

World Literature I or II _____ 3 hours

Social Sciences

U.S. Government _____ 3 hours

World Civilization I or II _____ 3 hours

American History I or II _____ 3 hours

AAT - Education Core Requirements

Introduction to Education _____ 3 hours

K-12 Educational Technology _____ 3 hours

Math I _____ 3 hours

Math II _____ 3 hours

Required Electives

Arkansas History _____ 3 hours

Introduction to Psychology _____ 3 hours

Middle School Requirements

Option 1 – Math/Science Specialty

College Trig or Pre-Calculus or Survey of Calculus or higher _____ 3-4 hours

Physical Geography or Geology or Earth System with Lab _____ 3-4 hours

Directed Elective _____ 0-3 hours

_____ or

Option 2 – Language Arts/Social Studies Specialty

American Literature I or II _____ 3 hours

Introductory Geography _____ 3 hours

Directed Elective _____ 1-3 hours

P-4 Requirements

Introductory Geography or Physical Geography _____ 3

hours Child Growth and Development _____ 3

hours

PE (Activity) _____ 1 hour

Directed Elective _____ 0-3 hours

AAT Revised: July 25, 2008; Suspended: April 2014

Associate of Arts Degree/60-Credit Hour State Transfer Core Curriculum Degree Requirements – 60 semester credit hours, Effective Fall 2013

35-Hour State Minimum General Education Core

(List institutional course number/course title, ACTS course number, and indicate semester credit hours)

English Composition (6 semester credit hours) Communication (0-3 semester credit hours) College Math (3 semester credit hours)

Lab Science (8 semester credit hours)

Fine Arts/Humanities (6-9 semester credit hours)

U.S. History/Government (3 semester credit hours)

*Social Sciences (6-9 semester credit hours)

*An introductory course in Criminal Justice and Micro/Macro Economics courses can be included in the Social Sciences category

****Directed Electives – 15-25 semester credit hours** (List discipline areas and/or list institutional course number/course title, ACTS course number, and indicate total semester credit hours) **Courses can be selected only from General Education Core Categories listed above

+Institutional Requirements/Advisor Approved Electives – 0-10 semester credit hours (List institutional course number/course title, ACTS course number, and indicate total semester credit hours)

+Up to 10 semester credit hours of courses can be selected from any discipline area, including career and technical areas, and applied toward the 60-semester credit hour core curriculum and/or Associate of Arts degree

-Remedial/Developmental Education Courses cannot be applied toward the 60-credit hour state transfer core curriculum and/or Associate of Arts degree.

Policy Revised: Agenda Item No. 13
 April 16, 1993

Revised: Agenda Item No. 21
 July 25, 1997

Revised: Agenda Item No. 21
 October 23, 1998

Revised: Agenda Item No. 13
 October 20, 2000

Revised: Agenda Item No. 16
 October 22, 2004

Updated/Clarified: January 30, 2015

Policy for the Review of Existing Academic Programs

Arkansas Code §6-61-214 requires that the Arkansas Higher Education Coordinating Board (AHECB) review existing academic programs. The goals of existing academic program review are as follows:

1. To establish a process for the statewide review of academic programs.
2. To identify certificate and degree programs not meeting minimum standards of quality or viability and establish schedules for either resolving these concerns or removing the programs for the AHECB approved program inventory.

Existing Academic Program Review Process

All certificate and degree programs offered by public colleges and universities in Arkansas will be reviewed through the Existing Academic Program Review Process. This review process includes the following parameters:

1. All academic programs will be externally reviewed every 7-10 years. Each institution will submit its recommended program review cycle to ADHE. If changes in the review schedule are necessary, ADHE will be notified.
 - a. Accredited/licensed/state certified programs will follow the usual review practices and schedule of the accrediting/approval body. The site team's written evaluation and institutional response will be sent to ADHE within six weeks of receipt of the written evaluation.

Accredited/licensed/state certified programs failing to maintain accreditation/certification/licensure will be subject to further review by ADHE.
 - b. Academic programs which are not program-specific accredited will be reviewed by external reviewers/consultants. Institutions will select a minimum of two out-of-state reviewers affiliated with programs that are similar in mission and scope to the program under review.
2. At least one consultant is required to conduct a site visit and meet with program faculty, students, and administrators. Individuals selected as consultants will be well-qualified and without bias toward institutions under review.
3. The institution will complete a comprehensive self-study that is reviewed by the program consultants. Components of the self-study will include, but not be limited to, information related to: program need/demand, curriculum, faculty, resources, course delivery methods, student outcomes, and recent/planned program improvements.

4. The consultants will submit a written report of findings to the institution. Key information on continued program improvement will be included in the report submitted to ADHE. Specific contents of the consultants' reports will be determined by ADHE staff and Chief Academic Officers (CAOs).

Recommendations to Coordinating Board

1. The consultant's written evaluation and institutional response will be sent to ADHE within six weeks of receipt of the written evaluation.
2. Findings from academic program reviews will be reported annually to the AHECB. ADHE staff will recommend that the AHECB receive the consultants' reports and acknowledge that the contents may be consulted as a resource when decisions must be made by the Board regarding institutional role and scope, budget requests, new program approval, and statewide funding issues. The staff may propose other general resolutions that address statewide issues.
3. A further resolution will encourage institutional administrators, faculty members, and boards of trustees to consider implementing the recommendations made by the consultants for program improvement.
4. If appropriate, a resolution will be offered concerning program deletions, modifications, and/or follow-up. A resolution recommending program deletions will place the program(s) on notice for removal from the AHECB approved program inventory. At the end of the two-year notice period, those programs still not meeting minimum standards will be deleted from the approved program inventory. In extraordinary cases, documentation of legitimate extenuating circumstances may prompt the Coordinating Board to extend the notice period. State general revenue funds may not be used for the operation of a program beyond the termination deadline set by the Coordinating Board. ADHE will not include SSCHs generated by major courses of programs removed from the approved program inventory in its funding formula calculations.
5. The president, chancellor, or chief academic officer may respond to ADHE staff recommendations in writing or request a conference to discuss the recommendations prior to consideration by the Coordinating Board. The discussions will be limited to those issues that concern the state's interests, i.e., program closings and broader statewide issues that the Coordinating Board may wish to address. Any recommendations in the consultants' reports that are not included in the ADHE staff recommendations would pertain to matters of campus concern and, therefore, would represent suggestions to be considered locally.

ADHE Review of Program Viability

The AHECB adopted program productivity standards in 1989 and established benchmarks of an average of 3 graduates per year over five years for undergraduate

programs, 2 graduates per year for master's programs, and 1 graduate per year for doctoral programs. This policy revises those benchmark standards and renames them program viability standards.

Beginning in 2010, ADHE staff annually will identify existing certificate and degree programs that do not meet AHECB program viability standards. New certificates and associate degrees will be identified for program viability standards after three years, and bachelor's degrees and above will be identified after five years.

1. The viability standards, based on a three-year average, are as follows:
 - An average of four (4) graduates per year for career and technical education certificates (CTE) and career and technical associate degree programs (AAS);
 - An average of four (4) graduates per year for bachelor's degrees in science, mathematics, engineering, foreign languages, middle school education, and secondary education programs for licensure in science and mathematics;
 - An average of six (6) graduates per year for transfer associate degrees (AA, AS, and AAT) and bachelor's programs;
 - An average of four (4) graduates per year for master's, specialist and first-professional programs; and,
 - An average of two (2) graduates per year for doctoral programs.
2. Cognate, embedded, and related programs will be considered one program for program viability purposes.

Cognate (coupled) programs are supported primarily by courses existing in and for other (viable) programs and should be certified as such by the offering institution through the provision of documentation to ADHE.

Each institution will submit to ADHE a list, with justification, of the certificate and degree programs that the institution believes are cognate programs. Common CIP Code classifications should serve as the base premise for determining cognate programs. Shared courses across majors and program levels also will be considered. Electives, general education, and/or core courses will not be included in determining programs that can be considered cognate.

The ADHE Director will inform the campus president or chancellor of the programs that will be designated as cognate programs.

Awards of certificates that are embedded within an associate degree program will count toward program productivity standard. When calculating the three-year average of a degree program with embedded certificates, a student will only be counted once –either as certificate or an associate completer. If the highest award of an embedded program does not meet the graduate threshold and produces less than 50% of the graduates in the entire program (certificates and associate's

degree), the highest award will be discontinued if the number of graduates does not meet the threshold within two years.

Programs that are required by programmatic accreditation to offer a higher-level award may seek an additional two-year exemption from the 50% highest-award-viability standard by providing evidence from the accreditor of the need for the higher credential and a program-specific enrollment management plan for meeting the threshold at the higher level.

Programs identified as below the viability threshold will have two (2) years to meet the threshold or will be removed from the AHECB approved program inventory.

ADHE will not include SSCHs generated by major courses of programs removed from the approved program inventory in its funding formula calculations. SSCHs removed from the formula will be for courses within a major/program of study that are not required within another major/program of study.

General education courses listed in the Arkansas Course Transfer System (ACTS) will not be subject to loss of funding.

3. Programs discontinued can be reinstated via the new program approval process. Evidence of curricular revision, market demand/analysis, and a student recruitment plan must be provided for each program being reconsidered.
4. When an academic program is identified as below the viability threshold, the institution may request that ADHE reconsider decisions that identified the program as a low viability program. If the request is based on suspected data submission errors, the institution must provide the source, nature, and extent of the data error.

Career and technical education programs (CTE) with low degree production may be reconsidered by providing specific evidence of market demand for students who do not complete the degree. Evidence must include a history of high job placement rates at high wages for non-completers.

Institutions may also request a reduction in the viability targets for specific academic programs that are crucial to the institution's role, scope and mission. Evidence must exist that students can graduate in a timely manner (courses needed to complete an associate, bachelors, or masters level programs are taught within a two year time frame and courses needed to compete a doctoral level program are taught within a three year time frame). Academic programs with a reduced viability threshold will be monitored based upon the revised threshold. The need for a reduced viability target will be reconsidered after five years.

Institutions submitting programs for reconsideration must follow the appeals process established by the ADHE staff in collaboration with the chief academic officers.

Criteria for Establishment of Branch Campuses

Introduction

Act 975 was passed by the 1975 session of the Arkansas General Assembly for the stated purpose of prohibiting any state-supported institution of higher education from establishing a branch campus or program without first obtaining the approval of the State Board of Higher Education. The Board was authorized to establish reasonable rules, regulations, criteria, guidelines, or standards to be followed by the institutions and the Board with respect to the planning, establishment, location, or development of any branch campus of an existing public institution.

At the same session of the General Assembly, legislation was passed which encouraged the colleges and universities to expand their service functions to the citizens of Arkansas through the provision of courses offered at off-campus locations. The interpreted meaning of the General Assembly in passing what may at first appear to be conflicting measures has been that expanded educational services to the citizens of Arkansas through the provision of courses taught at locations other than on the campus should be pursued but that the development of programs with a degree of permanence and which would require a significant and continuing commitment of funds and other resources should be a significant and continuing commitment of funds and other resources should be started only after thorough planning, a detailed determination of need, and a consideration of other alternatives.

The major problem that arises in this situation is a basis for distinguishing between a branch campus or program and an off-campus operation. In the following two sections, nine elements are considered relevant to distinguishing between the two types of programs with elaboration on each element included.

Off-Campus Operations

The following elements would generally be characteristic of an off-campus operation:

Availability of Degrees

An off-campus operation generally offers courses upon demand and does not provide for the completion of a degree at the off-campus location. Depending upon institutional policies concerning residency at the home campus, students may secure the necessary courses for a degree but this has not been by design at the off-campus operation.

Size and Scope of Offerings

Offerings are normally individual course offerings responding to a particular need in the

community and are not sequential. Offerings may change considerably in both level and field from semester-to-semester. The number of courses offered is typically limited and dependent upon the availability of faculty and a reasonable number of students.

Facilities

Facilities would usually be provided in the community at little or no cost to the institution and there would be no permanence of commitment on the part of the institution for facilities. The facilities would not be under the complete control of the institution.

Institutional Intention and Identification

It is not the intention of the institution to operate or develop the program as a separate entity. The total program is an integral part of programs provided on-campus and the off-campus location carried no separate identification.

Administration

There is no administration separate from that which administers the main campus and no permanent administrative official is assigned at the off-campus location.

Staffing

Teaching and other staff personnel are part-time and temporary or sent from the main campus. No staff is assigned permanently to the off-campus operation.

Student Services

Student services personnel are part-time and temporary or sent from the main campus. No staff is assigned permanently to the off-campus operation.

Library Services

Permanent library holdings are not assigned at off-campus locations. All library resource materials are located at other facilities in the community or are transported from the main campus.

Accreditation

Accreditation for off-campus locations is a part of accreditation of the main campus and will not be sought for the off-campus location as an operationally independent agency.

Branch Campuses or Programs

The following elements would typically be characteristic of a branch campus or program:

Availability of Degrees

It would normally be possible for students to attain degrees through attendance only at the branch campus or program.

Size and Scope of Offerings

The number of courses offered would normally be larger than an off-campus location and they would be in planned, sequential orders so that students could regularly work toward degrees.

Facilities

Facilities would normally be a part of a permanent or long-range commitment on the part of the institution. It would not be unusual for facilities to be owned by, leased by, or otherwise under the complete control of the institution.

Institutional Intention and Identification

It is the intention of the institution to operate the remote location as a separate entity and may even carry a separate designation that would identify the location.

Administration

Local operation of the remote location is under a separate and identifiable administrative unit. Administrative personnel may be assigned at the remote location on a part-time or full-time basis.

Staffing

There would be more permanence of staff at the location and some staff would be assigned there on a full-time basis.

Student Services

Regular counseling or other student services would be available at the remote location.

Library Services

Permanent library resources would be available at the remote location.

Accreditation

Accreditation would be sought for the remote location as an operationally independent operation.

Criteria for Reviewing Branch Campuses

There are basically two ways a branch campus or program can be developed. The first is through a planned development process and the other is through the gradual evolvement of an off-campus location that grows due to the demands of the geographic area it serves.

Planned Development

Establishment of a branch campus or program through planned development would result when an institution recognized a need in a community where no higher education institution existed, and the development of the branch would primarily be planned as an entity to be established at a given time with all relevant services and resources provided on a planned schedule. It would not be necessary for every aspect of the branch campus or program to adhere strictly to the defined elements included in other sections of this document depending upon various situations that could exist, but the defined elements would be the primary basis for evaluating the planned branch campus or program.

If an institution wished to develop a branch campus or program, it would be necessary for a proposal to be developed for presentation to and consideration by the State Board of Higher Education. Such a proposal should be prepared according to the criteria and in the format included in the document entitled Criteria and Procedures for Preparing Proposals for New Programs, which is available at the Department of Higher Education. Development of a branch campus or program in this manner would typically require the appropriation of state funds to support the program at a session of the General Assembly. Therefore, proposals for planned development of branch campuses should be submitted to the State Board of Higher Education in a manner timely to the regular appropriations process. In no case should a proposal be submitted later than the time when the appropriations request is submitted.

Gradual Evolvement

A branch campus established through a process of gradual evolvement may be quite different from one established through planned development. It is quite conceivable that an off-campus location where a full branch operation is not planned could develop through demands for services to the point that it approaches status as branch or should be reevaluated in those terms. Under these circumstances, the elements identified in the section of this document under the heading "Branch Campuses or Programs" would be applied. Any time an off-campus location meets any one of the criteria listed for a branch campus or program, that off-campus location will be reviewed by the State

Board of Higher Education in terms of a branch campus or program. In this respect, meeting one of the listed criteria would serve as a means for identifying off-campus locations that may be moving toward or have the potential to become branch campuses. In the review, the institutional intent and likely direction of development of the off-campus location will be given primary consideration.

Legislative Advisement

Due to the concern expressed by the General Assembly regarding the development of branch campuses or programs and the responsibility placed upon the State Board of Higher Education in this area, it will be the intent of the Board to give serious consideration to the need for additional branch campuses, the manner in which any authorized branch campuses are operated with the primary concern being the provision of high quality educational opportunities, and the related costs involved. It will also be the intent of the State Board of Higher Education to allow for input from all sources in considering proposals for branch campuses prior to the time that such a campus will be authorized. To this end, the Board will inform the Arkansas Legislative Council and the Office of the Governor of any actions that have been taken by the board on branch campuses or programs. Each action by the Board will be delayed for a period of 30 days before becoming final to allow time for any desired comment by the Legislative Council or the Governor.

Approved: Agenda Item No. 7
 January 16, 1976

Reaffirmed: Agenda Item No. 18
 October 23, 1992

Minimum Core Curriculum of High School Courses Recommended for Preparation for Higher Education

In 1989, the Arkansas Higher Education Coordinating Board adopted the Minimum Core of High School Courses Recommended for Higher Education as mandated by A.C.A. § 6-61-217. The Board has since revised the list of high school courses, as allowed by A.C.A. § 6-61-217.

The intent of this agenda item is to align the minimum core of high school courses recommended for preparation for college with current college mathematics pathways. Changes in both higher education and high school mathematics course options merit this revision.

In 2015, the Arkansas Math Pathways Task Force was created with a membership comprising representatives of the mathematics departments from every public two-year and four-year higher education institution in the state. The Task Force's goal was to increase student success in higher education and establish multiple mathematics pathways for students by defining default mathematics courses aligned to programs of study. As provided by A.C.A. § 6-61-218, the Department of Higher Education then convened an ACTS Mathematics Review Committee to comprehensively consider the issues of alignment and applicability in the State regarding Mathematics Pathways and appropriate competencies for degree programs. In 2018, following extensive review and faculty debate, the Department of Higher Education endorsed the Committee's recommendations to establish a Quantitative Literacy/Mathematical Reasoning (ACTS Course Math 1113) pathway for non-STEM degree programs alongside the College Algebra (ACTS Course Math 1103) pathway for STEM-related degree programs. Additionally, the Arkansas State Board of Education approved a high school Quantitative Literacy course in 2017 (renamed Quantitative Reasoning for the 2023-2024 school year).

The current minimum core curriculum of high school courses recommended for preparation for higher education was established when College Algebra was the default general education mathematics requirement for all majors, including those considered non-STEM. The high school Algebra II course was a logical requirement to prepare students for College Algebra. Given that non-STEM majors now have the option of the Quantitative Literacy/Mathematical Reasoning course to meet the general education mathematics requirement rather than College Algebra, the preparatory high school course options must reflect this alternate pathway.

To better align high school coursework with students' postsecondary pursuits, the Arkansas Department of Education Division of Higher Education along with the Division of Elementary and Secondary Education recommend the following revision to the mathematics requirements of the minimum core curriculum of high school courses recommended for preparation for higher education:

Four units

- Algebra I
- Geometry
- Algebra II or Quantitative Reasoning
- An advanced math course or equivalent (may include Algebra II or Quantitative Reasoning)

It is strongly recommended that students take a math course during their senior year.

Moreover, the revised minimum core curriculum of high school courses recommended for preparation for higher education shall apply to the career pathway to a diploma as outlined in A.C.A. 6-61-217.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the revision of the Minimum Core Curriculum of High School Courses Recommended for Higher Education adopted on January 2024.

FURTHER RESOLVED, That the Arkansas Higher Education Coordinating Board directs the Commissioner of the Arkansas Division of Higher Education to consult with the Secretary of Education and State Board of Education to distribute to students in the public schools of Arkansas as provided by A.C.A. 6-61-217.

MINIMUM CORE CURRICULUM OF HIGH SCHOOL COURSES RECOMMENDED FOR PREPARATION FOR HIGHER EDUCATION

The recommended core of courses is designed to be a standards-based set of rigorous courses for students preparing themselves for success in college. The core curriculum designates the core courses designed for unconditional admission to any public two-year or four-year institution of higher education in Arkansas.

Core Curriculum for Unconditional Admission

English Four units with emphasis on writing skills, not to include courses in oral communications, journalism, drama or debate.

Natural Science Three units, with laboratories

- Biology
- A physical science (chosen from Physical Science, Chemistry, or Physics)
- Additional life or physical science course or equivalent (may include Physical Science, Chemistry, or Physics)

Mathematics Four units

- Algebra I
- Geometry
- Algebra II or Quantitative Reasoning
- An advanced math course or equivalent (may include Algebra II or Quantitative Reasoning)

It is strongly recommended that students take a math course during their senior year.

Social Studies Three units, including one of American History (does not include Contemporary American History), one of World History (not to include World Cultures, World Geography, or Global Studies), and at least one-half unit of Civics or American Government (not to include courses in practical arts).

Conditional Admission for High School Graduates (Revised)

I. General Information and Definitions

Act 1290 of 1997(A.C.A. §6-60-208), as amended by Act 520 of 1999, requires students graduating from high school in 2002 and after to have completed the core curriculum for unconditional admission to public colleges and universities. The following definitions and regulations apply to the implementation of this act. Nothing in the act or these procedures prevents an institution from setting higher admission standards for first-time full- and part-time enrolling students.

All students graduating after May 1, 2002, from Arkansas public high schools, out-of-state high schools, home schooling, private high schools and GED recipients shall be evaluated for the purpose of being granted conditional or unconditional admission status.

A student admitted conditionally is a student admitted to an institution with certain requirements, conditions, or restrictions placed on initial and/or future enrollment status.

A student admitted unconditionally is a student admitted to the institution without requirements, conditions, or restrictions placed on initial enrollment status.

For students seeking unconditional admission to a public four-year college or university, a student must have a cumulative grade point average of 2.0 on a 4.0 scale. There is no grade point average requirement for unconditional admission to public two-year colleges.

In computing an enrolling student's high school grade point average, the grade point average as computed by the high school (converted to a four-point scale) shall be used. A course *unit* is defined as the credit received for completion of one (1) year of a course in high school or as the credit received for completion of one three-credit hour semester college course (science courses must include a laboratory). Course *unit* credit cannot be awarded for any remedial/developmental course. For high school students receiving concurrent credit, the college course used to meet the core curriculum requirement must be in the same discipline as the high school course and only college algebra or a higher-level college mathematics course will meet the requirement for unconditional admission.

Students enrolling in Certificate of Proficiency programs or noncredit courses are exempt from these requirements.

Students who are not seeking a degree or other award above the Certificate of

Proficiency and are enrolled part-time are exempt from these requirements.

These requirements apply to all other award-seeking students and to students who must follow course placement guidelines as required by Act 1290 of 1997.

II. Procedures

Each institution shall develop a plan for the implementation of this act using the following guidelines. Each plan must be approved by the Arkansas Higher Education Coordinating Board. Implementation of the approved plan is a condition for receiving state funds.

1. Each institution will designate an office of responsibility for implementation and define the method of informing incoming students of their admission status.
2. Core academic courses, as required in Section 1 (c)(1)(A) and (B) of Act 1290 (see below) will be designated by each institution. Such courses will be regular, non-remedial credit courses as listed in the college catalog. These courses will be listed in the institution's implementation plan. The implementation plan will also include a listing of appropriate technical courses as required in Section 1 (c)(1)(B).

Section 1 (c)

"(1) At a minimum, these conditional admissions standards shall require the following:

- (A) For a student seeking an associate of arts degree or a baccalaureate degree and who failed to successfully complete the core curriculum, completion of twelve, (12) hours of core academic courses and any necessary remedial courses with a cumulative grade point average of 2.0.
 - (B) For a student seeking a diploma, technical certificate or an associate of applied science degree and who failed to successfully complete the core curriculum, completion of six (6) hours of core academics courses and six (1) hours of technical courses required for the diploma, technical certificate or an associate of applied science degree and any necessary remedial courses with a cumulative grade point average of 2.0." (Act 1290 of 1997)
3. Students must successfully complete (defined as a 2.0 GPA) the required hours of core academic subjects and technical courses (as defined in number 2 above) and any remedial courses within the first 30 semester hours, excluding developmental courses. The institution must develop, define, and implement enrollment consequences (i.e., suspension, expulsion, limited course enrollment, etc.) for students who do not successfully complete (2.0 GPA) the

required core academic subjects, technical, or remedial courses within the first 30 semester hours, excluding developmental courses. The institution's regular definition of cumulative grade point average will be used in defining the attainment of a 2.0 grade point average.

4. Transcripts of out-of-state high school students will be evaluated for meeting the core curriculum. Students not meeting either the core curriculum requirement and relevant grade point average requirement will be admitted conditionally.
5. Students who receive a GED or are graduates of home schooling or private high schools after May 1, 2002, must make a composite score of 19 on the American College Test (ACT) or the equivalent score on the SAT, ASSET, or COMPASS in order to be unconditionally admitted. As with all other students, these students must meet the admission requirements of the college or university where they seek to enroll.

Each college and university will submit a plan for the implementation of the guidelines. Plans must be submitted by October 1, 1998.

Approved: Agenda Item No. 28
October 20, 1995

Amended: Agenda Item No. 53
July 24, 1998

Revised: Agenda Item No. 16
October 24, 2003

Guidelines for the Preparation of Institutional Plans for the Reduction of Remediation Expenditures

Background

Act 1141 of 1993 directs all public colleges and universities to report annually to the Department of Higher Education on expenditures and revenues received for remediation. The act provides that the State Board of Higher Education develop a plan consistent with the mission of each institution for the orderly reduction of state funds expended on remediation.

Act 1052 of 1987 requires all public colleges and universities to remediate all entering students not having the necessary skills. Placement test data from the past three years indicate that 40-50 percent of entering college freshmen require some remediation.

Annual Reporting Requirement and Data Collection

Each public two-year and four-year institution will submit to the Department of Higher Education an annual report that includes the following:

1. Total direct and indirect costs of remediation for the previous academic year
2. All sources of revenue, by amount and source, used to fund direct and indirect costs of all remedial courses and programs

This information will be collected through the Uniform Reporting process (see Act 537 of 1993) beginning with the academic year. Restricted funds employed to create academic support programs for special populations will not be considered remediation expenditures. Private and federal funds will not be counted, consistent with Act 1141.

Since the uniform reporting process commences with the academic year, data on expenditures and revenues for remediation for the academic year must be collected by other means. The ADHE staff will develop and distribute forms for the collection of data on direct expenditures and revenues consistent with the data being collected under uniform reporting. State funds will include both state education and general funds and tuition funds.

Institutional Plans for Reduction of Remediation Expenditures

Each four-year institution will develop a five-year plan for the orderly reduction of remediation expenditures. Institutional proposals will follow the general criteria set forth in this plan but may incorporate campus-specific elements designed meet the objectives

of the law.

All institutional plans must address a set of common concerns. In order to ensure that each campus takes these concerns into account, all institutional plans should address the following points:

1. The importance of student body diversity.
2. The expected consequences of higher standards that result from implementation of the plan, stating how these standards will serve to improve the quality of undergraduate education and contribute to the academic success of the students.
3. If applicable, effect a significant reduction in the number of out-of-state students enrolled in remedial courses.
4. Prohibit high school students from enrolling in college remedial courses.
5. Limit to two the number of times a student may repeat a remedial course.
6. Include a section on plans to implement Act 969 of 1993, which concerns conditional admissions. Describe how this requirement might affect the remedial program.
7. Avoid cost-cutting strategies that might jeopardize the quality of remedial programs.
8. Include proposed annual percentage reductions in remediation expenditures for students 21 years of age and younger.
9. Institutional Board of Trustees approval of the plan.

As a matter of course through the uniform reporting system and other means, ADHE will collect data to aid in monitoring the success of the plan. Those data will include

1. The institutional mission statements
2. Reports on remedial courses and program offerings and enrollments for the past five years, reports on the retention rates of remedial students through graduation, and consultant recommendations from the 1992-93 State Board review of developmental education programs.

In order to reduce expenditures for remediation, institutions may initiate any number of strategies consistent with the law and with this plan. Such strategies might include some of the following elements:

1. Changes in admission standards.
2. Establishing appropriate entry-level remedial courses.
3. Requiring students to pay the full cost of instruction for repeat remedial courses.
4. Reducing allowable credit load for students enrolled in remedial courses.
5. Contracting with other institutions to deliver remedial courses.
6. Increasing class sizes for remedial courses.
7. Initiating summer bridge programs for high school graduates whose scores indicate need for remediation.

ADHE Review and SBHE Action*

Draft plans will be due by November 1, 1994. The Department of Higher Education will review the draft plans and work with the institutions on development of final five- year plans by December 15, 1994. The State Board will consider the proposed plans in January 1995.

Recommendation Concerning Two-Year Colleges

Act 1141 requires annual remediation expenditure and revenue reports from both four-year and two-year colleges. The act does not require a ceiling on remediation expenditures or a plan for reduction of remediation expenditures at two-year colleges. Nevertheless, the reduction of remediation expenditures at four-year institutions may affect the demand for remediation at two-year colleges. In order to help two-year institutions determine how to handle the consequences of plan implementation, the ADHE staff will monitor for civil rights impacts and for other unexpected consequences. ADHE staff will work with administrators to develop a statewide strategy for managing the transition.

Approved: Agenda Item No. 43
 April 29, 1994

Concurrent Enrollment Policy

- I. **Concurrent Enrollment** is the enrollment of a high school student in a college course for high school credit and college-level credit. (Arkansas Code §6-18-223) Concurrent enrollment allows students to obtain credit toward a high school diploma at the same time they earn college credit.

Dual enrollment is the enrollment of a high school student in postsecondary education for college-level credit exclusively. (Arkansas Code §6-60-202)

II. Concurrent Course Credit – Institutional Requirements

1. Program Accreditation/Authorization

If an institution of higher education offers a concurrent credit course(s) on a high school campus taught by a high school teacher, the institution must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP); or the college/university must be approved by the Arkansas Higher Education Coordinating Board (AHECB) to offer courses, including courses offered via distance technology, for concurrent credit.

2. Concurrent Credit Courses

Concurrent credit courses should be freshman-level and/or sophomore-level college/university courses, or in select cases upper-level courses, approved through the established process of an institution and included in the institutional catalog. General education courses offered for concurrent credit should be listed in the Arkansas Course Transfer System (ACTS). Students taking general education courses that are not part of the Arkansas Course Transfer System must be informed by the institution and high school that the course may not transfer to another college or university. A list of the career and technical education (CTE) courses offered for concurrent credit must be attached to the signed Memorandum of Understanding (MOU) between the high school/school district and the college/university.

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

The college/university administration must exercise direct oversight of all

aspects of the concurrent course, including participation in the faculty selection, orientation, professional development, and evaluation processes.

The instructor teaching the college course for concurrent credit must:

- 1) use the approved college/university course syllabus,
- 2) use the same textbook or a textbook with aligned content and course learning outcomes as approved by the college/university,
- 3) adopt the same learning outcomes and assignments as those developed for the course offered on the college/university campus with limited exceptions approved by the college/university, and
- 4) use the same course grading/awarding standards as those on the college/university campus. If departmental exams are used in college/university campus courses, then those course exams must be used at the high school site.

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

If there is not agreement among multiple institutions offering college courses at one high school/school district, the college/university seeking clarification on the implementation of the concurrent enrollment policy must contact the ADHE Commissioner in writing and follow AHECB Policy: Off-Campus Instruction Policy-Criteria for Conflict Resolution.

Criteria for Conflict Resolution from AHECB Policy: Off-Campus Instruction Policy-Criteria for Conflict Resolution

Institutions that seek to offer concurrent courses at the same high school and cannot reach agreement between each other, either informally or with a written Memorandum of Understanding, will appeal to the ADHE Commissioner. After receiving a written request from each affected institution that includes pertinent information and data, the ADHE Commissioner will mediate the conflict. If the affected institutions reject the decision of the ADHE Commissioner, the Arkansas Higher Education Coordinating Board will hear evidence, consider staff recommendations, and make a final determination.

In order to determine the merits of presented arguments, the ADHE Commissioner and Board members will require in writing from each institution the following information:

- Mission of institution
- Willingness of institution to offer the course at the off-campus/high school location
- Capability of institution
- Type of courses/programs proposed

- Cost to students
- Desire of the community or local school district
- History of off-campus offerings in the geographical area or at the high school
- Evidence that this course offering will not result in unnecessary duplication of courses/programs
- Evidence that the course offerings will not result in overextension of state's resources
- Other relevant information as determined by the institutions, ADHE Commissioner, and/or AHECB members

Although the "30-Mile Rule" is not a criterion used to resolve institutional conflicts regarding off-campus or concurrent offerings, the AHECB does not look favorably on an institution that encroaches on the service area of a second institution.

3. AP/Concurrent or IB/Concurrent Blended Courses (College/University Participation Optional)

Advanced Placement (AP) courses are high school courses in which students are required to take the AP Exam and make the requisite score in order to receive college credit from an Arkansas institution of higher education.

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

- Colleges and universities that offer blended AP/concurrent or blended IB/concurrent courses must ensure that these blended courses meet all the requirements of concurrent courses as set forth in this concurrent enrollment policy.
- The AP course guidelines specified by the College Board in its published course description must be incorporated into the blended AP/concurrent course syllabus, and the core IB program requirements must be incorporated into the blended IB/concurrent course syllabus.
- The blended AP/concurrent course syllabus must be submitted by the high school teacher for approval by the College Board AP Course Audit; and the school district must have on file the written documentation of the College Board approval of the blended AP/concurrent course syllabus. A copy of the blended AP/concurrent course syllabus currently approved by the College Board must be submitted for college/university approval during the concurrent instructor/course approval process. A copy of the blended IB/concurrent course syllabus also must be on file at the school district.

- All students enrolled in blended AP/concurrent courses are required to take the AP exam; and the high school must have written documentation on file of the students who took the AP exam with this AP exam data provided to the college/university upon request. There also must be written documentation on file of the students who took the IB assessment with this assessment data provided to the college/university upon request.
- Students can earn at least three semester credit hours of college credit and one unit of high school credit for successful completion of one blended AP/concurrent or blended IB/concurrent course only if the student registers for concurrent course credit at the beginning of the term. (A minimum score on the AP exam or IB assessment is not required for the student to earn college credit for the blended AP/concurrent or blended IB/concurrent course.) All other students enrolled in the blended AP/concurrent or blended IB/concurrent course can earn only one unit of high school credit for the course.
- Students enrolled in these blended AP/concurrent or blended IB/concurrent courses must meet all college/university requirements included in this concurrent enrollment policy.
- Any high school that cannot furnish data on blended AP/concurrent or blended IB/concurrent test takers (during an ADE/ADHE concurrent enrollment program audit) will not be approved for the continued offering of blended AP/concurrent or blended IB/concurrent courses.

4. Concurrent Course Ownership

Institutions of higher education must demonstrate “ownership” of any course offered for concurrent credit for which students are reported. Ownership of courses means that the college/university will:

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

college/university campus.

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

5. Teaching Credentials

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

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

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

III. Concurrent Course Enrollment

Concurrent College Admission

High school students enrolled in general education concurrent courses will be those who have successfully completed the eighth grade and are admitted to the college/university as non-award seeking students per §6-16-1204 (although a major can be reported for the concurrent students to AHEIS to assist with tracking of students completing college certificates/degrees before high school graduation). Each college/university must specify the concurrent admission requirements for high school students.

Concurrent Course Registration

All high school students enrolled in the concurrent course must meet the same

requirements for completion of the course whether or not the student is registered for college credit. The concurrent course withdrawal process and procedures must be implemented in accordance with established college/university guidelines.

Concurrent/Dual Course Placement

To ensure successful placement in concurrent English, math, and reading intensive courses, institutions are encouraged to consider a variety of factors beyond a single standardized test score. Procedures and standards for placement are outlined in the Higher Education Coordinating Board Student Placement Policy.

- A college or university may allow simultaneous enrollment in college-level credit and developmental courses.
- The board and administration of any campus may elect to set minimum scores for enrollment in college-level mathematics and English composition courses based on established and documented criteria, which demonstrate the students' ability to succeed.
- All concurrent students shall be assessed for placement into credit-bearing courses by at least one of the following methods:
 - an objective examination,
 - previous coursework and/or career training,
 - or measures supported by sufficient analysis of predicted student success.

The placement assessment should reflect a better than 75 percent likelihood of the student's ability to earn a "C" or better grade in the course in which the student is placed. A student's reading level should be strong enough for them to earn a "C" or better in courses that require substantial reading such as courses in the sciences, humanities, and social sciences. Ideally, students should possess a readiness for credit-bearing courses and the institution admitting them should develop and refine a system to determine this.

IV. Concurrent Course Enrollment - Data Reporting (via Student Information System)

All institutions are required to collect and report exam scores for the purpose of AHEIS reporting although a minimum score is not required.

V. Concurrent Course Enrollment - Payment of Tuition and Fees

The college/university will establish tuition and fee rates for concurrent students.

The high school student shall be responsible for all costs of college/university courses taken for concurrent credit, unless the costs for these courses are paid by the public school district, a college/university scholarship, a grant, or a private foundation. If the costs for a college/university course(s) are paid by the public

school district, a college/university scholarship, a grant, or a private foundation; a signed agreement must exist between the public school district, the external entity or foundation, and the Arkansas state-supported college/university.

If the college/university sets tuition and fees at a lower rate than the regular full tuition rate on campus, reduction in tuition shall not be considered an institutional scholarship per §6-16-1204.

Pursuant to Arkansas Code §6-53-501, the intent of this concurrent policy is that the college courses described above shall include but not be limited to articulated courses designed for instruction of secondary students qualifying for state aid from the public-school fund. Nothing in this policy shall preclude money flowing to the secondary centers under Arkansas Code §6-51-305.

An institution must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP); or effective August 1, 2015, the college/university must have an AHECB-approved Concurrent Enrollment Program to report concurrent courses/students to AHEIS.

(Note: More details on funding for concurrent enrollment may be included in AHECB financial aid policy.)

VI. Concurrent Course Enrollment - Career and Technical Education Courses

Students enrolled in Career and Technical Education (CTE) courses that are included in the MOU agreement between the school district and college/university can be awarded college credit and/or up to one unit of high school credit for successful completion of each CTE course that is a minimum of 3 semester credit hours, as delineated in the MOU agreement.

VII. Concurrent Course Enrollment – Remedial/Developmental Education Courses (College/University Participation Optional)

A high school student enrolled in college/university remedial/developmental education courses in English, reading and/or mathematics for concurrent credit must be notified verbally and in writing by the high school principal or designee that successful completion of remedial/ developmental education courses at one college/university does not guarantee college-level course placement at another Arkansas college/university, unless there is a written/signed college course placement agreement with the other Arkansas college/university.

A college/university remedial/developmental education course cannot be used to meet the college/university core subject area/unit requirements in English and mathematics.

A list of the colleges/universities with a signed college course placement agreement must be:

- 1) attached to the signed Memorandum of Understanding (MOU) between the school district and college/university,
- 2) included in the Concurrent Enrollment Student Guide/Information Sheet, and
- 3) posted on the college/university website.

Nothing in this concurrent policy, shall require a college/university or school district to offer remedial/developmental education courses in English, reading and mathematics for concurrent credit.

VIII. Partnership Agreement/Memorandum of Understanding (MOU)

A written and signed Memorandum of Understanding (MOU) must exist to reflect the various expectations, obligations, and responsibilities of all parties.

The MOU must be reviewed annually, and the college/university must provide to the high school a list of all college courses that may be offered for concurrent credit during the school year. The unit of high school credit that will be awarded for each college course must be noted for each concurrent course along with the high school course replacement/substitution. The high school/school district or the college/university can modify or terminate the written, signed concurrent agreement during the annual review period.

High school students who desire to enroll in a college or university first must be recommended by their high school principal or designee.

High school students enrolled in college courses for concurrent credit purposes must be 1) informed that the student is responsible for all costs associated with enrollment in the concurrent course, unless the courses are paid by another approved public or private entity; and 2) advised about the potential limitations concerning the transfer of college course credit.

If remedial/developmental education courses in English, reading or mathematics are offered for concurrent credit to high school seniors, a list of the colleges/universities with a signed college course placement agreement must be attached to the MOU, published in the student guide/information sheet, and posted on the college/university website.

The college/university must provide the school district with a student guide or information sheet for concurrent enrollment that the high school must distribute to students and parents that outlines the college/university and school district requirements for student participation. The high school will assure that the student and parent acknowledge that the student will participate in the concurrent program in accordance with the stated college/university and school district participation

requirements.

Concurrent program requirements and guidelines required for course instruction must be provided by the college/university to the school district and concurrent instructors.

IX. State Authorization for Concurrent Enrollment Program

A college/university must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or be authorized by the Arkansas Higher Education Coordinating Board (AHECB) to participate in the Concurrent Enrollment Program (CEP).

I. College/University offering Concurrent Courses on College/University Campus Only

A college/university only offering concurrent courses on the college/university campus (and does not offer or plan to offer concurrent courses on the high school campus) has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation.

The college/university must submit to ADHE a copy of the written, signed MOU agreement between the college/university and high school/school district as verification of the on-campus college/university concurrent enrollment program. The MOU must outline in detail the concurrent enrollment arrangements between the two parties. A copy of the current written, signed MOU agreement must be submitted to ADHE each subsequent year for continued authorization.

Any college/university currently not offering concurrent courses on a high school campus must follow the concurrent program approval process outlined below; and the college/university must have AHECB authorization for its institutional (high school) concurrent enrollment program prior to the offering of concurrent courses on a high school campus.

II. College/University with NACEP Accreditation Initial Authorization for Concurrent Enrollment Program

All colleges/universities with NACEP accreditation must provide written documentation to ADHE of NACEP accreditation status upon approval of this concurrent policy.

- 1) A college/university currently accredited by NACEP has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation, and must maintain NACEP accreditation for continued CEP participation; or

- 2) A college/university currently accredited by NACEP has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation and may request AHECB authorization to satisfy the requirements for continued CEP participation when current NACEP accreditation expires. The college/university must submit the written notification to ADHE no later than June 1, requesting AHECB authorization for continued CEP participation.

III. College/University without NACEP Accreditation (and offering Concurrent Courses on High School Campus)

Initial Authorization for Concurrent Enrollment Program

To receive initial authorization through the state review process, developed in cooperation with the colleges and universities, and implemented by the Arkansas Division of Higher Education (ADHE); a college/university must demonstrate that the college/university concurrent program meets or exceeds all requirements outlined in the AHECB Concurrent Enrollment Program (CEP) policy.

AHECB approval will be granted to the college/university to offer concurrent credit courses for a period not to exceed seven (7) years once the college/university has submitted a CEP proposal that has been reviewed and recommended for approval by a 3-member review team selected from a panel of reviewers agreed upon by the Concurrent Review Committee (CRC) and ADHE.

The initial proposal for offering concurrent credit must specify how the college/university concurrent enrollment program satisfies each component of the CEP policy by providing evidence of the following:

1. Faculty

Each college/university must have a policy for selecting faculty to teach concurrent courses that meets AHECB guidelines. Each concurrent instructor for general education courses at a minimum must hold a master's degree and have 18 graduate-level hours in the subject to be taught.

Each college/university must have an official transcript on file for each instructor approved for concurrent courses which clearly indicates that the concurrent faculty member has the required academic credentials.

Each college/university must have a description of the orientation process for new concurrent faculty and a sample of information that is provided to concurrent faculty during orientation.

Each college/university must have a description of the plan to assure concurrent faculty receive appropriate professional development.

2. Courses

Each college/university must present a current list of proposed concurrent courses by course name, number (i.e. ENGL 1013), the associated Arkansas Course Transfer System (ACTS) course number (if applicable) and indicate any pre-requisite courses.

3. Syllabi and Textbooks

Each college/university must have a policy regarding final approval of concurrent syllabi and textbooks.

4. Students

Each college/university must verify that students have met admission criteria for the college/university and that the process conforms to AHECB guidelines.

Each college/university must provide an explanation of how grades are awarded and recorded with the college/university Registrar; and must provide documentation that the college/university course grading/awarding and course recording standards are followed for concurrent courses.

5. Student Guide for Concurrent Enrollment

Each college/university must have a student guide for concurrent enrollment available to students and parents that outlines the college/university and school district participation requirements; and includes information regarding syllabi, academic standing, grading, links to ACTS, academic dishonesty, transcripts, current contact information for the concurrent enrollment liaison at the college/university, drop/withdrawal from class, academic due process guidelines, use of the college/university library, and student evaluation of instruction procedures.

6. Faculty Guide for Concurrent Enrollment

Each college/university must have a faculty guide for concurrent enrollment detailing the syllabus requirements, FERPA requirements, academic dishonesty policy, grading system, access to input grades, grade changes, student academic due process, student evaluation of instruction, policy for students with disabilities, sexual harassment policy, contact information for the college/university concurrent liaison, and child maltreatment and reporting policy, non-compliance policy, and process of faculty evaluation

by the academic unit head from the college/university.

7. Assessment

By academic discipline, a description of the process for assuring concurrent course content satisfies the requirements of the college/university academic unit. Examples may include common examinations, approval of concurrent tests by the college/university, common grading criteria, etc.

8. Evaluation

Each college/university will analyze its student success, persistence, and retention data to determine to what extent concurrent credit courses are leading to student success.

9. Memorandum of Understanding

The college/university must have on file a current written, signed Memorandum of Understanding with each high school with whom the college/university offers or desires to offer concurrent enrollment.

The Memorandum of Understanding must include the following:

1. The names and addresses of the college/university and the participating school district/high school;
2. Academic calendar with which the college/university and the high school must comply;
3. Guidelines and requirements for approval of instructors;
4. Guidelines for approval and assessment of courses;
5. Guidelines and requirements for admission and eligibility of students;
6. Requirements for syllabi;
7. Non-compliance statement; Length of time covered by the MOU and procedures for termination of MOU;
8. Description of the concurrent course billing process.

All evidence indicating how the college/university plans to offer a concurrent enrollment program must be submitted to ADHE by June 1 for an evaluation by a review team selected from among those designated by the Arkansas Division of Higher Education to serve on the Concurrent Review Committee. The Committee members will be selected by ADHE and will serve for a three-year period.

The CRC evaluation report will be forwarded to the Arkansas Division of Higher Education for consideration of a recommendation for AHECB approval of the institutional concurrent enrollment program.

AHECB Continued Authorization

A college/university with AHECB initial authorization for the Concurrent Enrollment Program can offer courses for concurrent enrollment for a period of up to seven (7) years unless the AHECB requires a follow-up review within the 7- year timeframe and/or the NACEP accreditation has expired.

A college/university that wishes to continue to offer courses for concurrent enrollment must request AHECB reauthorization or must maintain NACEP accreditation.

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

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

The information for continued authorization must be submitted to ADHE by June 1 before the expiration date of AHECB CEP initial authorization; and reviewed by a 3-member team selected by ADHE from among those designated to serve on the Concurrent Review Committee. Based on the CRC review, ADHE will make a recommendation to AHECB for continued authorization or a recommendation for discontinuation of the institutional concurrent enrollment program.

A college/university with NACEP accreditation must submit written documentation to ADHE of its current accreditation status within 30 days of NACEP notification of reaccreditation to maintain AHECB CEP continued authorization.

Adopted: Agenda Item No. 19
October 23, 1998

Revised: Agenda Item No. 38
July 23, 1999

Agenda Item No. 12

April 27, 2007

Agenda Item No. 2
June 28, 2011

Agenda Item No. 5
July 26, 2013

Agenda Item No. 2
July 27, 2017

Moratorium on New Campuses

At its April 27, 2000, meeting the Higher Education Coordinating Board adopted a ten (10) year moratorium on new campuses with some caveats for certain emerging sites. That moratorium has expired but the conditions that motivated the Coordinating Board to impose that moratorium continue to exist in 2010. The major reason stated seems to have been concern about the possibility of any further dilution of funding to the existing institutions. It was expressed in the following manner:

“The Arkansas Higher Education Coordinating Board deems it in the best interests of the state of Arkansas to consider the negative consequences of further dividing the \$560,000,000 presently being sent to colleges and universities in the state of Arkansas; and restricting new institutions for a five-year period will be in the best interests of the state of Arkansas to the extent it will allow appropriate time to examine the wise use and allocation of existing resources, plus sufficient accountability and performance measures on behalf of the existing institutions.”

A second consideration was the fact that Arkansas had a very low percentage of citizens with 2-year and/or 4-year degrees, a condition that continues to be of concern today.

The current economic conditions with the budget reductions of the past few years make it even more imperative to protect the funding of the existing institutions against further dilution than existed in 2000. Institutions of higher education in Arkansas have had their funding per FTE student reduced significantly by large enrollment increases, inflation, and declining state support. The addition of new campuses would further imperil the quality of the education the institutions are able to provide the citizens of Arkansas. The anticipated increased enrollment due to the increased availability of scholarships for the coming year, fiscal 2011, will only exacerbate the dilution of the purchasing power of state support per student.

The Executive Staff recommends the following resolution:

RESOLVED, Higher Education Coordinating Board extends the Moratorium on New Campus that was adopted by the Board on April 27, 2000, with all its provisions and exceptions until June 1, 2020.

Background

The Arkansas Higher Education Coordinating Board at its retreat last fall and at the October Board meeting initiated a discussion on, 'Should we have a moratorium on new institutions?'

There is a present policy that differentiates between off-campus activity and branch campus activity. That distinction depends on several criteria, including the amount of activity, like whether a student is able to get an entire degree at an off-campus site. Almost all the institutions have some type of off-campus activity. The present policy does not have a definition of 'stand-alone campus.'

Issues involved in the discussion include:

1. 'Access'-would imposing a moratorium, which freezes the number of institutions or campuses decrease access in a state with a low percentage of students attending and graduating from higher education?
2. If a community wants to pass a tax and build a nice building, will this Board say 'no'? Will we see those in every county? How many of those will we have?
3. Should we concentrate on the quality of education in the state or the quantity? Are we sacrificing quality to continue to support increasing quantity?
4. Do we need 'up to a ten-year moratorium on any new campuses in the state'?

Board members have discussed their concerns about the expanding number of campuses in the state and the need for access of citizens to higher education. The Board asked that the issue be placed on the agenda for the April meeting for consideration by the Coordinating Board of a policy restricting the creation of any new institutions of higher education.

In line with this, the Arkansas Higher Education Coordinating Board is considering adopting a moratorium on any new colleges being established in Arkansas. In the last legislative session a community (Heber Springs) garnered enough legislative support to have an appropriation passed for the establishment of another campus of a four- year university. The community is seeking a mileage to support that operation. There were comments that an 'institution' like Arkansas State-Heber Springs is not a 'new institution', but a 'branch' of Arkansas State-Beebe, which has 'governance' over Heber Springs.

The Board is concerned about such actions continuing across the state. They have directed ADHE to develop a proposal to curtail these efforts.

There is a legitimate public policy debate between increasing access to higher education-Arkansas has a very low percentage of citizens with 2-year and/or 4-year degrees-and how to deliver higher education services at reasonable cost. The present configuration has an institution within 30 miles of most counties-and in most instances there are off-campus operations in the counties without an institution.

A reasonable concern for the Board is the desire for additional communities around the state to have a 'site-presence' access to higher education. The building and administrative costs of a new branch are considerable. There is some reasonable consensus that there are enough branches-and those services can more economically be delivered through centers and other off-campus operations, yet most citizens and community leaders (and legislators) do not understand the distinction between branches and off-campus operations.

The issue of money is terribly important in this discussion-particularly for buildings, other facilities, administration, small school fixed costs and adjustments, economies of scale, and how funding formula(s) treat off-campus operations.

The Board and the legislature have been dealing with how to balance these two contrasting views for 25 years, particularly in 1975, 1977, and 1992.

The legislature in 1975 passed an act to prohibit any public institution of higher education from establishing a 'branch campus or program' without approval of the Board. But the same session encouraged the institutions to expand services at off-campus locations. The Board established two categories: 'Branch Campuses or Programs' and 'Off-Campus Operations', differentiating between them on nine criteria: availability of degrees, size and scope of offerings, facilities, institutional intention and identification, administration, staffing, student services, library services, and accreditation.

The present board policy, adopted in 1992, considers that there are various degrees of off-campus operations and 'an off-campus location...could develop through demands for services to the point that it approaches status as branch or should be re-evaluated in those terms.

The present policy provides, '...Any time an off-campus location meets any one of the criteria listed for a branch campus or program, that the State Higher Education Coordinating Board will review off-campus location in terms of a branch campus or program. In this respect, meeting one of the listed criteria would serve as a means for identifying off-campus locations that may be moving toward or have the potential to become branch campuses. In the review, the institutional intent and likely direction of development of the off-campus location will be given primary consideration.'

Meanwhile, there are somewhat inconsistent treatments for various purposes for various off-campus operations, as developments occurred to service local needs have

moved some off-campus operations to where they aspire to be treated as branches or stand-alone campus status, now or in the next few years. Those include, but may not be limited to: PCCUA campuses in Arkansas County (Stuttgart and Dewitt), and the ASU campus at Heber Springs.

The Arkansas County Campuses (Stuttgart and Dewitt)

Stuttgart has about half as many FTE's as the main campus of Phillips County Community College of UA-Helena. The prevailing perception seems to be that it is an off-campus operation ('center') for PCCUA (Helena) although there may be some dispute over that. Its funding is through the PCCUA appropriation and Revenue Stabilization Act.

There may be concern within the Board for sufficient flexibility so that Stuttgart and Dewitt could become 'stand-alone' campuses. The FTE's of the Stuttgart campus are projected to approach parity with Helena in the next few years.

Since a request is pending for consideration of stand-alone campus status for PCCUA-Arkansas County, if PCCUA-Arkansas County meets the provisions of the revised policy with appropriate enrollment figures, then PCCUA-Arkansas County shall be considered for stand-alone campus status at the appropriate time.

Heber Springs

Heber Springs has a separate appropriation for \$350,000 for institutional facilities and \$350,000 for operating expenses for the Heber Springs Center of ASU Beebe. However, it has not passed a tax.

When the supporters approached the department in 1999 seeking 'branch' or 'stand-alone' status they were told, 'No' (that they could not reasonably meet the criteria in "Procedure for the Establishment of Community Colleges in Arkansas-November, 1989", (particularly the projected FTE) but that the Department would recommend a few hundred thousand dollars (eventually \$350,000 for capital and \$350,000 for operation). (This was in lieu of about \$3 million a year as a full-fledged campus).

Because of preexisting language of Act 426 of 1999 relating to Arkansas State University-Heber Springs and because of pending requests to become a stand-alone campus of Arkansas State University, Arkansas State University-Heber Springs, should it comply with the requirements of stand-alone campus status as outlined in the revised policy, and successfully pass a local sales tax and meet appropriate enrollment, shall be considered for stand-alone campus status at the appropriate time.

Recommendations

ADHE staff recommends to the Board:

1. The creation of a new category of 'stand-alone campus' (see below) only for the purpose of the Moratorium Resolution to be effective from June 1, 2000.
2. That the ADHE staff works with the Executive Council to revise present policy to clarify the definition and criteria of 'branch,' 'center' and 'off-campus operation' and identify present statutes that will need to be amended in the light of the revised policy. The revised policy should be presented to the Coordinating Board at the October 2000 meeting for consideration.
3. Subject to the report of the Non-Baccalaureate Task Force and any action taken by the General Assembly, if any technical institute becomes an institution of higher education, it must affiliate with an existing institution of higher education and will not be granted stand-alone campus status.

STAND-ALONE CAMPUS CRITERIA

Introduction

An institution must apply to the Arkansas Higher Education Coordinating Board for designation as a stand-alone campus. Status will be granted by the Arkansas Higher Education Coordinating Board if the criteria are met, and the Arkansas Higher Education Coordinating Board does not find duplication of effort by other institutions or an unreasonable intrusion into an area where the same courses are already being offered by an institution with closer geographic proximity.

Stand-Alone Campus

A stand-alone campus is a full-service operation, with a key criteria of funding as a stand-alone entity and not as part of another institution's funding. A stand-alone campus offers full degree programs (100 percent) on the campus, has permanent administration and faculty, owns (or leases) its building and provides a full range of student services, library resources, etc.

The following elements are characteristic of a stand-alone campus:

Number of students

More than 500 FTE's, for the past three consecutive years

Funding and Appropriation

The branch has a separate appropriation and is treated as a separate entity for formula funding purposes. Must include appropriate local funds (as defined by the Coordinating

Board within the next twelve months) for two-year institutions.

Availability of Degrees

It is possible for students to attain degrees through attendance only at the campus.

Size and Scope of Offerings

The number of courses is large and in planned, sequential order so that students could regularly work toward degrees.

Facilities

Facilities are part of a permanent or long-range commitment on the part of the institution. The facilities are primarily owned by, leased by, or otherwise under the complete control of the institution.

Institutional Intention and Identification

It is the intention of the institution to operate as a separate entity and to carry a separate designation that would identify the location.

Administration and Board

Local operation of the remote location is under a separate and identifiable administrative unit that includes a chancellor and/or president. The stand-alone campus may have a governing board (or an advisory board or board of visitors if it is subject to an affiliated with a larger university or system).

Staffing

There is permanent staff at the location on a full-time basis.

Student Services

Admissions, registration, counseling and other student services are available at the campus.

Library Services

Permanent library resources are available at the location.

Accreditation

Accreditation will be promptly sought for the campus as a stand-alone campus.

The following resolution is presented for Board consideration:

WHEREAS, There are 22 (to be 23 with ASU-Newport) two-year colleges in the state of Arkansas; and

WHEREAS, There are 9 four-year universities and the University of Arkansas for Medical Sciences; and

WHEREAS, In 1991, 14 new two-year colleges were added in the state of Arkansas under Act 1244 of 1991; and

WHEREAS, The Arkansas Higher Education Coordinating Board deems it in the best interests of the state of Arkansas to consider the negative consequences of further dividing the \$560,000,000 presently being sent to colleges and universities in the state of Arkansas; and

WHEREAS, Restricting new institutions for a five-year period will be in the best interests of the state of Arkansas to the extent it will allow appropriate time to examine the wise use and allocation of existing resources, plus sufficient accountability and performance measures on behalf of the existing institutions.

NOW, THEREFORE, BE IT RESOLVED, That the Arkansas Higher Education Coordinating Board adopts Recommendation No. 1, the criteria for “stand- alone campuses” as stated above and declares a moratorium for ten (10) years on any new stand-alone campuses, except for the Arkansas County Campuses of Phillips Community College of the University of Arkansas and for the Arkansas State University-Heber Springs, which may achieve stand-alone campus status if and only if they meet the criteria stated and receive the approval of the Coordinating Board.

FURTHER RESOLVED, That the Coordinating Board approves Recommendation Nos. 2 and 3 as stated above and instructs the Director of the Arkansas Department of Higher Education to work with the Executive Council to implement Recommendation No. 2.

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify all presidents, chancellors, chairs of the Boards of Trustees of all public institutions of higher education, and appropriate members of the General Assembly of this approval.

Approved: Agenda Item No. 31
 April 21, 2000

Role and Scope Designations

Introduction

The Arkansas Higher Education Coordinating Board is charged with establishing appropriate role and scope designations for each public higher education institution in consultation with representatives of the colleges and universities. The statute under which this responsibility is assigned to the Coordinating Board (ACA 6-61-207) also requires that these designations be reviewed on a periodic basis. An amendment to this Act, enacted in 2005, requires these designations to incorporate consideration of the changing economic needs of the state.

The designations under which institutions are currently operating were adopted in 1999. In keeping with the requirement for periodic reviews, the Coordinating Board has undertaken a process designed to yield an updated set of role and scope designations. The results of this effort were presented to the Board for action in October 2007. Concerns expressed by members of the Board led to a deferral of action and a staff decision to engage an external consultant to work with them and representatives of the colleges and universities to develop a set of role and scope designations acceptable to the Board.

It is within this context that staff of the National Center for Higher Education Management Systems (NCHEMS) were asked to:

- Review the 1999 versions of role and scope statements.
- Review the set of statements proposed in 2006 along with information reflecting concerns expressed by Board members.
- Prepare draft statements of mission/role/scope for each public institution in Arkansas.
- Review this draft material at a meeting with Department of Higher Education (DHE) staff and others and submit a final set of suggested statements incorporating modifications to the draft agreed upon at this meeting.

General Approach

In describing the mission/role/scope of colleges and universities, NCHEMS has found it useful to establish such designations by delineating:

- Audiences to be served
- The general array of programs to be offered
- Any special or unique features of institutional mission

1. Audiences

Among the characteristics of audiences to be served are those expressed in terms of:

- Geography—what geographic area is the institution expected to serve?

- Academic preparation—does the institution admit only students with high levels of academic preparation, or does it serve adults regardless of prior levels of academic preparation?
 - Age/full-time status. Does the institution primarily serve recent high school graduates, or does it have a special role in serving older (often part-time) students?
 - Race/ethnicity. Does the institution have a special role in serving specific subpopulations—African-Americans, Latinos, Native-Americans?
 - Employers. Is the institution expected to serve employers:
 - In a region?
 - In specific industries?
2. Array of Programs and Services
- Chief among the considerations on this dimension are:
- Level of program. Is the institution authorized to offer doctoral programs? Master's programs? If a community college, is it authorized to offer any programs at the baccalaureate level?
 - Academic fields. In particular, what professional programs is the institution authorized to offer (where “professional” is defined broadly to include applied programs such as business, education, engineering, and nursing, as well as the more typically acknowledged professional programs of law, medicine, dentistry, etc.)?
3. Special Features
- Among the factors in this category are features such as:
- Research emphasis. Is research a primary expectation for the institution? Is the institution expected to create research capacity in specific fields?
 - Land-grant status.
 - Special delivery capacity. For example, is the institution charged with providing (or managing for the system) online or interactive video courses?

Within this general framework, experience also indicates that it is good practice in the policy sense to avoid the flowery language that often finds its way into descriptions of mission found in promotional pieces. Such language often obscures rather than reveals the true intention of the mission/role/scope statement.

Clear statements of role and scope that adhere to these guidelines have benefits to both institutions and the Coordinating Board. These guidelines will allow for a less onerous new-program-review process as well as a more substantive and clear academic program review process.

A change in institutional role and scope should be a gradual one. Institutions seeking such a substantive change should have established a history of progressing toward such a change so that they can illustrate their institutional capacity to do so. For example, an institution seeking to offer specific courses at a higher degree level than they are currently offering should be able to show that they have the appropriate library

holdings to support that change and that they have the economy of scale in student enrollment and current degree production in the academic program to support offering a program with a higher credential. Market demand for the new credential should exist. Some existing faculty should have earned academic credentials that are appropriate to teach at the higher degree level.

Role and scope changes should be a rare occurrence and will most likely involve substantive change reviews by regional and, where applicable, programmatic accreditation agencies. An additional determinant in the decision to approve a role and scope change should be the long-term impact of the state “mix” of institutions with specific role and scope functions.

This set of criteria does **not** mean that certain programs cannot be offered in locations where they are needed and do not currently exist. It does mean, however, that delivery should be under the auspices of an institution with a role and scope that allows delivery without seeking additional approval—either as a joint program with the degree awarded by the “authorized” institution or as a program delivered by an “authorized” institution at an off-campus site.

There is one possible exception to the set of guidelines stated above—the instance in which change of role and scope is forced by an accrediting or licensure organization (as occurred, for example, when entrance to the practice of pharmacy was determined to require a PharmD). In such cases, the approval may have to be granted with the stipulation that approval in no way opens the door to expanding role and scope in fields where change is not essentially mandatory. In particular, expanded role and scope should not be approved for a single program where expansion is voluntary even if the stipulation suggested above is attached; the stipulation will not hold, and the floodgates will open to requests for approval of many more programs on an episodic basis.

Institutional Mission/Role/Scope Designations

This section contains suggested mission/role/scope statements for each Arkansas institution using the three-part schema described above.

Arkansas State University-Jonesboro

1. Audiences

Primary audiences are:

- Residents of Arkansas, particularly those of the Delta region who have completed a high school education and are seeking either a college degree or continuing professional education.
- Employers, both public and private, seeking well-educated employees, technical assistance and applied research.
- Economic development interests and entrepreneurs in the region and across the state.
- The research community.
- The community and area by providing a broad range of academic and cultural activities and public events.
- K-12 Schools.
- Two-year college transfer students.

2. Array of Programs and Services

ASU offers:

- Associate programs across a range of areas.
- Baccalaureate programs in arts and humanities, the natural sciences and social sciences appropriate for a comprehensive university.
- Baccalaureate and masters programs in a number of professional fields including, but not limited to, agriculture and technology, environmental sciences, communications, education, engineering, nursing and allied health, and business.
- Doctoral programs that meet regional and state needs, most importantly programs in education, heritage studies, environmental sciences, physical therapy, and biosciences.
- Services specifically designed to meet the needs of business and industry, public institutions, and the non-profit sector.

3. Special Features

- Arkansas Biosciences Institute.
- Delta Center for Economic Development and University Museum SITES.
- Beck PRIDE Program for Wounded Veterans.

Arkansas Tech University

1. Audiences

Arkansas Tech University (ATU) is responsible for serving:

- Residents of the northwest quadrant of Arkansas who have completed a high school education and are seeking either a college degree or continuing professional education and residents of the state through specific degree programs and services.
- Employers in the region, both public and private—school districts, health care providers, local governments, and private businesses.
- Economic development interests and entrepreneurs in the region.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

ATU serves these audiences by offering:

- Certificate and associate degree programs in applied technologies, nursing and allied health.
- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate and masters programs in the professional fields of communications, information technology, engineering, education, nursing and allied health, and business.
- *Doctoral degrees*
- Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Features

- Engineering programs, including an associate degree in nuclear engineering, emergency administration and management, geology, and hospitality administration.
- Arkansas Tech University-Ozark campus provides education in associate and certificate programs.

Updated: July 25, 2014

Henderson State University

1. Audiences

Henderson State University (HSU) is responsible for serving:

- Residents of southwest Arkansas who have completed high school and are seeking either a college degree or continuing professional education and residents of the state through specific degree programs and services.
- Employers in the region, both public and private—school districts, health care providers, local governments, and private businesses.
- Economic development interests and regional entrepreneurs.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

HSU serves these audiences by providing:

- An array of liberal arts programs at the baccalaureate level—arts and humanities, social sciences, natural sciences—appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate programs in education, business, and nursing.
- Master's programs in education, the liberal arts, and business.
- An Education Specialist program.
- Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Features

- HSU has adopted the mission of the state's Public Liberal Arts University.
- Baccalaureate program for training commercial airline pilots.

Southern Arkansas University

1. Audiences

Southern Arkansas University (SAU) in Magnolia is responsible for serving:

- Residents of southwest and south central Arkansas who have completed a high school education and are seeking either a college degree or continuing professional education and residents of the state through specific degree programs and services.
- Employers in the region, both public and private—school districts, health care providers, local governments, and private businesses.
- Economic development interests and entrepreneurs in the region.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

SAU serves its primary audiences by providing:

- An associate and baccalaureate-level program in nursing.
- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate programs in the professional fields of business, education, nursing, engineering, and human services (i.e., social work and criminal justice).
- Master's programs in education, computer science, kinesiology, counseling, public administration, business administration, and agriculture.
- Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Features

- Agriculture and education programs.
- Regional natural resources research with emphasis in lignite development.
- Nursing programs to assist regional medical community needs.

Updated: January 31, 2014

University of Arkansas - Fayetteville

1. Audiences

The University of Arkansas, Fayetteville (UAF) has a statewide mission. As such, its audiences are:

- Residents from throughout Arkansas who have excelled in high school studies and are seeking to complete baccalaureate degrees.
- Individuals seeking graduate and professional degrees.
- Employers, both public and private, seeking not only well-educated employees but technical assistance and applied research.
- Economic development interests and entrepreneurs throughout the state.
- Academic disciplines and the research community.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Two-year college transfer students.

2. Array of Programs and Services

UAF offers:

- A broad range of baccalaureate, masters, doctoral and professional programs that include core arts and sciences, agriculture, architecture, journalism, information sciences, education, engineering, law, public administration, nursing, allied health, and business.
- Basic and applied research.
- Services specifically designed to meet the needs of statewide economic development—continuing professional education, technical and professional services, support of small businesses and entrepreneurs, and technology transfer.

3. Special Features

- UAF is the state's 1862 land-grant institution and is classified as a Carnegie very high research activity university.
- Nationally competitive research and economic development activity in emerging areas such as nanotechnology, laser technology, biotechnology, and sustainability.
- Library resources and special holdings such as the Fulbright papers made available through on-site and electronic access to student and faculty scholars and citizens throughout the state.

University of Arkansas – Fort Smith

1. Audiences

The University of Arkansas - Fort Smith (UAFS) is responsible for serving:

- Residents of west and west central Arkansas who have completed a high school education and are seeking a college degree or continuing professional education and residents of the state through specific degree programs and services.
- Employers in the region, both public and private—including school districts, health care providers, local governments, and private businesses.
- Economic development interests and entrepreneurs in the region.
- The community and area by providing a broad range of academic and cultural activities and events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UAFS serves these audiences by providing:

- Certificate and associate degree programs in the applied technologies, nursing and allied health fields.
- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with an undergraduate student body.
- Baccalaureate programs in the applied fields of nursing and allied health, education, applied sciences, and business.
- *Master's degrees*
- Services designed specifically to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Features

- Incorporation of applied, hands-on learning experiences as an integral component of educational programs.
- Integration of a globally focused approach to general education and enhanced international study options in all degree programs.
- Experiential learning emphases and internship opportunities in most majors.

Updated: October 31, 2014

University of Arkansas – Little Rock

1. Audiences

As the state's metropolitan university, the University of Arkansas at Little Rock (UALR) has the responsibility for serving:

- Residents of Arkansas and the Little Rock metropolitan area who have completed a high school education and are seeking either a college degree or continuing professional education. As a metropolitan university, the institution serves adult, part-time students in particular.
- Employers across the state, particularly in the region, both public and private, seeking well-educated employees, technical assistance and applied research.
- Economic development interests and entrepreneurs in the region and across the state.
- The research community.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UALR serves these audiences by providing:

- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
- Associate, baccalaureate and master's programs in the professional fields of particular importance in the region, including journalism and communications, public administration and community services, computer and information science, nursing, human services (including social work and criminal justice), education, engineering, and business.
- Doctoral programs most needed by regional and state employers, most importantly programs in education and applied science.
- Services specifically designed to meet the needs of statewide and regional economic development—continuing professional education, technical and professional services, support of small businesses and entrepreneurs, and technology transfer.

3. Special Features

- Institute for Economic Advancement.
- Nanotechnology Center.
- UALR-UAMS joint academic and research programs.

University of Arkansas – Monticello

1. Audiences

The University of Arkansas at Monticello (UAM) is responsible for serving:

- Residents of southeast Arkansas who have completed a high school education and are seeking a college degree or continuing professional education and residents of the state through specific degree programs and services.
- Employers in the region in both public and private sectors—school districts, health care providers, local governments, and private employers including the agriculture and forest products industries.
- Regional economic development interests and entrepreneurs.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UAM serves these audiences by providing:

- Certificate and associate programs in applied technologies including nursing and selected allied health fields.
- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate programs in the professional fields of forestry, education, community services, nursing, business, and human services (i.e. social work and criminal justice).
- Master's programs
- Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Features

- An open admission university.
- Forest Resources program.
- UAM College of Technology campuses in Crossett and McGehee provide education in associate, certificate programs, and the Arkansas Heavy Equipment Operator Training Academy offers training and certification for timber and construction equipment operation.

University of Arkansas – Pine Bluff

1. Audiences

The University of Arkansas at Pine Bluff (UAPB) is responsible for serving:

- Residents of the state of Arkansas, with particular emphasis on the Delta, who have completed high school and are seeking either a college degree or continuing professional education.
- Regional and state employers, both public and private—including school districts, health care providers, local governments, community agencies and private businesses, especially those in agricultural areas.
- Regional and state economic development interests and entrepreneurs.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UAPB serves these audiences by providing:

- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate programs in the professional fields of agriculture, computer and information sciences, education, community services, nursing, regulatory science and business.
- Masters programs in education, substance abuse counseling, and aquaculture and fisheries, agricultural regulations and other areas.
- PhD in aquaculture and fisheries
- Services and programs specifically designed to meet the needs of the state and regional community and economic development with a particular emphasis on diverse and rural populations.

3. Special Features

- Arkansas' historically black university and the state's 1890 land-grant institution.
- Graduate-level Addiction Studies Program.
- Center of Excellence in Aquaculture/Fisheries and USDA Center of Excellence in Regulatory Science.

Updated: April 15, 2011

University of Central Arkansas

1. Audiences

The University of Central Arkansas (UCA) is responsible for serving:

- Residents of the state, particularly those in central Arkansas who have completed high school and are seeking either a college degree or continuing professional education.
- Regional and state employers, both public and private—including school districts, health care providers, local governments, private businesses and community agencies seeking technical assistance and applied research.
- Economic development interests and entrepreneurs in the region and across the state.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UCA serves these audiences by providing:

- Baccalaureate arts and science programs in the variety appropriate to a comprehensive, teaching university.
- Baccalaureate programs in the professional fields of journalism, computer and information sciences, education, public administration, nursing and allied health, and business.
- Master's programs in education, business, nursing, allied health and selected arts and science fields.
- Doctoral programs in physical therapy, communicative sciences and disorders, leadership studies, and school psychology.
- Services specifically designed to meet the needs of state and regional economic development.

3. Special Features

- UCA supports Arkansas public schools through the UCA STEM Institute and other initiatives.
- UCA is a regional center of the Asian Studies Development Program for the East-West Center.
- UCA serves communities and their leaders through the Community Development Institute – the first such organization in the nation, established in 1987 – and related initiatives.

University of Arkansas for Medical Sciences

1. Audiences

The University of Arkansas for Medical Sciences (UAMS) is a statewide institution serving:

- Those individuals seeking an education that will prepare them for entry into the health care professions.
- Health care professionals seeking continuing professional education.
- Employers, most specifically health care providers.
- Patients in locations throughout Arkansas.
- The economic development interests of the state.

2. Array of Programs and Services

To serve these audiences, UAMS provides:

- Certificate and associate programs in allied health fields.
- Baccalaureate programs in nursing and allied health fields.
- Masters programs in biomedical sciences, nursing, allied health and public health.
- Professional doctoral programs in medicine, pharmacy, public health and audiology.
- Ph.D. programs in biomedical sciences, nursing and public health.
- Residency and fellowship programs for physicians
- Basic and applied research.
- Direct patient care through the university hospital, affiliated clinics and a system of Area Health Education Centers.
- Regional programs at many sites throughout Arkansas.
- Services designed to promote economic development through commercialization of results of its biomedical/biotechnology research.

3. Special Features

- Growing research productivity relating to cancer, aging, addictions and public health.
- UAMS Arkansas Bio ventures, a business and technology incubator.
- Care of patients from all Arkansas counties, all states and many foreign countries.

Arkansas Northeastern College

1. Audiences

Arkansas Northeastern College (ANC) is responsible for serving:

- The residents of Mississippi, Craighead, Poinsett and Greene counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

ANC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, nursing and selected allied health fields, criminal justice, and early childhood education.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- University Center operated since 1992, hosting numerous undergraduate and graduate degree programs.
- “The Solutions Group”, an innovative business and industry training and services organization which operates as a division of the college.

Arkansas State University – Beebe

1. Audiences

Arkansas State University-Beebe (ASUB) is responsible for serving:

- The residents of Jackson, White, Prairie, Woodruff, Lonoke, Craighead, Poinsett and Faulkner counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

ASUB serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, nursing and selected allied health fields, childcare (early childhood), and business.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- A two-year agriculture equipment technician program in cooperation with the John Deere Corporation.
- A two-year veterinarian technician program endorsed by and in cooperation with the Arkansas Veterinarian Medical Association.
- A Shale Gas Drilling training program endorsed by and in cooperation with Chesapeake, Nomac, and Union Drilling.

Arkansas State University Mid-South

1. Audiences

Arkansas State University Mid-South (ASUMS) is responsible for serving the needs of:

- The residents of Crittenden and Poinsett counties who are seeking:
 - Preparation for college-level studies.
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

ASUMS serves these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in computer systems and applications, diesel technology including an engine testing facility and chemical analysis of alternative fuels, advanced manufacturing with an emphasis on Computer Numeric Controls, and other applied technologies.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- A Cisco Regional Academy.

- The ASUMS Technical Center which offers technical training to area high school students in information systems technology, diesel technology, manufacturing, and allied health.

Arkansas State University-Mountain Home

1. Audiences

Arkansas State University-Mountain Home (ASUMH) is responsible for serving:

- The residents of Baxter and Marion counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

ASUMH serves the needs of these audiences by providing:

- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in information sciences, nursing and selected allied health fields, criminal justice, and secretarial sciences.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.
- Basic/workplace skills training

3. Special Features

- Unique efforts include collaborative endeavors with the UAMS College of Health-Related Professions to offer programs locally and the only Funeral Science program offered via distance delivery in the state.
- Based on the Northwest Region Occupation Projections from the Department of Workforce Services, and with input from local business and industry partners, offerings at ASUMH address 10 of the identified occupational needs requiring post-secondary education.

Arkansas State University – Newport

1. Audiences

Arkansas State University-Newport (ASUN) is responsible for serving:

- The residents of Jackson, White, Prairie, Woodruff, Lonoke, Craighead, Poinsett and Faulkner counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

ASUN serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, nursing, education, information systems, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- A Commercial Driver Training Program.
- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- Only High Voltage Lineman Technology program in the state.

Arkansas State University – Three Rivers

1. Audiences

Arkansas State University – Three Rivers (ASUTR) is responsible for serving the needs of:

- The residents of Hot Spring, Clark, Dallas, Grant and Saline counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

ASUTR serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare matriculated students and high school students for transfer to four-year institutions.
- Occupational training in computer sciences and applications, criminal justice, cosmetology, early childhood education, applied technologies, nursing and selected allied health fields, and business and office occupations.
- Business and industry training and apprenticeships, both credit and non-credit, to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Electrical Apprenticeship program.
- Cosmetology program.
- Paramedic to RN program.

Black River Technical College

1. Audiences

Black River Technical College (BRTC) is responsible for serving:

- The residents of Randolph, Lawrence, Clay and Greene counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

3. Array of Programs and Services

BRTC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, childcare, cosmetology, nursing and allied health professions, accounting, and secretarial sciences.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

4. Special Features

- Associates program in Fire Training.
- Partnership with the Arkansas Fire Academy and the National Fire Academy.

Cossatot Community College of the University of Arkansas

1. Audiences

Cossatot Community College of the University of Arkansas (CCCUA) is responsible for serving:

- The residents of Sevier, Little River, Howard and Pike counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

CCCUA serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, education and child care, nursing and selected allied health professions, computing and information systems, and general business.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Howard County and Little River County campus locations.
- Various community computer and educational centers.
- Mobile Classrooms.

East Arkansas Community College

1. Audiences

East Arkansas Community College (EACC) is responsible for serving:

- The residents of St. Francis, Cross, Lee, Monroe, Woodruff and Poinsett counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

EACC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in computer systems and applications, police science, nursing and selected allied health professions, business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- Plastic Injection Molding Training facilities.
- A Cisco Regional Academy.

National Park College

1. Audiences

National Park College (NPC) is responsible for serving the needs of:

- The residents of Garland, Saline and Montgomery counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

NPC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in childcare and education, police and fire sciences, construction trades, applied technologies, nursing and a variety of allied health professions, hospitality management, accounting and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Allied Health programs.
- Marine Repair Technology program.
- High School Tech Center.

North Arkansas College

1. Audiences

North Arkansas College (NorthArk) is responsible for serving the needs of:

- The residents of Boone, Carroll, Madison, Newton, Searcy and Marion counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

NorthArk serves these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, engineering and science technologies, computer systems and applications, nursing and selected allied health professions, business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic, cultural and athletic events sponsored by the college.

3. Special Features:

- NorthArk with its partner, North Arkansas Regional Medical Center, offers professional and community health education through the North Arkansas Partnership for Health Education to complement its credit allied health programs.
- The NorthArk Technical Center provides technical occupational programs for high schools in NorthArk's service area.

- NorthArk provides opportunities for athletes from its service area high schools to continue their participation in intercollegiate sports including basketball, baseball, softball, and rodeo.

NorthWest Arkansas Community College

1. Audiences

Northwest Arkansas Community College (NWACC) is responsible for serving the needs of:

- The residents of Benton and Washington counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
 - English as a second language (ESL).
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

NWACC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in computer and information sciences, engineering technologies, legal assisting, criminal justice and fire safety, nursing and selected allied health fields, and business management and other career fields/professions as identified by community needs.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Nationally and internationally delivered programs/services as identified by the region's corporate and business leaders and national organizations including but not limited to the following: The Institute for Corporate and Public Safety, The National Child Protection Training Center (Southern United States), and the Global Business Development Center.

Ozarka College

1. Audiences

Ozarka College (Ozarka) is responsible for serving the needs of:

- The residents of Izard, Fulton, Sharp and Stone counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

Ozarka serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Occupational training in selected applied technologies, child care and education, culinary arts, nursing and selected allied health fields, and secretarial sciences.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Significant LPN programs in three counties to provide for the growing need for skilled health care workers in rural north central Arkansas.
- State and nationally recognized Culinary Arts program providing skilled culinary workers that compete regionally for outstanding careers in the food service industry.
- Expanding grant programs to address health, nutrition, exercise and life-long learning for the growing population of senior citizens in north central Arkansas.

Phillips Community College of the University of Arkansas

1. Audiences

Phillips Community College of the University of Arkansas (PCCUA) is responsible for serving the needs of:

- The residents of Phillips, Arkansas, Desha, Lee and Monroe counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

PCCUA meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Occupational training in computer systems and applications, early childhood/child care, cosmetology, applied technologies, nursing and selected allied health professions, and business.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- Campuses at Stuttgart and Dewitt.
- Owns and makes available to the public the Pillow-Thompson House widely regarded as one of the finest examples of Queen Anne architecture in the South.

South Arkansas College

1. Audiences

South Arkansas College (SouthArk) is responsible for serving the needs of:

- The residents of Union, Ashley, Chicot and Bradley counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

SouthArk meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Occupational training in education/early childhood, applied technologies, commercial vehicle operation, nursing and numerous allied health fields, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Numerous health science programs. El Dorado is the medical center of South Arkansas.
- Program in teacher education.
- Workforce education programs that have received state and national recognition.

Southern Arkansas University Tech

1. Audiences

Southern Arkansas University Tech (SAU-Tech) is responsible for meeting the needs of:

- The residents of Ouachita, Calhoun, Columbia and Dallas counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

SAU-Tech meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in computer systems and applications, engineering technologies, childcare education and early childhood and secondary education, police and fire sciences, applied technologies, nursing and selected allied health fields, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Arkansas Fire Academy.
- Arkansas Environmental Academy.
- Aviation Maintenance Technologies.

Southeast Arkansas College

1. Audiences

Southeast Arkansas College (SEARK) is responsible for meeting the needs of:

- The residents of Jefferson, Lincoln, Cleveland, Drew, Grant and Desha counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

SEARK meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Vocational training in computer systems and applications, childcare, legal assisting, criminal justice and fire sciences, applied technologies, nursing and selected allied health fields, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Emergency Administration and Management (EMAN) program.
- Contextualized Development Education for Practical Nursing program.
- Revamped Developmental Education to encourage student success.

University of Arkansas Community College at Batesville

1. Audiences

The University of Arkansas Community College at Batesville (UACCB) is responsible for meeting the needs of:

- The residents of Independence, Cleburne, Stone and Sharp counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

UACCB meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Vocational training in early childhood education, criminal justice, selected applied technologies, nursing and selected allied health fields, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Associate of Applied Science in Aviation Maintenance program.
- Member of the University of Arkansas Online Consortium offering complete Associate of Arts Degree online.
- LPN to RN Online Nursing program.

University of Arkansas Community College at Hope-Texarkana

1. Audiences

The University of Arkansas Community College at Hope-Texarkana (UACCHT) is responsible for serving the needs of:

- The residents of Hempstead, Miller, Nevada, Lafayette, Howard and Pike counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

UACCH meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in funeral service and mortuary science, education, child care, criminal justice, applied technologies, practical nursing and selected allied health fields, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Program in Funeral Service Education
- Member of the University of Arkansas Online Consortium offering complete Associate of Arts degree program online.
- Power Plant Technology program.

University of Arkansas Community College at Morrilton

1. Audiences

The University of Arkansas Community College at Morrilton (UACCM) is responsible for serving the needs of:

- The residents of Conway, Van Buren, Pope, Yell, Perry and Faulkner counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

UACCM meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical training in education, engineering technologies, child development, applied technologies, nursing, and business.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Programs designed for jobs related to production in the Fayetteville Shale.

University of Arkansas Community College at Rich Mountain

1. Audiences

The University of Arkansas Community College at Rich Mountain (UACCRM) is responsible for meeting the needs of:

- The residents of Polk, Scott, Montgomery, Pike and Howard counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

UACCRM meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Occupational training in computer and information systems, child development, selected applied technologies, practical nursing, and business/office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Off-campus sites at Waldron, Mt. Ida, and Wickes.
- Hosts Secondary Career Center technical programs for high schools in the service area.
- Involved in the development of the airport industry at the Mena Airport.

University of Arkansas Pulaski Technical College

1. Audiences

The University of Arkansas Pulaski Technical College (UAPTC) is responsible for serving the needs of:

- The residents of Pulaski, Saline, Faulkner and Lonoke counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

UAPTC meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career-technical education in aerospace technology; transportation technology; manufacturing technology; construction technology; information technology; applied technology; engineering technologies; nursing and allied health fields; hospitality, culinary arts, cosmetology and other personal service fields; business, office and paralegal technologies; and early childhood development.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Pulaski Technical College is the state's largest comprehensive two- year college, offering an extensive array of technical and occupational programs to meet the needs of business and industry.

- College Business and Industry Center serves the corporate and continuing education needs of the state's largest industry sectors (i.e. aerospace, manufacturing, information technology, service, small business, etc.).
- Operates the Arkansas Culinary School, providing associate degrees and technical certificates that meet the needs of the state's hospitality, food and beverage industries.

Role and Scope Change Process

Institutional Request for Role and Scope Change

Institutions requesting approval to offer a degree program at a higher degree level than currently designated by the Arkansas Higher Education Coordinating Board must submit a Letter of Intent, Role and Scope Change Request, and the associated New Degree Program Proposal.

An institution requesting a role and scope change must first receive approval from its Board of Trustees. After the institution's Board of Trustees has approved the request for a role and scope change and the associated new program proposal, the institution will submit to ADHE the Role and Scope proposal that includes the following documents:

1. Letter of Intent
2. Role and Scope Change Request and HLC Substantive Change Application
3. New Degree Program Proposal

ADHE/AHECB Review of Role and Scope Change Request

1. ADHE staff will review all institutional requests for a role and scope change.

The professional services of external (out-of-state, faculty/administrator) consultant(s) may be retained to assist ADHE staff with the review of requested role and scope change. Institutions will reimburse ADHE for all consultant expenses related to the Role and Scope Review.

2. All presidents/chancellors and academic affairs officers of Arkansas's public colleges/universities will be notified of the role and scope change request and allowed 30 days to offer comment on the request and the associated new degree program.
3. ADHE staff and external consultants will review the Role and Scope Proposal before meeting with institutional representatives to discuss the proposed role and scope change and associated new program.

ADHE may bring 3-4 external consultants to the Arkansas college/university campus to engage with senior administrators, program faculty, prospective students, potential employers, and community leaders. The external reviewers will submit a written report to ADHE following the on-campus visit. The consultants' report will address institutional readiness to offer programs at a higher degree level; and the need, demand, and resources available for the associated new degree program.

NOTE: The institution can submit names of external consultants for ADHE consideration; however, ADHE will select the external consultant panel in consultation with the institution. The consultants cannot have a relationship with the employees and students at the institution under review or other Arkansas colleges and universities, other than professional acquaintance.

4. After the role and scope review is completed, ADHE staff will notify the institution of its recommendation to the AHECB.
5. ADHE staff will present a recommendation to the AHECB to approve or deny the role and scope change request and new degree program based on a review of all materials submitted by the institution and consultants during the review process.
6. AHECB consideration and action:
 - a. After the role and scope review is completed, the ADHE staff will present the recommended role and scope statement and a recommendation on the new degree program to the AHECB for information only at its next regularly scheduled quarterly meeting.
 - b. AHECB members will vote on the recommended role and scope statement and new degree program recommendation at the following regularly scheduled meeting.

Revised: October 14, 2008

Amended: April 25, 2014

LETTER OF INTENT Role and Scope Change
(Higher Degree Level)

1. Institution submitting request:
2. Contact person/title:
3. Telephone number/e-mail address:
4. Degree Level requested:
5. Brief description of proposed role and scope change for a higher degree level:
6. Proposed name of new degree and program implementation date:
7. Academic Affairs Officer signature/date:
8. President/Chancellor signature/date:
9. Board of Trustees approval date:
(**Note:** Board of Trustees approval of the role and scope change request and the associated new program proposal is required prior to the submission of the Letter of Intent to ADHE.)

PROPOSAL ROLE AND SCOPE CHANGE
(Higher Degree Level)

1. Complete and submit (to ADHE only) the Higher Learning Commission (HLC) Substantive Change Application for New Programs.

The following information also must be provided if not included in the HLC application:

2. Proposed role and scope change (indicate higher degree level)
3. Rationale for role and scope change:
 - a. Local, state, and regional need and demand.
 - b. Public institution(s) within 50 miles offering the programs at the proposed degree level.
4. Initial degree program(s) to be offered under proposed role and scope designation.
5. Institutional readiness:
 - a. Written (e-mail) documentation that the institution has informed external agencies (HLC-NCA, ADE, ASBN, program accreditation agencies, other approval agencies) of the role and scope change request; provide a copy of the responses from the external agencies.
 - b. Indicate actions the institution must take to continue approval by external agencies if the role and scope change is approved by the AHECB.
6. Viability of existing programs (list degrees not meeting AHECB program viability standards).
7. List existing degree programs that support the requested role and scope change and proposed higher-level degree.
8. Indicate institutional plans (over the next 5 years) to add degree programs that would fall under the proposed new role and scope designation.
9. Costs associated with the role and scope change.
10. Availability of institutional resources to support the change (financial, physical, human, library, technology, etc.).
11. Institutional plans to implement and sustain the proposed role and scope change.

12. Projected impact of the proposed role and scope on the institution's current mission, types of students served, enrollment levels, and breadth of educational offerings.
13. Additional information if requested by ADHE or the external consultants.

PROPOSAL
(Initial Degree Program at Higher-Level)

1. PROPOSED PROGRAM TITLE

2. CIP CODE REQUESTED

3. PROGRAM CONTACT PERSON

Name

Name of Institution

Address

E-mail Address

Phone Number

4. PROPOSED PROGRAM START DATE

5. PROGRAM SUMMARY

Provide a general description of the proposed degree program. Include overview of all curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

List existing degree programs that support the proposed program.

6. NEED FOR THE PROGRAM

Provide survey data (number not percentage) on student interest (number of students planning to enroll), job availability, corporate demands and employment/wage projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.

Survey data can be obtained by telephone, letters of interest, student inquiry, ADHE employer survey form, etc. Focus mostly on state needs for undergraduate programs; and state, regional and national needs for graduate degree programs.

Provide names/types of organizations/businesses surveyed.

Letters of support must address the following: the number of current/anticipated job vacancies for the identified employer/company/field of study; whether the degree is desired or required for advancement with the identified employer/ company/field of study; the increase in wages projected based on additional education, etc.

Indicate if employer tuition assistance or other enrollment incentives will be provided.

7. CURRICULUM OUTLINE Provide curriculum outline by semester

- Give total number of semester credit hours required for the program
- Identify new courses (provide course descriptions)
- Identify required general education courses, core courses and major courses
- Identify courses that will be offered via distance technology, indicate course delivery mode, and describe modes of interaction
- State program admission requirements
- Describe specified learning outcomes and course examination procedures.
- Include a copy of the course evaluation to be completed by the student.

8. FACULTY

List the names and academic credentials of all faculty teaching courses in the proposed program. (**Note:** A minimum of one full-time faculty member with appropriate academic credentials is required for each degree program.)

Total number of faculty required (number of existing faculty, number of new faculty). For new faculty provide the expected credentials/experience and expected hire date.

For proposed graduate programs provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date.

9. DESCRIPTION OF RESOURCES

Current library resources in the field

Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

New resources required, including costs and acquisition plan

10. NEW PROGRAM COSTS – Expenditures for the first 3 years of program operation

New administrative costs

Number of new faculty (full-time and part-time) and costs

New library resources and costs

New/renovated facilities and costs

New instructional equipment and costs

Distance delivery costs (if applicable)

Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, etc.)

No new costs (Explain)

11. SOURCES OF FUNDING – Income for the first 3 years of program operation

Reallocation from which department, program, etc.; dollar amount

Tuition and fees (projected number of students multiplied by tuition/fees; dollar amount) State revenues (projected number of students multiplied by state general revenues; dollar amount)

Other (grants, employers, special tuition rates, mandatory technology fees, program specific fees, etc.; Specify name of source, and dollar amount per type)

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

Proposed program will be housed in (department/college)

13. SPECIALIZED REQUIREMENTS

Specialized accreditation requirements for program (name of accrediting agency)

Licensure/certification requirements for student entry into the field

Provide documentation of Agency/Board review/approval (education, nursing, health-professions, counseling, etc.)

14. SIMILAR PROGRAMS

List institutions offering degree program

Proposed undergraduate degree – list institutions in Arkansas Proposed master's degree – list institutions in Arkansas and at least 2 institutions in the region

Proposed doctoral degree – list institutions in Arkansas, at least 2 institutions in the region, and at least 2 institutions in the nation

Why is proposed program needed if offered at other institutions in Arkansas or region?

Provide a copy of the e-mail notification to other Arkansas colleges and universities of the proposed program and a summary of their responses.

15. STUDENT ENROLLMENT

Indicate the number of students expected to enroll annually over the first three years

State the total number of students, number of African American students, and number of other minority students enrolled in related degree programs at the institution; provide the degree titles (if applicable)

16. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING

(MOU) If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU draft that outlines the responsibilities of each party and the effective dates of the agreement. The MOU cannot be finalized until AHECB approval of the proposed program.

17. PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF

18. INSTRUCTION BY DISTANCE TECHNOLOGY

Distance technology (e-learning) – Technology is the primary mode of instruction for the program courses, and 50 percent of the degree is delivered electronically with the instructor and student in separate physical locations.

If the proposed program is the institution's initial degree for distance technology, complete and submit (to ADHE only) the HLC Substantive Change Application for Distance Delivery.

Guidelines for the Notification of Sex Offenders

Arkansas Code Annotated §12-12-913 requires the Arkansas Higher Education Coordinating Board to promulgate guidelines for the disclosure to students of information regarding registered sex offenders who are employed by or attend an institution of higher education. These guidelines are to be used by institutions of higher education in the development of a written policy approved by the institution's board of trustees.

Guidelines

Each institution of higher education shall develop a policy regarding sex offender notification. The policy should include the following:

- ⊞ Authority: Citation to federal and state statutes relevant to an institution's responsibilities concerning registered sex offenders.
 - A.C.A. §12-12-903 (6) defines the "local law enforcement agency having jurisdiction" as follows:
 - (A) Chief law enforcement officer of the municipality in which an offender:
 - (i) Resides or expects to reside;
 - (ii) Is employed; or
 - (iii) Is attending an institution of training or education; or
 - (B) County sheriff, if:
 - (i) The municipality does not have a chief law enforcement officer; or
 - (ii) An offender resides or expects to reside, is employed, or is attending an institution of training or education in an unincorporated area of the county.
 - A.C.A. §25-17-304 (a)(b) provides that the president or chancellor of an institution of higher education is authorized and empowered to employ certified law enforcement officers to exercise the powers provided by law for city and county sheriffs for the protection of the institution.
 - A.C.A. §12-12-913 (b) states that "in accordance with guidelines promulgated by the Sex Offenders Assessment Committee, local

- law enforcement agencies having jurisdiction shall disclose relevant and necessary information regarding sex offenders to the public when the disclosure of such information is necessary for public protection.”
- A.C.A. §12-12-913 (e)(1) states that “a local law enforcement agency having jurisdiction that decides to disclose information under this section shall make a good faith effort to conceal the identity of the victim or victims of the sex offender's offense.”

The role of an institution of higher education is to assist the local law enforcement agency having jurisdiction in the distribution of information concerning a sex offender. While it is clear that the local law enforcement agency having jurisdiction, meaning the law enforcement agency of the municipality or county within which the college or university is located, has the responsibility and liability to notify the institution concerning a registered sex offender, the plan for disclosure on the campus should be a joint effort between the law enforcement agency and the institution of higher education.

The law enforcement agency will determine which sex offenders to notify the IHE about and what information will be disseminated; it should be the campus personnel who determine how the information should be disseminated.

- A. C. A. §12-12-913 (g) (2) states that “the Arkansas Higher Education Coordinating Board shall promulgate guidelines for the disclosure to students of information regarding a sex offender when such information is released to an institution of higher education by a local law enforcement agency having jurisdiction.

A.C.A. §12-12-913(g)(4) states that “in accordance with guidelines promulgated by the Arkansas Higher Education Coordinating Board, the board of directors of an institution of higher education shall adopt a written policy regarding the distribution to students of information regarding a sex offender.”

- The Campus Sex Crimes Prevention Act (section 1601) and (42 U.S.C., 14071j and 20 U.S.C., 1092 (f) (1) (I)) is a federal law enacted on October 29, 2000, which provides for the tracking of convicted sex offenders enrolled at or employed by institutions of higher education. This federal law requires sex offenders who are required by law to register in a state, to also provide notice of each institution of higher education in that state where the person is employed, carries on a vocation, or is a student. This law further requires that institutions of higher education issue a statement advising the campus community of the availability of this information.

Procedures

The procedures should include:

- The name of the person(s) on campus who will be the contact person(s) with the local enforcement agency and will receive the information and plan of disclosure of sex offenders.
- A written notification plan for each offender will be determined by the local law enforcement agency with jurisdiction and will take into consideration the guidelines established by the Arkansas Sex Offenders Assessment Committee, including the individuals to be notified, those participating in the preparation of the plan, and the date the plan was made.
- A Sex Offender Notification Letter and Notification Sheet for each offender.
- A process for concerns with the plan to be addressed between the law enforcement agency and members of the campus administration. Final authority for the plan resides with the law enforcement agency.
- A process for the notifications required by state and federal law to be made.

Arkansas Transfer System

The goal of Act 747 of 2011 was to create a transparent, easy-to-understand statewide transfer system that eliminates obstacles to the transfer of credit among Arkansas public higher education institutions. Furthermore, the legislation calls for a seamless transfer of academic credits from a **completed designated transfer degree program** to a baccalaureate degree program without the loss of earned credits and without the receiving institution requiring additional lower-level general education credits. Finally, it seeks to eliminate unnecessary, duplicative, and/or hard-to-determine degree requirements when a transfer student has completed all courses required for the state minimum general education core and a transfer degree approved by the AHECB.

Approved Full-Transfer Degrees

In order to ensure that associate-level transfer degrees meet AHECB curricular and total credit hour criteria, ADHE staff has reviewed all Associate of Arts, Associate of Science, and Associate of Arts in Teaching degrees. The Associate of Science in Business has been approved by the AHECB for full transfer. Degree programs that meet AHECB criteria for full transfer will be included on an approved transfer program list at www.adhe.edu

Associate (transfer) degrees earned prior to January 2010 do not come under the direction of Act 182 of 2009; therefore, institutional discretion should be used when considering the comprehensive transfer of these degrees. Act 747 of 2011 and associated AHECB policy will guide institutional transfer acceptance decisions.

Guidelines for associate degrees that are fully transferable.

Associate of Arts. The Associate of Arts degree has been designated as the fully transferable degree under Act 747 of 2011 that must include the 35-hour state minimum general education core that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. **The required hours for the degree is 60 semester credit hours, and the degree title does not specify a field of study.** Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. (Note: The requirements for the 60-hour state minimum core curriculum and Associate of Arts degree (under Act 747 of 2011) are identical and the template for the core and degree can be found in AHECB Policy 5.11, Appendix C.)

Associate of Science. The Associate of Science degree must include the 35-hour state minimum general education core that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. **The required hours for the degree is 60 semester credit hours. The degree title must specify a field of study, and must be designed to be fully transferable to meet the bachelor's degree program completion requirements at one or more**

Arkansas college/university. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. **Associate of Arts in Teaching (AAT).** The Associate of Arts in Teaching degree must include the state minimum general education core (35 semester credit hours) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. The approved AHECB curriculum required for the AAT degree must be designed to align with current state licensure requirements in early childhood (K-6) and middle school. The degree consists of 60-64 semester credit hours. In order to receive the AAT, students must have the required final grade point average and required minimum score on the Praxis exam. (**Note:** Effective Fall 2015, the Arkansas State Board of Education has established new licensure requirements for K-6 and middle school programs. Therefore, the AAT has been suspended by AHECB and cannot be activated by ADHE until common courses offered in the related bachelor's degrees are identified.)

Associate of Science in Business. The curriculum for the Associate of Science in Business can be found in AHECB Policy 5.11, Appendix C.

Guidelines for associate degrees that are transferable based upon field of study (major) at participating two- and four-year institutions.

- Designated degree titles in specific fields of study, e.g. Associate of Science in agriculture, chemistry, business, etc., must be approved by the AHECB or the ADHE Director.
- Signed agreements between institutions in which the associate and baccalaureate degrees are articulated must be on file with ADHE.
- Published statements designating institutions where the degree will fully transfer in that field of study must be made available to the students and the general public.

Academic Program Review

All Associate of Arts, Associate of Science, and Associate of Arts in Teaching degree programs will be reviewed by the institutions on a 7-year cycle to ensure that they continue to meet AHECB criteria.

Degree Transfer Guidelines

1. Additional lower-division general education courses cannot be required for a transfer student with an earned Associate of Arts (AA), Associate of Science (AS), or Associate of Arts in Teaching degree unless the course(s) meets one of the following exceptions:
 - The course(s) is required of the student's program major.
 - The course(s) is a pre-requisite for a course that is required of the student's program major.
 - The course is required by an accrediting and/or licensure body.
 - The student earned a grade of "D" or "F" in the transfer course.

2. Additional lower-division general education courses cannot be required for a transfer student with an earned AA, AS, or AAT based solely on the type of baccalaureate (Bachelor of Arts or Bachelor of Science) degree the transfer student seeks.

Arkansas Course Transfer System

Guidelines for Course Approval

Institutions offering courses listed in ACTS must submit the course syllabi to ADHE for review/approval prior to the initial course offering and before the courses can be listed in ACTS. Courses listed in ACTS must include the expected student learning outcomes and must reference the ACTS course number in all published materials as part of the Arkansas Common Course Numbering System. Should a course fail to meet or maintain ACTS learning outcomes, the student enrollments reported for this course through the Student Information System will not be counted for state funding purposes.

Act 672 of 2005 and Act 182 of 2009 required all Arkansas public colleges and universities to participate in the internet-based student manual for transfer purposes, commonly known as ACTS. (Arkansas private/independent colleges and universities may elect to participate in ACTS.) Courses at Arkansas Baptist College and Ecclesia College have been reviewed by ADHE for inclusion in ACTS and the courses listed in ACTS for these institutions are guaranteed for transfer to Arkansas colleges/universities offering a comparable course that is listed in ACTS.

In 2005, 88 general education core courses commonly offered at Arkansas colleges and universities were identified by ADHE and listed in the Arkansas Course Transfer System. The Quantitative Literacy/Mathematical Reasoning course was added to ACTS in 2013. These 89 lower-division courses are the only courses listed in ACTS and are guaranteed for transfer.

The syllabus for each course that institutions are required to list in ACTS must be reviewed and approved by ADHE.

ADHE will conduct a periodic review of the course syllabi for all of the courses listed in the Arkansas Course Transfer System. Institutional course syllabi must include the expected student learning outcomes for the course to remain in ACTS and for the institution to continue reporting the course through the Student Information System for state funding purposes.

An institution may accept for transfer any course not listed in ACTS based on the institution's transfer policies.

Adding New Courses to ACTS

New general education courses can be considered for inclusion in ACTS only if a majority of Arkansas colleges and universities offer the course or the AHECB has approved the course for the state minimum general education core. ADHE must select a

faculty committee to assist in the determination of the general course description and minimum student learning outcomes as a part of the ADHE course approval process. All institutions will have an opportunity to comment on the course description/learning outcomes prior to ADHE adding the course to ACTS. The decision of ADHE on the course description and learning outcomes for a course listed in ACTS is final.

In 2008, the course description and expected student learning outcomes for eight (8) common business courses were approved by ADHE for transfer purposes. Institutional participation is optional for the offering and acceptance of these business courses for transfer purposes. The eight (8) business courses are not ACTS courses but are listed in ACTS for information purposes only.

Arkansas Common Course Numbering System

Act 747 of 2011 requires the Arkansas Higher Education Coordinating Board to implement a statewide common course numbering system that (1) provides improved program planning; (2) increases communication among all delivery systems; (3) facilitates the transfer of students and credits between state-supported institutions of higher education; and (4) promotes consistency in course designation and identification.

Adopted: April 27, 2012

Policy on Tuition and Fees for Nontraditional Documented Immigrants

Background

Act 844 of 2019 amended Arkansas Code Ann. § 6-60-215 to give a state-supported institution of higher education the discretion to classify students with nontraditional documented immigration status as in-state for purposes of tuition and fees under limited circumstances. Under the Act, a student may be classified in-state for purposes of tuition and fees if the student satisfies one (1) of the following requirements:

- (a) The student personally holds or is the child of a person who holds a Federal Form I-766 United States Citizenship and Immigration Services- issued Employment Authorization Document, known popularly as a work permit;
- (b) The student has verified that he or she is a resident legally present in Arkansas and has immigrated from the Republic of the Marshall Islands; or
- (c)(i) The student's request for an exemption under Deferred Action for Childhood Arrivals has been approved by the United States Department of Homeland Security. (ii) The student's exemption shall not be expired, or shall have been renewed.

In addition, the student must satisfy the following requirements:

- (a) Resided in this state for at least three (3) years at the time the student applies for admission to a state-supported institution of higher education; and
- (b) Either: (i) Graduated from a public or private high school in this state; or (ii) Received a high school equivalency diploma in this state.

Resolution

In accordance with A.C.A. §6-60-215, all state-supported institutions of higher education wishing to provide in-state tuition to nontraditional documented immigrants under Arkansas Code Ann. § 6-60-215 shall establish a policy in accordance with the Act and submit the policy to the Division of Higher Education.

Approved: Agenda Item No. 5
 April 24, 2020

Advanced Placement Credit Policy

The Arkansas Higher Education Coordinating Board has established a set of guidelines by which institutions must award course credit for advanced placement exams. This policy should be implemented by institutions for entering freshman in the Fall 2018 semester.

- I. **Course Credit.** Under this policy, institutions should award course credit to students who score a three (3) or higher on any Advanced Placement (AP) exam. Credit awarded for any AP exam must be applied to the student transcript and, where appropriate, reduce the total number of required degree hours accordingly by either directly satisfying degree or elective requirements. In order to increase transferability, ACTS courses have been assigned to relevant exams. These courses are outlined in the following section of this policy. This list is maintained by the Division of Higher Education and will be reviewed every five years.

- II. **Advanced Placement ACTS Courses.** The following table maps AP exams to corresponding ACTS courses. AP exams without a corresponding ACTS course listed below should be awarded at the discretion of the institution.

AP	ACTS COURSE
Art History	ARTA1003 Art Appreciation
Biology	BIOL1004 Biology for Non-Majors
Calculus AB	MATH2405 Calculus I
Calculus BC	MATH2505 Calculus II
Chemistry	CHEM1004 Chemistry for General Education
Computer Science A	CPSI1003 Introduction to Computers
Computer Science Principles	CPSI1003 Introduction to Computers
English Language and Composition	ENG1013 Composition I
Environmental Science	GEOL1124 Environmental Geology
European History	HIST1213 Western Civilization I <i>or</i> HIST1223 Western Civilization II
French Language and Culture	FREN2013 French III
German Language and Culture	GERM2013 German III
Human Geography	GEOG1113 Human Geography
Macroeconomics	ECON2103 Principles of Macroeconomics
Microeconomics	ECON2203 Principles of Microeconomics
Music Theory	MUSC1003 Music Appreciation
Physics 1	PHYS2014 Algebra/Trigonometry-Based Physics I
Physics 2	PHYS2024 Algebra/Trigonometry-Based Physics II
Psychology	PSYC1103 General Psychology

Spanish Language and Culture	SPAN2013 Spanish III
Statistics	MATH2103 Introduction to Statistics
United States Government and Politics	PLSC2003 American National Government
United States History	HIST2113 United States History I <i>or</i> HIST2123 United States History II
World History	HIST1113 World Civilizations I <i>or</i> HIST1123 World Civilizations II

III. Limitations

1. Additional Credit.

- (a) Institutions will be limited to awarding minimum credit for one corresponding ACTS course listed in the table above to students who score a three (3) on the exam. If in the best interest of the student, institutions may award a higher-level course for a score of three (3).
- (b) Institutions may choose to award additional credit for those students who score a four (4) or five (5) on an exam. While transfer institutions are encouraged to accept any additional AP credit awarded, the transfer institution will not be obligated to honor additional credit given beyond the requirement.
- (c) Institutions may award additional credit for prerequisite courses when credit is awarded for a higher-level sequenced course.

2. AP Exam Scores Below Three (3). In order to maintain consistency and high academic standards in the state, no course credit may be awarded for an AP exam score below a three (3).

3. Courses Not Offered. An institution is not required to award credit for an AP exam if the institution does not offer the corresponding ACTS course.

4. Policy Review. Policy effectiveness based on placement and student success may be reviewed annually by ADHE.

Approved: Agenda Item No. 4
April 24, 2020

Rules Governing the Star-Spangles Banner Act

Effective Date: June 27, 2022

1.00 AUTHORITY

- 1.01 The Arkansas Higher Education Coordinating Board's authority for promulgating these Rules is pursuant to Ark. Code Ann. § 6-60-116 and Act 958 of 2021.
- 1.02 These Rules shall be known as the Arkansas Division of Higher Education ("Division") Rules Governing the Star-Spangled Banner Act.

2.00 LEGISLATIVE FINDINGS

The Arkansas Higher Education Coordinating Board notes that the Arkansas General Assembly finds that:

- 2.01 It is of the utmost importance that Arkansas youth learn the importance of the national anthem, "The Star-Spangled Banner";
- 2.02 The regular playing of "The Star-Spangled Banner" will foster patriotism and celebrate the common American experience; and
- 2.03 "The Star-Spangled Banner" should be played in solemn observance and recognition for the men and women who have sacrificed their lives in defense of the American Experiment.

3.00 BROADCAST POLICY

- 3.01 Each state-supported institution of higher education shall adopt a policy requiring the broadcast of "The Star-Spangled Banner" at the commencement of each school-sanctioned sporting event.
 - 3.01.1 If any part of two (2) or more school-sanctioned sporting events occur on the same day at the same school, a state-supported institution of higher education may choose to broadcast "The Star-Spangled Banner" at only one (1) of the events.
- 3.02 Each state-supported institution of higher education shall select for broadcast, any recording of "The Star-Spangled Banner" that includes the lyrics from the first verse written by Francis Scott Key or is the standard

arrangement or standard instrumental version used by U.S. military bands or similar arrangement or version.

- 3.03 A state-supported institution of higher education may adopt a policy that allows the performance of "The Star-Spangled Banner" at school-sanctioned sporting events:

3.03.1 From original sheet music that adheres to division rules and is performed by a school-sanctioned band program;

3.03.2 From original sheet music that adheres to division rules and is performed by a school-sanctioned chorale program, vocal group, or vocalist; or

3.03.3 By the attendees of a school-sanctioned event led by a vocalist selected by the state-supported institution of higher education hosting the school sanctioned event.

TWO YEAR COLLEGES

Cooperative Associate Degree Program Guidelines

These guidelines pertain to any program developed jointly or listed in any publication as a joint, cooperative, or articulated program between a technical college, community college, college or university under the authority of the State Board of Higher Education (SBHE) and a postsecondary institution under the authority of the State Board for Vocational Education. A Memorandum of Understanding (MOU) based upon these guidelines must be approved by the board of each institution and submitted for approval by the SBHE.

If the MOU is for a program not currently offered by the college, the MOU must be part of a new program proposal submitted to ADHE for review and approval by SBHE. If the MOU is for a program currently offered or for one or more transfer courses, a separate MOU must be submitted for approval by the SBHE for each program and site. These guidelines apply to the offering of one or more college transfer courses and the awarding of any associate degree program of study offered in cooperation with, or on the campus of, a technical institute or comprehensive lifelong learning center.

The MOU must indicate or document that the following are in place for the program or course(s) covered:

1. Freshman assessment and course placement following state requirements in English, reading, and math must take place at entrance.
2. Students must be admitted to both institutions.
3. General education courses must be sequential and integrated into the total program.
4. Courses offered by the technical institute or comprehensive lifelong learning center must be evaluated by appropriate college personnel. In consultation with the technical institute or center, the college may select outside evaluators. Courses accepted by the college or university must be of a collegiate level, listed in semester credit hours, and reported on the college transcript as transfer hours. The courses must also include appropriate general education, related support, and/or technical prerequisites which are clearly identified, defined, and followed. The total hours accepted by the college or university should not exceed 48 hours except in unusual cases.
5. Principal program area faculty from the technical institute or comprehensive lifelong learning center must meet or exceed the minimum academic credential standards as established by ADHE for technical faculty. (See Agenda Item No. 8, October 4, 1991.)

6. All publications, such as catalogues, newsletters, advertisements, and so forth, must clearly indicate the courses offered by each institution and that the degree is awarded by the college or university.
7. If the college/university courses or programs are to be offered at the technical institute or comprehensive lifelong learning center site, the college must: (a) document written notice from the Commission on Institutions of Higher Education of the North Central Association that its accreditation approval covers such off-campus work; (b) ensure that library, audio-visual and other support services are adequate; and (c) ensure that potential student enrollment is sufficient to sustain the courses or programs.
8. The responsibilities of each institution regarding such functions as registration, admissions, advisement, financial aid, book sales, and other items must be clearly defined.
9. A process for either party to withdraw from the MOU, while ensuring that such withdrawal does not unduly harm the educational program of enrolled students, must be included in the MOU.
10. Signature indicating approval by the president and the board of trustees of each institution must be a part of the MOU. A copy of the MOU with all required signatures must be received at least two months before the SBHE meeting at which approval is being requested.
11. Any prior agreements between a college/university and a vo-tech school may be continued in force for students enrolled in the program prior to June 1, 1992.
12. Programs developed for students who must hold national licensure in order to practice and are generic programs not articulated with a particular school are not subject to these guidelines and must be approved by the State Board of Higher Education under regular new program guidelines.

Approved: Agenda Item No. 31
 April 10, 1992

Higher Education Reporting Policies for Arkansas Technical Colleges

The Arkansas Higher Education Information System (AHEIS) is the statewide system for reporting institutional higher education data. The AHEIS system is managed by the Department of Higher Education and operates with the cooperation of the public and independent colleges and universities of Arkansas. This reporting system uses uniform definitions and reporting forms to ensure accuracy and comparability of data across institutions as well as year-to-year continuity.

Since the State Board of Higher Education is now the governing board for 14 technical colleges established by Act 1244 of 1991 and related legislation, AHEIS reporting policies must also be extended to all financial and student reports by the new technical colleges. During the summer, the ADHE Planning and Research Division conducted enrollment audits at each technical college. While the audits were taking place, the Department's data processing staff acquired financial accounting software for the technical colleges and developed a computerized registration and reporting system.

The data elements in this new computerized registration system are based on AHEIS definitions used by all other Arkansas institutions of higher education. The new system also incorporates, for the technical colleges, the new statewide Student Information System developed in 1990 by ADHE and the public colleges and universities. Individual student records will be generated for each enrolled student at every technical college with the information needed to complete all ADHE reports, calculate retention and graduation rates, and conduct other studies as needed.

This agenda item describes the most important definitions used in student reporting by the AHEIS system. Definitions of credit and noncredit courses are the basis for all headcount and credit hour reporting. Only those students and credit hours meeting these definitions will be reported by the technical colleges and used by ADHE in summary reports and budget formula calculations.

Additionally, the reporting system put in place at the technical colleges follows the standard practice in Arkansas of freezing headcount enrollment and credit hour production on the eleventh-class day of each term. As is the case with all other public colleges and universities in the state, changes in headcount or credit hour production after the eleventh-class day are not to be reported to ADHE and will not be used in any reports or statistics kept by the department.

CREDIT VS. NONCREDIT COURSEWORK

Credit Courses

Credit courses are courses for which, upon successful completion, students are given credit that can be applied to meet the requirements for a degree, certification, or similar academic award at the granting institution. In addition, courses that can be transferred to meet requirements for a degree or certificate at another Arkansas institution and developmental courses for which credit equivalency is granted may also apply. Developmental courses may not be counted toward graduation requirements.

A credit hour meets the minimum class time of 50 minutes per week for 16 weeks or an equivalent time. Labs and shops are scheduled a minimum of two 50-minutes periods per week for 16 weeks to equal one (1) credit. A ratio of more than 2:1 may be used if required to provide adequate lab/shop time.

A credit course must have as a minimum the following requirements: a published course description, a course syllabus including testing and grading procedures, and the awarding of a final grade.

Noncredit Courses

Courses, seminars, workshops, and other institutional activities or experiences offered by a higher education institution that may not be applied to meet requirements of the institution's degree/diploma certificate program. Noncredit activities may include continuing education or community service activities. These courses do not generate student semester credit hours and should not be reported to ADHE on any report of credit hour production.

High School Enrollment

High school enrollment refers to students who are enrolled simultaneously in a high school and an institution of higher education but have not yet graduated from high school. Fundable credit for high school student enrollment consists of:

1. Those credits for which high school students are enrolled as a part of a recognized college/high school cooperative vocational program.
2. Those on-campus credits for which high school students pay their own fees and enroll for higher education vocational or non-vocational credit in addition to their normal high school program. High school students whose fees are paid by the public school district, subdivision thereof, or any entity directly related thereto will not meet the requirements of this definition unless those students qualify under Act 57 of the first 1983 Extraordinary Session of the 74th Arkansas General Assembly.

STUDENT LEVELS

Student level refers to the proportion of total requirements a student obtained, as of the census date, toward the completion of the degree/diploma or certificate program in which the student is enrolled. The following mutually exclusive undergraduate student level categories will be used:

1. **LOWER DIVISION** - A student who (a) is enrolled in a program(s), courses(s) of study, or activity(ies) which leads to an associate degree and has earned less than 60 hours; or (b) is enrolled in an undergraduate occupational or vocational program(s) of three or fewer years' duration which results in formal recognition below the baccalaureate degree. The following subdivisions should also be used:
 - a. **FIRST-TIME ENTERING FRESHMAN** - A lower division student who (a) has earned zero semester credit hours or (b) students who earned college credit while still enrolled in high school. Students should be reported in this subdivision during one reporting period only.
 - b. **CONTINUING FRESHMAN** - A lower division student who has earned fewer than 30 semester credit hours.
 - c. **SOPHOMORE** - A lower division student who has earned at least 30 but less than 60 semester hours.
2. **UNCLASSIFIED PRE-BACCALAUREATE** - A student who cannot be classified into one of the categories above because he or she is not enrolled in a program of study leading to a degree/diploma or certificate, even though taking courses with regular students. This category does not include students who have been admitted to pursue a degree but have not yet declared a major.

CENSUS DATES FOR REPORTING PURPOSES

The census date for reporting student enrollment, including student semester credit hours, is the end of the eleventh day of classes in a regular term and the end of the fifth day during each summer term. Any changes in enrollment or credit hour status after the census date should not be included in data reported to the Department of Higher Education.

Approved: Agenda Item No. 12
October 4, 1991

Criteria for the Establishment of a Community College District

1. Presentation of Application

An application must be presented which proposes development of a feasible community college, which will meet all of the minimum criteria established by the Board of Higher Education under applicable laws. The application must contain the elements of an application described in "Application for a New Community College" and any other State Board of Higher Education actions.

2. Number of Students

There shall be a minimum of 300 full-time student equivalents projected for the fall enrollment of the third year by one of the following techniques:

- a. Twenty-five per cent of the total current enrollment in grades 10, 11, and 12 of the school systems in the district
- b. Twenty-five per cent of the total current enrollment in grades 10, 11, and 12 of the Arkansas school systems located closer to the proposed community college than to any other college, but no more than 50 miles from the proposed community college
- c. A proposed college near the lower limit by whatever technique is used should also demonstrate a history and an anticipation of continued population growth

3. Site

A desirable site should be at least 40 acres for each 100 full-time equivalent students projected five years in advance. The minimum site size will vary from proposed district to proposed district depending upon the programs to be offered, the terrain, the campus design, and site availability. In addition, the site should be the best possible combination of the following factors: Accessibility to main arteries of traffic, closeness to greatest population concentration, closeness to center of district, accessibility to public and private transportation, visibility to general public, desirable topography for construction and aesthetics, cost, compact shape, desirable zoning, and availability of utilities, fire and police protection.

4. Facilities

The college shall be provided an initial facility adequate for the projected enrollment in the third year, and it shall be demonstrated that adequate facilities can be provided for the projected enrollment in the fifth year. Either adequate facilities for the projected third year enrollment shall be available, or funding shall be available, permanent facilities under development, and temporary facilities utilized when the college opens.

For a community college of less than 1,000 students, 105 gross square feet per full-time student of projected third year enrollment can be used for planning. The square footage needed will vary with the college curriculum and several other factors. More space than the 105 gross square foot planning factor is desirable, and less might be minimally adequate. The necessary square footage per student decreases slightly with greater enrollments.

The quality of facilities is also important, even though it is more difficult to specify minimum quality requirements. Great care should be taken, especially when existing facilities designed for another purpose are proposed as permanent when existing facilities, that the facilities are of proper proportions in the various areas, aesthetically pleasing, comfortably heated and air-conditioned where necessary, properly equipped for laboratories, shops and offices, insulated for sound and otherwise appropriate for permanent use. The quality of permanent and temporary facilities will be considered in determining an adequacy of facilities.

5. Local Income

The anticipated local income for capital outlay must be sufficient to provide the site and campus required under the previous two criteria for at least the first five years that instruction is offered by the district. There should be millage or continuing local income which is sufficient to ensure the district's financial soundness and justify desirable rates of interest on bonds.

6. Comprehensiveness of Curricula

The community college educational program must be comprehensive enough to serve the postsecondary educational needs of its district and the state through occupational programs of varying types and levels of difficulty, courses transferable toward a bachelor's degree, community service offerings, student guidance and counseling services, and other needed post-secondary educational services. The community college may enter into cooperative relationships for programs to be offered through other institutions or through cooperative relationships with other institutions.

7. Meeting Community Needs

The community college proposal must meet the appropriate educational needs of its service area. Identification of educational needs and development of programs to serve them must evidence adequate reliance upon available data, and, where necessary, on surveys to secure data otherwise unavailable, as well as upon the involvement of citizens representing all geographic, economic and social segments of the proposed college district. Public understanding of and support for the community college must be developed through the involvement of the Steering Committee in the development of the proposal. The Steering Committee is very important in this respect, and great care should be taken to ensure that its membership is representative of the proposed district so that the college will reflect the district's educational needs and so that the college can be interpreted to the citizenry through this committee.

8. Size of District

The size of the district shall be such that all students within the district are within commuting distance of the college. Commuting distance is defined as one hour's driving time under normal conditions or 50 miles, whichever is greater.

9. Efficient Use of State Resources

The efficient use of state funds will be considered in evaluating the need for any proposed district by the State Board of Higher Education.

Criteria for Comprehensiveness for Community Colleges

As Required by Act 103 of 1973, Section 3, Paragraph (i)

1. The curriculum and services of the community college must be designed to serve the postsecondary educational needs of its district and the State of Arkansas. The curriculum must include occupational programs that do not require academic transfer courses for completion.

To identify the needs of its service area, the community shall do a comprehensive survey of its employment needs at least every five years. Either the comprehensive survey or special data shall be presented as evidence of the need for each new program proposed. Each existing occupational program must be reviewed at least once every five years to see that employment and need for additional graduates of the program continue.

2. Occupational programs of varying types and levels must be offered in the community college district either by the community college or by some other post-secondary institution. The type and level of each program shall be identified through the use of the following terminology regarding degrees and certificates granted for completion of programs:
 - a. Associate of Arts or Associate of Science Degree indicates a college level program primarily designed for transfer to a four-year degree program or for general education purposes which requires at least four semesters for completion by the average full-time student. Each Associate of Arts or Associate of Science Degree program shall contain an appropriate general education segment.
 - b. Associate of Applied Science Degree indicates a college level program primarily designed for occupational purposes and which requires at least four semesters for completion by the average full-time student. Each Associate of Applied Science Degree program shall contain a general education segment appropriate to the occupation for which the program is designed.
 - c. Certificate of Proficiency indicates a program of any level specifically designed for occupational purposes. A Certificate of Proficiency may be awarded in any occupational program which requires from one to four semesters for completion by the average full-time student. Each Certificate of Proficiency program may contain supporting subject matter which is necessary or helpful for the particular occupational program for which it is designed. A certificate of proficiency program shall not require the completion of academic transfer

courses as general education courses.

3. The community college shall offer the first two years of baccalaureate degrees which are most common and appropriate in its service area. The Department of Higher Education, the community colleges, and the upper-level institutions to which community college graduates regularly transfer share the responsibility for coordination transfer programs.
4. The community college shall offer developmental or remedial instruction which is needed locally to assist individuals who lack the skills required to enter any of the college's instructional programs.
5. The community college shall offer, as community service courses, any additional unit of instruction for which there is local need, available instructional personnel and adequate financial and physical resources.
6. The community college shall offer guidance and counseling services which include at least the following elements:
 - a. Adequate records and information resources on each student so that the college can advise the student on the services offered to the student which will fit the student's needs.
 - b. An organized professional system to assist each student in funding and taking the best advantage of the services the community college can offer.
 - c. An organized system for following the progress of each student so that the student can be assisted at difficult or decision points in his or her college experience.
 - d. An organized system to put the student in contact with the next step in his or her educational or occupational development.
 - e. Individual assistance to students in making career, program, course and employment decisions and assistance with personal problems not requiring more extensive services.

Approved: Agenda Item No. 5
September 22, 1973

College and Program Admissions and Student Ability to Benefit Policy

The technical college system accepts the responsibility to produce technicians who are competent to meet the assessed needs of business and industry and at the same time to assist individuals in achieving educational and occupational objectives consistent with their potential.

In order to fulfill this educational mission and to promote the achievement of individuals with varied potential, open admissions is defined as a practice which (1) admits to the college all citizens who can benefit from available learning opportunities, and (2) places into specific programs of study those students whose potential for success is commensurate with expected standards of performance.

The definition of open admissions requires a commitment to use a program to assess student potential and to provide appropriate developmental and remedial programs of study to meet those needs. It is recognized that funding developmental and remedial programs to support this definition of open admissions should be commensurate with the commitment made to this educational activity.

In support of this definition, each technical college shall develop the following procedures:

1. Develop appropriate assessment procedures for college and program admission guidelines and the assessment of competency in basic skills. Section 23 of Act 1101 of 1991 must be followed in assessment and admission of students in associate degree programs.
2. Identify the specific entry level skills required for admission into each program.
3. Determine and establish a minimum feasible performance level for admission into development studies. The level should reflect an analysis of the entry level requirements for each curriculum and an analysis of the capabilities and limitations of the developmental studies program.

Those students not eligible for entry into developmental studies shall be admitted into the college adult education program or referred to the local school district adult basic educational program.

4. Establish articulation procedures between developmental studies and each curriculum program. Minimum competencies in math, reading, and language should be defined for placement into each curriculum. The measurement methods should be reliable and valid.

5. Follow standards and procedures for academic probation and suspension for those students who do not maintain satisfactory progress.

Approved: Agenda Item No. 10
October 4, 1991

Service Areas for Two-Year Colleges

ASU-Beebe/Newport	Jackson, White, Prairie (Woodruff, Lonoke, Craighead, Poinsett, Faulkner)
BRTC	Randolph, Lawrence, Clay, (Greene)
CCCUA	Sevier, Little River, (Howard, Pike)
EACC	St. Francis, Cross, (Lee, Monroe, Woodruff, Poinsett)
NPC	Garland, (Saline, Montgomery)
UACCB	Independence, Cleburne (Stone, Sharp)
ASUMS	Crittenden, (Poinsett)
ANC	Mississippi, (Craighead, Poinsett, Greene)
ASUMH	Baxter, (Marion)
NAC	Boone, Carroll, Madison, Newton, Searcy, (Marion)
NWACC	Benton, Washington
SACC	Union, Ashley, Chicot, Bradley
ASUTR	Hot Spring, Clark, (Dallas, Grant, Saline)
OC	Izard, Fulton, (Sharp, Stone)
UACCM	Conway, Van Buren, Pope, Yell, Perry, (Faulkner)
PCCUA	Phillips, Arkansas, (Desha, Lee, Monroe)
SEARK	Jefferson, Lincoln, Cleveland, Drew, (Grant, Desha)
UAPTC	Pulaski, (Saline, Faulkner, Lonoke)
UACCH	Homestead, Miller, Nevada, Lafayette, (Howard, Pike)
UACCR	Polk, (Scott, Montgomery, Pike, Howard)
SAUT	Ouachita, Calhoun, Columbia, (Dallas)
UAFS	Sebastian, Crawford, Logan, Franklin, Johnson, (Scott)

() Counties served by more than one college.

Note: List has been updated to reflect changes of names of colleges and mergers since the policy was approved.

Approved: Agenda Item No. 20
January 24, 1992

Amended: Agenda Item No. 4
April 25, 2003

FINANCIAL AID

Residency Classification for Tuition Purposes

The purpose of this document is to provide guidance to administrative officials of Arkansas public colleges and universities with respect to the residency classification of college students for tuition purposes. In making decisions about the residency classification or reclassification of students for tuition purposes, the following rules and definitions should be used for guidance:

1. A student should be classified as an instate resident for tuition purposes only if his or her legal residence is located in Arkansas. This means that Arkansas is the legal place of residence of the student for all purposes and that the student demonstrates by good faith acts the intent to make Arkansas his or her permanent home. Legal residence in Arkansas is required for at least six continuous months prior to the classification decision in order to be classified as a resident for tuition purposes. Mere physical presence in Arkansas is not sufficient to establish residency or demonstrate future intent.
2. In those situations where the student's residency status is dependent on the place of residence of the parent(s), the definition in (1) should govern the determination of parental residency. For parents, neither mere physical presence in Arkansas with children nor mere ownership of property in Arkansas is sufficient to establish residency but should be taken into consideration along with other relevant factors.
3. The legal residence of a minor student (as defined in 5 below) is the same as that of (a) the parent(s); or (b) the parent to whom custody has been awarded by judicial decree; or (c) the parent with whom the minor resides if there has been a separation without a judicial decree; or (d) the legal adoptive parent; or (e) the natural guardian with whom the minor resides.
4. Appointment of a guardian by a state other than Arkansas will establish the legal residence of a minor student as that of the out-of-state guardian. Establishment of guardianship or adoption to evade tuition or fees will not be recognized.
5. Act 892 of 1975 states that all persons eighteen (18) years of age and above shall be considered to have reached the age of majority. Until the age of eighteen (18) is reached, they are considered to be minors. "Any law of the state of Arkansas which presently requires a person to be of a minimum age of twenty-one (21) years to enjoy any privilege or right...shall be deemed to require that person to be a minimum age of eight (18) years."
6. Minors who have been emancipated by the laws of their legal state of residence, or who have reached the legal age of majority, have the power to acquire a different legal place of residence, but the previously established legal residence continues in force until a new legal residence continues in force until a new legal residence is

clearly established. Marriage constitutes emancipation for all minors.

7. To acquire a legal residence in Arkansas, an individual must have established a legal home of permanent character, resided in Arkansas for six continuous months and have no present intention of changing residence to a location outside Arkansas.
8. Determination of legal residence for tuition purposes shall be based on review by institutional officials of all relevant circumstances which together may reasonably demonstrate legal residence and state of mind regarding residency intent.
9. Students who are otherwise not residents of Arkansas may not establish legal residence in Arkansas by the mere fact of receiving mail at an Arkansas address or postal box.
10. Members of the Armed Forces who are stationed in Arkansas pursuant to military orders, along with their un-emancipated dependents, are entitled to classification as in-state residents for tuition purposes.

It is the responsibility of each student, at the time of registration, to seek the proper residency classification for tuition purposes. Any residency classification which is made by the institution may be appealed to the Registrar or other designated officer. This individual shall conduct hearings, receive evidence and take other appropriate steps to render a decision and provide notice of that decision to the student. Each student who raises the question of his or her residency status shall be provided written notice of the appeals procedure.

A student whose geographic origin is outside the state of Arkansas has the burden of establishing proof that he or she should be classified a resident of Arkansas for tuition purposes. Evidence must be provided in writing and verified under oath by the student.

Anyone who knowingly gives erroneous information in order to evade payment of out-of-state tuition or fees shall be subject to dismissal by the college or university.

Initial classification as an out-of-state student shall not limit the right of any student to be reclassified later as a resident of Arkansas for tuition purposes provided that the student can establish proof of legal residence in Arkansas.

Approved: December 21, 1989

Scholarship Stacking Policy

A postsecondary institution shall not award state aid in a student aid package in excess of the recognized cost of attendance at the institution where the student enrolls. State aid is defined to include scholarships and grants awarded to a student from public funds, including without limitation the Arkansas Academic Challenge Scholarship under § 6-85-201 et seq., Arkansas Department of Higher Education (ADHE) scholarships and grant programs, state general revenues, tuition, and local tax revenue. All postsecondary institutions shall report to ADHE the total amount of financial aid from all sources for any student who receives an award from an ADHE program. When a student receives a student aid package that includes state aid and the student aid package exceeds the cost of attendance, the postsecondary institution shall repay state aid in the amount exceeding total cost of attendance, starting with state aid received under the Arkansas Academic Challenge Scholarship under §6-85-201 et seq. The ADHE shall credit the excess state aid funds to the appropriate department fund or trust account.

For purposes of this policy, the student aid package includes federal aid, state aid and other aid a student receives for postsecondary education expenses. The definitions for federal aid, state aid and other aid are below.

Federal aid - scholarships or grants awarded to a student as a result of the Free Application for Federal Student Aid, excluding the Pell grant.

Other aid – a scholarship, grant, waiver, or reimbursement for tuition, fees, books, or other cost of attendance, other than federal aid or state aid, provided to a student from a postsecondary institution or a private source.

State aid - scholarships and grants awarded to a student from public funds, including without limitation the Arkansas Academic Challenge Scholarship under § 6-85-201 et seq., Arkansas Department of Higher Education (ADHE) scholarships and grants programs, state general revenues, tuition, and local tax revenue.

The Federal Cost of Attendance (COA) method shall be used for all students receiving state aid, regardless of whether the student is receiving federal financial aid. Costs that would not be included in Federal COA may not be included in the package of any student who receives state aid. Exceptions to the normal COA allowances as set forth in federal regulations may be included in COA calculations. Institutional work study is not included in COA unless it is need based. This policy shall apply to students entering college in the 2010-2011 academic year and subsequent years.

If the student aid package exceeds the COA, the postsecondary institution must reduce the Arkansas Academic Challenge Scholarship first. In cases where the only state aid

funds to be reduced are ADHE programs, the school may reduce awards in this order:

1. Academic Challenge Scholarship
2. Any ADHE loan programs
3. Higher Education Opportunities Grant (GO! Grant)
4. Governor's Scholars Program
5. Other ADHE Programs

On September 30 of each year, all public and private institutions shall report to ADHE the total amount of financial aid from all sources for any student who receives an award from an ADHE program for the previous academic year. The report shall be in an electronic format as defined by ADHE. The Department shall seek advice from institutions in developing the format of the report.

Arkansas Academic Challenge Scholarship Program

(Effective Date: May 2, 2022)

Policy Statement

These rules shall be known as the Arkansas Division of Higher Education Rules Governing the Arkansas Academic Challenge Scholarship Program. This policy addresses the student eligibility criteria, method for recipient selection, continuing eligibility requirements, procedures for making payments to an approved institution of higher education, and other administrative procedures necessary for operation of the program.

Applicable Arkansas Code

Ark. Code Ann. 6-85-202 ET. Seq.

Definitions

- (1) "Academic Year" means fall, spring, first and second summer semesters in that order, or as defined by the Division of Higher Education;
- (2) "ACT" means the ACT administered by ACT, Inc.;
- (3) "ACT equivalent" means the Scholastic Aptitude Test (SAT), COMPASS, ACCUPLACER, Asset or other nationally normed test that is correlated with the ACT and approved by the Division of Higher Education for use by institutions of higher education to assess a person's college readiness;
- (4) "Approved institution of higher education" means an institution of higher education approved by the Division of Higher Education to participate in the Arkansas Academic Challenge Scholarship Program and that is:
 - (a) A state-supported two-year or four-year college or university;
 - (b) A private, nonprofit two-year or four-year college or university with its primary headquarters located in Arkansas that is eligible to receive Title IV federal student aid funds; or
 - (c) An approved school of nursing, subject to the provisions of § 6-85-213(c);
- (5) "Approved school of nursing" means a school of nursing with its primary headquarter located in Arkansas that:

- (a)** Prepares students as registered nurses;
 - (b)** Grants nursing diplomas;
 - (c)** Is eligible to participate in the Higher Education Act of 1965, Title IV federal student aid programs;
 - (d)** Is approved by the Arkansas State Board of Nursing;
 - (e)** Has been approved by the Division of Higher Education as eligible to participate in the Arkansas Academic Challenge Scholarship Program; and
 - (f)** Is not a two-year or four-year college or university;
- (6)** "Arkansas resident" means a natural person who provides evidence deemed sufficient by the Division of Higher Education that:
- (a)** For the twelve-month period required under basic eligibility requirements the person:
 - (i)** Maintained a permanent home in Arkansas where the person resides for an average of no less than four (4) days and nights per calendar week; and
 - (ii)** Either:
 - (a)** Is an Arkansas registered voter;
 - (b)** Holds a valid Arkansas motor vehicle driver's license;
 - (c)** Receives benefits under an Arkansas public assistance program;
 - (d)** Uses an Arkansas residence address for federal or state tax purposes; or
 - (e)** Claims Arkansas as a residence to hold public office or for judicial actions; or
 - (b)** Before the deadline for filing a scholarship application under this rule the applicant:
 - (i)** Is on active military status;
 - (ii)** Qualifies for in-state tuition and fees if the student is a:
 - (1)** Veteran who was honorably discharged or released from a period of not less than ninety (90) days of active duty in the military, naval, or air service within three (3) years before the date of enrollment in a

program of study;

(2) Dependent of a veteran under subdivision (1) of this section;

(3) Member of the armed forces; or

(4) Spouse of a member of the armed forces and,

(iii) Meets one (1) of the conditions under subdivision (6)(A)(ii) of this section;

(7) "Continuously enrolled" means:

(a) For a traditional student, he or she successfully completes at an approved institution of higher education twenty-seven (27) semester hours in the first academic year as a recipient and, except while the recipient is enrolled as a part-time student if the recipient is enrolled in the number of credit hours necessary to complete the recipient's degree program, successfully completes thirty (30) semester hours each academic year thereafter;

(b) For a full-time nontraditional student, he or she successfully completes at an approved institution of higher education at least fifteen (15) semester hours of courses in consecutive semesters;

(c) For a part-time nontraditional student, he or she successfully completes at an approved institution of higher education at least six (6) semester hours of courses in consecutive semesters; and

(d) For a student who is enrolled in a degree plan that has a maximum number of semester hours in a semester that is less than the requirements of subdivisions (7)(A)-(C) of this section, he or she successfully completes at an approved institution of higher education the maximum number of hours required by the degree plan for the semester;

(8) "Cost of attendance" means the recognized cost of attendance of an institution of higher education calculated under rules established by the Division of Higher Education;

(9) "Full Time Student" means a student enrolled in at least twenty-seven (27) semester hours the first academic year and thirty (30) semester hours per academic year thereafter or the equivalent, as described in this rule, or the equivalent as defined by the Division of Higher Education;

(10) "Enrolled" means that the approved institution of higher education where the student is attending class counts the student as enrolled for the hours claimed on the last day to add or drop a class at the approved institution of higher education;

(11) "High school grade point average" means the numbered grade average on a student's high school transcript calculated:

- a. For a traditional student, using the first seven (7) of the last eight (8) semesters the student completed prior to graduating high school; or
- b. For a nontraditional student, using the last eight (8) semesters the student completed before graduating high school;

(12) "Incarcerated" means a person who has been convicted of a crime and is imprisoned for that crime or is being held in custody for trial or sentencing. Incarceration will result in applicant or recipient being ineligible for the Academic Challenge Scholarship;

(13) "Lawful permanent resident" means a non-United States citizen who resides in the United States under a legally recognized and lawfully recorded permanent residence and who may receive state public benefits under 8 U.S.C. § 1622;

(14) "Qualified certificate program" means a program:

- a. That is offered by an approved institution of higher education;
- b. For which credit hours are awarded that are creditable toward an associate degree or baccalaureate degree; and
- c. Recognized by the United States Division of Education for financial aid purposes;

(15) "Recipient" means an applicant awarded a scholarship funded through the program;

(16) "Semester" means one-half (1/2) of a traditional academic year at an institution of higher education, or an equivalent approved by the Division of Higher Education, in which a student enrolls for not less than:

- a. Fifteen (15) credit hours as a full-time student, except that in the first semester as a first-time full-time freshman, a traditional student shall enroll in not less than twelve (12) credit hours; or
- b. Six (6) credit hours as a part-time student;

(17) "State-supported student financial assistance" means a state-supported scholarship, grant, tuition waiver, or tuition reimbursement funded with state funds or net proceeds from the state lottery awarded by:

- a. The Division of Higher Education; or
- b. A scholarship or grant awarded by an institution of higher education in this

state in whole or in part by state funds, including without limitation:

- i. Scholarships awarded on the basis of entrance exam scores or high school academic achievement;
- ii. Tuition waivers based on age, military service, occupation, or other factors;
- iii. Out-of-state tuition waivers for undergraduate students from contiguous states in close proximity to a college or university;
- iv. Scholarships for transfers from two-year institutions;
- v. Performance scholarships for band, musical performing groups, arts, theater, forensics, and similar activities that are not awarded on the basis of entrance exam scores or high school academic achievement; and
- vi. Any other publicly funded program under which students are not charged or are reimbursed by the institution of higher education for tuition, fees, books, or other costs of attendance;

(18) "Superscore" means the final composite score that is calculated according to a combination of the highest individual section scores across all of the ACT tests taken by an individual.

(19)(A) "Traditional student" means a student who:

(i) Will enter postsecondary education as a full-time first-time freshman on or before the fall semester of the academic year that begins immediately following:

(a) The student's graduation from high school; or

(b) The last day of the school year:

(1) That would have been the student's junior or senior year of high school; and

(2) In which the student completes the requirements for high school graduation and obtains a General Educational Development certificate instead of receiving a diploma; and

(ii) Remains continuously enrolled as a full-time student;

(B) "Traditional student" includes a student who otherwise meets this definition but delays entering postsecondary education under a scholarship hold approved by the Division of Higher Education.

Procedures

Basic Eligibility Requirements.

The basic requirements for an applicant to be eligible for an award from the Arkansas Academic Challenge Scholarship Program are:

- (1) **(A)** The applicant has been an Arkansas resident for at least the twelve (12) months immediately preceding the date the applicant will enroll in an approved institution of higher education.

(B) If the applicant is less than twenty-one (21) years of age, either the applicant or a parent or guardian of the applicant shall have maintained Arkansas residency for at least the twelve (12) months immediately preceding the date the applicant will enroll in an approved institution of higher education.

(C) **(i)** To be considered an Arkansas resident, an applicant shall demonstrate residency by evidence deemed sufficient to the Division of Higher Education.

(ii) Evidence of residency may include without limitation information provided by the applicant on the Free Application for Federal Student Aid or a subsequent application required by the United States Division of Education for federal financial aid.

(D) During the twelve (12) months immediately preceding the date an applicant will enroll in an approved institution of higher education if the person for whom the twelve- month period is calculated under subdivision (1)(A) or (1)(B) of this section is deployed outside of Arkansas under military orders, the Division of Higher Education shall calculate the twelve (12) months by:

 - (i)** Excluding months of military deployment outside of Arkansas that are within the twelve (12) months immediately preceding the date the applicant will enroll in an approved institution of higher education; and
 - (ii)** Including months the person maintained Arkansas residency immediately preceding the military deployment outside of Arkansas;
- (2) The applicant is a citizen of the United States or is a lawful permanent resident;
- (3) **(A)** The applicant is accepted for admission as a full-time student or part-time student at an approved institution of higher education in a program of study that leads to or is creditable toward:

 - (a)** A baccalaureate degree;
 - (b)** An associate degree;

- (c) A certificate from a qualified certificate program; or
- (d) A graduate-level or professional degree; or
 - (ii) An approved school of nursing in a program of study that leads to a nursing diploma under § 6-85-213.
- (B) A full-time student shall enroll in at least twenty-seven (27) semester hours the first academic year and thirty (30) semester hours per academic year thereafter or the equivalent, as described in this rule, or the equivalent as defined by the Division of Higher Education.
- (C) A part-time student shall complete at least six (6) semester hours but less than the minimum number of semester hours for a full-time student, as defined by the Division of Higher Education.
- (4) The applicant has not met the maximum continuing education eligibility requirements under § 6-85-210;
- (5) The applicant does not owe a refund on a federal or state student financial aid grant for higher education;
- (6) The applicant is not in default on a state or federal student financial aid loan for higher education;
- (7) The applicant has not borrowed, as determined by the approved institution of higher education to be attended, in excess of the annual loan limits under the Federal Family Educational Loan Program Systems, William D. Ford Federal Direct Loan Program, Income Contingent Loan Demonstration Program, Stafford Loan Program, Parent Loan for Undergraduate Students Program, or Supplemental Loan for Students Program in the same academic year for which the student has applied for assistance under this rule;
- (8) The applicant is not incarcerated at the time of the application for or during the time the applicant receives a scholarship under this rule;
- (9) The applicant has complied with United States Selective Service System requirements for registration;
- (10) The applicant has completed and submitted to the United States Division of Education a Free Application for Federal Student Aid or a subsequent application required by the United States Division of Education for federal financial aid; and
- (11) The applicant certifies that he or she is drug-free and pledges in writing on the application form to refrain from the use or abuse of illegal substances in order to become eligible and maintain eligibility for this program.

Additional Eligibility Requirements for Traditional Students.

In addition to the basic eligibility requirements an applicant is eligible as a traditional student if the applicant:

- (1) Graduated from an Arkansas public high school and has a minimum superscore of nineteen (19) on the ACT or the equivalent score on an ACT equivalent;
- (2) Has a disability identified under the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq., as it existed on July 1, 2009, and graduated from an Arkansas public high school, and either:
 - (A) Had a minimum superscore of nineteen (19) on the ACT or the equivalent score on an ACT equivalent;
- (3) Achieved a minimum superscore of nineteen (19) on the ACT or the equivalent score on an ACT equivalent; and
 - (A) Graduated from a private high school, an out-of-state high school, or a home school high school; or
 - (B) In the year in which the student would have been a junior or senior in high school, completed the requirements for high school graduation and obtained a high school equivalency diploma approved by the Division of Workforce Services instead of receiving a diploma; or
- (4) Meets the following criteria:
 - (A) Was enrolled at an institution of higher education in the immediately preceding academic year as a full-time, first-time freshman;
 - (B) Did not receive a scholarship under this rule as a first-time, full-time freshman;
 - (C) Successfully completed with the equivalent of a minimum letter grade of "D" at least twenty-seven (27) semester hours of courses as a full-time, first-time freshman; and
 - (D) Achieved a postsecondary grade point average of at least 2.5 on a 4.0 scale as a full-time, first-time freshman.

Additional eligibility requirements for a nontraditional student.

In addition to the basic eligibility requirements an applicant is eligible as a nontraditional student if the applicant meets one (1) of the following requirements:

- (1) If the applicant has not been enrolled in an approved institution of higher

education, has graduated from an Arkansas public high school, a private high school, an out-of- state high school, a home school high school, or obtained a high school equivalency diploma approved by the Division of Workforce Services and had a minimum superscore of nineteen (19) on the ACT or the equivalent score on an ACT equivalent; or

- (2) If the applicant has been enrolled in an approved institution of higher education, has earned a postsecondary grade point average of at least 2.5 on a 4.0 scale.

Continuing eligibility.

- (a) (1) (A) A recipient who meets continuing eligibility criteria under this rule shall receive a scholarship for one (1) academic year renewable annually until the recipient has earned one hundred twenty (120) semester credit hours.

- (B) A recipient may continue to receive a scholarship after he or she has earned one hundred twenty (120) semester credit hours, but not more than one hundred thirty (130) semester credit hours, if the student is enrolled in a baccalaureate degree program that requires more than one hundred twenty (120) semester credit hours as provided under § 6-61-232.

- (1) A semester in which a student withdraws or fails to complete the number of credit hours for which the student first enrolled is counted toward the maximum number of semesters for which the student may receive a scholarship award under this rule.
 - (2) The maximums under this subsection apply to any degree program, regardless of whether or not the degree program requires additional semesters.
 - (3) A recipient may attend summer terms at the student's own expense to earn credit hours necessary to maintain eligibility for a scholarship under this rule.
 - (4) For each eligible term, all required hours for continuing eligibility must be taken at one approved institution.
- (b) To maintain eligibility for an Arkansas Academic Challenge Scholarship under this rule, a recipient shall:
 - (1) Continue to meet the relevant eligibility requirements of this rule while a recipient of a scholarship under this rule;
 - (2) (A) Meet the satisfactory academic progress standards required to receive other financial aid at the approved institution of higher education where the recipient is enrolled, as determined by the Division of Higher Education in

conjunction with the institution of higher education where the recipient is enrolled.

(B) (i) A recipient who does not successfully complete any credit hours toward degree completion in a semester in which he or she received a scholarship under this rule immediately forfeits the remainder of the scholarship award for that academic year.

(ii) The Division shall notify the recipient of the loss of eligibility under this subdivision.

(C) By accepting scholarship funds under this rule, the receiving institution certifies that students will be enrolled in courses that will meet satisfactory academic progress standards leading toward a certificate, an associate degree, a nursing diploma, a baccalaureate degree, or a graduate-level or professional degree.

(2) If enrolling in one (1) or more remedial courses, complete all remedial courses required by the approved institution of higher education by the time the student completes the first thirty (30) semester hours attempted after receiving the scholarship;

(3) Earn a postsecondary grade point average of 2.5 or higher on a 4.0 scale at an approved institution of higher education;

(4) Enroll in courses that lead toward a baccalaureate degree or graduate-level or professional degree after attempting the lesser of:

(A) Five (5) semesters; or

(B) The completion of an associate degree program; and

(5) Meet any other continuing eligibility criteria established by the Division of Higher Education.

(c) (1) A traditional student recipient who loses eligibility for a scholarship may apply as a first-time nontraditional student.

(2) A recipient under subdivision (c)(1) of this section who loses eligibility for the nontraditional student scholarship is not eligible to apply for a scholarship under any eligibility provision of this rule.

(d) If a recipient is subject to losing a scholarship under subsection (c) of this section due to a catastrophic event experienced by the recipient or a family member of the recipient, the Division may waive the requirements of this section and determine the appropriate requirements for the recipient to either retain or regain the scholarship.

Scholarship award amounts.

- (a) The General Assembly may use net proceeds from the state lottery to fund the scholarships awarded under this rule and to supplement the state-supported student financial assistance that the General Assembly determines is necessary to meet the state's objective for broadening and increasing access of Arkansas citizens to higher education.
- (b) Net proceeds from the state lottery used to fund scholarships under this rule shall:
 - (1) Be used exclusively for the purposes set out in Arkansas Constitution, Amendment 87, and this rule; and
 - (2) Supplement and shall not supplant nonlottery state educational resources.
- (c) The scholarships established under this rule are subject to available funding and do not create for any student an entitlement to financial assistance to enable the student's attendance at an approved institution of higher education.
- (d)(1)(A)** Subject to the availability of net revenue, the scholarship award amount under this rule for an academic year for a full-time recipient enrolled in a four-year approved institution of higher education is:
 - (i) One thousand dollars (\$1,000) for a recipient who has earned less than twenty-seven (27) semester credit hours;
 - (ii) Four thousand dollars (\$4,000) for a recipient who has earned at least twenty- seven (27) semester credit hours but less than fifty-seven (57) semester credit hours;
 - (iii) Four thousand dollars (\$4,000) for a recipient who has earned at least fifty-seven (57) semester credit hours but less than eighty-seven (87) semester credit hours; and
 - (iv)(a)** Five thousand dollars (\$5,000) for a recipient who has earned at least eighty-seven (87) semester credit hours but no more than one hundred twenty (120) semester credit hours, unless the recipient is enrolled in a baccalaureate degree program that requires more than one hundred (120) semester credit hours, but not more than one hundred thirty (130) semester credit hours, as provided under § 6-61-232, then up to the number of credit hours required to complete the baccalaureate program.
- (b)** A recipient shall receive no more than one (1) year of the scholarship

provided under subdivision (d)(1)(A)(iv)(a) of this section unless the recipient is enrolled in a baccalaureate degree program that requires more than one hundred (120) semester credit hours as provided under § 6-61-232.

(c) (1) A recipient who is eligible to receive the scholarship under subdivision (d)(1)(A)(iv)(a) of this section may receive the scholarship while enrolled in a semester as a part-time student.

(2) The scholarship amount for the semester in which a recipient is enrolled as a part-time student under subdivision (d)(1)(A)(iv)(c)(1) of this section shall be prorated by the number of credit hours in which the recipient is enrolled.

(B)(i) To determine the correct scholarship award amount based on credit hours, a first-time recipient shall submit a current college or university transcript if the first-time recipient has earned any semester credit hours to the Division of Higher Education no later than a date determined by the Division prior to the academic year for which the first-time recipient will receive an initial scholarship award.

(ii) A first-time recipient who does not submit a transcript to the Division on or before the date determined by the Division shall receive the award amount under subdivision (d)(1)(A)(i) of this section.

(C)(i) An Applicant may elect for the earned semester credit hours under subdivision (d)(1)(A) of this section to be only those semester credit hours earned after graduating from high school or obtaining a high school equivalency diploma approved by the Division of Workforce Services.

(ii) If the applicant makes the election under subdivision (d)(1)(C)(i) of this section, any semester credit hours earned through concurrent credit or any other method before graduating high school or obtaining a high school equivalency diploma approved by the Division of Workforce Services shall not be counted as earned semester credit hours for the purposes of determining a recipient's scholarship award amount under subdivision (d)(1)(A) of this section.

(2)(A) The Division shall award an aggregate amount of scholarship awards to nontraditional students of up to fifteen million dollars (\$15,000,000).

(B)(i) The Division shall return to the Office of the Arkansas Lottery the excess funding, if any, for scholarship awards the Division received under § 23-115-801.

(ii) The office shall deposit any funds received from the Division under this subdivision (d)(2)(B) into the Lottery Scholarship Trust Account established under § 23-115- 801(b).

- (C) Priority for scholarships awarded to nontraditional students is based on:
- (i) The applicant's level of progress toward completion of a certificate, an associate degree, a nursing diploma, a baccalaureate degree, or a graduate-level or professional degree; or
 - (ii) Other criteria established by the Division of Higher Education.
- (3) Subject to the availability of net revenue, the scholarship award for an academic year for a full-time student enrolled in one (1) of the following institutions of higher education is one thousand dollars (\$1,000) for the first year and three thousand dollars (\$3,000) for the second year:
- (A) A two-year approved institution of higher education;
 - (B) A branch campus of a four-year approved institution of higher education; or
 - (C) An approved school of nursing.
- (4) Subject to the availability of net revenue, the scholarship award amount for a part-time student recipient shall be:
- (A) One-half ($1/2$) of the award amount for a full-time student recipient, if the recipient is enrolled in at least six (6) semester hours but less than nine (9) semester hours; or
 - (B) Three-quarters ($3/4$) of the award amount for a full-time student recipient, if the recipient is enrolled in at least nine (9) semester hours but less than the number of hours required for a full-time student recipient.
- (5) A current recipient who maintains eligibility for the scholarship under this rule shall continue to receive the scholarship award amount first awarded to the recipient.
- (6) The Division shall give priority for a scholarship award to a full-time or part-time student:
- (A) Who meets the eligibility requirements under this rule; and
 - (B) Whose parent, by birth or legal adoption:
 - (i) Was a resident of the State of Arkansas at the time that person entered the service of the United States Armed Forces or whose official residence is in Arkansas; and
 - (ii) Was a member of the United States Armed Forces who was killed while performing military duty:

- (a) In a status identified under 32 U.S.C. § 101 et seq. or 10 U.S.C. § 101 et seq. as they existed on January 1, 2011; or
- (b) In state active-duty status.
- (e) Annually by December 15, the Legislative Council shall provide to the General Assembly its recommendations for any changes to the:
- (1) Award amounts;
- (2) Number or type of scholarships; and
- (3) Eligibility requirements.
- (f) It is the intent of the General Assembly that in determining award amounts under this rule, the General Assembly will consider whether sufficient funds will be available to pay for scholarship awards through the anticipated completion of the degree or certificate a recipient is seeking.
- (g) All awards under this subchapter are subject to the prohibition under § 6-80-105 against using public funds in a student financial package in excess of the recognized cost of attendance at the institution where the student is enrolled.
- (h)(1) If the Division has less than a sufficient amount from net proceeds from the state lottery to provide for the scholarship commitments under this rule, the Division shall give priority for continued financial support under this rule to a student with continuing eligibility superior to first-time applicants.
- (2) If the funding is insufficient to fully fund the scholarships for students with continuing eligibility created under this rule, the Division shall award scholarships based upon the following criteria to students with continuing eligibility as follows:
- (A) First, to students who have the highest level of progress toward completion of a certificate, an associate degree, a baccalaureate degree, or a graduate-level or professional degree, and who are enrolled in a program of study that is:
- i. In an area of critical workforce need as determined by the Division; or
- ii. In a science, technology, engineering, or mathematics field;

(B) Second, to students who have the highest level of progress toward completion of a certificate, an associate degree, a baccalaureate degree, or a graduate-level or professional degree, and who are enrolled in a program of study other than those listed in subdivision (h)(2)(A) of this section; and

(C) Last, in the event funding is insufficient to fully fund students under subdivision (h)(2)(A) or (h)(2)(B) of this section, to students who have the highest postsecondary grade point average.

(3)(A) If after funding all students with continuing eligibility under this section funding is insufficient to fund all qualified first-time applicants, the Division shall award scholarships to first-time applicants in order of priority based upon the applicants' ACT superscore or ACT- equivalent superscore.

(B) If after prioritizing first-time applicants based upon the applicants' ACT or ACT equivalent scores funding is insufficient to fund all applicants with like ACT or ACT equivalent scores, the Division shall determine who receives an award by random drawing.

Payments of Scholarships.

(A) The Arkansas Division of Higher Education shall disburse scholarships to the approved institution of the student's choice. The Arkansas Division of Higher Education shall send funds to the institution via electronic funds transfer or state warrant. After verification of full-time enrollment, the institution will disburse the scholarship to the student according to the institution's disbursement procedures. The scholarship payment will correspond to academic terms, semesters, quarters, or equivalent time periods at the eligible institution. In no instance may the entire amount of the scholarship disbursement for an educational year be paid to or on behalf of such student in advance.

(B) Transfer of Scholarships to another Approved Institution

A recipient who has received an Academic Challenge Scholarship may transfer the scholarship to another approved Arkansas institution of higher education, provided that:

1. The student notifies the Arkansas Division of Higher Education of the change of status by October 1 for the fall term and by February 1 for the winter and/or spring terms by changing the college on the student's ADHE YOUiversal financial aid account;

(C) Repayment of Scholarships

If the recipient of a scholarship withdraws, drops out, or is expelled on or after the first day of class of a payment period, the institution will determine whether the student received an overpayment of financial aid funds for non-institutional expenses. Overpayment is the difference between the amount received as cash disbursements and the amount incurred for non-institutional costs during the portion of the payment period that the student was actually enrolled. It is the institution's responsibility to contact students and recover overpayments.

(D) Refunds

The Arkansas Academic Challenge Scholarship Program is entitled to a refund of the scholarship or loan amount, for that semester, if the recipient of a scholarship or loan withdraws, drops out, or is expelled on or after his or her first day of class of the payment period and the situation falls under the refund policy of the institution. The institution shall pay the refund to the Arkansas Division of Higher Education.

(E) Overpayment

If the award of an Arkansas Academic Challenge Scholarship results in an overpayment to the student according to the state law (Arkansas Code § 6-80-105) governing the stacking of scholarships, the institution shall follow the ADHE Stacking policy in reducing the student's financial package to prevent the student from receiving funds above the federally recognized cost of attendance.

Institutional Responsibilities.

I. College/University Responsibilities

A. Administrative Agreement

The chief executive officer of the eligible institution is responsible for appointing one representative from the financial aid office to act as administrator of the Arkansas Academic Challenge Scholarship Program and to receive all communications, forms, etc. This representative is responsible for verification, data and compliance with all program rules and regulations. The institution must comply with all rules and regulations in order to maintain continued eligibility status.

B. Disbursement Records

The institution shall maintain information on the student indicating disbursement of scholarship funds.

C. Institutional Verification

The institution shall provide certification of full-time enrollment and enrollment in

courses that will meet satisfactory academic progress standards, as of the eleventh day of classes, by completing a Verification Roster each semester after registration. The Verification Roster is an alphabetical listing by institution of all persons receiving the award for a given academic term. The certifying official is responsible for completing the verification rosters each semester or trimester. The Arkansas Division of Higher Education shall provide electronic Verification Rosters to the Financial Aid Administrator for each semester or trimester as needed. The electronic Verification Rosters shall be returned to the Arkansas Division of Higher Education by November 1 for the fall term and by March 15 for the spring term. Students who are enrolled less than full-time in the current term shall not receive scholarship benefits in that term. The Arkansas Division of Higher Education shall also provide electronic continuing eligibility rosters to the Financial Aid Administrator before the end of the spring term. The continuing eligibility rosters shall be returned to the Arkansas Division of Higher Education no later than June 1 to ensure that adequate time is provided to notify students of their status in the program.

D. Deadlines for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after receipt of funds. Any outstanding funds not disbursed by these dates must be returned to the Arkansas Division of Higher Education. For those students whose applications are received by ADHE too late to allow disbursement by these dates, disbursement will be made within 10 working days of receipt of the verification roster and electronic transfer of funds.

E. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Division of Higher Education on any Arkansas Academic Challenge Scholarship recipient or former recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Arkansas Academic Challenge Scholarship Program. The Arkansas Division of Higher Education shall periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

II. Recipient's Responsibilities

It is the recipient's responsibility to notify the Arkansas Division of Higher Education of any change in status within 21 days. This will include:

- Change in name
- Change in address
- Change in institution
- Change in full-time status (twelve college credit hours for those students who are in their first fall semester following high school graduation, fifteen

college credit hours for those students who are beyond the first fall semester following high school graduation)

Failure to notify the Arkansas Division of Higher Education of a change of status may affect future eligibility.

Scholarship hold - Leave of absence.

- (a) The Division of Higher Education may approve a scholarship hold or a leave of absence for a traditional student for a period of twenty-four (24) months or less.
- (b) The reasons for a scholarship hold or a leave of absence may include without limitation:
 - (1) A medical condition of the student or a member of the student's immediate family that, on the basis of a physician's good-faith judgment, necessitates the student or the student's immediate family member to be hospitalized or receive outpatient or home-based medical care or to recuperate until released by the attending physician;
 - (2) A personal or family emergency that requires the student to:
 - (A) Attend the funeral of an immediate family member; or
 - (B) Visit a relative of the student if the relative has a medical condition in which death is possible or imminent; or
 - (3) Military service under § 6-61-112; or
 - (4)(A) A commitment of twelve (12) to twenty-four (24) months for service in a national or international humanitarian project sponsored by a nonprofit corporation organized with a charitable or educational purpose.
 - (B) The student's commitment shall be expressed in a written agreement with the nonprofit organization including the terms of completion for the student's service on the related project.

The Division shall release a scholarship hold or a leave of absence, whichever is applicable, if the Division determines that the student did not complete the commitment under the written agreement.

Governor's Scholars Program

(Effective Date: May 2, 2022)

Policy Statement

A scholarship program to promote academic excellence and to encourage the state's most talented graduates to enroll in Arkansas postsecondary educational institutions is created and established which shall be cited as the Arkansas Governor's Scholars Program. These rules shall be known as the Arkansas Division of Higher Education Rules Governing the Arkansas Governor's Scholars Program. This policy addresses the student eligibility criteria, method for recipient selection, and continuing eligibility requirements procedures for making payments to an approved institution of higher education and other administrative procedures necessary for operation of the program.

Applicable Arkansas Code

Arkansas Code Annotated § 6-82-301 et. Seq.

Definitions

- (1) "Academic ability" means the intellectual standing of a student. In determining superior academic ability, the Division of Higher Education shall examine the student's high school records, competitive examination scores, and demonstrated leadership capabilities;
- (2) "Academic Year" means fall, spring, first and second summer semesters in that order, or as defined by the Division of Higher Education;
- (3) "Approved institution" means a public or private college or university:
 - (A) Which is dedicated to educational purposes, located in Arkansas, or located out of state and educating Arkansas residents in dentistry, optometry, veterinary medicine, podiatry, chiropractic, or osteopathy under agreement with the Board of Control for Southern Regional Education, accredited by an accrediting agency certified and recognized by the United States Department of Education or the Division of Agency Evaluation and Institutional Accreditation, or a school giving satisfactory assurance that it has the potential for accreditation and is making progress which, if continued, will result in its achieving accreditation;
 - (B) Which does not discriminate in the admission of students on the basis of race, color, religion, sex, or national origin; and
 - (C) Which subscribes to the principle of academic freedom;

- (4) "Arkansas resident" means a natural person who provides evidence deemed sufficient by the Division of Higher Education. Such evidence includes but is not limited to a valid Arkansas voter's registration card; valid Arkansas motor vehicle driver's license; Arkansas residence address used for federal or state tax purposes; or claims Arkansas as a residence to hold public office or for judicial actions;
- (5) "Competitive examination" means a standardized examination measuring achievement which is administered annually on a specified date and at a specified location and which is announced publicly;
- (6) "Division" means the Division of Higher Education;
- (7) "Eligible student" means a resident of the State of Arkansas as defined by the Division of Higher Education who:
 - (A) Is eligible for admission as a full-time student;
 - (B) Declares an intent to matriculate in an approved institution in Arkansas; and
 - (C) Graduates from:
 - (i) A high school in this state, for Arkansas Governor's Scholars; or
 - (ii) A high school, for Arkansas Governor's Distinguished Scholars;
- (8) (A) "Extraordinary academic ability" means:
 - (i) Achievement of a superscore of 32 or above on the American College Test (ACT) or a score of 1410 or above on the Scholastic Aptitude Test (SAT); and
 - (ii) (a) Achievement of a high school grade point average of 3.5 or above on a 4.0 scale; or
 - (b) Selection as a finalist in either the National Merit Scholarship competition, the National Hispanic Recognition Program, or the National Achievement Scholarship competition conducted by the National Merit Scholarship Corporation.
- (B) The American College Test superscores and Scholastic Aptitude Test scores shall be earned by December 31 prior to the application deadline in order for the scores to be considered by the division for a scholarship award;
- (9) "Full-time student" means a resident of Arkansas who is in attendance at an approved private or public institution and who is enrolled in at least twelve (12) credit hours the first semester and fifteen (15) hours thereafter, or other reasonable

academic equivalent as defined by the division;

- (10) "Part-time student" means a resident of Arkansas who is in attendance at an approved private or public institution and who is enrolled in less than fifteen (15) credit hours for their fourth academic year;
- (11) "Scholarship" means an award to an eligible student for matriculation in an approved institution in the State of Arkansas;
- (12) "Undergraduate student" means an individual who is enrolled in a postsecondary educational program, which leads to or is directly creditable toward the individual's first baccalaureate degree;
- (13) "U.S. Citizen" means the student must be either a United States citizen or a permanent resident alien. If the student is not a United States citizen, but a permanent resident alien, the student must attach a copy of the permanent resident alien form I 151, I 551, I 94, or G 641 to the application.

Procedures

Organization and Structure

The Arkansas Division of Higher Education shall administer the Governor's Scholars Program within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Division of Higher Education or his/her designee. The Governor's Scholars Advisory Council shall provide advice to the Division of Higher Education regarding the administration of the program.

Governor's Scholars Program Advisory Council

- A. The Governor's Scholars Program Advisory Council shall consist of ten members appointed by the Arkansas Higher Education Coordinating Board for staggered two-year terms and shall represent the public and private sectors of post- secondary education and secondary schools.
- B. The Governor's Scholars Program Advisory Council shall advise the Arkansas Division of Higher Education in the determination of guidelines and regulations for the administration of this program.
- C. The Director of the Arkansas Division of Higher Education or his/her designee shall serve as presiding officer of the Governor's Scholars Program Advisory Council and shall ensure that staff services for the Council are provided.

The final responsibility for selecting scholarship recipients shall rest with the Director of

the Arkansas Division of Higher Education pursuant to the provisions of Arkansas Code Annotated § 6-82-301 et. Seq.

When functioning under Arkansas Code Annotated § 6-82-301 et. Seq., the Arkansas Division of Higher Education shall follow the provisions of the Administrative Procedure Act.

Eligibility Criteria

- (a) The Arkansas Governor's Scholars Program scholarships are to be awarded to those students who demonstrate the highest capabilities for successful college study.
- (b) A student is eligible for this scholarship if he or she:
 - (1) Meets the admission requirements and is accepted for enrollment as a full-time undergraduate student in an eligible public or private college or university in Arkansas;
 - (2) (A) Is a bona fide resident of the state, as defined by the Division of Higher Education, and is either:
 - a. A citizen of the United States or a permanent resident alien;
 - b. The holder, or the child of a holder, of a Federal Form I-766 United States Citizenship and Immigration Services-issued Employment Authorization Document, known popularly as a "work permit"; or
 - c. A person who is a migrant from the Compact of Free Association Islands
 - (3) Graduates from a high school;
 - (4) Completes and submits to the U.S. Department of Education a Free Application for Federal Student Aid (FAFSA) or a subsequent application required by the U.S. Department of Education for federal financial aid;
 - (5)(A) Satisfies the qualifications of superior academic ability as established by the Division of Higher Education with criteria consisting of value points for academic achievement and leadership, including without limitation:
 - (i) American College Test (ACT) or Scholastic Aptitude Test (SAT) score, National Merit Finalist, or National Achievement Finalist;
 - (ii) High school grade point average;
 - (iii) Rank in high school class; and

(iv) Leadership in school, community, and employment.

(B) (i) The Division of Higher Education may alter the weight assigned to the individual criterion to more appropriately meet the needs of the state as determined by the Arkansas Higher Education Coordinating Board.

Value points assigned to each selection criterion are weighted as follows:

American College Test (ACT) or Scholastic Aptitude Test (SAT) score, National Merit Finalist, or National Achievement Finalist-----	45%
High school grade point average-----	35%
Rank in high school class-----	10%
Leadership in school, community, and employment-----	10%

(ii) The Division of Higher Education shall ensure that the weight assigned to each individual criterion under this subdivision (b)(5)(B) does not place a home- schooled, public school, or private school student at a disadvantage.

(iii) (a) After determining qualified recipients based on the qualifications under subdivision (b)(5)(A) of this section, the Division of Higher Education shall ensure that at least one (1) recipient is selected from each of the seventy-five (75) counties in Arkansas.

(b) If any of the seventy-five (75) counties is not represented, the Division of Higher Education shall select a student from each nonrepresented county with the highest qualifications under subdivision (b)(5)(A) of this section who was not initially qualified.

(c) The scholarship shall be weighed on the factors of achievement, ability, and demonstrated leadership capabilities.

(d) Students who are selected as Arkansas Governor's Scholars who also exhibit extraordinary academic ability as defined in the definitions section of this rule shall be designated as Arkansas Governor's Distinguished Scholars.

(e) Preference will be given to students who plan to enter college at the beginning of the academic year directly following their last year of high school attendance.

Continued Eligibility

(a) An Arkansas Governor's Scholarship or Arkansas Governor's Distinguished Scholarship may be awarded annually for a period not to exceed an academic year.

- (b)(1) A scholarship shall correspond to academic terms, semesters, quarters, or equivalent time periods at the eligible institutions.
- (2) In no instance may the entire amount of the grant for an educational year be paid to or on behalf of students in advance.
- (c) Provided sufficient funds are available, a scholarship shall be awarded for one (1) academic year and renewed annually for three (3) additional academic years if the following conditions for renewal are met:
 - (1) The student maintains not less than a 3.0 grade point average on a 4.0 scholastic grading scale;
 - (2) A student receiving a scholarship under the Scholarship Amounts subsection (a) maintains not less than a 3.25 grade point average on a 4.0 scholastic grading scale;
 - (3) The recipient has successfully completed a total of at least twenty-seven (27) hours during the first full academic year and, if applicable, a total of at least thirty (30) hours per academic year thereafter; and
 - (4) The recipient has met any other continuing eligibility criteria established by the Division of Higher Education.
 - (5) If a student who has continuously been a recipient of the scholarship for at least three (3) consecutive years is enrolled as a part-time student in the student's fourth academic year, the student shall be eligible to continue to receive the scholarship if the student has completed, by his or her fourth academic year, or is enrolled in, for his or her fourth academic year, the requisite number of credit hours to complete the student's degree program.

Application

Students must submit an on-line application, available at the ADHE website <http://scholarships.adhe.edu/>.

The application deadline shall be established by the Division of Higher Education of the calendar year in which a student graduates from high school. At its discretion, the Division of Higher Education may extend the deadline, provided sufficient notice is provided to the public. The applicant is responsible for submitting the application and all supporting documentation in a timely manner.

Number of Scholarships

- (a) If sufficient funds are available, effective for students receiving their initial awards beginning in fall 2007, the number of initial scholarship awards to eligible high

achievers shall not exceed three hundred seventy-five (375) each year.

- (b) If there are more eligible applicants than available scholarships, the division may determine a procedure for awarding additional scholarships while not exceeding available funds.

Use of Scholarship

- (a) No student may utilize scholarship funds for educational purposes beyond the baccalaureate degree.
- (b) There shall be an exception to the requirement of subsection (a) of this section for any student who receives a baccalaureate degree in three (3) years or less. The student may receive an award of the scholarship for a fourth academic year to be used as a full- time student enrolled in a postgraduate program at an approved institution.

Scholarship Amounts

- (a) An Arkansas Governor's Scholarship or Arkansas Governor's Distinguished Scholarship awarded to a new recipient who enrolls in an approved institution as a first-time entering freshman shall be in an amount that equals the lesser of:
 - (1) Ten thousand dollars (\$10,000); or
 - (2) Tuition, room and board, and mandatory fees charged for a regular full-time course load by the approved institution in which the recipient is enrolled.
- (b) A student selected as a recipient under the "Eligibility Criteria" subsection (b)(6)(B)(iii)(b) who enrolls in an approved institution as a first-time entering freshman after July 1, 2017, shall be awarded in an amount that equals the lesser of:
 - (1) Five thousand dollars (\$5,000); or
 - (2) Tuition, room and board, and mandatory fees charged for a regular full-time course load by the approved institution in which the recipient is enrolled.
- (c) The scholarship amount for each semester in which a student who is the recipient of a scholarship is enrolled as a part-time student during their fourth academic year shall be prorated by the number of credit hours in which the student is enrolled.

Notification of Application and Award Status

- (a) An Arkansas Governor's Scholarship or Arkansas Governor's Distinguished Scholarship shall receive an award notice and information sheet explaining

disbursement procedures and conditions of the Arkansas Governor's Scholars Award.

- (b) The Arkansas Division of Higher Education shall notify applicants who are determined to be ineligible and provide the reason for ineligibility. They will also be given instructions on how to correct any information on the application they believe to be incorrect.
- (c) Applicants who fail to submit complete applications, or who fail to supply the required documentation to process the application, will be classified as Incomplete. The Arkansas Division of Higher Education shall notify these students of their status. The Incomplete Notice provides a list of the incomplete items and the actions necessary for completion.

Scholarship Payment Policies

- (a) Payment of Scholarships

Funds will be disbursed to the approved institution of the Governor's Scholars choice by state warrant. After verification of full-time enrollment, the institution shall disburse the Governor's Scholars Award to the student according to the individual institution's disbursement procedures. Disbursement of the Governor's Scholars award shall correspond with the institution's academic terms (semesters, trimesters, quarters, or equivalent time periods). In no instance may the entire amount of the award for an educational year be paid to or on behalf of the student in advance.

- (b) Transfer to Another Institution of Higher Education

A student who receives a Governor's Scholars Award may transfer to another eligible Arkansas institution of higher education, provided the recipient notifies the Arkansas Division of Higher Education, in writing, of the change of institution by October 1 for the fall term, and by February 1 for the winter and/or spring terms. Failure to notify the Arkansas Division of Higher Education by the specified deadlines shall result in the loss of the Governor's Scholars award for the term in question.

- (c) Scholarship Hold

The Division of Higher Education may approve a scholarship hold for a student for a period of twenty-four (24) months or less for the following reasons without limitation:

- (1) A medical condition of the student or a member of the student's immediate family that, on the basis of a physician's good-faith judgment, necessitates that the student or the student's immediate family member be hospitalized or receive outpatient or home-based medical care or recuperate until released by the attending physician;

- (2) A personal or family emergency that requires the student to:
 - (a) Attend the funeral of an immediate family member; or
 - (b) Visit a relative of the student if the relative has a medical condition in which death is possible or imminent;
- (3) Military service under § 6-61-112; or
- (4) (a) A commitment of twelve (12) to twenty-four (24) months for service in a national or international humanitarian project sponsored by a nonprofit corporation organized with a charitable or educational purpose.
- (b) The student's commitment shall be expressed in a written agreement with the nonprofit organization, including the terms of completion for the student's service on the related project.
- (c) The division shall release a scholarship hold if the division determines that the student did not complete the commitment under the written agreement.

The recipient must submit a written request for a scholarship hold. The petition shall give the reason for withdrawal and be supported by documentation. In the absence of extraordinary circumstances, the award will be revoked if the recipient fails to enroll full- time in an eligible institution in Arkansas, and the Arkansas Division of Higher Education receives neither notification of transfer of the scholarship to another eligible institution, nor a petition for withdrawal by the recipient by October 1 for the fall term and February 1 for the winter and/or spring terms. At the discretion of the Division of Higher Education, the award will not be revoked if it is determined by ADHE that extraordinary circumstances prevented the student from notifying ADHE by the required dates.

- (d) Cancellation of Governor's Distinguished Scholar Award
 - (1) The Governor's Scholars Award and the Governor's Distinguished Scholar Award shall be terminated for any one of the following reasons:
 - (a) Failure to maintain a minimum 3.0 cumulative college grade point average (Governor's Scholars) or a minimum 3.25 cumulative college grade point average (Governor's Distinguished Scholars) on a 4.0 scale and successfully complete and pass a minimum of at least twenty-seven (27) credit hours the first academic year and thirty (30) hours each academic year thereafter;
 - (b) Failure to complete a baccalaureate degree within five years from

initial college entrance; or

(c) Failure to petition the Arkansas Division of Higher Education for a temporary withdrawal for two consecutive academic terms; or

(d) Failure to enroll as a full-time student in an eligible Arkansas college or university after a two-year temporary withdrawal.

(2) Failure by the Governor's Scholar to provide written notification to the Arkansas Division of Higher Education of a change in status (such as a transfer to another eligible institution, change in address, change in name, etc.) before appropriate deadline dates shall result in cancellation of the Governor's Scholars award for the term in question.

(e) Refunds and Overpayments

If a Governor's Scholar withdraws from an eligible institution, and under the refund policy of that institution the student is entitled to a refund of any tuition, fees, or other charges, the institution shall pay the refund amount in question to the Arkansas Division of Higher Education.

Act 1180 of 1999 states that students who receive scholarships from public funds may not use those funds in a financial aid package to exceed the recognized cost of attendance at the institution where the student enrolls. The institution must follow ADHE policy in repaying public funds in the amount exceeding the total cost of attendance for any student who receives public funds in a financial aid package above the cost of attendance.

Higher Education Institution Responsibilities

(a) Administrative Agreement

The chief executive officer of the eligible institution is responsible for appointing one representative from the financial aid office to act as administrator of the Arkansas Governor's Scholars Program and to receive all communications, forms, etc. This representative is responsible for Governor's Scholars disbursement, completion of all forms and rosters, verification of data, and compliance with all Governor's Scholars Program rules and regulations. The institution must comply with the following responsibilities in order to maintain continued eligibility status.

(b) Disbursement Records

The institution shall maintain information on the student indicating disbursement of Governor's Scholars funds.

(c) Institutional Information Sheet

The administrator is responsible for designating a certifying official responsible for certifying full-time enrollment and a disbursing official responsible for the disbursement of Governor's Scholars Program funds.

(d) Institutional Verification

The institution shall provide certification to the Arkansas Division of Higher Education each semester after registration, giving the names of the Governor's Scholars who are officially enrolled as full-time students as of the end of the 11th class day of enrollment. This information is reported on a verification roster. The person responsible for verification of full-time enrollment is the registrar or a member of the registrar's staff. The certifying official is responsible for completing the verification roster twice a year for those schools on the semester system and three times a year for those schools on the quarter system. The verification roster shall be mailed to the Financial Aid Administrator prior to registration for the semester or quarter. The completed and signed Governor's Scholars verification roster shall be returned to the Arkansas Division of Higher Education by the dates specified on the roster. The verification roster is an alphabetical listing by institution of all persons receiving a Governor's Scholars award for a given academic term. Students who are not enrolled full-time in the current term shall not receive Governor's Scholars funds for that term.

(e) Deadlines for Disbursement of Funds

All funds must be disbursed within ten days of written receipt of funds. Any outstanding funds not disbursed by these dates must be returned within ten days to the Arkansas Division of Higher Education.

(f) Refund Policy

It is the institution's responsibility to notify the Arkansas Division of Higher Education of the name of the person who withdrew, the date of the withdrawal, and the refund amount. This information shall be placed on the institution's verification roster before the roster is returned to the Arkansas Division of Higher Education. The institution shall be responsible for the refund amount and shall pay that amount to the Arkansas Division of Higher Education.

(g) Continuing Eligibility

It is the responsibility of each institution to complete annually the Continuing Eligibility roster. This roster shall be mailed to all institutions that have a Governor's Scholar enrolled. The Continuing Eligibility roster shall be returned to the Arkansas Division of Higher Education by the date specified on the roster. The person responsible for completing the Continuing Eligibility roster is the

Financial Aid Administrator. The Continuing Eligibility roster is an alphabetical listing by institution of all persons receiving a Governor's Scholars award that attended that institution for the academic year immediately preceding receipt of the Continuing Eligibility roster. The certifying official must complete the roster by providing the number of hours completed for the previous academic year and the cumulative grade point average achieved for each student listed.

(h) Due Diligence

The institution shall exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Division of Higher Education for any Governor's Scholar or former Governor's Scholar. In addition, the institution shall exercise due diligence in complying with all the rules and regulations of the Arkansas Governor's Scholars Program. The Arkansas Division of Higher Education shall periodically review the institution's records concerning the Governor's Scholars Program in an effort to exercise its due diligence requirements as a steward of State of Arkansas.

Governor's Higher Education Transition Scholarship Program

1.00 REGULATORY AUTHORITY AND PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Division of Higher Education Rules Governing the Governor's Higher Education Transition Scholarship Program.
- 1.02 These rules are enacted pursuant to the Arkansas Higher Education Coordinating Board's authority under Ark. Code Ann. §§ 6-82-105 and Acts 2022, No. 215.
- 1.03 The purpose of these rules is to establish the requirements and processes governing the Governor's Higher Education Transition Scholarship Program.

2.00 GOVERNOR'S HIGHER EDUCATION TRANSITION SCHOLARSHIP

- 2.00 The Arkansas Division of Higher Education (ADHE) shall oversee the establishment of the Governor's Higher Education Transition Scholarship Program.
- 2.01 Continuation of the Governor's Higher Education Transition Scholarship Program shall be contingent upon available funding.

3.00 ORGANIZATION AND STRUCTURE

- 3.00 ADHE shall administer the Governor's Higher Education Transition Scholarship Program.
- 3.01 ADHE shall establish application periods and deadlines.

4.00 ELIGIBILITY CRITERIA

- 4.00 The Governor's Higher Education Transition Program Scholarship may only be awarded to those students who are admitted into transition programs that are accredited by The Institute for Community Inclusion as Comprehensive Training Programs.

4.00.1 In order to be considered a qualifying institution, an institution must offer a transition program as described in 4.01 of these rules.

4.01 Students, or representatives acting on behalf of students, must complete the online scholarship application provided by ADHE.

5.00 CONTINUED ELIGIBILITY

5.00 Recipients of the Governor's Higher Education Transition Scholarship will maintain award eligibility for a maximum of four (4) semesters as long as the recipients are continuously enrolled in a transition program.

6.00 SCHOLARSHIP AMOUNTS

6.00 Scholarship awards are contingent upon availability of funds.

6.01 Awards may not exceed the institutional cost of attendance. The maximum award amount is \$2,500.00 per semester that the student qualifies for the scholarship.

6.02 Awards may be applied to tuition, mandatory fees, programmatic fees, room and board, supplies, or extended support services.

7.00 PAYMENT OF SCHOLARSHIPS

7.00 ADHE shall disburse scholarship funds to the qualifying institution of the recipient's choice via electronic funds transfer or state warrant.

7.01 After verification of enrollment, the institution will disburse the scholarship funds to the student according to the institution's disbursement procedures.

7.02 The scholarship payment will correspond to academic terms, semesters, quarters, or equivalent time periods at the institution.

7.03 In no instance may the entire amount of the scholarship disbursement for an educational year be paid in advance to or on behalf of such student.

7.04 If the recipient of a scholarship withdraws, drops out, or is expelled on or

after the first day of class of a payment period, the institution will determine whether the student received an overpayment of financial aid funds for non-institutional expenses.

- 7.04.1 Overpayment is the difference between the amount received as cash disbursements and the amount incurred for non-institutional costs during the portion of the payment period that the student was actually enrolled.
 - 7.04.2 It is the institution's responsibility to contact students and recover overpayment(s).
 - 7.04.3 The institution shall refund the overpayment(s) to ADHE.
- 7.05 If the award of a Governor's Higher Education Transition Program Scholarship results in an overpayment to the student per Ark. Code Ann. § 6-80-105, the institution shall follow the ADHE Scholarship Stacking Policy in reducing the student's financial package so that the student does not receive funds above the federally-recognized cost of attendance.

8.00 RESPONSIBILITIES OF QUALIFYING INSTITUTIONS

- 8.00 The chief executive officer of the qualifying institution is responsible for appointing one representative from the financial aid office to act as administrator of the Governor's Higher Education Transition Scholarship Program and to receive all communications, forms, and other correspondence related to the program. This representative will be responsible for verification, data and compliance with all program rules, and regulations.
- 8.01 The institution shall maintain information regarding disbursement of scholarship funds.
- 8.02 The deadline for disbursement of funds is no later than ten (10) days after receipt of funds.
- 8.02.1 Any outstanding funds not disbursed by these dates must be returned to ADHE.

- 8.02.2 If ADHE receives an application beyond the deadline referenced in 8.03 of these rules, disbursement will be made within ten (10) business days of receipt of the verification roster and electronic transfer of funds.
- 8.03 In exercising its due diligence requirements as a steward of state funds, ADHE shall periodically review the qualifying institution's records concerning this program.
- 8.04 Upon request, the qualifying institution shall exercise due diligence in providing ADHE with complete, accurate, and timely information regarding current and former Governor's Higher Education Transition Scholarship Program recipients.
- 8.05 Institutions with accredited transition programs will certify students' admittance and enrollment prior to scholarship award.
- 8.06 The institution shall comply with all applicable ADHE rules and regulations in order to maintain its status as a qualified institution.

9.00 RESPONSIBILITIES OF RECIPIENTS

- 9.00 It is the recipient's responsibility to notify ADHE of any change in status within twenty-one (21) days. This will include:
 - 9.00.1 Change in name;
 - 9.00.2 Change in address; and
 - 9.00.3 Change in institution.
- 9.01 Failure to notify ADHE of a change in status may affect future eligibility.

Arkansas Future Grant Program

(Effective Date: May 2, 2022)

Policy Statement

These rules shall be known as the Arkansas Division of Higher Education Rules Governing the Arkansas Future Grant Program. This policy addresses the student eligibility criteria, method for recipient selection, continuing eligibility requirements, procedures for making payments to an approved institution of higher education, and other administrative procedures necessary for operation of the program.

Applicable Arkansas Code

Ark. Code Ann. 6-82-1801 ET. Seq.

Definitions

- (1) "Approved institution of higher education" means an institution of higher education approved by the Division of Higher Education to participate in the Arkansas Future Grant Program and that is:
 - (A) A state-supported two-year or four-year college or university;
 - (B) A state-supported technical institute; ~~or~~
 - (C) An approved state-supported school of nursing; or
 - (D) A private, nonprofit two-year or four-year college or university.
- (2) "Approved state-supported school of nursing" means a state-supported school of nursing with its primary headquarters located in Arkansas that:
 - (A) Prepares students as registered nurses;
 - (B) Grants nursing diplomas;
 - (C) Is eligible to participate in the federal student aid programs of the Higher Education Act of 1965, 20 U.S.C. § 1070 et seq.;
 - (D) Is approved by the Arkansas State Board of Nursing;
 - (E) Has been approved by the Division of Higher Education as eligible to participate in the Arkansas Future Grant Program; and

- (F) Is not a two-year or four-year college or university;
- (3) "Federal student financial assistance" means scholarships or grants awarded to a student as a result of:
 - (A) An approved Free Application for Federal Student Aid, including without limitation a Pell Grant; or
 - (B) The student's or other family member's service in the United States Armed Forces, including without limitation the Army National Guard or Air National Guard;
- (4) "Private scholarship" means a scholarship or grant awarded by a private entity or donor; and
- (5) "Regional high-demand field" means any field of study identified as in demand by the Arkansas Division of Workforce Services as published on its annual regional Projected Employment Opportunities List or any field of study identified as high demand by an approved institution of higher education and approved by the Division of Higher Education.
- (6) "State-supported student financial assistance" means a state-supported scholarship, grant, tuition waiver, or tuition reimbursement funded with state funds or net proceeds from the state lottery awarded by:
 - (A) The Division of Higher Education; or
 - (B) A scholarship or grant awarded by an approved institution of higher education in this state funded, in whole or in part, by state funds, including without limitation:
 - (i) Scholarships awarded on the basis of entrance exam scores or high school academic achievement;
 - (ii) Tuition waivers based on age, military service, occupation, or other factors;
 - (iii) Performance scholarships for band, musical performing groups, arts, theater, forensics, and similar activities that are not awarded on the basis of entrance exam scores or high school academic achievement; and
 - (iv) Any other publicly funded program under which students are not charged or are reimbursed by the approved institution of higher education for tuition, fees, books, or other costs of attendance.

Procedures

Eligibility Requirements.

- (a) A student is eligible for an Arkansas Future Grant if the student is an Arkansas resident who:
 - (1) Meets one (1) of the following requirements:
 - (A) Has either:
 - (i) Graduated from an Arkansas:
 - (a) Public high school;
 - (b) Private high school; or
 - (c) Home school under § 6-15-501 et seq.; or
 - (ii) Received a high school equivalency diploma approved by the Division of Workforce Services; or
 - (B) Verifies that he or she has resided in Arkansas for the three (3) years immediately preceding application for the grant and has either:
 - (i) Graduated from an out-of-state:
 - (a) Public high school;
 - (b) Private high school; or
 - (c) Home school recognized by another state; or
 - (ii) Received a high school equivalency diploma approved by another state;
 - (2) Is enrolled part-time or full-time at an approved institution of higher education in a program of study that leads to an associate degree or a certification in a:
 - (A) Science, technology, engineering, accounting, finance, nursing, education or mathematics field, including without limitation computer science, information technology, data analysis, or graphic design;
 - (B) Regional high-demand field; or
 - (C) State high-demand field; and
 - (3) Has completed and submitted to the United States Department of Education a Free Application for Federal Student Aid or a subsequent application required by the United States Department of Education for federal financial aid.

Continuing Eligibility Requirements.

- (a) A student may continue to be eligible until the student has:

- (1) Received the grant for five (5) academic semesters;
- (2) Obtained an associate degree;
- (3) Failed to maintain satisfactory academic progress, as determined by the approved institution of higher education in which the student is enrolled; or
- (4) Failed to complete the mentoring or community service requirements under the Grant Recipient Responsibilities section of this rule.

Grant Award Amounts.

- (a) (1) An Arkansas Future Grant shall be in an amount equal to the tuition, fees, and other charges incurred by a student who meets the requirements under the Eligibility Requirements and Continuing Eligibility Requirements sections of this rule to attend an approved institution of higher education less the amount the student receives in:
 - (A) State-supported student financial assistance;
 - (B) Federal student financial assistance; and
 - (C) Private scholarships.
 - (2) If the approved institution of higher education in which the student is enrolled is a state- supported four-year institution of higher education or a private, nonprofit four-year institution of higher education, the total amount of tuition, fees, and other charges under subdivision (a)(1) of this section shall be calculated as the average cost of tuition, fees, and other charges at approved institutions of higher education that are state-supported two-year institutions of higher education or private, nonprofit two-year institutions of higher education.
- (b) The Division of Higher Education shall disburse the grant directly to the approved institution of higher education.
 - (c) The division shall award grants under this rule in the order in which the division receives applications from eligible students and based on availability of funds.

Grant Hold.

- (a) (1) The Division of Higher Education may approve a grant hold for a period of twenty-four (24) months or less.
- (2) The reasons for a grant hold may include without limitation:
 - (A) A medical condition of the student or a member of the student's

immediate family that, on the basis of a physician's good-faith judgment, necessitates the student or the student's immediate family member to be hospitalized or receive outpatient or home-based medical care or to recuperate until released by the attending physician;

- (B) A personal or family emergency that requires the student to:
 - (i) Attend the funeral of an immediate family member; or
 - (ii) Visit a relative of the student if the relative has a medical condition in which death is possible or imminent;
- (C) Military service under § 6-61-112; or
- (D) (i) A commitment of twelve (12) to twenty-four (24) months for service in a national or international humanitarian project sponsored by a nonprofit corporation organized with a charitable or educational purpose.
 - (ii) The student's commitment shall be expressed in a written agreement with the nonprofit organization including the terms of completion for the student's service on the related project.
 - (iii) The division shall release a grant hold if the division determines that the student did not complete the commitment under the written agreement.

Grant Recipient Responsibilities.

- (a) A student who receives an Arkansas Future Grant shall enter into a written agreement with the Division of Higher Education to:
 - (1) (A) Receive monthly mentoring from a mentor from an organization determined by the Division of Higher Education.
 - (B) A mentor under subdivision (a)(1)(A) of this section shall:
 - (i) Receive annual mentoring training:
 - (a) Developed by the Division of Higher Education; and
 - (b) Provided by a local volunteer group approved by the Division of Higher Education; and
 - (ii) Certify to the Division of Higher Education that at least one (1) time each semester the mentor has provided mentoring services by telephone, email, or in person to each student he or she is mentoring;

- (2) (A) Complete at least ten (10) hours of community service each semester the student receives a grant.
- (B) (i) A student may select a community service project that meets requirements developed by the Division of Higher Education.
- (ii) An approved institution of higher education may provide community services opportunities designed to benefit the approved institution of higher education community or the broader local community.
- (C) A student shall certify his or her community service to the approved institution of higher education by the last regular day of the semester the student received the grant; and
- (3) (A) Reside in this state for three consecutive (3) years and be employed beginning within six (6) months after receiving an associate degree or a certification.
- (B) The Division of Higher Education may defer the requirement under subdivision (a)(3)(A) of this section if:
- (i) The Division of Higher Education, in consultation with the Division of Workforce Services, determines that there was no employment position available that would reasonably enable the student to meet this requirement; or
- (ii) Special circumstances as determined by the Division of Higher Education exist.
- (C) After the period of deferral, the student shall begin or resume working in this state or become subject to repayment under subsection (b) of this section.
- (b) The written agreement under subsection (a) of this section shall provide that the grant converts into a loan and the student shall repay the grant amount:
- (1) On a pro rata basis at an interest rate and on a schedule as determined by the Division of Higher Education for each year the student does not reside in this state for three (3) consecutive years and become employed beginning within six (6) months after receiving an associate degree or a certification; or
- (2) In its entirety at an interest rate and on a schedule as determined by the Division of Higher Education if the recipient does not comply with the written agreement under subsection (a) of this section.
- (c) It is the recipient's responsibility to notify the Arkansas Division of Higher Education of any change in status within 21 days. Failure to notify the Arkansas Division of Higher Education of a change of status may affect future eligibility. Change of status

will include:

- (1) Change in name
- (2) Change in address
- (3) Change in institution

Collection of Loan.

- (a) Accounts will be retained by the Division of Higher Education in the Financial Aid Division until the individual is no longer eligible for deferment. The account will be turned over to a vendor for repayment. The student will be notified by mail that their account is being placed with a vendor for collections and they will be sent a loan amortization schedule along with the letter. The account will remain with the vendor until repaid or 120 days past due. Loan recipients who are determined by the Division of Higher Education to be 120 days delinquent will be mailed their first letter of notification ten (10) days after the installment payment is due. If payment is not forthcoming within 60 days from the original payment due date, a second letter of notification will be sent to the loan recipient declaring their account is delinquent and requesting that the account be immediately brought up to date. If the loan recipient has not responded within 90 days from the original payment due date, the third and final letter of notification will be sent to the recipient informing them that the account will officially be in default if outstanding payments are not made within 30 days.
- (b) Skip Tracing Mechanisms
 - (1) ADHE will use these steps to locate recipients if communications are returned as undelivered:
 - (A) Contact the Motor Vehicle Division of the Arkansas Department of Finance and Administration;
 - (B) Contact references listed on the recipient's application;
 - (C) Utilize telephone directory or check with directory assistance in the area of the recipient's last known address;
 - (D) Contact institutional offices (alumni office, admissions office, registrar's office, fraternity or sorority, and the department that the recipient majored in) at the campus where the recipient last attended;
 - (E) Contact creditors, such as credit card companies, credit bureaus, or GSL lender;
 - (F) Contact recipient's field of study--professional organization, union, or

licensing board;

(G) Contact post office;

(H) Contact utility companies; and,

(I) Contact Chamber of Commerce.

(c) Credit Reporting Agencies

(1) Defaulted recipients will be reported to the following Credit Reporting Agencies:

(A) CSC Credit Reporting Services, Inc.

(B) T R W Credit Data

(C) Trans Union Credit Reporting

(2) Forms for reporting defaulted loan recipients are located in the collections file. The Division of Higher Education will also respond promptly to any inquiries it receives from credit reporting agencies concerning delinquent or defaulted loan recipients.

(d) State Income Tax Set Off

(1) By the authority of Act 345 of 1993, the Division of Higher Education has been included as a claimant agency for the setoff of debts against state tax refunds.

(e) Litigation

No sooner than 30 days after sending the third letter of notification, the Division of Higher Education shall institute a civil suit against the recipient for repayment of the loan. Small Claims Courts will be used to satisfy debts of accounts up to \$3,000.00. If over \$3,000.01, the Division of Higher Education must use Circuit Court. If the account is \$3,000.01 or above, the Division of Higher Education may choose to use Small Claims Courts and waive the difference because of the expense involved in going to Circuit Court. If the Division of Higher Education chooses to waive the difference, it cannot later try to collect the difference. Forms to take the recipient to Small Claims Courts are requested from the recipient's county of residence.

(f) Write-Offs

(1) Arkansas Future Grants that convert to loans may be written off as uncollectible if the Division of Higher Education shows due diligence to

satisfy the collection of the debt, and documents in the recipient's file that:

(A) The cost of litigation would exceed the likely recovery if litigation were commenced; or

(B) The recipient does not have the means to satisfy a judgment on the debt, or a substantial portion thereof.

(2) Proof of due diligence collection activities must be submitted to the Administrator of the Department of Finance and Administration and approval from the Administrator must be received before Arkansas Future Grant loan accounts may be written off.

(g) Nonpayment Penalties

Loan recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

Institutional Responsibilities.

(a) College/University Responsibilities

(1) Administrative Agreement

The chief executive officer of the eligible institution is responsible for appointing one representative from the financial aid office to act as administrator of the Arkansas Future Grant Program and to receive all communications, forms, etc. This representative is responsible for verification, data and compliance with all program rules and regulations. The institution must comply with all rules and regulations in order to maintain continued eligibility status.

(2) Disbursement Records

The institution shall maintain information on the student indicating disbursement of scholarship funds.

(3) Institutional Verification

The institution shall provide certification of enrollment in eligible program of study and enrollment in courses that will meet satisfactory academic progress standards, as of the eleventh day of classes, by completing a Verification Roster each semester after registration. The Verification Roster is an alphabetical listing by institution of all persons receiving the award for a given academic term. The certifying official is responsible for completing the verification rosters each semester or trimester. The Arkansas Division of Higher Education shall provide electronic Verification Rosters to the Financial Aid Administrator for each semester or trimester as needed. The electronic

Verification Rosters shall be returned to the Arkansas Division of Higher Education by November 1 for the fall term and by March 15 for the spring term. The Arkansas Division of Higher Education shall also provide electronic continuing eligibility rosters to the Financial Aid Administrator before the end of the fall and spring term. The continuing eligibility rosters shall be returned to the Arkansas Division of Higher Education no later than January 15 based on the Fall semester and June 1 based on the Spring semester to ensure that adequate time is provided to notify students of their status in the program.

(4) Deadlines for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after receipt of funds. Any outstanding funds not disbursed by these dates must be returned to the Arkansas Division of Higher Education. For those students whose applications are received by ADHE too late to allow disbursement by these dates, disbursement will be made within 10 working days of receipt of the verification roster and electronic transfer of funds.

(5) Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Division of Higher Education on any Arkansas Future Grant recipient or former recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Arkansas Future Grant Program. The Arkansas Division of Higher Education shall periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

Law Enforcement Officers' Dependents Scholarship Program

(Effective Date: May 2, 2022)

Organization and Structure

- I. The Arkansas Division of Higher Education shall administer the Law Enforcement Officers' Dependents Scholarship Program within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Division of Higher Education or his/her designee.
- II. The final responsibility for determining eligibility of scholarship recipients shall rest with the Director of the Arkansas Division of Higher Education pursuant to the provisions of Act 521 of 1973, Act 47 of 1983, Act 190 of 1989, Act 153 of 1993, Act 1034 of 1999, Act 113 of 2001, Act 158 of 2001, and Act 172 of 2007, Act 1217 of 2009 and any subsequent legislation.
- III. When functioning under Act 521 of 1973, Act 47 of 1983, Act 190 of 1989, Act 153 of 1993, Act 1034 of 1999, Act 113 of 2001, Act 158 of 2001, Act 172 of 2007, Act 1217 of 2009, and any subsequent legislation, the Arkansas Division of Higher Education shall follow the provisions of the Administrative Procedure Act.

Scholarship Eligibility Criteria

- I. In order to be eligible for the Law Enforcement Officers' Dependents Scholarship, the student must be a natural child, adopted child, stepchild, or spouse of an Arkansas law enforcement officer, fireman, state highway employee, state forestry employee, state correction employee, state park employee, teacher, or Department of Community Correction employee who was killed or permanently and totally disabled as a result of injuries or wounds which occurred in the performance of duty or in the course of going to or returning from a location where a hazardous situation existed. Scholarship benefits shall not accrue to the dependents if the wounds or injuries suffered by the law enforcement officer, fireman, state highway employee, state forestry employee, state correction employee, state park employee, teacher, or Department of Community Punishment employee are self-inflicted or if death is self-induced.

A law enforcement officer means:

- A. Arkansas state highway patrolman, which includes any law enforcement officer, regardless of department or bureau, of the Division of Arkansas State Police;
- B. Arkansas municipal and college or university police officers, which includes

all law enforcement officers of any municipality, college, or university who are regular duty personnel on full-time status and does not include auxiliary officers or those serving on a temporary or part-time status;

- C. Arkansas sheriff or deputy sheriff, which includes all law enforcement officers of full-time status on a regular basis serving the sheriff's department of any county located in Arkansas, but does not include deputy sheriffs who are engaged in administrative or civil duty or deputy sheriffs serving in a temporary capacity or part-time basis;
- D. Arkansas constable, which includes all duly elected constables of any beat of any county within the State of Arkansas while actually engaged in the performance of their duties concerning the criminal laws of the county and state; and,
- E. Arkansas game warden, which includes all appointed game wardens employed by the State of Arkansas on a full-time duty status while actually engaged in their duties concerning the game laws of this state.

A fireman means:

- A. Any Arkansas fireman employed on a full-time or volunteer duty status while actually engaged in the performance of his or her duties;

A state highway employee means:

- A. An Arkansas Department of Transportation employee, which is defined as any employee who actively engages in highway maintenance, construction, or traffic operations on the roadways and bridges of the state highway system while the roadways and bridges are open for use by the traveling public;

A state forestry employee means:

- A. An employee of the Arkansas Forestry Commission who is actively engaged in his or her duties of fighting forest fires;

A state correction employee means:

- A. Any employee of the Arkansas Division of Correction or the Arkansas Correctional School District who becomes subject to injury through contact with inmates or parolees of the Division of Correction;

A state park employee means:

- A. Any employee of the Arkansas Department of Parks, Heritage, and Tourism who is a commissioned law enforcement officer or emergency response

employee while actively engaged in the performance of his or her duties;

A teacher means:

- A. Any person employed by an Arkansas public school for the purpose of giving instructions and whose employment requires state certification; and

A Department of Community Correction employee means:

- A. Any employee of the Arkansas Department of Community Correction who suffers fatal injuries or wounds or becomes permanently and totally disabled as a result of injuries or wounds which occurred through contact with parolees, probationers, or center residents.

II. To be eligible to receive the Law Enforcement Officer's Dependents Scholarship, the applicant must be:

- A. A child must have been born prior to the date of the death or total and permanent disability (See "Scholarship Eligibility Criteria," Section I);
- B. An adopted child must have been adopted prior to or the adoption process must have begun prior to the date of the death or total and permanent disability (See "Scholarship Eligibility Criteria," Section I);
- C. A stepchild must have been listed as a dependent on the federal and state income tax returns in each of the five (5) income tax years immediately prior to the death or total and permanent disability and must have received more than one-half (1/2) his or her financial support (See "Scholarship Eligibility Criteria," Section I)
- D. Enrolled or accepted for enrollment as an undergraduate student in any Arkansas state-supported college, university or technical institute;
- E. Less than twenty-three (23) years old on or before the first day of the semester or quarter, unless the applicant is a spouse; and,
- F. A bona fide resident of Arkansas, as defined by the Arkansas Division of Higher Education, for at least six (6) months prior to enrollment in an Arkansas institution.

III. Continued Eligibility

The scholarship will be awarded for one academic year and renewed annually up to three years (for a total of 8 semesters) so long as the student maintains a minimum of a 2.0 grade point average on a 4.0 scale and satisfactory progress toward a degree as defined by the institution.

- IV. The spouse will not be eligible for the educational benefits if he or she re-marries. The benefits will cease at the end of the semester in which the spouse is currently enrolled at the time of the marriage.

Application Process

I. Applications

- A. Applications and brochures regarding the Law Enforcement Officers' Dependents Scholarship are mailed to the following:
1. Counselors and principals at all public and private high schools in the State; and,
 2. Financial aid officers at all public colleges, universities, and public technical institutes in the state. The institutional financial aid officer is responsible for ensuring that eligible students at their institution are made aware of the Law Enforcement Officers' Dependents Scholarship Program and its benefits.
- B. Applications will be made available online from the Arkansas Division of Higher Education.

II. Submission of Applications

- A. The Arkansas Division of Higher Education shall establish the deadline for receipt of applications. The deadline date shall be clearly printed on the application.
- B. Scholarship applicants shall submit to the Arkansas Division of Higher Education the following:
1. The Law Enforcement Officer's Dependents Scholarship Application;
 2. Documentation in the form of a Death Certificate;
 3. Order & Finding of Facts from the Arkansas State Claims Commission;
 4. A copy of birth certificate, if a dependent child; and,
 5. A copy of their marriage license, if a spouse.
- C. The applicant must apply for the scholarship prior to the published deadline in order to receive the scholarship. Reimbursement can only be made for the year in which the student is currently enrolled and has made application.

Award Process

- I. Applications and supporting documentation will be reviewed for completeness and to determine whether the applicant meets all the required eligibility requirements. Applicants will be notified within thirty (30) days of receipt of all required documentation of the status of their application.
- II. Eligible students will receive an award notice that contains the conditions of the award, the requirements for continued eligibility, an explanation of the benefits, and the student's responsibilities.
- III. The institution will also receive an award notice that contains the student's name and social security number, the award limits, the conditions of the award, the verification process, and the payment process. The institution will be asked to complete a Reimbursement Form listing all charges covered by this program.
- IV. The institution will be responsible for verifying the student's continuing eligibility each semester.
- V. The award will be renewed annually as long as the student satisfies the continued eligibility requirements as "Scholarship Eligibility Criteria," Section V.

Scholarship Payment Policies

- I. A recipient may receive up to eight (8) semesters of tuition and fee waivers from the scholarship program. Payment to the scholarship recipient will be in the form of a tuition and fee waiver at the recipient's institution. The Arkansas Division of Higher Education will reimburse the institution upon verification of enrollment after the 11th day of classes each semester for approved charges.
- II. The scholarship will pay the cost of tuition at the in-state rate and room in school-owned housing at any state-supported college, university or technical institute within the State of Arkansas. It does not include the cost of the following:
 - A. Books
 - B. Food
 - C. School supplies and materials
 - D. Dues and fees for extracurricular activities
- III. The Arkansas Division of Higher Education will pay the institution for tuition and fees covered by this program at the beginning of each term upon receipt of the Reimbursement Form and verification of the charges.
 - A. Transfer Policy

A recipient who has received a Law Enforcement Officers' Dependents Scholarship may transfer to another eligible institution provided the Arkansas Division of Higher Education receives written notification of the change of status by October 1 for the Fall Term, February 1 for the Winter/Spring Terms, and May 1 for the Summer Terms.

B. Withdrawal Policy

Recipients may withdraw from the Law Enforcement Officers' Dependents Scholarship Program upon written notification to, and approval by, the Arkansas Division of Higher Education. The petition shall give the reason for withdrawal and shall be supported with documentation.

C. Revocation Policy

The award will be revoked if the recipient fails to:

1. Enroll in an eligible Arkansas institution;
2. Notify the Arkansas Division of Higher Education, in writing, of transfer to another eligible institution by October 1 for the Fall term, February 1 for the Winter and/or Spring Terms, and May 1 for the Summer Terms; or,
3. Petition the Arkansas Division of Higher Education, in writing, for withdrawal from an institution by October 1 for the Fall Term, February 1 for the Winter/Spring Terms, and May 1 for the Summer Terms.
4. Maintain a minimum GPA of 2.0 on a 4.0 per academic year.

At the discretion of the Arkansas Division of Higher Education, the award will not be revoked if the ADHE determines that extraordinary circumstances prevented the student from notifying ADHE by the required dates.

D. Military Service

Recipients who are members of the Arkansas National Guard or Armed Forces Reserves units who are called to active duty for reasons other than regular unit training and are unable to complete the current term will not be penalized. They will be placed on deferred status until six (6) months after release from active duty.

Institutional Responsibilities

I. Administrative Agreement

The chief executive officer of the state-supported institution of higher education or

technical institute is responsible for appointing one representative from the Financial Aid Office to act as administrator of the Law Enforcement Officers' Dependents Scholarship Program and to receive all communications and forms issued by the Arkansas Division of Higher Education. This representative is responsible for completing all forms, verification of data, and complying with all program rules and regulations.

The institution must comply with the following responsibilities in order to maintain continued eligibility status:

A. Verification

The institution shall provide verification to the Arkansas Division of Higher Education at the close of each term concerning the student's continuing eligibility. This is accomplished using the Verification Form issued by the Division. Reimbursement to the institution will be made after the institution has completed the Verification Form and the Reimbursement Form and returned them to the Arkansas Division of Higher Education.

B. Identification of Eligible Students

Institutions will be responsible for publicizing the program and identifying students eligible for the program. Reimbursement can only be made for the year in which the student is currently enrolled and has made application. Applications made after May 1 of the academic year in which the student is enrolled will not be considered and the student will not be eligible for the scholarship.

C. Disbursement Records

The institution shall maintain information on the student indicating disbursement of these funds.

D. Deadline for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after written receipt of funds. Any outstanding funds not disbursed must be returned to ADHE.

E. Refund Policy

It is the institution's responsibility to notify ADHE of the names of any persons owing a refund, the date of the withdrawal, and the refund amount. This information should be placed on the institution's verification roster before returning it to ADHE.

- F. Act 1180 of 1999 states that students who receive scholarships from public funds may not use those funds in a financial aid package to exceed the federally recognized cost of attendance at the institution where the student enrolls. The institution must follow ADHE policy in repaying public funds in the amount exceeding the total cost of attendance for any student who receives public funds in a financial aid package above the cost of attendance.

- G. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Division of Higher Education on any scholarship recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Law Enforcement Officers' Dependents Scholarship Program.

Recipient Responsibilities

- I. The recipient must notify the Arkansas Division of Higher Education, in writing, of any change in status within 30 days. This includes changes in:

- A. Name;
- B. Address;
- C. Institution; and/or,
- D. Withdrawal from an institution.

Failure to notify the Arkansas Division of Higher Education of a change in status may affect future eligibility.

- II. It is also the recipient's responsibility to be knowledgeable of the rules and regulations of the Law Enforcement Officers' Dependents Scholarship Program.

Program Definitions

The following definitions are used in the Law Enforcement Officers' Dependents Scholarship Program:

Approved Institution	A state-supported two-year or four-year college or university or technical institute located in the State of Arkansas that is accredited by the North Central Association, Commission on Higher Education, or has achieved candidacy status, and does not discriminate against applicants, or employees on the basis of race, color, religion, sex, age, handicap, or national origin, consistent with the
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provisions of applicable state and federal laws.

Dependent

A spouse, natural child, adopted child, or stepchild of an Arkansas law enforcement officer, fireman, state correction employees, state forestry employees, certain Arkansas Department of Transportation employees, state parks employees, teacher, or Department of Community Correction employees killed or totally and permanently disabled in the line of duty.

Satisfactory Progress

Satisfactory academic progress toward a degree as defined by the institution.

Military Dependents' Scholarship Program

(Effective Date: May 2, 2022)

Organization and Structure

- I. The Arkansas Division of Higher Education shall administer the Military Dependents' Scholarship Program within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Division of Higher Education or his/her designee.
- II. The final responsibility for determining eligibility of scholarship recipients shall rest with the Director of the Arkansas Division of Higher Education pursuant to the provisions of Act 188 of 1973, Act 2127 of 2005, Act 717 of 2007, Act 1216 of 2009 and subsequent legislation.
- III. When functioning under Act 188 of 1973, Act 2127 of 2005, Act 717 of 2007, Act 1216 of 2009 and subsequent legislation, the Arkansas Division of Higher Education shall follow the provisions of the Administrative Procedures Act.

Scholarship Eligibility Criteria

- I. To be eligible for the Military Dependents' Scholarship, an applicant must meet the following conditions:
 - A. The student's parent or spouse must have been declared to be a disabled veteran, prisoner of war, missing in action, killed in action, or killed on ordnance delivery during the course of active military duty after January 1, 1960.
 - B. The student's parent or spouse must have been a resident of the State of Arkansas at the time he/she entered service in the United States Armed Services, or whose official residence is currently within the State of Arkansas.
 - C. The dependent child or spouse of a person declared to be a prisoner of war or missing or killed in action, or a person killed on ordnance delivery, or a disabled veteran must be a current resident of Arkansas.
 - D. The student must qualify as the dependent of a disabled veteran, prisoner of war or a person declared to be missing or killed in action, or killed on ordnance delivery by meeting one of the following criteria:

1. The student is the legal spouse of a person declared to be a prisoner of war, missing or killed in action, or killed on ordnance delivery or a person declared to be a disabled veteran or,
 2. The dependent child must be the biological child of the parent who was declared to be a prisoner of war or missing or killed in action, or killed on ordnance delivery, or a disabled veteran; or,
 3. The dependent child is legally adopted or in legal custody of the guardian that was declared to be a prisoner of war or missing or killed in action or killed on ordnance delivery, or a disabled veteran.
- E. The dependent child must meet the U.S. Department of Education's definition of "dependent" with regards to children.
- F. A stepchild is not eligible for this scholarship unless he/she has been legally adopted by the parent who was declared to be a prisoner of war or missing or killed in action, or killed on ordnance delivery, or a disabled veteran.
- G. The applicant must apply for the Dependents' Educational Assistance Program (DEA) Chapter 35 of Title 38 of the U.S. Code with the Department of Veterans Affairs.
- H. The applicant must be enrolled or accepted for enrollment as a full-time student in any private, nonprofit institution of higher education in Arkansas or state-supported institution of higher education in Arkansas.
- I. The applicant must be an undergraduate student seeking an associate's degree, a baccalaureate degree or certificate of completion.
- J. The applicant must apply for the scholarship prior to the published deadline in order to receive the scholarship. Reimbursement can only be made for the year in which the student is currently enrolled and has made application.
- II. Once a person qualifies as an eligible student under the terms of the program, there shall be no situation, such as the return of a parent or spouse, or the reported death of a parent or spouse that will remove the dependent from the benefits of this program.

III. Continued Eligibility

An eligible recipient shall receive a scholarship for one (1) academic year, renewable for up to three (3) additional academic years if the recipient meets the following continuing eligibility criteria established by ADHE:

1. The student must maintain a cumulative grade point average of at least 2.0 on

a 4.0 scale.

2. The student is making satisfactory progress toward a degree or certificate of completion;
3. The student is enrolled in at least twelve semester hours or the equivalent per semester and completes 24 semester hours, or the equivalent, per academic year.

Application Process

I. Applications

- A. Brochures are mailed to counselors and principals at public and private Arkansas high schools.
- B. Brochures are mailed to financial aid officers at private, nonprofit institutions of higher education in Arkansas and state-supported institutions of higher education in the state of Arkansas. The institutional financial aid officer is responsible for ensuring that eligible students are made aware of the Military Dependents' Scholarship Program and its benefits.
- C. Applications will be made available online from the Arkansas Division of Higher Education.

II. Submission of Applications

- A. The Arkansas Division of Higher Education shall establish the deadline for receipt of applications. The deadline date shall be clearly printed on the application.
- B. Scholarship applicants shall submit to the Arkansas Division of Higher Education the following documentation as it applies to the applicant:
 1. Military Dependents' Scholarship Application;
 2. A death certificate or other documentation certifying the death of the parent or spouse. A death as a result of injuries received while serving in the armed forces is only covered if the death occurred while on active duty.
 3. A Report of Casualty from the appropriate branch of the United States Armed Services or a copy of the veteran's DD214 form;
 4. Documentation from the federal Department of Veterans Affairs citing service-connected, one hundred percent (100%) total and permanent disability;

5. A copy of the application and statement of acceptance or denial of the federal program for dependents of veterans, Dependents' Educational Assistance Program (DEA).
6. A copy of DEA benefits statement showing the amount of educational assistance allowed for each term.
7. A copy of legal adoption or court appointed legal guardianship for a dependent child;
8. A copy of birth certificate, if a dependent child;
9. A copy of marriage license, if a spouse.

Award Process

- I. Applications and supporting documentation will be reviewed for completeness and to determine whether the applicant meets all the eligibility requirements. Applicants will be notified within 30 days of the status of their application.
- II. Eligible students will receive an award notice, which contains the conditions of the award, the requirements for continued eligibility, an explanation of the benefits, and the student's responsibilities.
- III. The institution will also receive an award notice, which contains the student's name, social security number, award limits, the conditions of the award, verification process, and payment process. The institution will be required to complete a Reimbursement Form listing all charges covered by this program.
- IV. The institution will be responsible for verifying the student's continued eligibility each semester.
- V. The award will be renewed annually provided the student satisfies the continued eligibility requirements as defined by the Arkansas Division of Higher Education in "Scholarship and Eligibility Criteria," Section III.
- VI. Reimbursement can only be made for the year in which the student is currently enrolled and has made application.

Scholarship Payment Policies

- I. The scholarship will pay that portion of charges that exceeds the amount of the DEA educational assistance allowance OR the full amount if the recipient is ineligible for DEA, but is eligible for the MDS. Reimbursement is limited to the cost of tuition at the in-state rate, mandatory fees, and a room and meal plan when

provided in campus facilities from such institution or school. The amount reimbursed for the room shall not exceed the usual and custom amounts charged by the institution as for similar scholarship programs.

- II. Payment on behalf of the scholarship recipient will be made directly to the recipient's institution. The Arkansas Division of Higher Education will reimburse the institution at the beginning of each semester for approved charges covered by this program upon receipt of the Reimbursement Form, and verification of the charges. Reimbursement can only be made for the year in which the student is currently enrolled and has made application.
- III. The Arkansas Division of Higher Education will pay the institution for the award covered by this program upon receipt of the Reimbursement Form, and verification of the charges.

A. Transfer Policy

A recipient who has received a Military Dependents' Scholarship may transfer to another eligible institution provided the Arkansas Division of Higher Education receives written notification of the change of status by October 1 for the Fall Term, February 1 for the Winter/Spring Terms, and June 1 for the Summer Terms. Failure to notify the Arkansas Division of Higher Education of the transfer by the deadline will disqualify the student for waiver of tuition and fees at the institution to which he/she has transferred.

B. Withdrawal Policy

Recipients may withdraw from the Military Dependents' Scholarship Program upon written notification to, and approval by, the Arkansas Division of Higher Education. The petition shall give the reason for withdrawal and will be supported with documentation. Recipients who withdraw from school and fail to notify the Arkansas Division of Higher Education by October 1 for the Fall term, February 1 for the Winter and/or Spring terms, and June 1 for the Summer terms will not be eligible for a tuition waiver for that semester. The recipient may receive the tuition waiver if he/she can demonstrate that extraordinary circumstances prevented him/her from notifying the Arkansas Division of Higher Education.

C. Revocation Policy

The award will be permanently revoked if the recipient fails to enroll full-time and the Arkansas Division of Higher Education receives neither written notification of transfer to another eligible institution, nor a petition for withdrawal by the recipient by October 1 for the Fall Term, February 1 for the Winter/Spring Terms and June 1 for the Summer Terms. At the discretion of the Arkansas Division of Higher Education, the award will not be revoked if the Division

determines that extraordinary circumstances prevented the student from notifying the Division by the required dates.

D. Military Service

Recipients who are members of the Arkansas National Guard or Armed Forces Reserve units who are called to active duty for reasons other than regular unit training and are unable to complete the current term will not be penalized. They will be placed in deferred status until six (6) months after release from active duty.

- IV. Act 1180 of 1999 states that students who receive scholarships from public funds may not use those funds in a financial aid package to exceed the federally recognized cost of attendance at the institution where the student enrolls. The institution must follow ADHE policy in repaying public funds in the amount exceeding the total cost of attendance for any student who receives public funds in a financial aid package above the cost of attendance.
- V. The state assistance awarded to a dependent attending a private, nonprofit institution of higher education in this state shall not exceed the amount of state assistance awarded to dependents attending state-supported institutions of higher education.

Institutional Responsibilities

I. Administrative Agreement

The chief executive officer of the state-supported institution of higher education is responsible for appointing one representative from the Financial Aid Office to act as administrator of the Military Dependents' Scholarship Program and to receive all communications and forms issued by the Arkansas Division of Higher Education. This representative is responsible for completing all forms, verification of data, and complying with all program rules and regulations. The institution must comply with these responsibilities in order to maintain continued eligibility status.

II. Verification

The institution shall provide verification to the Arkansas Division of Higher Education (ADHE) at the close of each term concerning the student's name and continuing eligibility. This is accomplished using the Verification Form issued by the Division. Reimbursement to the institution will be made after the institution has completed the Verification Form and the Reimbursement Form and returned them to the Arkansas Division of Higher Education.

III. Identification of Eligible Students

Institutions will be responsible for exercising all reasonable efforts to identify students eligible for the program. Reimbursement can only be made for the year in which the student is currently enrolled and has made application.

IV. Deadline for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after written receipt of funds. Any outstanding funds not disbursed must be returned to the Arkansas Division of Higher Education.

V. Refund Policy

It is the institution's responsibility to notify ADHE of the names of persons owing a refund, the date of the withdrawal and the refund amount. This information should be placed on the institution's verification roster before returning it to ADHE.

VI. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Division of Higher Education on any scholarship recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Military Dependents' Scholarship Program.

Recipient Responsibilities

- I. It is the recipient's responsibility to notify the Arkansas Division of Higher Education, in writing, of any change in status within 21 days. This includes:
 - A. Changes in name, or
 - B. Change in address, or
 - C. Change in Institution, or
 - D. Change in full-time status, or
 - E. Withdrawal from an institution.

Failure to notify the Arkansas Division of Higher Education of any change in status may affect future eligibility.

Program Definitions

The following definitions are used in the Military Dependents' Scholarship Program:

Approved Institution	A private, nonprofit institution of higher education in Arkansas or state-supported institution of higher education or technical school located in Arkansas that is accredited by the North Central Association Commission on Higher Education, or has achieved candidacy status, and does not discriminate against applicants, or employees on the basis of race, color, religion, sex, age, handicap, or national origin, consistent with the provisions of applicable state and federal laws.
Dependent Child	Any child born or conceived, been legally adopted, or under court appointed legal guardianship of a person who has been declared to be a prisoner of war or missing or killed in action, or killed on ordnance delivery, or a disabled veteran, AND who meets the definition of dependent with regards to children established by the U.S. Department of Education. Stepchildren are not eligible unless legally adopted as stated above.
Dependent Spouse	The legal spouse of a person who has been declared to be a prisoner of war or missing or killed in action, or killed on ordnance delivery, or a disabled veteran.
Disabled Veteran	A person who has been declared by the Federal Department of Veterans Affairs to be one hundred percent (100%) totally and permanently disabled as a result of service-connected injuries or medical conditions AND who is currently receiving special monthly compensation for such, AND who was a resident of the State of Arkansas at the time that person entered the service of the U.S. armed forces OR who is a current resident of Arkansas.
Full-time Student	An undergraduate student enrolled in at least twelve (12) semester credit hours, or its equivalent, per semester.
Satisfactory Progress	Undergraduate students must maintain a cumulative college grade point average of at least 2.0 on a 4.0 scale, and make satisfactory progress toward a degree or certificate of completion, as defined by the institution.

Fees Waived

Includes tuition at the in-state rate, room and board when provided in campus facilities, fees or other charges incurred from the approved institution. Non-reimbursable charges would include any penalty charges, including but not limited to, parking tickets, or other penalty payments.

Teacher Opportunity Program (TOP)

RULE 1 - ORGANIZATION AND STRUCTURE

- I. The Arkansas Department of Higher Education (ADHE) shall administer the Teacher Opportunity Program with the policies set by the Arkansas Higher Education Coordinating Board (AHECB). All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or the Director's designee. The Teacher Opportunity Program Advisory Council shall provide advice to the Department of Higher Education regarding administration of the program.
- II. Teacher Opportunity Program Advisory Council
 - A. The Teacher Opportunity Program Advisory Council shall consist of eight members. The members will be appointed annually to serve a two-year staggered term by the Director of the Department of Higher Education. The members of this council will consist of representatives from public and private postsecondary institutions with Teacher Education programs, public and private elementary and secondary schools, and the teacher certification division of the Department of Education.
 - B. The Director of the Department of Higher Education or the Director's designee shall serve as the presiding officer of the Teacher Opportunity Program Advisory Council and shall ensure that staff services for the Council are provided.
- III. The final responsibility for selecting loan recipients shall rest with the Department of Higher Education.
- IV. When functioning under Act 109 of 1983, Act 331 of 1987, and any subsequent legislation, the Arkansas Department of Higher Education shall follow the Provisions of the Administrative Procedures Act.

RULE 2 - ELIGIBILITY CRITERIA

- I. Applicant must be bona fide residents of the State of Arkansas, as defined by the Arkansas Department of Higher Education, as having lived in Arkansas continually for at least twelve (12) months prior the application deadline.
- II. Applicant shall maintain a current teacher license with the Arkansas Department of Education. Only individuals with a provisional license or who are in the alternative licensure program are not considered certified for the purposes of the Dual Certification Incentive Program.

III. Recipient awarded under the Dual Licensure Incentive Program must:

- A. Be currently employed as a classroom teacher, which includes librarian/media specialist, guidance counselor and administrator, in a public school in Arkansas; and
- B. Have been employed as a classroom teacher for at least three (3) years immediately preceding application; and
- C. Be accepted for enrollment in a teacher education program that will lead to licensure in a subject area that is different than the teacher's current licensure area and the subject area has either:
 - 1. Been declared by the Arkansas Department of Education as a subject area with a shortage of teachers; or
 - 2. Is in the grade level and subject area for which the school district has requested a waiver under 6-17-309.
- D. Earn a 2.5 cumulative grade point average in courses required toward dual licensure.

IV. Non-Dual Licensure Program requires that:

- A. Applicant must be currently employed as a classroom teacher which includes librarian/media specialist, guidance counselor and administrator, in Arkansas and declare an intention to continue such employment in Arkansas.
- B. Applicant must be enrolled in an approved institution in Arkansas.
- C. Applicant must be enrolled in college level courses, excluding correspondence courses, directly related to their employment as certified by the Director of the Department of Education, General Education Division.
- D. Recipient must maintain at least a 2.50 grade point average in the courses funded by the Teacher Opportunity Program. Recipients funded for one course must obtain at least a "B" for that course. Recipients funded for two courses must obtain at least a "B" for one course and a "C" for the other.

RULE 3 - APPLICATION PROCESS

I. Solicitation of Applicants

Applications will be available at the Arkansas Department of Higher Education's website. Applications will also be mailed to individuals upon request.

II. Submission of Application

Applications include personal information, as well as education and employment information. The Department of Higher Education will review all applications to ensure that all pertinent data are included and will notify the applicant of the status of the application. If the application is incomplete, ADHE will notify the applicant of this status, the information that is missing, and the deadline to submit the information. This deadline will be no less than two weeks from the date of the notification letter.

III. Application Deadline

The application deadline will be set each year by the Department of Higher Education. All applications must be submitted by the established deadline date. Applications received after the deadline date will not be considered for participation in the Teacher Opportunity Program. The Department may establish alternate deadlines for applicants based on the start date of each term.

RULE 4 – AWARD PROCESS

I. Selection of Recipients

- A. The final responsibility for selecting recipients shall rest with the Director of the Arkansas Department of Higher Education.
- B. Applications for the Dual Licensure Incentive Program will receive first priority for awards. If funds remain after awarding all eligible applicants under the Dual Licensure Incentive Program, Non-Dual Licensure Program applicants will be ranked according to criteria developed in conjunction with the Department of Education, focusing on state-wide needs.

II. Notification of Recipients

- A. Selected recipients will receive an award notice stating their eligibility for the program. The award notice will include, where applicable, the student's name, social security number, and award amount.

RULE 5 – REIMBURSEMENT AMOUNT

- I. Reimbursement for students in the Dual Licensure Incentive Program includes funding for the cost of student fees, books, and instructional supplies at a public institution of higher education in this State assessing the highest rate of student fees. The reimbursement made to one individual within one fiscal year may not exceed the aforementioned costs associated with six semester hours or the equivalent of six semester credit hours, though not to exceed \$3,000 during the fiscal year.

- II. Non-Dual Licensure Program recipients may receive funds up to, but not in excess of, the cost of student fees, books, and instructional supplies at a public institution of higher education in this State assessing the highest rate of student fees. The reimbursement made to one individual within one fiscal year may not exceed the aforementioned costs associated with six semester hours or the equivalent of six semester credit hours.
- III. Based on the availability of program funds, awards will be disbursed to the recipient pursuant to the reimbursement limitations above and ranking status. Recipients must maintain an eligible status to receive funds.

RULE 6 – REIMBURSEMENT DISBURSEMENT

Teacher Opportunity Program is a reimbursement program. A check made payable to the individual recipient is mailed to the student once he/she has successfully completed the funded course with a satisfactory grade and has provided the Arkansas Department of Higher Education with an original copy of the itemized paid receipt and grade report or transcript for the funded course.

RULE 7- RECIPIENT RESPONSIBILITIES

It is the recipient's responsibility to notify the Arkansas Department of Higher Education, in writing, of any change in status within 21 days. This will include, but is not limited to:

Change of name;

Change in address;

Change in institution;

Change in coursework to be funded;

Change in enrollment status;

Change in employment; or

Change in licensure status.

Failure to notify the Arkansas Department of Higher Education of a change in status may affect future eligibility or collection status.

RULE 8 - PROGRAM DEFINITIONS

The following definitions are used in the Teacher Opportunity Program (TOP):

Academic Year	A measure of the academic work to be accomplished by the recipient. The academic year is defined as fall, spring, and summer semesters, in that order.
Arkansas Resident	<p>To be considered an Arkansas resident by ADHE, an applicant must be an Arkansas resident for twelve (12) months prior to the application deadline for the financial aid program. Further, the recipient may be asked to provide evidence of a permanent connection with the State of Arkansas. ADHE will look to one or more of the following to determine residency in those cases:</p> <ul style="list-style-type: none"> (A) Valid Arkansas Driver's License; (B) Proof of payment for Arkansas personal and/or real taxes for previous year; (C) Proof of Arkansas vehicle registration; (D) Proof of Arkansas voter registration; and (E) Other forms of proof of Arkansas residency.
Approved Institution	An Arkansas postsecondary public or private college, university, or school that is currently accredited by a nationally recognized accrediting agency or association that has a teacher licensure program where those courses are directly creditable toward teacher licensure in a baccalaureate institution. The institution must not discriminate against applicants, or employees on the basis of race, color, religion, sex, age, handicap, or national origin, consistent with the provisions of applicable state and federal laws.
Award Year	The award year begins on July 1 of one calendar year, and extends to June 30 of the next calendar year.
Classroom Teacher	<p>An individual who is required to hold a teaching license from the Arkansas Department of Education and who is:</p> <ul style="list-style-type: none"> a. Engaged directly in instruction with students in a classroom setting for more than seventy percent (70%) of the individual's contracted time; b. A media specialist or librarian; c. A guidance counselor; d. An administrator.

Dual License

Licensure to teach in more than one (1) subject area.

Teach on a Full-time Basis

Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution or agency in which an individual is teaching, for a minimum of one (1) academic term, as defined by the institution or agency in which an individual is teaching.

Amended: Agenda Item No. 3
July 27, 2018

SREB Doctoral Scholars Program

RULE 1 - SELECTION PROCESS

- I. The Southern Regional Education Board (SREB) shall be responsible for the selection of qualified applicants that meet the Scholar Eligibility requirements in Rule 2 of these amendments.
- II. The Director of the Doctoral Scholars Program for SREB shall withhold any payments on behalf of any student accepted into the program until such time as a signed Promissory Note in favor of the Arkansas Department of Higher Education has been obtained from such student.

RULE 2 - SCHOLAR ELIGIBILITY

- I. Recipients must be African-American, Hispanic, or Asian-American, or Native American and be U. S. citizens or permanent resident aliens who are Arkansas residents.
 1. For guidance purposes, the terms African-American, Hispanic, Asian-American, and Native American are based on the Race/Ethnic classifications utilized by the Integrated Postsecondary Education Data System (IPEDS) as follows:
 - a. African-American = Black/Non-Hispanic: a person having origins in any other black racial groups of Africa.
 - b. Hispanic: a person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
 - c. Asian-American = Asian or Pacific Islander: a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes those from China, Japan, Korea, the Philippine Islands, Samoa, India and Vietnam.
 - d. Native American = American Indian or Alaska Native: a person having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition
- II. Recipients must be enrolled in an eligible Ph.D. program in math, the sciences, engineering, foreign languages, or other academic discipline areas where minority doctoral degree recipients are underrepresented nationally. Ed.D. or Ph.D. programs in education (CIP 13) do not qualify for inclusion in this program. Recipients must enroll as full-time doctoral students in an eligible program or qualify

for an A.B.D. award under Southern Regional Education Board guidelines.

- III. Individuals desiring acceptance into this program must apply to the Doctoral Scholars Program Director of the Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, Georgia, 30318-5790.
- IV. Individuals who are accepted into the Doctoral Scholars Program must execute a Promissory Note and Agreement in favor of the Arkansas Department of Higher Education that incorporates the terms and conditions outlined in these amendments.

RULE 3 - LOAN FORGIVENESS

- I. A recipient's loan shall be forgiven at the rate of one year teaching service in exchange for one year of receiving a forgivable loan.

RULE 4 - REPAYMENT OF FORGIVABLE LOAN

- I. Terms of Repayment
 - A. Recipients who teach full-time in an Arkansas public school or public institution of higher education for one year per each year of receiving forgivable loan shall have the total loan and accrued interest forgiven. The teaching commitment shall be in addition to any teaching obligation the recipient may have to fulfill based on receipt of a Minority Teacher Scholars Program or Minority Masters Fellows Program.
 - B. Recipients who do not teach full-time in an Arkansas public school or public institution of higher education following certification, or who discontinue their studies prior to completing their programs of study, shall go into repayment.
 - C. The repayment schedule will be set in monthly payments based on the total amount of the loan remaining at the time of entry into repayment, plus interest. Payments will be computed to ensure that repayment will be completed within a maximum of five years from the completion of study or withdrawal from school.
- II. Interest on Loan
 - A. Interest will accrue from the beginning of the repayment period at a maximum annual percentage rate not to exceed five percent (5%) per annum above the Federal Reserve Discount Rate at the time of the contract on the outstanding principal.
 - B. Interest will not accrue and installments need not be paid when a deferment has been approved by the Arkansas Department of Higher Education. Any

recipient who desires a deferment must submit an application for deferment to ADHE for approval.

III. Deferment of Loan

- A. In the reasonable judgment of ADHE, scheduled loan repayments may be deferred if ADHE determines that circumstances prevent the recipient from making such repayments. Deferments may be granted for the following reasons:
 - 1. The recipient is seeking but is unable to find employment as a teacher in an approved subject area for a single period not to exceed twelve (12) months. The loan recipient must submit a list of schools contacted for employment. ADHE will verify this information with the schools listed.
 - 2. The recipient is temporarily totally disabled, for a period not to exceed three years, as established by sworn affidavit from a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.
 - 3. The recipient is unable to secure employment for a period not to exceed twelve (12) months by reason of the care of a spouse who is disabled, as established by the signature of a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.
 - 4. Other circumstances which in the reasonable judgment of ADHE would prevent the recipient from repaying the debt within the contractual obligations of the promissory note will be considered.
- B. To qualify for any of the deferments, recipients must notify ADHE of their claim to the deferment on a Request for Deferment form which will be supplied by ADHE upon request. The form must be completed and returned, along with supporting documentation, to ADHE. ADHE will notify the recipient within ten (10) working days of approval or disapproval of any application for a deferment.

IV. Cancellation of Scholarship

ADHE will cancel a recipient's repayment obligations if it determines:

- A. On the basis of a sworn affidavit of a licensed physician, that the person is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or
- B. On the basis of a death certificate or other evidence of death, that is

conclusive under state law, that the person has died.

V. Prepayment of Loan

There shall be no penalty for prepayment or repayment of all or any portion of the principal.

VI. Grace Period

There will exist a nine-month grace period following graduation before the recipient must either take employment in a public institution of higher education in an approved subject specified for this program or begin repayment of the loan.

VII. Failure to Repay

Recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

RULE 5 - COLLECTION OF LOAN

I. Collection of Loan

Accounts will be retained by ADHE in the Financial Aid Division until the individual is no longer eligible for forgiveness or deferment due to the individual's failure to remain employed in the teaching field for the specified time period. At that time, the terms of the loan provisions will activate and the account will be turned over to a vendor for servicing. ADHE will notify the student by mail of this action and include a loan amortization schedule with the notification letter. The account will remain with the vendor until repaid or 120 days past due. Upon determination that a loan recipient is 120 days delinquent, ADHE will mail both the recipient and the co-signer a first letter of notification ten (10) days after the installment payment is due. If payment is not received within 60 days from the original payment due date, a second letter of notification will be sent to the loan recipient and the co-signer declaring the account delinquent and requesting that it be immediately brought up to date. If no response is received by 90 days from the original payment due, the third and final letter of notification will be sent to the recipient and co-signer informing them that the account will officially be in default if outstanding payments are not received within 30 days. At this point, defaulted recipients and/or cosigners will be reported to credit reporting agencies, a state income tax set-off will be requested, and a civil suit will be initiated, if necessary, against the recipient and co-signer for repayment of the loan.

II. Skip Tracing Mechanisms

If letters are returned as undeliverable, the Department of Finance and Administration's Motor Vehicle Division can be used to perform skip tracing activities. Motor Vehicle Division's records are updated in March and September

each year. To get this information, mail name, current address, and social security number on Arkansas Department of Higher Education letterhead to:

Department of Finance and
Administration Motor Vehicle Division
P. O. Box 1272
Little Rock, AR 72202
ATTENTION: Correspondence Desk

A response from the Motor Vehicle Division should be received within ten (10) working days. Additionally, ADHE will use these steps to locate recipients and/or co-signers if communications are returned as undelivered:

1. Contact references listed on the recipient's application
2. Utilize telephone directory or check with directory assistance in the area of the recipient and/or co-signer's last known address
3. Contact institutional offices (alumni office, admissions office, registrar's office, fraternity or sorority, and the department recipient's academic discipline) at the campus where the recipient last attended
4. Contact creditors, such as credit card companies, credit bureaus, or GSL lender
5. Contact recipient's field of study professional organization, union, or licensing board
6. Contact post office
7. Contact utility companies
8. Contact Chamber of Commerce.

III. Credit Reporting Agencies

Defaulted recipients and/or co-signers will be reported to the following credit reporting agencies:

1. CSC Credit Reporting Services, Inc.
2. T R W Credit Data
3. Trans Union Credit Reporting

Forms for reporting defaulted loan recipients and/or co-signers are located in the collections file. ADHE will also respond promptly to any inquiries it receives from credit reporting agencies concerning delinquent or defaulted loan recipients and/or co-signers.

IV. State Income Tax Set-Off

By the authority of Act 345 of 1993, ADHE is a claimant agency for the set-off of debts against state tax refunds. To access the Set-Off Section of the State Tax Administration Office, ADHE must submit name, address, social security number, and amount of debt via computer magnetic tape by December 1 to intercept taxes for the next year.

V. Litigation

No sooner than 30 days after sending the third letter of notification, ADHE may institute a civil suit against the recipient and co-signer for repayment of the scholarship. Small Claims Courts will be used to satisfy debts of accounts up to \$3,000.00. If over \$3,000.00 ADHE must use Circuit Court. If the account is \$3,000.01 or above, ADHE may choose to use Small Claims Court and waive the difference because of the expense involved in going to Circuit Court. If ADHE chooses to waive the difference, it may not, at a later date, attempt to collect the difference. Forms to take the recipient and/or co-signer to Small Claims Court are requested from the recipient's and/or co-signer's county of residence.

VI. Write-Offs

SREB Doctoral Scholars Program forgivable loans may be written off as uncollectible if ADHE shows due diligence to satisfy the collection of the debt, and documents in the recipient's file reflect that:

- A. the cost of litigation would exceed the likely recovery if litigation were commenced; or
- B. the recipient and co-signer do not have the means to satisfy a judgment on the debt, or a substantial portion thereof.

Proof of due diligence collection activities must be submitted to the administrator of the Department of Finance and Administration and approved by the administrator before SREB Doctoral Scholars Program accounts may be written off as uncollectible.

VII. Nonpayment Penalties

Recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

RULE 6 - PROGRAM DEFINITIONS

The following definitions are used in the SREB Doctoral Scholars Program:

Cancellation	<p>ADHE shall cancel a recipient's repayment obligation if it determines:</p> <p>On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or on the basis of a death certificate or other evidence of death, that is conclusive under state law, the recipient is deceased.</p>
Default	<p>Failure to repay the SREB Doctoral Scholars Program scholarship in accordance with the terms of the promissory note provided that this failure persists for 180 days for monthly payments.</p>
Deferment	<p>This is a postponement of repayments and the accrual of interest. ADHE shall not consider that the recipient has violated the repayment schedule if he or she does not meet the payments during the time he or she is in deferment status.</p>
Due Diligence	<p>This process refers to those steps ADHE takes to collect SREB Doctoral Scholars Program funds when a recipient enters repayment status. It includes: billing the recipient, sending overdue notices, conducting address searches if the recipient cannot be located, reporting the account to credit bureaus, collection, and litigation. Due diligence also includes keeping the recipient informed of all changes in the SREB Doctoral Scholars Program that affect his or her rights and responsibilities and responding promptly to the recipient's inquiries.</p>
Eligible Ph.D. Program	<p>Ph.D. programs eligible under the Doctoral Scholars Program are mathematics, the sciences, engineering, foreign languages, and other academic discipline areas where minority doctoral degree recipients are under-represented nationally. Ed.D. or Ph.D. programs in education (CIP 13) do not qualify for inclusion in this program.</p>
Grace Period	<p>A nine-month period of time following graduation and before the recipient must either take employment in an Arkansas public school or public institution of higher education or begin repayment of the scholarship.</p>

Permanent Resident
Alien

An individual who can provide documentation from the Immigration and Naturalization Service (INS) that he or she is in the U.S. for other than a temporary purpose with the intention of becoming a citizen or permanent resident. Valid documentation is an I-551, I-151, I-181, I-94, or passport stamped with the notation "Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence". A completed Form G-641 can also be used to document permanent resident status.

Promissory Note

The promissory note is a legal document obligating the recipient to repay the loan if he or she does not teach for one (1) full year for each year of participation in the SREB Doctoral Scholars Program in an approved subject area on a full-time basis in an Arkansas public school or public institution of higher education. The recipient's rights and responsibilities will be stated on the promissory note.

Skip Tracing

A process for locating a recipient who is in repayment status. ADHE's efforts may include contacting relatives, friends, references, and other individuals or entities in the recipient's file.

Teach on a Full-
time Basis

Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution or agency at which an individual is teaching, for a minimum of one academic term, as defined by the institution or agency in which an individual is teaching.

U.S. Citizen or
have National
of

The term "U.S. citizen" includes persons born or who become naturalized citizens of the 50 States, the District

Columbia, Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, and Trust Territory - Palau. The term "national" includes citizens of American Samoa or Swain's Island.

Approved: Agenda Item No. 5
October 21, 1994

Amended: Agenda Item No. 1

(Added Asian-Americans and Hispanics)

April 7, 1997

to qualifying minorities)

Amended: Agenda Item No. 14
October 20, 2000

Amended: Agenda Item No. 24 (Added Native Americans to qualifying minorities)
February 2, 2001

Arkansas Health Education Grant

AUTHORITY AND PURPOSE

These rules are promulgated by the Arkansas Department of Higher Education ("ADHE") under authority of Arkansas Code Annotated Sections 6-4-104—107, 6-81-1101, 6-81-1103 and 17-90-111 for the purpose of administering a grant program for Arkansas students and a forgivable loan program to assist Arkansas dental students attending specified out-of-state health and medical professional schools. This grant program shall be known as the "Arkansas Health Education Grant (ARHEG) Program."

PART I: SELECTION OF ELIGIBLE GRANT RECIPIENTS FOR GRANTS TO BE DISBURSED

- A) The Department will allocate, based upon funds available, the number of Eligible Grant Recipients to receive financial assistance at each Participating Institution for each Applicable Academic Period.
- B) Each Participating Institution will select Eligible Grant Recipients for each Applicable Academic Period. In the event the number of Eligible Students accepted for enrollment at such Participating Institution exceeds the number of Eligible Grant Recipients for which the Department has allocated funds, such Participating Institution shall have sole discretion in selecting, from all such Eligible Students, the Eligible Students to designate as Eligible Grant Recipients. In so selecting, the Participating Institution shall use the same criteria it uses in determining those students that will be accepted for enrollment at the Participating Institution.
- C) To remain eligible for continuing participation in the program, the Eligible Grant Recipient must be in good academic standing and must make Satisfactory Academic Progress toward timely completion of the Participating Institution's prescribed curriculum, as defined by the Participating Institution, for the Applicable Academic Period in question. The State shall not pay for repeated work. Payment of Grants for any Eligible Grant Recipient shall terminate the year the recipient would normally graduate if the recipient had not repeated a portion of the course, unless extra funds are available, and the Department approves an extraordinary subsidy.
- D) The Department shall make Grants according to the allocations made by the Department and selections made by the Participating Institutions in accordance with the following:
 - 1) The contract amount of the Grant per Eligible Grant Recipient for SREB Participating Institutions shall be the amount approved for such programs by the Board of Control.

- 2) For Non-SREB Participating Institutions that charge different annual tuition amounts for in-state students and out-of-state students, the contract amount of the Grant per Eligible Grant Recipient will be the difference between the annual resident tuition and the annual nonresident tuition; however, pursuant to Arkansas Code Section 6-81-1101(d), should the differential exceed the contract price approved for similar programs by the Board of Control in accordance with Arkansas' contracts with the Board, the lesser amount will be paid. (Note: Exceptions may be made for inconsequential differentials.)
 - 3) For Non-SREB Participating Institutions which charge the same amount of annual tuition for in-state and out-of-state students, or which charge a minimally different amount of annual tuition for in-state and out-of-state students, and such tuition is extraordinary as determined by the Department of Higher Education, the amount shall be not less than five thousand dollars (\$5,000) per student annually.
- E) The Participating Institution shall apply these sums to the tuition and fees of such students. The Institution agrees that the maximum amount charged each student, before credit for the above sum, shall not exceed the amount of tuition and fees charged other students for whom no such credit is given. The Department shall have no obligation to make any Grants except to the extent funds have been appropriated and funded for the Program.

PART II: SELECTION OF ELIGIBLE BORROWERS FOR LOANS; FUNDS TO BE DISBURSED

- A) The Department will grant Loans, based upon funds available, until the funds are exhausted, to Eligible Borrowers according to information submitted on the Free Application for Federal Student Aid.
- B) (i). The amount of the Loan for recipients attending an approved dental program for the academic year may not exceed the amount of nonresident tuition paid by the Eligible Borrower to the Participating Institution which exceeds the sum of the resident tuition and the Regional Contract Program's fee-for-service for dentistry, as determined by the Board of Control.
- (ii). The amount of the Loan for recipients attending an approved optometry program the academic year may not exceed five thousand dollars (\$5,000) annually.
- C) The Loans shall be made on an annual basis.
- D) No Loans to the Eligible Borrower shall exceed the combined total of four (4) Loans for four (4) academic years.
- E) The Loans shall be in addition to Southern Regional Education grant funds.

- F) The Department shall have no obligation to make any Loans except to the extent funds are available for the Program.

PART III: LOANS FOR ELIGIBLE BORROWERS

- A) No Loan shall be made under the Program except to an Eligible Borrower.
- B) No Loan disbursement shall be made on behalf of an Eligible Borrower for an academic year until the Eligible Borrower has executed a Note.

PART IV: LOAN FORGIVENESS FOR ELIGIBLE BORROWERS

- A) Loans made to an Eligible Borrower shall be partially or completely forgiven, as described in paragraph (B) below, in the event the Eligible Borrower shall have:
 - 1)
 - a) Received a license or other permit within six (6) months following his or her graduation; or
 - b) Received a license or other permit within six (6) months following the end of any applicable period of Deferment; and
 - 2) Commenced, within six (6) months following his or her receipt of a license or other permit the practice of dentistry or optometry within the State; and
 - 3) Completed and submitted to the Department a Notice of Intent to Seek Loan Forgiveness on such form as provided by the Department.
- B) Subject to verification by the Department of an Eligible Borrower's eligibility for forgiveness under paragraph (A) above, the Eligible Borrower's Loan(s) shall be forgiven at a rate of one (1) academic year's Loan for one (1) uninterrupted Year of dental practice in the State of Arkansas.
- C) Any amount of any Loan (including interest accrued thereon) not completely forgiven under the provisions of these rules shall be due and payable by the Eligible Borrower under the terms and conditions of the Note and as described in Part V below.
- D) Each Eligible Borrower seeking forgiveness of a Loan, at the end of his or her first Year of dental or optometry practice in the State, and again at the end of each subsequent Year of practice, shall submit to the Department a completed Loan Forgiveness Voucher provided by the Department. Loans relating to a particular academic year shall be forgiven upon the Department's approval of a Loan Forgiveness Voucher relating to the corresponding Year of practice.

PART V: LOAN REPAYMENT FOR ELIGIBLE BORROWERS

- A) An Eligible Borrower shall become obligated to repay to the Department the full amount of each outstanding Loan, plus interest accrued thereon, according to the terms and conditions of the Note and as described in this paragraph, upon the occurrence of any of the following:
- 1) prior to graduation, the Eligible Borrower discontinues his or her course of study; or
 - 2) the Eligible Borrower becomes a legal resident of another state; or
 - 3) the Eligible Borrower does not obtain the license or other permit to practice in the state of Arkansas six (6) months following his or her graduation or the end of any applicable Deferment period as described in Part VI below; or
 - 4) the Eligible Borrower commences practice outside the State; or
 - 5) the Eligible Borrower does not commence practice of dentistry or optometry in the State within six (6) months following his or her receipt of the license or other permit or
 - 6) the Eligible Borrower fails to complete all requirements necessary to discharge the Loan completely under the terms and conditions of the Note and as described in Part IV above.
- B) The Eligible Borrower shall repay to the Department the outstanding Loan amount, plus interest accrued thereon, within five (5) Years of the date the Eligible Borrower enters repayment status.
- C) Interest, not to exceed four percent (4%) per annum, will begin to accrue on the outstanding Loan amount, on the date of Loan repayment.
- D) All interest will be calculated as a simple, per annum interest charge on the outstanding balance.
- E) Upon commencement of repayment, the Eligible Borrower shall make equal monthly payments sufficient in amount to retire the entire outstanding balance of the Loan, plus interest, within the five (5) Year period allowed for repayment. However, in no case shall the minimum monthly payment amount be less than \$100.00.
- F) There shall be no penalty for prepayment of any amount of outstanding principal plus accrued interest.

PART VI: DEFERMENT OF LOANS FOR ELIGIBLE BORROWERS

- A) Upon the completion and submission to the Department of a Loan Deferment Request, on such form as provided by the Department, and signed by the Eligible Borrower and the administrator of a Qualified Service, repayment of a Loan shall be deferred for periods the Department deems appropriate.
- B) With sufficient justification, the Department may determine that extraordinary circumstances exist which interfere with the Eligible Borrower's ability to meet Loan repayment, in which case the Department may authorize a period of Loan Deferment.
- C) In no case shall the Loan repayment be deferred longer than five (5) Years.
- D) Upon cessation of a period of Deferment, the Eligible Borrower must either seek forgiveness of the Loan(s) or commence repayment.

PART VII: LOAN CANCELLATION FOR ELIGIBLE BORROWERS

- A) In the event of an Eligible Borrower's death, the Department shall cancel the then outstanding balance of all of his or her Loans, including any accrued interest thereon, without further obligation to the Eligible Borrower's estate.
- B) In the event of an Eligible Borrower's total and permanent disability, the outstanding balance of all of his or her Loans, including any accrued interest thereon, shall be canceled by the Department without any further obligation by the Eligible Borrower upon receipt of a written statement as to the nature and effect of the total and permanent disability. The Department shall grant the Loan Cancellation following verification by the Department with the Eligible Borrower's attending physician(s) of the total and permanent disability. The Department reserves the right to require a second opinion by a Department-approved physician.

PART VIII: DELINQUENCY AND DEFAULT OF LOANS TO ELIGIBLE BORROWERS

- A) An Eligible Borrower's Loan shall be considered to be delinquent at any time when any Loan payment due under the terms and conditions of the Note and these rules becomes more than thirty (30) days past due. Upon a determination by the Department that an Eligible Borrower's Loan has become delinquent, the Department shall engage in reasonable due diligence in the collection of past due amounts, including past due interest.
- B) An Eligible Borrower's Loan shall be considered by the Department to be in default at any time when any Loan payment due under the terms and conditions of the Note and these rules become more than one hundred twenty (120) days past due. Upon a determination by the Department that an Eligible Borrower's

Loan has entered default status, the entire outstanding principal amount of such Loan, together with interest accrued thereon, shall immediately become due and payable, and the Department shall engage in reasonable collection techniques for the payment of the amount then outstanding, including all interest due thereon, on the Eligible Borrower's Loan. Such collection methods may include, but shall not necessarily be limited to, correspondence with the Eligible Borrower, credit bureau reporting of the default, collection agency assistance, Arkansas income tax refund offset, use of skip tracing, and suit for judgment against the Eligible Borrower for the Loan amount then outstanding, including all interest due thereon plus that accruing from the date of judgment against the Eligible Borrower. The Department may also charge to the Eligible Borrower's account all costs of collection, including reasonable attorney's fees.

PART IX: COMBINATION OF LOANS TO ELIGIBLE BORROWERS

- A) Upon the date of an Eligible Borrower's graduation or discontinuance of his or her course of study in ~~dentistry~~ for more than six (6) months, all Loan amounts then outstanding for Loans received by Participating Institution(s) on behalf of such Eligible Borrower shall be combined into one Loan amount for accounting purposes.
- B) The entire Loan amount as described in paragraph (A) above shall be the amount to be repaid by the Eligible Borrower (after any applicable periods of Deferment) or forgiven under the terms and conditions of the Note and these rules.

PART X: NOTICE OF CHANGE IN CIRCUMSTANCES

- A) Each Eligible Grant Recipient shall notify the Department within thirty (30) days, in writing, of any changes to:
 - 1) Name;
 - 2) Address;
 - 3) Social security number;
 - 4) Enrollment status; or
 - 5) Participating Institution of enrollment.
- B) In addition, each Eligible Borrower shall notify the Department within thirty (30) days, in writing, of any changes in professional practice.

Failure to notify the Department of a change in status may affect future eligibility or collection status.

- C) Each Participating Institution shall notify the Department within thirty (30) days, in writing, with respect to an Eligible Grant Recipient attending such Participating Institution, of any changes in enrollment status or failure to make Satisfactory Academic Progress.
- D) The Department will monitor the progress of each Eligible Borrower, by academic year, using the resources of the Regional Contract Program or through direct contact with the Participating Institution including, but not limited to, changes in enrollment status and academic progress.

PART XI: WITHDRAWAL POLICY

The Arkansas Department of Higher Education shall allow a student to withdraw from the Arkansas Health Education Grant Program for no more than one year. The recipient must submit a written petition for withdrawal. The petition shall give the reason for withdrawal and be supported by documentation, if requested. In the absence of extraordinary circumstances, the award will be revoked if the recipient fails to enroll full-time in the participating institution, and the Arkansas Department of Higher Education receives neither written notification of transfer to another eligible institution, nor a petition for withdrawal by the recipient by October 1 for the fall term and February 1 for the winter and/or spring terms, and June 1 for the summer terms. At the discretion of the Department of Higher Education, the award will not be revoked if it is determined by ADHE that extraordinary circumstances prevented the student from notifying ADHE by the required dates.

PART XII: POST-GRADUATION REPORTING REQUIREMENT

The Department is required to compile information, if available, on the location and occupation of each Eligible Grant Recipient who has completed the course of study. Such information is to be reported to the Arkansas Legislative Council. Therefore, each Eligible Grant Recipient who completes a course of study (or following graduation of his or her entering class, whichever shall come first) must report to the Department (Attention: ARHEG Coordinator) by September 15th for four years following graduation, the following information:

- 1) Name (and name at time of enrollment if different);
- 2) Address;
- 3) Social security number;
- 4) Participating Institution of enrollment;
- 5) Year of completion;
- 6) Occupation;

- 7) Employer; and
- 8) Employer's address.

PART XIII: APPEAL

An Eligible Grant Recipient or Eligible Borrower shall have the right to appeal any determination made by the Department under these rules:

- 1) first to the Manager of Financial Aid at the Department;
- 2) second to the Director of the Department;
- 3) third to the Arkansas Higher Education Coordinating Board; and
- 4) fourth to a court of law or equity of appropriate jurisdiction.

PART XIV: DEFINITIONS

As used in these rules, the following terms shall have the meanings set forth below:

"Applicable Academic Period" means the academic term (grading period) during which an Eligible Grant Recipient, as applicable, will pursue a course of instruction in an Eligible Profession at a Participating Institution, and for which a Grant disbursement is made.

"Applicable Licensing Board" means:

- a) with respect to dentistry, the Arkansas State Board of Dental Examiners;
- b) with respect to optometry, the State Board of Optometry;
- c) with respect to osteopathic medicine, the Arkansas State Medical Board;
- d) with respect to veterinary medicine, the Veterinary Medical Examining Board;
- e) with respect to chiropractic medicine, the Arkansas State Board of Chiropractic Examiners; and
- f) with respect to podiatric medicine, the Arkansas State Podiatry Examining Board.

"Applicable Professional License" means, with respect to an Eligible Profession, the license or other permit granted by the Applicable Licensing Board and required by law in order for an individual to practice the Eligible Profession in the State.

"Board of Control" means the Board of Control for Southern Regional Education.

"Cancellation" means the cancellation of a Loan by the Department by reason of the death or total and permanent disability of an Eligible Borrower pursuant to Part VII hereof.

"Deferment" means a period of time for which otherwise required payments on a Loan are deferred, pursuant to Part VI hereof.

"Department" means either or both of the Arkansas Higher Education Coordinating Board and the Arkansas Department of Higher Education.

"Eligible Borrower" is an Eligible Grant Recipient who pays to a dental school at a Participating Institution nonresident tuition that exceeds the sum of the resident tuition and the Regional Contract Program slot fee paid by the State to the Board of Control for the Eligible Grant Recipient's professional studies in dentistry OR an Eligible Grant Recipient who is enrolled in an optometry professional program outside the state and for whom any part of the out-of-state tuition is paid by the State of Arkansas through the Southern Regional Education Board grant funds.

"Eligible Grant Recipient" means an Eligible Student who has been selected or accepted by a Participating Institution to receive financial assistance through this program and who has been certified by the Department as a Resident.

"Eligible Profession" means dentistry, veterinary medicine, optometry, osteopathic medicine, podiatric medicine or chiropractic medicine.

"Eligible Student" means an individual who:

- a) is a citizen or permanent resident alien of the United States;
- b) is a Resident; and
- c) has been accepted for enrollment for the Applicable Academic Period for a full-time course of instruction in an Eligible Profession at a Participating Institution or is continuing to make Satisfactory Academic Progress, according to the Participating Institution, in a full-time course of instruction in the Eligible Profession at a Participating Institution.

"Grant" means a disbursement made on behalf of an Eligible Grant Recipient for payment of tuition to attend a Participating Institution and which is not subject to repayment by the Eligible Grant Recipient in accordance with Arkansas Code Annotated Sections 6-4-104—107, 6-81-1101, and 6-81-1103 of the General Assembly of the State of Arkansas, and any subsequent legislation,

"Loan" means a disbursement evidenced by a Note and subject to repayment by an Eligible Borrower in accordance with Arkansas Code Annotated Sections 6-4-104—107, 6-81-1101, 6-81-1103 of the General Assembly of the State of Arkansas, and any subsequent legislation.

"Non-SREB Participating Institution" means a Participating Institution that is a party to a currently effective written agreement with the Department.

"Note" means a Promissory Note, which is a legal document obligating the Eligible Grant Recipient to repay a Loan if he or she does not practice dentistry in the State. The Eligible Grant Recipient's rights and responsibilities will be stated on the

Promissory Note.

"Participating Institution" means a professional or graduate school that:

- a) is located outside the State but within the United States; and
- b) offers a full-time course of instruction in at least one Eligible Profession; and
- c) is accredited by an accrediting entity acceptable to the Applicable Licensing Board of the profession; and
- d) grants, after completion of such course of instruction, a degree acceptable to the Applicable Licensing Board as the sole requirement, or as one requirement, for the Applicable Licensing Board's granting of the Applicable Professional License; and
- e) is a party to a currently effective written agreement with the Department or the Board of Control, which agreement sets forth the terms and conditions under which, and the number of Eligible Students for which, Grant disbursements will be made, and the amount of the Grant disbursements to be made with respect to each Eligible Student by the Department to the Participating Institution or to the Board of Control for the benefit of a Participating Institution.

"Program" means the Arkansas Health Education Grant Program administered by the Department.

"Qualified Service" means any one of the following:

- a) a branch of the Uniformed Military Service; or
- b) an accredited medical residency program; or
- c) an advanced dental education program that prepares a dental student for specialty practice and satisfies the requirements of the respective specialty board.

"Regional Contract Program" is a program that is available to Eligible Students through the Southern Regional Education Compact and the Board of Control's currently written effective agreements with Participating Institutions on behalf of the State.

"Resident" means an individual who is determined by the Department to be a bona fide resident of the State on the date of his or her application for a Grant and on the date that was six (6) months prior to the date of such application, and at all times between such dates, under the guidelines set forth in Appendix A to these rules. Such determination shall be made by the Department on the basis of information provided by the individual in an affidavit made under oath on a form provided by the Department or through any additional information requested by the Department.

"Satisfactory Academic Progress" means satisfactory academic progress toward timely completion of the Participating Institution's prescribed curriculum, as defined by the Participating Institution, for the Applicable Academic Period in question.

“SREB Participating Institution” means a Participating Institution that is a party to a currently effective written agreement with the Board of Control for Southern Regional Education in accordance with the State of Arkansas’ contracts with such Board

"State" means the State of Arkansas.

“Year” means any period of 365 consecutive days.

APPENDIX A TO
ARKANSAS HEALTH EDUCATION GRANT PROGRAM
RULES AND REGULATIONS

GUIDELINES FOR DETERMINING ARKANSAS
RESIDENCY FOR PURPOSES OF ELIGIBILITY FOR THE
ARKANSAS HEALTH EDUCATION GRANT PROGRAM
UNDER AUTHORITY OF ARKANSAS CODE
ANNOTATED SECTIONS 6-4-104—107, 6-81-1101, AND
6-81-1103

A. PURPOSE

The purpose of this Appendix is to provide guidance to the Arkansas Department of Higher Education (the “Department”) in determining whether individuals applying to receive financial assistance under the Arkansas Health Education Grant Program (the “Program”) are residents of the State of Arkansas.

Unless otherwise indicated, all capitalized terms used herein shall have the same meanings ascribed thereto in the Rules and Regulations to which this Appendix is attached.

I. RESIDENCY GUIDELINES

- a. A person should be classified as a state resident for Program purposes only if his or her legal residence is located in Arkansas. This means that Arkansas is the legal place of residence of the person for all purposes and that the person demonstrates by good faith acts the intent to make Arkansas his or her permanent home. Legal residence in Arkansas is required for at least six continuous months prior to application in order to be classified as a resident for Program purposes. Mere physical presence in Arkansas is not sufficient to establish residency or demonstrate future intent.
- b. A bona fide residence is a home of apparent true, fixed and permanent nature, a place of actual residing for all purposes of living that may be distinguished from a temporary sojourn in this or another state as a student. The person claiming residence in Arkansas must provide evidence of permanent connection with the State of Arkansas and demonstrate the expectation of returning to this state and remaining a resident of this state.

- c. The legal residence of a person less than 18 years of age and unmarried without dependents, or an unmarried dependent without dependents who has not yet attained the age of 24 is legally that of (a) the parent(s); or (b) the parent to whom custody has been awarded by judicial decree; or (c) the parent with whom the person resides if there has been a separation without a judicial decree; or (d) the legal adoptive parent(s); or (e) the natural or legal guardian with whom the person resides.
- d. The legal residence of a person 18 years of age or older, or under 18 years of age and married or with dependents, or between 18 and 24 years of age and married or with dependents shall be determined on the basis of his or her own residence.
- e. To acquire a legal residence in Arkansas, a person must have established a legal home of permanent character, resided in Arkansas for six continuous months and have no present intention of changing residence to a location outside of Arkansas.
- f. Persons who are otherwise not residents of Arkansas may not establish legal residence in Arkansas by the mere fact of receiving mail at an Arkansas address or postal box.
- g. Members of the armed forces who are stationed in Arkansas pursuant to military orders, along with their unemancipated minors or unmarried dependents without dependents who have not yet attained the age of 24, are entitled to classification as in- state residents for Program purposes.
- h. Determination of legal residence for Program purposes shall be based on review by the Department of all relevant circumstances which together may reasonably demonstrate legal residence and state of mind regarding residency intent. In making such a determination, the Department shall utilize the information provided by an individual in an affidavit made under oath on a form provided by the Department or through any additional information requested by the Department.

Arkansas Geographical Critical Needs

RULE 1 - ORGANIZATION & STRUCTURE

- I. The University of Arkansas at Pine Bluff (UAPB) shall administer the Arkansas Geographical Critical Needs Minority Teacher Scholarship Program. The purpose of the Arkansas Geographical Critical Needs Minority Teacher Scholarship Program is to attract qualified minority teachers to the Delta and those geographical areas of this state where there exists a critical shortage of teachers by awarding full scholarships to minorities declaring an intention to serve in the teaching field who actually render service to this state while possessing an appropriate teaching license.
- II. All formal communications shall be addressed to or signed by the Chancellor of the University of Arkansas at Pine Bluff or his/her designee.
- III. The final responsibility for selecting scholarship recipients shall rest with the Chancellor of the University of Arkansas at Pine Bluff.

RULE 2 - SCHOLARSHIP ELIGIBILITY CRITERIA

- I. Applicants must:
 - A. Be African-American, Hispanic-American, Asian-American or Native American, which group includes all persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.
 - B. Be enrolled in or accepted for enrollment at a baccalaureate degree- granting institution of higher education whose teacher education program is approved by the State Board of Education or at an accredited state- supported community college in the State of Arkansas.
 - C. Be either full-time or part-time.
 - D. Agree, in writing, of an intention to teach in the Delta or a geographical area of the state in which there exists a critical shortage of teachers, as designated by the State Board of Education.
 - E. Have successfully completed the core curriculum established by the State Board of Education and the Arkansas Higher Education Coordinating Board. Applicants, who have not completed the core curriculum due to unavailability of the courses in the applicant's high school, shall have a grace period of twelve (12) months from the date of high school graduation in which to make

up any course deficiencies.

- F. Have a 2.75 on a 4.0 scale in the core curriculum courses if attending an approved two-year institution or 3.0 on a 4.0 scale in the core curriculum courses if attending an approved four-year institution.
- G. Have scored nineteen (19) or above on the ACT composite or the equivalent as defined by the University of Arkansas at Pine Bluff.
- H. Be a citizen of the United States or permanent resident alien.

II. Continued Eligibility Requirements

The University of Arkansas at Pine Bluff will renew awards for succeeding years to recipients who continue to meet the criteria set forth in Rule 2, Paragraphs I, A-H; and who complete at least 24 semester credit hours (or the equivalent) unless they are a part-time student.

RULE 3 - SELECTION PROCESS

- I. Students must submit an application to the University of Arkansas at Pine Bluff. Applications will be mailed to Education Departments, financial aid directors, Deans of Colleges of Education, and Teacher Certification Officials at all public and independent 2-year and 4-year institutions in the State of Arkansas. Applications may also be obtained from the University of Arkansas at Pine Bluff, School of Education upon request.

II. Deadline for Applications

The application deadline will be established by the University of Arkansas at Pine Bluff and the Department of Education and announced to each participating institution when applications are distributed.

III. Review of Applications

For applications that are either incomplete or ineligible, a notice will be sent to the applicant identifying the reason for incompleteness or ineligibility. The applicant will then have the opportunity to provide the missing information or correct any inaccurate information.

IV. Ranking of Applicants

Applications are ranked according to a combination of components including cumulative grade point average and major grade point average.

V. Selection and Notification of Recipients

- A. UAPB and the Arkansas Department of Education shall review ranked applicants and make recommendations for scholarship recipients based on allocation of funds. If sufficient funds are not available to fully fund scholarship awards to all eligible students, UAPB shall make awards to first-time students on a first-come, first-served basis.
- B. The final responsibility for selecting scholarship recipients shall rest with the Chancellor of the University of Arkansas at Pine Bluff.

VI. Institutional Eligibility

The institution to be attended under the scholarship program must be a baccalaureate degree-granting institution of higher education whose teacher education program is approved by the State Board of Education or at an accredited state-supported community college in the State of Arkansas.

RULE 4 - AWARDING OF SCHOLARSHIP

I. Award Process

Selected scholarship recipients will be mailed award notices stating their eligibility for the program and the conditions for continued eligibility. Prior to the disbursement of funds, recipients will receive promissory notes for the purpose of entering into an agreement with the University of Arkansas at Pine Bluff. The terms of the agreement will include the general purpose, repayment and deferment procedures, interest calculations, and a schedule of advances. The promissory note shall be signed by the scholarship recipient and by a co-maker of eligible age. Modifications to any award amounts will be confirmed through the issuance of a new promissory note.

II. Disbursement of Scholarship

The scholarship will be divided equally according to the number of terms at each institution: three payments for those institutions on trimesters and two payments for those institutions on semesters. Funds will be sent to the institution via electronic funds transfer. After verification of full-time enrollment for the scholarship recipient, the institution disburses the funds in accordance with its policy.

III. Limitation of Scholarships

- A. Students may receive up to \$1,500 per academic year for full-time attendance. Awards for part-time students will be \$750.00 if they attend at least six (6) semester credit hours, but less than 12 semester credit hours or the equivalent.

- B. Students may receive scholarships for a maximum of four (4) annual awards for full-time students. Part-time students may receive the number of academic hours equivalent to one (1) school year, as determined by the University of Arkansas at Pine Bluff. No student may receive an award after they have completed certification requirements, as determined by the teacher certification official to teach in Arkansas.
- C. Recipients must indicate an intention to teach in a public school district in a geographical area of the State of Arkansas where there is a critical shortage of teachers, or in the Delta, as designated by the Department of Education.
- D. Act 1180 of 1999 states that students who receive scholarships from public funds may not use those funds in a financial aid package to exceed the Federally recognized cost of attendance at the institution where the student enrolls. The institution must follow ADHE policy in repaying public funds in the amount exceeding the total cost of attendance for any student who receives public funds in a financial aid package above the cost of attendance.

RULE 5 - REPAYMENT OF SCHOLARSHIP

I. Terms of Repayment

- A. Scholarship recipients who teach full-time in an Arkansas public school district in a geographical areas of the state where there is a critical shortage of teachers, or in the Delta, as designated by the Department of Education following certification shall render one year of service as a licensed teacher for each year of scholarship assistance received, when the total scholarship and accumulated interest will be forgiven.

The University of Arkansas at Pine Bluff will verify the recipient's employment once a year in June by contacting the superintendent's office in the recipient's employment district.

- B. Recipients who do not teach full-time in an Arkansas public school district in a geographical areas of the state where there is a critical shortage of teachers, or in the Delta, as designated by the Department of Education following certification, or who discontinue their studies prior to completing their program of study shall, within a maximum of five (5) years from the completion of study or withdrawal from school, repay the full remaining balance, plus accrued interest according to an interest and repayment schedule provided by the University of Arkansas at Pine Bluff. At this point, the recipient's scholarship converts to a loan.

The repayment schedule will be set in monthly payments based on the total amount of the loan remaining at the time of entry into repayment, plus interest. Payments will be computed to ensure that repayment will be completed within

a maximum of five years from the completion of study or withdrawal from school. Minimum repayment is \$50.00 per month.

II. Interest on Loan

- A. Interest will accrue from the beginning of the repayment period at a maximum annual percentage rate of 10 percent on the unpaid balance. Interest will be calculated as a simple, per annum interest charge on the outstanding principal.
- B. Interest will not accrue and installments need not be paid when a deferment has been approved by the University of Arkansas at Pine Bluff. Any recipient who wishes a deferment must submit an application for deferment to UAPB for approval.
- C. Deferment of Loan

At UAPB's discretion, scheduled loan repayments may be deferred if UAPB determines that extraordinary circumstances prevent the recipient from making such repayments. Deferments may be granted for the following conditions:

1. The recipient is engaged in a full-time course of undergraduate or graduate study at an institution of higher education. This must be verified by the Registrar's Office.
2. The recipient is seeking and unable to find employment as a teacher in an Arkansas public school district in a geographical areas of the state where there is a critical shortage of teachers, or in the Delta, as designated by the Department of Education approved for a single period not to exceed twelve (12) months. The loan recipient must submit a list of schools contacted for employment. UAPB will verify this information with the superintendent's office in each of those school districts.
3. The recipient is temporarily totally disabled, for a period not to exceed three years, as established by sworn affidavit from a licensed physician. UAPB reserves the right to require a second opinion by an UAPB approved physician.
4. The recipient is unable to secure employment for a period not to exceed twelve (12) months by reason of the care of a spouse who is disabled, as established by the signature of a licensed physician. UAPB reserves the right to require a second opinion by an UAPB approved physician.
5. Other extraordinary circumstances which would prevent the recipient from repaying the debt within the contractual obligations of the note may be considered.

- D. To qualify for any of the deferments, recipients must notify UAPB of their claim to the deferment on a Request for Deferment form which will be supplied by UAPB upon request. The recipient must complete the Request for Deferment form and return it, along with supporting documentation, to UAPB. UAPB will notify the recipient within ten (10) working days of approval or disapproval of any application for a deferment.

III. Cancellation of Scholarship

UAPB will cancel a recipient's repayment obligations if it determines:

- A. On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. UAPB reserves the right to require a second opinion by an UAPB approved physician; or
- B. On the basis of a death certificate or other evidence of death, that is conclusive under state law, that the recipient has died.

IV. Prepayment of Loan

There shall be no penalty for prepayment or repayment of all or any portion of the principal.

V. Grace Period

There will exist a nine-month grace period following graduation before the recipient must either take employment in an Arkansas public school district in a geographical area of the state where there is a critical shortage of teachers, or in the Delta, as designated by the Department of Education or begin repayment of the scholarship.

VI. Failure to Repay

Scholarship recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

RULE 6 - INSTITUTIONAL RESPONSIBILITIES

I. The University of Arkansas at Pine Bluff shall:

- A. Be the administering agency of the program.
- B. Deposit all funds received from the repayment of scholarship awards by program participants in the funds that provides funding for the Arkansas Geographical Critical Needs Minority Teacher Scholarship Program.

C. Make an annual report to the General Assembly that:

1. Contains a complete enumeration of the program's activities, scholarships granted, names of persons to whom granted, and the institutions attended by those receiving the scholarships, the teaching location of applicants who have received their education and become licensed teachers within this state as a result of the scholarship.
2. Accounts for receipts and expenditures for salaries and expenses incurred.
3. Distinguishes between those recipients who have breached their contracts but with UAPB's permission who have paid their financial obligations in full, and those recipients who have breached their contracts and remain financially indebted to the state.

D. Institutional Verification

The institution shall provide certification to UAPB each semester after registration, giving the names of the program scholarship recipients who are officially enrolled as full-time students. This information is reported on a verification roster. The certifying official is responsible for completing the verification roster two times a year for those schools on the semester system and three times a year for those schools on the trimester system. The verification roster will be mailed to the financial aid director at the time of registration for each term. The signed verification roster should be returned to UAPB by November 1 for the fall term, March 15 for the winter and/or spring term, and May 1 of the spring term for institutions on the trimester system.

The verification roster is an alphabetical listing by institution of all persons receiving an Arkansas Geographical Critical Needs Minority Teacher Scholarship for a given academic semester or trimester. Students who are not enrolled in the current term or making satisfactory progress according to the rules and regulations of Arkansas Geographical Critical Needs Minority Teacher Scholarships shall not receive scholarship benefits in that term.

E. Deadlines for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after written receipt of funds. Any outstanding funds not disbursed must be returned to the University of Arkansas at Pine Bluff.

F. Refund Policy

It is the institution's responsibility to notify UAPB of the names of any persons owing a refund, the date of the withdrawal, and the refund amount. This

information should be placed on the institution's verification roster before returning it to UAPB.

G. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by UAPB on any current or former loan recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Arkansas Geographical Critical Needs Minority Teacher Scholarship Program. The University of Arkansas at Pine Bluff will periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

RULE 7 - SCHOLARSHIP RECIPIENT'S RESPONSIBILITY

I. Recipient's Responsibility

It is the recipient's responsibility to notify the University of Arkansas at Pine Bluff of any change in status within 21 days. This will include:

Change in name;

Change in residence;

Change in institution;

Change in full-time status (below twelve college semester credit hours or its equivalent per semester or trimester);

Change in course of study; and/or

Change in employment.

Failure to notify the University of Arkansas at Pine Bluff of a change in status will affect future eligibility or collection status.

RULE 8 - COLLECTION OF LOAN

I. Collection of Loan

Accounts will be retained by UAPB in the School of Education until the individual is no longer eligible for forgiveness or deferment due to the recipient's failure to remain employed in the teaching field for the specified time period. At that time, the scholarship will be converted to a loan and the account will be turned over to a vendor for servicing. UAPB will notify the student by mail of this action and include a

loan amortization schedule with the notification letter. The account will remain with the vendor until repaid or 120 days past due. Upon determination that a loan recipient is 120 days delinquent, UAPB will mail both the recipient and the co-signer a first letter of notification ten (10) days after the installment payment is due. If payment is not received within 60 days from the original payment due date, a second letter of notification will be sent to the loan recipient and the co-signer declaring the account delinquent and requesting that it be immediately brought up to date. If no response is received by 90 days from the original payment due, the third and final letter of notification will be sent to the recipient and co-signer informing them that the account will officially be in default if outstanding payments are not received within 30 days.

II. Skip Tracing Mechanisms

If letters are returned as undeliverable, the Department of Finance and Administration's Motor Vehicle Division can be used to perform skip tracing activities. Motor Vehicle Division's records are updated in March and September each year. To get this information, mail name, current address, and social security number on University of Arkansas at Pine Bluff letterhead to:

**Department of Finance and Administration
Motor Vehicle Division
P. O. Box 1272
Little Rock, AR 72202
ATTENTION: Correspondence Desk**

A response from the Motor Vehicle Division should be received within ten (10) working days. Additionally, UAPB will use these steps to locate recipients and/or co-signers if communications are returned as undelivered:

1. Contact references listed on the recipient's application;
2. Utilize telephone directory or check with directory assistance in the area of the recipient and/or co-signer's last known address;
3. Contact institutional offices (alumni office, admissions office, registrar's office, fraternity or sorority, and the department that the recipient majored in) at the campus where the recipient last attended;
4. Contact creditors, such as credit card companies, credit bureaus, or GSL lender;
5. Contact recipient's field of study professional organization, union, or licensing board;
6. Contact post office;

7. Contact utility companies; and,
8. Contact Chamber of Commerce.

II. Credit Reporting Agencies

Defaulted recipients and/or co-signers will be reported to the following credit reporting agencies:

1. CSC Credit Reporting Services, Inc.
2. T R W Credit Data
3. Trans Union Credit Reporting

Forms for reporting defaulted loan recipients and/or co-signers are located in the collections file. UAPB will also respond promptly to any inquiries it receives from credit reporting agencies concerning delinquent or defaulted loan recipients and/or co-signers.

IV. State Income Tax Set-Off

By the authority of Act 345 of 1993, UAPB is a claimant agency for the set-off of debts against state tax refunds. To access the Set-Off Section of the State Tax Administration Office, UAPB must submit name, address, social security number, and amount of debt via computer magnetic tape by December 1 to intercept taxes for the next year.

V. Litigation

No sooner than 30 days after sending the third letter of notification, UAPB shall institute a civil suit against the recipient and co-signer for repayment of the scholarship. Small Claims Courts will be used to satisfy debts of accounts up to \$3,000.00. If over \$3,000.00, UAPB must use Circuit Court. If the account is \$3,000.01 or above, UAPB may choose to use Small Claims Courts and waive the difference because of the expense involved in going to Circuit Court. If UAPB chooses to waive the difference, it may not, at a later date, attempt to collect the difference. Forms to take the recipient and/or co-signer to Small Claims Court are requested from the recipient's and/or co-signer's county of residence.

VI. Write-Offs

Arkansas Geographical Critical Needs Minority Teacher Scholarships may be written off as uncollectible if UAPB shows due diligence to satisfy the collection of the debt, and documents in the recipient's file that:

- A. the cost of litigation would exceed the likely recovery if litigation were commenced; or
- B. the recipient and/or co-signer does not have the means to satisfy a judgment on the debt, or a substantial portion thereof.

Proof of due diligence collections activities must be submitted to the administrator of the Department of Finance and Administration and approved by the administrator before Arkansas Geographical Critical Needs Minority Teacher Scholarship accounts may be written off as uncollectible.

VII. Nonpayment Penalties

Scholarship recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

RULE 9 - PROGRAM DEFINITIONS

The following definitions are used in the Arkansas Geographical Critical Needs Minority Teacher Scholarship Program:

Academic Year	A measure of the academic work to be accomplished by the recipient. The academic year is defined as two semesters, two trimesters, or three quarters.
Approved Institution	An Arkansas postsecondary public or private college or university school that is currently accredited by a nationally recognized accrediting agency or association that has a teacher education program or a regionally accredited two-year Arkansas institution where those courses are directly creditable toward teacher education in a baccalaureate institution. The institution must not discriminate against applicants, or employees on the basis of race, color, religion, sex, age, handicap, or national origin, consistent with the provisions of applicable state and federal laws. The institution must have a signed administrative agreement with ADHE.
Award Year	The award year begins on July 1 of one calendar year and ends on June 30 of the next calendar year.
Cancellation	UAPB shall cancel a recipient's repayment obligation if it determines:

On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. UAPB reserves the right to require a second opinion by an UAPB approved physician; or on the basis of a death certificate or other evidence of death, that is conclusive under state law, that the recipient is deceased.

Default	Failure to repay the Arkansas Geographical Critical Needs Minority Teacher Scholarship in accordance with the terms of the promissory note provided that this failure persists for 180 days for monthly payments.
Deferment	This is a postponement of repayments and the accrual of interest. UAPB shall not consider that the recipient has violated the repayment schedule if he or she does not meet the payments during the time he or she is in deferment status.
Delta Region	The following 42 counties of Arkansas are designated as being in the Delta Region: Arkansas, Ashley, Baxter, Bradley, Calhoun, Chicot, Clay, Cleveland, Craighead, Crittenden, Cross, Dallas, Desha, Drew, Fulton, Grant, Greene, Independence, Izard, Jackson, Jefferson, Lawrence, Lee, Lincoln, Lonoke, Marion, Mississippi, Monroe, Ouachita, Phillips, Poinsett, Prairie, Pulaski, Randolph, St. Francis, Searcy, Sharp, Stone, Union, Van Buren, White, and Woodruff. (Information obtained from the Delta Foundation in Mississippi.)
Due Diligence	This process refers to those steps UAPB takes to collect Arkansas Geographical Critical Needs Minority Teacher Scholarship funds when a recipient enters repayment status. It includes: billing the recipient, sending overdue notices, conducting address searches if the recipient cannot be located, reporting the account to credit bureaus, collection, and litigation. Due diligence also includes keeping the recipient informed of all changes in the Arkansas Geographical Critical Needs Minority Teacher Scholarship that affect his or her rights and responsibilities and responding promptly to the recipient's inquiries.

Full-time Student	A student enrolled for a minimum of 12 semester credit hours or the equivalent.
Grace Period	A nine-month period of time following graduation and before the recipient must either take employment in a public school in Arkansas or begin repayment of the scholarship.
Minority	Persons who are Black Americans, Hispanic Americans, Asian Americans, and Native Americans which group includes all persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.
Part-time Student	A student enrolled in at least 6 semester credit hours of the equivalent, but less than 12 semester credit hours or the equivalent.
Permanent Resident Alien	An individual who can provide documentation from the Immigration and Naturalization Service (INS) that he or she is in the U.S. for other than a temporary purpose with the intention of becoming a citizen or permanent resident. Valid documentation is an I-551, I-151, I-181, I-94, or passport stamped with the notation "Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence". A completed Form G-641 can also be used to document permanent resident status.
Promissory Note	The promissory note is a legal document obligating the recipient to repay the loan if he or she does not teach one year for each year of scholarship assistance received. The recipient must be licensed to teach in a public school district in a geographical area of the state where there is a critical shortage of teachers, or in the Delta, as designated by the Department of Education. The recipient's rights and responsibilities will be stated on the promissory note.
Satisfactory Academic Progress	Satisfactory academic progress is maintained if the recipient has a minimum 2.75 on a 4.0 scale if attending an approved two-year institution or 3.0 on a 4.0 scale if attending an approved four-year institution.

Skip Tracing	A process for locating a recipient that is in repayment status. UAPB's efforts may include contacting relatives, friends, references, and other individuals or entities in the recipient's file.
Teach on a Full-time Basis	Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution or agency at which an individual is teaching, for a minimum of one academic term, as defined by the institution or agency in which an individual is teaching.
U.S. Citizen or National	The term "U.S. citizen" includes persons born or who have become naturalized citizens of the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, and Trust Territory - Palau. The term "national" includes citizens of American Samoa or Swain's Island.

The Washington Center Scholarship Program

Rule 1 – Organization and Structure

- I. The Arkansas Department of Higher Education (ADHE) shall administer The Washington Center Scholarship Program within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.
- II. The Director of the Arkansas Department of Higher Education has the final responsibility for selecting scholarship recipients pursuant to the provisions of Act 1046 of 2007 and subsequent legislation, and program rules and regulations.
- III. The Arkansas Department of Higher Education shall follow the provisions of the Administrative Procedures Act when functioning under Act 1046 of 2007 and subsequent legislation.

Rule 2 – Scholarship Eligibility Criteria

An applicant must meet the following requirements to be eligible to receive The Washington Center Scholarship:

- A. The applicant must be a citizen of the United States or a permanent resident alien. If the recipient is not a U.S. citizen, but a permanent resident alien, the recipient must attach a copy of the permanent resident alien card to the application.
- B. The applicant must be bona fide Arkansas resident, as defined by the Arkansas Department of Higher Education, for at least six (6) months prior to the application deadline.
- C. The applicant must be enrolled in an approved Arkansas institution that will grant academic credit for participation in The Washington Center Internship Program located in Washington D.C.
- D. The applicant must meet The Washington Center (TWC) admission requirements and be selected by TWC to participate in their internship program.
- E. The applicant must be enrolled in a program of study, which leads to or is creditable towards a baccalaureate degree. These programs include baccalaureate degree programs and associate degree programs.

Rule 3 – Application Process

I. Application

Students must submit an application to The Washington Center for Internships and Academic Seminars and be accepted for participation in The Washington Center's internship program. The application and program information can be obtained from The Washington Center at www.twc.edu or by calling (800) 486-8921. Students can also contact the campus coordinator at the institution he/she attends.

II. Submission of Application and Application Deadline

Students must submit an application to The Washington Center (TWC) by the established deadline dates. The student is responsible for submitting the application and all supporting documentation to TWC in a timely manner. TWC will provide a list of all eligible applicants to the Arkansas Department of Higher Education.

III. Amount of Scholarship

The amount of the scholarship for each recipient will be up to \$6,000 for one-time participation in The Washington Center internship program.

IV. Award Notification and Prioritization of Awards

The Washington Center will select the students that are eligible to participate in the internship program for each applicable academic period. Of those selected students, ADHE will determine the number of students to be awarded the scholarship based on the amount of funds available. In the event there are more eligible applicants than funds available, awards will be determined on a first-come, first-serve basis. Those not awarded will be given priority for participation in a subsequent term.

The Arkansas Department of Higher Education shall notify each eligible applicant of his/her award. The award notice includes the student's name, address, social security number, and the scholarship amount the student is eligible to receive. The award notice also explains the Arkansas Department of Higher Education's disbursement procedures and conditions.

The Department shall have the authority to exercise professional judgment in the determination of awards when special circumstances exist.

Rule 4 – Scholarship Payment Policies

I. Limits of Payment

A. Payment of Scholarship

The Arkansas Department of Higher Education shall disburse scholarship funds to The Washington Center (TWC) located in Washington, D.C. Scholarship funds will be disbursed upon receipt of invoice from TWC. Invoices from TWC will be accepted by ADHE no later than ten (10) days after the beginning of each term. The Arkansas Department of Higher Education shall send funds to TWC via electronic funds transfer or state warrant.

B. Refunds

The Washington Scholarship Program may be entitled to a refund of the scholarship amount if the recipient of the scholarship withdraws, drops out, is expelled, or does not meet the terms of the internship program outlined by The Washington Center (TWC) during the payment period. If this situation occurs, the student will owe funds to TWC who in turn shall return the refund to the Arkansas Department of Higher Education.

C. Overpayment

The Arkansas Department of Higher Education will report the amount of the scholarship each student receives to the Arkansas institution where the student is enrolled. If the award of a Washington Scholarship results in an overpayment to the student according to the state law governing the stacking of scholarships, the institution shall follow the ADHE policy in reducing the student's financial package to prevent the student from receiving funds above the federally recognized cost of attendance.

Rule 5 – Scholarship Recipient's Responsibilities

It is the recipient's responsibility to notify the Arkansas Department of Higher Education of any change in status within 21 days. Changes in status will include, but not limited to, the following:

- Change in name
- Change in permanent address
- Change in institution

Failure to notify the Arkansas Department of Higher Education of a change of status may affect future eligibility.

Rule 6 – Program Definitions

Approved Institution	a public-supported or private non-profit postsecondary institution with its primary headquarters located in Arkansas that is eligible to
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receive Title IV Federal student aid funds and will grant academic credit for participation in The Washington Center Internship Program located in Washington D.C.

Professional Judgment

Authority of ADHE professional staff that allows for the special consideration of applications when extraordinary circumstances occur beyond the applicant's control that may prohibit the student from meeting the exact guidelines as stated. The student must provide documentation, as required by ADHE, to demonstrate that circumstances were beyond the student's control.

The Washington Center

The Washington Center for Internships and Academic Seminars is an educational nonprofit organization that provides selected students' opportunities to work and learn for academic credit. The Washington Center is located at 1333 16th Street, NW, Washington, D.C. 20036.

State Teacher Education Program (STEP)

RULE 1 – ORGANIZATION AND STRUCTURE

- I. The Arkansas Department of Higher Education (ADHE) shall administer the State Teacher Education Program (STEP), hereafter known as STEP, within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.
- II. When functioning under Act 1215 of 2009, and any subsequent legislation, ADHE shall follow provisions of the Administrative Procedures Act.

RULE 2 - ELIGIBILITY CRITERIA

- I. Eligibility Criteria
 - A. Applicants must be bona fide Arkansas residents, as defined by the Arkansas Department of Higher Education, for at least twelve (12) months prior to the application deadline.
 - B. Applicants must be a citizen of the United States or a lawful permanent resident.
 - C. Applicant must have graduated from a teacher education program after April 2004.
 - D. Applicant must have outstanding federal student loans.
 - E. Applicant must hold a valid Arkansas teacher's license.
 - F. Applicants must teach full-time at a public school district in Arkansas during the award year and meet one of the additional criteria:
 - a. Teach in a subject area with a teacher shortage, as identified by the Arkansas Department of Higher Education in consultation with the Arkansas Department of Education; or
 - b. Teach in a geographic area with a teacher shortage, as identified by the Arkansas Department of Higher Education in consultation with the Arkansas Department of Education;
- II. Continued Eligibility

Recipients shall re-apply for the STEP program annually and continue to meet the eligibility criteria set forth above. A recipient may receive an annual award for a

maximum of three (3) years.

RULE 3 – SELECTION PROCESS

I. Applications

A. Solicitation of Applicants

1. Program information will be mailed to the following:
 - a. K-12 school administrators and other interested personnel,
 - b. Colleges/Schools/Departments of Education,
 - c. Financial Aid Directors/Officers,
 - d. Other college campus personnel, such as advisors, etc. who express an interest in disseminating information to prospective applicants,
 - e. Information is also available upon request from the Arkansas Department of Higher Education.
2. The Arkansas Department of Higher Education staff will disseminate program information through workshops, meetings, press releases, the Departmental newsletter, and other means deemed appropriate.

- B. An online application will be available at the ADHE's website. The application deadline shall be stated on the application form each year. The ADHE shall have the authority to extend the deadline as needed to ensure a quality applicant pool so long as sufficient public notice is provided.
- C. Upon receipt by ADHE, applications are reviewed to ensure that all pertinent data is included. Each applicant will receive confirmation of the receipt and completeness of the application. For those whose application is either incomplete or ineligible, a notification will be made identifying the reason for incompleteness or ineligibility. The applicant will then have the opportunity to provide the missing information or correct any inaccurate information. Before an applicant can be considered for an award, the corrected/missing information must be received by the ADHE by the deadline indicated in the Incomplete/Ineligible Notice.

II. Selection and Notification of Recipients

- A. The ADHE shall review applicants and select recipients based on the eligibility criteria for the State Teacher Education Program (STEP).

- B. Selected recipients will receive award notices stating their eligibility for the program and the conditions of their award.

III. Ranking of Applicants

Priority for STEP Repayment grants is as follows:

1. First priority is Arkansas teachers teaching in both subject and geographic shortage areas.
2. Second priority is Arkansas teachers teaching in subject shortage areas.
3. Third priority is Arkansas teachers teaching in geographic shortage areas.

III. Disbursement of Award

The award will be disbursed in one (1) disbursement to the federal student loan holder indicated by the applicant. If the award amount is larger than the outstanding loan balance, the award amount will be reduced to the amount of the loan balance.

RULE 4 - LIMITATIONS OF LOAN REPAYMENT

I. The State Teacher Education Program (STEP) shall be used to provide:

- A. A loan repayment for federal student loans in the amount of three thousand dollars (\$3,000) per year for each year a licensed teacher, who graduated from a teacher education program after April 2004, teaches in a public school located in a geographical area of the state designated as having a critical shortage of teachers OR in a subject matter area designated as having a critical shortage of teachers. Total term of federal student loan repayment shall not exceed three years.
- B. An additional loan repayment for federal student loans in the amount of one thousand dollars (\$1,000) per year for each year a licensed minority teacher, who graduated from a teacher education program after April 2004, teaches in a public school located in a geographical area of the state designated as having a critical shortage of teachers and/or in a subject matter area designated as having a critical shortage of teachers in Arkansas. Total term of federal student loan repayment shall not exceed three years.

For guidance purposes, the terms African-American, Hispanic, Asian-American, and Native-American are based on the Race/Ethnic classifications utilized by the Integrated Postsecondary Education Data System (IPEDS) as follows:

- i. African-American = Black/Non-Hispanic: a person having origins in any other black racial groups of Africa

- ii. Hispanic: a person of Mexican, Puerto Rican, Central or South American or other Spanish culture or origin, regardless of race.
- iii. Asian-American = Asian or Pacific Islander: a person having origins in any of the original peoples of the Far East, Southeast

RULE 5 - RECIPIENT'S RESPONSIBILITY

I. Recipient's Responsibility

It is the recipient's responsibility to notify the Arkansas Department of Higher Education of any change in status within 21 days. This will include:

Change in name;

Change in residence;

Failure to notify the Arkansas Department of Higher Education of a change in status will affect future eligibility or collection status.

RULE 6 - PROGRAM DEFINITIONS

The following definitions are used in the State Teacher Education Program:

Arkansas Resident	<p>To be considered an Arkansas resident by ADHE, an applicant must be an Arkansas resident for twelve (12) months prior to the application deadline for the financial aid program. Further, the recipient may be asked to provide evidence of a permanent connection with the State of Arkansas. ADHE will look to one or more of the following to determine residency in those cases:</p> <ul style="list-style-type: none"> (A) Valid Arkansas Driver's License; (B) Proof of payment for Arkansas personal and/or real taxes for previous year; (C) Proof of Arkansas vehicle registration; (D) Proof of Arkansas voter registration; and (E) Other forms of proof of Arkansas residency.
Award Year	The award year begins on July 1 of one calendar year, and extends to June 30 of the next calendar year.
Geographical Areas of the State Designated as Having Critical	Any Arkansas school district designated by the Arkansas Department of Higher Shortages

of Teachers	Education as having critical teacher shortages.
Lawful Permanent Resident	An individual who can provide documentation from the Immigration and Naturalization Service (INS) that he or she is in the U.S. for other than a temporary purpose with the intention of becoming a citizen or permanent resident. Valid documentation is an I-551, I-151, I-181, I-94, or passport stamped with the notation "Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence". A completed Form G-641 can also be used to document permanent resident status.
Subject Matter Designated as Needs in the State of Arkansas	Annually the Arkansas Department of Critical Education certifies subject matter shortage areas based upon the results of surveys obtained from school districts in the state of Arkansas.
Teach on a Full-time Basis	Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution or agency in which an individual is teaching, for a minimum of one academic term, as defined by the institution or agency in which an individual is teaching.
Teacher Education Program	A program of study that has been completed at a college or university and results in the receipt of an initial Arkansas teaching license or an additional licensure area to an existing Arkansas teaching license.
U.S. Citizen	The term "U.S. citizen" includes persons born or who have become naturalized citizens of the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, and Trust Territory- Palau. The term "national" includes citizens of American Samoa or Swain's Island.

Student Undergraduate Research Fellowship

Rule 1 – Organization and Structure

- I. The Arkansas Division of Higher Education (ADHE) shall administer the Student Undergraduate Research Fellowship (SURF) within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of ADHE or his/her designee. The Student Undergraduate Research Fellowship Selection Panel shall select recipients for awards.
- II. The Student Undergraduate Research Fellowship Selection Panel shall consist of:
 - A. Faculty or administrators at an Arkansas public or private institution of higher education who have earned a Ph.D. or terminal degree in the discipline to be reviewed.
 - B. Other panel members will be considered who have earned a Ph.D. or terminal degree in the discipline to be reviewed and who have an affiliation with an Arkansas public or private institution of higher education or an education- related entity.
 - C. The Director of the ADHE or his/her designee shall serve as presiding officer of the Student Undergraduate Research Fellowship Selection Panel and shall ensure that staff services for the Panel are provided.
- III. The focus of the Student Undergraduate Research Fellowship is the continued development of undergraduate academic research efforts at Arkansas's public and private institutions of higher education and to provide funding to encourage students to conduct in-depth research projects in specific fields of study under the tutelage of tenured or full-time faculty member. The program is designed to assist all students throughout the state.
- IV. The Director of ADHE has the final responsibility for selecting fellowship recipients pursuant to the provisions of Act 2124 of 2005 and subsequent legislation, and program rules and regulations.
- V. ADHE shall follow the provisions of the Administrative Procedures Act when functioning under Act 2124 of 2005 and subsequent legislation.

Rule 2 – Fellowship Eligibility Criteria

- I. Eligibility Criteria

An applicant must meet the following requirements to be eligible to receive the Student Undergraduate Research Fellowship:

- A. The applicant must be a citizen of the United States or a permanent resident alien.
- B. The applicant shall be enrolled in an approved Arkansas institution of higher education as a full-time student, as defined by ADHE.
- C. The applicant must be enrolled in a program of study that leads to or is creditable towards a baccalaureate degree. These programs include baccalaureate and associate degree programs.
- D. The applicant must have completed at least 30 semester credit hours before funds are awarded.
- E. The applicant must have a minimum cumulative 3.25 grade point average.
- F. The applicant must have a tenured or full-time faculty member to serve as his/her mentor.

II. Continued Eligibility

A student may compete for additional years but cannot receive more than three years of funding.

Rule 3 – Application Process

I. Solicitation of Applicants

ADHE will disseminate the Student Undergraduate Research Fellowship announcement through workshops, meetings, press releases, ADHE newsletter, ADHE website and other means deemed appropriate.

Student Undergraduate Research Fellowship announcements will be emailed to:

- A. Presidents and Chancellors
- B. Chief Academic Officers
- C. Directors of Research and Sponsored Programs
- D. Previous SURF panel members and mentors
- E. Faculty, administrators, and other interested persons

II. Application

Students must submit an application for the Student Undergraduate Research Fellowship to ADHE. ADHE will provide an application on the ADHE scholarships website. ADHE will also provide application forms to any individual upon request. The applicant must complete and submit the Student Undergraduate Research Fellowship application to be considered for the fellowship.

III. Submission of Application and Application Deadline

Any interested student who has met the eligibility criteria listed in Rule 2 may apply.

ADHE shall establish the deadline for receipt of applications each year. The deadline date shall be clearly printed on the application and website.

All applications and supporting documentation must be postmarked by the established deadline date in order to be considered. It is the responsibility of the individual applicant to ensure that the application is postmarked by the deadline date.

*If any deadline date occurs on a weekend or holiday, the deadline will be extended to the following business day.

IV. Application Review Process

A. The SURF Panel will read and score applications.

B. SURF Panel members meet at ADHE or another centrally located location to make recommendations for SURF awards based upon the selection criteria listed in Rule 4. The SURF Panel is divided into two groups (STEM and non-STEM). Based upon appropriations, the STEM SURF Panel will award 60% of the funds to STEM applicants; the non-STEM SURF Panel will award 40% of the funds to non-STEM applicants. Should there not be enough qualified applicants in the STEM or Non-STEM group to make recommendations for awards, funds can be shifted from one group to another until all funds are exhausted.

V. Amount of Fellowship

The amount of the fellowship awarded to each recipient shall be as follows:

\$1,250 maximum award Student Stipend*

\$ 750 maximum award Student Travel

\$ 750 maximum award Mentor Award

\$1,250 maximum award Institution Match

\$4,000 Maximum SURF Award

*Student stipend-	Spring only	\$ 625 maximum award
	Spring & Summer	\$1,250 maximum award
	Spring & Fall	\$1,250 maximum award
	Spring, Summer & Fall	\$1,250 maximum award

VI. Award Notification

ADHE shall notify each eligible applicant of his/her award. The award notice includes the student's name, address, faculty mentor's name, institution, and the actual amount the student is eligible to receive. The award notice also explains ADHE's disbursement procedures and conditions, as detailed in Rule 5.

ADHE shall notify the Presidents/Chancellors, Chief Academic Officers, Offices of Research and Sponsored Programs, and the SURF Panel of SURF awardees.

VII. Ineligible Notification

ADHE shall notify applicants who are determined to be ineligible and provide the reason for ineligibility.

VIII. No Funds Left Notification

Once all applicants have accepted his/her SURF award and all funds are exhausted, ADHE shall notify the remaining eligible applicants that all funds have been awarded via a "no award" notice.

Rule 4 – Fellowship Selection Criteria

- I. All proposals will be reviewed by the Student Undergraduate Research Fellowship Panel that is selected by ADHE. The SURF Panel will use the following scale to grade each selection criteria, 1 being the best score and 9 being the worst score.

- 1 – Superior – Extraordinary and needs little to no revision/improvement
- 2 – Excellent – Easily addressable issues and needs little revision/improvement
- 3 – Above Average – Has strong quality and would benefit from revision/improvement
- 4 – Good – Has slightly above average quality and needs some revision/improvement
- 5 – Average – Has average quality and needs revision/improvement
- 6 – Fair – Has slightly below average quality and needs revision/improvement
- 7 – Below Average – Has weak quality and requires revision/improvement
- 8 – Minimal - Multiple issues and severely requires revision/improvement
- 9 – Poor – Not recommended for funding or consideration

Selection Criteria
<u>Student's Academic Success:</u> GPA, Extracurricular Activities, Leadership, etc.
<u>Qualifications of the Mentor and Research Team (if applicable):</u> Clear plan for support, research history, experience in the field of proposal, contributions to undergraduate research.
<u>Innovation/Originality:</u> Generates new ideas and/or applies existing ideas in a new context.
<u>Significance of the Study:</u> Outcomes are clearly proposed and Impact is anticipated. STEM – Addresses an area of importance to the discipline and shows potential to advance the science. Non-STEM - Expands knowledge of best/creative practices in the field, increases creative output.
<u>Appropriateness of the methodology:</u> STEM - Research design, Sampling approach, Data collection protocol/plan, Data analysis procedure/plan, Protection of human subjects and/or plan for seeking IRB approval. Non-STEM – Preliminary Research showing selection and citation of primary and secondary sources, Hermeneutic framework, analytical approach is well defined or creative process and products are well planned/described.
<u>Merit:</u> STEM - Utilizes established scientific principles, Demonstrates how scientific knowledge will be gained, Problem/topic being investigated is of value to the larger scientific community. Non-STEM – Uses best practices and innovative approaches in the field, better the understanding of the human experience, benefits and engages the fields community.
<u>Other Criteria:</u> Reference Letters, plan for dissemination, appropriate budget, feasibility of completing the project in projected timeframe, cohesiveness and coherency, clarity of writing

The SURF Panel shall meet and make recommendation of students to be awarded a SURF fellowship based upon the above selection criteria. Recommendation of awards shall be made until all funds are exhausted. The SURF Panel shall also select alternates to be awarded in the event a student does not accept his/her SURF award.

The Director of ADHE has the final responsibility for selecting fellowship recipients.

Rule 5 – Fellowship Payment Policies

I. Limits of Payment

A. Disbursement of Fellowships

ADHE shall disburse fellowship funds to the institution designated on the student's application. ADHE shall send funds to the Office of Research and Sponsored Programs (ORSP), Business Office, or Financial Aid Office via

electronic funds transfer or state warrant. Additionally, the ORSP, Business Office, or Financial Aid will be sent an Award Roster and Receipt Confirmation. The Award Roster lists the students to be awarded and the disbursement amounts. The Receipt Confirmation should be signed by the disbursement officer and returned to ADHE. The institution will disburse the grant funds to the student according to the institution's disbursement procedures.

B. Cancellation of the Fellowship

1. The award will be terminated for any of the following reasons:
 - a. Failure to maintain at least a 3.25 cumulative grade point average on a 4.00 scale.
 - b. Failure to maintain satisfactory academic progress as defined by the institution.
 - c. Failure to conduct the research for which the SURF fellowship was awarded.
2. The recipient is responsible for notifying, in writing, ADHE of any change in status (i.e. change of address, email, transfer of research to another mentor, etc.). Failure to provide written notification may result in the cancellation of the fellowship for that term.

C. Military Service

Recipients who are members of the Arkansas National Guard or Armed Forces Reserve units who are called to active duty for reasons other than regular unit training and are unable to complete the current term will be allowed to repeat the missed term. In addition, they will be placed in deferred status until six months after release from active duty, at which time they must be re-enrolled and continue research with the same mentor.

D. Refunds

ADHE is entitled to a refund of the fellowship amount, for that semester, if the recipient of a fellowship withdraws, drops out, is expelled, falls below the minimum standards detailed in Rule 2, or does not conduct the research for which the SURF award was made.

Rule 6 – Institutional Responsibilities

I. College/University Responsibilities

A. Administrative Agreement

The chief executive officer of the eligible institution is responsible for designating one institutional representative to act as administrator of the Student Undergraduate Research Fellowship and to receive all communications, forms, etc. This representative is responsible for verification, data and compliance with all program rules and regulations. The institution must comply with all rules and regulations in order to maintain continued eligibility status.

The Authorizing Institutional Official ensures that by signing the SURF application that the applicant has met all conditions of the Fellowship Eligibility Criteria in Rule 2.

B. Disbursement Records

The institution shall maintain information on the student indicating disbursement of fellowship funds.

C. Institutional Verification

The institution shall provide certification of full-time enrollment, as of the close of business on the eleventh day of classes. The institution must comply with OMB Circular A21 (Cost Principles for Educational Institutions) and OMB Circular A110 (Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and other Non-Profit Organizations) when managing SURF funds. Each institution shall establish a separate account for each student awarded a SURF fellowship.

Each Department\Division\Dean\Chair is responsible for ensuring that the student and mentor are conducting research as set forth in the Student Undergraduate Research Fellowship proposal submitted to ADHE.

D. Deadlines for Disbursement of Funds & Refunds

Funds shall be disbursed to students and mentors in accordance with the institution's disbursement procedures according to OMB Circular A21 and OMB Circular A110. Any outstanding funds not disbursed by the end of the semester must be returned to ADHE within 15 days of the semester's end.

ADHE is entitled to a refund of the fellowship amount, for that semester, if the recipient of a fellowship withdraws, drops out, is expelled or does not conduct the research for which the SURF award was made. The Institutional Representative is responsible for issuing a refund to ADHE within 15 days of the semester's end.

E. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by ADHE on any Student Undergraduate Research Fellowship recipient or former recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Student Undergraduate Research Fellowship Program. ADHE shall periodically review the SURF program.

Rule 7 – Fellowship Recipient’s Responsibilities

- I. It is the recipient's responsibility to notify ADHE, in writing, of any change in status (i.e. change of address, email, transfer of research to another mentor, etc.). Failure to provide written notification may result in the cancellation of the fellowship for that term.

Change in the research project is not allowed for the Student Undergraduate Research Fellowship.

- II. Fellowship recipient is required to submit a one-page abstract on the findings of his/her research upon completion of the project to ADHE as follows:

May 1	Spring term project completion
August 1	Summer term project completion
December 1	Fall term project completion

- III. Fellowship recipients are required to present the findings of his/her research at a state or national conference in his/her discipline or attend a meeting of experts in his/her discipline as directed by his/her mentor.

Failure by a fellowship recipient to comply with any of the above may result in forfeiture of his/her SURF fellowship funds.

Rule 8 – Program Definitions

The following definitions are used in the Student Undergraduate Research Fellowship Program:

Approved Institution	a public-supported or private, non-profit postsecondary institution with its primary headquarters located in Arkansas that is eligible to receive Title IV Federal student aid funds.
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Citizen	a person who is a U.S. citizen or a permanent resident alien. If the recipient is not a U.S. citizen, but a permanent resident alien, the recipient must attach a copy of the permanent resident alien card to the
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	application.
Eligible Applicant	any applicant who meets the eligibility criteria established in Rule 2.
Fellowship	an amount of money given to a student for a specified period of time that allows them to study and research a subject.
Full-Time Student	12 semester credit hours or its equivalent per semester.
Institutional Match	amount of funds the institution must match the student's stipend.
OMB Circular A110	sets forth the uniform administrative requirements for grants and agreements with institutions of higher education, hospitals, and other non-profit organizations.
OMB Circular A21	sets forth the rules governing the eligibility and calculation of costs in support of sponsored research, development, training and other works produced in agreement with the United States Federal Government, but does not attempt to identify or dictate agency or institutional participation in those works.
Mentor	tenured or full-time faculty member.
Mentor Cost	salary, fringe benefits, materials, supplies and travel costs awarded to the mentor associated with mentoring the student.
Semester	Spring, Summer or Fall terms.
Student Stipend	an amount of money awarded to the student to conduct his/her research.

Student Travel

cost incurred by student to present the results of his/her research at a state or national conference or to attend a meeting of experts in his/her discipline.

Surf Panel

shall consist of faculty or administrators of Arkansas public or private institution of higher education who have earned a Ph.D. or terminal degree in the discipline to be reviewed. Other reviewers will be considered who have earned a Ph.D. or terminal degree in the discipline to be reviewed and who have an affiliation with an Arkansas public or private institution of higher education or an education-related entity.

Arkansas Workforce Challenge Scholarship Program

(Effective Date: May 2, 2022)

Policy Statement

These rules shall be known as the Arkansas Division of Higher Education Rules Governing the Arkansas Workforce Challenge Scholarship. This policy addresses the student eligibility criteria, method for recipient selection, continuing eligibility requirements, procedures for making payments to an approved institution of higher education, and other administrative procedures necessary for operation of the program.

Applicable Arkansas Code

Ark. Code Ann. § 6-85-302 et seq.

Definitions

- (1) "Approved institution of higher education" means an institution of higher education approved by the Division of Higher Education to participate in the Arkansas Workforce Challenge Scholarship Program and that is:
 - (A) A state-supported two-year or four-year college or university; or
 - (B) A private, nonprofit two-year or four-year college or university with its primary headquarters located in Arkansas that is eligible to receive Title IV federal student aid funds.
- (2) (A) "Certificate program" means a program that is offered or made available to a student by an approved institution of higher education that leads to the obtainment of a certification or license, including without limitation a program operated or sponsored by a third party.
 - (B) The credit hours or contact hours awarded for a certificate program may include credit hours or contact hours that are not creditable toward an associate or a baccalaureate degree.

Funding

- (1) For an academic year, the following shall be used to fund Arkansas Workforce Challenge Scholarships under these rules:
 - (A) Excess funding returned to the Office of the Arkansas Lottery under Ark. Code Ann. § 6- 85-212(d)(2)(B)(i) from the previous academic year; and

- (B) Net proceeds remaining from the previous academic year after the Office of the Arkansas Lottery:
 - (i) Transfers the funds requested by the Division of Higher Education under Ark. Code Ann. § 23-115-801(c)(2); and
 - (ii) Deposits the amount necessary to maintain the Scholarship Shortfall Reserve Trust Account under Ark. Code Ann. § 23-115-802 in an amount equal to twenty million dollars (\$20,000,000).
- (2) A scholarship under these rules shall not be awarded for an academic year if:
 - (A) Less than two hundred fifty thousand dollars (\$250,000) is available under subsection (1) of this section; or
 - (B) The Division of Higher Education received a loan from the Scholarship Shortfall Reserve Trust Account under Ark. Code Ann. § 23-115-802 for the Arkansas Academic Challenge Scholarship Program -- Part 2, Ark. Code Ann. § 6-85-201 et seq., for the previous academic year.
- (3) Any funds under subsection (1) of this section that are not disbursed for scholarships under these rules shall be carried over to the next academic year to be used for scholarships under these rules.

Procedures

Eligibility Requirements.

- (1) A student is eligible to receive an Arkansas Workforce Challenge Scholarship for an academic year if the student applies to the Division of Higher Education by a date determined by the Division of Higher Education preceding the academic year and:
 - (A) Is an Arkansas resident or, if the student is less than twenty-one (21) years of age, either a parent of the student or the student is an Arkansas resident;
 - (B) Meets either of the following requirements:
 - (i) Graduated from a:
 - (a) Public high school in Arkansas or another state;
 - (b) Private high school in Arkansas or another state; or
 - (c) Home school as recognized under Ark. Code Ann. § 6-15-501 et seq. or recognized by another state; or
 - (ii) Received a high school equivalency diploma approved by the Arkansas Division of Workforce Services or another state;

- (C) Is not receiving a scholarship under the Arkansas Academic Challenge Scholarship Program -- Part 2, Ark. Code Ann. § 6-85-201 et seq.;
- (D) Is accepted for admission in a program of study at an approved institution of higher education that leads to an associate degree or a certificate program in one (1) of the following high-demand fields:
 - (i) Industry;
 - (ii) Health care; and
 - (iii) Information technology; and
- (E) (i) Whose program of study or certificate program will result in the student's being qualified to work in an occupation identified by the Arkansas Division of Workforce Services under subdivision (1)(E)(ii)(a) of this section.
 - (ii) (a) The Division of Workforce Services shall provide annually to the Division of Higher Education by March 1 a list that identifies the five (5) most in-demand occupations in this state in each high-demand field under subdivision (1)(D) of this section that require the completion of a program of study that leads to an associate degree or a certificate program.
 - (b) The Division of Workforce Services shall publish on its website the list under subdivision (1)(E)(ii)(a) of this section and data supporting the list.
- (2) A student who received a scholarship under these rules and successfully completed a program of study or certificate program that meets the requirements under subdivision (1)(D) of this section is eligible to reapply for a scholarship under these rules if the student is accepted for admission in a different program of study or certificate program that meets the requirements under subdivision (1)(D) of this section.
- (3) A student who received a scholarship under these rules and does not successfully complete the program of study or certificate program is eligible to reapply for and receive a scholarship one (1) time only.

Distribution – Award Amounts.

- (1) If funds are available, the Division of Higher Education (“Division”) shall distribute Arkansas Workforce Challenge Scholarships to all students who meet the eligibility requirements.
- (2) (A) The Division shall distribute scholarships from the funds available in an equal amount to every student eligible to receive a scholarship.
- (B) Except as provided in subsection (3) of this section, the maximum scholarship award a student may receive in an academic year shall be the lesser of:
 - (i) Eight hundred dollars (\$800); or
 - (ii) (a) The cost of the certificate program or program of study.

- (b) The cost of a certificate program or program of study shall be limited to:
 - 1) Tuition, fees, or other charges;
 - 2) Textbooks or other course materials; and
 - 3) Equipment needed for a course.
 - (C) The scholarship awards may be used for expenses included in the cost of the certificate program or program of study.
 - (D) A scholarship under this section shall be only for the academic year for which it is awarded.
- (3) (A) If the division has funds remaining after making the distributions under subsection (2) of this section, the division shall distribute scholarships to students for the summer term of the academic year.

(B) If funds are available under subdivision (3)(A) of this section, a student shall apply for a scholarship for a summer term by a date determined by the division preceding the summer term.

(C)(i) The division shall distribute scholarships for a summer term in the same manner as under subsection (2) of this section.

(ii) Scholarships for a summer term may be used in the same manner as under subsection (2) of this section.

(D) A student who received a scholarship under subsection (2) of this section may also receive a scholarship for a summer term.
- (4) The division shall disburse scholarship awards on behalf of an eligible student directly to the approved institution of higher education.

Institutional Responsibilities.

(1) College/University Responsibilities

(A) Administrative Agreement

The chief executive officer of the eligible institution is responsible for appointing one representative from the financial aid office to act as administrator of the Arkansas Workforce Challenge Scholarship and to receive all communications, forms, etc. This representative is responsible for verification, data and compliance with all program rules and regulations. The institution must comply with all rules and regulations in order to maintain continued eligibility status.

(B) Disbursement Records

The institution shall maintain information on the student indicating disbursement of scholarship funds.

(C) Institutional Verification

The institution shall provide certification of enrollment in eligible program of study and enrollment in courses that will meet satisfactory academic progress standards, as of the eleventh day of classes, by completing a Verification Roster each semester after registration. The Verification Roster is an alphabetical listing by institution of all persons receiving the award for a given academic term. The certifying official is responsible for completing the verification rosters each semester or trimester. The Arkansas Division of Higher Education shall provide electronic Verification Rosters to the Financial Aid Administrator for each semester or trimester as needed. The electronic Verification Rosters shall be returned to the Arkansas Division of Higher Education by November 1 for the fall term and by March 15 for the spring term. The Arkansas Division of Higher Education shall also provide electronic continuing eligibility rosters to the Financial Aid Administrator before the end of the fall and spring term. The continuing eligibility rosters shall be returned to the Arkansas Division of Higher Education no later than January 15 based on the Fall semester and June 1 based on the Spring semester to ensure that adequate time is provided to notify students of their status in the program.

(D) Deadlines for Disbursement of Funds

The deadline for disbursement of funds by the eligible institution is no later than 10 days after receipt of funds. Any outstanding funds not disbursed by these dates must be returned to the Arkansas Division of Higher Education. For those students whose applications are received by ADHE too late to allow disbursement by these dates, disbursement will be made within 10 working days of receipt of the verification roster and electronic transfer of funds.

(E) Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Division of Higher Education on any Arkansas Workforce Challenge Scholarship recipient or former recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Arkansas Workforce Challenge Scholarship. The Arkansas Division of Higher Education shall periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

(F) Agreements between Institutions

An approved institution of higher education may enter into agreements with other institutions of higher education, including without limitation technical institutes, to allow students enrolled in the approved institution of higher education under these rules to take courses at the other institutions of higher education.

Arkansas Concurrent Challenge Scholarship Program

(Effective Date: May 2, 2022)

Policy Statement

These rules shall be known as the Arkansas Department of Education, Division of Higher Education Rules Governing the Arkansas Concurrent Challenge Scholarship Program. This policy addresses the student eligibility criteria, method for recipient selection, continuing eligibility requirements and procedures for making payments to an approved institution of higher education, and other administrative procedures necessary for operation of the program.

Applicable Arkansas

Code Act 456 of 2019

Applicability

This rule is applicable to students who are eligible for a scholarship under the Arkansas Concurrent Challenge Scholarship Program.

Definitions

- 1) "Approved institution of higher education" an institution of higher education that:
 - a. Is approved by the Division of Higher Education to participate in the Arkansas Concurrent Challenge Scholarship Program;
 - b. Offers at least a fifty percent (50%) discount on the tuition and mandatory fees of an endorsed concurrent enrollment course or certificate program to a student who is enrolled in an endorsed concurrent enrollment course or certificate program, unless other opportunities are provided that lower the tuition and mandatory fees below fifty percent (50%); and
 - c. Is a:
 - i. State-supported two-year or four-year college or university; or
 - ii. Private, nonprofit two-year or four-year college or university that has its primary headquarters located in Arkansas and that is eligible to receive Title IV federal student aid funds.
- 2) "Eligible course" means any endorsed concurrent enrollment course or certificate program.
- 3) "Certificate program" means a program that is offered or made available to a student by an approved institution of higher education that leads to the obtainment of a certification or license. This definition does not include a program operated or

sponsored by a third party.

- 4) "Endorsed concurrent enrollment course" means a college-level course offered by an approved institution of higher education in Arkansas that upon completion would qualify for academic credit in both the approved institution of higher education and a public high school that:
 - a. Is in one (1) of the four (4) core areas of math, English, science, and social studies;
 - b. Meets the requirements of § 6-16-1204(b); and
 - c. Is listed in the Arkansas Course Transfer System of the Division of Higher Education; This definition does not include programs operated or sponsored by a third party;
- 5) "Student" means a person who has junior or senior status and who is enrolled at a:
 - a. Public high school in Arkansas;
 - b. Private high school in Arkansas; or
 - c. Home school, as defined in § 6-15-501 et seq.;
- 6) "Student success plan" means a plan developed by school personnel in collaboration with parents and the student that is reviewed annually. The plan shall, at a minimum:
 - a. Guide the student along pathways to graduation;
 - b. Address accelerated learning opportunities;
 - c. Address academic deficits and interventions; and
 - d. Include college and career planning components;
- 7) "Third party" means a person or entity that does not receive disbursement directly from the Division for this program, including a subcontractor of the institution.

Eligibility

- 1) A student is eligible to receive an Arkansas Concurrent Challenge Scholarship for an academic semester or academic year during which the student is enrolled in an endorsed concurrent enrollment course or certificate program if the student:
 - a. Is an Arkansas resident or, if the student is less than twenty-one (21) years of age, either the student or one (1) parent of the student is an Arkansas resident; and
 - b. Provides proof that a completed student success plan has been submitted to the student's high school or home school.
- 2) The student success plan for a student who is enrolled in an endorsed concurrent enrollment course or certificate program shall:
 - a. Be prepared in consultation with school personnel, the student, and the student's parent or legal guardian or a college advisor.
 - b. Include an endorsed concurrent enrollment course or certificate program that

is relevant to the student's success plan and include measures that ensure the successful completion of the endorsed concurrent enrollment course or certificate program in which the student is enrolled.

- c. A student whose enrollment in a vocational center is reimbursable under § 6-51-305 is not eligible for a scholarship under this program.
- d. Students must meet all established requirements for endorsed concurrent enrollment courses set by the Division of Higher Education.

Continuing Eligibility

- 1) A student is eligible to continue to receive the Arkansas Concurrent Challenge Scholarship if the student successfully completes an endorsed concurrent credit course or certificate program course and receives a minimum grade point average of 2.5.
- 2) A student who fails to complete an endorsed concurrent credit course or certificate program course with a minimum grade point average of 2.5 shall retain eligibility and enroll in no more than one (1) endorsed concurrent credit course or certificate program course for the first semester following the semester in which the student failed to successfully complete an endorsed concurrent credit course or certificate program course.
 - a. If a student fails to complete an endorsed concurrent credit course or certificate program course a second time, the student shall be ineligible to reapply or receive the scholarship again. This also applies to a student that drops out of an endorsed concurrent credit course or certificate program course before the end of the semester.

Amount of Awards

- 1) If funds are available, the Division of Higher Education shall award Arkansas Concurrent Challenge Scholarships to all students eligible for the scholarship for the fall and spring terms.
- 2) The maximum scholarship award a student may receive in an academic year shall be the lesser of:
 - a. Five hundred dollars (\$500)
 - i. Eligible students shall be awarded one-hundred and twenty-five dollars (\$125) for each eligible course the student is enrolled, up to two (2) eligible courses per semester; or
 - b. The actual tuition and mandatory fees cost to the student for up to two (2) eligible courses per semester.
- 3) A scholarship granted under this section may be awarded in addition to any funds received for the enrollment in an endorsed concurrent enrollment course under § 6-16- 1204(e)(3).
- 4) Unless a student's high school or community-based program provides financial

assistance for the cost of tuition and mandatory fees for an endorsed concurrent credit course or certificate program course, the remaining cost of tuition and mandatory fees for an endorsed concurrent enrollment course or certificate program is the responsibility of the eligible student who is enrolled in the endorsed concurrent credit course or certificate program course.

- 5) The division shall distribute scholarships from the funds available in an equal amount to every approved institution of higher education that has enrolled a student eligible to receive this scholarship.

Institutional Responsibilities.

Approved institution of higher education responsibilities.

- 1) Administrative agreement.

The chief executive officer of the approved institution of higher education is responsible for appointing one (1) representative from the financial aid office to act as administrator of the Arkansas Concurrent Challenge Scholarship Program and to receive all communications, forms, etc. This representative is responsible for verification, data, and compliance with these rules. The approved institution of higher education shall comply with all rules order to maintain the status of an approved institution of higher education.

- 2) Disbursement records.

The approved institution of higher education shall maintain information on the student indicating disbursement of scholarship funds.

- 3) Verification.

The approved institution of higher education shall provide certification of enrollment in courses that will meet satisfactory academic progress standards, as of the eleventh day of classes, by completing a Verification Roster each semester after registration. The Verification Roster is an alphabetical listing by an approved institution of higher education of all students receiving the award for a given academic term. The certifying official is responsible for completing the verification rosters each semester.

- 4) Deadlines for disbursement of funds.

The deadline for disbursement of funds is no later than ten (10) days after receipt of funds. Any outstanding funds not disbursed by this date must be returned to the division. For those students whose applications are received by the division too late to allow disbursement by this date, disbursement will be made within ten (10) working days of receipt of the verification roster and electronic transfer of funds to the approved institution of higher education.

5) Due diligence.

The approved institution of higher education will exercise due diligence in providing complete, accurate, and timely information as requested by the division on any scholarship recipient or former scholarship recipient. In addition, the approved institution of higher education will exercise due diligence in complying with these rules. The division may periodically review the approved institution of higher education's records concerning this scholarship program to ensure the compliance with due diligence requirements.

6) Course eligibility.

The approved institution of higher education is responsible for verifying that the endorsed concurrent credit courses and certificate program courses meet the requirements set in Arkansas Code § 6-16-1202 and policies of the division.

High School and Home School Responsibilities

- 1) The high school or home school shall provide certification of eligibility for a student to enroll in an endorsed concurrent enrollment course or certificate program. A high school or home school shall verify the completion of the student's student success plan before certifying that a student is eligible for the scholarship.

Out-of-State Veterinary Medical Education Loan Repayment Program

(Effective Date: May 2, 2022)

Organization and Structure

- I. The Arkansas Division of Higher Education (ADHE) shall administer the Out-of-State Veterinary Medical Education Loan Repayment program within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Division of Higher Education or his/her designee.
- II. When functioning under Act 881 of 2011, and any subsequent legislation, ADHE shall follow provisions of the Administrative Procedure Act.

Eligibility Criteria

- I. Eligibility Criteria
 - A. Applicants must be bona fide Arkansas residents, as defined by the Arkansas Division of Higher Education, for at least twelve (12) months prior to the application deadline.
 - B. Applicants must be a citizen of the United States or a lawful permanent resident.
 - C. Applicants must have graduated from a veterinary medicine program from the Mississippi State University College of Veterinary Medicine program after April 2022.
 - D. Applicants must have outstanding federal student loans.
 - E. Applicants must hold a valid Arkansas veterinary's license.
 - F. Applicants must practice food supply veterinary medicine;
 - G. Applicants must begin practicing food supply veterinary medicine in Arkansas within ninety (90) days after the completion of:
 1. The professional degree program for which the loan was made;
 2. An internship program; or
 3. The professional degree program for which the loan was made and an internship program
 - H. Applicants must have graduated from an Arkansas public, private, or home

school or, GED program.

II. Continued Eligibility

Recipients shall notify ADHE annually with documentation that proves his/her continuation to meet the eligibility criteria set forth above. A recipient may receive an annual award for a maximum of five (5) consecutive years. However, if a recipient fails to practice the minimum amount of food supply veterinary medicine for even one (1) year out of the five (5) consecutive year period, he/she will not receive loan repayment.

Selection Process

I. Application

Students must submit an application for the Out-of-State Veterinary Medical Education Loan Program to the Arkansas Division of Higher Education. The application is available online at the scholarship website.

II. Submission of Application and Application Deadline

The application deadline shall be July 1 of the calendar year in which a student graduates and begins practicing food supply veterinary medicine in Arkansas. At its discretion, the ADHE may extend the deadline, provided sufficient notice is provided to the public. The student is responsible for submitting the application and all supporting documentation in a timely manner.

III. Upon receipt by ADHE, applications are reviewed to ensure that all pertinent data is included. Each applicant will receive confirmation of the receipt and completeness of the application. For those whose application is either incomplete or ineligible, a notification will be made identifying the reason for incompleteness or ineligibility. The applicant will then have the opportunity to provide the missing information or correct any inaccurate information. Before an applicant can be considered for an award, the corrected/missing information must be received by the ADHE by the deadline indicated in the Incomplete/Ineligible Notice.

IV. Selection and Notification of Recipients

- A. The ADHE shall review applicants and select recipients based on the eligibility criteria for the Out-of-State Veterinary Medical Education Loan Repayment program.
- B. Selected recipients will receive award notices stating their eligibility for the program and the conditions of their award.

- C. Awards will be provided based on available funding.
- D. Awards will be made on a first-come, first-serve basis.

V. Disbursement of Award

The award will be disbursed in one (1) disbursement to the federal student loan holder indicated by the applicant. If the award amount is larger than the outstanding loan balance, the award amount will be reduced to the amount of the loan balance.

Limitations of Loan Repayment

- I. The Out-of-State Veterinary Medical Education Loan Repayment program shall be used to provide:
 - A. A loan repayment for federal student loans in the amount not to exceed the amount of tuition assistance provided under the Southern Regional Education Compact program per year for each year a licensed veterinarian, who graduated from Mississippi State University College of Veterinary Medicine program after April 2022, practices food supply veterinary medicine in Arkansas. Total term of federal student loan repayment shall not exceed five consecutive years.
 - B. If a recipient fails to satisfy the obligation to engage in the practice of food supply veterinary medicine for one (1) year in a five (5) consecutive year period, then he/she shall not receive the loan repayment amount.

Recipient's Responsibility

I. Recipient's Responsibility

It is the recipient's responsibility to notify the Arkansas Division of Higher Education of any change in status within 21 days. This will include:

Change in name;

Change in residence;

Failure to notify the Arkansas Division of Higher Education of a change in status will affect future eligibility or collection status.

Deferment of Practice

- A. The obligation to engage in the practice of food supply veterinary medicine for a five (5) consecutive year period shall be postponed during any:

1. Period of temporary medical disability if the recipient is unable to practice veterinary medicine;
 2. Period of military service under A.C.A. § 6-61-112; or
 3. Other period of postponement agreed to by the ADHE.
- B. To qualify for a deferment, a recipient must notify ADHE of their claim for the deferment and provide supporting documentation on a Request for Deferment form that will be supplied by ADHE upon request. The Request for Deferment form must be completed and returned to ADHE by the recipient. The recipient will be notified within ten (10) days of approval or disapproval of any application for a deferment.

Program Definitions

The following definitions are used in the Out-of-State Veterinary Medical Education Loan Repayment Program:

Arkansas Resident	<p>To be considered an Arkansas resident by ADHE, an applicant must be an Arkansas resident for twelve (12) months prior to the application deadline for the financial aid program. Further, the recipient may be asked to provide evidence of a permanent connection with the State of Arkansas. ADHE will look to one or more of the following to determine residency in those cases:</p> <ol style="list-style-type: none"> (A) Valid Arkansas Driver's License; (B) Proof of payment for Arkansas personal and/or real taxes for previous year; (C) Proof of Arkansas vehicle registration; (D) Proof of Arkansas voter registration; and (E) Other forms of proof of Arkansas residency.
Award Year	The award year begins on July 1 of one calendar year, and extends to June 30 of the next calendar year.
Food Animal	A bovine, porcine, ovine, camelid, cervid, poultry, and any other species determined by the Arkansas State Veterinarian.
Food Supply Veterinary Medicine	All aspects of veterinary medicine's involvement in food supply systems, from traditional agricultural

production to consumption.

Lawful Permanent Resident

An individual who can provide documentation from the Immigration and Naturalization Service (INS) that he or she is in the U.S. for other than a temporary purpose with the intention of becoming a citizen or permanent resident. Valid documentation is an I-551, I-151, I-181, I-94, or passport stamped with the notation "Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence". A completed Form G- 641 can also be used to document permanent resident status.

Loan Repayment

A payment made to a federal loan holder on a recipient's behalf after the completion of the yearly requirements by recipient.

Participating Institution

Mississippi State University College of Veterinary Medicine

Practice of Food Supply
Veterinary Medicine

A corporate or private veterinary practice with a minimum of thirty percent (30%) of the practice devoted to food animal medicine or mixed animal medicine located in rural areas.

U.S. Citizen

The term "U.S. citizen" includes persons born or who have become naturalized citizens of the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, and Trust Territory- Palau. The term "national" includes citizens of American Samoa or Swain's Island.