Dr. Ken Warden
Commissioner

Dr. Jim Carr
AHECB Chair

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

REGULAR QUARTERLY MEETING

OCTOBER 23, 2026

Arkansas Division of Higher Education
4 Capitol Mall, Box 21 | Little Rock, AR 72201 | (501) 371-2000

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

REGULAR QUARTERLY MEETING

ASU Mountain Home
Vada Sheid Community Development Center
1600 South College
Mountain Home, AR 72653

SCHEDULE

Friday, October 23, 2026

Call to Order at 9:00 a.m.

Convene Coordinating Board Meeting

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
REGULAR QUARTERLY MEETING

Friday, October 23, 2026

ASU Mountain Home

AGENDA

1. Welcome by Dr. Bentley Wallace

*2. Approve Minutes of July 24, 2026, Regular Meeting and September 22, 2026, Special Meeting (Chair, Dr. Jim Carr)

*3. Appointment of Nominating Committee for 2027-28 Board Officers (Chair Carr)

*4. Approval of 2027 Coordinating Board Meeting Schedule (Dr. Ken Warden)

5. Commissioner's Report (Dr. Ken Warden)

REPORTS/POLICIES

6. Prevention of Sexual Assault on Campus (Mr. Mason Campbell)

7. Prevention of Unplanned Pregnancies on College Campuses (Mr. Campbell)

*8. Advanced Placement (AP) Policy Update (Mr. Campbell)

9. Report on Academic Program Status (Mr. Campbell)

10. Report on Concurrent Enrollment (Mr. Campbell)

11. Annual Report on Credentials Awarded (Mrs. Rachel Lewis)

*12. Residency Classification for Tuition Purposes Policy (Mrs. Alisha Lewis)

*13. Military Dependents' Scholarship Program Policy (Mrs. Lewis)

*14. SREB Doctoral Scholars Program Policy (Mrs. Lewis)

FINANCE

15. Bond/Loan Feasibility Update (Mr. Nick Fuller)

*Action item

16. Report on Intercollegiate Athletic Revenues and Expenditures (Mr. Fuller)

*17. Recommendations for State Funding of Capital Projects (Mr. Fuller)

*18. Economic Feasibility of Bond Issue for University of Arkansas for Medical Sciences (Mr. Fuller)

*19. Economic Feasibility of a Master Equipment Financing Agreement for University of Arkansas for Medical Sciences (Mr. Fuller)

ACADEMICS

*20. New Program: Associate of Applied Science in Traditional Nursing
University of Arkansas Community College Rich Mountain (Mr. Campbell)

*21. New Program: Master of Science in Pavement Technology
University of Arkansas Fayetteville (Mr. Campbell)

*22. New Program: Associate of Applied Science in Respiratory Therapy
University of Arkansas Fort Smith (Mr. Campbell)

23. Arkansas Public Institutions Letters of Notification (Mr. Campbell)

24. Arkansas Public Institutions Letters of Intent (Mr. Campbell)

*25. Out-of-State and Arkansas Private Institutions (Mr. Campbell)

26. Out-of-State and Arkansas Private Institutions Letters of Notification (Mr. Campbell)

27. Out-of-State and Arkansas Private Institutions Letters of Intent (Mr. Campbell)

RULES

*28. Rules Governing the Professional Skills Training Funding Model (Mr. Fuller)

*29. Rules Governing the Distribution of Productivity-Based Funding Model (Mr. Fuller)

*30. Rules Governing the Value-Based Productivity Funding Model – State-Supported Institutions of Higher Education (Mr. Fuller)

*31. Repeal of Rules Governing the Productivity Funding Model – Two-Year Colleges (Mr. Fuller)

*32. Repeal of Rules Governing the Productivity Funding Model – Universities (Mr. Fuller)

Agenda Item No. 1
Higher Education Coordinating Board
October 23, 2026

Welcome

Dr. Bentley Wallace, chancellor of Arkansas State University-Mountain Home, will provide a welcome.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
July 24, 2026

Minutes of Meeting

The Arkansas Higher Education Coordinating Board (AHECB) convened its regular meeting on July 24, 2026, at the University of Arkansas in Fayetteville. Chair Jim Carr called the meeting to order at 9:00 a.m. and confirmed that a quorum was present.

Coordinating Board present:
Dr. Jim Carr, Chair
Lucas Pointer, Vice Chair
Dr. Katherine Dudley, Secretary
Carolyn Rhinehart
Chris Woodard

Coordinating Board absent:
Graycen Bigger

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

Carr began by introducing new AHECB member Chris Woodard. A Jonesboro native, Woodard is an attorney who serves clients throughout Arkansas and Texas. He earned his undergraduate and graduate degrees from Arkansas State University before receiving his Juris Doctor from the University of Arkansas School of Law.

Agenda Item No. 1
Welcome

Next, Chair Carr recognized Chancellor Charles Robinson for welcoming remarks. Dr. Robinson welcomed Coordinating Board members, ADHE staff, and college and university presidents and chancellors to the University of Arkansas campus in Fayetteville. He shared that the university currently enrolls more than 34,000 students and noted that the incoming freshman class is on pace to set a new enrollment record.

Chair Carr then introduced new University of Arkansas head football coach Ryan Silverfield.

Agenda Item No. 2
Approval of Minutes

Carolyn Rhinehart moved to approve Agenda Item No. 2. Dr. Katherine Dudley seconded the motion and the Board unanimously approved.

Agenda Item No. 3
Commissioner's Report

Institutional Changes

Dr. Todd Shields was named the fourth president of the Arkansas State University System on July 1, 2026. Shields previously served as the chancellor of ASU Jonesboro from 2022-2026.

The Arkansas State University System Board of Trustees voted to appoint Shane Broadway, system vice president for university relations, to the additional role of interim chancellor of ASU Three Rivers in Malvern effective on July 1, 2026.

Dr. Calvin White Jr., executive vice chancellor and provost at A-State, was appointed interim chancellor effective July 1. Prior to joining A-State, White spent nearly 20 years at the University of Arkansas in Fayetteville, as senior associate dean of the Fulbright College of Arts and Sciences.

Dr. Adam O'Neal was selected by the University of Arkansas System board as the next chancellor at UA–East Arkansas Community College in Forrest City. O'Neal officially stepped into the role following the July 1 retirement of current chancellor Cathie Cline, O'Neal previously served the school as vice chancellor for student services.

On July 13th, Dr. Jo Alice Blondin began her new role as interim president of the Arkansas Colleges of Health Education (ACHE). Blondin recently retired after 13 years as president of Clark State College in Springfield, Ohio. Before that, she was chancellor of Arkansas Tech University-Ozark Campus between 2006 and 2013.

New ADHE Staff

Briana Robinson, Financial Aid Intern, started June 8th
Larissa Agbor-Nkongho, EngageAR Program Coordinator, started May 11th
Carlos Mendoza, EngageAR Program Coordinator, started July 6th

ADHE Staff Changes

Dr. Tina Moore, former ADHE Director of Workforce Education, has been promoted to Assistant Commissioner for Workforce and Strategic Alignment.

Arkansas Outdoor Education Initiative

Mary Beth Hatch, Arkansas Game and Fish Commission chief of education, provided an overview of the Arkansas Game and Fish Commission's (AGFC) education programs, conservation initiatives, and postsecondary opportunities aimed at increasing outdoor learning, conservation awareness, workforce development, and student engagement across Arkansas. AGFC is building a statewide conservation education pipeline that begins in K-12 schools and extends through college and graduate education. The agency's strategy combines curriculum resources, school designations, leadership development, student competitions, scholarships, internships, and research

fellowships to develop future conservation leaders and strengthen Arkansas's outdoor workforce.

Arkansas ACCESS Portal

Sonia Hazelwood presented a status update on the Arkansas ACCESS Portal, a new statewide college admissions platform being developed through a partnership between the Arkansas Division of Higher Education (ADHE) and the Arkansas Department of Education (ADE). The portal is being created in response to the ACCESS Law, which requires a statewide admissions system that offers provisional college admission opportunities to Arkansas students.

The presentation highlighted significant collaboration between ADHE, ADE, and Arkansas institutions during development. ADHE began testing the portal in February and submitted 190 change requests aimed at improving functionality and user experience. Institutional testing occurred in March and April, with six institutions submitting 165 additional recommendations. Improvements focused on user interface enhancements, bug fixes, disclosures/acknowledgements, and expanded functionality. The portal will be rolled out through a multi-year implementation process.

Agenda Item No. 4
Annual Report on First-Year Student Remediation for AY 2025

Mason Campbell presented the annual report on first-year student remediation. In January 2016, the AHECB revised its policy to require all institutions to adopt appropriate placement measures supported by student success data. Of the 21,303 first time entering students in AY2025 who graduated high school in 2023 or 2024, 7,467 (35.0%) required remediation. Among those students, 4,798, representing 64.3% of the remediated population, had a high school GPA of 3.0 or higher, accounting for 22.5% of all first-time entering students in AY2025. While this group represents approximately 3.0% of total AY2025 enrollment, both counts and percentages are presented to provide appropriate perspective.

Dr. Katherine Dudley asked what determines the remediation model for each institution. Campbell explained that even though there is a lot of data out there, it is the institution’s choice which model they follow.

Agenda Item No. 5a
Rules Governing the Governor’s Higher Education

I In compliance with the Arkansas ACCESS Act of 2025 (Act 341 Section 79), the Arkansas Division of Higher Education Rules Governing the Governor's Higher Education Transition Scholarship Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for final approval.

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Governor's

Higher Education Transition Scholarship Program to be administered by the Arkansas Division of Higher Education. FURTHER

RESOLVED, That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Governor's Higher Education Transition Scholarship Program.

FURTHER RESOLVED, That the Governor's Higher Education Transition Scholarship Program rules be approved for final approval.

There were no questions.

Agenda Item No. 5b
Rules Governing the Arkansas Heroes Scholarship

In compliance with Act 340 of 2025, the rules governing the Arkansas Heroes Scholarship are presented to the Arkansas Higher Education Coordinating Board (AHECB) for public comment release.

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Arkansas Heroes Scholarship to be administered by the Arkansas Division of Higher Education.

FURTHER RESOLVED, That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Arkansas Heroes Scholarship.

FURTHER RESOLVED, That the Arkansas Heroes Scholarship rules be released for public comment.

There were no questions.

Agenda Item No. 5c
Rules Governing the Military Dependents' Scholarship Program

In compliance with Act 340 of 2025, the rules governing the Military Dependents' Scholarship Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for public comment release.

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Military Dependents' Scholarship Program to be administered by the Arkansas Division of Higher Education.

FURTHER RESOLVED, That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Military Dependents' Scholarship Program.

FURTHER RESOLVED, That the Military Dependents' Scholarship Program rules be released for public comment.

There were no questions.

Agenda Item No. 5d
Rules Governing the Arkansas Governor's
Scholarship Program

In compliance with Act 340 of 2025, the rules governing the Arkansas Governor's Scholars Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for public comment release.

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Arkansas Governor's Scholars Program to be administered by the Arkansas Division of Higher Education.

FURTHER RESOLVED, That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Arkansas Governor's Scholars Program.

FURTHER RESOLVED, That the Arkansas Governor's Scholars Program rules be released for public comment.

There were no questions.

Agenda Item No. 5e
Rules Governing the Arkansas
Direct Admissions Program

In compliance with Act 340 of 2025, the rules governing the Arkansas Direct Admissions Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for public comment release.

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Arkansas Direct Admissions Program to be administered by the Arkansas Division of Higher Education.

FURTHER RESOLVED, That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical

changes and corrections, when necessary, in the program rules for the Arkansas Direct Admissions Program.

FURTHER RESOLVED, That the Arkansas Direct Admissions Program rules be released for public comment.

There were no questions.

Agenda Item No. 5f
Rules Governing the Arkansas Future Grant Program

In compliance with the Arkansas ACCESS Act of 2025 (Act 341 Sections 74-76), the Arkansas Division of Higher Education Rules Governing the Arkansas Future Grant Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for public comment release.

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Arkansas Future Grant Program to be administered by the Arkansas Division of Higher Education.
FURTHER RESOLVED, That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Arkansas Future Grant Program.
FURTHER RESOLVED, That the Arkansas Future Grant Program rules be approved for public comment release.

There were no questions.

Agenda Item No. 5g
Rules Governing the Arkansas Geographical
Critical Needs Scholarship Program

In compliance with Act 340 of 2025, the rules governing the Arkansas Geographical Critical Needs Scholarship Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for public comment release.

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Arkansas Geographical Critical Needs Scholarship Program to be administered by the Arkansas Division of Higher Education.

FURTHER RESOLVED, That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Arkansas Geographical Critical Needs Scholarship Program.

FURTHER RESOLVED, That the Arkansas Geographical Critical Needs Scholarship Program rules be approved for public comment release.

There were no questions.

Agenda Item No. 5h
Rules Governing the Student Undergraduate
Research Fellowship Program

In compliance with Act 340 of 2025, the rules governing the Student Undergraduate Research Fellowship Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for public comment release.

> **RESOLVED**, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Student Undergraduate Research Fellowship Program to be administered by the Arkansas Division of Higher Education.
>
> **FURTHER RESOLVED,** That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Student Undergraduate Research Fellowship Program.
>
> **FURTHER RESOLVED**, That the Student Undergraduate Research Fellowship Program rules be approved for public comment release.

There were no questions.

Lucas Pointer moved to approve Agenda Items No. 5a – 5h. Dr. Katie Dudley seconded the motion and the Board unanimously approved.

Agenda Item No. 6
Professional Skills Training Funding Formula
to Support State Supported Institutions of Higher Education

The Professional Skills Training Funding Formula to Support State Supported Institutions of Higher Education was removed from the agenda prior to the meeting.

Agenda Item No. 7
Certification of Intercollegiate Athletic Revenues
and Expenditures for 2026--27

Nick Fuller reported that data indicates that 24.5 percent of athletic program budgets are being funded from student athletic fees, while 10.4 percent comes from athletic generated revenues. Transfers from educational and general funds contribute 20.8 percent of the funding. There are three institutions budgeting for the additional transfer from educational and general funds for Women’s Athletic Sports Programs. This accounts for 4.3% of budgeted revenues. The remaining 40.0 percent is funded from other auxiliary profits, endowment and investment income, contributions and other athletic income.

RESOLVED, That the Arkansas Higher Education Coordinating Board accepts the Certification of Intercollegiate Athletic Revenues and Expenditures Budgeted for 2026-27 as prepared in accordance with Arkansas Higher Education Coordinating Board uniform accounting standards and definitions for athletic reporting.

Carolyn Rhinehart moved to approve Agenda Item No. 7. Chris Woodard seconded the motion and the Board unanimously approved.

Agenda Item No. 8
Productivity-Based Funding Distribution for 2027-28

Nick Fuller reported that for the universities, an increase in funding is recommended for those institutions with productivity increases for a total change in university funding of $8,791,370. In addition to this new funding, institutions with productivity declines will have an amount reduced and then reallocated to the institutions who showed an increase. The 3 four-year universities with productivity declines all hit the 5% stop-loss level for the FY2027-2028 recommendation. This resulted in the overall amount of reallocation dollars being reduced to $0 as based on the FY2026-27 base funding levels, any reduction would put all 3 institutions at greater than a 5% reduction from the FY2022-23 funding level for the upcoming fiscal year per the current distribution policy.

For the two-year colleges, an increase in funding is recommended for those institutions with productivity increases for a total change in two-year college funding of $2,928,194. In addition to this new funding, $244,361 was reallocated from 4 institutions to 18 of the other two-year colleges. This distribution recommendation results in a total request for new general revenue funds of $8,969,108.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the recommendation for distribution of productivity funding to the Arkansas public institutions of higher education in the 2027-28 fiscal year as included in Table 08B.

FURTHER RESOLVED, That the Commissioner of the Arkansas Division of Higher Education is authorized to prepare appropriate documents for transmission to the Governor and the General Assembly of the 2027-28 productivity funding distribution recommendation of the Arkansas Higher Education Coordinating Board.

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

There were no questions.

Dr. Katherine Dudley moved to approve Agenda Item No. 8. Carolyn Rhinehart seconded the motion and the Board unanimously approved.

Agenda Item No. 9
Operating Recommendations for 2027-29 Biennium

According to the provisions of A.C.A. §6-61-801 through §6-61-808, there is established the Arkansas Research Development Program for providing Arkansas Research Development Program Grants to publicly-supported universities in Arkansas by the Division of Higher Education. Act 610 of 2025 provides that after the sum of $13,200,000 has been deposited into the Higher Education Building Maintenance Fund, any additional deposits are to be transferred to the Research Development Fund to be used as provided by law.

> **RESOLVED**, That after review by the Legislative Council, the Director of the Arkansas Division of Higher Education is authorized to distribute up to $475,000 from the Higher Education Research Development Fund to the University of Arkansas, Fayetteville for continuing personal services and operating expenses related to ARE-ON.

There were no questions.

Lucas Pointer moved to approve Agenda Item No. 9. Carolyn Rhinehart seconded the motion and the Board unanimously approved.

Agenda Item No. 10
Personal Services Recommendations for Institution Personnel for 2027-29

Institutions of higher education, apart from UAMS, have 27,158 positions currently authorized. For the 2027-29 Biennium, institutions have requested a net new request of 117 positions. ADHE staff recommends the net increase of 117 positions, for a total recommendation of 27,452 positions (a 0.4 percent increase). UAMS currently has 12,874 authorized positions and had a net new position request of 170. ADHE staff recommends this net increase of 170 for a total of 13,044 positions.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board adopts the recommended number of positions, titles, grades, and maximum salaries for positions in academic, administrative, and auxiliary positions for the 2027-29 Biennium as recommended by staff.
>
> **FURTHER RESOLVED,** That the Commissioner of the Arkansas Division of Higher Education is authorized to make technical corrections consistent with Coordinating Board action.

FURTHER RESOLVED, That the Coordinating Board requests the Director to transmit the Personal Services recommendations to the Governor and the General Assembly for consideration for the 2027-29 Biennium.

Chair Carr asked if there was a way to identify where the 117 positions are? Fuller said the positions are spread across the board all over the campus.

Dr. Katherine Dudley moved to approve Agenda Item No. 10. Carolyn Rhinehart seconded the motion and the Board unanimously approved.

Agenda Item No. 11
Recommendations for State Funding of Capital Projects

The Recommendations for State Funding of Capital Projects was removed from the agenda prior to the meeting.

Agenda Item No. 12
Associate of Applied Science in Surgical Technology
Northwest Arkansas Community College

The proposed Associate of Applied Science in Surgical Technology degree will prepare students to function as key members of a surgical team in hospitals and outpatient surgical centers. The 63-credit-hour curriculum requires the completion of 30 credit hours general education prerequisites prior to program admission. Once admitted, the remaining 33 credit hours include specialized surgical technology coursework delivered through classroom instruction, hands-on laboratory training, and supervised clinical experiences.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the offering of the Associate of Applied Science in Surgical Technology (CIP 51.0909) at Northwest Arkansas Community College, effective Fall 2027.

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

Dr. Tony Kinkle, Vice President of Enterprise Relations, provided additional information.

Chair Carr asked if the other seven programs were at full capacity. Campbell said he would provide the enrollment numbers to the Board.

Lucas Pointer moved to approve Agenda Item No. 12. Carolyn Rhinehart seconded the motion and the Board unanimously approved.

Agenda Item No. 13
Master of Science in Nursing:
Family Nurse Practitioner (Rural Health)
Southern Arkansas University Magnolia

The proposed, fully online Master of Science in Nursing program with Family Nurse Practitioner (Rural Health) concentration is designed to prepare registered nurses for advanced practice roles as primary care providers, equipping graduates with the knowledge and clinical competencies necessary to deliver comprehensive, evidence-based care across the lifespan.

The 44 credit-hour curriculum includes core nursing coursework and specialized Family Nurse Practitioner content, with an emphasis on rural health disparities, population health, healthcare systems, and policy. Instruction will be delivered through online coursework supported by 540 hours of in-person clinical training and simulation experience in areas such as women's health, pediatrics, adult/geriatric care, and primary care. The proposed program is purposefully designed to meet the needs of working registered nurses, providing flexibility while permitting clinical training to be completed at approved sites.

> **RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the offering of the Master of Science in Nursing in Nursing: Family Nurse Practitioner (Rural Health) (CIP 51.3805) at Southern Arkansas University Magnolia, effective Fall 2027.
>
> **FURTHER RESOLVED,** That the Coordinating Board instructs the Commissioner of the Arkansas Division of Higher Education to inform the Chancellor of Southern Arkansas University Magnolia and the Chair of the Board of Trustees of the Southern Arkansas University System of the approval.

Dr. Robin Stonce, Vice President for Academic Affairs and Provost, provided additional information.

Chris Woodard asked how Southern Arkansas University collaborates with existing healthcare employers and whether there are incentives for nurse practitioner graduates to establish clinics in the region. Dr. Karen Landry, Chair of the Department of Nursing, explained that the program encourages students to complete at least 50 percent of their clinical training within their home communities. This approach is intended to strengthen connections between students and local healthcare providers, with the goal of increasing employment opportunities at area hospitals and clinics upon graduation.

Carolyn Rhinehart moved to approve Agenda Item No. 13. Dr. Katherine Dudley seconded the motion and the Board unanimously approved.

Agenda Item No. 14
Associate of Applied Science in Environmental Management
by Southern Arkansas University Tech

The proposed fully online Associate of Applied Science in Environmental Management (Municipal) program is a 60-credit-hour, workforce-focused degree intended to prepare students for careers in municipal utilities and environmental services, with technical emphasis in water treatment and distribution, wastewater treatment, industrial pretreatment, and solid waste management, along with supporting coursework in science, safety, and compliance. Graduates will be fully prepared to handle the operation and maintenance of municipal environmental systems, ensure regulatory compliance, assess performance, and deliver clear communications.

> **RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the offering of the Associate of Applied Science in Environmental Management (Municipal) (CIP 15.0506) at Southern Arkansas University Tech, effective Fall 2027.
>
> **FURTHER RESOLVED,** That the Coordinating Board instructs the Commissioner of the Arkansas Division of Higher Education to inform the Chancellor of Southern Arkansas University Tech and the Chair of the Board of Trustees of the Southern Arkansas University System of the approval.

Dr. Valerie Wilsn, Vice Chancellor for Academics and Planning Department, provided additional information.

There were no questions.

Lucas Pointer moved to approve Agenda Item No. 14. Dr. Katie Dudley seconded the motion and the Board unanimously approved.

Agenda Items No. 15 & 16
Arkansas Public Institutions
Letters of Notification and Letters of Intent

The Commissioner of the Arkansas Division of Higher Education approved institutional requests for new programs not requiring Board action unless further review is requested by the Board. During this period, the Institutional Certification Advisory Committee received notice of requests from Arkansas public institutions to offer degree programs. The program notice lists appear in the Arkansas Public Institutions Letters of Notification on pages 15-1 through 15-75 and in the Arkansas public institutions Letters of Intent on pages 16-1 of the agenda book.

There were no questions.

Agenda Item No. 17
Out-of-State and Arkansas Private Institutions

RESOLVED, That pursuant to A.C.A. §6-61-301, the Arkansas Higher Education Coordinating Board grants initial certification to the institutions listed on pages 1 - 2 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2029.

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

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

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

Initial Program Certifications – Distance Technology

Carrington College, Sacramento, California
Southern California University of Health Sciences, Whittier, California

Dr. Katherine Dudley moved to approve Agenda Item No. 17. Carolyn Rhinehart seconded the motion and the Board unanimously approved.

Agenda Items No. 18 & 19
Out-of-State and Arkansas Private Institutions
Letters of Notification and Letters of Intent

The Commissioner of the Arkansas Division of Higher Education approved institutional requests for new programs not requiring Board action unless further review is requested by the Board. During this period, the Institutional Certification Advisory Committee received notice of requests from out-of-state and Arkansas private institutions to offer degree programs to Arkansas residents. The program notice lists appear in the Letters of Notification on pages 18-1 through 18-3 and in the Letters of Intent on page 19-1 of the agenda book.

There were no questions.

Agenda Item No. 20
Academic Program Review

Arkansas Code §6-61-214 requires that the Arkansas Higher Education Coordinating Board (AHECB) review existing academic programs at Arkansas public colleges and universities to identify certificate and degree programs not meeting minimum standards of quality and to establish schedules for either resolving these concerns or removing the programs from the AHECB approved program inventory. Mason Campbell summarized the reports submitted to ADHE during the 2025-26 academic year.

There were no questions.

Agenda Item No. 21
Academic Program Review
Recommendations of Notice

Arkansas colleges and universities are required to employ external consultants to review all certificate and degree programs over a period of 7-10 years with the findings from the reviews reported to the Coordinating Board. Accredited, licensed and state certified programs follow the usual review practices and the schedule of the accrediting/approval body. Mason Campbell presented a summary report on academic programs placed on notice for potential removal from the AHECB approved program inventory. These programs will be subject to a two-year notice period, during which the respective institutions are expected to bring the programs into compliance with the policy requirements. At the conclusion of this two-year period, any programs that continue to not meet the minimum standards will be recommended for deletion from the approved program inventory.

Dr. Katherine Dudley moved to approve Agenda Item No. 21. Carolyn Rhinehart seconded the motion and the Board unanimously approved.

Agenda Item No. 22
Concurrent Enrollment Initial Authorization

In accordance with the Concurrent Enrollment policy, an institution with Arkansas Higher Education Coordinating Board initial authorization for the Concurrent Enrollment Program can offer courses for concurrent enrollment for a period of up to seven (7) years. Institutions that wish to continue to offer courses for concurrent enrollment must request AHECB reauthorization. The Concurrent Enrollment Policy outlines clear criteria for continued authorization, focusing on the quality of instruction, student support, and institutional oversight. Each institution recommended for initial authorization has submitted the required documentation, which has been reviewed by a three-member team selected by the Arkansas Division of Higher Education (ADHE). The positive evaluations from these reviews form the basis of this recommendation. ADHE staff recommends continued authorization for the following programs for a period of five (5) years.

There were no questions.

Remarks by Presidents/Chancellors and Guest

The next quarterly meeting will be held on October 23, 2026, at Arkansas State University Mountain Home at 9:00 a.m.

With no further comments, the meeting was adjourned at 11:30 a.m.

SUBMITTED BY:

_____
Nichole Abernathy

APPROVED:

_____
Dr. Katherine Dudley, Secretary

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting
September 22, 2026

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a special meeting on Tuesday, September 22, 2026, via Zoom. Chair Jim Carr called the meeting to order at 11:00 a.m., with a quorum present.

Coordinating Board present:
Dr. Jim Carr, Chair
Lucas Pointer, Vice Chair
Graycen Bigger
Carolyn Rhinehart
Chris Woodard

Coordinating Board absent:
Dr. Katherine Dudley, Secretary

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

Chair Carr welcomed presidents and chancellors to the special board meeting and thanked everyone for attending.

Agenda Item No. 1
Rules Governing the Arkansas Heroes
Scholarship Program

In compliance with the Arkansas ACCESS Act of 2025 (Act 341 Section 79), the Arkansas Division of Higher Education Rules Governing the Arkansas Heroes Scholarship are presented to the Arkansas Higher Education Coordinating Board (AHECB) for final approval.

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Arkansas Heroes Scholarship to be administered by the Arkansas Division of Higher Education.

FURTHER RESOLVED, That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Arkansas Heroes Scholarship.

FURTHER RESOLVED, That the Arkansas Heroes Scholarship rules be approved for final approval.

There were no questions.

Lucas Pointer moved to approve Agenda Item No. 1. Carolyn Rhinehart seconded the motion and the Board unanimously approved.

Agenda Item No. 2
Rules Governing the Arkansas Future
Grant Program

In compliance with the Arkansas ACCESS Act of 2025 (Act 341 Sections 74-76), the Arkansas Division of Higher Education Rules Governing the Arkansas Future Grant Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for final approval.

> **RESOLVED**, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Arkansas Future Grant Program to be administered by the Arkansas Division of Higher Education.
>
> **FURTHER RESOLVED,** That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Arkansas Future Grant Program.
>
> **FURTHER RESOLVED**, That the Arkansas Future Grant Program rules be approved for final approval.
> There were no questions.

There were no questions.

Lucas Pointer moved to approve Agenda Item No. 2. Carolyn Rhinehart seconded the motion and the Board unanimously approved.

Agenda Item No. 3
Rules Governing the Military Dependents'
Scholarship Program

In compliance with the Arkansas ACCESS Act of 2025 (Act 341 Section 79), the Arkansas Division of Higher Education Rules Governing the Military Dependents' Scholarship Program is sunsetting to be replaced by the Arkansas Heroes Scholarship. Therefore, these rules are presented to the Arkansas Higher Education Coordinating Board (AHECB) for final approval.

> **RESOLVED**, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Military Dependents' Scholarship Program to be administered by the Arkansas Division of Higher Education.

FURTHER RESOLVED, That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Military Dependents' Scholarship Program.

FURTHER RESOLVED, That the Military Dependents' Scholarship Program rules be approved for final approval.

There were no questions.

Lucas Pointer moved to approve Agenda Item No. 3. Carolyn Rhinehart seconded the motion and the Board unanimously approved.

Agenda Item No. 4
Rules Governing the Arkansas Direct Admissions Program

In compliance with the Arkansas ACCESS Act of 2025 (Act 341 Section 48, p. 63), the Arkansas Division of Higher Education Rules Governing the Arkansas Direct Admissions Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for final approval.

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Arkansas Direct Admissions Program to be administered by the Arkansas Division of Higher Education.

FURTHER RESOLVED, That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Arkansas Direct Admissions Program.

FURTHER RESOLVED, That the Arkansas Direct Admissions Program rules be approved for final approval.

There were no questions.

Lucas Pointer moved to approve Agenda Item No. 4. Carolyn Rhinehart seconded the motion and the Board unanimously approved.

Agenda Item No. 5
Rules Governing the Student Undergraduate
Research Fellowship Program

In compliance with Arkansas Code §6-61-236, the Arkansas Division of Higher

Education Rules Governing the Student Undergraduate Research Fellowship Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for final
approval.

> **RESOLVED**, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Student Undergraduate Research Fellowship Program to be administered by the Arkansas Division of Higher Education.
>
> **FURTHER RESOLVED,** That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Student Undergraduate Research Fellowship Program.
>
> **FURTHER RESOLVED**, That the Student Undergraduate Research Fellowship Program rules be approved for final approval.

There were no questions.

Lucas Pointer moved to approve Agenda Item No. 5. Carolyn Rhinehart seconded the motion and the Board unanimously approved.

With no further comments, the meeting was adjourned at 11:05 a.m.

SUBMITTED BY:

_____
Nichole Abernathy

APPROVED:

_____
Dr. Katherine Dudley, Secretary

Agenda Item No. 3
Higher Education Coordinating Board
October 23, 2026

APPOINTMENT OF NOMINATING COMMITTEE FOR 2027-28 BOARD OFFICERS

Chair Dr. Jim Carr will appoint members of the Arkansas Higher Education Coordinating Board nominating committee at the October 23, 2026, meeting. The nominating committee will recommend Board officers for 2027-28 at the January 29, 2027, meeting.

HIGHER EDUCATION COORDINATING BOARD
2027 MEETING SCHEDULE

The Arkansas Higher Education Coordinating Board meets quarterly to act upon Board initiatives and to respond to campus proposals. The proposed 2027 schedule for these regular quarterly meetings follows:

January 29, 2027	Harding University Searcy
April 30, 2027	University of Arkansas Pulaski Technical College North Little Rock
July 30, 2027	Arkansas Tech University Russellville
October 29, 2027	University of Arkansas Community College at Morrilton

The following resolution is suggested:

RESOLVED, That the Arkansas Higher Education Coordinating Board agrees to the following dates for regular quarterly meetings during 2027: January 29, April 30, July 30, and October 29.

FURTHER RESOLVED, That the Board expresses its appreciation and accepts the invitations to meet in January at Harding University in Searcy, in April at the University of Arkansas Pulaski Technical College in North Little Rock, in July at Arkansas Tech University in Russellville and in October at the University of Arkansas Community College at Morrilton.

Agenda Item No. 5
Higher Education Coordinating Board
October 23, 2026

REPORT OF THE COMMISSIONER

SHEEO Policy Conference

Commissioner Ken Warden recently participated in the State Higher Education Executive Officers Association (SHEEO) Policy Conference, joining a panel discussion focused on State Solutions for College Affordability. During the session, panelists explored innovative strategies states are implementing to expand access to higher education, reduce financial barriers for students, and improve affordability outcomes.

Commissioner Warden shared Arkansas's approach to supporting student success through scholarship programs, workforce-focused initiatives, and policies designed to increase educational attainment. The discussion highlighted the importance of collaboration among state leaders to ensure higher education remains accessible and affordable for students while meeting workforce needs and strengthening local economies.

BRTC Convocation

On Tuesday, August 11, Black River Technical College (BRTC) faculty and staff gathered on the Pocahontas campus for Convocation, marking the official start of the fall semester. The event provided an opportunity to share institutional updates, celebrate accomplishments, and focus on the important work ahead as students return to campus.

Arkansas Commissioner of Higher Education Ken Warden addressed attendees, offering encouragement and highlighting the vital role faculty and staff play in supporting student success and strengthening Arkansas's workforce.





AEDCE Business in the Boro



The Arkansas Economic Developers and Chamber Executives (AEDCE) recently hosted Business in the Boro in Jonesboro, bringing together business leaders, educators, and community partners to strengthen connections and foster collaboration across the region. The event served as a valuable opportunity for attendees to network, share ideas, and discuss strategies for supporting workforce development and economic growth in Arkansas.

Commissioner Ken Warden and Dr. Tina Moore attended the event and engaged with stakeholders on the importance of building strong partnerships that create opportunities for students, employers, and communities alike. Through events like Business in the Boro, AEDCE continues to connect education and industry leaders, helping ensure Arkansas's workforce is prepared to meet the needs of a growing economy.

Arkansas Scholarship Lottery Check Presentation

The Arkansas Scholarship Lottery presented a landmark check for $114.3 million to the Arkansas Division of Higher Education (ADHE) during a press conference on August 17. These funds play a critical role in supporting Arkansas students as they pursue higher education, workforce training, and accelerated learning opportunities through state scholarship programs.

The annual scholarship proceeds continue to provide life-changing educational opportunities for students across the state, helping make college and career training more accessible while strengthening Arkansas's future workforce.



ATU-Ozark Ribbon Cutting Ceremony





ADHE congratulated Arkansas Tech University-Ozark Campus on the recent expansion of its skilled trades facility, which was celebrated with a ribbon-cutting ceremony and reception on September 22.

The project added approximately 7,000 square feet to the existing Air Conditioning and Refrigeration Building, creating additional classrooms, laboratory, and hands-on training space to support programs in air conditioning and refrigeration, welding technology, and other high-demand skilled trades fields.

This important expansion was made possible through a $2.75 million Arkansas Workforce Initiative HIRED (Higher Industry Readiness through Educational Development) grant. The investment supports the modernization and growth of workforce training opportunities at ATU-Ozark, helping ensure students gain the skills needed to meet Arkansas employers' workforce demands.

ADHE is proud to support initiatives that strengthen workforce development, expand educational opportunities, and prepare Arkansans for careers in critical industries across the state. Through strategic investments such as the HIRED program, Arkansas colleges and universities continue to advance economic growth and workforce readiness in their communities.

UAPTC TRIO Celebration

Commissioner Warden joined faculty, staff, students, alumni, and community supporters at the University of Arkansas Pulaski Technical College as they celebrated the 20th anniversary of the TRiO program. This milestone represents two decades of creating opportunities and helping students achieve their educational goals.

The success of TRiO reflects the very heart of the community college mission: meeting students where they are and providing the resources, encouragement, and pathways they need to succeed. A

UALR Workforce Summit



On Sept. 24, education, industry, government, and workforce leaders gathered on UALR's campus to explore strategies for strengthening partnerships and addressing the region's changing workforce demands. The event featured panel discussions, presentations, breakout sessions, and thoughts from students and mentors, providing valuable insight into the impact of experiential learning opportunities. Student interns and their mentors shared firsthand perspectives on how collaboration between the university and employers helps equip students with the skills and experiences needed for career success. Breakout sessions focused on key workforce and industry topics, including artificial intelligence, cybersecurity, nursing, social work, early childhood education, business development, and corporate training.

Agenda Item No. 6
Higher Education Coordinating Board
October 23, 2026

ANNUAL STATUS REPORT FOR SEXUAL ASSAULT PREVENTION ON CAMPUS (ACT 563 OF 2017)

Under Act 563 of 2017, the Arkansas Higher Education Coordinating Board was directed to develop an action plan to address the prevention of sexual assault on college and university campuses and to submit annual reports on implementation by November 1 to the Arkansas General Assembly via the House and Senate Education Committees and the House and Senate Public Health, Welfare and Labor Committees.

The Division of Higher Education of the Department of Education has collected the annual campus status reports for the 2025-2026 academic year, as required by the legislation. We received reports from all campuses.

The legislative requirements for the action plan direct Arkansas public colleges and universities:

1) To incorporate sexual assault prevention into advising and student orientation.
2) To integrate information into academic courses as appropriate;
3) To identify opportunities to raise awareness and provide resources for sexual assault prevention across the entire student population;
4) To identify available grants and partnerships to assist with the work;
5) To collaborate with sources for access to care; and
6) To identify other topics or issues relating to the prevention and reduction of sexual assault.

The issue of sexual assault continues to be addressed seriously by all campuses. Institutions have incorporated this into student orientation and have put in place extra staff training, extra safety measures, and additional activities and resources for students.

Agenda Item No. 7
Higher Education Coordinating Board
October 23, 2026

UNPLANNED PREGNANCY PREVENTION ANNUAL REPORT

Under Act 943 of 2015, the Arkansas Higher Education Coordinating Board (AHECB) was directed to develop an action plan to address unplanned pregnancies on college campuses and to submit annual reports on implementation by November 1 to the Arkansas General Assembly via the House and Senate Education Committees and the House and Senate Public Health, Welfare and Labor Committees.

The legislation directs higher education institutions in nine areas. Among those directives colleges and universities are: to identify methods of addressing the problem of unplanned pregnancy, to collaborate with health centers, to identify a measure of success, and to incorporate into academic coursework "as appropriate". *The legislation mandates that campuses include information in their orientations on the prevention of unplanned pregnancy.*

The annual IHE reports have been collected by the Division of Higher Education for 2025-2026. The department is able to report that all eleven public four-year universities and all 22 two-year campuses have submitted reports and are in compliance with Act 943. All campuses report incorporating information on unplanned pregnancy into their student orientation and most report collaborative efforts with community and state organizations. All four-year universities have continued to incorporate information on the prevention of unplanned pregnancy into at least some of their academic coursework. Additional resources are offered by the majority of campuses, both four-year and two-year.

ADHE will place this report, along with reports from select campuses, on the ADHE website.

Agenda Item No. 8
Higher Education Coordinating Board
October 23, 2026

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 2027 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 Advanced Placement 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 outlines the minimum courses that a student should earn credit for if a three (3) or higher on the corresponding AP Exam is earned~~. The following table establishes the minimum course credit awarded for an Advanced Placement (AP) exam score of 3 or higher. Those Advanced Placement exams without a corresponding ACTS course listed below should be awarded at the discretion of the institution.

AP EXAM	ACTS COURSE
Art History	ARTA1003 Art Appreciation
Biology	BIOL1004 Biology for Non-Majors
Calculus AB	MATH2405 Calculus I
Calculus BC	MATH2505 Calculus II
Precalculus	*MATH1305 Precalculus*
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
English Literature and Composition	ENG2113 World Literature I *or* ENG2123 World Literature II
Environmental Science	GEOL1124 Environmental Geology
European History	HIST1213 Western Civilization I *or* 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 *or* HIST2123 United States History II
World History	HIST1113 World Civilizations I *or* HIST1123 World Civilizations II
Business with Personal Finance	*BUSI 1013 Introduction to Business*
Cybersecurity	*CSEC 1303 Introduction to Cybersecurity*

III. 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.

IV. Limitations

(a) In order to maintain consistency and high academic standards in the state, no course credit may be awarded for an Advanced Placement test score below a three (3).

(b) An institution is not required to award credit for an AP exam if the institution does not offer the corresponding ACTS course.

V. Policy Review.

In addition to annual reviews of policy effectiveness based on placement and student success, ADHE may reassess course equivalencies whenever new AP exams are developed or ACT courses are modified.

Approved: Agenda Item No. 9, April 20, 2018

Updated: Agenda Item No. 4, April 24, 2020
Agenda Item No. 8, October 23, 2026

Agenda Item No. 9
Higher Education Coordinating Board
October 23, 2026

ANNUAL REPORT ON ACADEMIC PROGRAM STATUS
ACADEMIC YEAR 2026

Throughout the academic year, ADHE Academic Affairs staff receive documentation from Colleges and Universities requesting a change of status for academic degree programs. Each quarter, these program status change requests are presented to AHECB for approval via Program Proposal and Letters of Notification agenda items.

An academic program's status can be one of six possible values. Each status has a different characterization as described below.

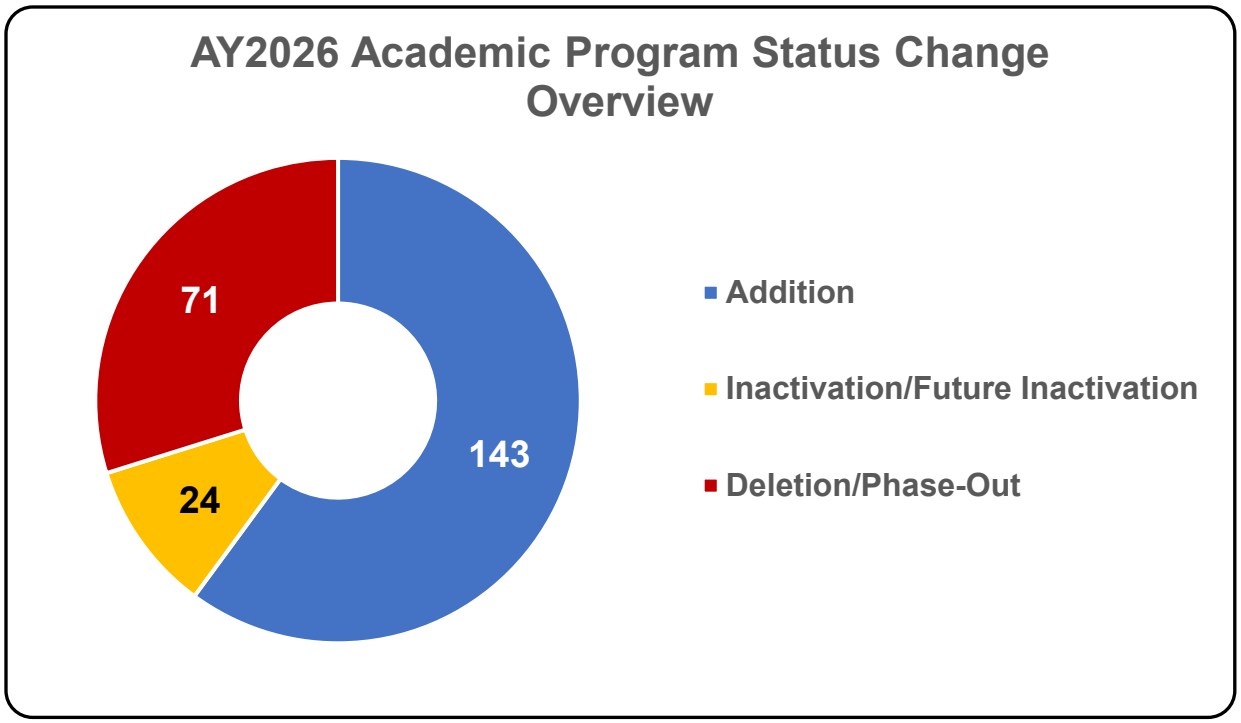
Status	Status Value	Description
Active	A	Current, active programs offered by an institution.
Active Future	N	Newly created program with a future effective date.
Inactive	I	A program that is placed on "hold" for a maximum of 5 years. Must have no enrolled students and be completely inactive at the campus level. Programs can be reactivated via Letter of Notification within the 5-year timeframe.
Future Inactive	F	A program that has been requested to be inactivated but contains declared or enrolled students. These students must be a part of a required teach-out plan.
Delete*	D	A program that an institution no longer offers. Cannot have any declared or enrolled students.
Phase-Out Delete	P	A program that has been requested to be deleted but contains declared or enrolled students. These students must be a part of a required teach-out plan.

**Not included on the Approved Degree Programs list*

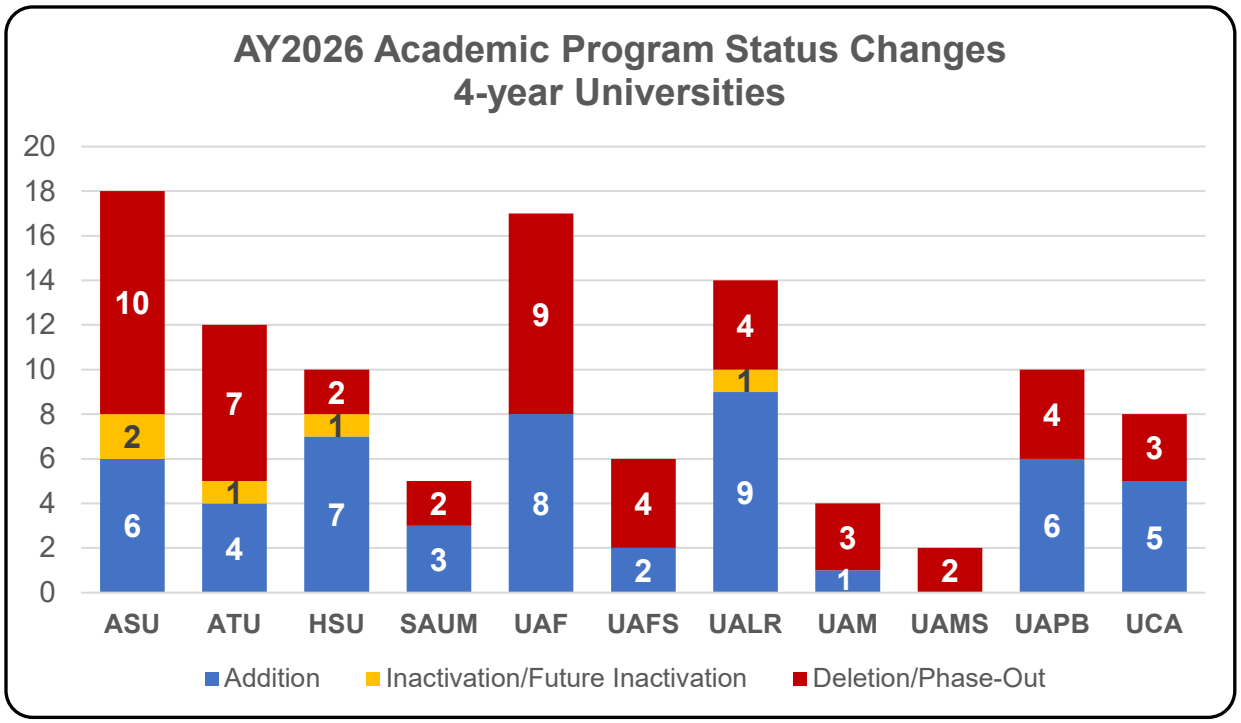
This annual report provides a summary and detailed information about academic program statuses for both AY2026 and a five-year period spanning AY2022 through AY2026.

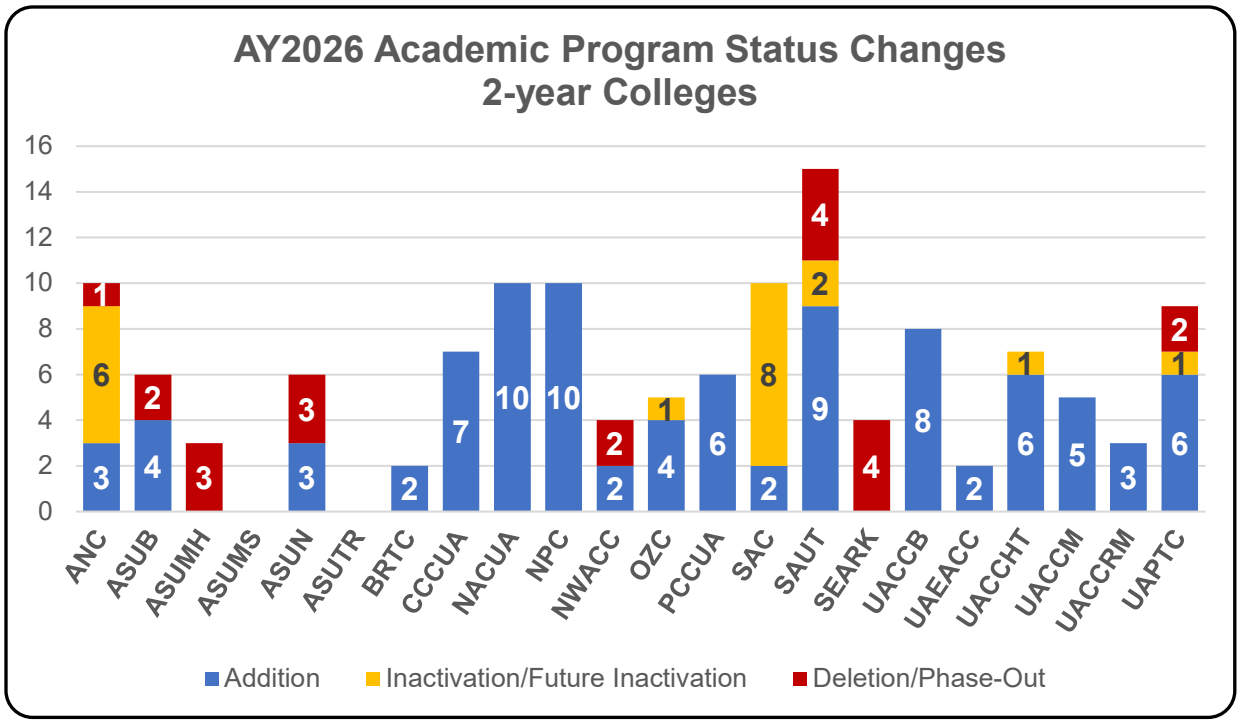
ACADEMIC YEAR 2026

From July 1, 2025, through June 30, 2026, ADHE Academic Affairs staff completed a total of 239 status change requests. The graph below shows the distribution of these changes in status. As depicted, 143 Additions to create new, active programs were processed, along with 71 Deletions or Phase-Outs and 24 Inactivations or Future Inactivations.

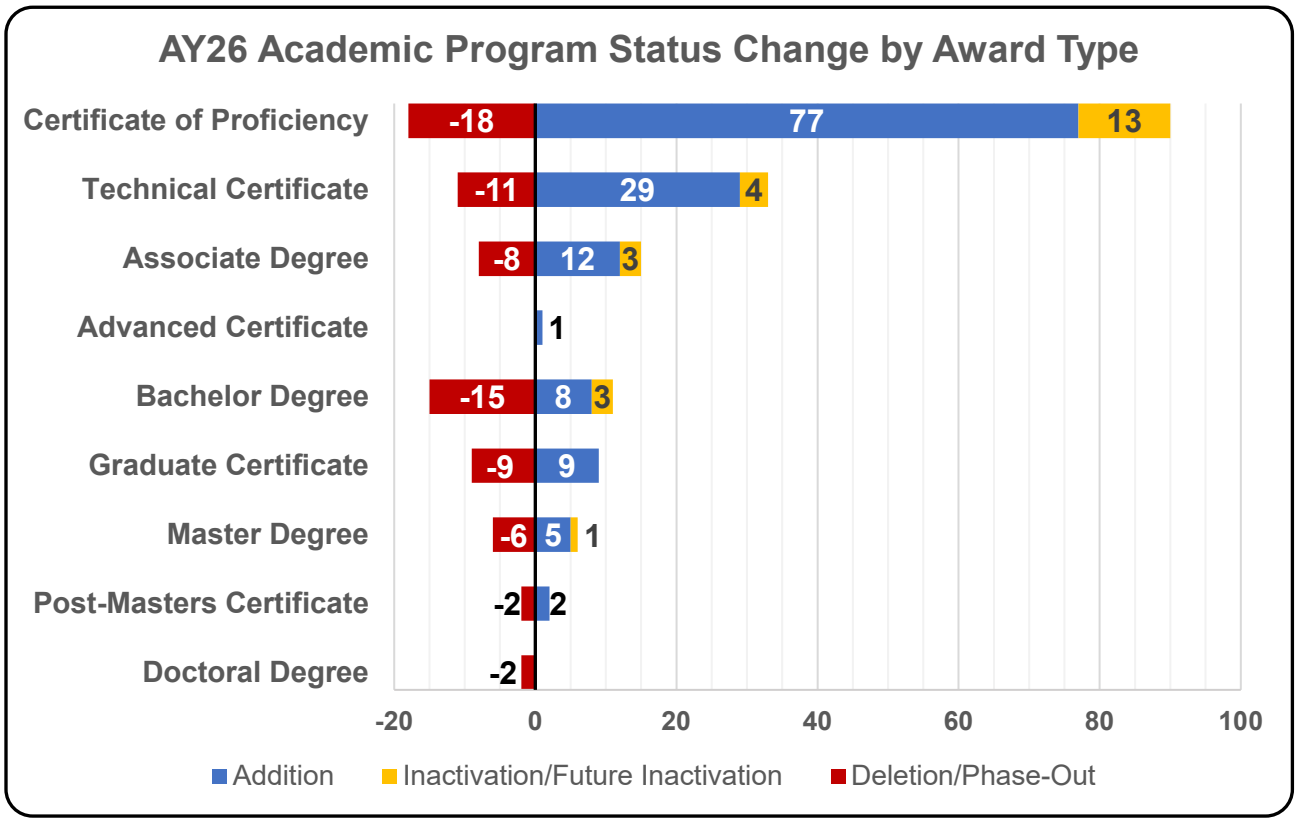


The following charts break down program status changes for AY2026 by institution type. Four-year institutions submitted a total of 51 program additions, 50 program deletions or phase-outs, and 5 inactivations or future inactivations. Two-year institutions submitted a total of 92 program additions, 21 deletions or phase-outs, and 19 program inactivations or future inactivations.





Across all award types, 239 program status changes were processed. Short-term credentials, such as Certificates of Proficiency and Technical Certificates, comprise 64% of the total status changes for AY2026.



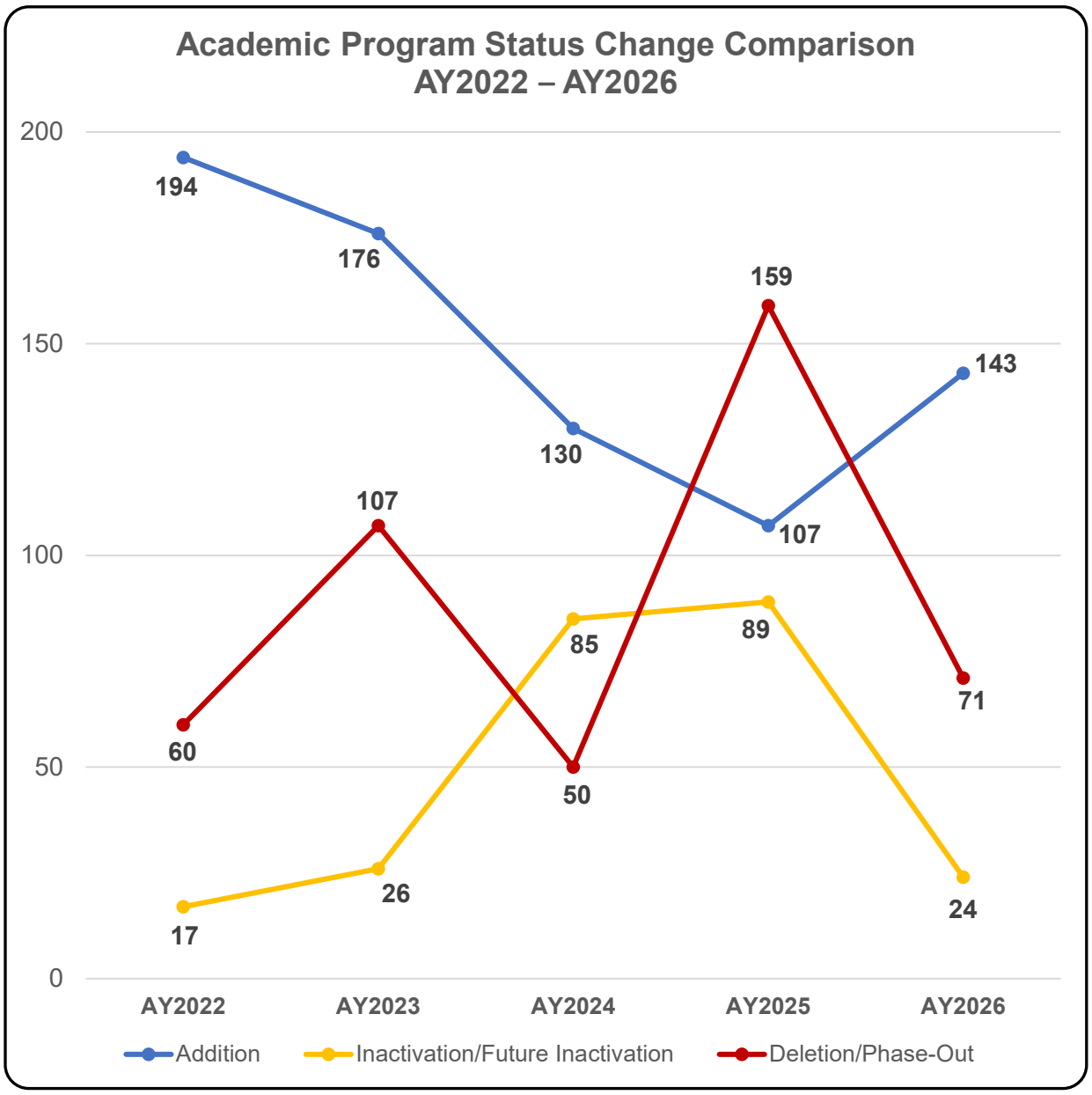
CIP Codes, or Classifications of Instructional Programs, are 6-digit numbers assigned to all academic programs and award types and describe the field of study, discipline, and/or curriculum. The first two digits in a CIP Code indicate the broad CIP category, while the last 4 digits detail the field of study more specifically. The table below shows the 2-digit CIP code categories with the most status changes processed in AY2026.

AY2026 Academic Program Status Changes by CIP Code

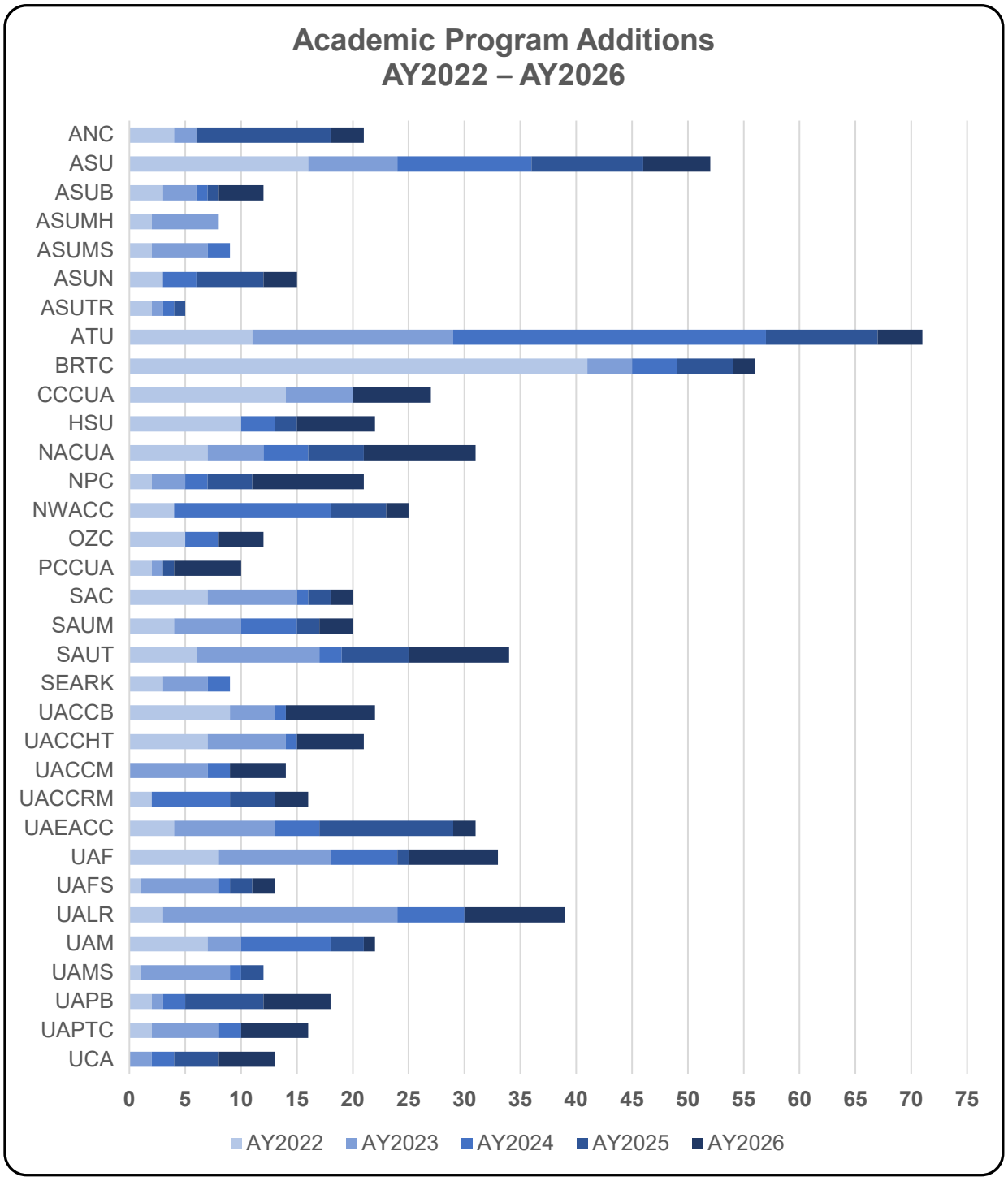
CIP Code Category & Description	Addition	Inactivation/ Future Inactivation	Deletion/ Phase-Out	% of Total Status Changes
11 - Computer and Information Sciences and Support Services	27	3	6	15%
13 - Education	11	6	17	14%
14 - Engineering	32	0	0	13%
51 - Health Professions and Related Programs	14	3	8	11%
52 - Business, Management, Marketing, and Related Support Services	7	2	6	6%
47 - Mechanic and Repair Technologies/Technicians	6	0	5	5%
12 - Culinary, Entertainment, and Personal Services	3	0	7	4%
01 - Agricultural/Animal/Plant/Veterinary Science and Related Fields	9	0	0	4%
49 - Transportation and Material Moving	4	0	4	3%
31 - Parks, Recreation, Leisure, Fitness, and Kinesiology	7	0	0	3%
50 - Visual and Performing Arts	1	2	4	3%
43 - Homeland Security, Law Enforcement, Firefighting, & Related Protective Services	3	3	0	3%
09 - Communication, Journalism, and Related Programs	3	0	2	2%
15 - Engineering/Engineering Related Technologies/Technicians	3	0	1	2%
45 - Social Sciences	1	0	3	2%
46 - Construction Trades	4	0	0	2%
48 - Precision Production	2	1	1	2%
All Other 2-Digit Series CIPs (31 Program-Level CIP Codes)	6	4	7	7%
Total:	**143**	**24**	**71**	**100%**

ACADEMIC YEARS AY2022 – AY2026

To provide a broad perspective of academic status changes, trend analysis over the past 5 years is shown in the charts below. Additions in AY2026 have increased 34% when compared to AY2025. Deletions and Phase-Outs are down 55% compared to AY2025. Inactivations and Future Inactivations have also decreased 73% compared to AY2025.

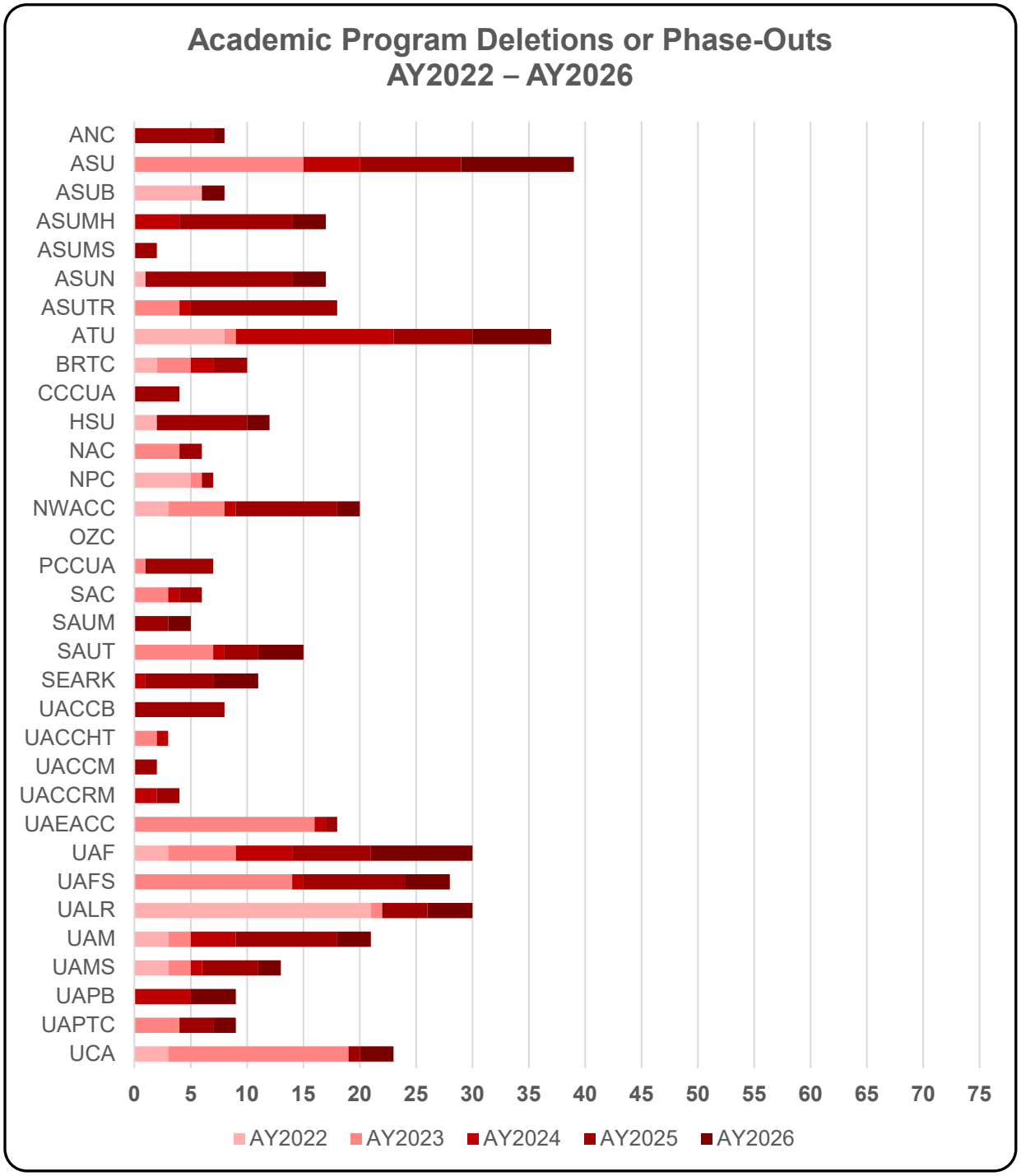


The following chart breaks down academic program additions by institution. Both 4-year and 2-year institutions are included within the same chart for ease of comparison. As shown, institutions may have years/periods of significant programmatic growth. Likewise, other years/periods yield only nominal programmatic growth. This chart only illustrates program additions and does not show nor consider an institution's size or total number of active, academic programs.

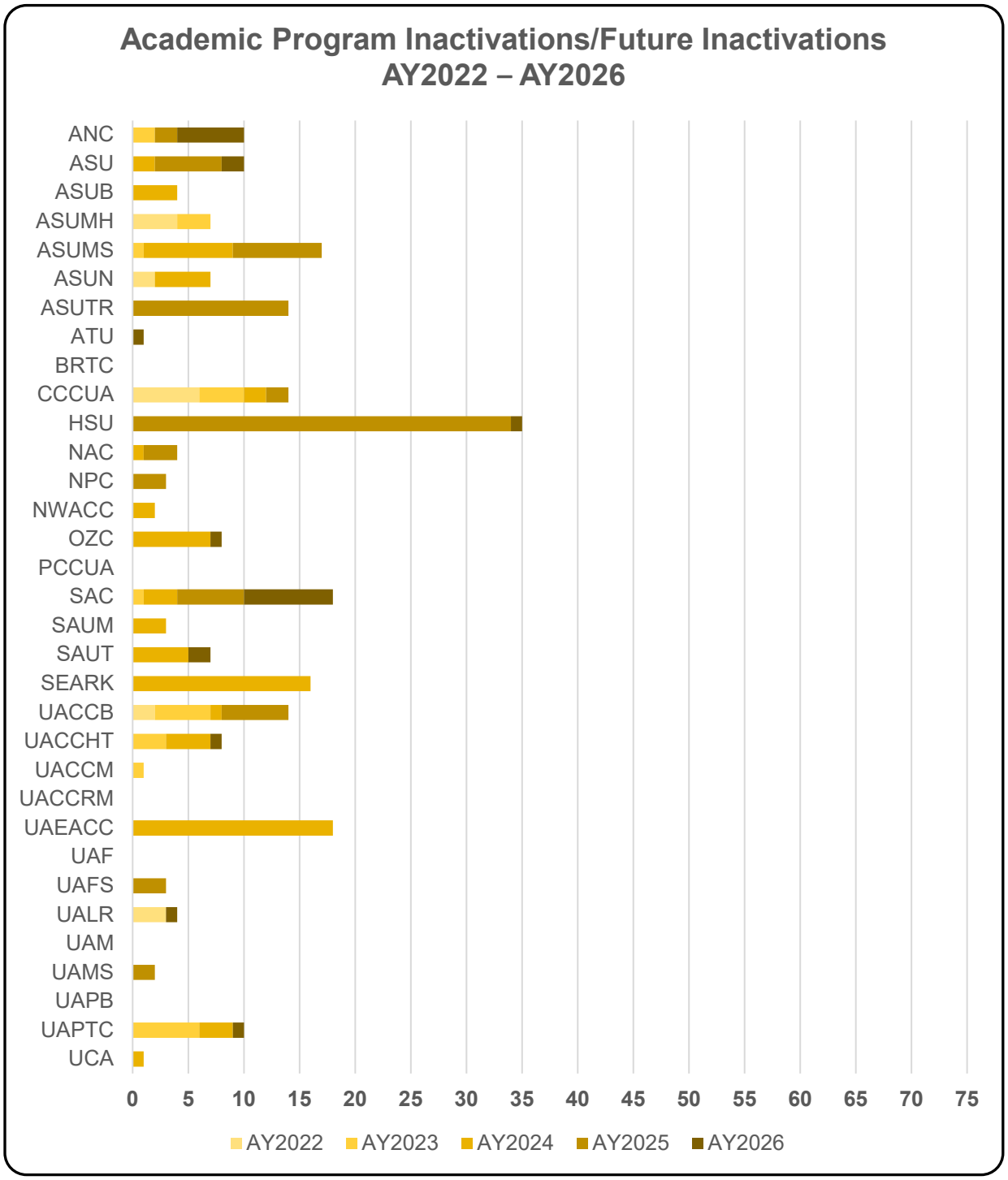


The following chart breaks down academic program deletions and phase-outs by institution. Both 4-year and 2-year institutions are included within the same chart for ease of comparison.

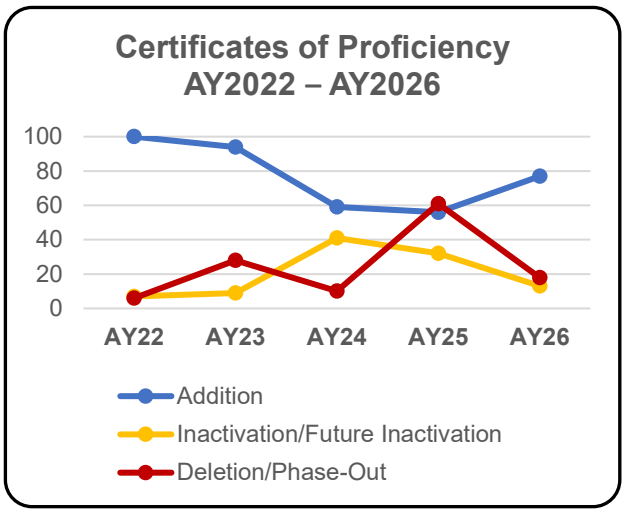
The AY2026 academic program viability cycle started in October 2025 and concluded in January 2026. For nonviable programs, deletions could be removed by ADHE or by the institution via Letter of Notification prior to the initiation of the next viability cycle. Therefore, this graph may not show institutional deletions as a direct result of the most recent viability cycle since those could be processed during the 2026 calendar year.

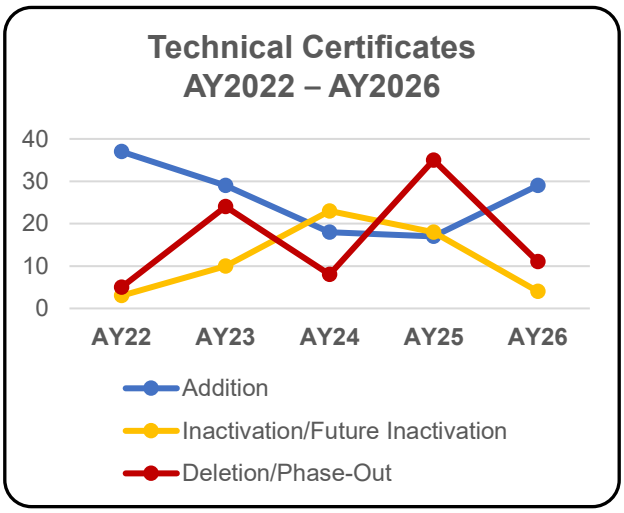


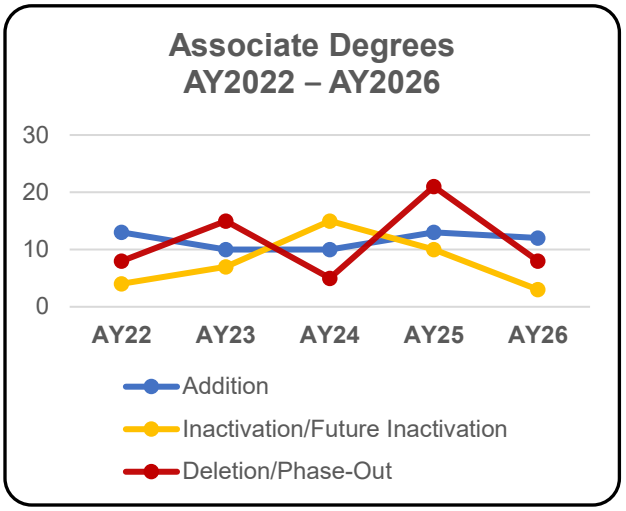
The following chart breaks down academic program inactivations and future inactivations by institution. Both 4-year and 2-year institutions are included in the same chart for ease of comparison. Like the previous two charts, a consistent scale was used to allow comparison across statuses.

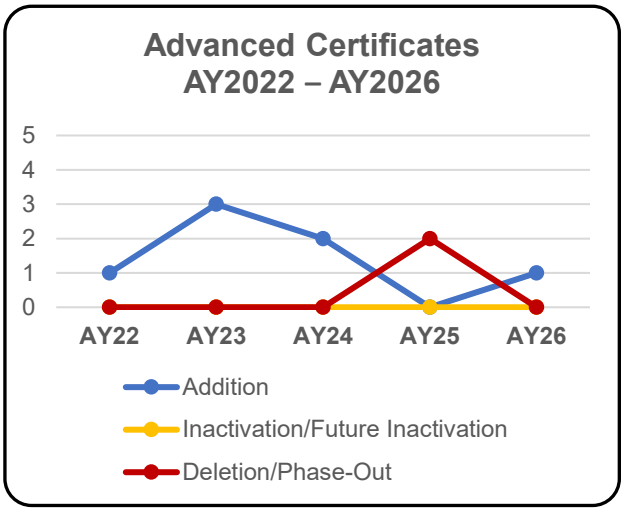


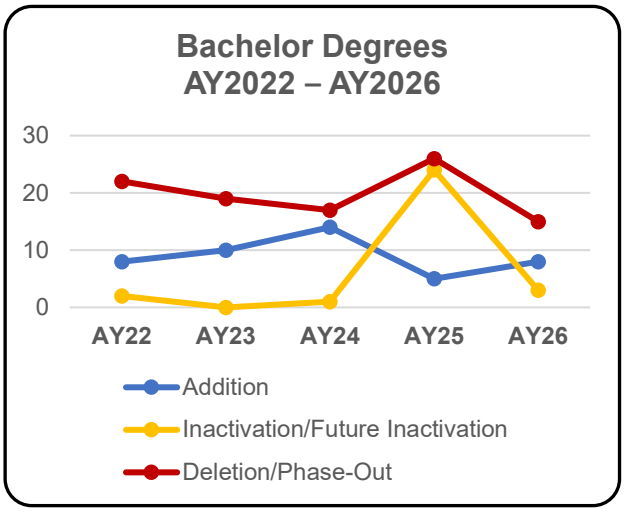
The following nine charts show status change trends over the past five academic years. Short term credentials, such as Certificates of Proficiency and Technical Certificates, continue to be the award types undergoing the most status changes. Note that the scale of each graph has been adjusted to best fit the data for the given award type.

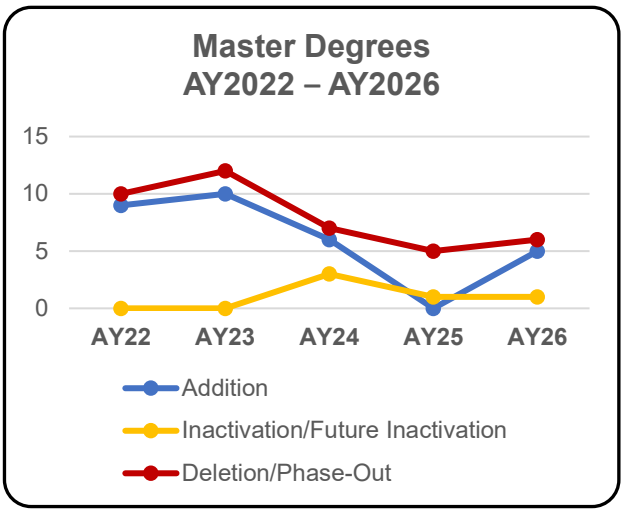


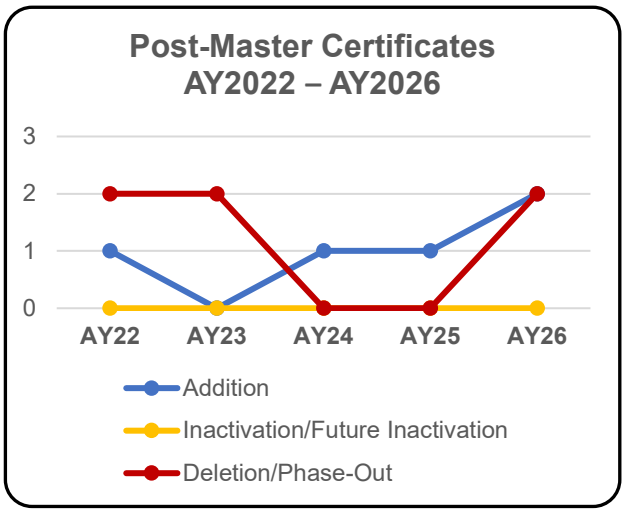


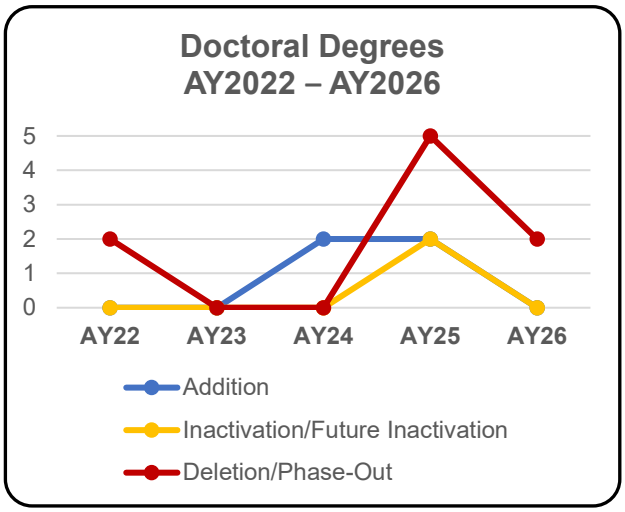












The table below shows the 2-digit CIP code categories with the most status changes from AY2022 to AY2026.

Academic Program Status by CIP Code AY2022 – AY2026

CIP Category & Description	Addition	Inactivation /Future Inactivation	Deletion /Phase-Out	% of Total Status Changes
13 - Education	114	26	57	14%
51 - Health Professions and Related Programs	87	31	49	12%
52 - Business, Management, Marketing, and Related Support Services	76	35	54	11%
11 - Computer and Information Sciences and Support Services	73	29	25	9%
47 - Mechanic and Repair Technologies/Technicians	52	23	32	7%
15 - Engineering/Engineering Related Technologies/Technicians	33	18	33	6%
43 - Homeland Security, Law Enforcement, Firefighting, and Related Protective Services	37	11	29	5%
14 - Engineering	50	3	5	4%
50 - Visual and Performing Arts	20	7	20	3%
12 - Culinary, Entertainment, and Personal Services	15	6	17	3%
46 - Construction Trades	20	4	6	2%
09 - Communication, Journalism, and Related Programs	16	4	9	2%
01 - Agricultural/Animal/Plant/Veterinary Science	17	7	3	2%
03 - Natural Resources and Conservation	14	3	9	2%
30 - Multi/Interdisciplinary Studies	21	1	4	2%
49 - Transportation and Material Moving	13	2	7	2%
All other 2-digit series CIP Codes (23 program-level CIP Codes)	92	31	88	15%
Total	750	241	447	100%

The following table includes the number of all active, academic programs offered by all public institutions, categorized by 2-digit program CIP code, for AY2022 – AY2026. The last two columns in the table offer a simple comparison of the change in number of active academic programs within each 2-digit CIP code from AY2022 to AY2026.

Active Programs by CIP Code AY2022 – AY2026						Comparison of AY26 vs AY22	
CIP Category & Description	AY21	AY22	AY23	AY24	AY25	Difference	Percent Change
01 - Agricultural/Animal/Plant/Veterinary Science and Related Fields	77	75	71	71	78	1	1%
03 - Natural Resources and Conservation	28	24	28	32	32	4	14%
04 - Architecture and Related Services	5	5	5	5	5	0	0%
05 - Area, Ethnic, Cultural, Gender, and Group Studies	5	5	6	5	5	0	0%
09 - Communication, Journalism, and Related Programs	59	58	57	58	63	4	7%
10 - Communications Technologies/Technicians and Support Services	5	4	4	4	4	-1	-20%
11 - Computer and Information Sciences and Support Services	184	184	193	182	180	-4	-2%
12 - Culinary, Entertainment, and Personal Services	67	65	67	66	64	-3	-4%
13 - Education	375	403	412	407	395	20	5%
14 - Engineering	48	54	60	61	65	17	35%
15 - Engineering/Engineering Related Technologies/Technicians	158	159	151	151	155	-3	-2%
16 - Foreign Languages, Literatures, and Linguistics	25	23	23	20	16	-9	-36%
19 - Family and Consumer Sciences/Human Sciences	37	36	36	38	37	0	0%
22 - Legal Professions and Studies	14	13	11	11	12	-2	-14%
23 - English Language and Literature/Letters	36	39	38	36	33	-3	-8%
24 - Liberal Arts and Sciences, General Studies and Humanities	102	100	99	101	101	-1	-1%
25 - Library Science	1	1	1	1	2	1	100%
26 - Biological and Biomedical Sciences	45	44	47	43	43	-2	-4%
27 - Mathematics and Statistics	28	29	30	28	28	0	0%
29 - Military Technologies and Applied Sciences	0	0	0	0	0	0	0%
30 - Multi/Interdisciplinary Studies	54	55	63	72	74	20	37%
31 - Parks, Recreation, Leisure, Fitness, and Kinesiology	27	27	25	29	29	2	7%
32 - Basic Skills and Development/Remedial Education	2	2	2	1	0	-2	-100%

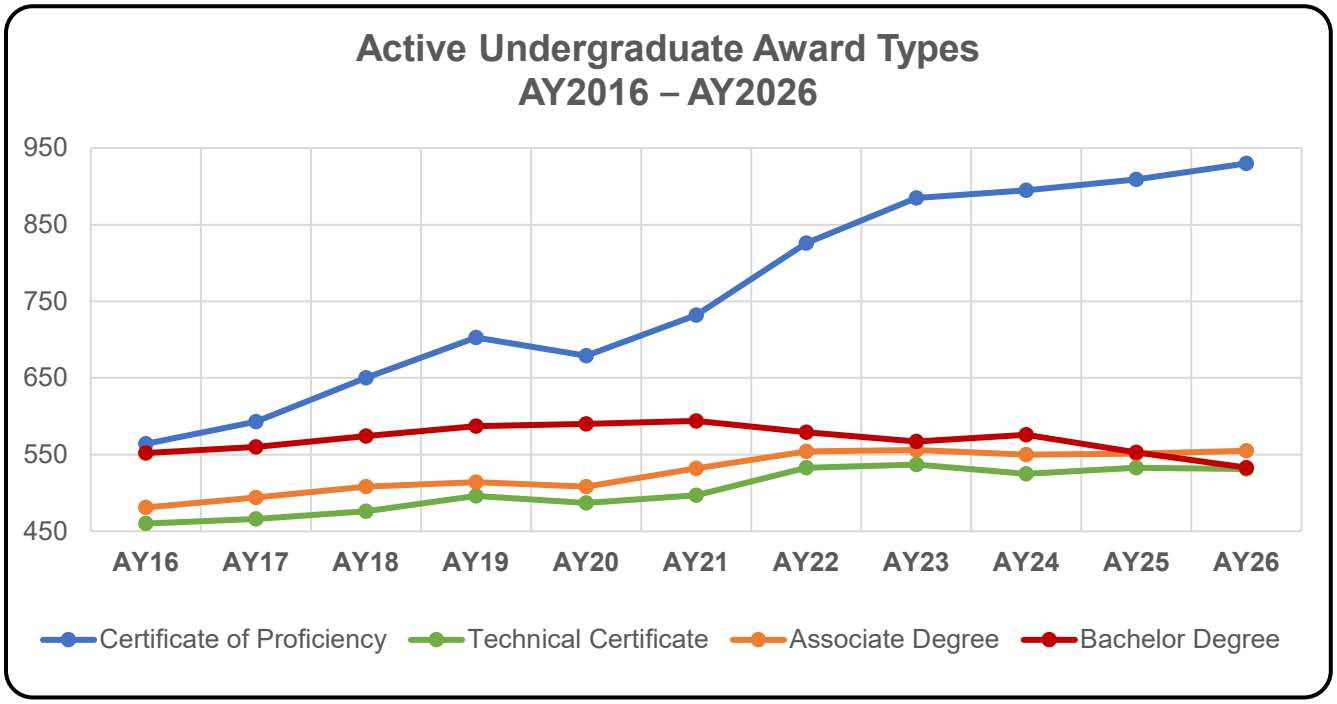
36 - Leisure and Recreational Activities	1	1	0	0	0	-1	-100%
38 - Philosophy and Religious Studies	11	9	8	8	8	-3	-27%
39 - Theology and Religious Vocations	0	2	2	2	2	2	200%
40 - Physical Sciences	45	45	44	45	44	-1	-2%
41 - Science Technologies/Technicians	4	4	5	7	6	2	50%
42 - Psychology	26	25	26	25	23	-3	-12%
43 - Homeland Security, Law Enforcement, Firefighting, and Related Protective Services	179	199	202	198	204	25	14%
44 - Public Administration and Social Service Professions	37	39	39	36	35	-2	-5%
45 - Social Sciences	52	51	51	46	43	-9	-17%
46 - Construction Trades	39	43	46	47	55	16	41%
47 - Mechanic and Repair Technologies/Technicians	226	230	226	234	242	16	7%
48 - Precision Production	129	135	131	133	135	6	5%
49 - Transportation and Material Moving	26	30	32	31	29	3	12%
50 - Visual and Performing Arts	91	91	97	92	82	-9	-10%
51 - Health Professions and Related Programs	477	468	474	487	492	15	3%
52 - Business, Management, Marketing, and Related Support Services	344	332	324	328	323	-21	-6%
54 - History	20	21	20	17	16	-4	-20%
Total:	**3,089**	**3,130**	**3,156**	**3,158**	**3,160**		

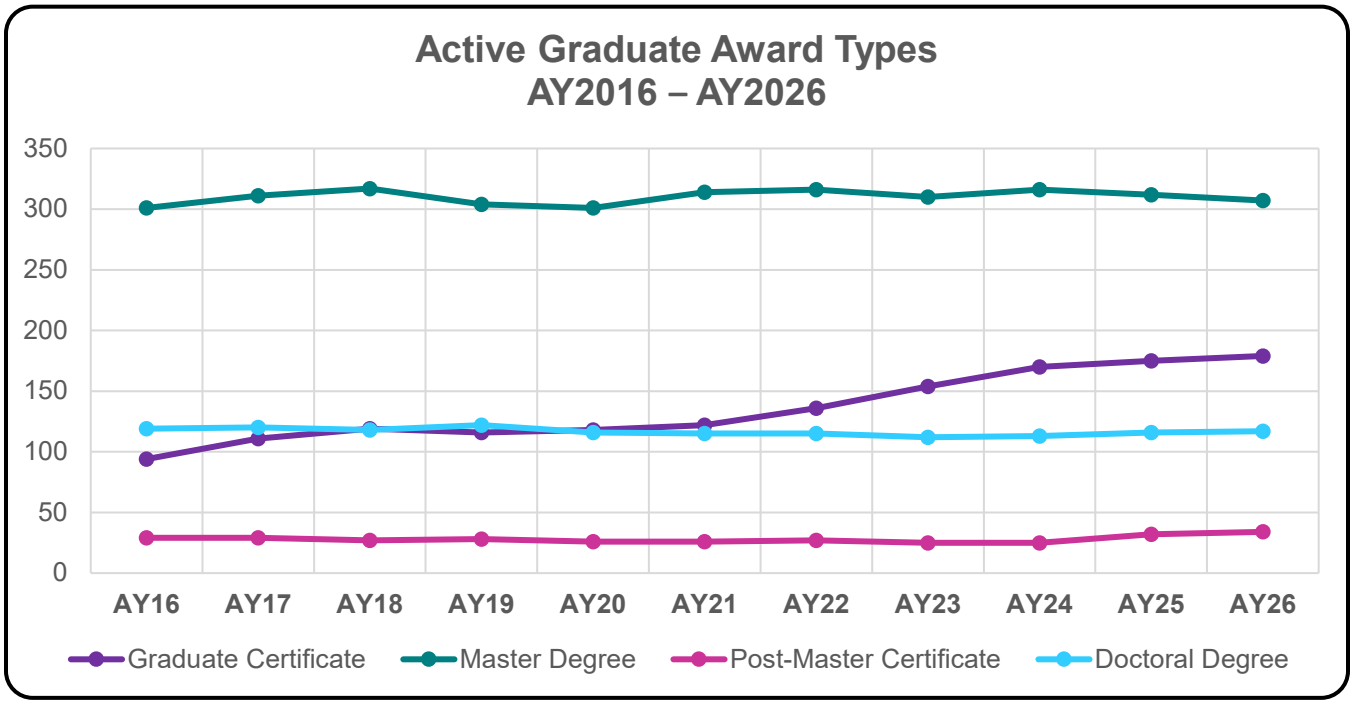
ACADEMIC YEARS AY2016 – AY2026

Finally, the following table and two graphs offer trend analysis of the number of active programs by award type from AY2016 to AY2026. Note the scale of each graph has been adjusted to best fit the data for the given award type.

Active Programs by Award Type AY2016 – AY2026

Award Type	AY16	AY17	AY18	AY19	AY20	AY21	AY22	AY23	AY24	AY25	AY26	Percent Change AY26 vs AY16
Certificate of Proficiency	564	593	650	703	679	732	826	885	895	909	930	65%
Technical Certificate	460	466	476	496	487	497	533	537	525	533	531	15%
Associate Degree	481	494	508	514	508	532	554	556	550	551	555	15%
Advanced Certificate	8	5	6	4	4	4	5	8	10	9	8	0%
Bachelor's degree	552	560	574	587	590	594	579	567	576	553	533	-3%
Graduate Certificate	94	111	119	116	118	122	136	154	170	175	179	90%
Master's degree	301	311	317	304	301	314	316	310	316	312	307	2%
Post-Master Certificate	29	29	27	28	26	26	27	25	25	32	34	17%
Doctoral Degree	119	120	118	122	116	115	115	112	113	116	117	-2%
Total:	**2,608**	**2,689**	**2,795**	**2,874**	**2,829**	**2,936**	**3,091**	**3,154**	**3,180**	**3,190**	**3,194**	**22%**


Active Undergraduate Award Types
AY2016 – AY2026
950
850
750
650
550
450
AY16
AY17
AY18
AY19
AY20
AY21
AY22
AY23
AY24
AY25
AY26
Certificate of Proficiency
Technical Certificate
Associate Degree
Bachelor Degree


Active Graduate Award Types
AY2016 – AY2026
350
300
250
200
150
100
50
0
AY16
AY17
AY18
AY19
AY20
AY21
AY22
AY23
AY24
AY25
AY26
Graduate Certificate
Master Degree
Post-Master Certificate
Doctoral Degree

ANNUAL REPORT ON CONCURRENT EDUCATION

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

This report will focus on the state of concurrent education among Arkansas postsecondary institutions in academic year AY2026 and comparison data from AY2022 through AY2026.

INSTITUTIONAL REQUIREMENTS FOR CONCURRENT CREDIT

Program Accreditation/Authorization

If a postsecondary institution offers a concurrent credit course(s) on a high school campus taught by a high school teacher, the postsecondary institution must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or approved by the Arkansas Higher Education Coordinating Board (AHECB) to offer courses, including courses offered via distance technology, for concurrent credit. During AY2026, ADHE reauthorized 1 institution and initially accredited 4 institutions. A listing of all institutions that are accredited/approved by NACEP or AHECB is listed at the end of this report.

Concurrent Credit Courses

Concurrent credit courses 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.

Concurrent Course Ownership
Postsecondary institutions must demonstrate “ownership” of any course offered for concurrent credit for which students are reported.
Ownership of courses means that the college/university will:

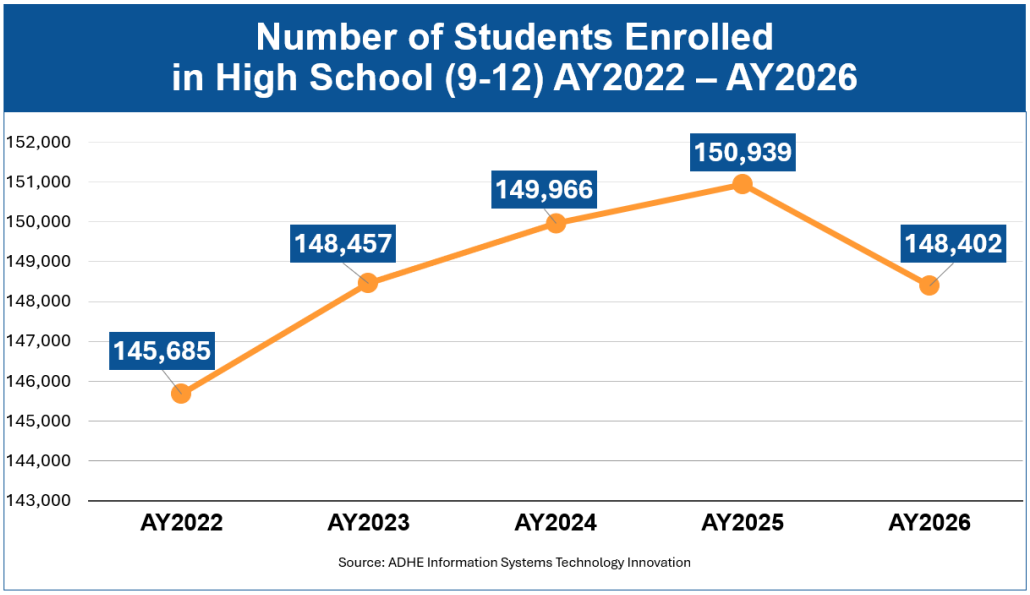
- Provide the instructors with appropriate training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements after approval of the instructors to teach the college/university courses.
- Ensure that instructors receive continuing collegial interaction 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.

AY26 CONCURRENT EDUCATION SUMMARY

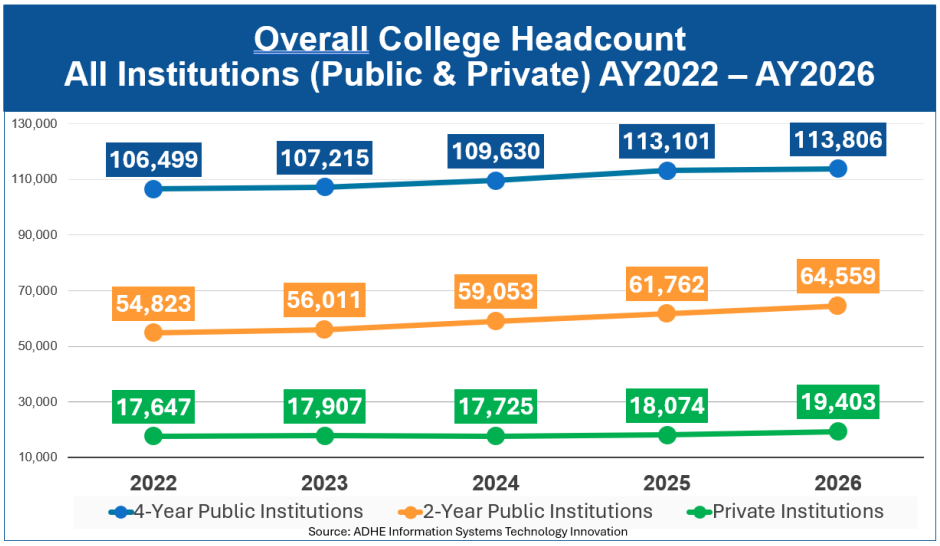
High school student enrollment sets the stage for the growth and potential of concurrent enrollment across the state. For the last several years, the overall number of students enrolling in high school has increased. The percentage of high school enrollment has increased by 1.86% over the past five years, comparing AY2022 to AY2026.

Graph 1 details the number of students enrolled in grades 9 through 12 by academic year. As shown in the graph, high school students increased steadily over a four-year period, rising by 1.01% in AY2024, and 0.65% in AY2025. However, AY2026 experienced a 1.68% decrease in enrollment, marking the first decline during the period of review.



Graph 1: Number of Students Enrolled in High School, grades 9-12 in AY2022 – AY2026.

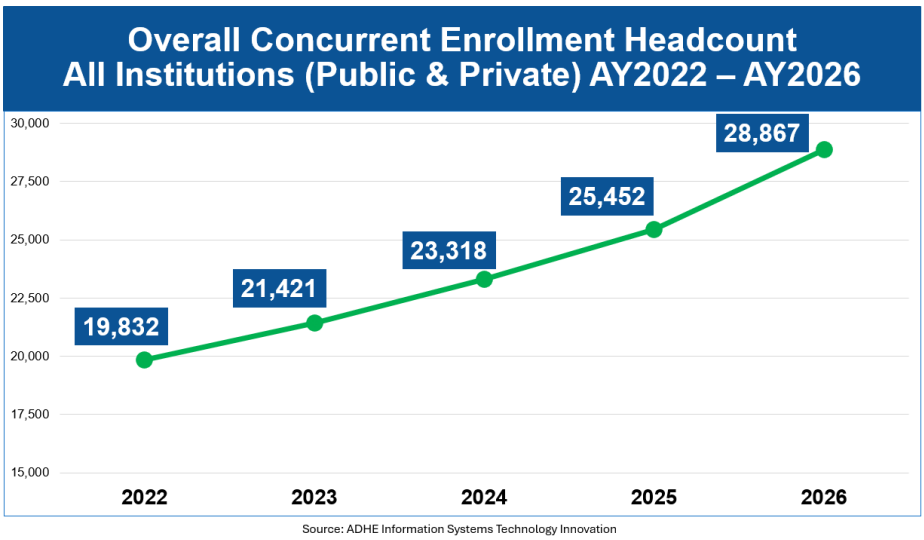
Overall college student headcount trends are meaningful to consider because these enrollment numbers are inclusive of concurrent students. Graph 2 below highlights the number of overall college headcount within 3 sectors: 4-year public, 2-year public, and private institutions during a five-year timeframe. When comparing AY2022 to AY2026, 4-year public institutions increased by 6.86%, 2-year public institutions increased by 17.76%, and private institutions increased by 9.95%.



Graph 2: Overall College Headcount, All Institutions AY2022 – AY2026.

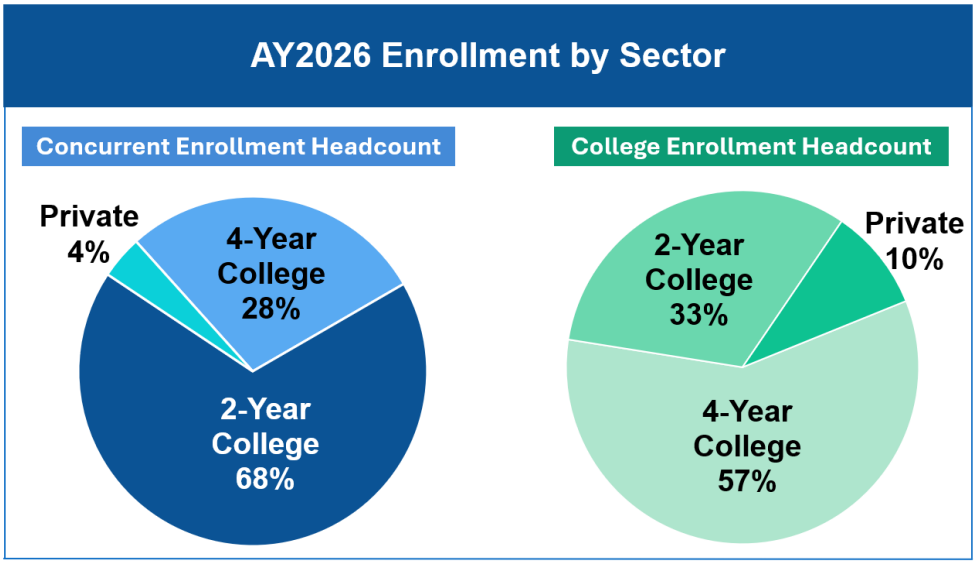
STATE OF CONCURRENT EDUCATION IN ARKANSAS

The state continues to experience increased gains in the total number of post-secondary concurrent enrollments. Graph 3 details growth of overall concurrent enrollment headcounts for all types of institutions across the state. In retrospect, comparing AY2022 to AY2026, there was a 45.56% increase of students enrolled in concurrent education.



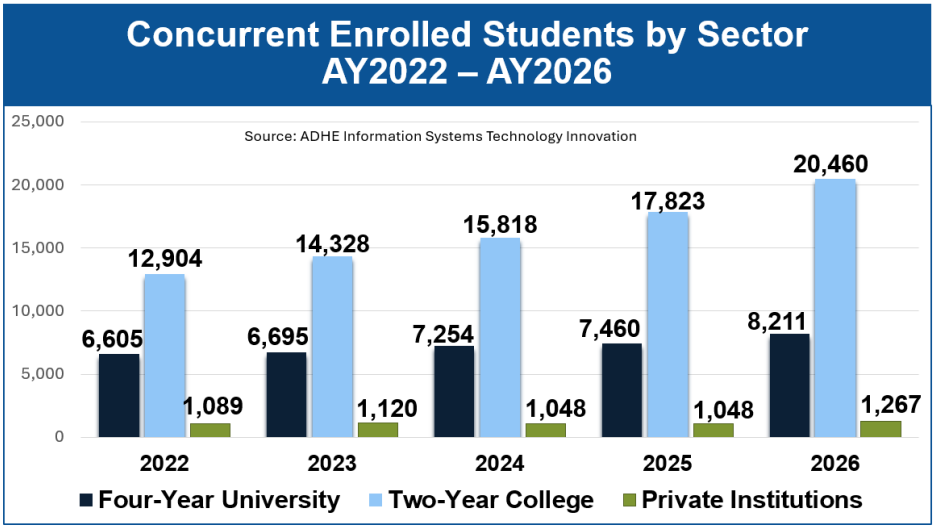
Graph 3: Overall Concurrent Enrollment Headcount, All Institutions (Public & Private) AY2022 – AY2026.

In comparison, Graph 4, AY2026 enrollment by sector details the percentage of concurrent enrolled students, grades 9-12 and the percentage of college enrolled students, within each respective institution type. The Concurrent Enrollment Headcount graph details a significant percentage (68%) of 9-12 high students are enrolled in concurrent credit at 2-year colleges across the state. Conversely, 2-year colleges enroll a smaller percentage (33%) of overall college enrollment headcount.



Graph 4: AY2026 Enrollment by Sector, Comparing Concurrent Enrollment to College Enrollment.

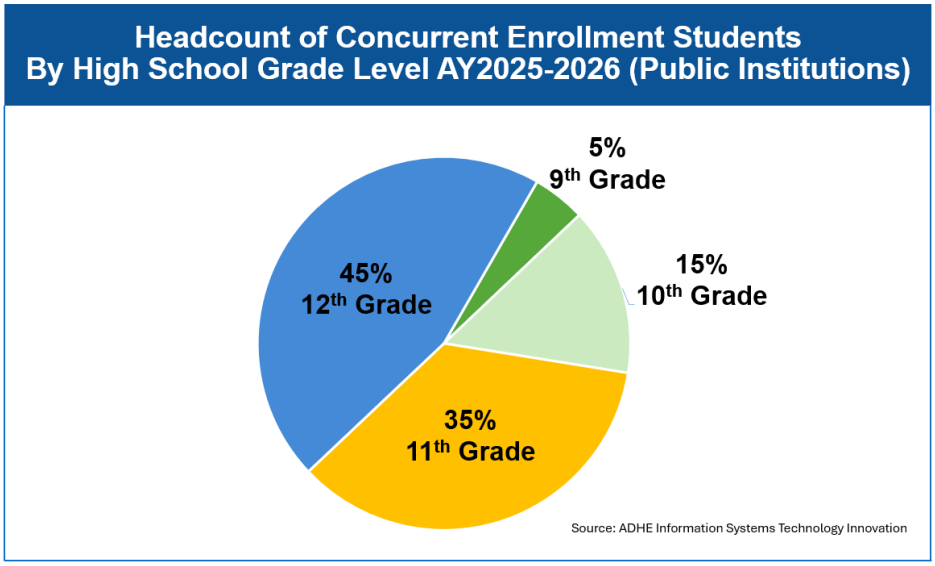
When comparing 5-year concurrent enrollment trends by sector, as shown in Graph 5, the 4-year public institution concurrent enrollments have experienced a 24.31% increase since AY2022. In addition, the 2-year public institutions concurrent enrollments have experienced a 58.56% increase since AY2022.



Note: # of concurrent students enrolled by sector may be duplicated if they attended more than one sector.

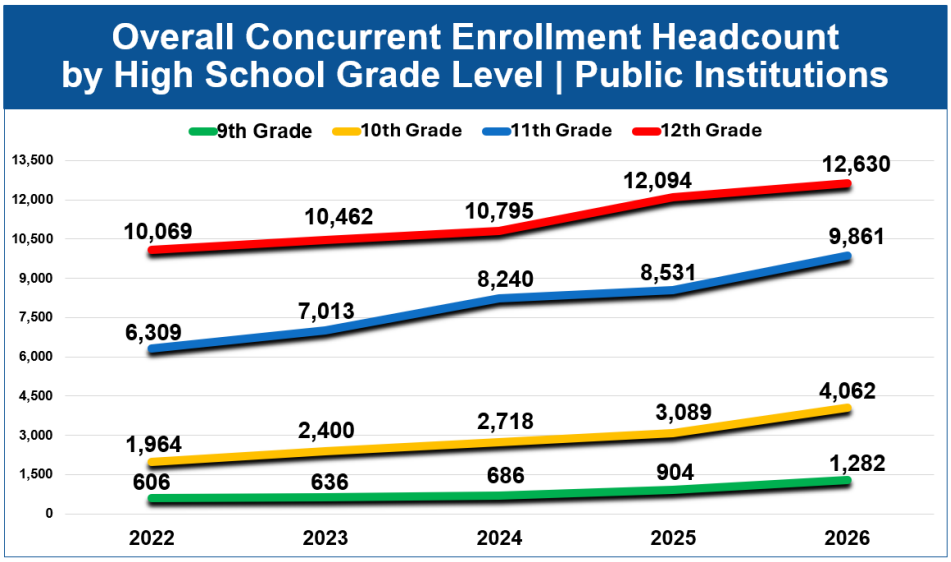
Graph 5: Number of Concurrent Enrolled Students by Sector.

Graph 6 illustrates the grade-level distribution of concurrent students enrolled at public institutions. During AY 2025-26, twelfth-grade students represented the largest share of concurrent enrollment, while students in the eleventh and twelfth grades collectively accounted for 80% of all concurrent enrollments. The breakdown shown below is approximately 45% twelfth grade, 35% eleventh grade, 15% tenth grade, and 5% ninth grade concurrent enrolled students.



Graph 6: Headcount of Concurrent Enrollment Students by High School Grade Level, AY2025 - 2026.

Graph 7 details a five-year trend of the number of (9-12) high school students enrolled in concurrent credit. While all grade levels have increased enrollment over the past three years, some grades have experienced more growth. While twelfth grade students continued to represent the largest share of concurrent enrollment, participation among younger students increased substantially, with eleventh grade enrollment rising by 56.3% and tenth grade enrollment more than doubling, increasing by 107%.



Source: ADHE Information Systems Technology Innovation

Graph 7: Overall Concurrent Enrollment Headcount by High School Grade Level, Public Institutions.

Future increases in concurrent enrollment will be dependent upon continued growth among students from all ethnicities. As shown in Graph 8, while some ethnic groups did not experience year-over-year percentage growth, all ethnicities have seen an overall increase in participation during the reporting period.

AY2022 – AY2026 Public Institutions Concurrent Enrollment Headcount by Ethnicity

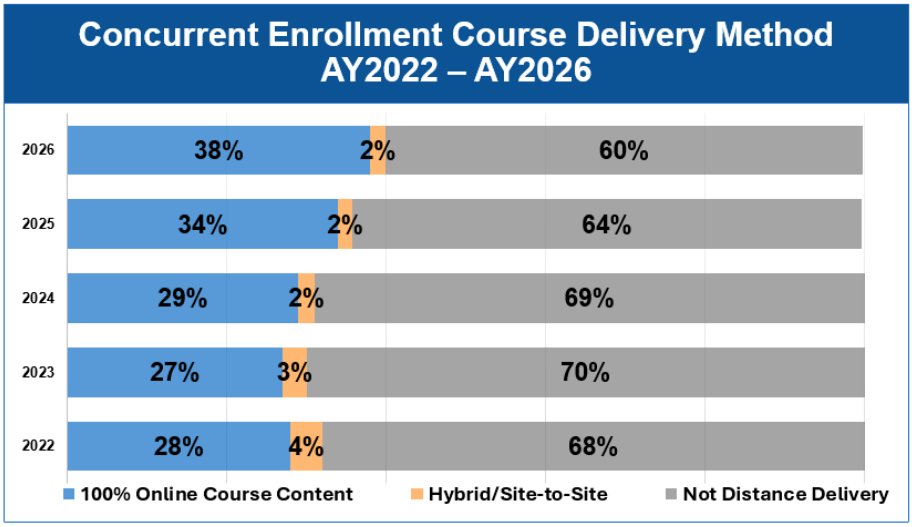
Race/Ethnicity	2022	2023	2024	2025	2026
Asian	384 2.02%	406 1.97%	462 2.05%	492 1.99%	581 2.08%
Black	1,839 9.70%	2,135 10.40%	2,443 10.88%	2,645 10.74%	3,223 11.57%
Hispanic	1,712 9.03%	2,041 9.95%	2,374 10.57%	2,770 11.25%	3,216 11.55%
Other*	1,247 6.58%	1,270 6.19%	1,370 6.10%	2,155 8.75%	2,834 10.18%
White	13,766 72.65%	14,659 71.46%	15,790 70.36%	16,556 67.25%	17,981 64.59%

*"Other" includes small populations of students such as American Indian, Hawaiian, Multi-Racial (two or more races), Non-US Resident, or Unknown.

Source: ADHE Information Systems Technology Innovation

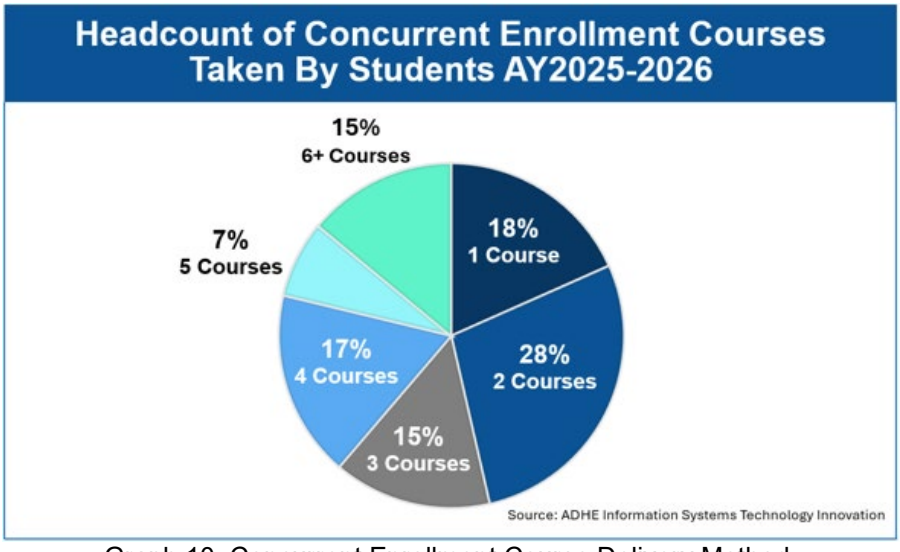
Graph 8: Public Institutions Concurrent Credit Enrollment Headcount by Ethnicity.

Since most institutions offer general education courses included in the Arkansas Course Transfer System (ACTS), as well as Career and Technical Education (CTE) courses, concurrent students have access to a wide range of course offerings that can be tailored to their academic and career goals. Graph 9 details concurrent course delivery method percentages from AY2022- AY2026.



Graph 9: Concurrent Enrollment Course Delivery Method.

For AY2025-2026, 54% (17,054) of students enrolled in 3 or fewer concurrent courses. Whereas 22% (5,914) of students were enrolled in 15 or more credit hours potentially earning at least one full-time semester of college credit in one year of high school.



Graph 10: Concurrent Enrollment Course Delivery Method.

Arkansas public institutions offer concurrent enrollment courses across a diverse range of subject areas and degree programs. As illustrated in Graph 11, many high school students enroll in general education courses which are guaranteed to be transferable through the ADHE Arkansas Course Transfer System (ACTS). Among all Classification of Instructional Programs (CIP) categories, English Language and Literature/Letters (CIP Category 23), has the highest number of enrollments, which reflects strong student demand for foundational coursework that supports diverse pathways.

Concurrent Enrollment General Education Programs by CIP Code AY2022 – AY2026

CIP Category	AY22	AY23	AY24	AY25	AY26
23 - English Language and Literature/Letters	12,419	13,143	13,761	14,924	14,805
27 - Mathematics and Statistics	7,206	7,390	7,515	8,052	7,847
54 - History	5,123	4,917	5,962	6,413	7,517
26 - Biological and Biomedical Sciences	1,510	1,907	2,354	2,699	3,326
09 - Communication, Journalism, and Related Programs	2,102	2,090	2,403	2,664	3,535
24 - Liberal Arts and Sciences, General Studies and Humanities	2,122	3,055	3,398	2,203	4,188
50 - Visual and Performing Arts	1,487	1,517	1,715	2,003	2,958
42 - Psychology	1,277	1,442	1,479	1,823	2,726
45 - Social Sciences	1,008	1,088	1,348	1,703	2,469
40 - Physical Sciences	1,088	940	1,240	1,330	1,338
Other General Education Fields	2,744	3,139	3,324	3,951	5,240

Graph 11: Concurrent Enrollment General Education Programs by CIP Code, AY2022-AY2026.

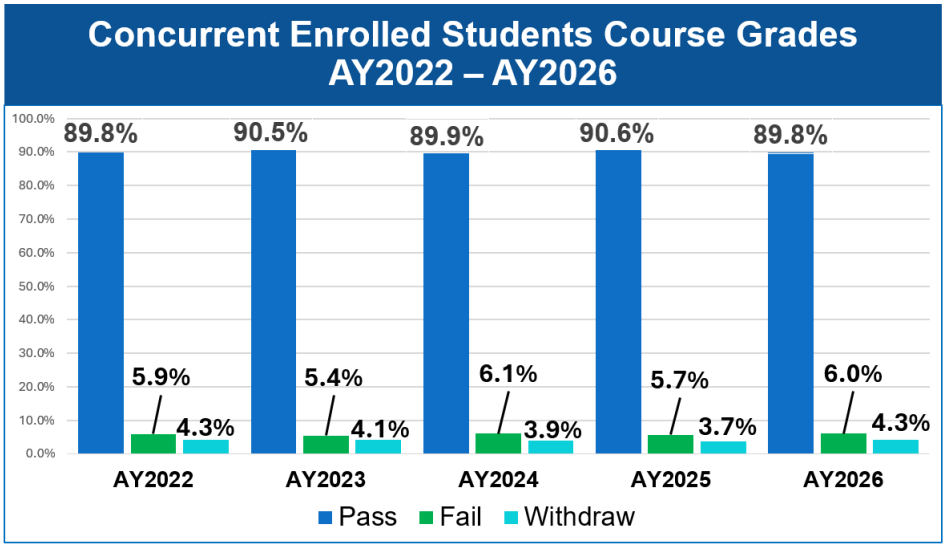
Furthermore, according to Graph 12, enrollment in most Career and Technical Education (CTE) CIP categories has increased over the last three-year period. The most common Career and Technical Education CIP Category courses in Arkansas are in Health Services/Allied Health (CIP Category 51), Precision Production Trades (CIP Category 48), followed by Mechanics, Repairers Technologies/Technicians (CIP Category 47).

Concurrent Enrollment Career and Technical Education Programs by CIP Code AY2022 – AY2026

CIP Category	AY22	AY23	AY24	AY25	AY26
51 - Health Services/Allied Health/Health Sciences, General	5,207	5,680	6,616	5,603	5,644
48 - Precision Production Trades, General	2,716	3,212	3,634	3,599	3,723
47 - Mechanics and Repairers, General	2,753	3,161	4,145	3,186	3,282
14 – Engineering Technologies/Technicians, General	664	868	1,189	1,209	1,708
52 - Business, Management, Marketing, and Related Support Services	1,065	966	1,289	976	1,413
46 - Construction Trades, General	972	1,112	1,423	1,159	1,403
13 - Education	143	753	566	746	1,158
11 - Computer and Information Sciences and Support Services	917	890	948	660	709
23 - English Language and Literature/Letters	194	149	175	273	620
27 - Mathematics and Statistics	289	203	270	410	505
Other Career and Technical Education Fields	2,751	2,809	3,051	3,155	3,008

Graph 12: Concurrent Enrollment Career and Technical Education Programs by CIP Code, AY2022-AY2026.

Graph 13 shows that the overall pass rate for students enrolled in concurrent courses in AY2026 was 89.8%, with a 0.8% decrease from the previous academic year. Over time, the percentage of students who failed and withdrew from concurrent courses fluctuated, indicating variability in student outcomes from year to year.



Source: ADHE Information Systems Technology Innovation

Graph 13: Concurrent Enrolled Students Course Grades, AY2022-AY2026.

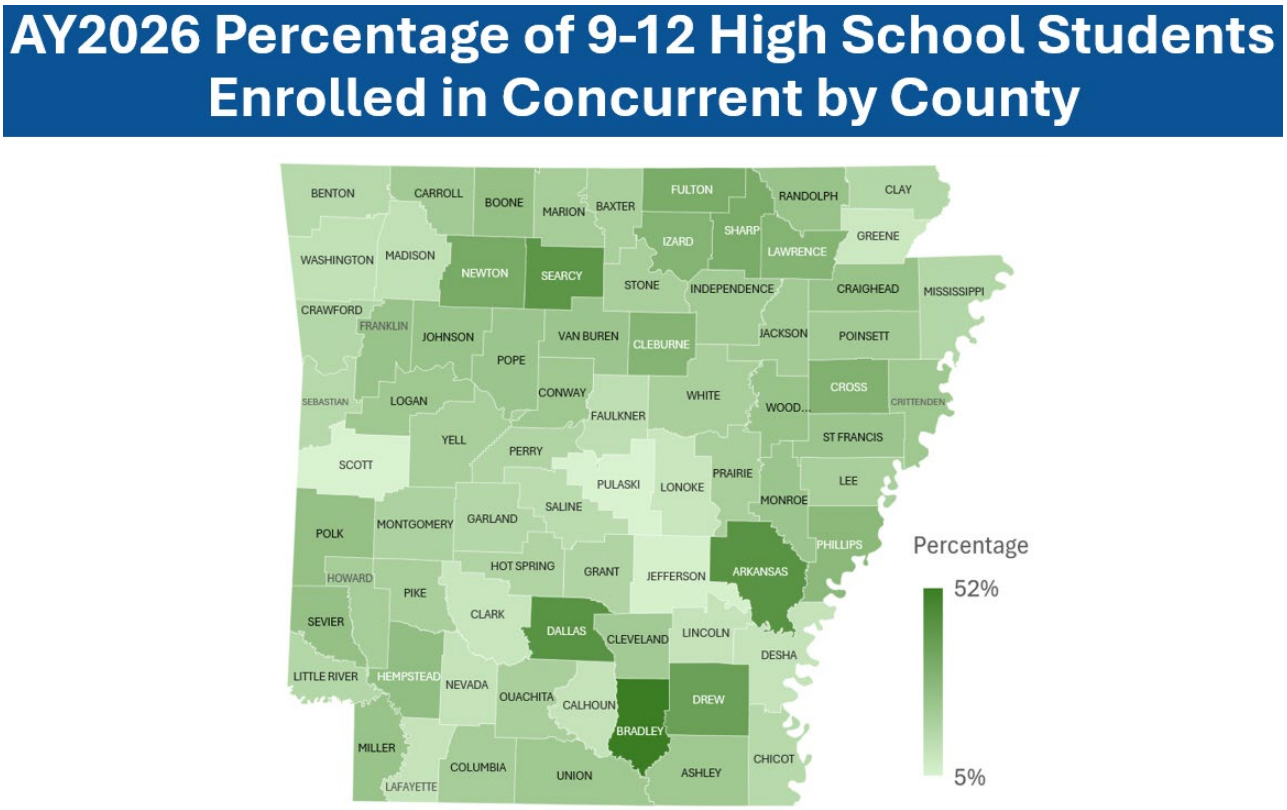
According to Graph 14, in AY2026, 90.6% of concurrent enrolled students received a passing grade of an A, B, or C in General Education courses, which are often identified as Gateway courses, such as Math, English, and History.

Concurrent Enrollment Grades AY2022 – AY2026

Academic Type	2022	2023	2024	2025	2026
General Education Course					
Pass	91.6%	91.9%	91.7%	92.2%	90.6%
Fail	4.6%	4.4%	4.9%	4.5%	5.5%
Withdraw	3.9%	3.6%	3.4%	3.3%	3.9%
Career Technical Education (CTE) Course					
Pass	85.1%	86.8%	85.9%	87.5%	87.3%
Fail	9.4%	8.0%	9.0%	7.7%	7.1%
Withdraw	5.4%	5.2%	5.0%	4.9%	5.6%
Advanced Placement/Concurrent Blend					
Pass	95.6%	95.0%	94.7%	91.0%	90.0%
Fail	2.4%	2.3%	2.4%	6.0%	5.1%
Withdraw	2.0%	2.6%	2.9%	3.0%	4.9%

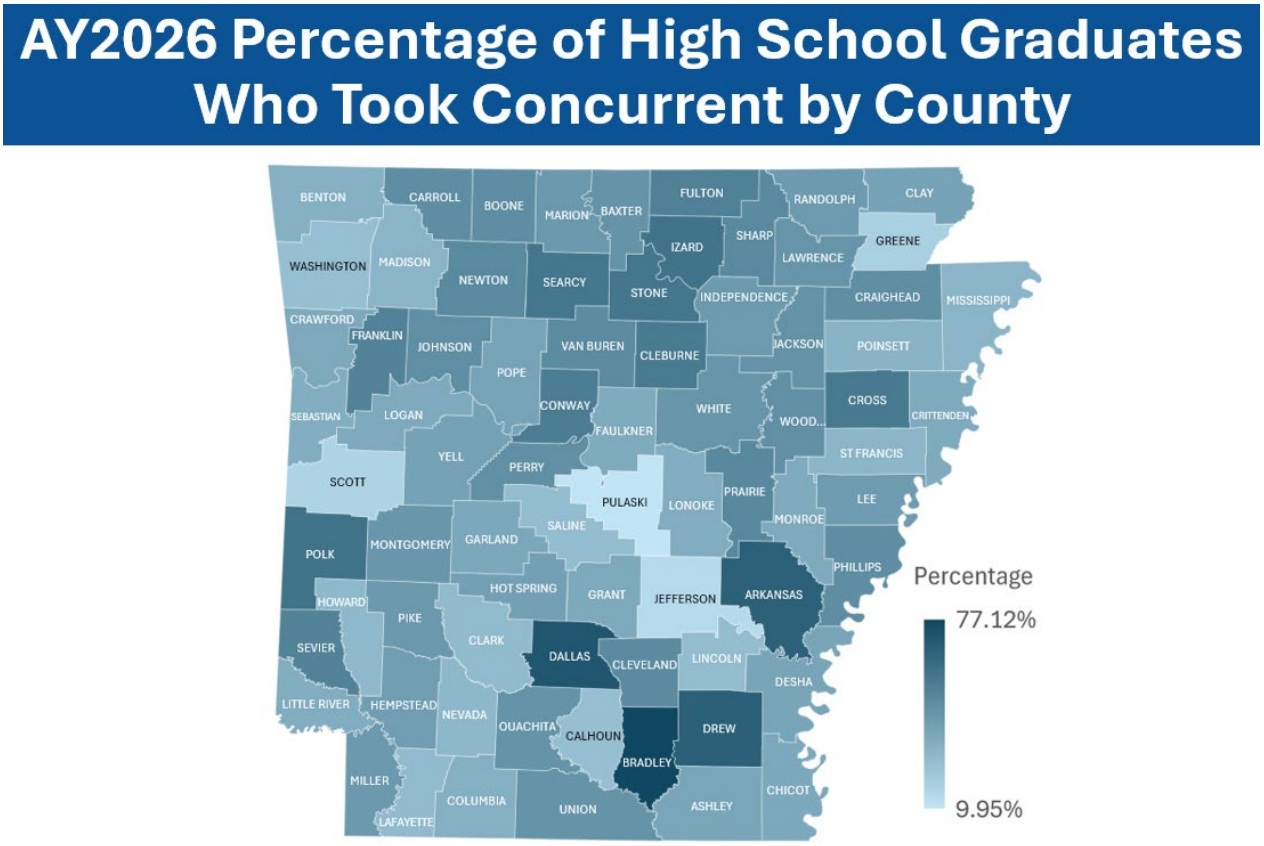
Graph 14: Concurrent Enrollment Grades, AY2022-AY2026.

Map 1 detailed below illustrates the percentage of students in grades 9 through 12 who participated in concurrent enrollment during AY2026, by county. Bradley County reported the highest participation rate at 52%, while Pulaski and Scott counties reported the lowest rate at 5% each.



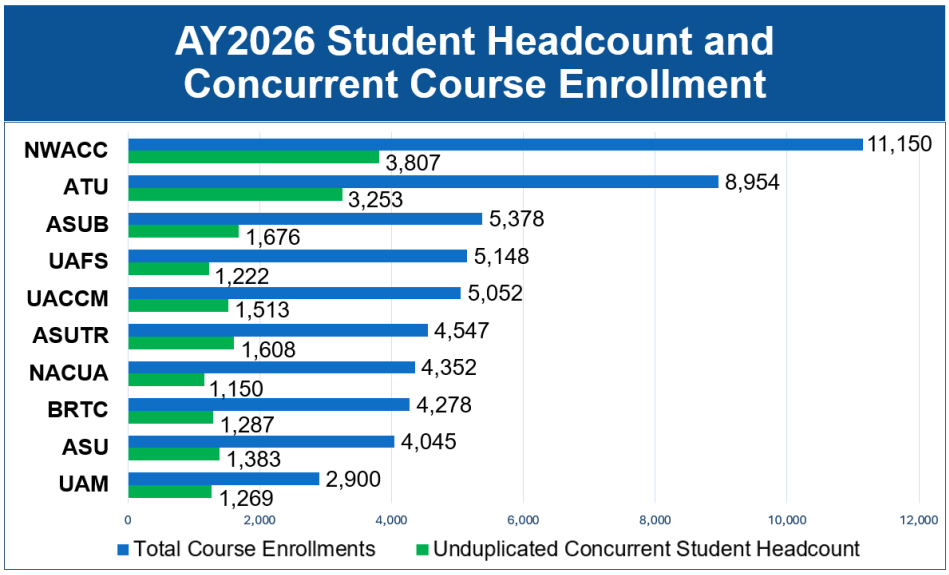
Map 1: AY2026 Percentage of 9-12 High School Students Enrolled in Concurrent by County.

Additionally, Map 2, displays the AY2026 percentage of high school graduates who participated in concurrent enrollment by county. During the 2025-2026 academic year, 40 Arkansas counties reported that 40% or their high school graduates earned concurrent credit while enrolled in high school. In comparison, 22 counties reported concurrent participation rates between 30% and 39% of graduates.

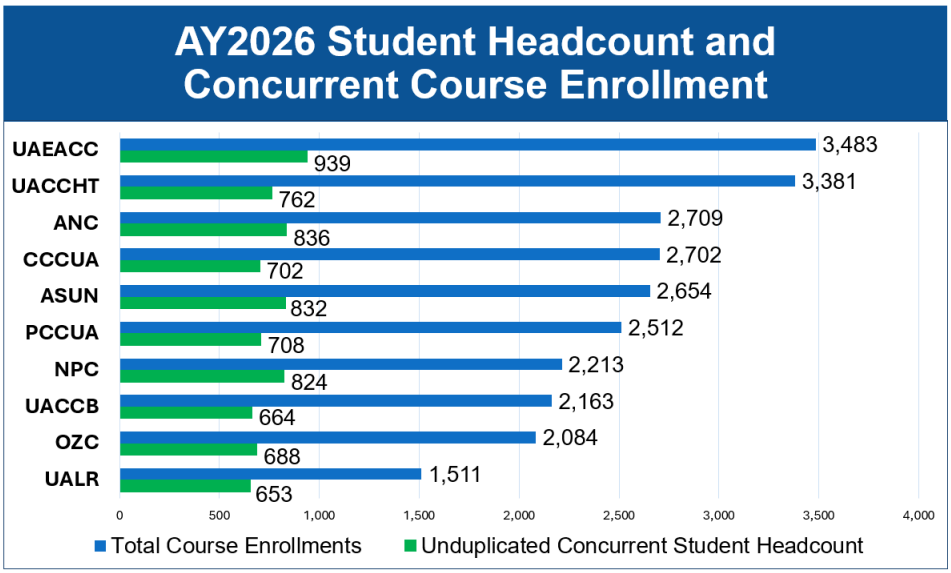


Map 2: AY2026 Percentage of High School Graduates Who Took Concurrent by County.

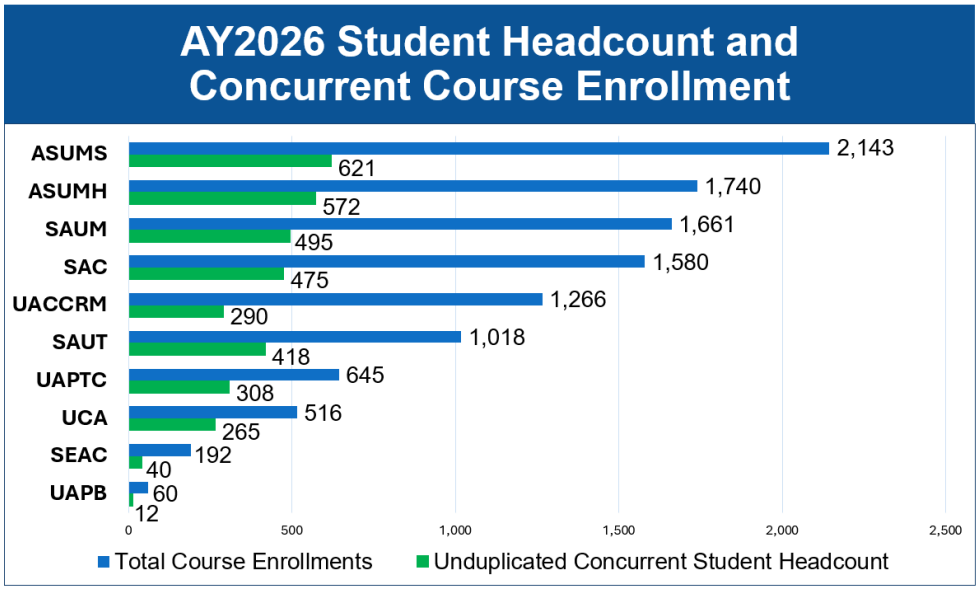
Graphs 15, 16, and 17, show AY2026 total course enrollments and concurrent student headcounts for each public institution in Arkansas, sorted by highest to lowest total course enrollment. Please note, the scale for each of the following three graphs has been adjusted to provide better visualization.



Graph 15: AY2026 Student Headcount and Concurrent Course Enrollment by Institution.



Graph 16: AY2026 Student Headcount and Concurrent Course Enrollment by Institution.



Graph 17: AY2026 Student Headcount and Concurrent Course Enrollment by Institution.

Concurrent Graduate Data

Within Table 1, while the college-going rate for all high school graduates has declined over a six-year period, the college-going rates for students who participated in concurrent enrollment continues to increase. Additionally, fall to fall retention rates are significantly higher among students who earned concurrent credit than among students who did not participate in concurrent enrollment.

Concurrent Credit Graduates Overview

High School Graduation Year	College Going Rate			Fall to Fall Retention	
	% of HS grads who attended the Fall term after graduation	% of students who took concurrent	% of students who **did not** take concurrent	% of students who took concurrent	% of students who **did not** take concurrent
2024	42.0%	52.5%	47.5%	81.1%	67.3%
2023	42.2%	52.5%	47.5%	80.8%	65.8%
2022	42.1%	51.0%	49.0%	81.4%	66.7%
2021	42.1%	51.9%	48.1%	79.7%	64.8%
2020	44.3%	53.5%	46.5%	76.7%	61.3%
2019	48.5%	52.6%	47.4%	79.6%	63.9%

Source: ADHE Information Systems Technology Innovation

Table 1: Concurrent Credit Graduates Overview.

The time to degree rate was defined as 150% of the standard program length, or six years. As shown in Table 2, students who completed concurrent credit courses were more likely to earn a credential than students who did not participate in concurrent enrollment. Concurrent students also demonstrated higher completion rates specifically among those pursuing bachelor's degrees.

Concurrent Credit Completion Comparisons

High School Graduation Year	Time to Degree Completion (*150% = 6 years*)	Students Who Finished Any Type of Credential		Students Who Finished Bachelor Degree or Higher Credential	
		% of students who finished their credential who took concurrent	% of students who finished credential who **did not** take concurrent	% of students who finished Bachelor or higher who took concurrent	% of students who finished Bachelor or higher who **did not** take concurrent
2019	6	33.8%	20.3%	67.0%	54.2%
2018	6	33.1%	20.8%	67.8%	58.0%
2017	6	32.4%	21.1%	68.2%	58.8%

Source: ADHE Information Systems Technology Innovation

Table 2: Concurrent Credit Completion Comparisons.

Annual Report Concurrent Education Appendices

Appendix A	AY2022 – AY2026 Public Institution Total Course Enrollments
Appendix B	Arkansas Institutions Accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP)
Appendix C	Arkansas Institutions Approved by the Arkansas Higher Education Coordinating Board
Appendix D	Listing of Concurrent Enrollment MOUs for 2026-2027 Academic Year

Appendix A
AY2022 – AY2026 Public Institution Total Course Enrollments

Institution	2022 Total Enrollments	2023 Total Enrollments	2024 Total Enrollments	2025 Total Enrollments	2026 Total Enrollments	4-yr Change
UA System						
UAFS	5,010	4,961	5,716	5,896	5,148	2.8%
UAM	654	813	1,032	1,241	2,900	343.4%
UALR	2,919	2,904	2,431	2,420	1,511	-48.2%
UAPB	9				60	566.7%
UACCM	1,072	1,152	2,572	2,937	5,052	371.3%
NACUA	2,366	2,687	2,925	3,319	4,352	83.9%
UAEACC	1,315	2,065	2,309	2,562	3,483	164.9%
UACCHT	1,600	2,013	2,639	3,007	3,381	111.3%
CCCUA	1,791	1,958	2,219	2,358	2,702	50.9%
PCCUA	1,608	1,417	1,744	1,872	2,512	56.2%
UACCB	993	947	1,016	1,397	2,163	117.8%
UACCRM	691	790	938	969	1,266	83.2%
UAPTC	371	627	544	510	645	73.9%
ASU System						
ASU	2,365	2,026	2,161	2,516	4,045	71.0%
HSU	30	29				-100.0%
ASUB	2,941	3,610	3,621	4,305	5,378	82.9%
ASUTR	3,625	3,972	4,266	4,460	4,547	25.4%
ASUN	1,721	1,207	1,656	2,182	2,654	54.2%
ASUMS	1,581	1,642	1,788	1,646	2,143	35.5%
ASUMH	1,028	1,063	978	1,175	1,740	69.3%
Independents						
ATU	7,740	7,841	8,582	8,672	8,954	15.7%
SAUM	1,011	1,000	1,145	1,360	1,661	64.3%
UCA	938	858	932	1,043	516	-45.0%
NWACC	6,333	8,266	8,725	9,848	11,150	76.1%
BRTC	1,450	2,388	2,421	3,720	4,278	195.0%
ANC	1,576	1,694	1,963	1,996	2,709	71.9%
NPC	1,069	1,059	1,652	1,936	2,213	107.0%
OZC	1,285	1,154	1,334	1,629	2,084	62.2%
SAC	883	1,001	1,107	1,250	1,580	78.9%
SAUT	836	819	799	918	1,018	21.8%
SEAC	658	265	282	325	192	-70.8%
Grand Total	**57,469**	**62,228**	**69,497**	**77,469**	**92,037**	**60.2%**

Appendix B

Arkansas Concurrent Enrollment Programs Accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP)				
Institution	**Concurrent Enrollment Partnership**	**Initially Accredited**	**Reaccredited**	**Accredited Through Academic Year**
Arkansas State University Beebe	Concurrent Enrollment	2009	2025	2031-2032
Arkansas State University Three Rivers	Concurrent Enrollment Program	2009	2024	2030-2031
National Park College	Concurrent High School Student	2010	2025	2031-2032
Northwest Arkansas Community College	Early College Experience	2025		2029-2030
Phillips Community College	Concurrent Enrollment	2010	2017	2024-2025
Southern Arkansas University-Magnolia	Concurrent Enrollment Program	2010	2025	2031-2032
University of Arkansas Community College at Batesville	UACCB Concurrent Credit	2012	2019	2026-2027
University of Arkansas Hope-Texarkana	Your Bridge to College Concurrent Enrollment Program	2011	2025	2031-2032
University of Arkansas Northark	Concurrent Enrollment Partnership	2012	2019	2026-2027

ARKANSAS DEPARTMENT OF HIGHER EDUCATION

Appendix C

Arkansas Concurrent Enrollment Programs (CEPs) approved by the Arkansas Higher Education Coordinating Board (AHECB)				
Institution	**Concurrent Enrollment Partnership**	**Initially Accredited**	**Reaccredited**	**Accredited Through Academic Year**
Arkansas Baptist College	Concurrent Courses	2026		2030-2031
Arkansas Northeastern College	Concurrent Courses	2015	2025	2029-2030
Arkansas State University Jonesboro	Concurrent Courses	2025		2029-2030
Arkansas State University Mid-South	Concurrent Courses	2015	2025	2029-2030
Arkansas State University Mountain Home	Concurrent Courses	2015	2025	2029-2030
Arkansas State University Newport	Concurrent Courses	2025		2029-2030
Arkansas Tech University	Concurrent Courses	2015	2025	2029-2030
Arkansas Tech University Ozark	Concurrent Courses	2015	2025	2029-2030
Baptist Health College – Little Rock	Concurrent Courses	2024		2028-2029
Black River Technical College	Concurrent Courses	2015	2025	2029-2030
Central Baptist College	Concurrent Courses	2022		2026-2027
Cossatot Community College of the University of Arkansas	Concurrent Courses	2015	2025	2029-2030
Crowley's Ridge College	Concurrent Courses	2021	2026	2030-2031
Henderson State University	Concurrent Courses	2015	2025	2029-2030
John Brown University	Concurrent Courses	2025		2029-2030
Lyon College	Concurrent Courses	2024		2028-2029
Northwest Arkansas Community College	Concurrent Courses	2026		2030-2031
Ozarka College	Concurrent Courses	2015	2025	2029-2030
South Arkansas Community College	Concurrent Courses	2015	2025	2029-2030
Philander Smith University	Concurrent Courses	2026		2030-2031
Phillips Community College of the University of Arkansas	Concurrent Courses	2025		2029-2030
Shorter College	Concurrent Courses	2026		2030-2031
Southeast Arkansas College	Concurrent Courses	2015	2025	2029-2030
Southern Arkansas University Tech	Concurrent Courses	2015	2025	2029-2030
University of Arkansas at Fort Smith	Concurrent Courses	2015	2025	2029-2030
University of Arkansas at Little Rock	Concurrent Courses	2025		2029-2030
University of Arkansas at Monticello	Concurrent Courses	2015	2025	2029-2030
University of Arkansas at Pine Bluff	Concurrent Courses	2015	2025	2029-2030

University of Arkansas Community College at Morrilton	Concurrent Courses	2015	2025	2029-2030
University of Arkansas Community College at Rich Mountain	Concurrent Courses	2015	2025	2029-2030
University of Arkansas East Arkansas Community College	Concurrent Courses	2015	2025	2029-2030
University of Arkansas Pulaski Technical College	Concurrent Courses	2015	2025	2029-2030

Appendix D

Listing of Concurrent Enrollment MOUs for 2026-2027 Academic Year

Arkansas Public Colleges and Universities Offering Concurrent Courses
at Arkansas High Schools

Four-Year Institutions

Arkansas State University (www.astate.edu)

- Arkansas Virtual Academy
- Arkansas ARTS Academy High School
- Arkansas Connections Academy
- Brookland High School
- Central Arkansas Christian
- Driven School of Opportunity
- Founders Classical Academy of Rogers
- Graduate Arkansas
- Gravette High School
- Greene County Tech High School
- Nettleton High School
- Maumelle High School Campus
- Mills University Studies High Campus
- Piggott High School
- Ridgefield Christian School
- Robinson High Campus
- Saxony Lutheran High School
- Sylvan Hills High Campus
- Sylvan Hills Junior High Campus - PCSSD
- Valley View High School
- Westside High School

Arkansas Tech University (www.atu.edu)

- Alma High School
- Arkansas School for the Deaf and Blind
- Bauxite High School
- Central Arkansas Christian Schools
- Clarksville High School
- County Line High School
- Dardanelle High School
- Dover High School
- Episcopal Collegiate School
- Greenwood High School
- Lamar High School
- Maumelle Charter
- Mullberry High School
- Oark High School
- Ozark High School
- Paris High School
- Russellville High School
- Van Buren High School
- Virtual Arkansas Concurrent Campus
- Western Yell County

Arkansas Tech University Career Center

- Arkansas Connections Academy
- Arkansas Virtual Academy
- Atkins School District
- Charleston School District
- Clarksville School District
- County School District
- Danville School District
- Dardanelle School District
- Dover School District
- Hector School District
- Lamar School District
- Magazine School District
- Ozark School District
- Paris School District
- Pottsville School District
- Premier High School of Arkansas
- Russellville School District
- Scranton School District
- Two Rivers School District
- Valley Christian School District
- Western Yell County School District

Southern Arkansas University (www.saumag.edu)

Arkansas Connections Academy
Arkansas Virtual Academy
Baptist Preparatory School
Benton Harmony Grove High School
Bradley High School
Caddo Hills High School
Central Arkansas Homeschool Academy High School
Columbia Christian School
Comm. Central Academy
Emerson High School
Glen Rose High School
Gurdon High School
Junction City High School
Magnolia High School
Pinnacle High School
Taylor High School

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

Alma School District
Arkansas Connections Academy
Arkansas Virtual Academy
ASMSA
Booneville School District
Cedarville School District
Charleston High School
Future School of Fort Smith
Grace Academy
Greenwood School District
Hackett School District
Institute for the Creative Arts
Lavaca School District
Magazine School District
Mansfield High School
Mulberry School District
Ozark School District
Paris School District
Premier High School Fort Smith
Union Christian Academy
Van Buren School District

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

Alma High School
Catholic High School
eStem High School
Greenbrier High School
Jacksonville High School
Huda Academy
Little Rock School District
Metropolitan Career Campus Little Rock School District -
Mount St. Mary Academy
Newport School District

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

Arkansas Virtual Academy High School
Crossett High School
Dermott High School
Drew Central School District
Dumas High School
Hamburg High School
Hermitage High School
Lakeside High School
McGehee High School
Monticello High School
Monticello Occupational Education Center
Parkers Chapel High School
Rison High School
Sheridan High School
Southeast Arkansas Community-Based Education Center
Star City High School
Warren High School
Watson Chapel High School
White Hall High School
Woodlawn High School

University of Arkansas at Pine Bluff (www.uapb.edu)

Pine Bluff School District
Watson Chapel School District
Whitehall School District

Two-Year Institutions

Arkansas Northeastern College (www.anc.edu)

- Arkansas Connections Academy
- Armorel High School
- Bentonville Schools – Ignite Professional Studies Program
- Blytheville High School
- Buffalo Island Central High School
- Campbell High School
- Caruthersville High School
- Clarkton High School
- Cooter High School
- Delta C-7 High School
- Delta Preparatory High School
- Gosnell High School
- Hayti High School
- Holcomb High School
- Kennett High School
- Manila High School
- Marked Tree High School
- North Pemiscot High School
- Osceola High School
- Risco R-II High School
- Rivercrest High School
- Senath-Hornersville High School
- South Pemiscot High School
- Southland High School

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

- Arkansas Connections Academy High School
- Arkansas Virtual Academy High School
- Augusta High School
- Bald Knob High School
- Beebe High School
- Cabot High School
- Carlisle High School
- Concord High School
- Fountain Lake High School
- Guy Perkins High School
- Hazen Springs High School
- Heber Springs High School
- Jacksonville High School
- Lamar High School
- Little Rock School District
- Lonoke High School
- Metropolitan Career Technical Center (LRSD)
- Mount Vernon Enola High School
- Pangburn High School
- Quitman High School
- Riverview High School
- Rose Bud High School
- Searcy High School
- West Side High School
- White County Central School District

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

- Arkansas Virtual Academy
- Calico Rock Public Schools
- Cotter Public Schools
- Flippin Public Schools
- Mountain Home Christian Academy
- Mountain Home Public Schools
- Norfork Public Schools
- Omaha Public School
- Ozark Mountain School District
- Salem Public Schools
- Searcy County School District
- Viola Public Schools
- Yellville-Summit Public Schools

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

- Arkansas Virtual Academy
- Augusta High School
- Bay High School
- Bradford High School
- Buffalo Island Central High School
- Cedar Ridge High School
- East Poinsett County High School
- Greene County Tech High School
- Marked Tree High School
- Newport High School
- Trumann High School
- Tuckerman High School

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

Arkansas Christian Academy School District
Arkadelphia High School
Bauxite High School
Benton High School
Bryant High School
Glen Rose High School
Magnet Cove High School
Malvern High School District
Mount St. Mary Academy
New Life Christian Academy
Ouachita High School
Poyen High School
Sheridan High School

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

Alma High School
Arkansas Connections Academy
Booneville High School
Cedarville High School
Charleston High School
Clarksville High School
County Line High School
Gravette High School
Greenwood High School
Lamar High School
Lavaca High School
Lincoln High School
Magazine High School
Mulberry High School
Ozark High School
Paris High School
Russellville High School
Van Buren High School
Venture Career Center
Waldron High School
Westside High School

Black River Technical College (www.blackrivertech.edu)

Arkansas Connections Academy
Arkansas Virtual Academy
Brookland High School
Corning High School
Greene County Tech High School
Hoxie High School
Jonesboro High School
Marmaduke High School
Maynard High School
Paragould High School
Piggott High School
Pocahontas High School
Rector High School
Riverside High School
Sloan Hendrix High School
Valley View High School
Walnut Ridge High School

Black River Technical College Career and Technical Center

Arkansas Virtual Academy
Brookland High School
Corning High School
Greene County Tech High School
Hillcrest High School
Hoxie High School
Jonesboro High School NEACTC
Marmaduke High School
Maynard High School
Paragould High School
Piggott High School
Pocahontas High School
Rector High School
Sloan Hendrix High School
Walnut Ridge High School

Cossatot Community College of the University of Arkansas (www.cccua.edu)

Arkansas Connections Academy
Arkansas Virtual Academy
Ashdown High School
Centerpoint High School
Cossatot River High School
DeQueen High School
Dierks High School
Foreman High School
Horatio High School
Kirby High School
Mineral Springs High School
Nashville High School
South Pike High School
Umpire School District

National Park Community College (www.np.edu)

Arkansas Connections Academy
Arkansas Virtual Academy
Bismarck High School
Cutter Morning Star High School
Fountain Lake High School
Hot Springs High School
Jessieville High School
Lake Hamilton High School
Lakeside High School
Malvern High School
Mount Ida High School
Mountain Pine High School
National Park College Career Academy
New Life Christian Academy
Poyen High School

Northwest Arkansas Community College (www.nwacc.edu)

Arkansas Arts Academy
Arkansas Connections Academy
Arkansas Virtual Academy
Bentonville Public Schools
Decatur High School
Elkins High School
Farmington High School
Fayetteville Christian High School
Fayetteville High School
Fayetteville Virtual Academy
Founders Classical Academy
Gentry High School
Gravette High School
Greenland High School
Lifeway Christian High School
Lincoln High School
Ozark Catholic Academy
Pea Ridge High School
Prairie Grove High School
Premier High School
PRISM Education Center
Rogers Heritage High School
Rogers High School
Rogers Academy of Leadership and Innovation
Shiloh Christian High School
Siloam Springs High School
Springdale Public Schools – ARCHER Learning Ctr.
Springdale Public Schools – Central Jr. High School
Springdale Public Schools – Don Tyson School of Innovation
Springdale Public Schools – George Jr. High School
Springdale Public Schools – Har-Ber High School
Springdale Public Schools – Springdale High School
West Fork Schools

Ozarka College (www.ozarka.edu)

Calico Rock School District
Highland High School
Mammoth Spring School District
Melbourne High School
Mountain View School District
Rural Special School District
Salem High School

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

Arkansas Connections Academy
Arkansas Virtual Academy
DeWitt School District

Southeast Arkansas Community College (www.seark.edu)

Friendship Aspire Academy – Pine Bluff
Pine Bluff School District
Watson Chapel School District
White Hall High School

South Arkansas College (www.southark.edu)

Arkansas Connections Academy
Arkansas Virtual Academy
Columbia Christian School
El Dorado Public Schools
Junction City School District
Magnolia High School
Nevada County School District
Parkers Chapel High School
Smackover High School
Strong High School
West Side Christian School

Southern Arkansas University Tech (www.sautech.edu)

Arkansas Connections Academy
Bearden School District
Camden Fairview School District
Fordyce High School
Harmony Grove School District
Hampton High School
Victory Christian School

University of Arkansas Community College at Batesville (www.uaccb.edu)

Arkansas Virtual Academy
Batesville High School District
Cave City School District
Cedar Ridge School District
Concord School District
Hillcrest School District
Midland School District
Southside School District

University of Arkansas Community College Hope-Texarkana (www.uaht.edu)

Blevins School District
Cornerstone Christian Academy
Fouke School District
Garrett Memorial Christian School
Genoa Central School District
Hope School District
Ignite Professional Studies Program
Lafayette County School District
Nevada School District
Spring Hill School District
Texarkana Arkansas School District
Trinity Christian School

University of Arkansas Community College at Morrilton (www.uaccm.edu)

Arkansas Connections Academy
Arkansas Virtual Academy
Atkins School District
Clarksville School District
Conway School District
Danville School District
Dover School District
East End School District
Greenbrier School District
Guy-Perkins School District
Hector School District
Mayflower School District
Nemo Vista School District
Perryville School District
Pottsville School District Riverview
Riverview Baptist Christian School District
Russellville School District
Sacred Heart Catholic School District
South Conway County School District
Saint Joseph School District
Shirley School District
South Conway County School District
South Side Bee Branch School District
Two Rivers School District
Vilonia School District
Virtual Arkansas School District
West Side (Cleburne Cty.) School District
Wonderview School District

University of Arkansas Community College at Morrilton – Secondary Career Center

Arkansas Connections Academy
Arkansas Virtual Academy
Atkins School District
Clarksville School District
Conway School District
Danville School District
Dover School District
East End School District
Greenbrier School District
Guy-Perkins School District
Hector School District
Mayflower School District
Perryville School District
Pottsville School District
South Conway County School Counts
South Side Bee Branch School District
Two Rivers School District
Vilonia School District
Wonderview School District

University of Arkansas East Arkansas Community College (www.uaeacc.edu)

Arkansas Virtual Academy
Augusta School District
Brinkley School District
Cross County School District
Forrest City School District
Harrisburg School District
Lee Academy – Marianna
Lee County School District
McCrory School District
Palestine-Wheatley School District
Wynne School District

University of Arkansas East Arkansas Community College – Secondary Career Center

Arkansas Virtual Academy
Brinkley School District
Cross County School District
Lee County School District
Palestine-Wheatley School District
Wynne School District

University of Arkansas Northark (www.northark.edu)

Alpena High School
Arkansas Arts Academy
Arkansas Connections Academy
Arkansas Virtual Academy
Bergman High School
Berryville High School
Clear Spring School
Clinton High School
Deer High School
Elkins High School
Eureka Springs High School
Farmington High School
Flippin High School
Green Forest High School
Greenland High School
Harrison High School
Huntsville High School
Jasper High School
Kingston High School
Lead Hill High School
Mt. Judea High School
Omaha High School
Ozark Mountain High School
Prairie Grove High School
Searcy County School District
Siloam Springs High School
Southside Bee Branch High School
St. Paul High School
Valley Springs High School
Yellville-Summit High School

University of Arkansas Pulaski Technical College (www.uaptc.edu)

Abundant Life Christian Academy
Arkansas Connections Academy
Bentonville West High School
Calvary Academy
Conway Area Career Center
Exalt Academy High School
Lisa Academy North High School
Lisa Academy West High School
Little Rock Christian Academy
Metropolitan Career Technical Center & Little Rock School District
North Little Rock High School
Scholastic Institute - NLRSD
Southwest Christian Academy

University of Arkansas Pulaski Technical College - Career Institute

Arkansas Connections Academy
Arkansas Virtual Academy
eStem High School
Lisa Academy North High School
Lisa Academy West High School
North Little Rock High School
Pulaski County Special School District
Premier High Schools of Little Rock & North Little Rock Responsive Ed-Arkansas

University of Arkansas Rich Mountain (www.uarichmountain.edu)

Arkansas Connections Academy
Arkansas Virtual Academy
Caddo Hills High School
Cossatot River High School
Ouachita River Schools
Umpire School District
Waldron High School

Agenda Item No. 11
AHECB Quarterly Meeting
October 23, 2026

ANNUAL REPORT OF CREDENTIALS AWARDED

Every year colleges and universities submit a Graduated Student File to the Arkansas Higher Education Information System (AHEIS). This file contains a record for every **credit** certificate and degree awarded to students by the institution between July 1st and June 30th of each year. This year's annual report includes academic year 2026 credentials awarded between July 1, 2025 and June 30, 2026.

For the third year in a row, Arkansas institutions reported solid gains in both credentials awarded and the number of students receiving those credentials. In academic year 2026, Arkansas higher education institutions reported 59,483 credentials awarded to 46,947 students. This was a 6.2% increase in the number of credentials and 5.3% increase in the number of unduplicated students receiving those credentials. Prior to 2024, the number of students receiving credentials remained consistent for the previous five years running just above 40,000. Comparing 2026 to 2017, the number of credentials awarded has increased more than 15,000 and the number of students receiving those credentials has increased more than 8,200.

The increase in total credentials is due to a rise in awards for several degree levels at both public 2-year and 4-year institutions.

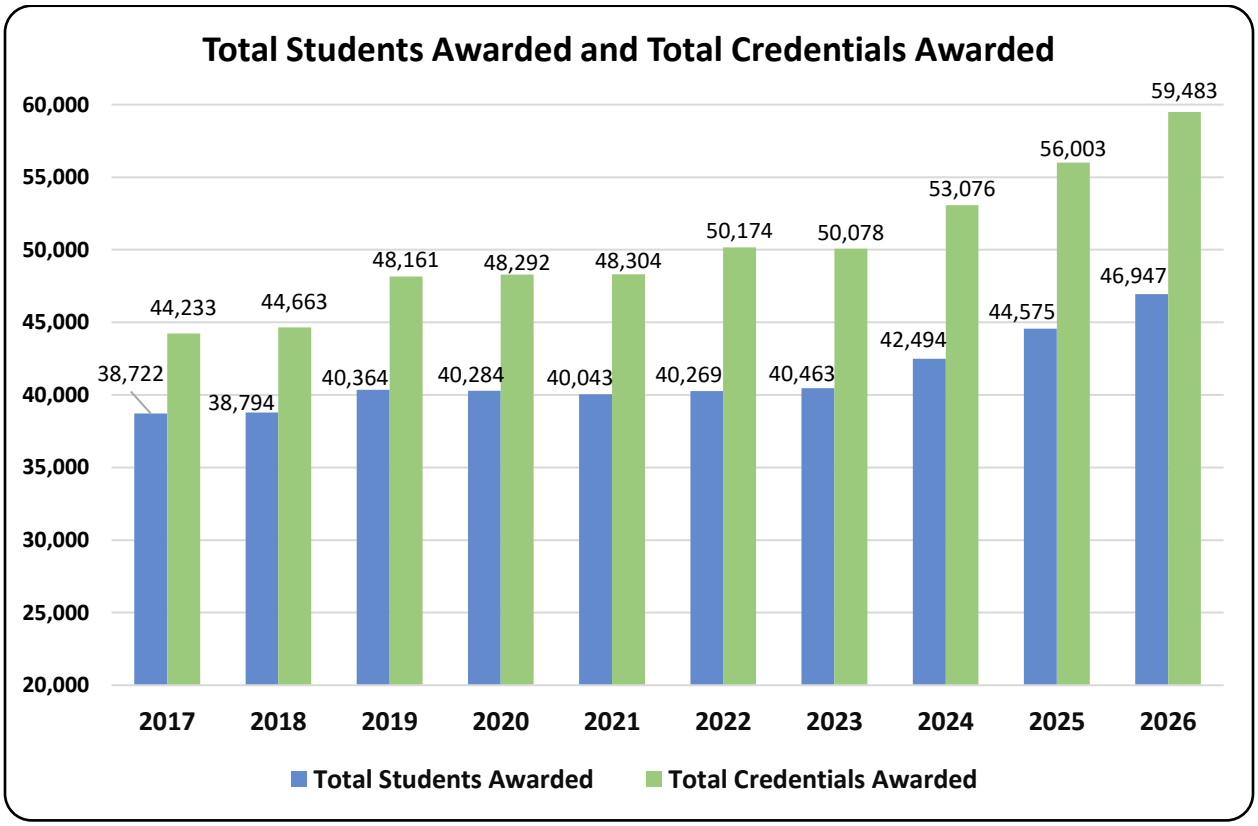


Chart 11-1: Statewide Trends

Statewide undergraduate certificate trends have shown notable increases in Certificates of Proficiency for the past five years while Technical Certificate awards have increased at a slower rate. Chart 11-2 includes statewide totals for the past ten years.

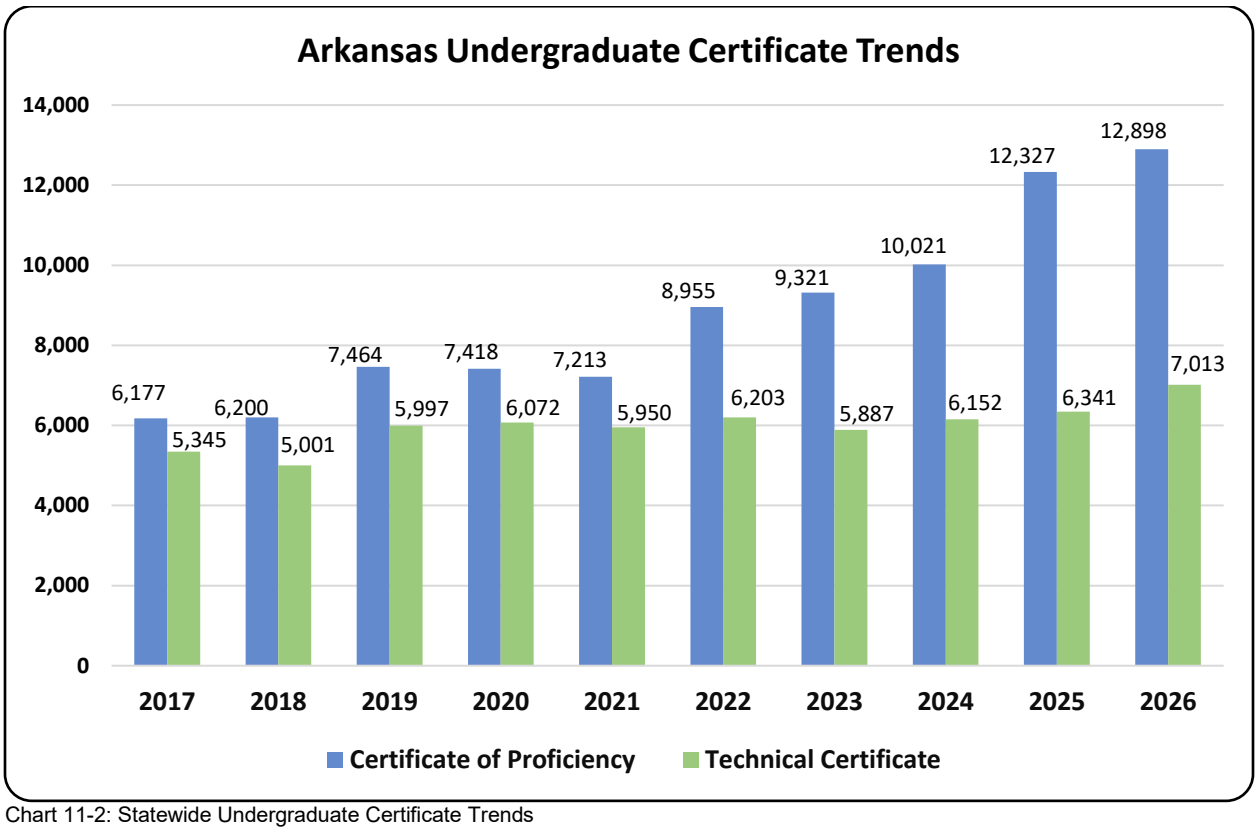


Chart 11-2: Statewide Undergraduate Certificate Trends

- The number of Certificates of Proficiency awarded across the state continued its upward trend, increasing 4.6% in one year. This does include CPs of less than 9 credit hours (Basic Certificates).

- Healthcare leads the way at almost 40% of CP awards, followed by precision production/mechanics, general education, and law enforcement.

- Technical Certificate awards in 2026 increased 10.6% compared to 2025. Although TC awards have remained consistently above 6,000 for the previous seven years and went above 7,000 this academic year, they have not shown the same rapid growth the Certificates of Proficiency have had in the past five academic years.

- Healthcare also leads the way at almost 40% of TC awards, followed by general education, mechanics, education and culinary fields.

- Undergraduate Certificates awarded statewide represent 33% of total credentials awarded each academic year.

Chart 11-3 below includes other certificate awards for the past ten years.

- Advanced Certificate programs offered by Arkansas Tech University, Southern Arkansas University-Magnolia and the University of Arkansas at Monticello include programs of study in business administration and management, education, engineering related technologies, and healthcare.
- Required credit hours for an advanced certificate range from 21 – 45 hours.
- Ten 4-year institutions offer Post-Bacc Certificates in many program areas, including education, engineering related technologies, business administration and management, healthcare, and computer/information sciences.
- Required credit hours for a post-baccalaureate certificate range between 12 – 43 credit hours.
- Advanced Certificates and Post-Bacc Certificates comprise only 2% of total credentials awarded each year.

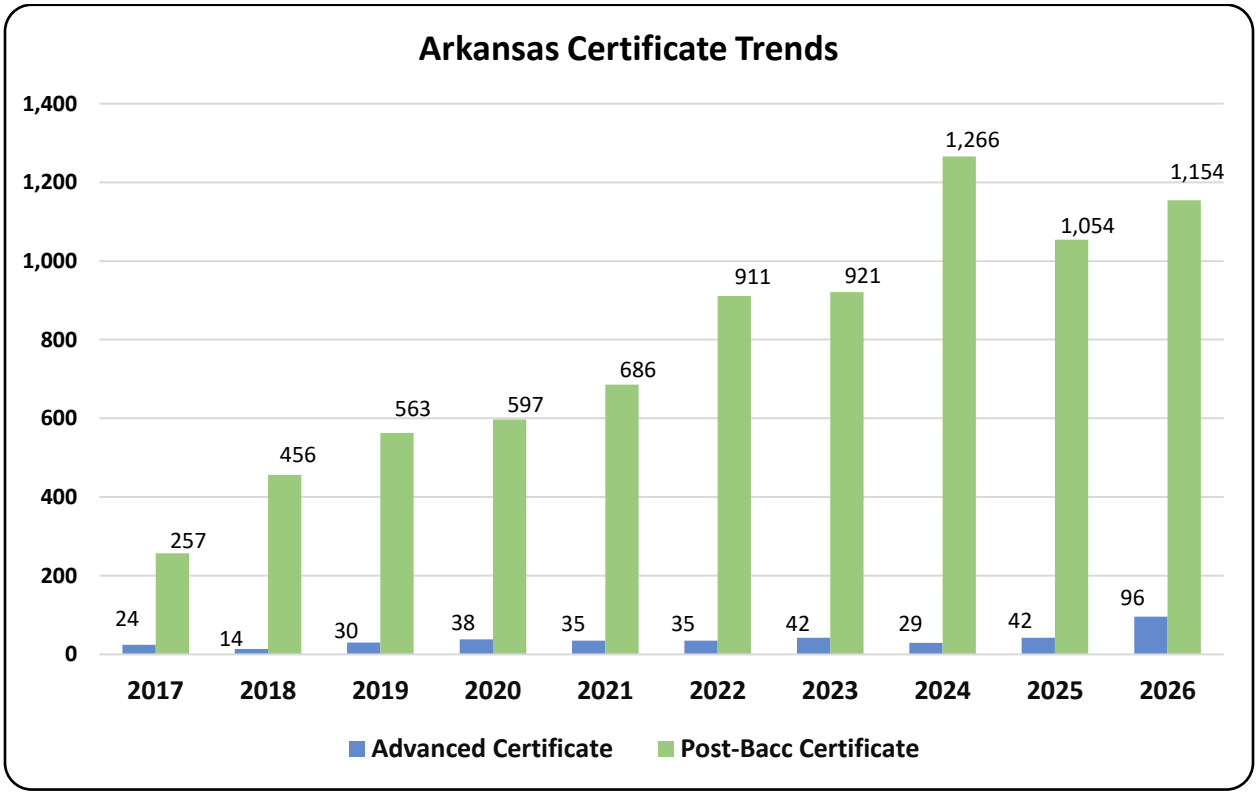


Chart 11-3: Statewide Certificate Trends

Chart 11-4 provides ten-year trends for Arkansas Associate and Bachelor's completions.

- In 2026, Associate degree awards increased over 2025 by 4.9%.
- The 4-year institutions reported a 1.7% increase in associate degrees, while the 2-year colleges reported an increase of 7%. This contrasts with the considerable increase at the certificate levels, indicating a solid move toward short-term, workforce-related credentials.
- Over 54% of associate degrees awarded in 2026 were in General Ed/Studies.
- Associate degree completions make up over 19% of the total credentials awarded statewide.
- Institutions reported 17,924 Bachelor's degrees were conferred in 2026, which is an 8.4% increase in the number of Bachelor's degrees awarded in 2025.
- At the Bachelor's level, business credentials comprise over 21% of the total, healthcare at 15%, and education at 5.4%.
- Bachelor's degree completions comprise 30% of the statewide credential total.

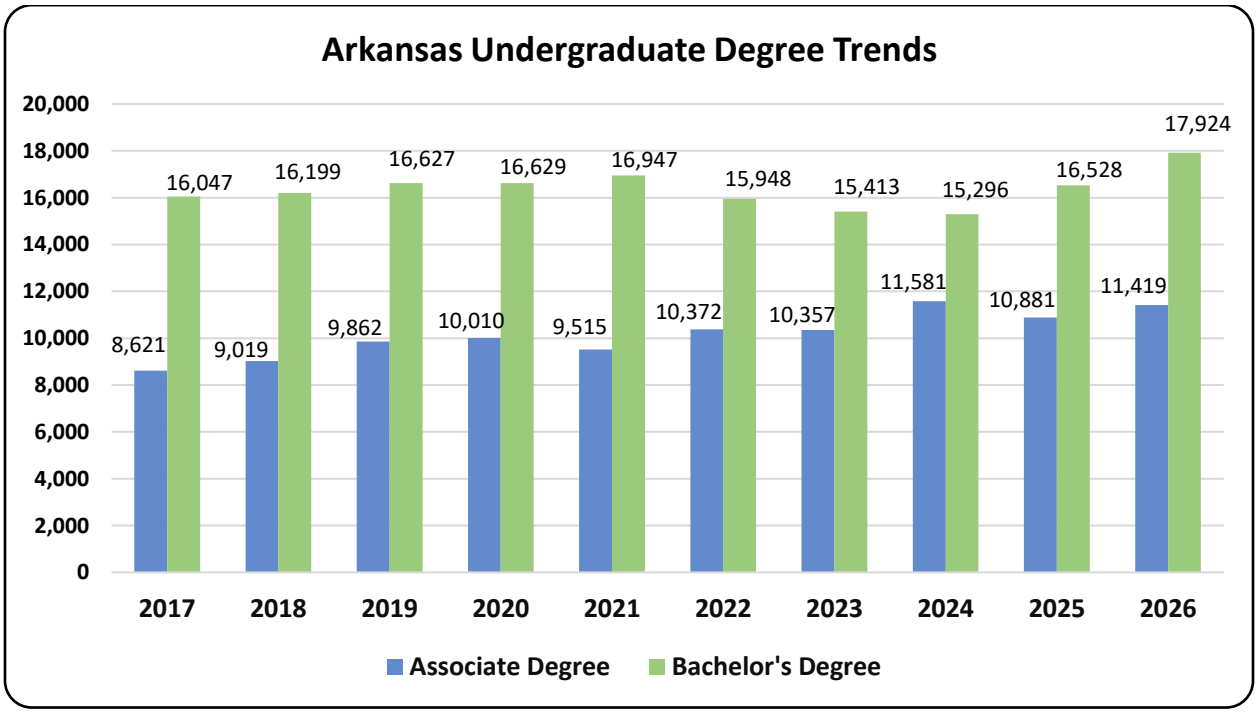


Chart 11-4: Statewide Undergraduate Degree Trends

Chart 11-5 provides ten-year trends for Master's Degrees and Post-Master's/Specialist awards.

- Master's degree awards increased slightly in 2026 with 6,496 degrees awarded statewide.
- Popular Masters' program areas include education/teaching which awarded 27% of the total, business administration and management which awarded 18%, and healthcare which awarded 10% of the total Master's awards in 2026.
- Master's awards comprise 11% of the statewide total.
- Education/teaching programs represent 82% of the post-master's/specialist awards.
- Post-Master's/Specialist awards comprise 1% of the statewide total.

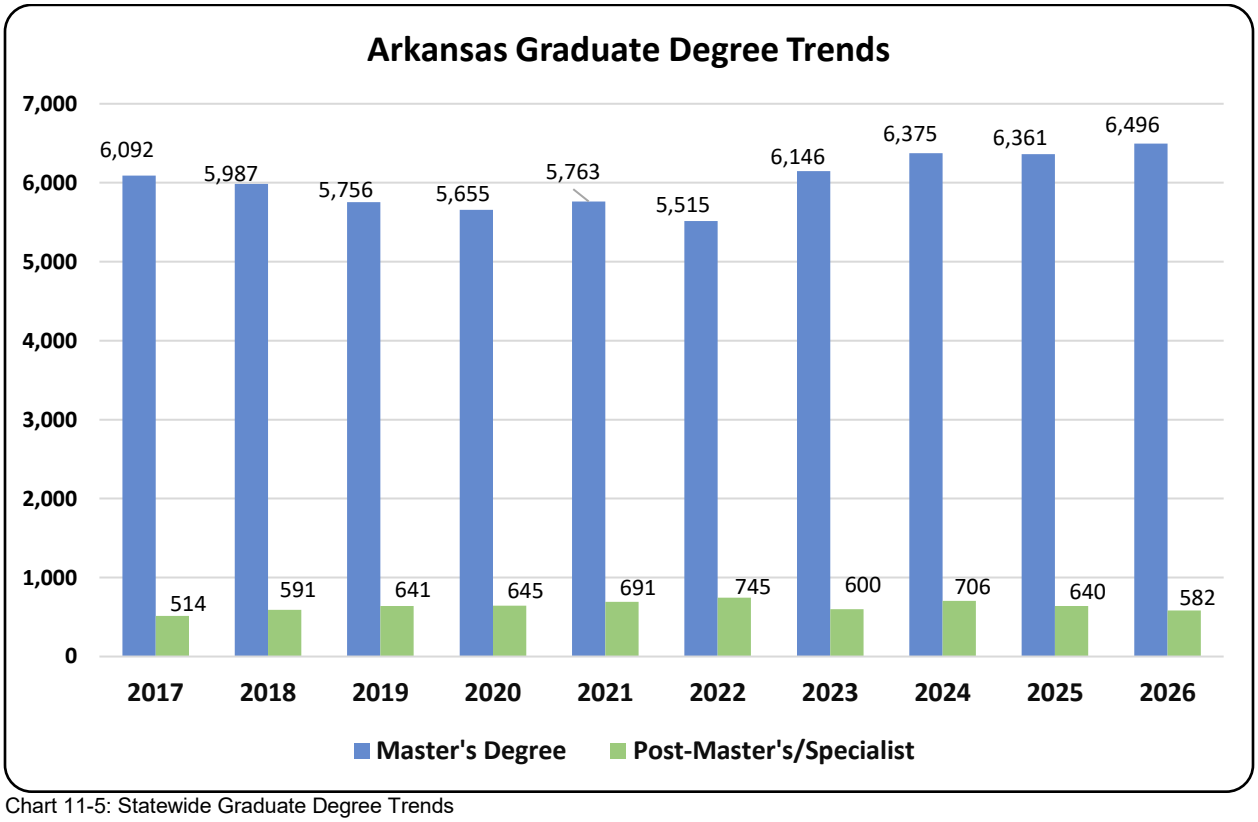


Chart 11-5: Statewide Graduate Degree Trends

Chart 11-6 provides ten-year trends for the Doctoral Research and Professional Practice degrees.

- Over 33% of all doctoral research credentials are awarded in educational leadership and administration.
- Other popular research program areas include engineering, physical sciences, interdisciplinary studies, and biology.
- Doctoral research awards comprise less than 1% of the statewide total.
- Professional practice awards decreased slightly and include those in medicine, pharmacy, physical and occupational therapy, and law.
- 20% of all professional practice credentials were law degrees, with the other 80% being health-care related.
- Professional practice awards comprise slightly over 2% of the statewide total.

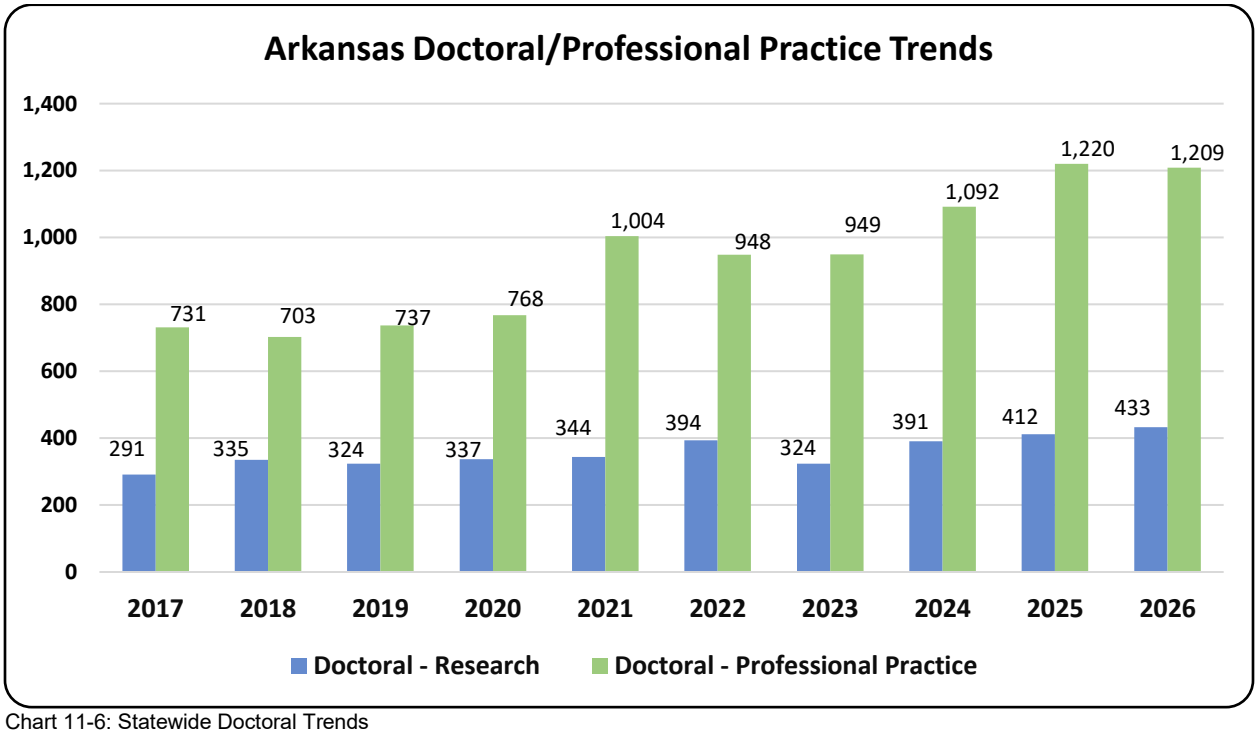


Chart 11-6: Statewide Doctoral Trends

The following charts show a 10-year trend for the public 4-year universities. For this ten-year period, the **green highlight** indicates the year with the highest number of credentials awarded and the **light red highlight** shows the lowest number of credentials awarded.

- HSU reported the highest percentage change when comparing 2026 to 2025 with a 16.9% increase in the number of credentials awarded.
- UAF increased total credentials 16.3% when comparing 2026 to 2025.
- Five other 4-year institutions reported positive percent changes, ASU (9.3%), UCA (3.7%), UALR (5.6%), UAM (9.2%) and UAMS (3.5%).
- Four universities reported a decline in the number of credentials awarded.
- Three institutions reported their highest-ever credential totals, ASU (6,559), UAF (9,155), and UAMS (1,236).
- Most significant gains in 2026 for the 4-year institutions were a 10.2% increase in Bachelor's degrees and a 3.7% increase in Doctoral Research degrees awarded.

Inst	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Trendline
ASU	4,435	4,746	4,979	4,750	5,179	5,113	4,881	5,523	6,000	6,559	
ATU	2,843	3,185	4,040	4,072	3,675	3,923	4,066	5,074	5,299	5,254	
HSU	722	687	733	786	797	946	940	793	687	803	
SAUM	1,587	1,517	1,240	1,314	1,284	1,339	1,953	1,883	1,838	1,575	
UCA	2,451	2,561	2,466	2,416	2,619	2,438	2,398	2,342	2,405	2,494	

Chart 11-7: Ten-Year Trend of Total Credentials Awarded – 4-Year

Inst	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Trendline
UAF	6,068	6,181	6,540	6,894	7,225	6,987	6,639	7,037	7,875	9,155	
UAFS	1,349	1,645	1,610	1,460	1,394	1,409	1,934	1,922	1,741	1,604	
UALR	2,429	2,458	2,568	2,397	2,391	2,279	2,107	2,035	2,109	2,227	
UAM	1,042	1,195	1,322	1,334	1,165	1,158	1,121	1,136	1,205	1,316	
UAMS	931	960	891	875	950	946	1,052	1,158	1,194	1,236	
UAPB	452	422	462	504	414	398	395	372	352	335	

Chart 11-8: Ten-Year Trend of Total Credentials Awarded – 4-Year

The following four charts show a 10-year trend for the public 2-year colleges. The ASU and UA System colleges are grouped together, with other colleges grouped alphabetically. For the ten-year period, the **green highlight** indicates the year with the highest number of credentials awarded and the **light red highlight** shows the lowest number of credentials awarded.

- Two 2-year colleges reported significant increases over 25% in 2026 in the number of credentials awarded, ASUB (26.3%), UAEACC (27.2%).
- Eight 2-year colleges reported their highest-ever credential total in 2026, ASUB (1,742), ANC (632), BRTC (2,052), NPC (1,008), NWACC (2,791), UACCRM (558), UAEACC (981) and UAPTC (2,303).
- Nine 2-year colleges reported a decline in the number of credentials awarded ranging from -2.2% to -19.6%.
- All award types for the 2-year colleges increased in 2026 with associate degrees increasing 7.1%, technical certificates increasing 12.8% and certificates of proficiency increasing from 9,425 awards in 2025 to 9,869 awards in 2026 which is a 4.7% increase in CPs.

Inst	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Trendline
CCCUA	579	586	708	857	724	887	834	904	751	899	
NACUA	701	643	701	630	557	623	673	873	809	871	
PCCUA	412	415	496	475	460	358	516	463	544	466	
UACCB	419	436	627	676	631	781	620	686	648	681	
UACCHT	717	715	851	719	573	694	609	655	682	775	
UACCM	800	966	1,042	947	1,063	1,058	1,100	1,149	1,099	1,044	
UACCRM	273	307	314	326	356	462	373	338	485	558	
UAEACC	268	322	497	465	440	567	685	875	771	981	
UAPTC	2,239	1,387	1,566	1,656	1,798	1,913	1,847	1,853	1,870	2,303	

Chart 11-9: Ten-Year Trend of Total Credentials Awarded – 2-Year

Inst	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Trendline
ASUB	1,610	1,453	1,618	1,561	1,343	1,039	977	1,361	1,379	1,742	
ASUMH	663	599	521	505	566	830	550	662	600	575	
ASUMS	556	426	567	479	538	468	442	449	621	575	
ASUN	869	1,003	1,116	1,162	1,120	1,296	1,212	1,587	1,691	1,448	
ASUTR	632	638	643	654	535	537	627	812	888	779	

Chart 11-10: Ten-Year Trend of Total Credentials Awarded – 2-Year

Inst	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Trendline
ANC	379	398	456	466	443	540	613	436	585	632	
BRTC	751	642	543	772	878	1,859	1,693	1,499	1,708	2,052	
NPC	523	713	781	792	785	792	818	892	829	1,008	
NWACC	1,083	1,380	1,600	1,749	1,929	2,052	2,161	2,087	2,315	2,791	

Chart 11-11: Ten-Year Trend of Total Credentials Awarded – 2-Year

Inst	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Trendline
OZC	464	474	641	697	625	616	645	598	664	684	
SAC	614	606	772	788	772	704	753	800	1,145	958	
SAUT	937	761	870	895	650	851	613	498	552	540	
SEAC	519	473	399	514	575	503	465	487	623	501	

Chart 11-12: Ten-Year Trend of Total Credentials Awarded – 2-Year

The following charts show a 10-year trend for the private/independent institutions. The **green highlight** indicates the year with the highest number of credentials awarded and the **light red highlight** shows the lowest number of credentials awarded.

Inst	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Trendline
BHCLR	355	372	417	395	335	397	314	316	430	492	
JSN	25	35	25	20	25	36	37	35	29	37	
ABC	96	71	41	42	27	35	23	25	22	13	
ACHE				38	175	183	165	200	240	232	
CBC	160	138	130	115	115	90	103	105	114	86	
CCC			9	13	10	12	13	12	17	12	

Chart 11-13: Ten-Year Trend of Total Credentials Awarded – Private

Inst	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Trendline
CRC	23	22	18	32	40	32	29	33	29	22	
EC	40	42	48	41	37	49	44	43	37	26	
HC	318	244	315	278	222	230	221	239	293	265	
HU	1,387	1,328	1,304	1,244	1,258	1,163	1,203	1,267	1,257	1,263	
JBU	624	588	650	568	546	511	493	481	488	449	
LC	114	144	124	115	144	140	117	102	65	98	

Chart 11-14: Ten-Year Trend of Total Credentials Awarded – Private

Inst	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Trendline
OBU	285	335	337	315	376	356	406	356	442	433	
PSU	103	89	81	120	146	169	138	124	90	148	
SC	45	30	69	49	39	28	53	36	60	55	
UO	96	111	148	119	153	192	154	156	180	166	
WBU	103	98	77	79	98	81	134	136	117	104	
NWTI	142	116	188	122	104	104	119	171	129	161	

Chart 11-15: Ten-Year Trend of Total Credentials Awarded – Private

10-Year Trend of Awards to Concurrent Students

Chart 11-16 below shows a 10-year trend for awards to concurrent students.

For the fifth year in a row, Arkansas institutions reported solid gains in both credentials awarded and the number of concurrent students receiving those credentials. In academic year 2026, Arkansas higher education institutions reported 4,874 credentials awarded to 3,579 concurrent students.

- 25.2% increase in the number of credentials.
- 23.6% increase in the number of unduplicated concurrent students receiving those credentials.

The ACCESS law instituted high school diplomas of merit and diplomas of distinction. High school graduates earning a certificate of proficiency are awarded diplomas of merit. High school graduates earning a technical certificate or associate degree are awarded diplomas of distinction. High school graduates with a diploma of merit automatically qualify for Academic Challenge scholarships while high school graduates with a diploma of distinction qualify for Governor's Achievement scholarships. With these recent changes to scholarship eligibility, the expectation is a continuation of the upward trend.

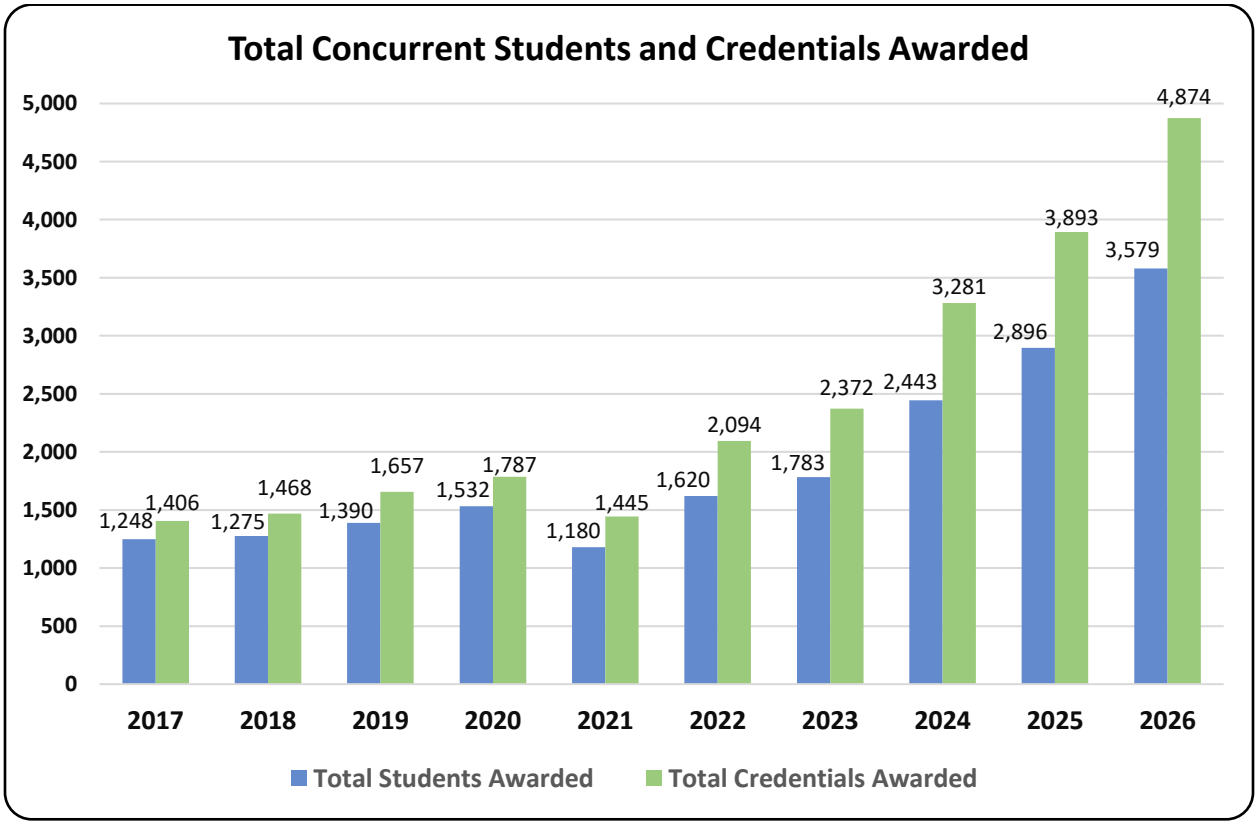


Chart 11-16: Ten-Year Trend of Total Credentials Awarded – Concurrent

Arkansas Higher Education Concentration Reporting

Many of the degree programs in the AHECB approved programs list are “umbrella” programs housing several related but different course tracks. Concentrations have been approved through the LON process for many years but were not collected from the institutions on a student basis. In AY2025, ADHE staff undertook a project to create a table of approved concentrations to capture the different course tracks taken and completed by the students. Charts 11-17 below give an overview of the data collected on concentrations in AY2026.

The collection of this data will assist in many areas – most importantly, in the identification of qualified graduates or students currently studying a specific course track. ADHE is asked for this type of data from organizations trying to attract specific industries and businesses to Arkansas.

At the associate degree level, the students listed below as graduating with elementary education or middle school education concentrations were only reported as receiving an AS in Education. The addition of the concentration implies the student’s intention to pursue a specific teaching degree at a 4-year institution. The 33 pre-nursing concentrations were reported as receiving AS-Health Science degrees, but can now be identified in the nursing pipeline.

The 534 students listed below as graduating with a bachelor’s degree in the financial management concentration were previously reported as receiving bachelor’s degrees in business. The addition of the concentration gives insight into the focus area the student pursued, which will provide relevant workforce focused trend data going forward. Along with the 534 students completing a concentration in financial management, there were 155 business degrees awarded with concentrations in real estate and an additional 99 degrees awarded with concentrations in management.

Top 10 Concentration Fields Associate Degrees	
STEM	181
EDUCELEMENTARY	70
LPNPARATOBSN	60
PRACTNURSING	36
PRENURSING	33
EDUCMIDDLE	27
EDUCEARLYCHILD	20
INDUSTRIALTECH	19
CYBERSECURITY	18
ELECTROMECHANIC	18
PROGRAMMING	18
WELDING	18

Top 10 Concentration Fields Bachelor's Degrees	
FINANCIALMGMT	534
REALESTATE	155
MANAGEMENT	99
BUSANALYTICS	90
AGRIMKTGMGMT	82
SPORTADMIN	73
BIOCHEMISTRY	64
BIOLSCIPREPROF	62
CYBERSECURITY	62
BIOMEDICAL	56

Chart 11-17: Top 10 Concentrations awarded in AY2026 for Bachelor’s and Associate Degrees

REPEAL OF THE RESIDENCY CLASSIFICATION FOR TUITION PURPOSES POLICY

Since the adoption of the Residency Classification for Tuition Purposes policy, the legal and institutional framework governing residency determinations has changed significantly. The enactment of Acts 340 and 341 of 2025 established updated statutory requirements and guidance for determining residency status for tuition purposes, rendering the existing Arkansas Higher Education Coordinating Board (AHECB) policy obsolete.

To ensure the AHECB Policy Manual remains accurate, relevant, and aligned with current state law and institutional practices, the repeal of the Residency Classification for Tuition Purposes policy is recommended. Eliminating outdated policies promotes a more efficient and current policy framework while reducing redundancy between Board policy and governing statute.

Therefore, the Residency Classification for Tuition Purposes policy is presented to the Arkansas Higher Education Coordinating Board for repeal.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board (AHECB) repeals the Residency Classification for Tuition Purposes policy effective October 23, 2026.

FURTHER RESOLVED, That the AHECB instructs the Commissioner of the Arkansas Division of Higher Education to remove the policy from the Arkansas Higher Education Coordinating Board Policy Manual and make any administrative revisions necessary to reflect this action.

REPEAL OF THE MILITARY DEPENDENTS' SCHOLARSHIP PROGRAM POLICY

The Military Dependents' Scholarship Program Policy is recommended for repeal due to the legislative repeal of the underlying scholarship program. Because the program is no longer authorized by statute, the associated Arkansas Division of Higher Education policy no longer serves an operational or regulatory purpose and should be removed from the policy inventory.

Therefore, the Military Dependents' Scholarship Program policy is presented to the Arkansas Higher Education Coordinating Board for repeal.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board (AHECB) repeals the Military Dependents' Scholarship Program policy effective October 23, 2026.

FURTHER RESOLVED, That the AHECB instructs the Commissioner of the Arkansas Division of Higher Education to remove the policy from the Arkansas Higher Education Coordinating Board Policy Manual and make any administrative revisions necessary to reflect this action.

Agenda Item No. 14
Higher Education Coordinating Board
October 23, 2026

REPEAL OF THE SREB DOCTORAL SCHOLARS PROGRAM POLICY

The Arkansas Division of Higher Education (ADHE) no longer participates in the Southern Regional Education Board (SREB) Doctoral Scholars Program. As a result, the policy governing ADHE's participation in this program no longer serves an operational or administrative purpose and is recommended for repeal.

Therefore, the SREB Doctoral Scholars Program policy is presented to the Arkansas Higher Education Coordinating Board for repeal.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board (AHECB) repeals the Southern Regional Education Board (SREB) Doctoral Scholars Program policy effective October 23, 2026.

FURTHER RESOLVED, That the AHECB instructs the Commissioner of the Arkansas Division of Higher Education to remove the policy from the Arkansas Higher Education Coordinating Board Policy Manual and make any administrative revisions necessary to reflect this action.

Agenda Item No. 15
Higher Education Coordinating Board
October 23, 2026

Bond/Loan Feasibility Update

This update consists of the actual terms for bond and loan issues receiving AHECB approval that occurred October 2025 through October 2026. An annual update was requested by the AHECB during the July 30, 2010 quarterly meeting.

Approved/Issued Bonds/Loans from October 2025 to October 2026

Institution	Date of AHECB Approval	Approved Maximum Total of Issue	Approved Terms	Tax Status	Date of Issue	Actual Amount of Issue	Actual Terms	Project	Type of Project
SAC	10/24/2025	$9,500,000	30 yrs/7.00%	Tax-exempt	2/24/2026	$4,760,000	30 yrs/5.46%	E&G and auxiliary purposes to finance the construction of the first Residence Hall on campus.	E&G and Auxiliary
UCA	10/24/2025	$10,520,000	20 yrs/5.50%	Tax-exempt	11/20/2025	$10,040,000	20 yrs/4.13%	E&G purposes for the Campus District Loop & Hydronics Refresh Project.	E&G
SAUM	1/23/2026	$23,775,000	30 yrs/4.85%	Tax-exempt	5/282026	$20,845,000	30 yrs/ 2.39%	Auxiliary purposes to refund the 2015, 2016 and the 2018A series bonds.	Auxiliary
ASUJ	1/23/2026	$2,500,000	10 yrs/0.20%	Tax-exempt	2/18/2026	$2,483,566	10 yrs/0.20%	College Savings Bond Revolving Loan Fund (CSBRLF) for E&G used for the construction of an Equine Barn and a Bovine Barn, and for the replacement of the Dean B. Ellis Library Chiller at ASUJ.	E&G
ASUJ	1/23/2026	$16,000,000	15 yrs/4.50%	Not Yet Issued	Not Yet Issued	Not Yet Issued	Not Yet Issued	Auxiliary purposes to renovate Kays Hall.	Auxiliary
UAF	4/24/2026	$132,000,000	30 yrs/5.50%	Tax-exempt	8/6/2026	$124,785,000	30 yrs/4.40%	E&G and auxiliary purposes for (a) the acquisition, construction, equipping, and expansion of district heating distribution material and equipment to serve the Maple Hill District and other related campus district heating capacity improvements and utility infrastructure upgrades (the "Utility Project"); and (b) the acquisition, construction, improvement, renovation, equipping and/or furnishing of other capital improvements and infrastructure and the acquisition of various equipment and/or real property for the Fayetteville Campus.	E&G and Auxiliary

REPORT OF 2025-26 INTERCOLLEGIATE ATHLETIC REVENUES AND EXPENDITURES

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

Athletic revenues and expenditures for 2025-26 for each institution have been collected according to uniform standards and compiled in a summary report that follows this agenda item. An explanation of the reporting format follows:

1. The athletic report details revenues and expenditures for each institution.

2. Athletic revenues will match athletic expenditures unless there is an ending fund balance.

3. Act 366 of 1991 (A.C.A. § 6-62-804) prohibits athletic deficits. A designated athletic fee must be charged to the students by the institution if athletic-generated revenues (i.e., ticket sales, media/tournament/bowl, concessions/program sales, and game guarantees), foundations/clubs and other private gifts, other athletic income, auxiliary profits, and the allowable educational and general transfer do not cover the total expenditures for athletics.

4. In accordance with the uniform reporting and auditing of intercollegiate athletic expenditures of state-supported institutions of higher education, maintenance of facilities expenditures related to all intercollegiate teams and spirit groups, excluding bands, shall be reported as actual costs of operating such athletic facilities or a proration of actual costs based on athletic usage (A.C.A. § 6-62-807).

The 2025-26 total amount of athletic expenditures reported by state-supported universities is $309,716,238 and two-year colleges is $7,420,443. The statewide total of $317,136,681 is an increase of $28,196,107 (9.76%) from $288,940,574 in 2024-25.

A comparison of 2025-26 actual expenditures to 2025-26 budgeted revenues certified to the Coordinating Board in July 2025 is also illustrated at the bottom of the summary chart. Certified budgeted expenditures for 2025-26 totaled

$278,789,674 for all institutions. Total actual expenditures for 2025-26 for all institutions were above this budgeted amount by 9.22 percent. Actual expenditures varied from the Board of Trustees-certified budgeted expenditures by a range of 38.71 percent below to 69.72 percent over the budgeted amount.

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

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board accepts the Report of 2025-26 Intercollegiate Athletic Revenues and Expenditures as prepared in accordance with Arkansas Higher Education Coordinating Board uniform accounting standards and definitions for athletic reporting.
>
> **FURTHER RESOLVED,** That the Coordinating Board authorizes the Commissioner to transmit the Report of 2025-26 Intercollegiate Athletic Revenues and Expenditures to the Legislative Joint Auditing Committee according to the provisions of A.C.A. §6-62-106.

Summary of Intercollegiate Athletic Revenues and Expenditures, 2025-2026

	INSTITUTIONS	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA	4-yr TOTAL	ASUMH	ASUMS	ASUN	ASUTR	CCCUA	NACUA	NPC	NWACC	PCCUA	SAC	SAUT	SEAC	UACCRM	2-yr TOTAL
REVENUES	TICKET SALES	$1,502,994	$198,629	$34,722	$10,270	$63,662,577	$14,265	$319,458	$28,640	$269,011	$529,051	$66,569,617	$0	$6,456	$3,056	$4,187	$3,199	$7,437	$0	$0	$4,188	$12,924	$742	$0	$0	$42,189
	STUDENT FEES	$9,793,785	$3,021,006	$1,111,827	$1,825,192	$0	$2,438,187	$2,867,215	$926,966	$1,118,386	$5,620,119	$28,722,683	$0	$0	$0	$27,502	$0	$0	$0	$1,302,750	$0	$0	$183,146	$0	$0	$1,513,398
	GAME GUARANTEES	$1,395,500	$8,000	$0	$9,500	$1,233,583	$3,708	$277,500	$500	$1,000,100	$980,500	$4,908,891	$0	$0	$0	$0	$1,350	$0	$0	$0	$0	$0	$1,500	$0	$0	$2,850
	CONTRIBUTIONS	$2,243,808	$0	$0	$2,975	$39,005,939	$81,922	$2,466,619	$0	$1,000	$235,436	$44,037,700	$0	$0	$0	$36,735	$8,935	$0	$0	$0	$11,709	$40,335	$22,981	$0	$0	$120,695
	NCAA/CONFERENCE DISTRIBUTIONS	$1,733,712	$55,730	$36,004	$0	$18,340,934	$38,445	$136,267	$22,485	$596,282	$1,051,434	$22,011,294	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	BROADCAST, TV, RADIO, INTERNET RIGHTS	$0	$0	$0	$0	$44,950,510	$27,861	$0	$0	$0	$63	$44,978,434	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	PROGRAM SALES, CONCESSIONS, NOVELTIES, PARKING	$0	$0	$0	$41,815	$3,238,641	$23,528	$0	$0	$42,749	$21,547	$3,368,279	$0	$0	$0	$0	$2,201	$0	$0	$2,680	$11,032	$0	$3,019	$0	$0	$18,932
	ROYALTIES, LICENSING, ADVERTISEMENTS, SPONSORSHIPS	$248,293	$35,578	$0	$0	$22,417,322	$30,300	$1,010	$0	$0	$450,485	$23,182,988	$0	$0	$0	$0	$39,343	$0	$0	$0	$1,677	$0	$12,500	$0	$0	$53,520
	SPORTS CAMPS REVENUES	$0	$160,084	$0	$61,417	$242,325	$30,417	$0	$0	$0	$0	$494,243	$0	$0	$0	$0	$2,745	$10,960	$0	$0	$0	$0	$2,610	$0	$0	$16,315
	ENDOWMENT AND INVESTMENT INCOME	$0	$1,331,469	$0	$0	$1,255,148	$0	$0	$0	$0	$0	$2,586,617	$0	$0	$0	$24,100	$0	$0	$0	$0	$0	$0	$0	$0	$0	$24,100
	OTHER INCOME	$105,926	$17,164	$0	$22,000	$2,731,216	$0	$875	$100	$639,830	$74,010	$3,591,121	$29,317	$577,922	$0	$0	$43,237	$3,763	$0	$0	$0	$0	$0	$393,094	$0	$1,047,333
OTHER FINANCING SOURCES	CWSP FEDERALLY FUNDED PORTION	$0	$13,766	$0	$17,904	$0	$1,125	$0	$42,048	$0	$150,809	$225,652	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	CWSP FED. PORTION AS % TOTAL CWSP	0%	100%	0%	29%	0%	100%	0%	100%	0%	100%	84%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	TRANSFERS FOR WOMEN'S ATHLETIC SPORTS PROGRAMS	$3,980,061.27	$0.00	$2,501,020.00	$0.00	$0.00	$0.00	$3,420,370.00	$0.00	$0.00	$0.00	$9,901,451.27	$0.00	$0.00	$0.00	$0.00	$82,514.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$82,514.00
	OTHER AUXILIARY PROFITS	$9,600,599	$892,984	$1,239,706	$2,784,870	$0	$1,824,593	$1,078,419	$1,891,284	$3,586,972	$6,665,440	$29,564,866	$0	$0	$0	$0	$0	$0	$1,276,414	$0	$135,001	$142,379	$159,177	$0	$1,062,100	$2,775,071
	TRANSFERS FROM UNRESTRICTED E&G	$10,396,441	$2,055,522	$1,710,652	$1,751,707	$0	$468,966	$5,653,669	$1,710,652	$1,993,893	$3,193,833	$28,935,335	$150,000	$0	$293,265	$251,987	$208,935	$507,035	$0	$0	$100,000	$246,626	$222,080	$240,732	$115,544	$2,336,204
	PRIOR YEAR FUND BALANCE	$0	$328,954	$0	$0	$0	$0	$0	$140,868	$1,037,452	$0	$1,507,274	$66,393	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$66,393
Total Revenues for Athletics		$41,001,119	$8,118,886	$6,633,930	$6,527,650	$197,078,195	$4,983,316	$16,221,402	$4,763,543	$10,285,675	$18,972,728	$314,586,445	$245,710	$584,378	$296,321	$344,511	$392,459	$529,195	$1,276,414	$1,305,430	$263,607	$442,265	$607,754	$633,826	$1,177,644	$8,099,514

Summary of Intercollegiate Athletic Expenditures, 2025-2026

	INSTITUTIONS	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA	4-yr TOTAL	ASUMH	ASUMS	ASUN	ASUTR	CCCUA	NACUA	NPC	NWACC	PCCUA	SAC	SAUT	SEAC	UACCRM	2-yr TOTAL
EXPENDITURES	SALARIES	$7,930,331	$1,760,697	$1,681,623	$1,947,341	$59,543,157	$1,088,601	$4,373,789	$1,054,529	$2,596,713	$3,832,321	$85,809,102	$47,014	$110,221	$52,320	$109,900	$56,048	$107,849	$266,523	$276,510	$53,575	$115,906	$148,884	$140,717	$224,190	$1,709,657
	BUDGETED FTE POSITIONS	95.04	0.00	31.83	33.69	317.25	20.00	61.00	16.46	0.00	64.37	639.64	1.05	1.14	1.00	3.50	0.00	0.00	5.00	0.00	1.05	0.00	0.00	5.00	0.00	17.74
	FRINGE BENEFITS	$2,172,892	$516,002	$483,762	$576,176	$9,931,388	$292,217	$1,022,395	$257,759	$586,095	$1,346,755	$17,185,441	$17,084	$18,386	$21,283	$42,083	$6,677	$23,938	$87,541	$88,015	$10,499	$31,237	$65,243	$45,088	$62,879	$519,953
	FRINGE BENEFITS AS A % OF SALARIES	27.4%	29.3%	28.8%	29.6%	16.7%	26.8%	23.4%	24.4%	22.6%	35.1%	20.0%	36.3%	16.7%	40.7%	38.3%	11.9%	22.2%	32.8%	31.8%	19.6%	27.0%	43.8%	32.0%	28.0%	30.4%
	EXTRA HELP	$538,808	$135,801	$188,831	$28,574	$1,573,629	$22,808	$334,680	$349,992	$0	$229,563	$3,402,686	$11,817	$4,698	$50,113	$46,923	$0	$6,533	$130,753	$2,435	$0	$9,372	$53,126	$63,256	$0	$379,026
	CWSP- TOTAL COST (FEDERAL AND STATE MATCH)	$0	$13,766	$0	$60,796	$0	$1,125	$0	$42,048	$0	$150,809	$268,544	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	ATHLETIC SCHOLARSHIPS	$12,604,750	$2,250,702	$2,381,141	$2,005,607	$33,007,252	$1,269,108	$5,137,754	$1,383,664	$2,856,989	$6,117,465	$69,014,432	$18,728	$74,692	$0	$24,100	$0	$147,880	$255,745	$0	$85,092	$95,451	$116,304	$203,693	$574,477	$1,596,162
	REVENUE SHARE	$1,239,319	$75,294	$62,145	$49,664	$3,889,449	$46,662	$403,890	$47,833	$0	$328,093	$6,142,349	$7,357	$2,427	$4,746	$0	$7,981	$0	$0	$8,236	$150	$0	$0	$0	$0	$30,897
	RECRUITING	$7,282,939	$912,152	$685,163	$696,011	$11,189,616	$790,160	$1,891,336	$442,275	$1,726,807	$3,371,444	$28,987,902	$71,846	$63,380	$32,550	$15,195	$100,094	$73,414	$0	$56,954	$34,337	$97,452	$72,171	$79,118	$132,846	$829,357
	TEAM TRAVEL	$2,164,609	$297,363	$206,443	$201,153	$6,802,353	$346,657	$1,006,760	$398,994	$1,020,772	$652,166	$13,097,270	$41,154	$140,286	$59,109	$54,957	$122,772	$30,391	$178,952	$218,269	$17,727	$31,014	$77,580	$36,252	$90,444	$1,098,907
	SPORTS EQUIPMENT, UNIFORMS, SUPPLIES	$0	$0	$0	$49,797	$0	$32,075	$3,161	$0	$0	$0	$85,033	$0	$0	$0	$0	$0	$0	$0	$194	$11,313	$0	$2,551	$0	$0	$14,058
	CONCESSIONS/PROGRAMS	$2,198,401	$23,358	$91,926	$160,185	$8,307,001	$101,786	$508,694	$75,430	$1,066,311	$1,035,116	$13,568,208	$6,440	$117,181	$13,610	$11,325	$69,343	$33,425	$180,420	$18,414	$22,740	$27,797	$27,145	$23,855	$25,825	$577,520
	GAME EXPENSES	$501,000	$0	$0	$0	$2,934,824	$6,750	$24,000	$9,500	$86,500	$19,500	$3,582,074	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	GAME GUARANTEES	$234,701	$3,938	$0	$543	$1,752,088	$3,733	$693,468	$0	$0	$7,233	$2,695,705	$0	$879	$2,106	$3,938	$6,083	$0	$0	$11,923	$252	$0	$0	$0	$0	$25,181
	FUNDRAISING, MARKETING, PROMOTIONS	$0	$7,866	$0	$78,713	$0	$54,841	$8,827	$0	$0	$0	$150,247	$0	$0	$0	$0	$0	$8,937	$0	$16,451	$0	$0	$0	$0	$0	$25,388
	SPORTS CAMPS EXPENSES	$1,816,434	$354,788	$251,374	$3,638	$9,822,488	$571,072	$431,990	$137,177	$0	$567,799	$13,956,760	$780	$8,655	$0	$21,500	$0	$48,109	$0	$35,982	$3,767	$0	$5,170	$0	$0	$123,963
	DIRECT FACILITIES, MAINTENANCE, RENTALS	$0	$233,150	$230,335	$178,089	$18,673,194	$0	$0	$118,782	$0	$655,426	$20,088,975	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	DEBT SERVICE	$0	$0	$0	$273,378	$1,181,668	$222,151	$30,112	$61,454	$0	$120,799	$1,889,562	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	SPIRIT GROUPS	$380,981	$205,287	$106,737	$80,761	$1,859,438	$41,779	$84,350	$218,304	$0	$225,167	$3,202,804	$11,146	$13,170	$0	$0	$10,105	$23,308	$0	$4,554	$10,000	$17,807	$27,105	$22,935	$9,995	$150,125
	MEDICAL EXPENSES AND MEDICAL INSURANCE	$162,675	$12,753	$29,690	$9,993	$103,547	$81,491	$10,319	$30,565	$0	$88,646	$529,679	$10,800	$14,685	$12,035	$13,050	$13,356	$16,300	$0	$22,549	$14,155	$16,229	$12,475	$15,087	$0	$160,721
	MEMBERSHIPS AND DUES	$1,629,005	$1,290,113	$234,760	$127,231	$19,624,788	$10,300	$255,844	$135,237	$345,488	$70,537	$23,723,303	$1,544	$15,718	$48,449	$1,540	$0	$9,111	$0	$42,353	$0	$0	$0	$3,825	$56,988	$179,528
	OTHER OPERATING EXPENDITURES	$144,274	$25,856	$0	$0	$2,012,143	$0	$0	$0	$0	$153,890	$2,336,163	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
OTHER FINANCING USES	TRANSFERS TO OTHER FUNDS/ACCOUNTS	$41,001,119	$8,118,886	$6,633,930	$6,527,650	$192,208,022	$4,983,316	$16,221,369	$4,763,543	$10,285,675	$18,972,728	$309,716,238	$245,710	$584,378	$296,321	$344,511	$392,459	$529,195	$1,099,934	$802,839	$263,607	$442,265	$607,754	$633,826	$1,177,644	$7,420,443
Total Expenditures for Athletics		**$0**	**$0**	**$0**	**$0**	**$4,870,173**	**$0**	**$33**	**$0**	**$0**	**$0**	**$4,870,207**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$176,480**	**$502,591**	**$0**	**$0**	**$0**	**$0**	**$0**	**$679,071**
Fund Balance		$24,158,615	$6,181,126	$6,668,235	$6,800,568	$181,096,650	$4,503,865	$12,866,660	$4,354,035	$7,095,861	$17,214,418	$270,940,033	$232,500	$681,000	$195,200	$276,149	$365,092	$504,033	$1,130,924	$1,309,821	$214,877	$456,814	$612,752	$654,229	$1,216,250	$7,849,641
2025-2026 Budgeted Expenditures Certified July 2025		$1	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
% Difference Between Expenditures & Budgeted Revenue		70%	31%	5%	4%	6%	11%	26%	9%	14%	10%	14%	6%	14%	52%	25%	8%	5%	3%	39%	23%	3%	1%	3%	3%	5%

RECOMMENDATIONS FOR STATE FUNDING OF CAPITAL PROJECTS 2027-29 BIENNIUM

Capital Priorities

Capital priorities for Development and Enhancement Fund projects in 2027-29 remain the same as those established in past biennia by the Arkansas Higher Education Coordinating Board (AHECB). Those priorities are as follows:

- Critical maintenance projects where critical needs are defined as those which must be addressed before the end of 2029 and which, if neglected, could result in substantial damage to the structural integrity of the building, or are related to the imminent failure of building systems such as HVAC, electrical and plumbing. In addition, critical maintenance projects include those associated with ADA compliance and/or safety needs.
- Improvements in research, instructional and clinical equipment as well as library holdings and technology.
- Renovation of existing facilities to address changing program needs.
- Technology infrastructure improvements including: installations or upgrades of local area networks (LANS), campus infrastructure to support increased bandwidth, and instructional technology equipment for classrooms and laboratories, as well as distance learning delivery systems.
- New construction of facilities when renovation of an existing building to meet the need is either not cost effective or is not an option, e.g., new space to address enrollment growth.

In light of these priorities, institutions have responded with capital needs for the 2027-29 biennium. ADHE staff have evaluated the requests and have recommended capital projects that meet the strategic needs of higher education through 2029.

Capital 2027-29 Recommendations

Arkansas higher education now has a current replacement value for its educational and general (E&G) space of over $5.3 billion. When this information is coupled with the fact that approximately 50 percent of the useful life of campus facilities statewide has been expended, it is not surprising that the capital request for higher education is significant.

Construction, Renovation and Technology Infrastructure Projects

Institutions requested approximately $1.16 billion in capital construction/renovation and technology infrastructure projects. Requests were made on the basis of the following criteria and institutions' demonstrating a compelling need for the projects.

- Institutional need for additional E&G square footage
- Condition of facilities (facilities condition index factor, critical maintenance needs)
- Age of facilities
- Debt service (capacity and utilization)
- Enrollment
- SREB category of the institution

Recommendations were made as a summary item consolidating into one request per institution at $10M per four-year institution, $5M per two-year institution, $2.5M per technical center, and varying amounts for the non-formula entities ranging from $2.5M - $25M.

The recommendation for each institution can be found on Table 3-A.

Critical Maintenance

Educational and General Critical Maintenance needs for all institutions total $572.5 million. Critical needs are defined as those which must be addressed before the end of 2029 and which, if neglected, could result in substantial damage to the structural integrity of the building, or are related to the imminent failure of building systems such as HVAC, electrical and plumbing. The four-year institutions have a critical maintenance need of $458.1 million (80.0 percent); the two-year critical maintenance need is $52.4 million (9.2 percent); and the non-formula and technical center critical maintenance needs are $59.3 million (10.3 percent) and $2.7 million (0.5 percent), respectively.

Recommendations are based on ten percent of the institution's total critical maintenance need. The total critical maintenance need and recommendation for each institution can be found on Table 1-A.

Staff recommends approximately $57.3 million for critical maintenance needs.

Deferred Maintenance

Educational and General Maintenance needs for all institutions total $3.594 billion. The four-year institutions have a maintenance need of $2.352 billion (65.5 percent); the two-year maintenance need is $436.0 million (12.1 percent); and the non-formula and technical center maintenance needs are $775.8 million (21.6 percent) and $30.3 million (0.8 percent), respectively.

Recommendations are based on two percent of the institution's total deferred maintenance need. The total deferred maintenance need and recommendation for each institution can be found on Table 1-A.

Staff recommends approximately $71.9 million for deferred maintenance needs.

Equipment and Library

Staff recommends approximately $29.7 million for equipment and library needs. This recommendation is based on $200/weighted FTE for the four-year, two-year and technical institutions.

Summary

The capital recommendation is significant given the projected revenues to support the projects; however, these recommendations reflect the continuing need to maintain the state's investment in higher education facilities and keep pace with the technological advances that are necessary for cutting edge academic programs. Project categories and recommendations are summarized as follows:

Project Category	**Recommendations**
Renovation, Construction and Technology Infrastructure	$305,000,000
Critical Maintenance	57,300,000
Deferred Maintenance	71,920,000
Equipment and Library	29,722,418
GRAND TOTAL	$463,942,418

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

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board adopts the staff recommendations for state funding of capital projects totaling $463.9 million as identified in the accompanying agenda materials.

FURTHER RESOLVED, That the Commissioner is authorized to transmit to the Governor and the General Assembly the Board's recommendation for state funding.

FURTHER RESOLVED, That the Commissioner is authorized to make such technical adjustments to these recommendations as may be required.

Table 17-A. Summary of Capital Requests / Recommendations for the 2027-2029 Biennium

Agenda Item No. 17

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
ASUJ				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of Arkansas State University - Jonesboro	Other	10,000,000	10,000,000	10,000,000
Project Total		10,000,000	10,000,000	10,000,000
Critical Maintenance		0	0	0
Deferred Maintenance		264,332,211	5,290,000	5,290,000
Replacement Equipment & Library			5,013,736	5,013,736
Total		**274,332,211**	**20,303,736**	**20,303,736**

ATU					Agenda Item No. 17
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of Arkansas Tech University	Other	10,000,000	10,000,000	10,000,000	
Project Total		10,000,000	10,000,000	10,000,000	
Critical Maintenance		12,650,000	1,270,000	1,270,000	
Deferred Maintenance		198,205,774	3,960,000	3,960,000	
Replacement Equipment & Library (includes ATU-O)			1,199,682	1,199,682	
Total		**220,855,774**	**16,429,682**	**16,429,682**	
HSU					
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of Henderson State University	Other	10,000,000	10,000,000	10,000,000	
Project Total		10,000,000	10,000,000	10,000,000	
Critical Maintenance		10,886,032	1,090,000	1,090,000	
Deferred Maintenance		52,328,495	1,050,000	1,050,000	
Replacement Equipment & Library			506,926	506,926	
Total		**73,214,527**	**12,646,926**	**12,646,926**	

SAUM					Agenda Item No. 17
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of Southern Arkansas Univeristy	Other	10,000,000	10,000,000	10,000,000	
Project Total		10,000,000	10,000,000	10,000,000	
Critical Maintenance		8,773,180	880,000	880,000	
Deferred Maintenance		176,573,616	3,530,000	3,530,000	
Replacement Equipment & Library			920,591	920,591	
Total		**195,346,796**	**15,330,591**	**15,330,591**	
UAF					
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas at Fayetteville	Other	10,000,000	10,000,000	10,000,000	
Project Total		10,000,000	10,000,000	10,000,000	
Critical Maintenance		103,525,622	10,350,000	10,350,000	
Deferred Maintenance		504,120,320	10,080,000	10,080,000	
Replacement Equipment & Library			8,259,209	8,259,209	
Total		**617,645,942**	**38,689,209**	**38,689,209**	
UAFS					
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas at Fort Smith	Other	10,000,000	10,000,000	10,000,000	
Project Total		10,000,000	10,000,000	10,000,000	
Critical Maintenance		25,965,050	2,600,000	2,600,000	
Deferred Maintenance		70,856,016	1,420,000	1,420,000	
Replacement Equipment & Library			760,029	760,029	
Total		**106,821,066**	**14,780,029**	**14,780,029**	

UALR				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas at Little Rock	Other	10,000,000	10,000,000	10,000,000
Project Total		10,000,000	10,000,000	10,000,000
Critical Maintenance		154,632,699	15,460,000	15,460,000
Deferred Maintenance		421,161,580	8,420,000	8,420,000
Replacement Equipment & Library			2,059,854	2,059,854
Total		**585,794,279**	**35,939,854**	**35,939,854**
UAM				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas at Monticello	Other	10,000,000	10,000,000	10,000,000
Project Total		10,000,000	10,000,000	10,000,000
Critical Maintenance		66,310,000	6,630,000	6,630,000
Deferred Maintenance		154,927,594	3,100,000	3,100,000
Replacement Equipment & Library (includes UAM-Crossett & UAM-McGehee)			504,839	504,839
Total		**231,237,594**	**20,234,839**	**20,234,839**

UAPB				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas at Pine Bluff	Other	10,000,000	10,000,000	10,000,000
Project Total		10,000,000	10,000,000	10,000,000
Critical Maintenance		5,350,000	540,000	540,000
Deferred Maintenance		119,383,648	2,390,000	2,390,000
Replacement Equipment & Library			393,090	393,090
Total		**134,733,648**	**13,323,090**	**13,323,090**
UCA				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Central Arkansas	Other	10,000,000	10,000,000	10,000,000
Project Total		10,000,000	10,000,000	10,000,000
Critical Maintenance		69,990,000	7,000,000	7,000,000
Deferred Maintenance		390,800,232	7,820,000	7,820,000
Replacement Equipment & Library			2,646,433	2,646,433
Total		**470,790,232**	**27,466,433**	**27,466,433**
SubTotal 4 - Year Universities				
Project Total		100,000,000	100,000,000	100,000,000
Critical Maintenance Total		458,082,583	45,820,000	45,820,000
Deferred Maintenance Total		2,352,689,486	47,060,000	47,060,000
Replacement Equipment & Library Total			22,264,389	22,264,389
Total		**2,910,772,069**	**215,144,389**	**215,144,389**

ATU - Ozark				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of Arkansas Tech University - Ozark	Other	2,500,000	2,500,000	2,500,000
Project Total		2,500,000	2,500,000	2,500,000
Critical Maintenance		0	0	0
Deferred Maintenance		13,216,913	260,000	260,000
Replacement Equipment & Library			0	0
Total		**15,716,913**	**2,760,000**	**2,760,000**
UAM-Crossett				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas at Monticello - Crossett	Other	2,500,000	2,500,000	2,500,000
Project Total		2,500,000	2,500,000	2,500,000
Critical Maintenance		1,350,000	140,000	140,000
Deferred Maintenance		7,753,041	160,000	160,000
Replacement Equipment & Library			0	0
Total		**11,603,041**	**2,800,000**	**2,800,000**
UAM-McGehee				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expensesof the University of Arkansas at Monticello - McGehee	Other	2,500,000	2,500,000	2,500,000
Project Total		2,500,000	2,500,000	2,500,000
Critical Maintenance		1,385,000	140,000	140,000
Deferred Maintenance		9,324,903	190,000	190,000
Replacement Equipment & Library			0	0
Total		**13,209,903**	**2,830,000**	**2,830,000**
SubTotal Technical Centers				
Project Total		7,500,000	7,500,000	7,500,000
Critical Maintenance Total		2,735,000	280,000	280,000
Deferred Maintenance Total		30,294,857	610,000	610,000

Replacement Equipment & Library Total			0	0	
Total		**40,529,857**	**8,390,000**	**8,390,000**	

ASU-SYS				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the various institutions and entities of the Arkansas State University System	Other	25,000,000	25,000,000	25,000,000
Project Total		25,000,000	25,000,000	25,000,000
Critical Maintenance		0	0	0
Deferred Maintenance		0	0	0
Replacement Equipment & Library			0	0
Total		**25,000,000**	**25,000,000**	**25,000,000**
SAUT - Arkansas Environmental Training Academy				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of Southern Arkansas University Tech - Environmental Training Academy		2,500,000	2,500,000	2,500,000
Project Total		2,500,000	2,500,000	2,500,000
Critical Maintenance		0	0	0
Deferred Maintenance		855,103	20,000	20,000
Replacement Equipment & Library			0	0
Total		**3,355,103**	**2,520,000**	**2,520,000**
SAUT - Arkansas Fire Training Academy				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of Southern Arkansas University Tech - Fire Training Academy	Other	2,500,000	2,500,000	2,500,000
Project Total		2,500,000	2,500,000	2,500,000
Critical Maintenance		0	0	0
Deferred Maintenance		2,522,380	50,000	50,000
Replacement Equipment & Library			0	0
Total		**5,022,380**	**2,550,000**	**2,550,000**

UA-AAS				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas - Arkansas Archaeological Survey	Other	2,500,000	2,500,000	2,500,000
Project Total		2,500,000	2,500,000	2,500,000
Critical Maintenance		1,179,599	120,000	120,000
Deferred Maintenance		4,815,649	100,000	100,000
Replacement Equipment & Library			0	0
Total		**8,495,248**	**2,720,000**	**2,720,000**
UA-AREON				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas - Arkansas Research and Education Optical Network	Other	2,500,000	2,500,000	2,500,000
Project Total		2,500,000	2,500,000	2,500,000
Critical Maintenance		0	0	0
Deferred Maintenance		0	0	0
Replacement Equipment & Library			0	0
Total		**2,500,000**	**2,500,000**	**2,500,000**
UA-ASMSA				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas - Arkansas School for Mathematics, Sciences, and the Arts	Other	2,500,000	2,500,000	2,500,000
Project Total		2,500,000	2,500,000	2,500,000
Critical Maintenance		0	0	0
Deferred Maintenance		0	0	0
Replacement Equipment & Library			0	0
Total		**2,500,000**	**2,500,000**	**2,500,000**

UA - Criminal Justice Institute					Agenda Item No. 17
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas - Criminal Justice Institute	Other	2,500,000	2,500,000	2,500,000	
Project Total		2,500,000	2,500,000	2,500,000	
Critical Maintenance		0	0	0	
Deferred Maintenance		0	0	0	
Replacement Equipment & Library			0	0	
Total		**2,500,000**	**2,500,000**	**2,500,000**	
UA - Clinton School					
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas - Clinton School of Public Service	Other	2,500,000	2,500,000	2,500,000	
Project Total		2,500,000	2,500,000	2,500,000	
Critical Maintenance		0	0	0	
Deferred Maintenance		0	0	0	
Replacement Equipment & Library			0	0	
Total		**2500000**	**2,500,000**	**2,500,000**	

UAMS				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas for Medical Sciences	Other	10,000,000	10,000,000	10,000,000
Project Total		10,000,000	10,000,000	10,000,000
Critical Maintenance		49,039,249	4,900,000	4,900,000
Deferred Maintenance		679,778,870	13,600,000	13,600,000
Replacement Equipment & Library			2,641,122	2,641,122
Total		**738,818,119**	**31,141,122**	**31,141,122**
UA-SYS				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the various institutions and entities of the University of Arkansas System	Other	25,000,000	25,000,000	25,000,000
Project Total		25,000,000	25,000,000	25,000,000
Critical Maintenance		570,000	60,000	60,000
Deferred Maintenance		2,743,667	50,000	50,000
Replacement Equipment & Library			0	0
Total		**28,313,667**	**25,110,000**	**25,110,000**

UA-System - Div. of Agriculture					Agenda Item No. 17
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas - Division of Agriculture	Other	10,000,000	10,000,000	10,000,000	
Project Total		10,000,000	10,000,000	10,000,000	
Critical Maintenance		8,530,995	850,000	850,000	
Deferred Maintenance		85,102,724	1,700,000	1,700,000	
Replacement Equipment & Library			0	0	
Total		**103,633,719**	**12,550,000**	**12,550,000**	
SubTotal Non-Formula					
Project Total		87,500,000	87,500,000	87,500,000	
Critical Maintenance Total		59,319,843	5,930,000	5,930,000	
Deferred Maintenance Total		775,818,393	15,520,000	15,520,000	
Replacement Equipment & Library Total			2,641,122	2,641,122	
Total		**922,638,236**	**111,591,122**	**111,591,122**	

ANC					Agenda Item No. 17
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of Arkansas Northeastern College	Other	5,000,000	5,000,000	5,000,000	
Project Total		5,000,000	5,000,000	5,000,000	
Critical Maintenance		975,000	100,000	100,000	
Deferred Maintenance		13,172,497	260,000	260,000	
Replacement Equipment & Library			119,773	119,773	
Total		**19,147,497**	**5,479,773**	**5,479,773**	
ASUB					
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of Arkansas State University - Beebe	Other	5,000,000	5,000,000	5,000,000	
Project Total		5,000,000	5,000,000	5,000,000	
Critical Maintenance		2,152,540	220,000	220,000	
Deferred Maintenance		13,845,708	280,000	280,000	
Replacement Equipment & Library			408,873	408,873	
Total		**20,998,248**	**5,908,873**	**5,908,873**	
ASUMH					
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of Arkansas State University - Mountain Home	Other	5,000,000	5,000,000	5,000,000	
Project Total		5,000,000	5,000,000	5,000,000	
Critical Maintenance		3,050,000	310,000	310,000	
Deferred Maintenance		15,979,358	320,000	320,000	
Replacement Equipment & Library			141,667	141,667	
Total		**24,029,358**	**5,771,667**	**5,771,667**	

ASUMS					Agenda Item No. 17
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of Arkansas State University - Mid South	Other	5,000,000	5,000,000	5,000,000	
Project Total		5,000,000	5,000,000	5,000,000	
Critical Maintenance		2,385,000	240,000	240,000	
Deferred Maintenance		29,763,214	600,000	600,000	
Replacement Equipment & Library			119,433	119,433	
Total		**37,148,214**	**5,959,433**	**5,959,433**	
ASUN					
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of Arkansas State University - Newport	Other	5,000,000	5,000,000	5,000,000	
Project Total		5,000,000	5,000,000	5,000,000	
Critical Maintenance		3,195,172	320,000	320,000	
Deferred Maintenance		15,975,860	320,000	320,000	
Replacement Equipment & Library			323,953	323,953	
Total		**24,171,032**	**5,963,953**	**5,963,953**	

ASUTR					Agenda Item No. 17
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of Arkansas State University - Three Rivers	Other	5,000,000	5,000,000	5,000,000	
Project Total		5,000,000	5,000,000	5,000,000	
Critical Maintenance		2,000,000	200,000	200,000	
Deferred Maintenance		12,617,948	250,000	250,000	
Replacement Equipment & Library			90,980	90,980	
Total		**19,617,948**	**5,540,980**	**5,540,980**	
BRTC					
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of Black River Technical College	Other	5,000,000	5,000,000	5,000,000	
Project Total		5,000,000	5,000,000	5,000,000	
Critical Maintenance		1,055,000	110,000	110,000	
Deferred Maintenance		1,300,000	30,000	30,000	
Replacement Equipment & Library			153,640	153,640	
Total		**7,355,000**	**5,293,640**	**5,293,640**	

CCCUA				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of Cossatot Community College of the University of Arkansas	Other	5,000,000	5,000,000	5,000,000
Project Total		5,000,000	5,000,000	5,000,000
Critical Maintenance		1,657,437	170,000	170,000
Deferred Maintenance		4,355,647	90,000	90,000
Replacement Equipment & Library			120,473	120,473
Total		**11,013,084**	**5,380,473**	**5,380,473**
UAEACC				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas - East Arkansas Community College	Other	5,000,000	5,000,000	5,000,000
Project Total		5,000,000	5,000,000	5,000,000
Critical Maintenance		437,000	40,000	40,000
Deferred Maintenance		26,020,873	520,000	520,000
Replacement Equipment & Library			106,067	106,067
Total		**31,457,873**	**5,666,067**	**5,666,067**
NACUA				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of North Arkansas College of the University of Arkansas	Other	5,000,000	5,000,000	5,000,000
Project Total		5,000,000	5,000,000	5,000,000
Critical Maintenance		0	0	0
Deferred Maintenance		22,234,161	440,000	440,000
Replacement Equipment & Library			207,180	207,180
Total		**27,234,161**	**5,647,180**	**5,647,180**

NPC				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of National Park College	Other	5,000,000	5,000,000	5,000,000
Project Total		5,000,000	5,000,000	5,000,000
Critical Maintenance		951,000	100,000	100,000
Deferred Maintenance		26,906,902	540,000	540,000
Replacement Equipment & Library			292,087	292,087
Total		**32,857,902**	**5,932,087**	**5,932,087**
NWACC				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of Northwest Arkansas Community College	Other	5,000,000	5,000,000	5,000,000
Project Total		5,000,000	5,000,000	5,000,000
Critical Maintenance		2,797,000	280,000	280,000
Deferred Maintenance		25,908,752	520,000	520,000
Replacement Equipment & Library			790,013	790,013
Total		**33,705,752**	**6,590,013**	**6,590,013**
OZC				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of Ozarka College	Other	5,000,000	5,000,000	5,000,000
Project Total		5,000,000	5,000,000	5,000,000
Critical Maintenance		0	0	0
Deferred Maintenance		3,900,000	80,000	80,000
Replacement Equipment & Library			92,647	92,647
Total		**8,900,000**	**5,172,647**	**5,172,647**

PCCUA				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of Phillips Community College of the University of Arkansas	Other	5,000,000	5,000,000	5,000,000
Project Total		5,000,000	5,000,000	5,000,000
Critical Maintenance		5,877,716	590,000	590,000
Deferred Maintenance		54,766,580	1,100,000	1,100,000
Replacement Equipment & Library			106,007	106,007
Total		**65,644,296**	**6,796,007**	**6,796,007**
SAC				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of South Arkansas College	Other	5,000,000	5,000,000	5,000,000
Project Total		5,000,000	5,000,000	5,000,000
Critical Maintenance		0	0	0
Deferred Maintenance		7,785,540	160,000	160,000
Replacement Equipment & Library			149,253	149,253
Total		**12,785,540**	**5,309,253**	**5,309,253**
SAUT				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of Southern Arkansas University Tech	Other	5,000,000	5,000,000	5,000,000
Project Total		5,000,000	5,000,000	5,000,000
Critical Maintenance		0	0	0
Deferred Maintenance		50,546,481	1,010,000	1,010,000
Replacement Equipment & Library			124,973	124,973
Total		**55,546,481**	**6,134,973**	**6,134,973**

SEAC					Agenda Item No. 17
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of Southeast Arkansas College	Other	5,000,000	5,000,000	5,000,000	
Project Total		5,000,000	5,000,000	5,000,000	
Critical Maintenance		600,000	60,000	60,000	
Deferred Maintenance		17,562,423	350,000	350,000	
Replacement Equipment & Library			152,560	152,560	
Total		**23,162,423**	**5,562,560**	**5,562,560**	
UACCB					
Projects:					
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas Community College at Batesville	Other	5,000,000	5,000,000	5,000,000	
Project Total		5,000,000	5,000,000	5,000,000	
Critical Maintenance		3,854,325	390,000	390,000	
Deferred Maintenance		21,709,108	430,000	430,000	
Replacement Equipment & Library			124,220	124,220	
Total		**30,563,433**	**5,944,220**	**5,944,220**	

UACCH-T				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas Community College at Hope-Texarkana	Other	5,000,000	5,000,000	5,000,000
Project Total		5,000,000	5,000,000	5,000,000
Critical Maintenance		8,105,000	810,000	810,000
Deferred Maintenance		20,078,392	400,000	400,000
Replacement Equipment & Library			96,107	96,107
Total		**33,183,392**	**6,306,107**	**6,306,107**
UACCM				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas Community College at Morrilton	Other	5,000,000	5,000,000	5,000,000
Project Total		5,000,000	5,000,000	5,000,000
Critical Maintenance		3,010,000	300,000	300,000
Deferred Maintenance		11,607,582	230,000	230,000
Replacement Equipment & Library			218,200	218,200
Total		**19,617,582**	**5,748,200**	**5,748,200**
UACCRM				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas Community College at Rich Mountain	Other	5,000,000	5,000,000	5,000,000
Project Total		5,000,000	5,000,000	5,000,000
Critical Maintenance		8,396,003	840,000	840,000
Deferred Maintenance		8,439,425	170,000	170,000
Replacement Equipment & Library			101,440	101,440
Total		**21,835,428**	**6,111,440**	**6,111,440**

UA-PTC				
Projects:				
For construction, renovation, maintenance, equipment, personal services and operating expenses of the University of Arkansas - Pulaski Technical College	Other	5,000,000	5,000,000	5,000,000
Project Total		5,000,000	5,000,000	5,000,000
Critical Maintenance		1,875,000	190,000	190,000
Deferred Maintenance		31,542,761	630,000	630,000
Replacement Equipment & Library			777,360	777,360
Total		**38,417,761**	**6,597,360**	**6,597,360**
SubTotal 2 Year				
Project Total		110,000,000	110,000,000	110,000,000
Critical Maintenance Total		52,373,193	5,270,000	5,270,000
Deferred Maintenance Total		436,019,212	8,730,000	8,730,000
Replacement Equipment & Library Total			4,816,907	4,816,907
Total		**598,392,405**	**128,816,907**	**128,816,907**
Grand Total				
Project Total		305,000,000	305,000,000	305,000,000
Critical Maintenance Total		572,510,619	57,300,000	57,300,000
Deferred Maintenance Total		3,594,821,948	71,920,000	71,920,000
Replacement Equipment & Library Total			29,722,418	29,722,418
Total		**4,472,332,567**	**463,942,418**	**463,942,418**

ECONOMIC FEASIBILITY OF BOND ISSUES
UNIVERSITY OF ARKANSASFOR MEDICAL SCIENCES

The University of Arkansas for Medical Sciences (UAMS) requests approval of the economic feasibility of plans to issue bonds not to exceed $15.5 million with a maximum term of sixteen (16) years at an estimated annual interest rate not to exceed 5.0%. Proceeds from the bond issues will be used for auxiliary purposes. The University of Arkansas Board of Trustees approved this financing at its meeting on September 18, 2026.

Proceeds of the bonds will be used to primarily fund: (a) the acquisition of certain clinical assets, including a proton beam therapy system, related equipment, and associated property interests, from Proton International Arkansas, LLC; and (b) the acquisition, construction, improvement, renovation, equipping and/or furnishing of other capital improvements and infrastructure and the acquisition of various equipment and/or real property for UAMS. Coordinating Board policy regarding debt service for auxiliary projects provides those annual auxiliary revenues should be no less than 120 percent of total annual auxiliary debt service.

Relevant data follows:

Budgeted 2026-27 Pledged Revenue	$1,622,681,590
Maximum Allowable Debt Service ($1,622,681,590 / 120%)	$1,352,234,658
Existing Debt Service	$ 39,147,365
Proposed New Debt Service (Maximum)	$ 1,399,000
Amount Remaining for Additional Debt Service	$1,311,688,293

The above data demonstrates that the University of Arkansas for Medical Sciences has sufficient pledged revenue to issue bonds of $15.5 million with a term of up to sixteen (16) years at an annual interest rate not to exceed 5.0 percent.

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

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

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas for Medical Sciences to issue bonds not to exceed $15.5 million with a term of up to sixteen (16) years at an expected annual interest rate not to exceed 5.0 percent as requested by the institution.

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

Agenda Item No. 19
Higher Education Coordinating Board
October 23, 2026

ECONOMIC FEASIBILITY OF MASTER EQUIPMENT FINANCING AGREEMENTS
UNIVERSITY OF ARKANSASFOR MEDICAL SCIENCES

The University of Arkansas for Medical Sciences (UAMS) requests approval of the economic feasibility of plans to enter into master equipment financing agreements with a maximum aggregate principal amount outstanding of $65 million at any one time. Individual financing schedules may be executed under the master agreements for a period of up to seven (7) years following the execution of the first schedule. Proceeds from the financing agreements will be used to finance equipment acquisitions and related installation costs as needs arise. The interest rate, payment period, and other financing terms will be established at the time each individual financing schedule is executed and approved by an authorized officer in accordance with the resolution approved by the University of Arkansas Board of Trustees on September 18, 2026.

Proceeds from the master equipment financing agreements will be used to finance equipment acquisitions and related installation costs as needs arise. Coordinating Board policy regarding debt service for auxiliary projects provides that annual auxiliary revenues should be no less than 120 percent of total annual auxiliary debt service.

Relevant data follows:

Budgeted 2026-27 Pledged Revenue	$1,622,681,590
Maximum Allowable Debt Service ($1,622,681,590 / 120%)	$1,352,234,658
Existing Debt Service	$ 39,147,365
Proposed New Debt Service	$ 2,400,000
Amount Remaining for Additional Debt Service	$1,310,687,293

The above data demonstrates that the University of Arkansas for Medical Sciences has sufficient pledged revenue to support a maximum aggregate principal amount of $65 million outstanding under the master equipment financing agreements at any one time, with individual financing schedules executed during the authorized seven-year period.

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

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

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board considers economically feasible the plans of the University of Arkansas for Medical Sciences to enter into master equipment financing agreements under which the aggregate principal amount outstanding shall not exceed $65 million at any one time, with individual financing schedules executed during the authorized seven-year period, as requested by the institution.

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

ASSOCIATE OF APPLIED SCIENCE IN TRADITIONAL NURSING

UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE RICH MOUNTAIN

The following resolution is presented to the Arkansas Higher Education Coordinating Board for consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the offering of the Associate of Applied Science in Traditional Nursing (CIP 51.3801) at University of Arkansas Community College Rich Mountain, effective Spring 2027.

FURTHER RESOLVED, That the Coordinating Board instructs the Commissioner of the Arkansas Division of Higher Education to inform the Chancellor of the University of Arkansas Community College Rich Mountain and Chair of the Board of Trustees of the University of Arkansas System of the approval.

ASSOCIATE OF APPLIED SCIENCE IN TRADITIONAL NURSING

UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE RICH MOUNTAIN

The administration of the University of Arkansas Community College Rich Mountain (UACCRM) and Board of Trustees of the University of Arkansas System request approval to offer the Associate of Applied Science in Traditional Nursing (CIP 51.3801), effective Spring 2027.

UACCRM is accredited by the Higher Learning Commission, and the proposed program is within the role and scope established for the institution. The University of Arkansas System Board of Trustees approved the program on May 20, 2026.

Program Description

The proposed Associate of Applied Science in Traditional Nursing is designed to prepare students for entry-level practice as Registered Nurses. The curriculum combines classroom instruction, simulation-based learning, and supervised clinical experiences to develop the knowledge, clinical judgment, and professional competencies required for safe nursing practice. Graduates will be eligible to sit for the NCLEX-RN licensure examination.

The proposed program requires 63 credit hours, including general education coursework, nursing process courses, nursing practicum experiences, and an NCLEX-RN preparation course. The curriculum emphasizes quality and safe patient care, evidence-based practice, critical thinking, interprofessional collaboration, information management, leadership, and ethical and legal responsibilities of the registered nurse.

The program will be housed in the Division of Allied Health and will build upon UACCRM's existing health-related offerings, including the Technical Certificate in Health Professions, Technical Certificate in Practical Nursing, and the ARNEC Bridge pathway.

UACCRM has secured substantial infrastructure support for the program, including federal funding to construct a new Allied Health facility and Arkansas ALIGN grant funds simulation to purchase advanced training equipment. The current LPN faculty will transition to teaching the proposed program. The College will then hire two new faculty members, one full-time and one part-time, to support the current LPN program.

Program Need

The proposed program is designed to address a significant and sustained demand for Registered Nurses in UACCRM's service area and across the state of Arkansas. Labor market data from ADHE shows strong employer demand for nursing professionals, with 10,494 total job postings and 3,332 unique postings for nursing roles between January 2025 and November 2025. Average monthly job postings for Registered Nurses totaled

246, compared to 106 hires, suggesting persistent hiring challenges and a continuing need for additional RN graduates. Employment projections for Registered Nurses are anticipated to grow 7.5% by 2030, with approximately 1,640 annual openings statewide. Regional data also indicates need in Western Arkansas, with 176 annual RN openings reported for the region. Wage data demonstrate that Registered Nursing is a high-demand and competitive-wage occupation, with median wages of approximately $72,790 annually, and regional RN wages reported around $66,510 to $71,000.

Local employer feedback confirms the regional need for additional Registered Nurses. UACCRM identified Mena Regional Health System, The Green House Cottages of Homewood, Elite Home Health, and Elite Hospice as local healthcare partners reporting ongoing RN workforce needs. Mena Regional Health System, the region's largest employer of nurses and allied health workers, identified recruitment and retention of RNs as a continuing workforce challenge. Long-term care, home health, and hospice providers also reported a need for qualified RNs to maintain or expand services. All these employer partners support the proposed program by providing clinical space and personnel to aid students with clinical rotations, serving on UACCRM's Allied Health advisory committee, and regularly hiring graduates of the College's programs.

In 2025, UACCRM surveyed 50 current LPN students where 86% indicated they had aspirations to earn an associate degree in Nursing, and 78% indicated they would attend a traditional RN program at UACCRM, if offered. Additionally, 37% said they would have chosen the traditional RN pathway instead of the LPN pathway had it been available, with another 48% responding "maybe".

Program Expenditures and Funding

UACCRM plans to reallocate current MSN-prepared nursing faculty from the existing LPN program to the teach the proposed traditional nursing program. The College will hire two replacement faculty, one full-time and one part-time, to teach the LPN program. These personnel costs are projected at approximately $111,000 annually and include salary and fringe benefits where applicable.

Major facility, equipment, and resource costs will be supported through external funding. UACCRM received a $12 million federal award for the construction of a new Allied Health Building which will add classrooms, faculty offices, a simulation lab, medical lab, and nursing skills lab to campus. In addition, the College received two Arkansas Linking Industry to Growing Nurses (ALIGN) grants totaling $1,116,903.53 to support instructional equipment and simulation resources such as an Anatomage Table and high-fidelity mannequins.

Future operating expenses will be funded by student tuition and fees and other program-specific fees, such as lab fees, testing fees, clinical fees, simulation fees, and other student-paid program costs.

Program Duplication

Twenty-three Arkansas public institutions offer a similar Associate of Applied Science in Nursing program with a traditional/RN focus, a transitional/LPN-to-RN focus, or both.

The University of Arkansas Community College Rich Mountain currently offers an approved Associate of Applied Science in Nursing program with an LPN-to-RN focus developed in partnership with Arkansas Rural Nursing Education Consortium (ARNEC).

Program Learning Outcomes

Upon successful completion, a student will be able to:

1. Provide quality, safe, holistic, patient-centered, evidence-based nursing to diverse patient populations across the lifespan guided by a caring attitude.
2. Engage in critical thinking necessary to provide quality patient care.
3. Implement quality improvement measures for diverse patient populations.
4. Participate in collaborative relationships with members of the interprofessional team.
5. Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
6. Provide leadership in a variety of healthcare settings for diverse patient populations.
7. Function as a competent nurse assimilating professional, ethical, and legal guidelines in practice as a professional nurse.

Program Enrollment and Graduation Projections

Academic Year	Projected Enrollment	Projected Graduates
2027 – 2028	16	
2028 – 2029	32	14
2029 – 2030	32	13
2030 – 2031	32	14
2031 – 2032	32	15

Program Curriculum

General Education Courses – 27 credit hours

BIOL 20263	Microbiology & Immunology
BIOL 20161	Microbiology & Immunology Lab
BIOL 24003	Human Anatomy
BIOL 24001	Human Anatomy Lab
BIOL 24103	Human Physiology
BIOL 24101	Human Physiology Lab
ENGL 10103	English Composition I

ENGL 10203 English Composition II
HIST 21103 U.S. History to 1877
PLSC 20003 American National Government
PSYC 11003 General Psychology
Nursing Courses – 36 credit hours
NURS 20373 Math for Nurses (or equivalent course)
NURS 21148 Nursing Process II
NURS 21158 Nursing Process I
NURS 21242 Nursing Practicum I
NURS 22243 Nursing Practicum II
NURS 23141 NCLEX-RN Preparation
NURS 23158 Nursing Process III
NURS 23243 Nursing Practicum III
Italics – New Course

MASTER OF SCIENCE IN PAVEMENT TECHNOLOGY

UNIVERSITY OF ARKANSAS FAYETTEVILLE

The following resolution is presented to the Arkansas Higher Education Coordinating Board for consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the offering of the Master of Science in Pavement Technology (CIP 14.0804) at University of Arkansas Fayetteville, effective Spring 2027.

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

MASTER OF SCIENCE IN PAVEMENT TECHNOLOGY

UNIVERSITY OF ARKANSAS FAYETTEVILLE

The administration of the University of Arkansas Fayetteville (UAF) and Board of Trustees of the University of Arkansas System request approval to offer the Master of Science in Pavement Technology (CIP 14.0804), effective Spring 2027.

UAF is accredited by the Higher Learning Commission, and the proposed program is within the role and scope established for the institution. The University of Arkansas System Board of Trustees will consider the program for approval on September 17, 2026.

Program Description

The proposed Master of Science in Pavement Technology is a 30 credit-hour, 100% online program designed for working professionals in the pavement, transportation, construction, materials, and civil engineering sectors. Designed for civil engineers seeking advanced expertise in pavement systems, as well as professionals in related disciplines such as chemical engineering, chemistry, business, construction, materials supply, and pavement operations, this program serves individuals working in the pavement industry who may not have formal academic training in pavement technology. Graduates will develop specialized knowledge and skills that enhance their ability to contribute to pavement design, materials selection, production, construction, maintenance, rehabilitation, and asset management decision-making.

The curriculum is structured to provide graduate-level preparation across the full pavement life cycle, including aggregate materials, asphalt materials, concrete materials, asphalt emulsions, pavement structural design, pavement production and construction, quarry operations, and pavement maintenance and rehabilitation. Students may complete either a non-thesis option, consisting of 30 hours of coursework, or a thesis option, consisting of 24 hours of coursework and 6 thesis hours. Courses will be offered in an eight-week format, allowing students to take one course at a time and complete the program in approximately two years. The proposed program includes 21 credit hours of required pavement-focused coursework and 9 credit hours of electives in areas such as project management, operations management, construction management, or thesis research.

The proposed program is distinguished by its delivery format, as it will be the first fully online graduate program in pavement technology offered in the United States. The program will be delivered by existing faculty within the College of Engineering and will leverage current institutional resources, facilities, and technological infrastructure, enabling implementation without the need for significant additional investments.

Program Need

Labor market data indicated strong demand for professionals with engineering and management skills. ADHE workforce data identified 9,474 manager positions posted in 2025 compared to 4,152 hires, suggesting a need for a larger pool of qualified technical managers, with an anticipated increase of nearly 10,000 managers over the next five years. Supporting labor market analysis from UAF's Global Campus reports 17,257 annual openings nationwide in Civil and Transportation & Highway Engineering and 3,308 annual openings across a nine-state region.

Employer feedback further supports program need. Six Arkansas-based consulting firms completed an employer needs survey: Halff Associates, Olsson, Garver, Crafton Tull, McClelland Consulting Engineers, and Kimley-Horn. These employers reported substantial numbers of filled, open, and future positions in Civil EIT, Civil PE, and manager/team leader roles, with wages ranging from approximately $35 – $80 per hour depending on position level. Employers also indicated more than 110 employees could benefit from selected coursework in the proposed program. The unique delivery format aligns with employer feedback indicating a strong preference for distance or hybrid learning options, as well as evening and weekend scheduling, making the program particularly accessible and attractive to working professionals.

The full proposal also includes letters of support from industry and public-sector stakeholders, including the Arkansas Department of Transportation, Arkansas Asphalt Pavement Association, Ergon Asphalt & Emulsions, APAC, and the Federal Highway Administration.

Program Expenditures and Funding

The proposed program will require minimal new expenditures during the first three years given existing faculty, library resources, instructional technology, and online delivery infrastructure will be utilized. No new faculty positions, graduate assistants, research assistants, instructional equipment, research equipment, facility expenses, or accreditation-related expenses are required for implementation. UAF's Global Campus has provided $32,500 plus fringe to support development of the core online courses and will provide instructional design, technology, and marketing support.

After the first three years, once enrollment is expected to exceed 50 students, the program anticipates hiring a half-time staff member to manage program logistics and serve as the primary student contact and advisor. The projected cost for this position is approximately $31,000 per year, including salary and fringe benefits.

The program will be funded through student tuition and fees. The total tuition and fee rate is $656.69 per credit hour, resulting in an estimated total student cost of approximately $19,700 for the 30-credit-hour program. Based on projected enrollment, the program is expected to generate approximately $860,000 in tuition and fee revenue during the initial enrollment period.

No grants, reallocations, donations, employer funding, or other external funding sources are identified in the proposal. Existing resources within the College of Engineering, Department of Civil Engineering, University Libraries, and Global Campus will support start-up and early implementation, with future tuition revenue expected to cover the anticipated half-time staff position.

Program Duplication

No similar active graduate-level programs in Pavement Technology are currently offered in Arkansas.

Program Learning Outcomes

Upon successful completion, a student will be able to:

1. Identify key aggregate properties within flexible and rigid pavement.
2. Classify materials properties of asphalt binder, asphalt mixtures, asphalt emulsion, cementitious materials, and portland cement concrete.
3. Differentiate multiple structural design strategies of flexible and rigid pavement.
4. Identify the steps in production and construction of flexible pavement, rigid pavement, and asphalt emulsion-based treatments.
5. Compare how flexible and rigid pavements are preserved, maintained, and rehabilitated.
6. Locate and evaluate pertinent, published literature relevant to a given topic, and apply the information gained to a design, analysis or research effort.

Program Enrollment and Graduation Projections

Academic Year	Projected Enrollment	Projected Graduates
2027 – 2028	20	
2028 – 2029	45	
2029 – 2030	50	20
2030 – 2031	65	25
2031 – 2032	85	30

Program Curriculum

Required Courses – 21 credit hours
CVEG 54203 Structural Design of Pavement Systems
CVEG 54333 Asphalt Materials
CVEG 54343 Concrete Materials for Pavements
CVEG 54353 Asphalt Emulsions
CVEG 54503 Production and Construction of Pavement
CVEG 54803 Quarry Operations and Design
CVEG 54903 Pavement Maintenance and Rehabilitation
Elective Clusters – 9 credit hours; choose one of the following

Elective Cluster 1 (Project Management)
- OMGT 57803 Project Management for Operations Managers
- OMGT 59803 Advanced Project Management
- OMGT 52503 Leadership Principles and Practices

Elective Cluster 2 (Operations Management)
- OMGT 50003 Introduction to Operations Management
- OMGT 54703 Lean Six Sigma
- OMGT 57803 Project Management for Operations Managers

Elective Cluster 3 (Construction Management)
- CVEG 55203 Construction Productivity
- CVEG 55803 Heavy Construction Equipment Management
- CVEG 58603 Fundamentals of Sustainability in Civil Engineering

Elective Cluster 4 (Thesis Option)
- INEG 53303 Design of Industrial Experiments
- CVEG 60003 Master's Thesis (background, literature review, experimental design)
- CVEG 60003 Master's Thesis (results and discussion of experimental design)

Italics – New Course

ASSOCIATE OF APPLIED SCIENCE IN RESPIRATORY THERAPY

UNIVERSITY OF ARKANSAS FORT SMITH

The following resolution is presented to the Arkansas Higher Education Coordinating Board for consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the offering of the Associate of Applied Science in Respiratory Therapy (CIP 51.0908) at University of Arkansas Fort Smith, effective Fall 2027.

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

ASSOCIATE OF APPLIED SCIENCE IN RESPIRATORY THERAPY

UNIVERSITY OF ARKANSAS FORT SMITH

The administration of the University of Arkansas Fort Smith (UAFS) and Board of Trustees of the University of Arkansas System request approval to offer the Associate of Applied Science in Respiratory Therapy (CIP 51.0908), effective Fall 2027.

UAFS is accredited by the Higher Learning Commission, and the proposed program is within the role and scope established for the institution. The University of Arkansas System Board of Trustees will consider the program for approval on September 17, 2026.

Program Description

The proposed 64 credit-hour Associate of Applied Science in Respiratory Therapy program is designed to prepare graduates for entry-level practice as Respiratory Therapists who evaluate, treat, manage, and rehabilitate patients with cardiopulmonary disorders across the lifespan. Instruction will combine classroom learning, laboratory practice, simulation, and supervised clinical experience to develop competency in the cognitive, psychomotor, and affective domains of respiratory care.

Graduates will be eligible to apply for the National Board for Respiratory Care (NBRC) Therapist Multiple-Choice (TMC) Examination and, upon achieving the high-cut score, the Clinical Simulation Examination (CSE) leading to the Registered Respiratory Therapist (RRT) credential. Passing the NBRC TMC is required for licensure but is not required for graduation.

The proposed program will be housed in the College of Health, Education, and Human Sciences under the leadership of the Executive Director of Respiratory Therapy. UAFS plans to support the program with existing health sciences infrastructure, Boreham Library resources, classroom and laboratory space in the Pendegraft Health Sciences Center, and specialized respiratory therapy equipment funded through the Windgate gift.

Program Need

The proposed program will address a clear workforce need for Respiratory Therapists in the River Valley region. Labor market data received by ADHE show 113 respiratory therapist jobs in 2026, higher than the national average for a region of similar size, with employment projected to grow to 118 jobs by 2032, representing 5.1% growth.

Employer demand is also evident in recent job posting activity. From January 2026 to July 2026, regional employers posted 81 unique respiratory therapist job ads across 31 companies, with an average of 12 postings per month compared to 4 hires per month, indicating continued recruitment challenges.

With no regional Respiratory Therapy programs, students in the River Valley currently must travel 1.5 to 3 hours to access similar programs, creating barriers for local and place-bound students.

Local healthcare employers, including Mercy Fort Smith, Baptist Health-Fort Smith, Johnson Regional Medical Center, St. Mary's Regional Medical Center, and others, support the proposed program and are expected to provide clinical learning opportunities, preceptors, and employment pathways for graduates.

Program Expenditures and Funding

Program expenditures include personnel, instructional resources, equipment, facility renovation, and accreditation costs. Over the first three years, personnel expenses are estimated at $612,945 and include the hiring of one full-time Executive Director, one full-time Clinical Director, two part-time clinical instructors/preceptors, one administrative assistant, and faculty professional development.

UAFS received a Windgate gift of $3,776,640.13, with a gift end date of August 31, 2027, to support program implementation, including respiratory therapy instructional equipment/resources and simulation lab renovation. Approximately $2,538,071 of these funds was used to purchase respiratory therapy instructional equipment/resources such as pulmonary and neonatal simulation mannequins, ventilators, neonatal warmer, tracheostomy mannequin, intubation heads, pediatric mannequin, cardiac stress testing system, ECG machine, spirometry system, blood gas arms, and a clinical evaluation system. The proposed program will require renovation of the respiratory therapy simulation lab at an estimated cost of $500,000, also funded through the Windgate gift.

Additional program costs include Commission on Accreditation for Respiratory Care (CoARC) accreditation expenses, including application, self-study, annual fee, site visit, and key personnel academy fees.

Program Duplication

Five Arkansas public institutions offer a similar Associate of Applied Science in Respiratory Therapy programs.

- Black River Technical College (~269 miles)
- National Park College (~125 miles)
- Northwest Arkansas Community College (~78 miles)
- Southeast Arkansas College (~198 miles)

- University of Arkansas Pulaski Technical College (~153 miles)

Program Learning Outcomes

Upon successful completion, a student will be able to:

1. Demonstrate competent performance of entry-level respiratory care diagnostic and therapeutic procedures within the scope of a registered respiratory therapist.
2. Interpret and evaluate clinical and cardiopulmonary data, establish therapeutic goals, and modify care plans based on sound clinical judgment and evidence-based practice.
3. Communicate effectively both orally and in writing with patients, families, diverse populations, and inter-professional health care teams to support safe, patient-centered care.
4. Exhibit professional, ethical, and accountable behavior consistent with the standards of respiratory care practice, including patient safety, quality assurance, infection control, and regulatory compliance.
5. Function collaboratively within inter-professional and patient-centered teams to coordinate care, advocate for patients, and contribute to the health care system and community wellness.
6. Promote cardiopulmonary wellness, disease prevention, and management across the lifespan through education, quality improvement, and health systems awareness.

Program Enrollment and Graduation Projections

Academic Year	Projected Cohort Enrollment	Projected Annual Enrollment	Projected Graduates
2027-2028	12	12	
2028-2029	12	24	12
2029-2030	12	24	12
2030-2031	12	24	12
2031-2032	12	24	12

Program Curriculum

General Education Courses – 15 credit hours
A two-course sequence from English composition approved for the general education core.
MATH 11003 College Algebra (or higher math)
HIST 21103 United States History I OR
HIST 21203 United States History II
PLSC 20003 American National Government
Major Requirements – 45 credit hours

BIOL 24003	Human Anatomy
BIOL 24001	Human Anatomy Laboratory
BIOL 24103	Human Physiology
BIOL 24101	Human Physiology Laboratory
CHEM 10003	Chemical Principles
CHEM 10001	Chemical Principles Laboratory
RESP 10103	*Applied Cardiopulmonary Anatomy & Physiology*
RESP 11103	*Fundamentals of Respiratory Care Practice*
RESP 12102	*Respiratory Care Pharmacology*
RESP 13101	*Respiratory Care Skills & Equipment*
RESP 13112	*Respiratory Care Skills & Equipment Laboratory*
RESP 14106	*Non-Critical Care Clinical*
RESP 20103	*Mechanical Ventilation*
RESP 21203	*Neonatal and Pediatric Respiratory Care*
RESP 22301	*Respiratory Care Credentialing Preparation*
RESP 23303	*Cardiopulmonary Diagnostic Testing*
RESP 24306	*Critical Care Clinical*
HEAL 14703	Medical Terminology
FINN 15201	Personal Finance Applications

Italics – New Course

ARKANSAS PUBLIC INSTITUTIONS
LETTERS OF NOTIFICATION

The Commissioner of the Arkansas Division of Higher Education (ADHE) has approved the following program requests since the July 2026 AHECB meeting. According to AHECB policy, program actions approved by the ADHE Commissioner must be included on the AHECB meeting agenda prior to initiation and may require further review by the Coordinating Board.

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Deletion of Certificate or Degree Program

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Deletion of Certificate or Degree Program
New Certificate or Degree Program

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New Certificate or Degree Program

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Curriculum Revision and Existing Program Offered by Distance Education
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University of Arkansas for Medical Sciences – Pages 16-17
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University of Arkansas Fort Smith – Page 17
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University of Arkansas Little Rock – Pages 17-20
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University of Arkansas Monticello – Pages 21-22
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Deletion of Certificate or Degree Program
Deletion of Concentration or Minor

University of Arkansas Pine Bluff – Pages 22-23
Deletion of Certificate or Degree Program
Inactivation of Certificate or Degree Program

University of Arkansas Pulaski Technical College – Page 23
New Off-Campus Location – Concurrent Education

University of Central Arkansas – Pages 23-25
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New Concentration or Minor
Title Change of Organization Unit

LETTER OF NOTIFICATION DESCRIPTIONS

Course prefix and/or course numbers listed in the description are subject to change based upon Common Course Numbering approval.

Arkansas Northeastern College

Submission of General Education Core
In compliance with the AHECB Policy on State Minimum Core for General Education, Arkansas Northeastern College presented its current version of the institutionally adopted general education core to the Arkansas Division of Higher Education, effective Fall 2027.

Arkansas State University

Deletion of Certificate or Degree Program
Associate of Science in General Education (CIP 24.0101; DC 3241; 60 credit hours; Fall 2026)

Arkansas State University Mountain Home

Deletion of Certificate or Degree Program
Certificate of Proficiency in Gas Metal Arc Welding (CIP 48.0508; DC 1487; 10 credit hours; Summer 2026)

Arkansas State University Newport

Deletion of Certificate or Degree Program
Technical Certificate in Practical Nursing - High School Program (CIP 51.3901; DC 2235; 59 credit hours; 15% online; Fall 2026)

New Certificate or Degree Program
Certificate of Proficiency in Electricity for Construction (CIP 47.0201; DC 0631; 6 credit hours; Fall 2026)
HVAC 10406 Circuits and Controls

Certificate of Proficiency in HVAC Technician (CIP 47.0201; DC 1471; 10 credit hours; Fall 2026)
HVAC 11505 HVAC Systems Installation
HVAC 15005 HVAC Systems Operations

Arkansas State University Three Rivers

New Certificate or Degree Program
Technical Certificate in General Technology (CIP 30.9999; DC 2885; 22-24 credit hours; 25% online; Spring 2027)
ENGL 10103 Composition I
MATH 11003 College Algebra OR
MATH 11103 Quantitative Literacy
Directed Electives – 16-18 credit hours

Arkansas Tech University

New Off-Campus Location – Concurrent Education
Associate of Arts in General Education (CIP 24.0102; DC 0060; 60 credit hours; 100% online) offered at the following new off-campus location, effective Spring 2027.
Episcopal Collegiate School 1701 Cantrell Road, Little Rock, AR 72201

Arkansas Tech University Ozark

Curriculum Revision
Certificate of Proficiency in Welding (CIP 48.0508; DC 4905; 15 credit hours) changed to Certificate of Proficiency in Welding (CIP 48.0508; DC 4905; 9 credit hours; Fall 2026)
Removed Courses

WLD	1202	Blueprint Reading
WLD	1503	Gas Metal Arc (MIG) Welding
WLD	1603	Gas Tungsten (TIG) Welding

Added Course

WLD	1212	Industrial Safety in Welding

New Certificate or Degree Program
Certificate of Proficiency in Industrial Maintenance (CIP 47.0303; DC 1475; 17 credit hours; Fall 2026)

ACR	1602	Schematics
AT	1133	Introduction to Manufacturing Components
AT	1173	Fundamentals of Electricity (AC CRTS)
AT	2123	Industrial Fluid Power
AT	1163	Fundamentals of Electricity (DC CRTS)
WLD	1103	Introduction to Thermal Cutting

New Organizational Unit
Department of Cardiac Sonography (Department Code 1585; Summer 2026)

Cossatot Community College of the University of Arkansas

Deletion of Certificate or Degree Program
Associate of Science in Medical Sciences (CIP 51.0000; DC 2373; 61-62 credit hours; Fall 2026)

Henderson State University

Inactivation of Certificate or Degree Program
Bachelor of Science in Family & Consumer Sciences (CIP 19.0101; DC 2565; 120-130 credit hours; Fall 2027)

Graduate Certificate in English (CIP 23.0101; DC 6105; 18 credit hours; Summer 2026)

Graduate Certificate in History (CIP 54.0101; DC 1505; 18 credit hours; Summer 2026)

New Concentration or Minor

Bachelor of Science in Computer Science: Software Development (CIP 11.0101; DC 2415; Concentration CIP 11.0201; CC SOFTWAREDEV; 120 credit hours; Summer 2026)

UNIV 10051 Henderson Seminar
UNIV 10041 Introduction to STEM

Liberal Arts Core – 32 credit hours; must include the following

CHEM 14104/14100 University Chemistry I with lab AND
CHEM 14204/14200 University Chemistry II with lab
OR
PHYS 20104/20100 General Physics I with lab AND
PHYS 20204/20200 General Physics II with lab
OR
PHYS 20304/20300 University Physics I with lab AND
PHYS 20404/20400 University Physics II with lab

Minor/Electives - 25 credit hours

Software Development Courses - 61 credit hours

CPSI 25303 Assembler Language
CPSI 34702 Technology and Society
CPSI 37503 Introduction to Database Theory
CPSI 38303 Programming Languages
CPSI 49203 Computer Science Capstone
CSCE 20003 Data Structures
CSCE 31003 Algorithm Analysis
CSCE 35103 Software Engineering
CSCE 10104 Foundations of Computer Science I
CSCE 10204 Foundations of Computer Science II
MATH 11003 College Algebra
MATH 26103 Discrete Mathematics
MATH 22003 Survey of Calculus
MATH 21003 Statistical Methods OR
BIOS 20503 Applied Biostatistics
ENGL 36043 Writing for the Workspace
BUSI 20103 Management Communication

Computer Science electives – 12 credit hours

New Off-Campus Location – Concurrent Education

Certificate of Proficiency in Teaching (CIP 13.1206; DC 1725; 9 credit hours; 100% online) offered at the following new off-campus location, effective Fall 2026.
Ouachita School District 166 Schoolhouse Road, Donaldson, AR 71941

Associate of Arts in General Education (CIP 24.0102; DC 0060; 60 credit hours; 51-100% online) offered at the following new off-campus location, effective Fall 2026.
Benton High School 207 W. Conway, Benton, AR 72015

Certificate of Proficiency in Teaching (CIP 13.1206; DC 1725; 9 credit hours; 100% online) offered at the following new off-campus location, effective Fall 2026.
Cutter Morning Star School District 2801 Spring Street, Hot Springs, AR 71901

Title Change
Master of Science in Education in Teacher Leadership: English as a Second Language (CIP 13.0301; DC 5663; CC EDUCESL; 30-36 credit hours) changed to Master of Science in Education in Teacher Leadership: English for Speakers of Other Languages (ESOL) (CIP 13.0301; DC 5663; CC EDUCESL; 30-36 credit hours; Fall 2026)

Certificate of Proficiency in English as a Second Language (CIP 13.1401; DC 0130; 9-12 credit hours) changed to Certificate of Proficiency in English for Speakers of Other Languages (ESOL) (CIP 13.1401; DC 0130; 9-12 credit hours; Fall 2026)

Graduate Certificate in English as a Second Language (CIP 13.1401; DC 4335; 9-12 credit hours) changed to Graduate Certificate in English for Speakers of Other Languages (ESOL) (CIP 13.1401; DC 4335; 9-12 credit hours; Fall 2026)

North Arkansas College of the University of Arkansas

New Certificate or Degree Program
Certificate of Proficiency in Industrial Maintenance Technology (CIP 47.0303; DC 4315; 16 credit hours; Fall 2026)

ET	1014	Introduction to Industrial Technology
ET	2414	Industrial Electricity and Motors
IMNT	*1024*	*Mechanical Drives and Transmission*
TECH	1013	Technical Mathematics OR
MAT	1013	Careers Math or higher
TECH	1021	Industrial Safety

Italics – New Course

Technical Certificate in Industrial Maintenance Technology (CIP 47.0303; DC 4615; 31 credit hours; Fall 2026)

ENGR	1123	HVAC/R Systems
ET	1014	Introduction to Industrial Technology
ET	2414	Industrial Electricity and Motors
ET	2454	Industrial Control Systems
IMNT	*1024*	*Mechanical Drives and Transmission*
IMNT	*2014*	*Fluid Power Systems: Hydraulics and Pneumatics*
IMNT	*2122*	*Preventive and Predictive Maintenance*
TECH	1102	Technical Communications
TECH	1021	Industrial Safety
TECH	1013	Technical Mathematics OR
MAT	1013	Careers Math or higher

Italics – New Course

Phillips Community College of the University of Arkansas

New Certificate or Degree Program
Associate of General Studies in General Studies (CIP 24.0102; DC 3970; 60 credit hours; Fall 2026)

ENGL 10103	Composition I
ENGL 10203	Composition II
HIST 21103	U.S. History I OR
HIST 21203	U.S. History II
PLSC 20003	American Federal Government
MATH 10133	Technical Math OR
MATH 11003	College Algebra OR
MATH 11103	Quantitative Reasoning

Approved Electives – 45 credit hours

New Off-Campus Location – Concurrent Education
Associate of Arts in General Education (CIP 24.0101; DC 0050; 60 credit hours; 100% online) offered at the following new off-campus location, effective Fall 2026.
Lonoke School District 4014 W. Holly Street, Lonoke, AR 72086

South Arkansas College

New Off-Campus Location – Concurrent Education
Certificate of General Studies in General Studies (CIP 24.0101; DC 0910; 31 credit hours; 87% online) and the Associate of Arts in General Education (CIP 24.0102; DC 0050; 60 credit hours; 100% online) offered at the following new off-campus location, effective Spring 2027.
West Side Christian School 2400 W Hillsboro, El Dorado, AR 71730
Parkers Chapel School District 209 Parkers Chapel Road, El Dorado, AR 71730

Southern Arkansas University Magnolia

New Certificate or Degree Program
Certificate of General Studies in General Studies (CIP 24.0101; DC 0910; 31-32 credit hours; 100% online; Fall 2026)
English Composition – 6 credit hours
Lab Science – 4 credit hours
College Algebra, Quantitative Literacy, or Statistics – 3 credit hours
U.S. History – 3 credit hours
American Government – 3 credit hours
Social Science Elective – 3 credit hours
Fine Arts or Humanities Elective – 3 credit hours
Complete two of the following:
Oral Communication OR Speech – 3 credit hours
Social Science Elective – 3 credit hours
Fine Arts or Humanities Elective – 3 credit hours
Lab Science – 4 credit hours

Note: ADHE maintains the MOU entered into by and between ADHE and SAUM which establishes the framework for the offering and awarding of the Certificate of General Studies (CGS) exclusively to concurrent students who are currently enrolled in a public or private Arkansas high school. The CGS satisfies the demonstration of readiness within the Concurrent Credit Success Ready Pathway and will qualify an Arkansas student to earn a Diploma with Distinction.

New Off-Campus Location – Concurrent Education
Certificate of General Studies in General Studies (CIP 24.0101; DC 0910; 31-32 credit hours; 100% online; Fall 2026) offered at the following new off-campus locations, effective Fall 2026.

Benton Harmony Grove High School	2621 Highway 229, Benton, AR 72015
Baptist Preparatory School	8400 Ranch Blvd. Little Rock, AR 72223
Magnolia High School	1400 High School Drive, Magnolia, AR 71753

Southern Arkansas University Tech

Curriculum Revision
Technical Certificate in Cosmetology (CIP 12.0401; DC 4420; 45 credit hours) changed to Technical Certificate in Cosmetology (CIP 12.0401; DC 4420; 40 credit hours; Fall 2026)

Removed Courses

COSM 1009	Orientation to Cosmetology
COSM 1013	Hair/Scalp Disorders & Treatment
COSM 1015	Hair Cutting/Styling & Related Theory II
COSM 1017	Chemical Reformation & Related Theory
COSM 1023	Hair Cutting/Styling & Related Theory I
COSM 1113	Principles of Hair Coloring & Related Theory
COSM 2002	Principles of Skin Care & Related Theory
COSM 2003	Manicuring & Related Theory
COSM 2013	Preparation for State Licensing Exam
COSM 2017	Hair Cutting/Styling & Related Theory III

Added Courses

COSM 11111	Cosmetology IA OR
COSM 11116	Cosmetology I
COSM 12111	Cosmetology IIA OR
COSM 12116	Cosmetology II
COSM 12117	Cosmetology IIIA OR
COSM 21038	Cosmetology III
COSM 13111	Cosmetology IVA

Technical Certificate in Engineering Technology (CIP 15.0000; DC 2360; 33 credit hours; 35% online) changed to Technical Certificate in Engineering Technology (CIP 15.0000; DC 2360; 23 credit hours; 49% online; Fall 2026)

Removed Courses

EE	2013	Industrial Electricity & Motor Controls
EN	1013	Computer Integrated Manufacturing I

EN	1023	Engineering Concepts I
EN	1033	Digital Logic
EN	2043	Robotic Applications
ENGL	2023	Technical Writing OR
ENGL	1123	Composition II
MATH	1023	College Algebra OR
MATH	1063	Math Reasoning

Added Courses

CPT	1043	Manufacturing Processes & Production
MATH	1045	Pre-Calculus Math
MD	2603	Industrial Safety

Curriculum Revision and Existing Program Offered by Distance Education

Associate of Applied Science in Cosmetology (CIP 12.0401; DC 0380; 60 credit hours) changed to Associate of Applied Science in Cosmetology (CIP 12.0401; DC 0380; 61 credit hours; 34% online; Fall 2026)

Removed Courses

COSM 1009	Orientation to Cosmetology
COSM 1013	Hair/Scalp Disorders & Treatment
COSM 1015	Hair Cutting/Styling & Related Theory II
COSM 1017	Chemical Reformation & Related Theory
COSM 1023	Hair Cutting/Styling & Related Theory I
COSM 1113	Principles of Hair Coloring & Related Theory
COSM 2002	Principles of Skin Care & Related Theory
COSM 2003	Manicuring & Related Theory
COSM 2013	Preparation for State Licensing Exam
COSM 2017	Hair Cutting/Styling & Related Theory III

Added Courses

COSM 11111	Cosmetology IA OR
COSM 11116	Cosmetology I
COSM 12111	Cosmetology IIA OR
COSM 12116	Cosmetology II
COSM 12117	Cosmetology IIIA OR
COSM 21038	Cosmetology III
COSM 13111	Cosmetology IVA
PSCI 2003	American Government: National
HIST 2013	U.S. History I OR
HIST 2023	U.S. History II

Certificate of Proficiency in Engineering Technology (CIP 15.0000; DC 1360; 13 credit hours) changed to Certificate of Proficiency in Engineering Technology (CIP 15.0000; DC 1360; 11 credit hours; 72% online; Fall 2026)

Removed Courses

EN	1023	Engineering Concepts I
EN	1033	Digital Logic
EN	2034	Fundamentals of CAD

Added Courses

EE	1003	Introduction to Basic Electricity
MATH	1045	Pre-Calculus Math

Certificate of Proficiency in Non-Destructive Testing (CIP 41.0204; DC 1416; 9 credit hours) changed to Certificate of Proficiency in Non-Destructive Testing (CIP 41.0204; DC 1416; 19 credit hours; 68% online; Fall 2026)

Removed Courses

NDT	1003	Radiation Safety
NDT	1013	Radiographic Testing Level I
NDT	2013	Radiographic Testing Level II

Added Courses

MD	1403	Basic Blueprint Reading
NDT	1002	Visual Inspection
NDT	1023	Intro to Nondestructive Testing
NDT	1033	Industrial Materials
NDT	1043	Codes and Practices
NDT	1101	Industrial Safety - OSHA 10
NDT	2023	Magnetic Particle/Liquid Penetrant Testing

University of Arkansas Community College Hope-Texarkana

Curriculum Revision

Technical Certificate in Information Technology (CIP 11.0101; DC 1155; 35* credit hours) changed to Technical Certificate in Information Technology (CIP 11.0101; DC 1155; 26 credit hours; Fall 2026)

**Original credit-hour total listed incorrectly on Approved Programs List*

Removed Courses

ITEC	12103	Concepts of Coding
BUSI	12303	Profess. in the Workplace
ITEC	20234	Parallel Operating Systems (3 credit hours)

Added Courses

CPSI	17503	Programming I
CPSI	28203	Operating Systems
ITEC	12033	Ethics in Technology

Certificate of Proficiency in Information Technology Coding (CIP 11.0101; DC 0155; 9 credit hours) changed to Certificate of Proficiency in Information Technology Coding (CIP 11.0101; DC 0155; 9 credit hours; Fall 2026)

Removed Courses

ITEC	12103	Concepts of Coding

Added Courses

CPSI	17503	Programming I

Certificate of Proficiency in Cybersecurity (CIP 11.1003; DC 1335; 12 credit hours) changed to Certificate of Proficiency in Cybersecurity (CIP 11.1003; DC 1335; 12 credit hours; Fall 2026)

Removed Courses

CESC 11033	Introduction to Cybersecurity
CPSI 10003	Intro to Computers
ITEC 12033	Ethics in Technology
ITEC 12203	Principles of Information Security

Added Courses

CPSI 17503	Programming I
CSEC 11203	Cybersecurity I
CSEC 12203	Cybersecurity II
CSEC 21003	Network Security

Curriculum Revision and Existing Program Offered by Distance Education

Associate of Applied Science in Information Technology (CIP 11.0101; DC 0355; 60* credit hours) changed to Associate of Applied Science in Information Technology (CIP 11.0101; DC 0355; 60 credit hours; 50% online; Fall 2026)

**Original credit-hour total listed incorrectly on Approved Programs List*

Removed Courses

BUSI 12303	Profess. in the Workplace
CESC 11033	Introduction to Cybersecurity
ITEC 12203	Principles of Information Security
ITEC 20234	Parallel Operating Systems (3 credit hours)
ITEC 12103	Concepts of Coding

Added Courses

CPSI 17503	Programming I
CPSI 28203	Operating Systems
CSEC 11203	Cybersecurity I
CSEC 12203	Cybersecurity II
CSEC 21003	Network Security

Certificate of Proficiency in Artificial Intelligence (CIP 11.0102; DC 1426; 15-16 credit hours) changed to Certificate of Proficiency in Artificial Intelligence (CIP 11.0102; DC 1426; 12 credit hours; 50% online; Fall 2026)

Removed Course

MATH 11003	College Algebra

Curriculum Revision, Existing Program Offered by Distance Education, and Title Change

Technical Certificate in Cybersecurity Essentials (CIP 11.1003; DC 1113; 24* credit hours) changed to Technical Certificate in Cybersecurity (CIP 11.1003; DC 1113; 30 credit hours; 50% online; Fall 2026)

**Original credit-hour total listed incorrectly on Approved Programs List*

Removed Course

MATH 11003	College Algebra

Deletion of Certificate or Degree Program
Certificate of Proficiency in Teaching Assistant (CIP 13.0501; DC 1541; 12 credit hours; Spring 2026)

Technical Certificate in Teaching Assistant (CIP 13.0501; DC 2145; 24 credit hours; Spring 2026)

Certificate of Proficiency in Cybersecurity II (CIP 11.1003; DC 4800; 9 credit hours; Summer 2027)

Certificate of Proficiency in Solar Energy Technology (CIP 15.1703; DC 1546; 13 credit hours; 100% online; Spring 2027)

Technical Certificate in Solar Power Technology (CIP 15.1703; DC 2295; 26 credit hours; 67% online; Spring 2027)

Certificate of Proficiency in Surgical Scrub Technician (CIP 51.0909; DC 0236; 7 credit hours; Spring 2027)

Associate of Science in Education (CIP 13.1202; DC 3530; 62 credit hours; Spring 2027)

New Certificate or Degree Program
Associate of Applied Science in Cybersecurity (CIP 11.1003; DC 3335; 60 credit hours; 50-90% online; Spring 2027)

ENGL 10103	Composition I
ENGL 10203	Composition II
HIST 21103	U.S. History I OR
HIST 21203	U.S. History II
MATH 11003	College Algebra
PSCI 20003	American Government
CPSI 10803	AI Foundations
CPSI 12003	AI Operations
CPSI 17503	Programming I
CPSI 28203	Operating Systems
CSEC 11033	Cybersecurity I
CSEC 12203	Cybersecurity II
CSEC 20013	Cybersecurity Clinic
CSEC 20303	Digital Forensics
CSEC 21003	Network Security
CSEC 21303	Applied Cryptography
CSEC 21403	Incident Response
CSEC 22033	Access Control
CSEC 23003	Industrial System Security
CSEC 24003	Industrial Cyber Defense
ITEC 12033	Ethics in Technology

University of Arkansas Community College Rich Mountain

Curriculum Revision

Associate of Arts in General Education (CIP 24.0101; DC 0110; 60 credit hours) changed to Associate of Arts in General Education (CIP 24.0101; DC 0110; 60 credit hours; Spring 2027)

Removed Courses

PHYS 20104	General Physics (optional)
PLSC 20003	American National Government (optional)
HIST 11103	World Civilization to 1500 (required) OR
HIST 11203	World Civilization from 1500 (required)
HIST 21103	US History to 1877 (optional) OR
HIST 21203	US History from 1877 (optional)

Added Courses

MATH 21003	Statistics (optional)
PLSC 20003	American National Government
HIST 21103	US History to 1877 (required) OR
HIST 21203	US History from 1877 (required)
HIST 11103	World Civilization to 1500 (optional) OR
HIST 11203	World Civilization from 1500 (optional)
PHYS 20303	University Physics I (optional)
PHYS 20301	University Physics I Lab (optional)

Associate of Applied Science in General Technology (CIP 30.9999; DC 0517; 60 credit hours) changed to Associate of Applied Science in General Technology (CIP 30.9999; DC 0517; 60 credit hours; Spring 2027)

Removed Courses

NURS 20373	Math for Nurses (optional)
CRJU 10203	Introduction to Criminal Justice (optional)
CRJU 11033	Juvenile Crime and Delinquency (optional)
ECON 22003	Microeconomics (optional)
ECON 21003	Macroeconomics (optional)
GEOG 21003	Regional Geography of the World (optional)
PLSC 21003	State & Local Government (optional)
PSYC 11003	General Psychology (optional)
PSYC 21003	Developmental Psychology (optional)
SOCI 10103	Introduction to Sociology (optional)
HIST 11103	World Civilization to 1500 (optional)
HIST 11203	World Civilization from 1500 (optional)
CPSI 10003	Computer Applications

Added Courses

PLSC 20003	American National Government (required)
HIST 21103	US History to 1877 (required) OR
HIST 21203	US History from 1877 (required)
SPCH 10003	Oral Communications (optional)
MATH 21003	Statistics (optional)
BIOL 10103	Biological Science (optional)

BIOL 10101	Biological Science Lab (optional)
BIOL 10503	Principles of Zoology (optional)
BIOL 10501	Principles of Zoology Lab (optional)
BIOL 10203	Plant Biology (optional)
BIOL 10201	Plant Biology Lab (optional)
BIOL 24003	Human Anatomy (optional)
BIOL 24001	Human Anatomy Lab (optional)
BIOL 24103	Human Physiology (optional)
BIOL 24101	Human Physiology Lab (optional)
BIOL 20263	Microbiology (optional)
BIOL 20261	Microbiology Lab (optional)
CHEM 14103	University Chemistry I (optional)
CHEM 14101	University Chemistry I Lab (optional)
CHEM 10003	Principles of Chemistry (optional)
CHEM 10051	Principles of Chemistry Lab (optional)
PHSC 11043	Earth Science (optional)
PHSC 11031	Earth Science Lab (optional)
PHSC 10043	Physical Science (optional)
PHSC 10031	Physical Science Lab (optional)

Associate of General Studies in General Studies (CIP 24.0102; DC 0900; 60 credit hours) changed to Associate of General Studies in General Studies (CIP 24.0102; DC 0900; 60 credit hours; Spring 2027)

Removed Courses

ENGL 20203	Technical Writing (optional)
MATH 10103	Technical Math (optional)
CPSI 10003	Computer Applications

Electives – 6 credit hours

Added Courses

SPCH 10003	Oral Communications
PLSC 20003	American National Government (required)
HIST 21103	US History to 1877 (required) OR
HIST 21203	US History from 1877 (required)
MATH 21003	Statistics (optional)
PHYS 20303	University Physics I (optional)
PHYS 20301	University Physics I Lab (optional)
SOCI 20103	Social Problems (optional)

Certificate of General Studies in General Studies (CIP 24.0102; DC 0910; 31 credit hours) changed to Certificate of General Studies in General Studies (CIP 24.0102; DC 0910; 31-32 credit hours; Spring 2027)

Removed Courses

SPCH 10003	Oral Communications
CPSI 10003	Computer Applications
PLSC 20003	American National Government OR
HIST 21103	US History to 1877 OR

HIST 21203 US History from 1877
SOCI 10103 Introduction to Sociology OR
PSYC 11003 General Psychology
Added Courses
PLSC 20003 American National Government (required)
HIST 21103 US History to 1877 OR
HIST 21203 US History from 1877
BIOL 20263 Microbiology (optional)
BIOL 20261 Microbiology Lab (optional)
CRJU 10203 Introduction to Criminal Justice (optional)
ECON 22003 Microeconomics (optional)
MATH 21003 Statistics (optional)
SPCH 10003 Oral Communications (optional)
SOCI 20103 Social Problems (optional)
Electives – 6-7 credit hours

University of Arkansas Fayetteville

Deletion of Certificate or Degree Program
Certificate of Proficiency in STEM Education (CIP 13.0101; DC 1695; 9 credit hours; Fall 2027)

Deletion of Concentration or Minor
Education Specialist in Curriculum & Instruction: Education Examiner (CIP 13.0301; DC 5190; CC EDUCEXAMINER; 33 credit hours; 100% online; Fall 2027)

New Organizational Unit – Instruction, Research or Service Center
Center for AI and Business Decision Making (Department Code 0188; Spring 2027) housed within Sam M. Walton College of Business, 191 N. Harmon Avenue, Fayetteville, AR 72701

University of Arkansas for Medical Sciences

Curriculum Revision
Doctor of Audiology (CIP 51.0202; DC 7511; 115* credit hours) changed to Doctor of Audiology (CIP 51.0202; DC 7511; 100 credit hours; Summer 2028)
**Original credit-hour total listed incorrectly on Approved Programs List*
Removed Courses
AUDI 72192 Cultural Humility in Audiology
AUDI 72352 Tinnitus & Decreased Sound Tolerance
AUDI 7050V Audiology Practicum (4 credit hours)
AUDI 72392 Hearing Conservation
AUDI 71401 Clinical Laboratory VI
AUDI 8450V Clinical Externship (2 credit hours)
Added Courses
AUDI 72393 Hearing Conservation & Tinnitus
AUDI 7310V Topics in Audiology: Imaging & Bloodwork (1 credit hour)

AUDI 7310V Topics in Audiology: Deaf Culture (1 credit hour)
AUDI 7XXX1 Audiology Seminar (Repeated 4 times)
AUDI 7XXX2 Clinical Applications in Audiology
AUDI 7XXX1 Foundation of Vestibular Anatomy and Physiology
Italics – New Course

University of Arkansas Fort Smith

Curriculum Revision
Associate of Arts in General Education (CIP 24.0101; DC 0050; 60 credit hours; 100% online) changed to Associate of Arts in General Education (CIP 24.0101; DC 0050; 60 credit hours; 100% online; Fall 2027)
Removed Courses
PLSC 20003 American National Government (optional)
Social Science – 3 credit hours
Added Courses
PLSC 20003 American National Government (required)

Inactivation of Certificate or Degree Program
Associate of Applied Science in Workforce Leadership (CIP 52.0201; DC 4887; 60 credit hours; Fall 2026)

Technical Certificate in Workforce Leadership (CIP 52.0201; DC 4855; 22 credit hours; Fall 2026)

Certificate of Proficiency in Workforce Leadership (CIP 52.0201; DC 4897; 9 credit hours; Fall 2026)

Submission of General Education Core
In compliance with the AHECB Policy on State Minimum Core for General Education, the University of Arkansas Fort Smith presented its current version of the institutionally adopted general education core to the Arkansas Division of Higher Education, effective Fall 2027.

University of Arkansas Little Rock

Deletion of Concentration or Minor
Minor in Actuarial Science (CIP 52.1304; 18 credit hours; Fall 2026)

Minor in Astronomy (CIP 40.0201; 19 credit hours; Fall 2026)

Minor in Bioinformatics (CIP 26.1103; 19 credit hours; Fall 2026)

Minor in Computer Information Systems (CIP 11.0101; 18 credit hours; Fall 2026)

Minor in Computer Integrated Manufacturing (CIP 11.9999; 22 credit hours; Fall 2026)

Minor in Engineering Technology (CIP 14.4201; 18 credit hours; Fall 2026)

Minor in Environmental Geology (CIP 40.0601; 20 credit hours; Fall 2026)

Minor in Environmental Health Sciences (CIP 51.9999; 18 credit hours; Fall 2026)

Minor in Physics (CIP 40.0801; 18 credit hours; Fall 2026)

Minor in ADVY Integrated Marketing Communication (CIP 52.1401; 18 credit hours; Fall 2026)

Minor in Accounting (CIP 52.0301; 18 credit hours; Fall 2026)

Minor in Business Information Systems (CIP 52.1301; 15 credit hours; Fall 2026)

Minor in Communication Science Disorders (CIP 51.0204; 18 credit hours; Fall 2026)

Minor in Digital Graphics (CIP 10.0304; Fall 2026)

Minor in Digital Marketing (CIP 09.0702; 18 credit hours; Fall 2026)

Minor in Economics (CIP 52.0601; 18 credit hours; Fall 2026)

Minor in Entrepreneurship-Small Business (CIP 52.0799; Fall 2026)

Minor in Exercise Science (CIP 51.0000; 18 credit hours; Fall 2026)

Minor in Finance (CIP 52.0801; 18 credit hours; Fall 2026)

Minor in Gender Studies (CIP 05.9999; 18 credit hours; Fall 2026)

Minor in Gerontology (CIP 30.1101; 12 credit hours; Fall 2026)

Minor in Innovation & Entrepreneurship (CIP 52.0701; 18 credit hours; Fall 2026)

Minor in Journalism (CIP 09.0401; 21 credit hours; Fall 2026)

Minor in Linguistics (CIP 16.0102; 15 credit hours; Fall 2026)

Minor in Media Production-Design (CIP 09.0401; 21 credit hours; Fall 2026)

Minor in Nonprofit Leadership Studies (CIP 44.0401; 18 credit hours; Fall 2026)

Minor in Nursing (CIP 51.3803; Fall 2026)

Minor in Personal Finance (CIP 52.0809; 18 credit hours; Fall 2026)

Minor in Professional Selling (CIP 52.1401; 12 credit hours; Fall 2026)

Minor in Real Estate (CIP 52.1401; 18 credit hours; Fall 2026)

Minor in Race and Ethnicity (CIP 05.0200; 18 credit hours; Fall 2026)

Minor in Secondary Education STEM (CIP 13.1213; 18 credit hours; Fall 2026)

Minor in Secondary Education (CIP 13.1019; 18 credit hours; Fall 2026)

Minor in Social Work (CIP 44.0701; 18 credit hours; Fall 2026)

Minor in Speech Communication (CIP 09.0101; Fall 2026)

Minor in Speech Pathology (CIP 51.0204; Fall 2026)

Minor in Strategic Communication (CIP 09.0909; Fall 2026)

Minor in Strategic Public Relations (CIP 09.0401; 21 credit hours; Fall 2026)

Minor in Technical Theatre-Design (CIP 50.0502; Fall 2026)

Existing Program Offered by Distance Education
Bachelor of Business Administration in Finance (CIP 52.0801; DC 1960; 120 credit hours) changed to Bachelor of Business Administration in Finance (CIP 52.0801; DC 1960; 120 credit hours; 100% online; Fall 2026)

Graduate Certificate in Data Science (CIP 11.0401; DC 6110; 12 credit hours) changed to Graduate Certificate in Data Science (CIP 11.0401; DC 6110; 12 credit hours; 100% online; Fall 2026)

Graduate Certificate in Gifted and Talented Education K-12 (CIP 13.1004; DC 6720; 15 credit hours) changed to Graduate Certificate in Gifted and Talented Education K-12 (CIP 13.1004; DC 6720; 15 credit hours; 100% online; Fall 2026)

Graduate Certificate in Education (CIP 13.1205; DC 6131; 21 credit hours) changed to Graduate Certificate in Education (CIP 13.1205; DC 6131; 21 credit hours; 100% online; Fall 2026)

Graduate Certificate in Reading/Literacy Coach (CIP 13.1315; DC 5771; 14 credit hours) changed to Graduate Certificate in Reading/Literacy Coach (CIP 13.1315; DC 5771; 14 credit hours; 100% online; Fall 2026)

Graduate Certificate in Applied Statistics (CIP 27.0599; DC 6265; 15 credit hours) changed to Graduate Certificate in Applied Statistics (CIP 27.0599; DC 6265; 15 credit hours; 100% online; Fall 2026)

Graduate Certificate in Nonprofit Management (CIP 44.0401; DC 5192; 18 credit hours) changed to Graduate Certificate in Nonprofit Management (CIP 44.0401; DC 5192; 18 credit hours; 50% online; Fall 2026)

Graduate Certificate in Human Resources and Organizational Communication (CIP 52.0201; DC 6570; 18 credit hours) changed to Graduate Certificate in Human Resources and Organizational Communication (CIP 52.0201; DC 6570; 18 credit hours; 100% online; Fall 2026)

Graduate Certificate in Financial Accounting Analysis (CIP 52.0304; DC 6569; 20 credit hours) changed to Graduate Certificate in Financial Accounting Analysis (CIP 52.0304; DC 6569; 20 credit hours; 100% online; Fall 2026)

Graduate Certificate in Business Analytics (CIP 52.1301; DC 6520; 15 credit hours) changed to Graduate Certificate in Business Analytics (CIP 52.1301; DC 6520; 15 credit hours; 100% online; Fall 2026)

Master of Education in Curriculum & Instruction (CIP 13.0301; DC 5663; 36-39 credit hours) changed to Master of Education in Curriculum & Instruction (CIP 13.0301; DC 5663; 36-39 credit hours; 100% online; Fall 2026)

Master of Education in Education (CIP 13.1206; DC 5850; 30 credit hours) changed to Master of Education in Education (CIP 13.1206; DC 5850; 30 credit hours; 100% online; Fall 2026)

Master of Science in Mathematical Sciences (CIP 27.0301; DC 6090; 33-36 credit hours) changed to Master of Science in Mathematical Sciences (CIP 27.0301; DC 6090; 33-36 credit hours; 50% online; Fall 2026)

Inactivation of Certificate or Degree Program
Doctor of Philosophy in Reading (CIP 13.1315; DC 9130; 108 credit hours; Fall 2026)

Certificate of Proficiency in Nonprofit Leadership Studies (CIP 44.0401; DC 1865; 18 credit hours; Fall 2026)

New Certificate or Degree Program
Certificate of Proficiency in Safety Sciences (CIP 40.9999; DC 1611; 9 credit hours; 100% online; Fall 2026)

CHEM 41003/51003	Laboratory Safety
CHEM 43003/53003	Industrial Safety
CHEM 44233/54233	Environmental Safety

University of Arkansas Monticello

Curriculum Revision

Certificate of Proficiency in Hospitality Skills (CIP 52.0901; DC 0665; 15 credit hours) changed to Certificate of Proficiency in Hospitality Skills (CIP 52.0901; DC 0665; 12 credit hours; Fall 2026)

Removed Courses

BUSI 20093	Tech Business English (or higher-level composition course)
HOSP 10103	Hospitality, Travel, and Tourism
HOSP 10303	Customer Service Relations

Added Courses

HOSP 11003	Culinary Preparation and Presentation
MATH 12073	Technical Mathematics (or higher-level math course)

Certificate of Proficiency in Manufacturing Principles (CIP 15.0612; DC 4674; 16 credit hours) changed to Certificate of Proficiency in Manufacturing Principles (CIP 15.0612; DC 4674; 13 credit hours; Fall 2026)

Removed Courses

CPSI 11083	Tech Computer Fundamentals (or higher-level computer science course)
COMM 12053	Tech Communications (or higher-level composition course)

Added Courses

ELTE 11202	Industrial Safety (optional)
SPCH 11002	Employability Skills/Ethics (optional)
AMST 10653	Manufacturing Equipment Maintenance & Operations

Graduate Certificate in Creative Writing (CIP 23.1302; DC 6505; 12 credit hours; 100% online) changed to Graduate Certificate in Creative Writing (CIP 23.1302; DC 6505; 12 credit hours; 100% online; Fall 2026)

Removed Course

ENGL 59253	Seminar Teaching English Creative Writing

Added Course

ENGL 51053	Advanced Workshop: Form and Craft

Master of Arts in English: Creative Writing (CIP 23.0101; DC 5310; CC CREATIVEWRITING; 36 credit hours; 100% online) changed to Master of Arts in English: Creative Writing (CIP 23.0101; DC 5310; CC CREATIVEWRITING; 36 credit hours; 100% online; Fall 2026)

Removed Courses

ENGL 50953	Studies in Composition
ENGL 59253	Seminar Teaching English Creative Writing

Added Courses

ENGL 51053	Advanced Workshop: Form and Craft

Elective – 3 credit hours

Master of Arts in English: Literature (CIP 23.0101; DC 5310; CC LITERATURE; 36 credit hours; 100% online) changed to Master of Arts in English: Literature (CIP 23.0101; DC 5310; CC LITERATURE; 36 credit hours; 100% online; Fall 2026)
Removed Courses
English Literature courses – 6 credit hours
Graduate-level literature courses – 9 credit hours
Added Courses
English Literature course – 3 credit hours
Graduate-level literature courses – 12 credit hours

Associate of Science in Engineering Mathematics (CIP 27.0301; DC 3195; 65 credit hours) changed to Associate of Science in Engineering Mathematics (CIP 27.0301; DC 3195; 65 credit hours; Fall 2026)
Removed Courses

MATH 34683	Linear Algebra
GNEG 10134	Introduction to Robotics
PHYS 34283	Computational Physics

Added Courses

MATH 26003	Calculus III
GNEG 2XXX3	*Engineering Materials*
GNEG 2XXX4	*Thermodynamics*

Italics – New Course

Deletion of Certificate or Degree Program
Graduate Certificate in Children's and Adolescent Literature (CIP 23.1405; DC 6515; 12 credit hours; 100% online; Spring 2027)

Graduate Certificate in Composition and Rhetoric (CIP 23.1304; DC 6565; 12 credit hours; 100% online; Spring 2027)

Deletion of Concentration or Minor
Master of Arts in English: Children's Adolescent Literature (CIP 23.0101; DC 5310; CC CHILDADOLESLIT; 36 credit hours; 100% online; Fall 2026)

Master of Arts in English: Rhetoric and Writing (CIP 23.0101; DC 5310; CC RHETORICWRITING; 36 credit hours; 100% online; Fall 2026)

University of Arkansas Pine Bluff

Deletion of Certificate or Degree Program
Associate of Applied Science in Crime Scene Investigation (CIP 43.0406; DC 0387; 62 credit hours; Fall 2026)

Technical Certificate in Crime Scene Investigation (CIP 43.0406; DC 0386; 36 credit hours; Fall 2026)

Certificate of Proficiency in Crime Scene Investigation (CIP 43.0406; DC 0384; 18 credit hours; Fall 2026)

Associate of Applied Science in Law Enforcement Administration (CIP 43.0103; DC 0391; 63 credit hours; Fall 2026)

Technical Certificate in Law Enforcement Administration (CIP 43.0103; DC 0389; 36 credit hours; Fall 2026)

Certificate of Proficiency in Law Enforcement Administration (CIP 43.0103; DC 0388; 18 credit hours; Fall 2026)

Associate of Applied Science in Industrial Technology (CIP 15.0612; DC 0580; 60 credit hours; Fall 2026)

Inactivation of Certificate or Degree Program
Bachelor of Science in Nursing in Nursing (CIP 51.3801; DC 2940; 120 credit hours; Spring 2026)

University of Arkansas Pulaski Technical College

New Off-Campus Location – Concurrent Education
Associate of Science in Business (CIP 52.0101; DC 0308; 62 credit hours; 100% online) offered at the following new off-campus location, effective Fall 2026.
Little Rock Christian Academy 19010 Cantrell Road, Little Rock, AR 72223

Certificate of General Studies in General Studies (CIP 24.0101; DC 0910; 31 credit hours; 100% online) offered at the following new off-campus location, effective Fall 2026.
Exalt Academy 10710 West I-30, Little Rock, AR 72209

University of Central Arkansas

New Certificate or Degree Program
Certificate of Proficiency in Child Advocacy (CIP 19.0101; DC 1498; 9 credit hours; 100% online; Fall 2026)
FACS 1303 Foundations of Child Advocacy
FACS 3303 Child Abuse: Prevention and Response
FACS 3313 Child Abuse: Responding to the Survivor

New Concentration or Minor
Minor in Film Studies (CIP 50.0602; 18 credit hours; Fall 2026)
FILM 1305 Introduction to Film OR
FILM 2300 Film Appreciation
FILM 3350 Cinema History I
FILM 3351 Cinema History II
FILM 4315 Film Theory

Electives – 6 credit hours chosen from the following; at least 3 hours must be upper division):

COMM 1305	Communication, Culture, and the Arts
ENGL 1355	Film and Literature
ENGL 4363	Adv Topics in Film & Literature (may be repeated based on topic)
FILM 4380	Seminar in Film Studies (may be repeated based on topic)
FREN 3350	French Cinema
HIST 4338	American History Through Film
HIST 4395	Postwar Japan Through Film
RELG 3318	Religion, Pop Culture, and Film

Minor in Japanese Culture and Language (CIP 05.0127; 18 credit hours; Fall 2026)

JAPN 2310	Intermediate Japanese I
JAPN 2320	Intermediate Japanese II
JAPN 3300	Advanced Japanese Grammar

Choose one of the following – 3 credit hours

HIST 3384	Modern Japan
JAPN 3312	Japanese Popular Culture
JAPN 3320	Modern Japanese Literature

Choose two of the following – 6 credit hours

JAPN 1355	Japanese Literature Through Film
ENGL 4383	Asian and Asian American Literature and Culture
GEOG 3345	Geography of China and East Asia
HIST 3384	Modern Japan
HIST 4395	Postwar Japan Through Film
HIST 4398	Gender and Sexuality in East Asia
JAPN 2340	Intensive Oral Practice Abroad in Japanese
JAPN 3312	Japanese Popular Culture (if not used for culture requirement)
JAPN 3320	Modern Japanese Literature (if not used for culture requirement)
PHIL 3352	Asian Religions
RELG 3325	Buddhism

Minor in Spanish Proficiency for Health Professionals (CIP 16.0101; 16-19 credit hours; Fall 2026)

SPAN 3317	Spanish for Health Professionals

Choose one of the following – 4 credit hours

BIOL 2405	Human Anatomy and Physiology
BIOL 2410	Human Anatomy and Physiology II
BIOL 3407	Structure and Function of the Human Body II
BIOL 4460	Animal Physiology

Choose three of the following – 9-12 credit hours

BIOL 1400	Exploring Concepts in Biology
BIOL 1410	Human Anatomy and Physiology I
BIOL 1440	Principles of Biology I
BIOL 2411	Microbiology in Human Affairs
BIOL 3406	Structure and Function of the Human Body I

BIOL 4311	Pathophysiology
BIOL 4430	Comparative Vertebrate Anatomy
BIOL 4460	Animal Physiology
LALS 2300	Latin American Cultures
LALS 2310	Latinos in the United States
SPAN 1310	Elementary Spanish I
SPAN 1320	Elementary Spanish II
SPAN 1330	Elementary Spanish in Review
SPAN 2310	Intermediate Spanish I
SPAN 2320	Intermediate Spanish II
SPAN 3300	Advanced Grammar and Composition
WLAN 3390	World Languages Internship

Title Change of Organization Unit
Department of Music (Department Code 1800) changed to School of Music (Department Code 1800; Fall 2026)

ARKANSAS PUBLIC INSTITUTIONS
LETTERS OF INTENT

The following intent notifications were received through October 1, 2026.

Arkansas State University Mid-South

New Program – Technical Certificate in Practical Nursing

Arkansas State University Newport

New Program – Certificate of Proficiency in Entrepreneurship

Arkansas Tech University

New Program – Applied Bachelor's Degree in Organizational Leadership (90 credit-hour degree)

University of Arkansas Fayetteville

New Program – Master of Science in Human Resources Management

University of Arkansas Little Rock

New Program – Graduate Certificate in Quantum Computing

University of Arkansas Pulaski Technical College

New Program – Certificate of Proficiency in Energy Systems Technology-Grid Reliability
New Program – Technical Certificate in Avionics

OUT-OF-STATE AND ARKANSAS PRIVATE INSTITUTIONS

ADHE Executive Staff Recommendation

RESOLVED, That pursuant to A.C.A. §6-61-301, the Arkansas Higher Education Coordinating Board grants initial certification to the institutions listed on pages 1 - 3 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2029.

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

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

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

Initial Program Certifications – Distance Technology

Campus, Inc., Sacramento, California
State Authorization: California Bureau for Private Postsecondary Education
Institutional Accreditation: Accrediting Commission for Community and Junior Colleges

Diploma in Medical Billing and Coding Specialist
Associate of Science in Healthcare Administration
Associate of Science in Information Technology

Southern California University of Health Sciences, Whittier, California
State Authorization: California Bureau for Private Postsecondary Education – Exempt due to Accreditation
Institutional Accreditation: Western Association of Schools and Colleges

Programmatic Accreditation: Commission on Accreditation in Physical Therapy Education (Candidacy Status)

Doctor of Physical Therapy (Los Angeles-Based Program)

Walden University, Minneapolis, Minnesota
State Authorization: Minnesota Office of Higher Education
Institutional Accreditation: Higher Learning Commission

Doctor of Behavioral Health Leadership

Initial Program Certifications – New Institution – Arkansas Campus

Champion Christian College, Hot Springs, Arkansas
State Authorization: Arkansas Higher Education Coordinating Board
Institutional Accreditation: Transnational Association of Christian Colleges and Schools

Associate of Arts in Business
Associate of Arts in Criminal Justice
Associate of Arts in Education
Associate of Arts in Sports Management

Initial Program Certifications – New Institution – Distance Technology

California Institute of Applied Technology, National City, California
State Authorization: California Bureau for Private Postsecondary Education
Institutional Accreditation: Accrediting Council for Continuing Education & Training

Certificate in Artificial Intelligence & Machine Learning
Certificate as Cisco Networking Professional – Enterprise
Certificate in Computer Information Systems
Certificate in Cybersecurity
Certificate in Project Management
Associate of Applied Science in Accounting
Associate of Applied Science in Business Administration
Associate of Applied Science in Business Data Analytics
Associate of Applied Science in Computer Information Systems
Associate of Applied Science in Digital Marketing
Associate of Applied Science in Healthcare Administration
Associate of Applied Science in Health Information Technology
Associate of Applied Science in Human Resource Management
Associate of Applied Science in Project Management
Associate of Applied Science in Software Development
Applied Bachelor’s Degree in Cloud Computing
Applied Bachelor’s Degree in Cybersecurity
Applied Bachelor’s Degree in Digital Marketing

Applied Bachelor’s Degree in Health Information Management
Applied Bachelor’s Degree in Human Resource Management
Applied Bachelor’s Degree in Software Development

OUT-OF-STATE AND ARKANSAS PRIVATE INSTITUTIONS
LETTERS OF NOTIFICATION

Recertifications – Distance Technology

Campus, Inc., Sacramento, California
Associate of Arts in Paralegal Studies

Fielding Graduate University, Santa Barbara, California
Doctor of Education with an emphasis in Leadership for Change

Saybrook University, Pasadena, California
Master of Arts in Clinical Psychology
Master of Arts in Counseling
Master of Arts in Psychology
Master of Arts in Transformative Social Change
Master of Science in Integrative and Functional Nutrition
Master of Science in Psychophysiology
Master of Science in Mind/Body Medicine
Doctor of Philosophy in Clinical Psychology
Doctor of Philosophy in Integrative and Functional Nutrition
Doctor of Philosophy in Mind/Body Medicine
Doctor of Philosophy in Psychology
Doctor of Philosophy in Psychophysiology
Doctor of Philosophy in Transformative Social Change

The Los Angeles Film School, Hollywood, California
Associate of Science in Animation
Bachelor of Science in Animation
Bachelor of Science in Digital Filmmaking
Bachelor of Science in Graphic Design
Bachelor of Science in Music Production
Bachelor of Science in Writing for Film and Television

Ultimate Medical Academy, Tampa, Florida
Diploma in Medical Administrative Assistant
Diploma in Medical Billing and Coding
Diploma in Medical Office and Billing Specialist
Associate of Applied Science in Health and Human Services
Associate of Applied Science in Healthcare Accounting
Associate of Applied Science in Healthcare Management
Associate of Applied Science in Health Sciences
Associate of Applied Science in Medical Billing and Coding Specialist

University of St. Augustine for Health Sciences, San Marcos, California
Master of Science in Nursing, Specialties in Psychiatric Mental Health Nurse Practitioner and Adult Gerontology Nurse Practitioner
Master of Science in Speech-Language Pathology
Post-Graduate Nursing Certificate in Psychiatric Mental Health Nurse Practitioner

Decertifications
Saybrook University, Pasadena, California
Master of Arts in Integrative Wellness Coaching
Doctor of Philosophy in Managing Organizational Systems

Letter of Exemption from Certification – Church-Related Training
Church Divinity School of the Pacific, Castro Valley, California
Offering a program by distance technology
Master of Divinity

Letter of Exemption from Certification – Church-Related Training – Renewal
Dallas Theological Seminary, Dallas, Texas
Offering courses at Fellowship Bible Church, Rogers

Bible Study Methods and Hermeneutics	Old Testament History I
Old Testament History II and Poetry	Old Testament Prophets
The Gospels	Acts and Pauline Epistles
Hebrews, General Epistles and Revelation	
Ruth, Psalms, Jonah, and Selected Epistles	
Story of Scripture	Theological Method and Bibliology
Trinitarianism	Angelology, Anthropology, and
Hamartiology	Soteriology
Sanctification and Ecclesiology	Eschatology
Designing and Leading Effective Ministries	
Teaching Process & Media Presentations	

Institutional Changes
Arkansas Colleges of Health Education, Fort Smith, Arkansas
Jo Alice Blondin appointed Interim President to replace Kyle Parker who retired

Program Changes/Additions
Baptist Health College Little Rock, Little Rock, Arkansas
Certificate in Medical Laboratory Science
Credit hours changed from 43.5 to 42 semester credit hours
Added Courses
MLS 4002 Urinalysis and Body Fluids
MLS 4003 Immunology/Serology
MLS 4205 Clinical Chemistry
MLS 4101 Seminar II
MLS 4111 Clinical Internship
Removed Courses

MLS 4102 Immunology
MLS 4204 Chemistry
MLS 4201 Body Fluids
MLS 4504 Int I-Hemo/Coag
MLS 4604 Int II-Chem/Sero/UA
MLS 4206 Int III-Immunohema
MLS 4206 Int IV-Micro, Myco, Par
MLS 4401 Management Education

California Institute of Applied Technology, National City, California
Certificate as Cisco Certified Network Associate
CIS 270A Cisco Networking, Part 1
CIS 270B Cisco Networking, Part 2

Certificate in Cloud Administration
CIS 154 Windows Fundamentals
CIS 130 Azure Cloud Fundamentals
CIS 131 Azure Cloud Administration
CIS 132 AWS Foundations

Certificate in Cloud Infrastructure
OCI 200 Oracle Cloud Infrastructure and Database
OCI 201 Oracle Cloud Solution Platform and Edge
OCI 202 Oracle Cloud Governance and Administration

Certificate as Computer Technician
CIS 100A Computer Fundamentals
CIS 100B Tech+ Fundamentals
CIS 101A Computer Hardware Fundamentals
CIS 101B Computer Operating Systems

Certificate in Database Administration
DBA 200 Oracle Database Foundations
DBA 201 Applied Oracle Database Systems
DBA 202 Oracle Database Design
DBA 203 Oracle Database Programming

Certificate as Microsoft Office Specialist
BUS 101 Word Processing Fundamentals
BUS 102 Creating and Using Spreadsheets
BUS 103 Presentation Applications
BUS 104 Database Management
BUS 105 Business and Email Management

Certificate as Network Technician
CIS 102A Networking Fundamentals, Part 1

CIS 102B Networking Fundamentals, Part 2
CIS 270A Cisco Networking, Part 1
CIS 270B Cisco Networking, Part 2

Certificate in Workflow Deployment
SN 200 Introduction to ServiceNow
SN 201 ServiceNow Administration
SN 202 ServiceNow Scripting
SN 203 ServiceNow Application Development

Continuing Education/Professional Development Courses
CEPD 101 CompTIA A+ Certification Professional Development
CEPD 102 CompTIA Network Professional Development
CEPD 111 ISC2 Certified in Cybersecurity Professional Development
CEPD 112 CompTIA Security+ Professional Development
CEPD 113 CompTIA SecAI+ Professional Development
CEPD 121 AWS Dual Professional Development
CEPD 122 Azure Dual Professional Development
CEPD 211 CompTIA CySA+ Professional Development
CEPD 212 CompTIA PenTest+ Professional Development
CEPD 201 Cisco CCNA Professional Development
CEPD 231 PMI PMP Professional Development
CEPD 241 AAPC Certified Professional Coder Professional Development
CEPD 311 ISC2 CISSP Professional Development

National University, San Diego, California
Master of Arts in Human Behavioral Psychology
New Emphases
Strategic Communication
Choose three from the following courses:
COM 600 Communication in Global Environment
COM 603 Emerging Interactive Media
COM 610 Integrated Marketing Communications
COM 620 Crisis Communications
COM 625 Campaign & Program Management
COM 630 Campaign and Program Evaluation
COM 640 Persuasion
Artificial Intelligence
Choose three from the following courses:
AIE 500 Artificial Intelligence for All: Essentials
AIE 510 Responsible AI for Society
AIE 602 Artificial Intelligence Opportunities for Organizations
AIE 660 Artificial Intelligence Leadership: Advanced Application

Master of Science in Technology Management
New Specialization
Artificial Intelligence
TIM 5003 AI for Leadership & Management
TIM 5004 AI for Society and Business
TIM 5005 AI, Ethics, & Legal Issues
TIM 5006 AI for Strategic Advantage

Doctor of Education in Organizational Innovation
Name Change to Doctor of Education in Organizational Innovation and Leadership

Doctor of Philosophy in Marriage and Family Therapy
Added Courses
MFT 8108 Advanced Systemic Theories
MFT 8109 Systemic Family Development

Doctor of Philosophy in Technology Management
New Specialization
TIM 7002 Research in AI
TIM 7003 AI Application Areas
TIM 7004 AI and Society
TIM 7005 AI Appl & Research Areas
TIM 7006 Research in Strat Val Creation
TIM 7007 AI Research Capstone

Doctor of Public Administration
New Specializations
Criminal Justice Administration
CJ 7101 Management Issues in Criminal Justice Agencies
CJ 7104 Strategic Planning and Implementation in Criminal Justice
PUB 7103 Grant Writing and Administration

Emergency Management
PUB 7104 Disaster Management
HS 7004 Local Emergency Management and Civil Preparedness
PUB 7103 Grant Writing and Administration

Executive Leadership
PUB 7021 Strategic Management in the Public Sector
PUB 7022 Executive Leadership in Public Administration
PUB 7103 Grant Writing and Administration

General Public Administration
PUB 7103 Grant Writing and Administration
Two Electives

Homeland Security Administration
HS 7000 Homeland Security and Terrorism
HS 7004 Local Emergency Management and Civil Preparedness
PUB 7103 Grant Writing and Administration

Urban Planning and Development
PUB 7105 Planning Theory
PUB 7106 Physical Planning and Urban Development
PUB 7103 Grant Writing and Administration

Walden University, Minneapolis, Minnesota
Master of Business Administration
Program changed to course-based registration model with one-credit courses.
Curriculum and program requirements are unchanged.

Doctor of Education
New Specialization
Health Education and Wellness
EDDD 8200 Applying and Advancing the Social Determinates of Health
EDDD 8201 Advocacy Leadership in Health Education and Wellness
EDDD 8202 Health Education and Wellness Curriculum Development and Instruction
EDDD 8412 Communication and Technology Strategies in Health Education and Wellness

Doctor of Philosophy in Counselor Education and Supervision
COUN 8898 Internship 2: Counselor Education and Supervision credit changed from two to three hours
CPLB 811L Intensive I: Applications in Teaching and Supervision credit changed from zero to two hours
CPLB 812L Intensive II: Advanced Applications in Teaching, Supervision, and Research credit changed from zero to two hours

Agenda Item No. 27
Higher Education Coordinating Board
October 23, 2026

OUT-OF-STATE AND ARKANSAS PRIVATE INSTITUTIONS
LETTERS OF INTENT

The following notifications were received through October 1, 2026.

Arkansas Colleges of Health Education, Fort Smith, Arkansas
Initial Certification – Fort Smith Campus
Master of Science in Speech-Language Pathology

Blue Cliff College, Alexandria, Louisiana
Recertification – Distance Technology
Diploma in Health Information Management, Billing and Coding
Diploma in Medical Office Administration
Associate in Occupational Studies in Clinical Administrative Medical Assisting
Associate in Occupational Studies in Health Information Management, Billing and Coding

Brookline College, Phoenix, Arizona
Initial Certification – Distance Technology
Diploma in Medical Assisting
Associate of Applied Science in Allied Health
Associate of Applied Science in Occupational Therapy Assistant
Associate of Applied Science in Physical Therapist Assistant
Bachelor of Science in Health & Wellness
Bachelor of Science in Health Care Administration
Bachelor of Science in Nursing
Master of Science in Healthcare Administration

Calvary University, Kansas City, Missouri
Initial Certification – Distance Technology
Associate of Arts in Information Technology
Bachelor of Science in Business Administration
Bachelor of Science in Elementary Education
Bachelor of Science in Middle School/Secondary Education
Bachelor of Science in Music Education K-12
Bachelor of Science in Professional Directed Studies
Bachelor of Science in Interdisciplinary Studies
Master of Science in Education
Master of Science in Organizational Development

Evangel University, Springfield, Missouri
Initial Certification – Distance Technology
Master of Education in Curriculum and Instruction
Master of Education in Literacy

Master of Organizational Leadership

Fresno Pacific University, Fresno, California
Recertification – Distance Technology
Bachelor of Arts in Business Administration: Business Management
Bachelor of Arts in Business Administration: Healthcare Administration
Bachelor of Arts in Business Administration: Organizational Leadership
Bachelor of Arts in Early Childhood Development
Master of Arts in Kinesiology: Physical Education Emphasis
Master of Arts in Strategic and Organizational Leadership
Master of Business Administration

National University, San Diego, California
Recertification – Distance Technology
Master of Arts in Psychology

Pacific College, Costa Mesa, California
Initial Certification – Distance Technology
Bachelor of Science in Nursing

Pepperdine University, Malibu, California
Initial Certification – Distance Technology
Master of Science in Applied Analytics

Quincy University, Quincy, Illinois
Initial Certification – Distance Technology
Doctor of Occupational Therapy
Doctor of Physical Therapy

Sofia University, Palo Alto, California
Initial Certification – Distance Technology
Master of Science in Business Administration
Master of Science in Computer Science
Master of Science in Counseling Psychology
Master of Science in Transpersonal Psychology
Doctor of Philosophy in Clinical Psychology
Doctor of Philosophy in Transpersonal Psychology

Southeastern University, Lakeland, Florida
Initial Certification – New Life Church, Conway, Arkansas
Associate of Arts in General Education

Southern California University of Health Sciences, Whittier, California
Initial Certification – Distance Technology
Doctor of Physical Therapy – Arizona Campus
Doctor of Psychology in Psychodynamic Psychology
Post Professional Doctor of Occupational Therapy

Southwest University at El Paso, El Paso, Texas
Initial Certification – Distance Technology
Associate of Applied Science of Business Management in Healthcare Support Systems
Bachelor of Science in Healthcare Leadership Management

The Master's University and Seminary, Newhall, California
Initial Certification – Distance Technology
Bachelor of Arts in Cinema and Digital Arts
Bachelor of Arts in Communication
Bachelor of Arts, Entrepreneurial Studies
Bachelor of Arts, Liberal Studies
Bachelor of Arts, Marketing Media
Bachelor of Arts, Organizational Management
Bachelor of Science, Business
Master of Business Administration
Master of Healthcare Administration
Master of Education, Teaching

Ultimate Medical Academy, Tampa, Florida
Initial Certification – Distance Technology
Diploma in Healthcare Administrative Operations Specialist
Diploma in Healthcare Data Analytics
Associate of Applied Science in Business Management
Associate of Applied Science in Community Health
Associate of Applied Science in Healthcare Administrative Operations
Associate of Applied Science in Health Informatics and AI Specialist
Associate of Applied Science in Medical Insurance and Claims Administration
Associate of Applied Science in Revenue Cycle and Billing Specialist

University of California, Irvine, Irvine, California
Initial Certification – Distance Technology
Master of Advanced Study in Criminology, Law, and Society
Master of Business Analytics
Master of Human Computer Interaction and Design
Master of Legal and Forensic Psychology
Master of Science in Pharmacology
Doctor of Nursing Practice

University of California San Diego, La Jolla, California
Initial Certification – Distance Technology
Master of Advanced Studies in Convergent Systems Engineering with a Specialization in Cyber-Physical Social Systems
Master of Advanced Studies in Convergent Systems Engineering with a Specialization in Value Supply Chains
Master of Advanced Studies in Convergent Systems Engineering with a specialization in Architecture-Based Enterprise Systems Engineering
Master of Business Administration (Flex Executive)
Master of Data Science

University of Massachusetts Global, Irvine, California
Recertification – Distance Technology
Associate of Arts in General Education
Bachelor of Arts in Business Administration
Bachelor of Arts in Applied Studies
Bachelor of Arts in Organizational Leadership
Bachelor of Arts in Psychology
Master of Arts in Organizational Leadership
Master of Business Administration

University of Southern California, Los Angeles, California
Initial Certification – Distance Technology
Master of Education in Sports Leadership

Walden University, Minneapolis, Minnesota
Initial Certification – Distance Technology
Post-Master's Certificate in Palliative Care
Bachelor of Science in Communication Sciences and Disorders
Bachelor of Science in Supply Chain Management
Recertification – Distance Technology
Bachelor of Science in Accounting
Bachelor of Science in Business Administration
Bachelor of Science in Communication
Bachelor of Science in Computer Information Systems
Bachelor of Science in Criminal Justice
Bachelor of Science in Early Childhood Studies
Bachelor of Science in Information Technology
Bachelor of Science in Interdisciplinary Studies
Bachelor of Science in Nursing
Bachelor of Science in Psychology
Bachelor of Science in Public Health
Graduate Certificate in Public Health
Master of Arts in Teaching in Elementary Education
Master of Arts in Teaching in Special Education
Master of Business Administration
Master of Healthcare Administration
Master of Information Systems Management
Master of Public Administration
Master of Public Health (MPH)
Master of Science in Accounting
Master of Science in Clinical Administration
Master of Science in Clinical Mental Health Counseling
Master of Science in Clinical Psychology
Master of Science in Communication
Master of Science in Criminal Justice Leadership and Executive Management
Master of Science in Cybersecurity
Master of Science in Data Science
Master of Science in Education

Master of Science in Finance
Master of Science in Forensic Psychology
Master of Science in Health Education and Promotion
Master of Science in Health Studies
Master of Science in Industrial and Organizational Psychology
Master of Science in Instructional Design & Technology
Master of Science in Leadership
Master of Science in Management
Master of Science in Marketing
Master of Science in Nonprofit Management and Leadership
Master of Science in Nursing
Master of Science in Nursing and Master of Business Administration Dual Degree
Master of Science in Psychology
Master of Science in Software Engineering
Post-Master's Certificate in Adult Gerontology Acute Care Nurse Practitioner
Post-Master's Certificate in Adult Gerontology Primary Care Nurse Practitioner
Post-Master's Certificate in Family Nurse Practitioner
Post-Master's Certificate in Higher Education and Adult Learning
Post-Master's Certificate in Higher Education Leadership and Management
Post-Master's Certificate in Higher Education Leadership, Management, and Policy
Post-Master's Certificate in Nursing – Education
Post-Master's Certificate in Nursing – Informatics
Post-Master's Certificate in Nursing – Nurse Executive
Post-Master's Certificate in Online Teaching in Higher Education
Post-Master's Certificate in Online Teaching in Psychology
Post-Master's Certificate in Organizational Research, Assessment, and Evaluation
Post-Master's Certificate in Pediatric Nurse Practitioner
Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner
Post-Master's Certificate in Reading, Literacy and Assessment
Education Specialist in Curriculum, Instruction, and Assessment
Education Specialist in Early Childhood Education
Education Specialist in Educational Administration and Leadership
Education Specialist in Educational Leadership and Administration
Education Specialist in Educational Technology
Education Specialist in Learning, Instruction, and Innovation
Education Specialist in Reading, Literacy, and Assessment
Education Specialist in Special Education
Doctor of Business Administration
Doctor of Education
Doctor of Human Services
Doctor of Information Technology
Doctor of Philosophy in Developmental Psychology
Doctor of Philosophy in Education
Doctor of Philosophy in Forensic Psychology
Doctor of Philosophy in Healthcare Administration
Doctor of Philosophy in Health Education and Promotion
Doctor of Philosophy in Health Services
Doctor of Philosophy in Industrial and Organization Psychology

Doctor of Philosophy in Management
Doctor of Philosophy in Psychology
Doctor of Philosophy in Public Health
Doctor of Philosophy in Public Policy and Administration
Doctor of Philosophy in Nursing
Doctor of Philosophy in Social Work
Doctor of Psychology in Behavioral Health Leadership
Doctor of Public Administration
Doctor of Public Health
Doctor of Public Safety and Leadership

Westcliff University, Irvine, California
Initial Certification – Distance Technology
Master of Business Administration
Master of Science in Artificial Intelligence
Master of Science in Computer Science
Master of Science in Engineering Management
Master of Science in Information Technology
Doctor of Business Administration
Doctor of Computer Science

Agenda Item No. 28
Higher Education Coordinating Board
October 23, 2026

RULES GOVERNING THE PROFESSIONAL SKILLS TRAINING FUNDING MODEL

In compliance with the Arkansas ACCESS Act of 2025 (Act 341 Section 55), the Arkansas Division of Higher Education Rules Governing the Professional Skills Training Funding Model are presented to the Arkansas Higher Education Coordinating Board (AHECB) for initial approval.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Professional Skills Training Funding Model to be administered by the Arkansas Division of Higher Education.

FURTHER RESOLVED, That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Professional Skills Training Funding Model.

FURTHER RESOLVED, That the Professional Skills Training Funding Model rules be approved for public comment release.

Proposed Rulemaking

Title

Promulgated by:
Department of Education
Division of Higher Education

Title 6. Education

Chapter IV. Division of Higher Education, Department of Education

Subchapter A. Generally

Part 377. Professional Skills Training Funding Model

Subpart 1. Generally

6 CAR § 377-101. Definitions.

As used in this part:

(1) "Apprenticeship" means a learning approach that enables an individual to become a qualified professional in a skilled occupation through training that consists of on-the-job training with job related, off-the-job, instruction;

(2) "Approved institution" means an institution of higher education, that is a state-supported two-year or four-year institution of higher education, approved by the Division of Higher Education to offer and receive funding for professional skills training;

(3) "Arkansas Higher Education Information System (AHEIS)" means the database maintained by the Division of Higher Education in accordance with Arkansas Code § 6-90-901 et seq. containing student data files that the division and institutions of higher education in Arkansas are required to collect under §§ 6-85-214, 6-85-216, and 6-85-217, other state law, and federal law;

(4) "Certificate of completion" means a credential that acknowledges completion of an assignment, training, or activity;

DRAFT

(5) “Certification” means the time-limited, revocable, renewable credential awarded by an authoritative body for demonstrating the knowledge, skills, and abilities to perform specific tasks or an occupation;

(6) “CIP Code” means the Classification of Instructional Programs (CIP) code which is a six-digit number developed by the U.S. Department of Education's National Center for Education Statistics that serves as the national taxonomic standard for accurately tracking, classifying, and reporting academic programs and field-of-study data;

(7)(A) “High-wage or high-demand” means a training program that prepares individuals for occupations identified as high-wage, high-demand, or both, at the state or regional level based on the Department of Commerce’s most recently published occupation ratings.

(B) The rating methodology uses labor market measures of demand, growth, retention, and earnings to assign occupations a rating from one (1) to five (5) stars.

(C) To qualify, the program’s CIP code shall align with one (1) or more Standard Occupational Classification (SOC) codes that meet one of the following criteria:

(i) The occupation is assigned a rating of three (3) or more stars; or

(ii) The occupation is assigned a rating of two (2) stars and has a demand score greater than sixty (60);

(8) “Journeyman Certificate” means a credential awarded at the Journeyman level for successful completion of an apprenticeship program in industry trades and professions;

(9) “Master Trade Certificate” means a credential awarded at the Master level for demonstration of the highest level of skills and performance in industry trades and professions;

(10)(A) “Micro-credential” means a credential that addresses a subset of field-specific knowledge, skills, or competencies;

(B) Courses leading to completion are generally offered in shorter or more flexible time spans and tend to be more narrowly focused.

(11) “Non-credit postsecondary coursework” means coursework that may include without limitation the following:

(A) Apprenticeships;

(B) Customized training;

(C) Lecture-based instruction;

(D) Workshops; or

(E) Workforce-related learning experiences;

(12) “Pre-apprenticeship certificate” means a credential awarded to indicate readiness for an apprentice-level program;

(13) “Professional certificate” means a credential awarded for demonstrating competencies in a profession or particular occupational field, including job readiness and skills validation;

(14) “Professional skills training” means non-credit postsecondary coursework that develops or enhances occupational, technical, and durable skills of individuals who are employed, unemployed, or underemployed to:

(A) Meet the needs of employers; and

(B) Increase individual opportunity in the labor market; and

(15) “Stackable pathway” means flexible educational and career coursework to earn smaller, job-ready certificates or technical credentials that "stack" together toward higher-level degrees or advanced employment.

6 CAR § 377-102. Eligibility.

(a) Institutions of higher education that are seeking eligibility for funding under the Professional Skills Training Funding Model pursuant to this part, shall begin collecting data as described in § 377-103 of this part.

(b) Beginning with the 2027 – 2028 academic year, approved institutions may be eligible to receive funding for professional skills training coursework offered to students if the coursework:

(1) Is considered professional skills training as defined in § 377-101(14) of this part;

(2) Meets a minimum duration of four (4) clock hours; and

(3) Is successfully completed by one (1) or more students.

6 CAR § 377-103. Reporting requirements.

(a) Approved institutions participating in the Professional Skills Training Funding Model shall submit student- and course-level data in the format and manner prescribed by the Division of Higher Education and published annually in the AHEIS Professional Skills Training (PST) Data Manual.

(b) Approved institutions shall report all data necessary for the administration and calculation of funding under the Professional Skills Training Funding Model, including without limitation:

(1) Student identifiers;

(2) Student demographics;

(3) Student course completion status;

(4) Course clock hours;

(5) CIP Code;

(6) Course completion type;

(7) Course instructional delivery modality;

(8) Course credit articulation status;

(9) Course stackability status; and

(10) Any other data as determined by the division.

(c) Reporting shall comply with the AHEIS deadlines specified by the division in the AHEIS calendar found on the division's website.

(d) Failure to comply with the reporting requirements defined in this section may result in an institution becoming ineligible to receive funding for Professional Skills Training.

6 CAR § 377-104. Funding methodology.

(a)(1) The Division of Higher Education shall distribute funds as available to approved institutions after January 1 of each fiscal year following the submission, validation, and certification of annual professional skills training activity data.

(2) Failure of institutions to comply with reporting deadlines under subdivision (a)(1) of this section may result in an institution becoming ineligible to receive funding for Professional Skills Training.

(b) Funding shall be distributed on a pro-rata basis according to each approved institution's share of weighted professional skills training student completions reported to the division during the applicable reporting period.

(c) Funding shall be distributed in arrears based upon prior-year performance.

(d) Each successful course completion shall generate base points equal to the total clock hours completed.

(e) Additional weighted points may be earned through the following criteria:

(1) For baseline points assigned, course completion meeting the minimum four (4) clock hours will be calculated by the sum of the applicable student clock hours completed to receive a completion value of one (1); and

(2) Multipliers based on assigned baseline points may be calculated as follows:

(A) Select one of the following two (2):

(i) If the course completion is in a regional or state high-wage or high-demand occupation, the sum of applicable student clock hours completed will receive a multiplier of two (2); or

(ii) If the course completion is not a regional or state high-wage or high-demand occupation, the sum of applicable student clock hours completed will receive a multiplier of one (1);

(B) Select the highest value multiplier of the following three (3):

(i) If a certification or professional certification, the sum of applicable student clock hours completed will receive a multiplier of one and twenty-five hundredths (1.25);

(ii) If an apprenticeship, journeyman, or master trade certification, the sum of applicable student clock hours completed will receive a multiplier of one and ten hundredths (1.10); or

(iii) If a certificate of completion, micro-credential, or pre-apprenticeship certificate, the sum of applicable student clock hours completed will receive a multiplier of one (1);

(C) Select one (1) of the following four (4):

(i) If a standard in-person course, the sum of applicable student clock hours completed will receive a multiplier of one (1);

(ii) If a hybrid course offered online and in-person, the sum of applicable student clock hours completed will receive a multiplier of seventy-five hundredths (0.75);

(iii) If a fully online course and developed by the approved institution, the sum of applicable student clock hours completed will receive a multiplier of fifty hundredths (0.50); or

(iv) If a fully online course and developed by a third-party provider, the sum of applicable student clock hours completed will receive a multiplier of twenty-five hundredths (0.25); and

(D) Select one (1) of the following two (2):

(i) If the course completion articulates to credit at either the approved institution, a different approved institution, or both, or is stackable or part of a stackable pathway of courses, the sum of applicable student clock hours completed will receive a multiplier of one and twenty-five hundredths (1.25); or

(ii) If the course completion does not articulate to credit, or is not stackable, or is not part of a stackable pathway of courses, the sum of applicable student clock hours completed will receive a multiplier of one (1).

6 CAR § 377-105. Division responsibilities.

(a) The Division of Higher Education shall:

(1)(A) Review data submitted by approved institutions no later than December 31 of the reporting year;

(B) The submitted data shall be reviewed for consistency and accuracy by the division.

(C) The division may request additional documentation from approved institutions if it finds inconsistencies or errors within the reported data;

(2) Validate submitted data by verifying that the information reported for each course and completion aligns with the subject matter of the associated CIP code;

(3) Certify the approved institution's submitted data for use in the funding formula following the completion of the final review by the division; and

(4) Review the effectiveness of the professional skills training funding model every five (5) years, or more frequently, to ensure the funding model continues to respond to the needs and priorities of this state.

Appendix A:

Department of Commerce Occupation Ratings: https://www.discover.arkansas.gov/Dashboards/Occupation-Rating

AHEIS Calendar: https://adhe.edu/institutions/arkansas-higher-education-information-system-aheis-reporting-calendar

Funding methodology – Additional weighted points that may be earned:

Baseline Points Assigned		
Criteria	**Calculation**	**Completion Value**
Course completion >= 4 clock hours	Sum of Applicable Student Clock Hours Completed	1.00
Multipliers based on Assigned Baseline Points		
Criteria	**Calculation**	**Multiplier**
Select one of the following two:		
Regional or State High-Wage or High-Demand	Sum of Applicable Student Clock Hours Completed	2.00
NOT Regional or State High-Wage or High-Demand	Sum of Applicable Student Clock Hours Completed	1.00
Select one of the following three:		
Certification/Professional Certificate	Sum of Applicable Student Clock Hours Completed	1.25
Apprenticeship/ Journeyman/Master Trade Certificate	Sum of Applicable Student Clock Hours Completed	1.10
Certificate of Completion/Micro-credential/ Pre-Apprenticeship Certificate	Sum of Applicable Student Clock Hours Completed	1.00
Select one of the following four:		
Standard In-Person	Sum of Applicable Student Clock Hours Completed	1.00
Hybrid (Online + In-Person)	Sum of Applicable Student Clock Hours Completed	0.75
Fully Online (Institution-Developed)	Sum of Applicable Student Clock Hours Completed	0.50
Fully Online (Third Party Provider)	Sum of Applicable Student Clock Hours Completed	0.25
Select one of the following two:		
Articulates to Credit or Stackable	Sum of Applicable Student Clock Hours Completed	1.25
Does NOT Articulates to Credit and Is NOT Stackable	Sum of Applicable Student Clock Hours Completed	1.00
Distribution: Prorated based on % of total institutional points to statewide total points		

State of Arkansas *As Engrossed: H3/6/25 H3/12/25*
95th General Assembly **A Bill**
Regular Session, 2025 HOUSE BILL 1512

By: Representatives M. Shepherd, *Evans, Beaty Jr., Brooks, Eubanks, Wardlaw, Barker, K. Brown, M. Brown, John Carr, Cavenaugh, Crawford, Gramlich, Hawk, McAlindon, McClure, S. Meeks, Nazarenko, Rose, Torres, Wing, Achor, Beck, Eaves, Unger, Andrews*
By: Senator J. Dismang

For An Act To Be Entitled

AN ACT TO CREATE THE ARKANSAS ACCESS ACT; TO AMEND VARIOUS PROVISIONS OF THE ARKANSAS CODE AS THEY RELATE TO EDUCATION IN THE STATE OF ARKANSAS; AND FOR OTHER PURPOSES.

Subtitle

TO CREATE THE ARKANSAS ACCESS ACT; AND TO AMEND VARIOUS PROVISIONS OF THE ARKANSAS CODE AS THEY RELATE TO EDUCATION IN THE STATE OF ARKANSAS.

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

SECTION 1. DO NOT CODIFY. Title.

This act shall be known and may be cited as the "Arkansas ACCESS Act".

SECTION 2. Arkansas Code § 6-1-404(a), concerning the membership of the School Leadership Coordinating Council, is amended to read as follows:

(a) The School Leadership Coordinating Council consists of ~~seventeen (17)~~ the following members ~~as follows~~:

(1) ~~The Chair of the Arkansas Association of Colleges for Teacher Education Council of Deans;~~

~~(2)~~ The Commissioner of Elementary and Secondary Education;

~~(3) The Director of the Arkansas Leadership Academy;~~

~~(4)~~(2) The Commissioner of the Division of Higher Education;

offered by two-year ~~public~~ state-supported institutions of higher education, including those designated as college-credit courses applicable toward a certificate or degree;

SECTION 55. Arkansas Code § 6-61-234 is amended to read as follows:

6-61-234. Productivity-based funding model.

(a)(1)~~(A)~~ The ~~Arkansas Higher Education Coordinating Board shall adopt policies developed by the~~ Division of Higher Education may promulgate rules ~~necessary~~ to implement a productivity-based funding model for state-supported institutions of higher education, including without limitation two-year and four-year state-supported institutions of higher education.

~~(B) The board shall adopt separate policies for two-year institutions of higher education and four-year institutions of higher education.~~

(2) The ~~policies~~ rules adopted to implement a productivity-based funding model for state-supported institutions of higher education shall contain measures for effectiveness, affordability, and efficiency that acknowledge the following priorities:

(A) Differences in institutional missions;

(B) Completion of students' educational goals;

(C) Progression toward students' completion of programs of study;

(D) Affordability through:

(i) On-time completion of programs of study;

(ii) Limiting the number of excess credits earned by students; and

(iii) Efficient allocation of resources;

(E)(i) Beginning in the 2026-2027 academic year, incorporation of a return on investment metric into the productivity-based funding model.

(ii) The return on investment metric under subdivision (a)(2)(E)(i) of this section shall be defined by rule of the Division of Higher Education.

(iii) The Division of Higher Education shall ensure that the return on investment metric required under subdivision (a)(2)(E)(i) of this section is aligned with state economic and workforce needs;

~~(E)~~(F) Institutional collaboration that encourages the successful transfer of students;

~~(F)~~(G) Success in serving underrepresented students; and

~~(G)~~(H) Production of students graduating with credentials ~~in science, technology, engineering, mathematics, and high-demand fields~~ that align with statewide and regional workforce needs.

(3)(A) The Division of Higher Education may promulgate rules to implement a funding formula to support noncredit programs at a state-supported institution of higher education.

(B) Funding for a noncredit program *may* come from the following:

(i) General revenues authorized by law; and

(ii) Any other funds as provided by law.

(C) The Division of Higher Education shall consult with the Governor's Workforce Cabinet during development of the funding formula for the noncredit programs under subdivision (a)(3)(A) of this section.

~~(3)~~(4) The productivity-based funding model shall not determine the funding needs of special units such as a medical school, a division of agriculture, or system offices.

(b) The productivity-based funding model shall be:

(1) Used to align institutional funding with statewide priorities for higher education by:

(A) Encouraging programs and services focused on student success; and

(B) Providing incentives for progress toward statewide goals; and

(2) Built around a set of shared principles that:

(A) Are embraced by state-supported institutions of higher education;

(B) Employ appropriate productivity metrics; and

(C) Are aligned with goals and objectives for postsecondary education attainment in this state.

(c)(1) The ~~board~~ Division of Higher Education shall use the productivity-based funding model as the mechanism for recommending funding for state-supported institutions of higher education.

(2) The ~~board~~ Division of Higher Education shall recommend

funding for:

(A) State-supported institutions of higher education as a whole; and

(B) The allocation of funding to each state-supported institution of higher education.

(3) The ~~board~~ Division of Higher Education ~~shall~~ may make separate recommendations for:

(A) ~~two-year~~ Two-year state-supported institutions of higher education; and

(B) ~~four-year~~ Four-year state-supported institutions of higher education.

(d) Funds unallocated to state-supported institutions of higher education due to productivity declines shall be reserved by the ~~division~~ Division of Higher Education to address statewide needs in higher education.

(e) The ~~division~~ Division of Higher Education shall review the policies every five (5) years to ensure the productivity-based funding model continues to respond to the needs and priorities of the state.

(f) 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 two percent (2%) less than the amount provided for the immediate previous fiscal year, the division shall not further implement the productivity-based funding model until the following fiscal year.

SECTION 56. Arkansas Code § 6-61-1010, concerning authority of the Arkansas Higher Education Coordinating Board under the Technical College and Community College Capital Improvement Act of 1993, is amended to add an additional subsection to read as follows:

(f) The Arkansas Higher Education Coordinating Board may promulgate rules to implement this subchapter.

SECTION 57. Arkansas Code § 6-61-1402 is amended to read as follows:

6-61-1402. Courses included in common course numbering system.

(a)~~(1)~~ The Arkansas Higher Education Coordinating Board, in collaboration with all state-supported institutions of higher education, shall develop and approve a statewide common course numbering system ~~for lower-division general education courses found within the Arkansas Course~~

Agenda Item No. 29
Higher Education Coordinating Board
October 23, 2026

RULES GOVERNING THE DISTRIBUTION OF PRODUCTIVITY-BASED FUNDING FOR STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION

In compliance with the Arkansas ACCESS Act of 2025 (Act 341 Section 55), the Arkansas Division of Higher Education Rules Governing the Distribution of Productivity-Based Funding for State-Supported Institutions of Higher Education are presented to the Arkansas Higher Education Coordinating Board (AHECB) for initial approval.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Distribution of Productivity-Based Funding for State-Supported Institutions of Higher Education to be administered by the Arkansas Division of Higher Education.

FURTHER RESOLVED, That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Distribution of Productivity-Based Funding for State-Supported Institutions of Higher Education.

FURTHER RESOLVED, That the Distribution of Productivity-Based Funding for State-Supported Institutions of Higher Education rules be approved for public comment release.

Proposed Rulemaking

Title

Promulgated by:
Division of Higher Education

Title 6. Education

Chapter IV. Division of Higher Education, Department of Education

Subchapter A. Generally

Part 360. Rule Governing Distribution of Productivity-Based Funding for State-Supported Institutions of Higher Education

Subpart 1. Generally

6 CAR § 360-101. Purpose.

(a) The ~~Arkansas Higher Education Coordinating Board~~Division of Higher Education shall use the productivity-based funding model as the mechanism for recommending to the General Assembly funding for ~~applicable institutions~~state-supported institutions of higher education.

(b) The ~~board~~division shall recommend funding for:

(1) ~~For the institutions as a collective~~State-supported institutions of higher education as a whole; and

(2) ~~To each individual institution~~The allocation of funding to each state-supported institution of higher education.

(c) The ~~board~~division ~~shall~~may make separate recommendations for ~~the two-year institutions and four-year institutions.~~:

(1) Two-year state-supported institutions of higher education; and

(2) Four-year state-supported institutions of higher education.

6 CAR § 360-102. Definitions.

As used in this part:

(1) "College graduate" means a student who has successfully completed a prescribed program of study.

~~(1)~~(2) "Institution" means a state-supported:

(A) Two-year state-supported institution of higher education; or

(B) Four-year state-supported institution of higher education;

~~(2)~~(3) "Productivity-based funding" means a mechanism to align institutional funding with statewide priorities for postsecondary education by incentivizing progress toward statewide goals; and

(4) "Return on investment metric" means the amount of time it takes for a college graduate to recover the cost of their post-secondary education and begin earning more than a high school graduate.

~~(3)~~(5) "RSA" means the Revenue Stabilization Act.

6 CAR § 360-103. Funding distribution framework.

(a)(1) A productivity index for each institution ~~will~~ shall be calculated based on the:

(A) Value-Based Productivity Funding Model — ~~Universities~~State-Supported Institutions of Higher Education, 6 CAR pt. ~~361~~376~~; and~~

~~(B) Productivity Funding Model — Two-Year Colleges, 6 CAR pt. 362~~.

(2) Each institution's current productivity index ~~will~~ shall be compared to its previous year's index to determine productivity changes.

(3) One (1) productivity index ~~will~~shall be:

(A) Calculated to represent productivity changes for institutions as a ~~collective~~whole; and

(B) Used to determine how much new state funding is recommended.

(4) The ~~Arkansas Higher Education Coordinating Board~~ Division of Higher Education ~~will~~shall limit the funding recommendation generated by the productivity-based funding model to no more than a two-percent (2%) growth over the prior year's RSA general revenue funding amount for institutions.

(b)(1) When new state funding is recommended, the proportion of new ~~moneys~~monies to be distributed among institutions ~~will~~shall be divided into two (2) separate funding pools for four-year and two-year institutions based upon the percentage of existing RSA general revenue.

(2) If any RSA general revenue funds remain unallocated to institutions due to productivity declines, the ~~Division of Higher Education~~ division shall utilize the funds to address statewide needs in higher education.

(3) New RSA general revenue allocated to institutions ~~will~~shall be distributed among the institutions with productivity index increases.

(4) The percentage of new RSA general revenue funding recommended for institutions with productivity index increases ~~will~~shall be calculated as a percentage of the contribution to the overall institutions' productivity index increases.

(c)(1) Within each four-year and two-year institution group, RSA general revenue funding ~~will~~shall be recommended for reallocation from institutions with productivity index declines to institutions with productivity index increases.

(2) Reallocation of RSA general revenue funding to institutions with productivity increases ~~will~~shall be calculated as a percentage of the contribution to the overall four-year or two-year institution productivity index increases.

(3) Reallocation for institutions with productivity index declines ~~will~~shall be based on their percentage of productivity index decline.

(4) Recommended reallocation ~~will~~ shall be introduced ~~on a graduated scale starting with one percent (1%) of an institution's RSA general revenue funding being reallocated in 2019-2020, up to one and one-half percent (1.5%) in 2020-2021, and~~ up to two percent (2%) ~~in 2021-2022 and thereafter~~.

(d)(1) The total RSA general revenue recommendation for each institution ~~will~~shall include any new state funding recommendation and reallocated funding recommendation.

(2) If an institution's funding recommendation is greater than a ~~one percent (1%) increase in 2018-2019, one and one-half percent (1.5%) increase in 2019-2020, or~~ two percent (2%) increase ~~thereafter~~ over its existing RSA general revenue funding,

the ~~board~~division ~~will~~shall recommend that:

(A) The amount of funding recommendation up to two percent (2%) based on the graduated scale be added to an institution's existing RSA general revenue; and

(B) Any funding recommendation in excess would be one-time incentive funding for that institution.

(3) The ~~board~~division ~~will~~shall recommend redistribution of one-time incentive funding in the following year based on productivity index changes.

(e) In the event that an institution of higher education's RSA general revenue funding declines by more than five percent (5%) within any consecutive five-year period due to productivity declines, the division shall not further recommend reductions in funding for that institution.

(f) 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 two percent (2%) less than the amount provided for the immediate fiscal year, the division shall not further implement the productivity-based funding model until the following fiscal year.

(g) This part ~~will~~shall be reviewed by the division every ~~three (3)~~five (5) years to ensure that productivity funding distribution continues to respond to the needs and priorities of the state.

(h) However, if the division determines that the funding distribution framework created unintended consequences, this part ~~will~~shall be reviewed immediately.

State of Arkansas *As Engrossed: H3/6/25 H3/12/25*
95th General Assembly **A Bill**
Regular Session, 2025 HOUSE BILL 1512

By: Representatives M. Shepherd, *Evans, Beaty Jr., Brooks, Eubanks, Wardlaw, Barker, K. Brown, M. Brown, John Carr, Cavenaugh, Crawford, Gramlich, Hawk, McAlindon, McClure, S. Meeks, Nazarenko, Rose, Torres, Wing, Achor, Beck, Eaves, Unger, Andrews*
By: Senator J. Dismang

For An Act To Be Entitled

AN ACT TO CREATE THE ARKANSAS ACCESS ACT; TO AMEND VARIOUS PROVISIONS OF THE ARKANSAS CODE AS THEY RELATE TO EDUCATION IN THE STATE OF ARKANSAS; AND FOR OTHER PURPOSES.

Subtitle

TO CREATE THE ARKANSAS ACCESS ACT; AND TO AMEND VARIOUS PROVISIONS OF THE ARKANSAS CODE AS THEY RELATE TO EDUCATION IN THE STATE OF ARKANSAS.

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

SECTION 1. DO NOT CODIFY. Title.

This act shall be known and may be cited as the "Arkansas ACCESS Act".

SECTION 2. Arkansas Code § 6-1-404(a), concerning the membership of the School Leadership Coordinating Council, is amended to read as follows:

(a) The School Leadership Coordinating Council consists of ~~seventeen (17)~~ the following members ~~as follows~~:

(1) ~~The Chair of the Arkansas Association of Colleges for Teacher Education Council of Deans;~~

~~(2)~~ The Commissioner of Elementary and Secondary Education;

~~(3) The Director of the Arkansas Leadership Academy;~~

~~(4)~~(2) The Commissioner of the Division of Higher Education;

offered by two-year ~~public~~ state-supported institutions of higher education, including those designated as college-credit courses applicable toward a certificate or degree;

SECTION 55. Arkansas Code § 6-61-234 is amended to read as follows:

6-61-234. Productivity-based funding model.

(a)(1)~~(A)~~ The ~~Arkansas Higher Education Coordinating Board shall adopt policies developed by the~~ Division of Higher Education may promulgate rules ~~necessary~~ to implement a productivity-based funding model for state-supported institutions of higher education, including without limitation two-year and four-year state-supported institutions of higher education.

~~(B) The board shall adopt separate policies for two-year institutions of higher education and four-year institutions of higher education.~~

(2) The ~~policies~~ rules adopted to implement a productivity-based funding model for state-supported institutions of higher education shall contain measures for effectiveness, affordability, and efficiency that acknowledge the following priorities:

(A) Differences in institutional missions;

(B) Completion of students' educational goals;

(C) Progression toward students' completion of programs of study;

(D) Affordability through:

(i) On-time completion of programs of study;

(ii) Limiting the number of excess credits earned by students; and

(iii) Efficient allocation of resources;

(E)(i) Beginning in the 2026-2027 academic year, incorporation of a return on investment metric into the productivity-based funding model.

(ii) The return on investment metric under subdivision (a)(2)(E)(i) of this section shall be defined by rule of the Division of Higher Education.

(iii) The Division of Higher Education shall ensure that the return on investment metric required under subdivision (a)(2)(E)(i) of this section is aligned with state economic and workforce needs;

~~(E)~~(F) Institutional collaboration that encourages the successful transfer of students;

~~(F)~~(G) Success in serving underrepresented students; and

~~(G)~~(H) Production of students graduating with credentials ~~in science, technology, engineering, mathematics, and high-demand fields~~ that align with statewide and regional workforce needs.

(3)(A) The Division of Higher Education may promulgate rules to implement a funding formula to support noncredit programs at a state-supported institution of higher education.

(B) Funding for a noncredit program *may* come from the following:

(i) General revenues authorized by law; and

(ii) Any other funds as provided by law.

(C) The Division of Higher Education shall consult with the Governor's Workforce Cabinet during development of the funding formula for the noncredit programs under subdivision (a)(3)(A) of this section.

~~(3)~~(4) The productivity-based funding model shall not determine the funding needs of special units such as a medical school, a division of agriculture, or system offices.

(b) The productivity-based funding model shall be:

(1) Used to align institutional funding with statewide priorities for higher education by:

(A) Encouraging programs and services focused on student success; and

(B) Providing incentives for progress toward statewide goals; and

(2) Built around a set of shared principles that:

(A) Are embraced by state-supported institutions of higher education;

(B) Employ appropriate productivity metrics; and

(C) Are aligned with goals and objectives for postsecondary education attainment in this state.

(c)(1) The ~~board~~ Division of Higher Education shall use the productivity-based funding model as the mechanism for recommending funding for state-supported institutions of higher education.

(2) The ~~board~~ Division of Higher Education shall recommend

funding for:

(A) State-supported institutions of higher education as a whole; and

(B) The allocation of funding to each state-supported institution of higher education.

(3) The ~~board~~ Division of Higher Education ~~shall~~ may make separate recommendations for:

(A) ~~two-year~~ Two-year state-supported institutions of higher education; and

(B) ~~four-year~~ Four-year state-supported institutions of higher education.

(d) Funds unallocated to state-supported institutions of higher education due to productivity declines shall be reserved by the ~~division~~ Division of Higher Education to address statewide needs in higher education.

(e) The ~~division~~ Division of Higher Education shall review the policies every five (5) years to ensure the productivity-based funding model continues to respond to the needs and priorities of the state.

(f) 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 two percent (2%) less than the amount provided for the immediate previous fiscal year, the division shall not further implement the productivity-based funding model until the following fiscal year.

SECTION 56. Arkansas Code § 6-61-1010, concerning authority of the Arkansas Higher Education Coordinating Board under the Technical College and Community College Capital Improvement Act of 1993, is amended to add an additional subsection to read as follows:

(f) The Arkansas Higher Education Coordinating Board may promulgate rules to implement this subchapter.

SECTION 57. Arkansas Code § 6-61-1402 is amended to read as follows:

6-61-1402. Courses included in common course numbering system.

(a)~~(1)~~ The Arkansas Higher Education Coordinating Board, in collaboration with all state-supported institutions of higher education, shall develop and approve a statewide common course numbering system ~~for lower-division general education courses found within the Arkansas Course~~

Agenda Item No. 30
Higher Education Coordinating Board
October 23, 2026

RULES GOVERNING VALUE-BASED PRODUCTIVITY FUNDING MODEL -- STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION

In compliance with the Arkansas ACCESS Act of 2025 (Act 341 Section 55), the Arkansas Division of Higher Education Rules Governing Value-Based Productivity Funding Model — State-Supported Institutions of Higher Education are presented to the Arkansas Higher Education Coordinating Board (AHECB) for initial approval.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Value-Based Productivity Funding Model — State-Supported Institutions of Higher Education to be administered by the Arkansas Division of Higher Education.

FURTHER RESOLVED, That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Value-Based Productivity Funding Model — State-Supported Institutions of Higher Education.

FURTHER RESOLVED, That the Value-Based Productivity Funding Model — State-Supported Institutions of Higher Education rules be approved for public comment release.

Proposed Rulemaking

Title

Promulgated by:
Department of Education
Division of Higher Education

Title 6. Education

Chapter IV. Division of Higher Education, Department of Education

Subchapter A. Generally

Part 376. Value-Based Productivity Funding Model — State-Supported Institutions of Higher Education

Subpart 1. Generally

6 CAR § 376-101. Definitions.

As used in this part:

(1) “Adjustment measure” means a measure that is a part of the value-based productivity funding model related to research and diseconomies of scale;

(2) “Base years” means the second, third, and fourth most recent years of data used to implement the productivity-based funding model;

(3) “Change in productivity index” means the difference between the total outcomes index of the three (3) current years and the total outcomes index of the three (3) comparative years;

(4) “CIP Code” means the first two digits of a six-digit number developed by the U.S. Department of Education's National Center for Education Statistics that serves as the national taxonomic standard for accurately tracking, classifying, and reporting academic programs and field-of-study data.

(5) “Credential” means one of the following:

(A) Certificate of proficiency;

(B) Technical certificate;

(C) Advanced certificate;

(D) Associate degree;

(E) Bachelor's degree;

(F) Postbaccalaureate certificate;

(G) Master's degree;

(H) Postmaster's certificate;

(I) Specialist;

(J) Doctoral degree;

(K) Post-First Professional Certificate; and

(L) Post-First Professional Degree;

(6) "Current years" means the most recent three (3) years of data used to implement the productivity-based funding model;

(7) "Diseconomies of scale" means a percentage increase to scores of two-year institutions serving a small population of students;

(8) "Index score" means the resulting change in productivity index expressed as a percentage;

(9) "Institution" means a state-supported:

(A) Two-year institution of higher education; or

(B) Four-year institution of higher education;

(10) "Gateway Course Success" means a math, English, or reading course that receives additional weight;

(11)(A) "Productivity funding metrics" means the sets of measures used to align institutional funding with statewide priorities for higher education by incentivizing progress toward statewide goals based on effectiveness, affordability, and efficiency.

(B) The productivity funding metrics also include:

(i) Credentials, including return on investment;

(ii) Progression, including Gateway Course Success; and

(iii) Transfer Success;

(12) “Productivity index” means the numerical value given to a three (3) year period to describe the success of an institution of higher education over that three (3) year period;

(13) “Progression” means the progress toward a credential for programs that require more than one (1) semester to complete;

(14) “Research” means an adjustment to the score of four-year institutions to acknowledge their unique mission that is essential to the discovery of new knowledge, innovation, entrepreneurism, and societal, health, and economic development advancements;

(15) “Return on investment” means the amount of time it takes for a college graduate to recover the cost of their post-secondary education and begin earning more than a high school graduate;

(16) “Scaled” means the mathematical process that adjusts the numerical value of a measure to be proportional to the other measures for the purpose of formula weighting; and

(17) “Transfer success” means the efficient and effective transfer of students to encourage collaboration among institutions.

6 CAR § 376-102. Value-based productivity funding model – Funding formula.

(a) The measure used to implement the value-based productivity funding model for state-supported institutions of higher education is the change in productivity index and resulting index score calculated as follows:

(1) The change in the productivity index is determined by subtracting the base years productivity index from the current years productivity index; and

(2) The index score is determined by dividing the change in productivity index by the base years productivity index, then multiplied by one hundred (100) to express the resulting percentage of change.

(b) The base years productivity index is calculated as follows:

(1) The unscaled data is calculated for the following productivity funding metrics categories based on data submitted annually by institutions of higher education:

(A) Credentials, including return on investment;

(B) Progression, including Gateway Course Success; and

(C) Transfer success.

(2) The unscaled data for the three productivity funding metrics listed in subdivision (b)(1) of this section for each two-year institution or each four-year institution is totaled to provide the relevant categorical totals for the productivity funding metrics;

(3) The values of the productivity funding metrics are then scaled by indexing as follows:

(A) The credentials metric receives an index value of 1.00;

(B) The scaling index value for the progression category of the productivity funding metrics is calculated by dividing the categorical totals for the credentials metric by the categorical totals for the progression metric;

(C) The scaling index value for the transfer success category of the productivity funding metrics is calculated by dividing the categorical totals for the credentials metric by the categorical totals for the transfer success metric; and

(D) Each metric for each institution is then multiplied by the respective scaling index values to determine the scaled metrics;

(4) Scaled metrics are then weighted as follows:

(A) The scaled value of the credentials metric is weighted fifty percent (50%) by multiplying the scaled value for the credentials metric by 0.50;

(B) The scaled value for the progression metric is weighted thirty percent (30%) by multiplying the scaled value for the progression metric by 0.30; and

(C) The scaled value for the transfer success metric is weighted twenty percent (20%) by multiplying the scaled value for the transfer success metric by 0.20; and

(5) The weighted sum of the scaled values for the productivity funding metrics categories equals the productivity index for the base years.

(c) The productivity index for the current years is calculated as follows:

(1) The unscaled data is calculated for the following productivity funding metrics categories based on data submitted annually by institutions of higher education:

(A) Credentials, including return on investment;

(B) Progression, including Gateway Course Success; and

(C) Transfer success;

(2) The values of the productivity funding metrics categories for each intuition are scaled by multiplying the values by the respective scaling index calculated for the base years;

(3) Scaled metrics are then weighted as follows:

(A) The scaled value of the credentials metric is weighted fifty percent (50%) by multiplying the scaled value for the credentials metric by 0.50;

(B) The scaled value for the progression metric is weighted thirty percent (30%) by multiplying the scaled value for the progression metric by 0.30; and

(C) The scaled value for the transfer success metric is weighted twenty percent (20%) by multiplying the scaled value for the transfer success metric by 0.20; and

(4)(A) The weighted sum of the scaled values for each productivity funding metrics for an institution equals the productivity index for the current years, unless adjustment is required pursuant to § 376-109 of this part.

(B) If subject to adjustment under § 376-109 of this part, the current years productivity index of an institution shall be adjusted pursuant to that section.

6 CAR § 376-103. Measures.

Measures shall be reviewed every five (5) years, or less, to ensure that productivity funding distribution continues to respond to the needs and priorities of this state.

6 CAR § 376-104. Productivity measures – Summary of measures.

(a) The value-based productivity funding model measures the effectiveness, affordability, and efficiency of an institution through the following productivity funding metrics categories:

(1) Credentials, including return on investment;

(2) Progression, including Gateway Course Success; and

(3) Transfer success.

(b) The metrics are subject to the following adjustments:

(1) For four-year institutions, adjustments shall be made to reflect the value of research at institutions; and

(2) For two-year institutions, adjustments shall be made based on diseconomies of scale.

6 CAR § 376-105. Productivity funding metrics – Credentials.

(a) The credentials metric is calculated as follows:

(1) For each credential issued by the institution, multiply one (1) by the applicable weighting specification associated with the degree level under subsection (b) of this section;

(2) Next, multiply the product of subdivision (a)(1) of this section with the applicable weighting specification associated with years to return on investment under subsection (c) as defined by the CIP code of the degree specified in Appendix A;

(3) Next, add the product of subdivision (a)(1) of this section and subdivision (a)(2) of this section;

(4) Next, multiply the sum of subdivision (a)(3) of this section with total number of applicable weighting specifications associated with each student earning the credential based on the student's characteristics described under subsection (d);

(5) Next, add the sum of subdivision (a)(3) of this section and the product of subdivision (a)(4) of this section;

(6) Next, add the sum of subdivision (a)(5) of this section for each credential issued by the institution together to equal the sum of the credential metric for the institution in an academic year; and

(7) The credentials metric for a three-year period shall be the average of the credential metric for the institution in those three (3) academic years.

(b)(1) A credential at a two-year state supported institution of higher education shall be given the following weight:

(A) The weight of 1.00 shall be given to a certificate of proficiency;

(B) The weight of 2.00 shall be given to:

(i) A technical certificate; and

(ii) An advanced certificate; and

(C) The weight of 3.00 shall be given to an associate degree.

(2) A credential at a four-year state supported institution of higher education shall be given the following weight:

(A) The weight of 0.50 shall be given to a certificate of proficiency;

(B) The weight of 1.00 shall be given to:

(i) A technical certificate;

(ii) An advanced certificate;

(iii) A Postbaccalaureate certificate;

(iv) A Postmaster's certificate;

(v) Post-First Professional Certificate;

(vi) Post-First Professional Degree; and

(vii) Specialist.

(C) The weight of 2.00 shall be given to an associate degree;

(D) The weight of 4.00 shall be given to a bachelor's degree;

(E) The weight of 5.00 shall be given to a master's degree; and

(F) The weight of 6.00 shall be given to a doctoral degree.

(c) A credential shall be given the following weight based on the years necessary for the investment in the credential to return a financial benefit based on the investment:

(1) The weight of 1.75 shall be given to a credential with a return on investment not more than two (2) years;

(2) The weight of 1.50 shall be given to a credential with a return on investment greater than two (2) years but not more than four (4) years;

(3) The weight of 1.25 shall be given to a credential with a return on investment greater than four (4) years but not more than six (6) years;

(4) The weight 1.00 shall be given to a credential with:

(A) A return on investment greater than six (6) years but not more than eight (8) years;

(B) A cohort of less than four (4) members, and

(C) No return on investment data available; and

(5) The weight of 0.00 shall be given to a credential which fails to provide a return on the investment to obtain the credential within eight (8) years.

(d) A credential shall be given weight based on the sum of the student characteristic weights described below which are applicable to the student earning the credential:

(1) The weight of 1.00 shall be given to all students;

(2) The weight of 0.25 shall be given to:

(A) First generation students;

(B) Adults between the ages of twenty-five (25) and fifty-four (54); and

(C) Students with underserved income.

(e) The credentials metric is weighted at fifty percent (50%) of the formula.

6 CAR § 376-106. Productivity funding metrics – Progression.

(a) For programs requiring more than one (1) semester to complete, progression toward a credential shall be measured using the following calculation:

(1) For each student, take the sum of the progression goals each student has achieved under subsection (b) of this section;

(2) Multiplying the sum of subdivision (a)(1) of this section by the total number of weighting specifications applicable to that student under subsection (c) and subsection (d) of this section;

(3) Adding the number of progression goals under subdivision (a)(1) of this section to the product under subdivision (a)(2) of this section; and

(4) The progression metric for a three-year period shall be the average of the progression metric for the institution in those three (3) academic years.

(b)(1) For a two-year institution of higher education, a student achieves one (1) progression goal upon completion of the following milestones:

(A) The accumulation of fifteen (15) hours;

(B) The accumulation of thirty (30) hours; and

(C) The accumulation of forty-five (45) hours.

(2) For a four-year institution of higher education, a student achieves one progression goal for completion of the following milestones:

(A) The accumulation of fifteen (15) hours;

(B) The accumulation of thirty (30) hours;

(C) The accumulation of forty-five (45) hours;

(D) The accumulation of sixty (60) hours; and

(E) The accumulation of ninety (90) hours.

(c) A credential shall be given weight based on the sum of the student characteristic weights described below which are applicable to the student earning the credential:

(1) The weight of 1.00 shall be given to all students;

(2) The weight of 0.25 shall be given to:

(A) Students with underserved academics;

(B) Adults between the ages of twenty-five (25) and fifty-four (54); and

(C) Students with underserved income.

(d) A credential shall be given weight based on the sum of the Gateway Course Success class weights as follows:

(1) The weight of 0.25 shall be given to:

(A) Math;

(B) English; and

(C) Reading.

6 CAR § 376-107. Productivity funding metrics – Transfer – Two-year.

(a) The transfer measure for a two-year institution of higher education shall be calculated as follows:

(1) The sum of the total number of students who transfer successfully from the two-year intuition to a four-year institution with:

(A) Thirty (30) hours of Arkansas Course Transfer Systems courses; or

(B) An associate degree;

(2) Each successful transfer shall be given weight based on the achievement at the time of transfer which is applicable to the student:

(A) The weight of 1.00 shall be given to a successful transfer with thirty (30) hours of Arkansas Course Transfer Systems courses; and

(B) The weight of 1.25 shall be given to a successful transfer with an associate degree; and

(4) The transition metric for a three-year period shall be the average of the transition metric for the institution in those three (3) academic years.

6 CAR § 376-108. Productivity funding metrics – Transfer – Four-year.

(a) The transfer measure for a four-year institution of higher education shall be calculated as follows:

(1) The sum of the total number of students who transfer successfully to a four-year intuition from a two-year institution; and

(2) The transition metric for a three-year period shall be the average of the transition metric for the institution in those three academic years.

(b) The transfer metric is weighted at twenty percent (20%) of the formula.

6 CAR § 376-109. Adjustments.

(a) For an institution described in this section, the productivity index for the current years shall be adjusted pursuant to the provisions of this section before calculating the productivity index or index score under § 376-102(a) of this part.

(b) A two-year institution shall be subject to the following adjustment upward of their productivity index for the current years to account for the diseconomies of scale:

(1) The productivity index of an institution with at least thirty percent (30%) but not less than fifty percent (50%) of the average enrollment shall be increased by one percent (1%) by multiplying the productivity index by 0.01 and adding that product to the productivity index;

(2) The productivity index of an institution with less than fifty percent (50%) but not less than seventy percent (70%) of the average enrollment shall be increased by two percent (2%) by multiplying the productivity index by 0.02 and adding that product to the productivity index; and

(3) The productivity index of an institution with less than seventy percent (70%) of the average enrollment shall be increased by three percent (3%) by multiplying the productivity index by 0.03 and adding that product to the productivity index.

(c) A four-year institution shall be subject to the following adjustment upward of their productivity index for the current years to account for value of academic research:

(1) The productivity index of an institution with a research percentage expenditure of less than five percent (5%) shall be increased by one percent (1%) by multiplying the productivity index by 0.01 and adding that product to the productivity index;

(2) The productivity index of an institution with a research percentage expenditure of between five percent (5%) and ten percent shall be increased by one-and one-half percent (1.5%) by multiplying the productivity index by 0.015 and adding that product to the productivity index; and

(3) The productivity index of an institution with a research percentage expenditure of more than ten percent (10%) shall be increased by two percent (2%) by

multiplying the productivity index by 0.02 and adding that product to the productivity index.

Appendix A.

0 to <2 Years to ROI

CIP Code	Abbreviated Title
11	Computer and Information Sciences
14	Engineering
15	Engineering and Related Technologies
51	Health Professions

2 to <4 Years to ROI

CIP Code	Abbreviated Title
01	Agriculture and Related Fields
04	Architecture and Related Services
27	Mathematics and Statistics
30	Multi/Interdisciplinary Studies
40	Physical Sciences
49	Transportation and Materials Moving
52	Business, Management, Marketing and Finance

4 to <6 Years to ROI

CIP Code	Abbreviated Title
09	Communication and Journalism Programs
10	Communications Technologies and Services
13	Education
16	Foreign Languages, Literatures and Linguistics
19	Family and Consumer Sciences
24	Liberal Arts and Sciences
26	Biological and Biomedical Sciences
31	Parks, Recreation, Fitness and Kinesiology
43	Law Enforcement, Firefighting and Protective Services
44	Public Administration and Social Service
45	Social Sciences
54	History

6 to <8 Years to ROI

CIP Code	Abbreviated Title
03	Natural Resources and Conservation
23	English Language and Literature
38	Philosophy and Religious Studies
42	Psychology
50	Visual and Performing Arts

No Return on Investment in 8 Years

CIP Code	Abbreviated Title
05	Area, Ethnic, Cultural and Gender Studies

No ROI Data Available

CIP Code	Abbreviated Title
12	Culinary, Entertainment and Personal Services
22	Legal Professions and Studies
29	Military Technologies and Applied Sciences
41	Science Technologies
46	Construction Trades
47	Mechanic and Repair Technologies
48	Precision Production

State of Arkansas *As Engrossed: H3/6/25 H3/12/25*
95th General Assembly **A Bill**
Regular Session, 2025 HOUSE BILL 1512

By: Representatives M. Shepherd, *Evans, Beaty Jr., Brooks, Eubanks, Wardlaw, Barker, K. Brown, M. Brown, John Carr, Cavenaugh, Crawford, Gramlich, Hawk, McAlindon, McClure, S. Meeks, Nazarenko, Rose, Torres, Wing, Achor, Beck, Eaves, Unger, Andrews*
By: Senator J. Dismang

For An Act To Be Entitled

AN ACT TO CREATE THE ARKANSAS ACCESS ACT; TO AMEND VARIOUS PROVISIONS OF THE ARKANSAS CODE AS THEY RELATE TO EDUCATION IN THE STATE OF ARKANSAS; AND FOR OTHER PURPOSES.

Subtitle

TO CREATE THE ARKANSAS ACCESS ACT; AND TO AMEND VARIOUS PROVISIONS OF THE ARKANSAS CODE AS THEY RELATE TO EDUCATION IN THE STATE OF ARKANSAS.

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

SECTION 1. DO NOT CODIFY. Title.

This act shall be known and may be cited as the "Arkansas ACCESS Act".

SECTION 2. Arkansas Code § 6-1-404(a), concerning the membership of the School Leadership Coordinating Council, is amended to read as follows:

(a) The School Leadership Coordinating Council consists of ~~seventeen (17)~~ the following members ~~as follows~~:

(1) ~~The Chair of the Arkansas Association of Colleges for Teacher Education Council of Deans;~~

~~(2)~~ The Commissioner of Elementary and Secondary Education;

~~(3) The Director of the Arkansas Leadership Academy;~~

~~(4)~~(2) The Commissioner of the Division of Higher Education;

offered by two-year ~~public~~ state-supported institutions of higher education, including those designated as college-credit courses applicable toward a certificate or degree;

SECTION 55. Arkansas Code § 6-61-234 is amended to read as follows:

6-61-234. Productivity-based funding model.

(a)(1)~~(A)~~ The ~~Arkansas Higher Education Coordinating Board shall adopt policies developed by the~~ Division of Higher Education may promulgate rules ~~necessary~~ to implement a productivity-based funding model for state-supported institutions of higher education, including without limitation two-year and four-year state-supported institutions of higher education.

~~(B) The board shall adopt separate policies for two-year institutions of higher education and four-year institutions of higher education.~~

(2) The ~~policies~~ rules adopted to implement a productivity-based funding model for state-supported institutions of higher education shall contain measures for effectiveness, affordability, and efficiency that acknowledge the following priorities:

(A) Differences in institutional missions;

(B) Completion of students' educational goals;

(C) Progression toward students' completion of programs of study;

(D) Affordability through:

(i) On-time completion of programs of study;

(ii) Limiting the number of excess credits earned by students; and

(iii) Efficient allocation of resources;

(E)(i) Beginning in the 2026-2027 academic year, incorporation of a return on investment metric into the productivity-based funding model.

(ii) The return on investment metric under subdivision (a)(2)(E)(i) of this section shall be defined by rule of the Division of Higher Education.

(iii) The Division of Higher Education shall ensure that the return on investment metric required under subdivision (a)(2)(E)(i) of this section is aligned with state economic and workforce needs;

~~(E)~~(F) Institutional collaboration that encourages the successful transfer of students;

~~(F)~~(G) Success in serving underrepresented students; and

~~(G)~~(H) Production of students graduating with credentials ~~in science, technology, engineering, mathematics, and high-demand fields~~ that align with statewide and regional workforce needs.

(3)(A) The Division of Higher Education may promulgate rules to implement a funding formula to support noncredit programs at a state-supported institution of higher education.

(B) Funding for a noncredit program *may* come from the following:

(i) General revenues authorized by law; and

(ii) Any other funds as provided by law.

(C) The Division of Higher Education shall consult with the Governor's Workforce Cabinet during development of the funding formula for the noncredit programs under subdivision (a)(3)(A) of this section.

~~(3)~~(4) The productivity-based funding model shall not determine the funding needs of special units such as a medical school, a division of agriculture, or system offices.

(b) The productivity-based funding model shall be:

(1) Used to align institutional funding with statewide priorities for higher education by:

(A) Encouraging programs and services focused on student success; and

(B) Providing incentives for progress toward statewide goals; and

(2) Built around a set of shared principles that:

(A) Are embraced by state-supported institutions of higher education;

(B) Employ appropriate productivity metrics; and

(C) Are aligned with goals and objectives for postsecondary education attainment in this state.

(c)(1) The ~~board~~ Division of Higher Education shall use the productivity-based funding model as the mechanism for recommending funding for state-supported institutions of higher education.

(2) The ~~board~~ Division of Higher Education shall recommend

funding for:

(A) State-supported institutions of higher education as a whole; and

(B) The allocation of funding to each state-supported institution of higher education.

(3) The ~~board~~ Division of Higher Education ~~shall~~ may make separate recommendations for:

(A) ~~two-year~~ Two-year state-supported institutions of higher education; and

(B) ~~four-year~~ Four-year state-supported institutions of higher education.

(d) Funds unallocated to state-supported institutions of higher education due to productivity declines shall be reserved by the ~~division~~ Division of Higher Education to address statewide needs in higher education.

(e) The ~~division~~ Division of Higher Education shall review the policies every five (5) years to ensure the productivity-based funding model continues to respond to the needs and priorities of the state.

(f) 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 two percent (2%) less than the amount provided for the immediate previous fiscal year, the division shall not further implement the productivity-based funding model until the following fiscal year.

SECTION 56. Arkansas Code § 6-61-1010, concerning authority of the Arkansas Higher Education Coordinating Board under the Technical College and Community College Capital Improvement Act of 1993, is amended to add an additional subsection to read as follows:

(f) The Arkansas Higher Education Coordinating Board may promulgate rules to implement this subchapter.

SECTION 57. Arkansas Code § 6-61-1402 is amended to read as follows:

6-61-1402. Courses included in common course numbering system.

(a)~~(1)~~ The Arkansas Higher Education Coordinating Board, in collaboration with all state-supported institutions of higher education, shall develop and approve a statewide common course numbering system ~~for lower-division general education courses found within the Arkansas Course~~

Agenda Item No. 31
Higher Education Coordinating Board
October 23, 2026

RULES GOVERNING PRODUCTIVITY FUNDING MODEL -- TWO-YEAR COLLEGES

(REPEAL)

In compliance with the Arkansas ACCESS Act of 2025 (Act 341 Section 55), the Arkansas Division of Higher Education Rules Governing the Productivity Funding Model — Two-Year Colleges (for repeal) are presented to the Arkansas Higher Education Coordinating Board (AHECB) for initial approval.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Productivity Funding Model — Two-Year Colleges to be administered by the Arkansas Division of Higher Education. These rules are presented for repeal along with the rules governing Productivity Funding Model — Universities.

The rules governing the Value-Based Productivity Funding Model — State-Supported Institutions of Higher Education replaces these two rules with a new singular rule in accordance with EO 23-02.

FURTHER RESOLVED, That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Productivity Funding Model — Two-Year Colleges.

FURTHER RESOLVED, That the Productivity Funding Model — Two-Year Colleges rules for repeal be approved for public comment release.

Proposed Rulemaking

Title

Promulgated by:
Department of Education
Division of Higher Education

Title 6. Education

Chapter IV. Division of Higher Education, Department of Education

Subchapter A. Generally

~~**Part 362. Productivity Funding Model — Two-Year Colleges**~~

~~**Subpart 1. Generally**~~

~~**6 CAR § 362-101. Background.**~~

~~(a)(1) Acts 2017, No. 148 repealed the needs-based and outcome-centered funding formulas as prescribed in Arkansas Code §§ 6-61-210 [repealed], 6-61-224 [repealed], 6-61-228 [repealed], 6-61-229 [repealed], 6-61-230 [repealed], and 6-61-233 [repealed], and amended Arkansas Code § 6-61-234.~~

~~(2) Acts 2017, No. 148 directs the Arkansas Higher Education Coordinating Board to adopt polices developed by the Division of Higher Education necessary to implement a productivity-based funding model for state-supported institutions of higher education.~~

~~(b)(1) Productivity-based funding is a mechanism to align institutional funding with statewide priorities for higher education by incentivizing progress toward statewide goals.~~

~~(2) 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.~~

(3) The new funding model is built around a set of shared principles developed by institutions and aligned with goals and objectives for postsecondary attainment in our state.

(c)(1) 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.

(2) These guiding principles allow the development of a productivity-based funding model which is student-centered and responsive to postsecondary attainment goals, while creating a funding context which enables:

(A) Innovation;

(B) Increased efficiency; and

(C) Enhanced affordability.

6 CAR § 362-102. Guiding principles.

(a) **Student-centered.** The model should place at its center students and student's needs including both access to and completion of meaningful and quality postsecondary learning.

(b) **Outcomes.**

(1) 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.

(2) This structure should recognize differences in investment associated with meeting the evolving needs of:

(A) Students;

(B) The workforce; and

(C) The state.

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

(d) **Supporting institutional mission.** The model should respect and be responsive to the diverse set of missions represented by each public institution of higher education.

(e) **Formula structure.** The model should maintain clarity and simplicity.

(f) **Flexibility.** The model should be adaptable in the face of a dynamic institutional and external environment.

(g) **Stability and transition.**

(1) The model should support short-, mid-, and long-term financial stability of the public institutions of higher education, while focusing attention on:

(A) Outcomes; and

(B) The goals of the state.

(2) 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 (1) or group of institutions.

6 CAR § 362-103. Measures.

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

(1) Differences in institutional missions are recognized and encouraged;

(2) Completion of students' educational goals should be the most important priority of every institution;

(3) Progression toward completion recognizes that funding must follow the student;

(4) Affordability is encouraged through:

(A) On-time completion;

(B) Limiting excess credits; and

(C) Efficient resource allocation;

(5) Collaboration is rewarded by:

(A) Encouraging successful transfer of students; and

(B) Reducing barriers to student success; and

(6) Potential unintended consequence of raising academic requirements or lowering academic quality to increase completions must be discouraged.

(b)(1) The measures adopted relate to:

(A) Effectiveness;

(B) Affordability; and

(C) Efficiency.

(2) 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.

(c)(1) Measures will be reviewed every five (5) years to ensure that the model continues to respond to the needs and priorities of the state.

(2) A review more frequently than five (5) years is impractical as institutions would not have opportunity to respond in a timely fashion.

(3) However, if it is determined that the measures adopted have created unintended consequences, those measures will be reviewed immediately.

6 CAR § 362-104. Productivity measures summary of measures.

(a) The productivity funding formula consists of four (4) categories:

(1) Effectiveness (ninety percent (90%) of formula);

(2) Affordability (ten percent (10%) of formula);

(3) Adjustments; and

(4) Efficiency (plus or minus two percent (+/-2%) of formula).

(b) The metrics of the four (4) categories are broken down below.

Effectiveness	**Affordability**	**Adjustment**	**Efficiency**
Credentials Progression Transfer Success Gateway Course Success	Time to Degree Credits at Completion	Diseconomies of Scale	Core Expense Ratio Faculty-to-Administrator Salary Ratio

(c)(1) At this time, postcompletion success metrics are not included in the formula but will be when adequate data is available.

(2) It has been determined that the noncredit workforce training/education metric will not be incorporated into the productivity funding model.

(3) However, the addition of this metric will continue to be evaluated in the future.

(4) 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.

(d)(1) Each metric is calculated using a three-year average based on the most recent academic year data that is available.

(2) Institutions will receive points in the productivity model according to the requirements of each metric.

(3) Points for each institution will be totaled and applied according to the weighting assigned to each metric in the effectiveness and affordability categories.

(4) Once the points for the effectiveness and affordability measures are totaled, adjustments based on diseconomies of scale will be applied.

(5) Finally, the efficiency category will be applied against the adjusted total.

(6) The final total of points will become the institution's productivity Index.

6 CAR § 362-105. Effectiveness category credentials.

(a)(1) The primary measure of effectiveness emphasizes students completing credentials that meet their educational goals and meet the workforce needs of the state.

(2) The importance of credentials at each educational level is recognized.

(3) In addition, the unique characteristics of students are measured to recognize the additional resource needs of institutions which serve students' needs.

(4) Characteristics include:

(A) Underserved race and ethnicity;

(B) Underserved income;

(C) Age; and

(D) Underserved academic.

(b)(1) The credentials metric is weighted at forty five percent (45%) of the formula.

(2) This metric includes the average of the number of credentials awarded over the most recent three (3) 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.

(c) The credentials metric includes the number of credentials earned in all degree levels:

(1) Certificate of proficiency;

(2) Technical certificate;

(3) Advanced certificate; and

(4) Associate degree.

(d)(1) Designated weights are applied to each level of credential.

(2) All credentials earned in science, technology, engineering, and math (STEM), and high-demand fields receive additional weights.

(3) 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
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

(e) **Progression.**

(1)(A) For programs requiring more than one (1) semester to complete, progression toward a credential must be measured.

(B) A student's progression towards a degree will be recognized.

(C) In addition, the unique characteristics of students should be measured to recognize the additional resource needs of institutions which serve students' needs.

(D) Characteristics include:

(i) Underserved race and ethnicity;

(ii) Underserved income;

(iii) Age; and

(iv) Underserved academic.

(2)(A) The progression metric is weighted at twenty percent (20%) of the formula.

(B) The metric includes the average number of progression goals met by concurrent and undergraduate students at the accumulation of fifteen (15) hours, thirty (30) hours, and forty-five (45) hours over the most recent three (3) academic years.

(C) 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

6 CAR § 362-106. Transfer.

(a)(1) Many students begin their postsecondary work at a community college before transferring to a university to complete a bachelor's degree.

(2) The efficient and effective transfer of these students should be measured to encourage collaboration among institutions.

(b)(1) The transfer metric is weighted at fifteen percent (15%) of the formula.

(2) The metric includes the average of the number of undergraduate students over the most recent three (3) academic years who transfer successfully from a two-year to a four-year institution with an associate degree or with at least thirty (30) earned hours of Arkansas Course Transfer System (ACTS) courses in an effort to encourage:

(A) Student success; and

(B) Institutional collaboration.

(3) 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

6 CAR § 362-107. Gateway course success.

(a)(1) Gateway courses in math, English, and reading-intensive courses in the humanities and social sciences are a first indicator of likely student success.

(2) This is particularly important for students who are underprepared for college-level course work.

(3) In addition, the unique characteristics of students should be measured to recognize the additional resource needs of institutions which serve these students.

(4) The designated characteristic for this metric includes underserved academic.

(b)(1) The Gateway course success metric is weighted at ten percent (10%) of the formula.

(2) 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 (3) academic years.

(3) The metric recognizes the completion of math, English, and reading gateway courses by students with a grade of A, B, or C.

(4) 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

6 CAR § 362-108. Affordability category — Time to degree.

(a)(1) Affordability of a credential is impacted by the length of time it takes a student to earn a credential.

(2) Measures should encourage students to complete credentials on time, generally two (2) years for an associate's degree.

(b)(1) The time to degree metric is weighted at fifty percent (50%) of the affordability category.

(2) The metric incudes the average of the number of students who graduated within the recommended timeframe for associate degrees over the most recent three (3) academic years.

(3) On time is defined as twenty-four (24) months for associate degrees.

(4) The metric also recognizes students who complete their degree within:

(A) Twenty-five percent (25%) of on-time completion (up to thirty (30) months for associate degrees); and

(B) Fifty percent (50%) of on-time completion (up to thirty-six (36) months for associate degrees).

(5) Allowances will be made for degree programs that require more than twenty-four (24) months to complete due to:

(A) External accreditation;

(B) Professional licensure requirements; or

(C) Statewide articulation agreements.

(6) The Division of Higher Education 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

(c) **Credits at completion.**

(1) 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.

(2) 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.

(d)(1) The credits at completion metric is weighted at fifty percent (50%) of the affordability category.

(2) The metric incudes the average of the number of students who graduated within the scheduled number of credits completed for associate degrees over the most recent three (3) academic years.

(3) On schedule is defined as sixty (60) credit hours for associate degrees.

(4) The metric also recognizes students who complete their degree within:

(A) Ten percent (10%) of on-schedule completion (up to sixty-six (66) credit hours for associate degrees); and

(B) Twenty-five percent (25%) of on-schedule completion (up to seventy-five (75) credit hours for associate degrees).

(5) Allowances will be made for degree programs that require more than sixty (60) credit hours to complete due to:

(A) External accreditation;

(B) Professional licensure requirements; or

(C) Statewide articulation agreements.

(6) The division 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

6 CAR § 362-109. Adjustments.

(a) **Diseconomies of scale.**

(1) Some institutions in the state serve rural areas with insufficient populations to support large enrollments.

(2) Adjustments should be included to acknowledge this unique aspect of mission.

(b)(1) 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.

(2) 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%

6 CAR § 362-110. Efficiency category.

(a) **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.

(b)(1) The core expenses ratio is weighted at fifty percent (50%) of the efficiency category.

(2) 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.

(c)(1) 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.

(2) Data for these expenditure elements are reported to and published by the integrated postsecondary education data system (IPEDS).

(3) 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.

(4)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%

(d) **Faculty-to-administrator salary ratio.**

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

(2)(A) The faculty-to-administrator salary ratio is weighted at fifty percent (50%) of the efficiency category.

(B) 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.

(3)(A) The faculty-to-administrator salary ratio is equal to instruction salaries and wages per FTE divided by the institutional support salaries and wages per FTE.

(B) Data for these expenditure elements are reported to and published by the integrated postsecondary education data system (IPEDS).

(4)(A) 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.

(B) 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%~~

State of Arkansas *As Engrossed: H3/6/25 H3/12/25*
95th General Assembly **A Bill**
Regular Session, 2025 HOUSE BILL 1512

By: Representatives M. Shepherd, *Evans, Beaty Jr., Brooks, Eubanks, Wardlaw, Barker, K. Brown, M. Brown, John Carr, Cavenaugh, Crawford, Gramlich, Hawk, McAlindon, McClure, S. Meeks, Nazarenko, Rose, Torres, Wing, Achor, Beck, Eaves, Unger, Andrews*
By: Senator J. Dismang

For An Act To Be Entitled

AN ACT TO CREATE THE ARKANSAS ACCESS ACT; TO AMEND VARIOUS PROVISIONS OF THE ARKANSAS CODE AS THEY RELATE TO EDUCATION IN THE STATE OF ARKANSAS; AND FOR OTHER PURPOSES.

Subtitle

TO CREATE THE ARKANSAS ACCESS ACT; AND TO AMEND VARIOUS PROVISIONS OF THE ARKANSAS CODE AS THEY RELATE TO EDUCATION IN THE STATE OF ARKANSAS.

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

SECTION 1. DO NOT CODIFY. Title.

This act shall be known and may be cited as the "Arkansas ACCESS Act".

SECTION 2. Arkansas Code § 6-1-404(a), concerning the membership of the School Leadership Coordinating Council, is amended to read as follows:

(a) The School Leadership Coordinating Council consists of ~~seventeen (17)~~ the following members ~~as follows~~:

(1) ~~The Chair of the Arkansas Association of Colleges for Teacher Education Council of Deans;~~

~~(2)~~ The Commissioner of Elementary and Secondary Education;

~~(3) The Director of the Arkansas Leadership Academy;~~

~~(4)~~(2) The Commissioner of the Division of Higher Education;

offered by two-year ~~public~~ state-supported institutions of higher education, including those designated as college-credit courses applicable toward a certificate or degree;

SECTION 55. Arkansas Code § 6-61-234 is amended to read as follows:

6-61-234. Productivity-based funding model.

(a)(1)~~(A)~~ The ~~Arkansas Higher Education Coordinating Board shall adopt policies developed by the~~ Division of Higher Education may promulgate rules ~~necessary~~ to implement a productivity-based funding model for state-supported institutions of higher education, including without limitation two-year and four-year state-supported institutions of higher education.

~~(B) The board shall adopt separate policies for two-year institutions of higher education and four-year institutions of higher education.~~

(2) The ~~policies~~ rules adopted to implement a productivity-based funding model for state-supported institutions of higher education shall contain measures for effectiveness, affordability, and efficiency that acknowledge the following priorities:

(A) Differences in institutional missions;

(B) Completion of students' educational goals;

(C) Progression toward students' completion of programs of study;

(D) Affordability through:

(i) On-time completion of programs of study;

(ii) Limiting the number of excess credits earned by students; and

(iii) Efficient allocation of resources;

(E)(i) Beginning in the 2026-2027 academic year, incorporation of a return on investment metric into the productivity-based funding model.

(ii) The return on investment metric under subdivision (a)(2)(E)(i) of this section shall be defined by rule of the Division of Higher Education.

(iii) The Division of Higher Education shall ensure that the return on investment metric required under subdivision (a)(2)(E)(i) of this section is aligned with state economic and workforce needs;

~~(E)~~(F) Institutional collaboration that encourages the successful transfer of students;

~~(F)~~(G) Success in serving underrepresented students; and

~~(G)~~(H) Production of students graduating with credentials ~~in science, technology, engineering, mathematics, and high-demand fields~~ that align with statewide and regional workforce needs.

(3)(A) The Division of Higher Education may promulgate rules to implement a funding formula to support noncredit programs at a state-supported institution of higher education.

(B) Funding for a noncredit program *may* come from the following:

(i) General revenues authorized by law; and

(ii) Any other funds as provided by law.

(C) The Division of Higher Education shall consult with the Governor's Workforce Cabinet during development of the funding formula for the noncredit programs under subdivision (a)(3)(A) of this section.

~~(3)~~(4) The productivity-based funding model shall not determine the funding needs of special units such as a medical school, a division of agriculture, or system offices.

(b) The productivity-based funding model shall be:

(1) Used to align institutional funding with statewide priorities for higher education by:

(A) Encouraging programs and services focused on student success; and

(B) Providing incentives for progress toward statewide goals; and

(2) Built around a set of shared principles that:

(A) Are embraced by state-supported institutions of higher education;

(B) Employ appropriate productivity metrics; and

(C) Are aligned with goals and objectives for postsecondary education attainment in this state.

(c)(1) The ~~board~~ Division of Higher Education shall use the productivity-based funding model as the mechanism for recommending funding for state-supported institutions of higher education.

(2) The ~~board~~ Division of Higher Education shall recommend

funding for:

(A) State-supported institutions of higher education as a whole; and

(B) The allocation of funding to each state-supported institution of higher education.

(3) The ~~board~~ Division of Higher Education ~~shall~~ may make separate recommendations for:

(A) ~~two-year~~ Two-year state-supported institutions of higher education; and

(B) ~~four-year~~ Four-year state-supported institutions of higher education.

(d) Funds unallocated to state-supported institutions of higher education due to productivity declines shall be reserved by the ~~division~~ Division of Higher Education to address statewide needs in higher education.

(e) The ~~division~~ Division of Higher Education shall review the policies every five (5) years to ensure the productivity-based funding model continues to respond to the needs and priorities of the state.

(f) 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 two percent (2%) less than the amount provided for the immediate previous fiscal year, the division shall not further implement the productivity-based funding model until the following fiscal year.

SECTION 56. Arkansas Code § 6-61-1010, concerning authority of the Arkansas Higher Education Coordinating Board under the Technical College and Community College Capital Improvement Act of 1993, is amended to add an additional subsection to read as follows:

(f) The Arkansas Higher Education Coordinating Board may promulgate rules to implement this subchapter.

SECTION 57. Arkansas Code § 6-61-1402 is amended to read as follows:

6-61-1402. Courses included in common course numbering system.

(a)~~(1)~~ The Arkansas Higher Education Coordinating Board, in collaboration with all state-supported institutions of higher education, shall develop and approve a statewide common course numbering system ~~for lower-division general education courses found within the Arkansas Course~~

Agenda Item No. 32
Higher Education Coordinating Board
October 23, 2026

RULES GOVERNING PRODUCTIVITY FUNDING MODEL -- UNIVERSITIES

(REPEAL)

In compliance with the Arkansas ACCESS Act of 2025 (Act 341 Section 55), the Arkansas Division of Higher Education Rules Governing the Productivity Funding Model — Universities (for repeal) are presented to the Arkansas Higher Education Coordinating Board (AHECB) for initial approval.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Productivity Funding Model — Universities to be administered by the Arkansas Division of Higher Education. These rules are presented for repeal along with the rules governing Productivity Funding Model — Two-Year Colleges.

The rules governing the Value-Based Productivity Funding Model — State-Supported Institutions of Higher Education replaces these two rules with a new singular rule in accordance with EO 23-02.

FURTHER RESOLVED, That the Commissioner of the Arkansas Division of Higher Education or his designee is authorized to make technical changes and corrections, when necessary, in the program rules for the Productivity Funding Model — Universities.

FURTHER RESOLVED, That the Productivity Funding Model — Universities rules for repeal be approved for public comment release.

Proposed Rulemaking

Title

Promulgated by:
Department of Education
Division of Higher Education

Title 6. Education

Chapter IV. Division of Higher Education, Department of Education

Subchapter A. Generally

~~**Part 361. Productivity Funding Model – Universities**~~

~~**Subpart 1. Generally**~~

~~**6 CAR § 361-101. Background.**~~

~~(a)(1) Acts 2017, No. 148 repealed the needs-based and outcome-centered funding formulas as prescribed in Arkansas Code §§ 6-61-210 [repealed], 6-61-224 [repealed], 6-61-228 [repealed], 6-61-229 [repealed], 6-61-230 [repealed], and 6-61-233 [repealed], and amended Arkansas Code § 6-61-234.~~

~~(2) Acts 2017, No. 148 directs the Arkansas Higher Education Coordinating Board to adopt policies developed by the Division of Higher Education necessary to implement a productivity-based funding model for state-supported institutions of higher education.~~

~~(b)(1) Productivity-based funding is a mechanism to align institutional funding with statewide priorities for higher education by incentivizing progress toward statewide goals.~~

~~(2) 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.~~

(3) The new funding model is built around a set of shared principles developed by institutions and aligned with goals and objectives for postsecondary attainment in our state.

(c)(1) 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.

(2) These guiding principles allow the development of a productivity-based funding model which is student-centered and responsive to postsecondary attainment goals, while creating a funding context which enables:

(A) Innovation;

(B) Increased efficiency; and

(C) Enhanced affordability.

6 CAR § 361-102. Guiding principles.

(a) **Student-centered.** The model should place at its center students and students' needs including both access to and completion of meaningful and quality postsecondary learning.

(b) **Outcomes.**

(1) 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.

(2) This structure should recognize differences in investment associated with meeting the evolving needs of:

(A) Students;

(B) The workforce; and

(C) The state.

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

(d) **Supporting institutional mission.** The model should respect and be responsive to the diverse set of missions represented by each public institution of higher education.

(e) **Formula structure.** The model should maintain clarity and simplicity.

(f) **Flexibility.** The model should be adaptable in the face of a dynamic institutional and external environment.

(g) **Stability and transition.**

(1) The model should support short-, mid-, and long-term financial stability of the public institutions of higher education, while focusing attention on:

(A) Outcomes; and

(B) The goals of the state.

(2) 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 (1) or group of institutions.

6 CAR § 361-103. Measures.

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

(1) Differences in institutional missions are recognized and encouraged;

(2) Completion of students' educational goals should be the most important priority of every institution;

(3) Progression toward completion recognizes that funding must follow the student;

(4) Affordability is encouraged through:

(A) On-time completion;

(B) Limiting excess credits; and

(C) Efficient resource allocation;

(5) Collaboration is rewarded by:

(A) Encouraging successful transfer of students; and

(B) Reducing barriers to student success; and

(6) Potential unintended consequence of raising academic requirements or lowering academic quality to increase completions must be discouraged.

(b)(1) The measures adopted relate to:

(A) Effectiveness;

(B) Affordability; and

(C) Efficiency.

(2) 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.

(c)(1) Measures will be reviewed every five (5) years to ensure that the model continues to respond to the needs and priorities of the state.

(2) A review more frequently than five (5) years is impractical as institutions would not have opportunity to respond in a timely fashion.

(3) However, if it is determined that the measures adopted have created unintended consequences, those measures will be reviewed immediately.

6 CAR § 361-104. Productivity measures.

(a) **Summary of measures.**

(1) The productivity funding formula consists of four (4) categories:

(A) Effectiveness (eighty percent (80%) of formula);

(B) Affordability (twenty percent (20%) of formula);

(C) Adjustments; and

(D) Efficiency (plus or minus two percent (2%) of formula).

(2) The metrics of the four (4) categories are broken down below.

Effectiveness	Affordability	Adjustment	Efficiency
Credentials Progression Transfer Success Gateway Course Success	Time to Degree Credits at Completion	Research (4-year only)	Core Expense Ratio Faculty-to-Administrator Salary Ratio

(b)(1) At this time, noncredit workforce training and postcompletion success metrics are not included in the formula but will be when adequate data is available.

(2) 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.

(c)(1) Each metric is calculated using a three-year average based on the most recent academic year data that is available.

(2) Institutions will receive points in the productivity model according to the requirements of each metric.

(3) Points for each institution will be totaled and applied according to the weighting assigned to each metric in the effectiveness and affordability categories.

(4) Once the points for the effectiveness and affordability measures are totaled, adjustments based on research activities will be applied.

(5) Finally, the efficiency category will be applied against the adjusted total.

(6) The final total of points will become the institution's productivity index.

6 CAR § 361-105. Effectiveness category.

(a) **Credentials.**

(1)(A) The primary measure of effectiveness emphasizes students completing credentials that meet their educational goals and meet workforce needs of the state.

(B) The importance of credentials at each educational level are recognized.

(C) In addition, the unique characteristics of students are measured to recognize the additional resource needs of institutions which serve students' needs.

(D) Characteristics include:

(i) Underserved race and ethnicity;

(ii) Underserved income;

(iii) Age; and

(iv) Underserved academic.

(2)(A) The credentials metric is weighted at forty percent (40%) of the formula.

(B) This metric includes the average of the number of credentials awarded over the most recent three (3) 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.

(3) The credentials metric includes the number of credentials earned in all degree levels:

(A) Certificate of proficiency;

(B) Technical certificate;

(C) Associate degree;

(D) Advanced certificate;

(E) Bachelor's degree;

(F) Postbaccalaureate certificate;

(G) Master's degree;

(H) Postmaster's certificate;

(I) Specialist; and

(J) Doctoral degree.

(4)(A) Designated weights are applied to each level of credential.

(B) All credentials earned in science, technology, engineering, and math (STEM) and high-demand fields receive additional weights.

(C) Credentials earned by students who are underserved in the areas of race/ethnicity, income, academic preparedness, and age will receive additional weight.

(D) 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	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

(b) **Progression.**

(1)(A) For programs requiring more than one (1) semester to complete, progression toward a credential must be measured.

(B) A student's progression towards a degree will be recognized.

(C) In addition, the unique characteristics of students should be measured to recognize the additional resource needs of institutions which serve students' needs.

(D) Characteristics include:

(i) Underserved race and ethnicity;

(ii) Underserved income;

(iii) Age; and

(iv) Underserved academic.

(2)(A) The progression metric is weighted at thirty percent (30%) of the formula.

(B) The metric includes the average number of progression goals met by concurrent and undergraduate students at the accumulation of fifteen (15) hours, thirty

(30) hours, forty-five (45) hours, sixty (60) hours, and ninety (90) hours over the most recent three (3) academic years.

(C) 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

6 CAR § 361-106. Transfer.

(a)(1) Many students begin their postsecondary work at a community college before transferring to a university to complete a bachelor's degree.

(2) The efficient and effective transfer of these students should be measured to encourage collaboration among institutions.

(b)(1) The transfer metric is weighted at fifteen percent (15%) of the formula.

(2) The metric includes the average of the number of undergraduate students over the most recent three (3) academic years who earn a bachelor's degree that transferred from a two-year to a four-year institution in an effort to encourage student success and institutional collaboration.

Weighting specifications – Transfer students.

Completed Bachelor's Degree	1.0

6 CAR § 361-107. Gateway course success.

(a)(1) Gateway courses in math, English, and reading-intensive courses in the humanities and social sciences are a first indicator of likely student success.

(2) This is particularly important for students who are underprepared for college-level course work.

(3) In addition, the unique characteristics of students should be measured to recognize the additional resource needs of institutions which serve these students.

(4) The designated characteristic for this metric includes underserved academic.

(b)(1) The gateway course success metric is weighted at fifteen percent (15%) of the formula.

(2) 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 (3) academic years.

(3) The metric recognizes the completion of math, English, and reading gateway courses by students with a grade of A, B, or C.

(4) 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

6 CAR § 361-108. Affordability category.

(a) **Time to degree.**

(1) 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:

(A) Two (2) years for an associate's degree; and

(B) Four (4) years for a bachelor's degree.

(2)(A) The time to degree metric is weighted at fifty percent (50%) of the affordability category.

(B) The metric incudes the average of the number of students who graduated within the recommended timeframe for associate and bachelor's degrees over the most recent three (3) academic years.

(C) On-time is defined as:

(i) Twenty-four (24) months for associate degrees; and

(ii) Forty-eight (48) months for bachelor's degrees.

(D) The metric also recognizes students who complete their degree within:

(i) Twenty-five percent (25%) of on-time completion (up to thirty (30) months for associate degrees and up to sixty (60) months for bachelor's degrees); and

(ii) Fifty percent (50%) of on-time completion (up to thirty-six (36) months for associate degrees and up to seventy-two (72) months for bachelor's degrees).

(E) Allowances will be made for degree programs that require more than twenty-four (24) months for an associate degree and forty-eight (48) months for a bachelor's degree to complete due to:

(i) External accreditation;

(ii) Professional licensure requirements; or

(iii) Statewide articulation agreements.

(F) The Division of Higher Education 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

(b) **Credits at completion.**

(1)(A) 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.

(B) 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.

(2)(A) The credits at completion metric is weighted at fifty percent (50%) of the affordability category.

(B) The metric incudes 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 (3) academic years.

(C) On schedule is defined as:

(i) Sixty (60) credit hours for associate degrees; and

(ii) One hundred twenty (120) credit hours for bachelor's degrees.

(D) The metric also recognizes students who complete their degree within:

(i) Ten percent (10%) of on-schedule completion (up to sixty-six (66) credit hours for associate degrees and up to one hundred thirty-two (132) credit hours for bachelor's degrees); and

(ii) Twenty-five percent (25%) of on-schedule completion (up to seventy-five (75) credit hours for associate degrees and up to one hundred fifty (150) credit hours for bachelor's degrees).

(E) Allowances will be made for degree programs that require more than sixty (60) credit hours for an associate degree and one hundred twenty (120) credit hours for a bachelor's degree to complete due to:

(i) External accreditation;

(ii) Professional licensure requirements; or

(iii) Statewide articulation agreements.

(F) Division of Higher Education 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

6 CAR § 361-109. Research adjustment.

(a) 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.

(b) Research is essential to:

(1) The discovery of new knowledge;

(2) Innovation;

(3) Entrepreneurism; and

(4) Societal, health, and economic development advancements.

(c) 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%

6 CAR § 361-110. Efficiency category.

(a) **Core expense ratio.**

(1) This measure is intended to encourage resource allocations which maximize spending in areas that directly impact:

(A) Student success; and

(B) Achievement of institutional mission.

(2)(A) The core expenses ratio is weighted at fifty percent (50%) of the efficiency category.

(B) 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.

(3)(A) 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.

(B) Data for these expenditure elements are reported to and published by the integrated postsecondary education data system (IPEDS).

(4)(A) 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.

(B) 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%

(b) **Faculty-to-administrator salary ratio.**

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

(2)(A) The faculty-to-administrator salary ratio is weighted at fifty percent (50%) of the efficiency category.

(B) The ratio measures:

(i) The expenditures on faculty salaries compared to the expenditures on institutional support salaries; and

(ii) How the ratio compares to an institution's Southern Regional Education Board (SREB) institution peer group.

(3)(A) The faculty-to-administrator salary ratio is equal to instruction salaries and wages per FTE divided by the institutional support salaries and wages per FTE.

(B) Data for these expenditure elements are reported to and published by the integrated postsecondary education data system (IPEDS).

(4)(A) 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.

(B) 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%

State of Arkansas *As Engrossed: H3/6/25 H3/12/25*
95th General Assembly **A Bill**
Regular Session, 2025 HOUSE BILL 1512

By: Representatives M. Shepherd, *Evans, Beaty Jr., Brooks, Eubanks, Wardlaw, Barker, K. Brown, M. Brown, John Carr, Cavenaugh, Crawford, Gramlich, Hawk, McAlindon, McClure, S. Meeks, Nazarenko, Rose, Torres, Wing, Achor, Beck, Eaves, Unger, Andrews*
By: Senator J. Dismang

For An Act To Be Entitled

AN ACT TO CREATE THE ARKANSAS ACCESS ACT; TO AMEND VARIOUS PROVISIONS OF THE ARKANSAS CODE AS THEY RELATE TO EDUCATION IN THE STATE OF ARKANSAS; AND FOR OTHER PURPOSES.

Subtitle

TO CREATE THE ARKANSAS ACCESS ACT; AND TO AMEND VARIOUS PROVISIONS OF THE ARKANSAS CODE AS THEY RELATE TO EDUCATION IN THE STATE OF ARKANSAS.

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

SECTION 1. DO NOT CODIFY. Title.

This act shall be known and may be cited as the "Arkansas ACCESS Act".

SECTION 2. Arkansas Code § 6-1-404(a), concerning the membership of the School Leadership Coordinating Council, is amended to read as follows:

(a) The School Leadership Coordinating Council consists of ~~seventeen (17)~~ the following members ~~as follows~~:

(1) ~~The Chair of the Arkansas Association of Colleges for Teacher Education Council of Deans;~~

~~(2)~~ The Commissioner of Elementary and Secondary Education;

~~(3) The Director of the Arkansas Leadership Academy;~~

~~(4)~~(2) The Commissioner of the Division of Higher Education;

offered by two-year ~~public~~ state-supported institutions of higher education, including those designated as college-credit courses applicable toward a certificate or degree;

SECTION 55. Arkansas Code § 6-61-234 is amended to read as follows:

6-61-234. Productivity-based funding model.

(a)(1)~~(A)~~ The ~~Arkansas Higher Education Coordinating Board shall adopt policies developed by the~~ Division of Higher Education may promulgate rules ~~necessary~~ to implement a productivity-based funding model for state-supported institutions of higher education, including without limitation two-year and four-year state-supported institutions of higher education.

~~(B) The board shall adopt separate policies for two-year institutions of higher education and four-year institutions of higher education.~~

(2) The ~~policies~~ rules adopted to implement a productivity-based funding model for state-supported institutions of higher education shall contain measures for effectiveness, affordability, and efficiency that acknowledge the following priorities:

(A) Differences in institutional missions;

(B) Completion of students' educational goals;

(C) Progression toward students' completion of programs of study;

(D) Affordability through:

(i) On-time completion of programs of study;

(ii) Limiting the number of excess credits earned by students; and

(iii) Efficient allocation of resources;

(E)(i) Beginning in the 2026-2027 academic year, incorporation of a return on investment metric into the productivity-based funding model.

(ii) The return on investment metric under subdivision (a)(2)(E)(i) of this section shall be defined by rule of the Division of Higher Education.

(iii) The Division of Higher Education shall ensure that the return on investment metric required under subdivision (a)(2)(E)(i) of this section is aligned with state economic and workforce needs;

~~(E)~~(F) Institutional collaboration that encourages the successful transfer of students;

~~(F)~~(G) Success in serving underrepresented students; and

~~(G)~~(H) Production of students graduating with credentials ~~in science, technology, engineering, mathematics, and high-demand fields~~ that align with statewide and regional workforce needs.

(3)(A) The Division of Higher Education may promulgate rules to implement a funding formula to support noncredit programs at a state-supported institution of higher education.

(B) Funding for a noncredit program *may* come from the following:

(i) General revenues authorized by law; and

(ii) Any other funds as provided by law.

(C) The Division of Higher Education shall consult with the Governor's Workforce Cabinet during development of the funding formula for the noncredit programs under subdivision (a)(3)(A) of this section.

~~(3)~~(4) The productivity-based funding model shall not determine the funding needs of special units such as a medical school, a division of agriculture, or system offices.

(b) The productivity-based funding model shall be:

(1) Used to align institutional funding with statewide priorities for higher education by:

(A) Encouraging programs and services focused on student success; and

(B) Providing incentives for progress toward statewide goals; and

(2) Built around a set of shared principles that:

(A) Are embraced by state-supported institutions of higher education;

(B) Employ appropriate productivity metrics; and

(C) Are aligned with goals and objectives for postsecondary education attainment in this state.

(c)(1) The ~~board~~ Division of Higher Education shall use the productivity-based funding model as the mechanism for recommending funding for state-supported institutions of higher education.

(2) The ~~board~~ Division of Higher Education shall recommend

funding for:

(A) State-supported institutions of higher education as a whole; and

(B) The allocation of funding to each state-supported institution of higher education.

(3) The ~~board~~ Division of Higher Education ~~shall~~ may make separate recommendations for:

(A) ~~two-year~~ Two-year state-supported institutions of higher education; and

(B) ~~four-year~~ Four-year state-supported institutions of higher education.

(d) Funds unallocated to state-supported institutions of higher education due to productivity declines shall be reserved by the ~~division~~ Division of Higher Education to address statewide needs in higher education.

(e) The ~~division~~ Division of Higher Education shall review the policies every five (5) years to ensure the productivity-based funding model continues to respond to the needs and priorities of the state.

(f) 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 two percent (2%) less than the amount provided for the immediate previous fiscal year, the division shall not further implement the productivity-based funding model until the following fiscal year.

SECTION 56. Arkansas Code § 6-61-1010, concerning authority of the Arkansas Higher Education Coordinating Board under the Technical College and Community College Capital Improvement Act of 1993, is amended to add an additional subsection to read as follows:

(f) The Arkansas Higher Education Coordinating Board may promulgate rules to implement this subchapter.

SECTION 57. Arkansas Code § 6-61-1402 is amended to read as follows:

6-61-1402. Courses included in common course numbering system.

(a)~~(1)~~ The Arkansas Higher Education Coordinating Board, in collaboration with all state-supported institutions of higher education, shall develop and approve a statewide common course numbering system ~~for lower-division general education courses found within the Arkansas Course~~