Dr. Ken Warden
Commissioner

Dr. Jim Carr
AHECB Chair

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

REGULAR QUARTERLY MEETING

OCTOBER 24, 2025

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Arkansas Division of Higher Education
101 E. Capitol Ave., Suite 300 | Little Rock, AR 72201 | (501) 371-2000

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

REGULAR QUARTERLY MEETING

Arkansas State University – Beebe
Dr. Eugene McKay Student Center
610 N Pecan Street
Beebe, AR 72012

SCHEDULE
_____

Friday, October 24, 2025

Call to Order at 9:00 a.m.

Convene Coordinating Board Meeting

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
REGULAR QUARTERLY MEETING

Friday, October 24, 2025

Arkansas State University-Beebe

AGENDA

I. FINANCE SECTION

*1.   Economic Feasibility of Bond Issue for South Arkansas College (Mr. Nick Fuller)

*2.   Economic Feasibility of Bond Issue for University of Central Arkansas (Mr. Fuller)

*3.   Bond/Loan Feasibility Update (Mr. Fuller)

*4.   Recommendation for Distribution of Productivity Funding for State-Supported Institutions (Mr. Fuller)

*5.   Report on Intercollegiate Athletic Revenues and Expenditures for 2024-25 (Mr. Fuller)

II. ACADEMIC SECTION

*6.   New Programs: Certificate of Proficiency in Construction Trades
       Technical Certificate in Construction Trades
       Arkansas State University-Beebe (Mr. Mason Campbell)

*7.   New Programs: Associate of Applied Science in Outdoor Recreation
       Technical Certificate in Outdoor Recreation
       Certificate of Proficiency in Foundations in Outdoor Recreation
       Certificate of Proficiency in Mountain Biking & Trail Maintenance
       Certificate of Proficiency in Outdoor Maintenance
       Certificate of Proficiency in Outdoor Recreation Activities
       Certificate of Proficiency in Outdoor Recreation Management
       Certificate of Proficiency in Tourism & Hospitality
       Certificate of Proficiency in Wilderness Safety
       National Park College (Mr. Campbell)

*8.   New Programs: Associate of Applied Science in Uncrewed Aerial Systems
       and Data Applications, Technical Certificate in Uncrewed Aerial Systems and Data
       Applications, Certificate of Proficiency in Uncrewed Aerial Systems
       North Arkansas College (Mr. Campbell)

*Action item

*Action item

ii

FINANCE SECTION
Arkansas Higher Education Coordinating Board

Arkansas State University – Beebe
Dr. Eugene McKay Student Center
610 N Pecan Street
Beebe, AR 72012

Friday, October 24, 2025

AGENDA

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*Numbers refer to main agenda.

ACADEMIC SECTION
Arkansas Higher Education Coordinating Board

Arkansas State University – Beebe
Dr. Eugene McKay Student Center
610 N Pecan Street
Beebe, AR 72012

Friday, October 24, 2025

CONSENT AGENDA

*6.   New Programs: Certificate of Proficiency in Construction Trades
       Technical Certificate in Construction Trades
       Arkansas State University-Beebe (Mr. Mason Campbell)

*7.   Associate of Applied Science in Outdoor Recreation
       Technical Certificate in Outdoor Recreation
       Certificate of Proficiency in Foundations in Outdoor Recreation
       Certificate of Proficiency in Mountain Biking & Trail Maintenance
       Certificate of Proficiency in Outdoor Maintenance
       Certificate of Proficiency in Outdoor Recreation Activities
       Certificate of Proficiency in Outdoor Recreation Management
       Certificate of Proficiency in Tourism & Hospitality
       Certificate of Proficiency in Wilderness Safety
       National Park College (Mr. Campbell)

*8.   Associate of Applied Science in Uncrewed Aerial Systems and Data Applications
       Technical Certificate in Uncrewed Aerial Systems and Data Applications
       Certificate of Proficiency in Uncrewed Aerial Systems
       North Arkansas College (Mr. Campbell)

 9.   Arkansas Public Institutions Letters of Notification (Mrs. Tracy Harrell)

10.   Arkansas Public Institutions Letters of Intent (Mrs. Harrell)

*11.   Out-of-State and Arkansas Private Institutions (Mrs. Alana Colburn)

12.   Out-of-State and Arkansas Private Institutions Letters of Notification (Mrs. Colburn)

13.   Out-of-State and Arkansas Private Institutions Letters of Intent (Mrs. Colburn)

*Numbers refer to main agenda.

ECONOMIC FEASIBILITY OF BOND ISSUE
SOUTH ARKANSAS COLLEGE
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South Arkansas College (SAC) requests approval of the economic feasibility of plans to issue bonds not to exceed $9.5 million with a term of thirty (30) years at an annual interest rate not to exceed 7.0 percent. Proceeds from the bond issue will be used for educational and general (E&G) purposes and auxiliary purposes. The South Arkansas College Board of Trustees approved this financing at its meeting on June 19, 2025.

The combined millage, E&G and auxiliary issue will be up to $9.5 million with a total maximum annual debt service of $734,774 and a term of thirty (30) years. The millage/E&G bond will be approximately $6.5 million with an annual debt of $518,936. The auxiliary bond will be approximately $3.0 million with annual debt service of approximately $215,838. Proceeds from this bond issue will be used to finance the construction of the first Residence Hall on campus. We have secured additional private donations currently in excess of $3.0 million with an additional $3.0 million in trust from a generous benefactor. When the trust funds are available, it will be applied first to complete the Auxiliary Bond issue balance and the pay towards the remaining balance of the general obligation/E&G bond. An ongoing capital campaign is underway as well.

The debt service on the bond issue will be supported by millage revenue. Coordinating Board policy regarding debt service for projects financed by local tax or millage provides that annual net millage revenue should be no less than 120 percent of the total annual debt service. Coordinating Board policy regarding debt service for E&G projects provides that a maximum of 25 percent of tuition and fee revenue less unrestricted E&G scholarship expenditures may be pledged to E&G debt service.

Relevant E&G data is as follows:

Estimated 2025-26 Millage Revenue ....$	539,326
Budgeted 2025-26 Net Tuition and Fee Revenue....................................$	3,714,746
Maximum Allowable Debt Service – Millage ($539,326/120%)................$	449,438
<u>Maximum Allowable Debt Service – Tuition & Fees ($3,714,746 x 25%).$</u>	<u>928,687</u>
Total E& G Allowable Debt Service...$	1,378,125
Existing Debt Service ....$	597,483
Proposed New Debt Service for Millage and Tuition & Fee Revenue .....$	518,936
Amount Remaining for Additional Debt Service ....$	261,706

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 Auxiliary data follows:

Budgeted 2026-27 Auxiliary Residence Hall Revenue ....$	528,000
Maximum Allowable Debt Service ($528,000/120%) ....$	440,000
Existing Debt Service ....$	0
Proposed New Debt Service ....$	215,838
Amount Remaining for Additional Debt Service ....$	224,162

The above data demonstrates that South Arkansas College has sufficient millage and tuition & fee revenue to issue bonds up to $6.5 million as well as auxiliary revenue to issue bonds up to $3.0 million both with a term of thirty (30) years at an annual interest rate not to exceed 7.0 percent.

In accordance with board policy, any proceeds from bonds that require AHECB approval, which are used for the purchase or construction of new facilities, and result in additional square footage are subject to the AHECB maintenance policy as adopted in October 2010. South Arkansas College will sustain a building maintenance fund to be supported by tuition and fee revenue for the E&G facilities. These funds will be held in a separate account for the maintenance of the new facilities by transferring annually to plant funds based on the Association of Physical Plant Administrators (APPA) of Universities and Colleges recommendation. The current APPA recommendation is $2.50 per gross square foot for E&G facilities. Based on an estimated total of 29,217 square feet, $73,043 will be transferred annually.

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 South Arkansas College to issue bonds not to exceed $9.5 million with a term of thirty (30) years at an annual interest rate not to exceed 7.0 percent to finance the construction of the first Residence Hall on campus.

> **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 South Arkansas College and the President of South Arkansas College of the Coordinating Board's resolution.

ECONOMIC FEASIBILITY OF BOND ISSUE
UNIVERSITY OF CENTRAL ARKANSAS

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The University of Central Arkansas (UCA) requests approval of the economic feasibility to issue bonds in the amount of approximately $10.52 million with a term of twenty (20) years and an estimated annual interest rate of 5.50 percent. Proceeds from the issue will be used for educational and general (E&G) purposes. The University of Central Arkansas Board of Trustees approved this financing at its August 8, 2025, meeting.

The E&G issue will be approximately $10.52 million with an estimated maximum annual debt service of $849,074 and a term of twenty (20) years. Proceeds from the bond issue will be used for the Campus District Loop & Hydronics Refresh Project. The project involves enhancing the overall capacity and efficiency of the Campus District Loop Hydronics systems. It includes building a new chiller plant on the north side of campus and installing new underground district chilled water lines to connect with existing district cooling piping and buildings. Additionally, the university is refreshing its South Plant Central Chiller Facility by increasing cooling capacity through the installation of high-efficiency water-cooled chillers and new cooling towers and upgrading controls and electrical connections. These new chillers and connections will allow for the decommissioning of aging, localized chillers and will reduce the campus' overall energy consumption. These upgrades are a key component of UCA's long-term energy and infrastructure strategy - improving system reliability, lowering maintenance requirements, and maximizing energy efficiency campus-wide.

The debt service on the bond issue will be supported by net by tuition and fee revenue. Coordinating Board policy regarding debt service for E&G projects provides that a maximum of 25 percent of tuition and fee revenue may be pledged to E&G debt service.

Relevant data follows:

Actual Net Tuition and Fee Revenue for 2024-25........................	$70,433,034
Maximum Allowable Debt Service ($70,433,034 x 25%).............	$17,608,259
Existing Debt Service	$ 7,074,818
Proposed Debt Service..	$ 849,074
Amount Remaining for Additional Debt Service...........................	$ 9,684,367

The above data demonstrates that the University of Central Arkansas has sufficient tuition and fee revenue to support an E&G bond issue of up to $10.52 million with a term of twenty (20) years at an annual interest rate of approximately 5.50 percent.

In accordance with board policy, any proceeds from bonds that require AHECB approval, which are used for the purchase or construction of new facilities, and result in additional square footage are subject to the AHECB maintenance policy as adopted in October 2010. The University of Central Arkansas will sustain a building maintenance fund to be supported by tuition and fee revenue for the E&G facility. These funds will be held in a separate account for the maintenance of the new facility by transferring annually to plant funds based on the Association of Physical Plant Administrators (APPA) of Universities and Colleges recommendation. The current APPA recommendation is $2.50 per gross square foot for E&G facilities. Based on an estimated total of 4,000 square feet, $10,000 will be transferred annually.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Central Arkansas to issue bonds in an amount of approximately $10.52 million with a term of twenty (20) years at an estimated annual interest rate of 5.50 percent for the Campus District Loop & Hydronics Refresh Project.

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

Bond/Loan Feasibility Update
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This update consists of the actual terms for bond and loan issues receiving AHECB approval that occurred October 2024 through October 2025. An annual update was requested by the AHECB during the July 30, 2010 quarterly meeting.

					Approved/Issued Bonds/Loans from October 2024 to October 2025				
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**
ASUJ	10/25/2024	$30,000,000	30 yrs/5.50%	Taxable	12/12/2024	$30,335,000	30yrs/5.68%	E&G purposes to design, construct, furnish, and equip the College of Veterinary Medicine building,.	E&G
NAC	1/24/2025	$2,250,000	20 yrs/5.00%	Tax-Exempt	4/15/2025	$2,250,000	20yrs/4.46%	E&G purposes to construct a new Center for Robotics and Manufacturing Innovation instructional facility.	E&G

**RECOMMENDATION FOR DISTRIBUTION OF PRODUCTIVITY FUNDING FOR
STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION
2026-27 FISCAL YEAR**

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Background

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

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

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

At its October 27, 2017 meeting, the AHECB approved the productivity funding model policies for the two-year colleges and universities. The policies were developed in conjunction with presidents and chancellors after meetings and revisions. The AHECB shall use the productivity-based funding model as the mechanism for recommending funding for applicable state-supported institutions of higher education. According to A.C.A. §6-61-234, the productivity-based funding model shall not determine the funding needs of special units such as a medical school, division of agriculture, or system offices. These special units are known as non-formula entities and ADHE staff have reviewed justification requests submitted by the non-formula entities and funding recommendations for Fiscal Year 2026-27 based upon those requests are presented later in this agenda.

Productivity Funding Distribution Recommendations for the 2026-27 Fiscal Year

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

The two-year college and university productivity funding models have been calculated using academic year 2022 through academic year 2024 student data as well as academic year 2021 through academic year 2023 expenditure data reported to and published by the Integrated Postsecondary Education Data System (IPEDS). The

productivity funding model calculations represent a total productivity increase of 2.61% for two-year colleges and universities. Productivity funding distribution policy; however, dictates that recommendations will be capped at no more than 2.00% in any given year. This 2.00% supports the recommendation for state funding of institutions of higher education at $598,474,061 in 2026-27.

As part of the productivity funding formula institutions are only allowed to retain a portion of their funding increase from the prior year. This amount is up to 2% of their Base Level revenue in the prior year. The remaining funds are considered one-time Incentive funding and would be redistributed in the following year to reduce the need for additional state funds to meet the productivity funding need. This amount for FY2027 is $7,714,474.

For the **universities**, a 2.00% increase in funding is recommended for those institutions with productivity increases for a total change in university funding of $8,801,648. Also, institutions with productivity declines will have an amount reduced and then reallocated to the institutions who showed an increase. $2,917,485 was reallocated from 4 institutions to the other 6 universities. 1 of the four-year universities hit the 5% stop-loss level for the FY2026-2027 recommendation. This resulted in the overall amount of reallocation dollars being reduced to ensure that the institution does not lose more than 5% of their FY2021-22 funding for the upcoming fiscal year per the current distribution policy. This is shown in the data in Table 04C.

For the **two-year colleges,** a 2.00% increase in funding is also recommended for those institutions with productivity increases for a total change in two-year college funding of $2,933,138. $418,306 was reallocated from 5 institutions to 13 other two-year colleges. 0 of the two-year colleges hit the 5% stop-loss level for the FY2026-2027 recommendation.

This distribution recommendation results in a total request for new general revenue funds of $12,858,104.

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

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board adopts the recommendation for distribution of productivity funding to the Arkansas public institutions of higher education in the 2026-27 fiscal year as included in Table 04B.

> **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 2026-27 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.

Year 9 - Productivity Index

Productivity Index for FY2027 Recommendations*	2.00%	
	Universities	**Colleges**
FY2027 Base RSA Forecast	$ 586,739,275	75%	25%
Productivity Recommendation	$ 11,734,786	8,801,648	2,933,138

Institution	FY2026 RSA Forecast	FY2026 Incentive Funding	FY2027 Base RSA*	2021-23 Productivity Index	2022-24 Productivity Index	Change in Productivity Index	% Change in Productivity Index
ASUJ	$ 59,977,118	$ -	$ 60,578,145	31,373	33,106	1,734	5.53%
ATU	$ 35,628,929	$ -	$ 36,008,976	21,257	22,028	771	3.63%
HSU	$ 18,379,271	$ -	$ 18,579,650	7,372	6,836	(536)	-7.27%
SAUM	$ 17,733,361	$ 520,098	$ 17,389,948	11,303	12,688	1,385	12.25%
UAF	$ 136,032,727	$ 259,886	$ 137,025,851	73,533	77,513	3,980	5.41%
UAFS	$ 20,886,786	$ -	$ 21,117,177	11,812	12,099	287	2.43%
UALR	$ 54,964,188	$ -	$ 55,568,295	20,391	19,175	(1,216)	-5.96%
UAM	$ 16,362,815	$ -	$ 16,532,809	6,169	6,183	14	0.23%
UAPB	$ 21,464,639	$ -	$ 21,696,734	6,228	6,044	(184)	-2.96%
UCA	$ 55,018,565	$ -	$ 55,584,800	25,151	24,530	(621)	-2.47%
4YR SUB	436,448,399	779,984	440,082,385	214,587	220,202	5,615	2.62%
ANC	$ 8,845,933	$ -	$ 8,934,851	3,345	3,206	(139)	-4.15%
ASUB	$ 11,333,296	$ -	$ 11,455,997	9,089	9,121	32	0.35%
ASUMH	$ 3,571,700	$ -	$ 3,609,520	3,889	3,977	87	2.25%
ASUMS	$ 4,058,019	$ -	$ 4,098,015	2,820	2,627	(193)	-6.84%
ASUN	$ 6,451,670	$ -	$ 6,513,792	6,842	7,336	494	7.23%
ASUTR	$ 3,347,546	$ -	$ 3,384,113	2,795	3,032	237	8.47%
BRTC	$ 7,187,648	$ 1,023,534	$ 6,227,493	6,032	6,604	572	9.48%
CCCUA	$ 3,750,333	$ -	$ 3,785,537	4,380	4,523	143	3.26%
NAC	$ 7,529,669	$ -	$ 7,612,262	4,148	4,477	328	7.92%
NPC	$ 8,995,082	$ -	$ 9,088,867	5,925	6,099	173	2.92%
NWACC	$ 11,479,213	$ -	$ 11,589,302	16,882	17,201	318	1.88%
OZC	$ 3,183,318	$ -	$ 3,215,730	3,398	3,324	(74)	-2.16%
PCCUA	$ 8,756,310	$ -	$ 8,850,267	2,678	2,740	62	2.31%
SAC	$ 5,962,675	$ -	$ 6,025,232	4,000	4,039	39	0.97%
SAUT	$ 5,525,530	$ -	$ 5,584,679	3,836	3,877	41	1.08%
SEAC	$ 5,301,408	$ -	$ 5,359,844	3,021	3,151	130	4.31%
UACCB	$ 4,318,464	$ -	$ 4,361,291	3,926	4,037	111	2.82%
UACCHT	$ 4,554,683	$ -	$ 4,601,251	3,556	3,489	(67)	-1.87%
UACCM	$ 5,073,879	$ -	$ 5,125,944	6,413	6,722	309	4.82%
UACCRM	$ 3,656,930	$ 77,035	$ 3,613,140	2,530	2,525	(5)	-0.20%
UAEACC	$ 8,708,498	$ -	$ 8,768,503	3,062	3,232	169	5.53%
UA-PT	$ 14,694,332	$ -	$ 14,851,261	14,765	15,039	274	1.86%
2 YR SUB	$ 146,286,136	$ 1,100,570	$ 146,656,890	117,332	120,376	3,044	2.59%
TOTAL	$ 582,734,535	$ 1,880,554	$ 586,739,275	331,919	340,578	8,659	2.61%

* Maximum Recommendation in any one year is 2.00% above prior year.

Year 9 - Productivity Funding Distribution

		Universities	Colleges
Productivity Index for FY2027	2.00%		
FY2027 RSA Forecast	$ 586,739,275	75%	25%
Productivity Recommendation	$ 11,734,786	8,801,648	2,933,138

	NEW FUNDING	REALLOCATED FUNDING
University	$ 8,801,648	$ 2,917,485
College	$ 2,933,138	$ 418,306
TOTAL	$ 11,734,786	$ 3,335,790

SOURCES OF NEW FUNDING	
State Contribution	$ 6,972,812
Incentive Funding Contribution	$ 4,761,974
Total	$ 11,734,786

FUNDING TO BE USED FOR STATEWIDE PURPOSES	
State Contribution	$ -
Incentive Funding Contribution	$ -
Total	$ -

Year 8 Reallocation Loss Cap	2.00%
Year 8 Cap on RSA Increase	2.00%

Institution	RSA ONLY Funding FY2026	FY2026 Incentive Funding	FY2027 Base RSA*	% Change in Productivity Index	NEW GENERAL REVENUE FUNDING			PRODUCTIVITY REALLOCATION				RECOMMENDATION				
					Productivity Index Increases (Increases Only)	Contribution to Increase (by Inst. Type)	Distribution of NEW Funding	Change in Productivity Index (Increases Only)	Contribution to Increase (by Inst. Type)	Reallocation Losses (2.0%)	Reallocation of Productivity Losses	Recommended Funding 2026-2027	Total Change in Funding	% Change	RSA Increase (Capped at 2.0%)	Incentive Funding
ASUJ	$ 59,977,118	$ -	$ 60,578,145	5.53%	1,734	21.21%	1,867,267	1,734	21.21%	$ -	$ 618,943	$ 63,064,355	$ 2,486,210	4.10%	$ 1,211,563	$ 1,274,648
ATU	$ 35,628,929	$ -	$ 36,008,976	3.63%	771	9.44%	830,891	771	9.44%	$ -	$ 275,416	$ 37,115,283	$ 1,106,307	3.07%	$ 720,180	$ 386,127
HSU	$ 18,379,271	$ -	$ 18,579,650	-7.27%	-	0.00%	-	-	0.00%	$ 371,593	$ (371,593)	$ 18,208,057	$ (371,593)	-2.00%	$ -	$ -
SAUM	$ 17,733,361	$ 520,098	$ 17,389,948	12.25%	1,385	16.95%	1,491,947	1,385	16.95%	$ -	$ 494,536	$ 19,376,431	$ 1,986,483	11.42%	$ 347,799	$ 1,638,684
UAF	$ 136,032,727	$ 259,886	$ 137,025,851	5.41%	3,980	48.71%	4,287,250	3,980	48.71%	$ -	$ 1,421,096	$ 142,734,197	$ 5,708,346	4.17%	$ 2,740,517	$ 2,967,829
UAFS	$ 20,886,786	$ -	$ 21,117,177	2.43%	287	3.51%	309,226	287	3.51%	$ -	$ 102,499	$ 21,528,902	$ 411,725	1.95%	$ 411,725	$ -
UALR	$ 54,964,188	$ -	$ 55,568,295	-5.96%	-	0.00%	-	-	0.00%	$ 1,111,366	$ (1,111,366)	$ 54,456,929	$ (1,111,366)	-2.00%	$ -	$ -
UAM	$ 16,362,815	$ -	$ 16,532,809	0.23%	14	0.17%	15,067	14	0.17%	$ -	$ 4,994	$ 16,552,870	$ 20,061	0.12%	$ 20,061	$ -
UAPB*	$ 21,464,639	$ -	$ 21,696,734	-2.96%	-	0.00%	-	-	0.00%	$ 322,830	$ (322,830)	$ 21,373,904	$ (322,830)	-1.49%	$ -	$ -
UCA	$ 55,018,565	$ -	$ 55,584,800	-2.47%	-	0.00%	-	-	0.00%	$ 1,111,696	$ (1,111,696)	$ 54,473,104	$ (1,111,696)	-2.00%	$ -	$ -
4YR SUBTOTAL	436,448,399	779,984	440,082,385	2.62%	8,171	100%	8,801,648	8,171	100%	$ 2,917,485	$ -	448,884,033	$ 8,801,648	2.00%	$ 5,451,845	$ 6,267,288
ANC	$ 8,845,933	$ -	$ 8,934,851	-4.15%	-	0.00%	-	-	0.00%	$ 178,697	$ (178,697)	$ 8,756,154	$ (178,697)	-2.00%	$ -	$ -
ASUB	$ 11,333,296	$ -	$ 11,455,997	0.35%	32	0.91%	26,827	32	0.91%	$ -	$ 3,826	$ 11,486,650	$ 30,653	0.27%	$ 30,653	$ -
ASUMH	$ 3,571,700	$ -	$ 3,609,520	2.25%	87	2.48%	72,853	87	2.48%	$ -	$ 10,390	$ 3,692,763	$ 83,243	2.31%	$ 72,190	$ 11,053
ASUMS	$ 4,058,019	$ -	$ 4,098,015	-6.84%	-	0.00%	-	-	0.00%	$ 81,960	$ (81,960)	$ 4,016,055	$ (81,960)	-2.00%	$ -	$ -
ASUN	$ 6,451,670	$ -	$ 6,513,792	7.23%	494	14.04%	411,786	494	14.04%	$ -	$ 58,726	$ 6,984,305	$ 470,513	7.22%	$ 130,276	$ 340,237
ASUTR	$ 3,347,546	$ -	$ 3,384,113	8.47%	237	6.72%	197,200	237	6.72%	$ -	$ 28,123	$ 3,609,436	$ 225,323	6.66%	$ 67,682	$ 157,641
BRTC	$ 7,187,648	$ 1,023,534	$ 6,227,493	9.48%	572	16.24%	476,466	572	16.24%	$ -	$ 67,951	$ 6,771,909	$ 544,416	8.74%	$ 124,550	$ 419,867
CCCUA	$ 3,750,333	$ -	$ 3,785,537	3.26%	143	4.06%	118,995	143	4.06%	$ -	$ 16,970	$ 3,921,503	$ 135,966	3.59%	$ 75,711	$ 60,255
NAC	$ 7,529,669	$ -	$ 7,612,262	7.92%	328	9.33%	273,564	328	9.33%	$ -	$ 39,014	$ 7,924,840	$ 312,578	4.11%	$ 152,245	$ 160,333
NPC	$ 8,995,082	$ -	$ 9,088,867	2.92%	173	4.92%	144,215	173	4.92%	$ -	$ 20,567	$ 9,253,649	$ 164,782	1.81%	$ 164,782	$ -
NWACC	$ 11,479,213	$ -	$ 11,589,302	1.88%	318	9.03%	264,984	318	9.03%	$ -	$ 37,790	$ 11,892,077	$ 302,775	2.61%	$ 231,786	$ 70,989
OZC	$ 3,183,318	$ -	$ 3,215,730	-2.16%	-	0.00%	-	-	0.00%	$ 64,315	$ (64,315)	$ 3,151,415	$ (64,315)	-2.00%	$ -	$ -
PCCUA	$ 8,756,310	$ -	$ 8,850,267	2.31%	62	1.76%	51,555	62	1.76%	$ -	$ 7,353	$ 8,909,175	$ 58,908	0.67%	$ 58,908	$ -
SAC	$ 5,962,675	$ -	$ 6,025,232	0.97%	39	1.10%	32,359	39	1.10%	$ -	$ 4,615	$ 6,062,206	$ 36,974	0.61%	$ 36,974	$ -
SAUT	$ 5,525,530	$ -	$ 5,584,679	1.08%	41	1.18%	34,523	41	1.18%	$ -	$ 4,923	$ 5,624,126	$ 39,447	0.71%	$ 39,447	$ -
SEAC	$ 5,301,408	$ -	$ 5,359,844	4.31%	130	3.69%	108,350	130	3.69%	$ -	$ 15,452	$ 5,483,647	$ 123,803	2.31%	$ 107,197	$ 16,606
UACCB	$ 4,318,464	$ -	$ 4,361,291	2.82%	111	3.15%	92,373	111	3.15%	$ -	$ 13,174	$ 4,466,837	$ 105,546	2.42%	$ 87,226	$ 18,321
UACCHT	$ 4,554,683	$ -	$ 4,601,251	-1.87%	-	0.00%	-	-	0.00%	$ 86,149	$ (86,149)	$ 4,515,102	$ (86,149)	-1.87%	$ -	$ -
UACCM	$ 5,073,879	$ -	$ 5,125,944	4.82%	309	8.78%	257,659	309	8.78%	$ -	$ 36,746	$ 5,420,349	$ 294,405	5.74%	$ 102,519	$ 191,886
UACCRM	$ 3,656,930	$ 77,035	$ 3,613,140	-0.20%	-	0.00%	-	-	0.00%	$ 7,185	$ (7,185)	$ 3,605,954	$ (7,185)	-0.20%	$ -	$ -
UAEACC	$ 8,708,498	$ -	$ 8,768,503	5.53%	169	4.81%	140,999	169	4.81%	$ -	$ 20,108	$ 8,929,611	$ 161,108	1.84%	$ 161,108	$ -
UA-PT	$ 14,694,332	$ -	$ 14,851,261	1.86%	274	7.79%	228,427	274	7.79%	$ -	$ 32,577	$ 15,112,265	$ 261,004	1.76%	$ 261,004	$ -
2 YR SUBTOTAL	$ 146,286,136	$ 1,100,570	$ 146,656,890	2.59%	3,521	100%	2,933,138	3,521	100%	$ 418,306	$ -	$ 149,590,028	$ 2,933,138	2.00%	$ 1,904,257	$ 1,447,186
TOTAL	$ 582,734,535	$ 1,880,554	$ 586,739,275	2.61%	-	-	11,734,786	-	-	-	$ -	$ 598,474,061	$ 11,734,786	2.00%	$ 7,356,101	$ 7,714,474

* Denotes Institutions that met the 5% loss threshold when compared to initial funding from FY2022 per productivity distribution policy.

Institution	Initial RSA Funding FY2022	Recommended Funding 2026-2027	Difference from Initial Funding Year	Percentage Change from Initial Funding Year
ASUJ	$ 56,935,389	$ 63,064,355	$ 6,128,966	10.76%
ATU*	$ 33,387,368	$ 37,115,283	$ 3,727,914	11.17%
HSU	$ 18,949,729	$ 18,208,057	$ (741,672)	-3.91%
SAUM	$ 16,296,477	$ 19,376,431	$ 3,079,954	18.90%
UAF	$ 122,829,056	$ 142,734,197	$ 19,905,140	16.21%
UAFS	$ 20,347,201	$ 21,528,902	$ 1,181,701	5.81%
UALR	$ 56,358,996	$ 54,456,929	$ (1,902,067)	-3.37%
UAM*	$ 15,973,435	$ 16,552,870	$ 579,436	3.63%
UAPB	$ 22,498,846	$ 21,373,904	$ (1,124,942)	-5.00%
UCA	$ 55,253,184	$ 54,473,104	$ (780,080)	-1.41%
4YR SUBTOTAL	$ 418,829,682	$ 448,884,033	$ 30,054,351	7.18%
ANC	$ 8,661,107	$ 8,756,154	$ 95,047	1.10%
ASUB	$ 11,750,839	$ 11,486,650	$ (264,189)	-2.25%
ASUMH	$ 3,683,762	$ 3,692,763	$ 9,001	0.24%
ASUMS	$ 4,024,410	$ 4,016,055	$ (8,355)	-0.21%
ASUN	$ 6,265,859	$ 6,984,305	$ 718,446	11.47%
ASUTR	$ 3,470,877	$ 3,609,436	$ 138,560	3.99%
BRTC	$ 5,961,595	$ 6,771,909	$ 810,314	13.59%
CCCUA	$ 3,476,039	$ 3,921,503	$ 445,464	12.82%
NAC	$ 7,807,078	$ 7,924,840	$ 117,762	1.51%
NPC	$ 8,821,684	$ 9,253,649	$ 431,965	4.90%
NWACC	$ 10,994,060	$ 11,892,077	$ 898,017	8.17%
OZC	$ 3,048,782	$ 3,151,415	$ 102,633	3.37%
PCCUA	$ 8,988,693	$ 8,909,175	$ (79,518)	-0.88%
SAC	$ 6,032,949	$ 6,062,206	$ 29,257	0.48%
SAUT	$ 5,570,912	$ 5,624,126	$ 53,214	0.96%
SEAC	$ 5,496,724	$ 5,483,647	$ (13,077)	-0.24%
UACCB	$ 4,130,132	$ 4,466,837	$ 336,706	8.15%
UACCHT	$ 4,697,071	$ 4,515,102	$ (181,968)	-3.87%
UACCM	$ 5,085,423	$ 5,420,349	$ 334,926	6.59%
UACCRM	$ 3,238,296	$ 3,605,954	$ 367,658	11.35%
UAEACC	$ 8,244,306	$ 8,929,611	$ 685,305	8.31%
UA-PT	$ 14,761,272	$ 15,112,265	$ 350,993	2.38%
2 YR SUBTOTAL	$ 144,211,868	$ 149,590,028	$ 5,378,160	3.73%
TOTAL	$ 563,041,551	$ 598,474,061	$ 35,432,510	6.29%

REPORT OF 2024-25 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 2024-25 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 2024-25 total amount of athletic expenditures reported by state-supported universities is $282,780,685 and two-year colleges is $6,159,889. The statewide total of $288,940,574 is an increase of $28,671,663 (11.02%) from $260,268,911 in 2023-24.

A comparison of 2024-25 actual expenditures to 2024-25 budgeted revenues certified to the Coordinating Board in July 2024 is also illustrated at the bottom of the summary chart. Certified budgeted expenditures for 2024-25 totaled

$264,537,729 for all institutions. Total actual expenditures for 2024-25 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 27.20 percent below to 72.10 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 2024-25 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 2024-25 Intercollegiate Athletic Revenues and Expenditures to the Legislative Joint Auditing Committee according to the provisions of A.C.A. §6-62-106.

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Summary of Intercollegiate Athletic Revenues and Expenditures, 2024-2025

	INSTITUTIONS	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA	4-yr TOTAL	ASUMH	ASUMS	ASUN	ASUTR	CCCUA	NAC	NPC	NWACC	PCCUA	SAC	SAUT	SEAC	UACCRM	2-yr TOTAL
R E V E N U E S	TICKET SALES	$1,202,189	$193,078	$47,393	$8,990	$62,047,625	$16,334	$253,124	$30,414	$465,941	$519,119	$64,784,206	$0	$4,776	$2,921	$5,380	$3,560	$4,825	$0	$0	$9,606	$14,385	$925	$0	$0	$46,378
	STUDENT FEES	$9,335,675	$3,015,953	$1,011,962	$1,735,941	$0	$2,477,962	$2,958,926	$952,893	$1,185,019	$5,452,160	$28,126,491	$0	$0	$0	$30,040	$0	$0	$0	$0	$0	$0	$178,342	$0	$0	$208,382
	GAME GUARANTEES	$1,989,116	$2,500	$0	$0	$1,013,014	$424	$176,000	$186	$1,349,519	$930,500	$5,461,259	$0	$0	$0	$0	$1,350	$0	$0	$0	$0	$0	$0	$0	$0	$1,350
	CONTRIBUTIONS	$862,741	$0	$10,363	$0	$27,697,113	$113,291	$0	$0	$0	$100,136	$28,783,644	$0	$0	$0	$81,212	$0	$0	$0	$0	$300	$74,162	$25,268	$0	$0	$180,942
	NCAA/CONFERENCE DISTRIBUTIONS	$854,432	$45,571	$64,793	$0	$23,977,901	$21,570	$462,631	$45,790	$0	$1,082,541	$26,555,229	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	BROADCAST, TV, RADIO, INTERNET RIGHTS	$0	$0	$0	$0	$42,407,177	$24,529	$0	$0	$0	$0	$42,431,706	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	PROGRAM SALES, CONCESSIONS, NOVELTIES, PARKING	$0	$0	$0	$63,024	$2,905,159	$22,450	$0	$0	$0	$25,319	$3,015,953	$0	$0	$3,043	$0	$6,205	$0	$0	$0	$10,560	$0	$1,042	$0	$0	$20,850
	ROYALTIES, LICENSING, ADVERTISEMENTS, SPONSORSHIPS	$278,656	$35,041	$0	$10,466	$19,413,185	$52,120	$126,000	$0	$0	$248,640	$20,164,108	$0	$0	$0	$0	$77,675	$0	$0	$0	$0	$0	$20,833	$0	$0	$98,508
	SPORTS CAMPS REVENUES	$0	$141,216	$0	$74,966	$96,222	$52,971	$0	$0	$0	$0	$365,375	$0	$0	$0	$0	$425	$12,795	$0	$0	$0	$0	$6,021	$0	$0	$19,241
	ENDOWMENT AND INVESTMENT INCOME	$59,165	$1,071,799	$0	$0	$430,435	$0	$0	$0	$0	$0	$1,561,399	$26,661	$0	$0	$35,650	$0	$0	$0	$0	$0	$0	$0	$0	$0	$62,311
	OTHER INCOME	$129,817	$10,033	$0	$16,591	$1,306,463	$0	$5,000	$0	$978,216	$4,700	$2,450,820	$0	$467,713	$0	$0	$0	$0	$0	$1,985	$0	$0	$0	$412,201	$0	$881,899
OTHER FINANCING SOURCES	CWSP FEDERALLY FUNDED PORTION	$0	$12,575	$0	$0	$0	$3,608	$0	$46,489	$0	$216,859	$279,531	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	CWSP FED. PORTION AS % TOTAL CWSP	0%	100%	0%	0%	0%	0%	0%	100%	0%	94%	81%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	TRANSFERS FOR WOMEN'S ATHLETIC SPORTS PROGRAMS	$6,277,537.76	$0.00	$2,625,223.52	$0.00	$0.00	$0.00	$3,571,878.00	$0.00	$0.00	$0.00	$12,474,639.28	$0.00	$0.00	$0.00	$0.00	$0.00	$81,336.14	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$81,336.14
	OTHER AUXILIARY PROFITS	$9,255,487	$524,471	$1,114,462	$3,044,606	$0	$295,028	$1,319,426	$1,864,872	$7,257,430	$6,052,235	$30,728,016	$0	$0	$0	$0	$0	$4,987	$984,430	$0	$0	$94,029	$109,189	$0	$1,021,538	$2,214,173
	TRANSFERS FROM UNRESTRICTED E&G	$3,475,258	$2,050,219	$1,607,776	$1,710,652	$0	$1,662,441	$2,804,611	$1,662,441	$1,625,618	$3,116,746	$19,715,762	$130,000	$0	$127,000	$161,412	$218,776	$309,403	$0	$360,032	$75,000	$241,554	$198,404	$177,615	$0	$1,999,196
	PRIOR YEAR FUND BALANCE	$0	$119,321	$0	$0	$0	$0	$0	$391,022	$0	$0	$510,343	$108,333	$0	$91,412	$0	$0	$0	$0	$0	$155,512	$0	$28,592	$0	$0	$383,849
Total Revenues for Athletics		$33,720,074	$7,221,777	$6,481,972	$6,665,236	$181,294,294	$4,742,728	$11,677,596	$4,994,107	$12,861,743	$17,748,955	$287,408,482	$264,994	$472,489	$224,376	$313,694	$307,991	$413,346	$984,430	$362,017	$250,978	$424,130	$568,616	$589,816	$1,021,538	$6,198,415

Summary of Intercollegiate Athletic Expenditures, 2024-2025

	INSTITUTIONS	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA	4-yr TOTAL	ASUMH	ASUMS	ASUN	ASUTR	CCCUA	NAC	NPC	NWACC	PCCUA	SAC	SAUT	SEAC	UACCRM	2-yr TOTAL
E X P E N D I T U R E S	SALARIES	$6,545,931	$1,674,899	$1,631,872	$1,758,134	$57,080,866	$1,058,301	$2,933,681	$1,017,872	$2,497,900	$3,604,712	$79,804,168	$27,464	$88,505	$56,325	$118,959	$51,998	$81,327	$251,554	$180,111	$51,129	$103,834	$130,925	$104,944	$205,094	$1,452,169
	BUDGETED FTE POSITIONS	92.37	0.00	31.98	30.70	320.00	21.00	0.00	0.00	44.50	60.19	600.74	0.00	1.15	0.00	3.00	0.00	0.00	0.00	0.00	0.00	3.00	4.50	0.00	0.00	11.65
	FRINGE BENEFITS	$1,797,896	$520,674	$452,476	$552,750	$9,972,248	$296,638	$797,316	$351,867	$573,891	$1,138,995	$16,454,751	$14,341	$16,027	$8,940	$44,680	$5,980	$16,909	$81,950	$52,458	$9,478	$34,047	$55,838	$42,070	$53,051	$435,769
	FRINGE BENEFITS AS A % OF SALARIES	27.5%	31.1%	27.7%	31.4%	17.5%	28.0%	27.2%	34.6%	23.0%	31.6%	20.6%	52.2%	18.1%	15.9%	37.6%	11.5%	20.8%	32.6%	29.1%	18.5%	32.8%	42.6%	40.1%	25.9%	30.0%
	EXTRA HELP	$572,349	$135,382	$164,083	$16,840	$1,667,534	$25,121	$370,647	$316,007	$288,640	$286,819	$3,843,421	$36,530	$11,823	$2,310	$38,365	$0	$7,035	$118,384	$11,431	$6,874	$7,420	$77,466	$83,806	$17,288	$418,732
	CWSP- TOTAL COST (FEDERAL AND STATE MATCH)	$0	$12,575	$0	$55,228	$0	$0	$0	$46,489	$0	$231,800	$346,092	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	ATHLETIC SCHOLARSHIPS	$8,051,388	$2,121,978	$2,485,652	$2,087,284	$14,972,730	$1,166,694	$3,073,913	$1,516,751	$2,479,590	$5,854,507	$43,810,487	$20,469	$57,204	$0	$35,650	$0	$87,354	$249,845	$0	$63,905	$98,865	$106,942	$173,930	$407,036	$1,301,200
	RECRUITING	$1,052,722	$41,444	$35,161	$24,689	$3,466,031	$19,179	$247,950	$29,617	$2,942	$308,749	$5,228,485	$7,848	$0	$20,566	$0	$11,180	$0	$0	$8,181	$4,154	$0	$0	$0	$0	$51,929
	TEAM TRAVEL	$6,854,472	$839,798	$776,349	$763,087	$13,120,256	$779,472	$1,828,344	$523,187	$4,284,441	$3,046,174	$32,815,580	$74,257	$78,743	$34,713	$41,936	$50,246	$76,196	$163,928	$28,730	$14,502	$94,775	$54,727	$86,452	$107,175	$906,380
	SPORTS EQUIPMENT, UNIFORMS, SUPPLIES	$2,215,000	$383,530	$203,147	$265,777	$4,877,530	$404,404	$825,250	$391,601	$318,261	$672,535	$10,557,035	$58,932	$142,334	$0	$488	$77,673	$37,441	$0	$28,719	$29,737	$31,325	$76,051	$38,873	$104,895	$626,468
	CONCESSIONS/PROGRAMS	$0	$0	$0	$55,973	$0	$18,592	$0	$0	$0	$0	$74,565	$0	$0	$0	$0	$0	$0	$0	$1,926	$17,524	$0	$399	$0	$0	$19,849
	GAME EXPENSES	$1,664,526	$20,569	$100,932	$120,129	$8,626,527	$77,652	$276,798	$104,619	$1,153,596	$800,470	$12,945,818	$7,120	$40,961	$47,839	$14,508	$88,151	$29,575	$118,770	$1,888	$10,119	$22,958	$20,545	$19,973	$24,784	$447,191
	GAME GUARANTEES	$682,213	$0	$11,000	$5,500	$5,483,642	$5,750	$0	$10,500	$53,000	$38,000	$6,289,605	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	FUNDRAISING, MARKETING, PROMOTIONS	$198,281	$4,673	$0	$0	$1,343,220	$11,939	$136,501	$0	$0	$7,460	$1,702,074	$0	$0	$263	$0	$2,562	$0	$0	$10,930	$0	$3,688	$0	$309	$0	$17,752
	SPORTS CAMPS EXPENSES	$0	$4,473	$0	$64,249	$0	$59,596	$0	$0	$0	$0	$128,318	$0	$0	$0	$0	$0	$7,891	$0	$0	$418	$0	$0	$0	$0	$8,309
	DIRECT FACILITIES, MAINTENANCE, RENTALS	$1,828,044	$277,127	$274,578	$2,218	$8,943,571	$503,694	$499,726	$121,091	$455,269	$528,961	$13,434,280	$0	$8,655	$45,326	$10,000	$0	$29,087	$0	$4,254	$10,948	$0	$11,518	$6,041	$0	$125,829
	DEBT SERVICE	$0	$227,500	$0	$177,868	$18,520,485	$0	$0	$118,977	$0	$654,685	$19,699,515	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	SPIRIT GROUPS	$0	$0	$0	$239,906	$1,384,110	$216,781	$17,812	$63,173	$0	$44,328	$1,966,110	$0	$0	$0	$0	$0	$0	$0	$550	$0	$0	$0	$0	$0	$550
	MEDICAL EXPENSES AND MEDICAL INSURANCE	$362,893	$178,836	$110,362	$99,405	$2,170,359	$38,815	$68,833	$271,763	$0	$207,718	$3,508,984	$9,500	$10,619	$0	$0	$5,690	$22,297	$0	$3,119	$10,700	$14,470	$24,846	$21,198	$9,845	$132,284
	MEMBERSHIPS AND DUES	$120,485	$58,940	$31,482	$8,451	$56,530	$60,100	$11,957	$31,975	$5,320	$76,299	$461,539	$8,533	$11,033	$0	$9,108	$12,041	$13,893	$0	$15,428	$10,573	$12,748	$9,358	$9,423	$0	$112,138
	OTHER OPERATING EXPENDITURES	$1,548,868	$703,887	$193,264	$367,748	$18,037,607	$0	$588,868	$78,618	$748,893	$79,135	$22,346,888	$0	$6,585	$8,094	$0	$2,470	$4,340	$0	$14,292	$10,917	$0	$0	$2,797	$53,844	$103,340
OTHER FINANCING USES	TRANSFERS TO OTHER FUNDS/ACCOUNTS	$225,005	$15,492	$0	$0	$6,954,866	$0	$0	$0	$0	$167,607	$7,362,970	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Expenditures for Athletics	**$33,720,074**	**$7,221,777**	**$6,470,357**	**$6,665,236**	**$176,678,113**	**$4,742,728**	**$11,677,596**	**$4,994,107**	**$12,861,743**	**$17,748,955**	**$282,780,685**	**$264,994**	**$472,489**	**$224,376**	**$313,694**	**$307,991**	**$413,346**	**$984,430**	**$362,017**	**$250,978**	**$424,130**	**$568,616**	**$589,816**	**$983,012**	**$6,159,889**
Fund Balance		$0	$0	$11,616	$0	$4,616,181	$0	$0	$0	$0	$0	$4,627,797	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$38,526	$38,526
2024-2025 Budgeted Expenditures Certified July 2024		$20,211,581	$6,573,893	$6,258,249	$6,416,709	$173,987,221	$4,330,565	$11,991,261	$4,264,015	$7,473,316	$16,342,510	$257,849,320	$194,252	$649,000	$169,600	$275,228	$285,223	$427,393	$1,058,457	$423,974	$211,160	$446,191	$478,176	$733,406	$1,336,349	$6,688,409
% Difference Between Expenditures & Budgeted Revenue		67%	10%	3%	4%	2%	10%	3%	17%	72%	9%	5%	36%	27%	32%	14%	8%	3%	7%	15%	19%	5%	19%	20%	26%	8%

**TECHNICAL CERTIFICATE AND CERTIFICATE OF PROFICIENCY IN
CONSTRUCTION TRADES TECHNOLOGY**

ARKANSAS STATE UNIVERSITY BEEBE

**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 Certificate of Proficiency in Construction Trades Technology (CIP
46.0000) and Technical Certificate in Construction Trades Technology (CIP 46.0000) at
Arkansas State University Beebe, effective Fall 2025.

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

TECHNICAL CERTIFICATE AND CERTIFICATE OF PROFICIENCY IN CONSTRUCTION TRADES TECHNOLOGY

ARKANSAS STATE UNIVERSITY BEEBE

The administration of Arkansas State University Beebe (ASUB) and Board of Trustees of the Arkansas State University System request approval to offer the Technical Certificate in Construction Trades Technology and Certificate of Proficiency in Construction Trades Technology, effective Fall 2025.

ASUB is accredited by the Higher Learning Commission and the proposed program is within the role and scope established for the institution. The Arkansas State University System Board of Trustees approved the program on June 5, 2025.

Program Description

The proposed Construction Trades Technology program is designed to prepare students with the necessary skills and knowledge to be proficient in the fundamentals of residential and commercial construction. The 27 credit-hour Technical Certificate, with embedded 12 credit-hour Certificate of Proficiency, provides instruction in safety and industry codes, methods and materials of construction, blueprints and drawings, site layout, carpentry and roofing, plumbing and electrical systems, framing, flooring, cabinetry and finishing work, and general processes of project management. Graduates of the proposed program may continue their education through additional coursework in HVAC-R, welding, and other related fields or pursue the Associate of Applied Science in General Technology. Electrical or plumbing apprenticeship programs are also available at the ASUB Heber Springs campus.

In mid-2024, ASUB partnered with local political and business leaders, Quitman High School, and the Office of Skills Development to assume administration of the longstanding Quitman Building Trades Program after its former partner, the Conway Public School District, ended its involvement. ASUB integrated the existing Building Trades program into its Regional Career Center offerings, with plans to develop a credit program enabling Cleburne County and surrounding-area high school students to earn concurrent credit and gain workforce-ready training for careers in construction. The proposed Construction Trades Technology program will be available exclusively to high school students enrolled for college credit through ASUB's Regional Career Center at Quitman High School.

No new personnel, facility, resource, or equipment costs are anticipated for the proposed program. Continued funding from the Office of Skills Development is anticipated.

Program Need

From 2018 to 2023, labor market information indicates construction trades employment in Arkansas grew 34.1%, compared to 11.7% nationally. Growth was higher in Cleburne, White, and Lonoke counties at 39.8%. Average salaries in the construction trades are $43,346 in the three-county area, $45,685 statewide, and $58,118 nationally. The most common occupations relevant to the proposed program are construction laborers, plumbers, maintenance electricians, carpenters, skilled tradesmen, concrete finishers, and general laborers.

The proposed credit program and existing secondary program are supported by several local employers, including Nabholz Central Arkansas, SRW Construction Services, Hart Construction LLC, Command Construction Inc., and Red River Plumbing & Mechanical, with many also serving on the program's advisory committee. Nabholz currently provides donations/discounts on supplies and in-kind donations of time and expertise, as well as access to facilities for demonstration and educational purposes. Additionally, Nabholz has committed to partial reimbursement of tuition for their full-time employees enrolled in the program. Both Nabholz and SRW Construction Services have expressed a desire to hire program graduates.

Program Expenditures and Funding

No new personnel, facilities, resources, or equipment expenditures are anticipated for the proposed program. The offering of the Technical Certificate and Certificate of Proficiency in Construction Trades Technology will continue to operate at Quitman High School.

Funding for the proposed program will be provided annually by the Office of Skills Development. Additionally, the sale of the student-built house auctioned each May will fund, in part, supplies and building materials for the next academic year's student-built house. The AY25 auction generated $75,000 for the AY26 project.

Program Duplication

Arkansas public institutions offering certificate programs in Construction Technology and their distance from ASUB are Arkansas Northeastern College (136 miles), Arkansas State University Three Rivers (78 miles), Arkansas Tech University Ozark (126 miles), North Arkansas College (126 miles), Ozarka College (90 miles), Phillips Community College of the University of Arkansas (104 miles), University of Arkansas Community College Hope-Texarkana (147 miles), University of Arkansas Community College Morrilton (57 miles), and University of Arkansas Little Rock (40 miles).

Program Learning Outcomes

Upon successful completion, a student will demonstrate proficiency in:

1. Fundamentals of residential and commercial construction trades
2. Safety and industry codes

3. Methods and materials of construction
4. Blueprints and drawings
5. Site layout
6. Carpentry and roofing
7. Plumbing and electrical systems
8. Framing, flooring, cabinetry and finishing work
9. General processes of project management

Program Enrollment and Graduation Projections

Academic Year	Projected Enrollment	Projected Graduates
2025 - 2026	60	20
2026 - 2027	65	25
2027 - 2028	65	25
2028 - 2029	65	25
2029 - 2030	65	25

Program Curriculum

<u>Technical Certificate in Construction Trades Technology</u>

COM 1003   Career Communications (or higher)
MATH 1013   Technical Mathematics (or higher)
CTTE 1003   Introduction to Construction Trades
CTTE 1013   Construction Methods I with Lab
CTTE 1023   Construction Methods II with Lab
CTTE 2003   Plumbing and Electrical Systems
CTTE 1033   Modern Cabinet Making
CTTE 2013   Project Management
CTTE 2023   Residential Construction Codes and Regulations
Italics – New Course

<u>Certificate of Proficiency in Construction Trades Technology</u>

CTTE 1003   Introduction to Construction Trades
CTTE 1013   Construction Methods I with Lab
CTTE 1023   Construction Methods II with Lab
CTTE 2003   Plumbing and Electrical Systems
Italics – New Course

**ASSOCIATE OF APPLIED SCIENCE IN OUTDOOR RECREATION
TECHNICAL CERTIFICATE IN OUTDOOR RECREATION
AND EMBEDDED CERTIFICATES OF PROFICIENCY IN FOUNDATIONS IN
OUTDOOR RECREATION, MOUNTAIN BIKING & TRAIL MAINTENANCE,
OUTDOOR MAINTENANCE, OUTDOOR RECREATION ACTIVITIES, OUTDOOR
RECREATION MANAGEMENT, TOURISM & HOSPITALITY, AND WILDERNESS
SAFETY**

NATIONAL PARK COLLEGE

**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 Outdoor Recreation (CIP 31.0101),
Technical Certificate in Outdoor Recreation (CIP 31.0101), Certificate of Proficiency in
Foundations in Outdoor Recreation (CIP 31.0101), Certificate of Proficiency in Mountain
Biking & Trail Maintenance (CIP 46.9999), Certificate of Proficiency in Outdoor
Maintenance (CIP 46.0000), Certificate of Proficiency in Outdoor Recreation Activities
(CIP 31.0101), Certificate of Proficiency in Outdoor Recreation Management (CIP
31.0301), Certificate of Proficiency in Tourism & Hospitality (CIP 52.0901), and
Certificate of Proficiency in Wilderness Safety (CIP 31.9999), at National Park College,
effective Fall 2026.

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 National Park College of the approval.

**ASSOCIATE OF APPLIED SCIENCE IN OUTDOOR RECREATION
TECHNICAL CERTIFICATE IN OUTDOOR RECREATION
AND EMBEDDED CERTIFICATES OF PROFICIENCY IN FOUNDATIONS IN
OUTDOOR RECREATION, MOUNTAIN BIKING & TRAIL MAINTENANCE,
OUTDOOR MAINTENANCE, OUTDOOR RECREATION ACTIVITIES, OUTDOOR
RECREATION MANAGEMENT, TOURISM & HOSPITALITY, AND WILDERNESS
SAFETY**

NATIONAL PARK COLLEGE

The administration and Board of Trustees of National Park College (NPC) request approval to offer the Associate of Applied Science in Outdoor Recreation, Technical Certificate in Outdoor Recreation, Certificate of Proficiency in Foundations in Outdoor Recreation, Certificate of Proficiency in Mountain Biking & Trail Maintenance, Certificate of Proficiency in Outdoor Maintenance, Certificate of Proficiency in Outdoor Recreation Management, Certificate of Proficiency in Outdoor Recreation Activities, Certificate of Proficiency in Tourism & Hospitality, and Certificate of Proficiency in Wilderness Safety, effective Fall 2026.

NPC is accredited by the Higher Learning Commission, and the proposed program is within the role and scope established for the institution. The National Park College Board of Trustees will consider the program for approval on October 22, 2025.

Program Description

In 2024, outdoor recreation and tourism in Arkansas surpassed the agriculture, mining, and forestry industries, attracting over 52 million visitors and generating $10.3 billion in spending. Located at the heart of this thriving sector, Hot Springs, home to National Park College, offers access to Hot Springs National Park, the Ouachita National Forest, numerous parks, lakes, creeks, and more than 200 miles of biking and hiking trails. The city also features notable cultural attractions, including Oaklawn Racing Casino, Bathhouse Row, Garvan Woodland Gardens, art galleries, studios, and a vibrant downtown, making outdoor recreation and tourism essential to the local economy. The proposed program in Outdoor Recreation is designed to support these industries by providing graduates with entry- and mid-level job skills while taking advantage of all the resources, expertise, and opportunities available in their own backyard.

The proposed program contains a 60-credit hour Associate of Applied Science and 45-credit hour Technical Certificate, both in Outdoor Recreation, as well as seven Certificates of Proficiency, varying from eight to twelve credit hours, that allow a student to tailor the program to their interests and needs. The program will provide students with a fundamental understanding of the outdoor recreation industry, issues in policy and law, leadership and supervision, survival and first-response in remote environments, to

name a few. A comprehensive listing of skills per program is available in the full proposal.

The proposed Outdoor Recreation program will be the first academic program at NPC to provide instruction jointly with the Division of Workforce Development, Community & Corporate Training. As a result, this program will serve both credit-seeking college students as well as local businesses and agencies in need of employee training or upskilling. Most Certificates of Proficiency will be cross-listed as workforce non-credit programs, allowing a completer to receive equivalent credit if they later enroll as a degree-seeking student.

Utilizing existing faculty in partnership with workforce instructors, the proposed program will require only one additional faculty member to be hired in the spring of 2026. Existing campus facilities such as classrooms, offices, and laboratories will be used to deliver the program. Instruction space, resources, and equipment needed to deliver off-campus classes will be provided by industry partners. Although NPC anticipates the significant need for equipment and supplies for the proposed program, these costs are difficult to forecast. NPC will work with industry partners to identify equipment and supply needs and anticipate their support in offsetting associated costs.

Program Need

Due to the proposed program's unique curriculum, traditional labor market information proved to be inconclusive given the misalignment of defined Standard Occupational Classification (SOC) and Classification of Instructional Program (CIP) codes. NPC worked with ADHE to develop an alternate approach to providing evidence of program need. For this proposal, program need is based on two sources: state-funded recreation and tourism economic reports and partnerships with local employers and agencies.

Heartland Forward partnered with the Arkansas Office of Outdoor Recreation, a subsidiary of the Arkansas Department of Parks, Heritage, & Tourism, to release a report on the impact of outdoor recreation in Arkansas. From 2019 to 2023, Arkansas' economic growth in outdoor recreation grew tremendously, outpacing national averages elsewhere, with Arkansas having the 6th largest impact from cycling and trail-building, 3rd largest GDP increase in traditional hunting and fishing, 6th largest contribution to state GDP due to boating, and the 4th largest share of GDP produced through outdoor product manufacturing.

The 2024 Arkansas Tourism Economic Impact Report describes an increase of 4% in visitor spending, ~3.5% increase in state and local tax revenues, and a 2.3% increase in the number of jobs directly supported by this industry. The report also forecasts a 7% increase in the number of outdoor recreation jobs needed to sustain this growth.

Many local employers as well as state and federal agencies have expressed their support for the proposed program by donating tools and equipment, providing feedback on program structure and curriculum, serving on the program advisory board, or on-site

use of their lands and facilities for instruction. Additionally, local partners, such as Oaklawn Racing Casino, have expressed interest in enrolling their employees in the non-credit options of the program. NPC received several letters of support and can be found in the full proposal.

Program Expenditures and Funding

One full-time faculty will be hired in the Spring of 2026 and will be required to hold a master's degree in Outdoor Recreation, Physical Education, or related field. This candidate must have the appropriate experience and credentials to effectively teach and manage the program. Existing on-campus facilities, administrative personnel, and resources will be utilized. However, NPC foresees a great need for equipment to support this program. The cooperation and support of local employer partners will determine the types and quantities of equipment needed. At this time, the equipment needs have not been finalized.

Instruction and operating costs will be shared between the Division of Academic Affairs and Division of Workforce Development, Community & Corporate Training. For the first three years, NPC anticipates spending $12,000 annually from the institution's operational budget to purchase any equipment or tools not supplied by industry partners or students. NPC has also received a grant in the amount of $10,000 from the Arvest Foundation for the use of equipment purchases for trail maintenance. The institution may implement a program-based student fee as a last resort to fund equipment and instructional needs.

Program Duplication

Arkansas public institutions offering associate degree and certificate programs in either recreation, tourism, hospitality, or combinations thereof and their distance from NPC are North Arkansas College (157 miles), University of Arkansas Monticello (124 miles), and University of Arkansas Pulaski Technical College (67 miles). Although Arkansas State University, Arkansas Tech University, Henderson State University, University of Arkansas Fayetteville, and University of Arkansas Pine Bluff offer bachelor's degrees in areas directly or tangentially related to outdoor recreation, NPC's Outdoor Recreation program was not specifically designed for transfer. The proposed program is intended to offer short-term, work-ready certificates and degrees that lead directly to entry- and mid-level employment. Regionally, NPC has begun discussions with Henderson State University and Arkansas Tech University to create 2+2 pathways for students interested in pursuing a bachelor's degree.

Program Learning Outcomes

Upon successful completion, a student will be able to:

1. Demonstrate the ability to design and implement outdoor recreation activities that exemplify considerations of accessibility, safety, and environmental stewardship

2. Discuss the key elements of outdoor recreation, including effective planning, leadership, and understanding of critical legal, environmental, and risk assessment factors.
3. Demonstrate skills related to fostering effective team building, collaboration, and communication.
4. Identify current economic, social, legal, and environmental issues in outdoor recreation.
5. Develop the skills needed to safely navigate and survive in wilderness settings, including shelter building, safe food and water procurement, and wilderness first aid.
6. Demonstrate knowledge of the outdoor recreation industry, including the history of outdoor recreation, the social importance of outdoor recreation in American society, and career opportunities in the field.
7. Demonstrate the oral and written ability needed to perform forward-facing roles in outdoor recreation, as well as the ability to effectively present information in a group setting.

Program Enrollment and Graduation Projections

Associate of Applied Science in Outdoor Recreation		
Academic Year	**Projected Enrollment**	**Projected Graduates**
2025 - 2026	15	
2026 - 2027	20	4
2027 - 2028	25	7
2028 - 2029	30	10
2029 - 2030	40	15

Technical Certificate in Outdoor Recreation		
Academic Year	**Projected Enrollment**	**Projected Graduates**
2025 - 2026	15	4
2026 - 2027	20	8
2027 - 2028	25	12
2028 - 2029	30	15
2029 - 2030	40	20

Certificate of Proficiency in Foundations in Outdoor Recreation		
Academic Year	**Projected Enrollment**	**Projected Graduates**
2025 - 2026	15	4
2026 - 2027	20	8
2027 - 2028	25	12
2028 - 2029	30	15
2029 - 2030	40	20

Certificate of Proficiency in Mountain Biking & Trail Maintenance		
Academic Year	Projected Enrollment	Projected Graduates
2025 - 2026	10	4
2026 - 2027	12	6
2027 - 2028	15	8
2028 - 2029	18	10
2029 - 2030	20	12

Certificate of Proficiency in Outdoor Maintenance		
Academic Year	Projected Enrollment	Projected Graduates
2025 - 2026	10	4
2026 - 2027	12	6
2027 - 2028	15	8
2028 - 2029	18	10
2029 - 2030	20	12

Certificate of Proficiency in Outdoor Recreation Activities		
Academic Year	Projected Enrollment	Projected Graduates
2025 - 2026	10	4
2026 - 2027	12	6
2027 - 2028	15	8
2028 - 2029	18	10
2029 - 2030	20	12

Certificate of Proficiency in Outdoor Recreation Management		
Academic Year	Projected Enrollment	Projected Graduates
2025 - 2026	10	4
2026 - 2027	12	6
2027 - 2028	15	8
2028 - 2029	18	10
2029 - 2030	20	12

Certificate of Proficiency in Tourism & Hospitality		
Academic Year	Projected Enrollment	Projected Graduates
2025 - 2026	15	6
2026 - 2027	18	8
2027 - 2028	20	10
2028 - 2029	23	12
2029 - 2030	25	15

Certificate of Proficiency in Wilderness Safety		
Academic Year	Projected Enrollment	Projected Graduates
2025 - 2026	15	4
2026 - 2027	20	8
2027 - 2028	25	12
2028 - 2029	30	15
2029 - 2030	40	20

Program Curriculum

<u>Associate of Applied Science in Outdoor Recreation – 60 credit hours</u>

ORT   1211   First Year Experience
<u>General Education Courses</u> – 22 credit hours
ENG   1113   English Composition I
ENG   1133   Technical Report Writing
MATH 1123   College Algebra OR
MATH 1213   Math Reasoning
CIS   1023   Introduction to Computing
HIST   2223   US History to 1865
POLS 1113   American National Government
Select one of the following:
BIOL   1024   Biology for Non-Majors
BIOL   1114   Biology for Majors
BIOL   1164   Botany for Majors
BIOL   1154   Zoology
<u>Outdoor Recreation Core</u> – 17 credit hours
OREC 1012   *Outdoor Living Skills*
OREC 1022   *Wilderness Navigation*
OREC 1032   *Wilderness Safety & First Aid*
OREC 2012   *Introduction to Outdoor Recreation*
OREC 2023   *Foundations of Outdoor Recreation*
OREC 2033   *Leadership in Outdoor Recreation*
OREC 2043   *Outdoor Recreation Programming*
<u>Outdoor Recreation Tracts</u> – 8-12 credit hours, select one:
Outdoor Maintenance - 8 hours
INDT   1073   Welding for Maintenance Technicians
INDT   1123   *Plumbing, Electrical, & Construction Maintenance*
OREC 1042   *Outdoor Power Equipment Maintenance*
Outdoor Recreation Management - 11 hours
BUS   1113   Introduction to Business
BUS   1183   Small Business Management
BUS   2403   *Social Media Marketing*
HA   2312   *Tourism Management*
Tourism & Hospitality - 8 hours
HA   1312   *Hospitality Operations*

HA   1322   *Food & Beverage Management*
HA   2312   *Tourism Management*
HA   2322   *Resort & Event Management*
Mountain Biking & Trail Maintenance - 9 hours
OREC 1111   *Trail Building & Maintenance I*
OREC 2112   *Trail Building & Maintenance II*
OREC 1121   *Bicycle Mechanics I*
OREC 2122   *Bicycle Mechanics II*
OREC 1131   *Mountain Biking I*
OREC 2132   *Mountain Biking II*
Outdoor Recreation Activities - 8 hours
OREC 1052   *Kayaking & Canoeing*
OREC 1062   *Backpacking & Hiking*
OREC 1131   *Mountain Biking I*
OREC 2132   *Mountain Biking II*
OREC 1101   *Watercraft Safety & Maintenance*
Marine Engine Maintenance Fundamentals - 12 hours
MAR   1706   Service & Routine Maintenance I
MAR   1716   Service & Routine Maintenance II
Outdoor Recreation Electives – 8-12 credit hours
OREC 2101   *Internship*
OREC 1052   *Kayaking & Canoeing*
OREC 1062   *Backpacking & Hiking*
OREC 1131   *Mountain Biking I*
OREC 2132   *Mountain Biking II*
OREC 1121   *Bicycle Mechanics I*
OREC 2122   *Bicycle Mechanics II*
OREC 1111   *Trail Building & Maintenance I*
OREC 2112   *Trail Building & Maintenance II*
OREC 1101   *Watercraft Safety & Maintenance*
PE   1102   Life Fitness Concepts
General Education Elective (may choose more than one)
Italics – New Course

Technical Certificate in Outdoor Recreation – 45 credit hours

ORT   1211   First Year Experience
General Education Courses – 9 credit hours
ENG   1113   English Composition I
ENG   1133   Technical Report Writing
MATH 1123   College Algebra OR
MATH 1213   Math Reasoning
Outdoor Recreation Core – 17 credit hours
OREC 1012   *Outdoor Living Skills*
OREC 1022   *Wilderness Navigation*
OREC 1032   *Wilderness Safety & First Aid*
OREC 2012   *Introduction to Outdoor Recreation*

OREC 2023   *Foundations of Outdoor Recreation*
OREC 2033   *Leadership in Outdoor Recreation*
OREC 2043   *Outdoor Recreation Programming*

<u>Outdoor Recreation Tracts</u> – 8-12 credit hours, select one:

Outdoor Maintenance - 8 hours
INDT 1073   Welding for Maintenance Technicians
INDT 1123   *Plumbing, Electrical, & Construction Maintenance*
OREC 1042   *Outdoor Power Equipment Maintenance*

Outdoor Recreation Management - 11 hours
BUS   1113   Introduction to Business
BUS   1183   Small Business Management
BUS   2403   *Social Media Marketing*
HA   2312   *Tourism Management*

Tourism & Hospitality - 8 hours
HA   1312   *Hospitality Operations*
HA   1322   *Food & Beverage Management*
HA   2312   *Tourism Management*
HA   2322   *Resort & Event Management*

Mountain Biking & Trail Maintenance - 9 hours
OREC 1111   *Trail Building & Maintenance I*
OREC 2112   *Trail Building & Maintenance II*
OREC 1121   *Bicycle Mechanics I*
OREC 2122   *Bicycle Mechanics II*
OREC 1131   *Mountain Biking I*
OREC 2132   *Mountain Biking II*

Outdoor Recreation Activities - 8 hours
OREC 1052   *Kayaking & Canoeing*
OREC 1062   *Backpacking & Hiking*
OREC 1131   *Mountain Biking I*
OREC 2132   *Mountain Biking II*
OREC 1101   *Watercraft Safety & Maintenance*

Marine Engine Maintenance Fundamentals - 12 hours
MAR   1706   Service & Routine Maintenance I
MAR   1716   Service & Routine Maintenance II

<u>Outdoor Recreation Electives</u> – 6-10 credit hours
OREC 2101   *Internship*
OREC 1052   *Kayaking & Canoeing*
OREC 1062   *Backpacking & Hiking*
OREC 1131   *Mountain Biking I*
OREC 2132   *Mountain Biking II*
OREC 1121   *Bicycle Mechanics I*
OREC 2122   *Bicycle Mechanics II*
OREC 1111   *Trail Building & Maintenance I*
OREC 2112   *Trail Building & Maintenance II*
OREC 1101   *Watercraft Safety & Maintenance*
PE   1102   Life Fitness Concepts

General Education Elective (may choose more than one)
Italics – New Course

Certificate of Proficiency in Foundations in Outdoor Recreation – 11 credit hours

OREC 2012	*Introduction to Outdoor Recreation*
OREC 2023	*Foundations of Outdoor Recreation*
OREC 2033	*Leadership in Outdoor Recreation*
OREC 2043	*Outdoor Recreation Programming*

Italics – New Course

Certificate of Proficiency in Mountain Biking & Trail Maintenance – 9 credit hours

OREC 1111	*Trail Building & Maintenance I*
OREC 2112	*Trail Building & Maintenance II*
OREC 1121	*Bicycle Mechanics I*
OREC 2122	*Bicycle Mechanics II*
OREC 1131	*Mountain Biking I*
OREC 2132	*Mountain Biking II*

Italics – New Course

Certificate of Proficiency in Outdoor Maintenance – 8 credit hours

INDT 1073	Welding for Maintenance Technicians
INDT 1123	*Plumbing, Electrical, & Construction Maintenance*
OREC 1042	*Outdoor Power Equipment Maintenance*

Italics – New Course

Certificate of Proficiency in Outdoor Recreation Activities – 8 credit hours

OREC 1052	*Kayaking & Canoeing*
OREC 1062	*Backpacking & Hiking*
OREC 1131	*Mountain Biking I*
OREC 2132	*Mountain Biking II*
OREC 1101	*Watercraft Safety & Maintenance*

Italics – New Course

Certificate of Proficiency in Outdoor Recreation Management – 11 credit hours

BUS 1113	Introduction to Business
BUS 1183	Small Business Management
BUS 2403	*Social Media Marketing*
HA 2312	*Tourism Management*

Italics – New Course

Certificate of Proficiency in Tourism & Hospitality – 8 credit hours

HA 1312	*Hospitality Operations*
HA 1322	*Food & Beverage Management*

HA   2312   Tourism Management
HA   2322   Resort & Event Management
Italics – New Course

Certificate of Proficiency in Wilderness Safety **– 6 credit hours**

OREC 1012   Outdoor Living Skills
OREC 1022   Wilderness Navigation
OREC 1032   Wilderness Safety & First Aid
Italics – New Course

ASSOCIATE OF APPLIED SCIENCE AND TECHNICAL CERTIFICATE IN UNCREWED AERIAL SYSTEMS AND DATA APPLICATIONS
AND
CERTIFICATE OF PROFICIENCY IN UNCREWED AERIAL SYSTEMS

NORTH ARKANSAS COLLEGE

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 Uncrewed Aerial Systems and Data Applications (CIP 43.0407), Technical Certificate in Uncrewed Aerial Systems and Data Applications (CIP 43.0407), and Certificate of Proficiency in Uncrewed Aerial Systems (CIP 49.0109) at North Arkansas College, effective Spring 2026.

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 North Arkansas College of the approval.

**ASSOCIATE OF APPLIED SCIENCE AND TECHNICAL CERTIFICATE IN
UNCREWED AERIAL SYSTEMS AND DATA APPLICATIONS
AND
CERTIFICATE OF PROFICIENCY IN UNCREWED AERIAL SYSTEMS**

NORTH ARKANSAS COLLEGE

The administration and Board of Trustees of North Arkansas College (NAC) request approval to offer the Associate of Applied Science and Technical Certificate in Uncrewed Aerial Systems and Data Applications and Certificate of Proficiency in Uncrewed Aerial Systems, effective Fall 2025.

NAC is accredited by the Higher Learning Commission, and the proposed program is within the role and scope established for the institution. The North Arkansas College Board of Trustees approved the Certificate of Proficiency and Technical Certificate on March 13, 2025 and the Associate of Applied Science on October 9, 2025.

Program Description

Developed with support from a three-year NSF grant, the proposed program in Uncrewed Aerial Systems and Data Applications will prepare students for careers in commercial drone operation, data analysis, and related emerging applications across industries such as agriculture, criminal justice, digital media, real estate, and construction. Graduates will earn their FAA Part 107 certification and gain skills in mission planning, drone maintenance, aerial data analysis, business practices, and cybersecurity considerations.

The proposed 16 credit hour, 100% online Certificate of Proficiency in Uncrewed Aerial Systems will focus on the skills necessary to operate and troubleshoot the various types of drones and equip students with the knowledge to apply industry regulations and standards to ensure safe, responsible drone use in commercial, governmental, and recreational environments. The proposed 31 credit hour Technical Certificate in Uncrewed Aerial Systems and Data Application aims to educate students on the analysis, interpretation, and application of aerial data, effective communication, and the evaluation of ethical issues, privacy implications, and cybersecurity threats associated with drone use in different professional contexts. Expanding on the foundational and technical certificate-level training, the proposed 61 credit hour Associate of Applied Science in Uncrewed Aerial Systems and Data Applications will prepare students for advanced roles in drone industry by obtaining deeper knowledge in data analysis, business applications, and workforce readiness.

All faculty, equipment, and instructional resources will be funded through the NSF grant, ensuring no new costs or allocations will be required. Existing facilities, including classrooms, laboratories, and mobile drone training enclosure will be utilized.

Program Need

ADHE was unable to provide NAC with usable data to support the creation of the proposed program. This was due, in part, to the novelty of the program and the lack of an existing relationship between the CIP code and the Standard Occupational Classification (SOC) Code, as defined by the U.S. Bureau of Labor Statistics. ADHE consulted the AR Data team's Chief Research Officer at the Arkansas Department of Transformation and Shared Services and requested data showing program need. They were also unable to provide labor market information based on current job openings. However, they were able to provide historical data from similar programs that included the number of completers and their employment rate upon exiting the program.

In September 2023, North Arkansas College faculty and administration met with regional employers to discuss current and anticipated Uncrewed Aerial System (UAS) workforce needs. Three employers, Harrison Police Department, Entergy, and Garver USA predicted a cumulative need for 21-26 new drone workers in the region within the next 3 years. In April 2025, a follow-up survey was given to three regional employers (UVT – Unmanned Vehicle Technologies, MW Claims, and Garver USA) who predicted a cumulative need for 8-11 new UAS workers over the next year and 21-27 new UAS workers over the next three years. NAC received letters of support from local and regional employers expressing their support of the proposed program. These letters can be found in the full proposal.

In June 2025, President Trump issued a series of executive orders, including the directive *Restoring American Airspace Sovereignty*, that carry significant implications for aviation and UAS careers. These orders expand federal support for UAS workforce development and encourage state and local entities to pursue new grant programs that strengthen technical education pipelines. While Arkansas has not enacted a drone-career-specific order, the federal actions are already influencing the state through legislative backing for drone manufacturing and workforce initiatives. This evolving landscape underscores both the urgency and the opportunity for the proposed aviation maintenance program.

Program Expenditures and Funding

NAC received a three-year National Science Foundation (NSF) grant in the amount of $582,171. These funds will cover faculty development, personnel expenses for adjunct faculty, and instructional equipment needed for the proposed program. Existing facilities will be utilized.

Program Duplication

The University of Arkansas Fort Smith offers both a Certificate of Proficiency in Unmanned Aerial Systems and a Technical Certificate in Unmanned Aerial Systems Data Analysis, as well as an additional Technical Certificate in Unmanned Aerial Systems Flight Operations and an Associate of Applied Science in UAS. Although these programs are active and currently meet ADHE viability standards, UAFS has requested the deletion of all UAS programs due to insufficient program enrollments and graduates.

Arkansas Tech University offers a Certificate of Proficiency in Small Unmanned Aerial Systems (sUAS), created in AY2024. Henderson State University offers a Certificate of Proficiency in Small Unmanned Aerial Systems that currently meets ADHE viability standards. Ozarka College deleted their Certificate of Proficiency in Small Unmanned Aerial Systems in AY2020 after graduating no students since the program's inception in AY2017.

Program Learning Outcomes

Upon successful completion, a student will be able to:

1. Demonstrate proficiency in the operation, maintenance, and troubleshooting of uncrewed aerial systems (UAS), including multi-rotor and fixed-wing drones, for various applications.
2. Apply FAA Part 107 regulations and industry standards to ensure safe and legal drone operations in commercial, governmental, and recreational settings.
3. Analyze and interpret aerial data collected from drone missions for applications such as mapping, surveying, photography, and environmental monitoring.
4. Communicate technical information effectively in written reports, flight logs, and verbal briefings, ensuring clarity in regulatory compliance, operational planning, and client interactions.
5. Evaluate ethical considerations, privacy concerns, and cybersecurity risks in the use of drone technology across various industries.
6. Integrate UAS technology with related fields to provide versatile skills applicable to starting a drone-related business or contributing to diverse industry sectors.
7. Apply project management, teamwork, and professional practices to successfully complete UAS projects or internships, demonstrating readiness to enter the workforce or launch a UAS-focused enterprise.

Program Enrollment and Graduation Projections

Associate of Applied Science in Uncrewed Aerial Systems and Data Applications		
Academic Year	Projected Enrollment	Projected Graduates
2025-2026	3	2
2026-2027	9	8
2027-2027	18	15
2028-2029	20	15
2029-2030	23	18

Technical Certificate in Uncrewed Aerial Systems and Data Applications

Academic Year	Projected Enrollment	Projected Graduates
2025-2026	5	3
2026-2027	12	8
2027-2027	20	16
2028-2029	22	17
2029-2030	25	20

Certificate of Proficiency in Uncrewed Aerial Systems

Academic Year	Projected Enrollment	Projected Graduates
2025-2026	5	4
2026-2027	12	9
2027-2027	20	18
2028-2029	22	20
2029-2030	25	23

Program Curriculum

Associate of Applied Science in Uncrewed Aerial Systems and Data Applications

CIS	1123	Introduction to GIS
CIT	1153	Introduction to Cybersecurity
ECON	2313	Principles of Macroeconomics
ENGL	1013	English Composition I
ENGL	1033	Technical Report Writing OR
ENGL	1023	English Composition II
ET	1013	Principles of Electronics
MM	1303	Human Relations
MM	2543	Introduction to Project Management
TECH	1013	Technical Math or higher
UAS	*1004*	*UAS Multi-Rotor Operations*
UAS	*1014*	*UAS Safety & Maintenance*
UAS	*1022*	*Aviation Weather*
UAS	*1103*	*UAS Remote Sensing*
UAS	*2014*	*UAS Advanced Maintenance & Repair*
UAS	*2103*	*Mobilizing a Drone-Powered Economy*
UAS	*2303*	*UAS Capstone OR*
UAS	*2403*	*UAS Internship*

Choose one of the following electives – 3 credit hours

AGRI	2313	Introduction to Agribusiness
AJ	1003	Intro to Criminal Justice
BIOL	1314	Field Biology
DVSC	1003	Introduction to Data Science
MDIA	1113	Introduction to Creative Media
MDIA	2253	Video Editing

Italics – New Courses

<u>Technical Certificate in Uncrewed Aerial Systems and Data Applications</u>

CIS   1123   Introduction to GIS
CIT   1153   Introduction to Cybersecurity
ECON 2313   Principles of Macroeconomics
ENGL 1013   English Composition I
TECH 1013   Technical Math or higher
UAS   1004   UAS Multi-Rotor Operations
UAS   1014   UAS Safety & Maintenance
UAS   1022   Aviation Weather
UAS   1103   UAS Remote Sensing
Choose one of the following electives – 3 credit hours
AGRI 2313   Introduction to Agribusiness
AJ   1003   Intro to Criminal Justice
BIOL 1314   Field Biology
DVSC 1003   Introduction to Data Science
MDIA 1113   Introduction to Creative Media
MDIA 2253   Video Editing
Italics – New Courses

<u>Certificate of Proficiency in Uncrewed Aerial Systems</u>

CIT   1153   Introduction to Cybersecurity
ENGL 1013   English Composition I
UAS   1004   UAS Multi-Rotor Operations
UAS   1014   UAS Safety & Maintenance
UAS   1022   Aviation Weather
Italics – New Courses

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 2025 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.

Arkansas Northeastern College – Pages 4-6
Curriculum Revision
New Certificate
Program Inactivation

Arkansas State University – Page 6
Program Deletion

Arkansas State University Mountain Home – Pages 6-7
Curriculum Revision
Program Deletion

Arkansas Tech University – Page 7
Program Deletion

Arkansas Tech University Ozark – Pages 7-8
Curriculum Revision and Existing Program Offered by Distance Education
New Certificate
Program Deletion

Black River Technical College – Pages 8-10
Curriculum Revision
Curriculum Revision and Title Change
New Certificate
New Concentration or Minor
Program Reconfiguration

Cossatot Community College of the University of Arkansas – Pages 10-11
Curriculum Revision
Curriculum Revision, CIP Code Change, and Title Change

Henderson State University – Pages 11-12
Curriculum Revision
New Concentration or Minor
Program Reconfiguration

Northwest Arkansas Community College – Pages 12-13
CIP Code Change
Curriculum Revision

Ozarka College – Pages 13-14
Curriculum Revision
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South Arkansas College – Page 14
Curriculum Revision
New Certificate
Program Inactivation

Southeast Arkansas College – Page 14
Program Deletion

Southern Arkansas University Magnolia – Pages 15-16
Program Reconfiguration

University of Arkansas – Pages 16-20
Approved Programs List Corrections

University of Arkansas Community College Batesville – Pages 20-21
CIP Code Change
Curriculum Revision

University of Arkansas Community College Hope-Texarkana – Page 21
New Certificate

University of Arkansas Community College Rich Mountain – Pages 21-22
Deletion of Concentration or Minor
New Certificate

University of Arkansas East Arkansas Community College – Page 22
Curriculum Revision
New Certificate

University of Arkansas for Medical Sciences – Pages 22-23
Existing Program Offered by Distance Education and Existing Program Offered at
Existing Off-Campus Location
Title Change

University of Arkansas Fort Smith – Page 23
New Certificate
Program Deletion

University of Arkansas Little Rock – Pages 23-25
New Certificate
New Organizational Unit
Program Inactivation

University of Arkansas Monticello – Pages 25-26
Deletion of Concentration or Minor
New Concentration or Minor
Program Reconfiguration
Title Change

University of Arkansas Pulaski Technical College – Pages 26-27
Existing Program Offered at Existing Off-Campus Location

LETTER OF NOTIFICATION DESCRIPTIONS

Arkansas Northeastern College

Curriculum Revision

Certificate of Proficiency in General Aviation (CIP 47.0608; DC 4357; 17 credit hours) changed to Certificate of Proficiency in General Aviation (CIP 47.0608; DC 4357; 15 credit hours; Fall 2025)

Removed Courses

AV	15004	Aviation Math & Physics
AV	15014	Aircraft Structures I

Added Courses

AV	15003	Aviation Math & Physics
AV	15013	Aircraft Structures I

Certificate of Proficiency in Construction Technology (CIP 46.0000; DC 4501; 16-17 credit hours) changed to Certificate of Proficiency in Construction Technology (CIP 46.0000; DC 4501; 14 credit hours; Fall 2025)

Removed Courses

WE	17001	Oxygen/Acetylene Safety
WE	17094	SMAW Structural Welding

Added Course

ES	15003	Industrial Safety Administration

Technical Certificate in Aviation Airframe Maintenance (CIP 47.0608; DC 4358; 47 credit hours) changed to Technical Certificate in Aviation Airframe Maintenance (CIP 47.0608; DC 4358; 38 credit hours; Fall 2025)

Removed Courses

AV	15004	Aviation Math & Physics
AV	15014	Aircraft Structures I
AV	15076	Aircraft Structures II
AV	15083	Aircraft Assembly & Rigging
AV	15153	Aircraft Welding & Painting
AV	15054	Aircraft Electricity II
AV	15114	Aircraft Hydraulics & Pneumatics
AV	15162	Aircraft Ice & Atmosphere

Added Courses

AV	15003	Aviation Math & Physics
AV	15013	Aircraft Structures I
AV	15073	Aircraft Structures II
AV	15193	Flight Controls
AV	15053	Aircraft Electricity II
AV	15113	Aircraft Hydraulics & Pneumatics
AV	15163	Aircraft Environmental Systems

Technical Certificate in Aviation Powerplant Maintenance (CIP 47.0608; DC 4360; 46 credit hours) changed to Technical Certificate in Aviation Powerplant Maintenance (CIP 47.0608; DC 4360; 36 credit hours; Fall 2025)

Removed Courses

AV	15004	Aviation Math & Physics
AV	15014	Aircraft Structures I
AV	25007	Reciprocating Engines
AV	25015	Turbine Engines
AV	25074	Powerplant Support Systems
AV	25084	Powerplant Electrical Systems

Added Courses

AV	15003	Aviation Math & Physics
AV	15013	Aircraft Structures I
AV	25003	Reciprocating Engines
AV	25013	Turbine Engines
AV	25073	Powerplant Support Systems
AV	25083	Powerplant Electrical Systems

Associate of Applied Science in Aviation Maintenance (CIP 47.0608; DC 2040; 91 credit hours) changed to Associate of Applied Science in Aviation Maintenance (CIP 47.0608; DC 2040; 74 credit hours; Fall 2025)

Removed Courses

SP	12103	Introduction to Communications
AV	15004	Aviation Math & Physics
AV	15014	Aircraft Structures I
AV	15076	Aircraft Structures II
AV	15083	Aircraft Assembly & Rigging
AV	15153	Aircraft Welding & Painting
AV	15054	Aircraft Electricity II
AV	15114	Aircraft Hydraulics & Pneumatics
AV	15162	Aircraft Ice & Atmosphere
AV	25007	Reciprocating Engines
AV	25015	Turbine Engines
AV	25074	Powerplant Support Systems
AV	25084	Powerplant Electrical Systems

Added Courses

SO	23013	Introduction to Sociology
AV	15003	Aviation Math & Physics
AV	15013	Aircraft Structures I
AV	15073	Aircraft Structures II
AV	15193	Flight Controls
AV	15053	Aircraft Electricity II
AV	15113	Aircraft Hydraulics & Pneumatics
AV	15163	Aviation Environmental Systems
AV	25003	Reciprocating Engines
AV	25013	Turbine Engines

| AV | 25073 | Powerplant Support Systems |
| AV | 25083 | Powerplant Electrical Systems |

New Certificate

Certificate of Proficiency in Patient Care Technician (CIP 51.3902; DC 0746; 7 credit hours; Spring 2026)

AH	16033	Patient Care Technician I
AH	16063	Patient Care Technician II
AH	16011	Medical Terminology

Certificate of Proficiency in Healthcare Essentials (CIP 51.2699; DC 1614; 13 credit hours; Spring 2026)

AH	16011	Medical Terminology
AH	16033	Patient Care Technician I
AH	16063	Patient Care Technician II
AH	16093	Introduction to Anatomy & Physiology
AH	16103	Foundations of Healthcare

Program Inactivation

Associate of Applied Science in Criminal Justice (CIP 43.0107; DC 0390; 60 credit hours; 80% online; Spring 2026)

Technical Certificate in Criminal Justice (CIP 43.0107; DC 4440; 30 credit hours; 80% online; Spring 2026)

Certificate of Proficiency in Criminal Justice (CIP 43.0107; DC 1430; 12 credit hours; 80% online; Spring 2026)

Certificate of Proficiency in Medication Assistant (CIP 51.2603; DC 0256; 7 credit hours; Fall 2025)

Arkansas State University

Program Deletion

Certificate of Proficiency in Sales Leadership (CIP 52.1804; DC 1522; 12 credit hours; 100% online; Fall 2025)

Arkansas State University Mountain Home

Curriculum Revision

Associate of Science in Education: Middle Level Education (CIP 13.1203; DC 3540; 62-66* credit hours; Concentration Code: EDUCMIDDLE; Concentration credit hours: 18-19) changed to Associate of Science in Education: Middle Level Education (CIP 13.1203; DC 3540; 60-63 credit hours; Concentration Code: EDUCMIDDLE; Concentration credit hours: 15-16; Fall 2025)
*Original credit-hour total listed incorrectly on Approved Programs List
Removed Courses

PSY   2513   Introduction to Psychology

Associate of Science in Liberal Arts and Sciences (CIP 24.0102; DC 1090; 60 credit hours) changed to Associate of Science in Liberal Arts and Sciences (CIP 24.0102; DC 1090; 60 credit hours; Fall 2025)
Added Optional Courses
GNEG 1003   Introduction to Engineering
PHYS   2034   University Physics I & Lab

Program Deletion
Certificate of Proficiency in Web Development (CIP 11.0801; DC 1347; 14 credit hours; 100% online; Fall 2025)

Technical Certificate in Web Development (CIP 11.0801; DC 2005; 39 credit hours; 100% online; Fall 2025)

Associate of Applied Science in Workforce Technology (CIP 47.9999; DC 4886; 60 credit hours; Fall 2025)

Arkansas Tech University

Program Deletion
Certificate of Proficiency in Diversity Studies (CIP 30.2301; DC 1066; 15 credit hours; 100% online; Summer 2026)

Master of Science in Health Informatics (CIP 51.0706; DC 2701; 35 credit hours; 100% online; Fall 2025)

Arkansas Tech University Ozark

Curriculum Revision and Existing Program Offered by Distance Education
Certificate of Proficiency in Logistics Management (CIP 52.0203; DC 3622; 12 credit hours) changed to Certificate of Proficiency in Logistics Management (CIP 52.0203; DC 3622; 12 credit hours; 100% online; Fall 2025)
Removed Course
BST   1303   Introduction to Computers
Added Course
LGM   2043   Strategic Procurement

New Certificate
Certificate of Proficiency in Transportation Management (CIP 52.0209; DC 0756; 6 credit hours; Fall 2025)
LGM   1013   Principles of Logistics & Supply Chain Management
LGM   2023   Transportation Management

Program Deletion
Certificate of Proficiency in Culinary Arts (CIP 12.0500; DC 1121; 15 credit hours; Fall 2025)

Black River Technical College

Curriculum Revision
Certificate of Proficiency in Allied Health (CIP 51.0899; DC 0161; 6-9 credit hours) changed to Certificate of Proficiency in Allied Health (CIP 51.0899; DC 0161; 6-13 credit hours; Fall 2025)
Added Optional Course
BIOL 2004   Human A&P I and Lab

Curriculum Revision and Title Change
Certificate of Proficiency in Welding (CIP 48.0508; DC 4905; 12 credit hours) changed to Certificate of Proficiency in Structural Steel Pipe Welding (CIP 48.0508; DC 4905; 12 credit hours; Spring 2026)
WLD 1303   Pipe Welding Theory (SSPW1)
WLD 1403   Print Reading for Pipe (SSPW2)
WLD 1503   MIG for Pipe Welding (SSPW3)
WLD 1603   ARC for Pipe Welding (SSPW4)

New Certificate
Certificate of Proficiency in Artificial Intelligence for Business (CIP 11.0101; DC 1110; 15 credit hours; 100% online; Fall 2025)
AI   1003   Applications in Artificial Intelligence
AI   1013   Fundamentals in AI Communications
ADMS 2413   Word/Information Processing
BSYS 2583   Spreadsheets for Managerial Decisions
BSYS 2003   Business and Professional Presentation Techniques
Italics – New Course

New Concentration or Minor
Associate of Science in Agriculture: Plant and Soil Science (Degree Information: CIP 01.0301; DC 0934; 60 credit hours 100% online) (Concentration Information: CIP 01.0301; CC PLANTSOILSCI; 9 credit hours; Fall 2018)
General Education Core – 35 credit hours
BIOL 1004   Biological Science and Laboratory (or higher)
CHEM 1004   General Chemistry I and Laboratory
ECON 2313   Principles of Macroeconomics OR
SOC   2213   Principles of Sociology
ENG   1003   Freshman English I
ENG   1013   Freshman English II
ENG   2003   Introduction to World Literature I OR
ENG   2013   Introduction to World Literature II
FAM   2503   Fine Arts Musical
FAT   2203   Fine Arts Theatre

FAV	2503	Fine Arts Visual
HIST	1013	World Civilization to 1660 OR
HIST	1023	World Civilization Since 1660
HIST	2763	The United States to 1876 OR
HIST	2773	The United States since 1876 OR
POSC	2103	US Government
MATH	1023	College Algebra
SCOM	1203	Oral Communications

Agriculture Core – 16 credit hours

AGEC	1003	Introduction to Agriculture Economics
AGRI	1211	Seminars in Agriculture
ANSC	1613	Introduction to Animal Science
ANSC	1621	Introduction to Animal Science Laboratory
PSSC	1303	Introduction to Plant Science
PSSC	1301	Introduction to Plant Science Laboratory
PSSC	2813	Introduction to Soils
PSSC	2811	Introduction to Soils Laboratory

Plant & Soil Concentration – 9 credit hours

AGRI	1103	Precision Technology
AGRI	2003	Agriculture Technology
CA	1903	Computer Concepts

Associate of Science in Agriculture: Agriculture Studies (Degree Information: CIP 01.0301; DC 0934; 60 credit hours 100% online) (Concentration Information: CIP 01.0301; CC AGRISYSTEMSTECH; 9 credit hours; Fall 2018)

General Education Core – 35 credit hours

BIOL	1004	Biological Science and Laboratory (or higher)
CHEM	1004	General Chemistry I and Laboratory
ECON	2313	Principles of Macroeconomics OR
SOC	2213	Principles of Sociology
ENG	1003	Freshman English I
ENG	1013	Freshman English II
ENG	2003	Introduction to World Literature I OR
ENG	2013	Introduction to World Literature II
FAM	2503	Fine Arts Musical
FAT	2203	Fine Arts Theatre
FAV	2503	Fine Arts Visual
HIST	1013	World Civilization to 1660 OR
HIST	1023	World Civilization Since 1660
HIST	2763	The United States to 1876 OR
HIST	2773	The United States since 1876 OR
POSC	2103	US Government
MATH	1023	College Algebra
SCOM	1203	Oral Communications

Agriculture Core – 16 credit hours

AGEC	1003	Introduction to Agriculture Economics

AGRI 1211   Seminars in Agriculture
ANSC 1613   Introduction to Animal Science
ANSC 1621   Introduction to Animal Science Laboratory
PSSC 1303   Introduction to Plant Science
PSSC 1301   Introduction to Plant Science Laboratory
PSSC 2813   Introduction to Soils
PSSC 2811   Introduction to Soils Laboratory
Agriculture Studies Concentration – 9 credit hours
Complete 9 credit hours from the following:
AGRI 1103   Precision Technology
AGRI 2003   Agriculture Technology
ELT   1703   Farm Electronics/PLC
IMT   1703   Hydraulics
WLD   1093   Farm Welding

Program Reconfiguration
Technical Certificate in Welding (CIP 48.0508; DC 4900; 31 credit hours) reconfigured to create the Technical Certificate in Structural Steel Pipe Welding (CIP 48.0508; DC 2481; 30 credit hours; Spring 2026)
ENG   1003   Freshman English I OR
SCOM 1203   Oral Communications OR
COM   1013   Career Communications
MATH 1053   Mathematical Reasoning/Quantitative Literacy or higher-level math
WLD   1203   Fabrication Welding
WLD   1303   Pipe Welding Theory (SSPW1)
WLD   1403   Print Reading for Pipe (SSPW2)
WLD   1503   MIG for Pipe Welding (SSPW3)
WLD   1603   ARC for Pipe Welding (SSPW4)
WLD   1703   Gas Shield ARC for Pipe Welding (SSPW5)
WLD   1803   Positions for Pipe (SSPW6)
WLD   1053   Certification Lab

Cossatot Community College of the University of Arkansas

Curriculum Revision
Associate of Science in STEM (CIP 30.1801; DC 3920; 63 credit hours) changed to Associate of Science in STEM (CIP 30.1801; DC 3920; 63-65 credit hours; Fall 2025)
Added Optional Courses
CESC 11033   Intro to Cybersecurity
CESC 21003   System Security
CESC 22433   Network Security
CESC 23003   Data Structures and Algorithms
CPSI 10103   Principles of Computer Science
CPSI 10104   Programming Fundamentals I
CPSI 10204   Programming Fundamentals II
CPSI 11103   Web Technologies
CPSI 15343   Computer Operating Systems

CPSI 25063   Foundations of Networking

Technical Certificate in Cybersecurity (CIP 11.1003; DC 1113; 21 credit hours) changed to Technical Certificate in Cybersecurity (CIP 11.1003; DC 1113; 23 credit hours; Fall 2025)
Removed Courses
CESC 10103   Ethics in Cybersecurity
CESC 12303   Operating Systems
CESC 12403   Programming Fundamentals I
CPSI 11103   Web Technologies
Added Courses
CESC 23003   Data Structures and Algorithms
CPSI 10104   Programming Fundamentals I
CPSI 10204   Programming Fundamentals II
CPSI 25063   Foundations of Networking

Curriculum Revision, CIP Code Change, and Title Change
Certificate of Proficiency in Cybersecurity (CIP 11.1003; DC 1335; 12 credit hours) changed to Certificate of Proficiency in Computer Programming (CIP 11.1003; DC 1335; 11 credit hours; Fall 2025)
Removed Courses
CESC 12403   Programming Fundamentals I
CPSI 11103   Web Technologies
CESC 12303   Operating Systems
Added Courses
CPSI 10104   Programming Fundamentals I
CPSI 10204   Programming Fundamentals II
CPSI 10103   Principles of Computer Science (optional)

Henderson State University

Curriculum Revision
Certificate of Proficiency in Digital Media Production (CIP 09.0702; DC 1795; 12 credit hours) changed to Certificate of Proficiency in Digital Media Production (CIP 09.0702; DC 1795; 15 credit hours; Fall 2025)
Added Course
3 credit hours of approved electives

New Concentration or Minor
Master of Science in Nursing in Nursing: Nursing Education (Degree Information: CIP 51.3899; DC 7080; 33-45 credit hours) (Concentration Information: CIP 51.3203; CC NURSINGEDUCATOR; 33 credit hours; 100% online; Spring 2026)
MSN 5003   Public Health
MSN 5013   Advanced Nursing Concepts, Theory, and Research
MSN 5033   Informatics
MSN 5053   Advanced Nursing Leadership and Roles
MSN 5073   Health Policy

MSN	5083	Healthcare Economics & Systems
MSN	5153	Nursing Education
MSN	5183	Nursing Education Technology Practicum
MSN	5163	Nursing Education Practicum
MSN	5173	Nursing Education Technology
MSN	*5193*	*Advanced Physical Assessment, Pharmacology, and Pathophysiology for Nurse Educators*

Italics – New Course

Program Reconfiguration
Master of Science in Special Education K-12 (CIP 13.1015; DC 6980; 33 credit hours; 100% online) reconfigured to create the Graduate Certificate in Special Education K-12 (CIP 13.1015; DC 6995; 18 credit hours; 100% online; Spring 2026)

SPE	5193	Universal Design for Learning
SPE	5393	Low Incidence Disabilities
SPE	5403	Diagnostic Assessment
SPE	6303	Advanced Practicum in SPED K-12
SPE	6313	Special Education Law
SPE	6323	Positive Behavior Support

Northwest Arkansas Community College

CIP Code Change
Associate of Applied Science in Graphic Design (CIP 50.0402; DC 0312; 60 credit hours) changed to Associate of Applied Science in Graphic Design (CIP 50.0409; DC 0312; 60 credit hours; Spring 2026)

Curriculum Revision
Associate of Applied Science in Crime Scene Investigation (CIP 43.0406; DC 0387; 62 credit hours) changed to Associate of Applied Science in Crime Scene Investigation (CIP 43.0406; DC 0387; 60 credit hours; Spring 2026)

Removed Courses
4 CJI credit hours
4 credit hours of Biological Science (optional)
Added Courses
2 credit hours of approved Additional General Education courses

Technical Certificate in Crime Scene Investigation (CIP 43.0406; DC 0386; 36 credit hours) changed to Technical Certificate in Crime Scene Investigation (CIP 43.0406; DC 0386; 31 credit hours; Spring 2026)

Removed Courses
5 CJI credit hours

ENGL 1023	English Composition II

Added Course

ENGL 1013	English Composition I

Certificate of Proficiency in Crime Scene Investigation (CIP 43.0406; DC 0384; 18 credit hours) changed to Certificate of Proficiency in Crime Scene Investigation (CIP 43.0406; DC 0384; 15 credit hours; Spring 2026)
<u>Removed Courses</u>
3 CJI credit hours

Associate of Applied Science in Law Enforcement Administration (CIP 43.0103; DC 0391; 63 credit hours) changed to Associate of Applied Science in Law Enforcement Administration (CIP 43.0103; DC 0391; 60 credit hours; Spring 2026)
<u>Removed Courses</u>
3 CJI credit hours
<u>Added Courses</u>
PSYC 2003   General Psychology (optional)

Technical Certificate in Law Enforcement Administration (CIP 43.0103; DC 0389; 36 credit hours) changed to Technical Certificate in Law Enforcement Administration (CIP 43.0103; DC 0389; 27 credit hours; Spring 2026)
<u>Removed Courses</u>
3 credit hours of General Business
3 credit hours of Speech
6 CJI credit hours
<u>Added Courses</u>
ENGL 1013   English Composition I

Certificate of Proficiency in Law Enforcement Administration (CIP 43.0103; DC 0388; 18 credit hours) changed to Certificate of Proficiency in Law Enforcement Administration (CIP 43.0103; DC 0388; 13 credit hours; Spring 2026)
<u>Removed Courses</u>
5 CJI credit hours

Ozarka College

Curriculum Revision
Certificate of Proficiency in Advanced Welding for Manufacturing (CIP 48.0508; DC 1488; 15 credit hours) changed to Certificate of Proficiency in Advanced Welding for Manufacturing (CIP 48.0508; DC 1488; 15 credit hours; Spring 2026)
<u>Added Optional Course</u>
WELD 2033   Welding Internship
Italics – New Course

Technical Certificate in Welding Technology (CIP 48.0508; DC 4900; 30 credit hours) changed to Technical Certificate in Welding Technology (CIP 48.0508; DC 4900; 30 credit hours; Spring 2026)
<u>Added Optional Course</u>
WELD 2033   Welding Internship
Italics – New Course

Certificate of Proficiency in Advanced Machining Technology (CIP 48.0510; DC 1492; 16* credit hours) changed to Certificate of Proficiency in Advanced Machining Technology (CIP 48.0510; DC 1492; 15 credit hours; Spring 2026)
*Original credit-hour total listed incorrectly on Approved Programs List
Added Optional Course
PMT   2013   Precision Machining Technology Internship
Italics – New Course

Technical Certificate in Precision Machining Technology (CIP 48.0503; DC 4680; 21* credit hours) changed to Technical Certificate in Precision Machining Technology (CIP 48.0503; DC 4680; 30 credit hours; Spring 2026)
*Original credit-hour total listed incorrectly on Approved Programs List
Added Optional Course
PMT   2013   Precision Machining Technology Internship
Italics – New Course

Program Inactivation
Associate of Science in Human Services (CIP 44.0000; DC 3440; 60 credit hours; 100% online; Fall 2023)

South Arkansas College

Curriculum Revision
Certificate of Proficiency in Nursing Assistant (CIP 51.3902; DC 4750; 12-14 credit hours; 50% online) changed to Certificate of Proficiency in Nursing Assistant (CIP 51.3902; DC 4750; 12-14 credit hours; 50% online; Fall 2025)
Added Optional Courses
PRNS 1007   Fundamentals I
HSCI 1003   Medical Terminology

New Certificate
Certificate of Proficiency in Certified Medication Assistant (CIP 51.2603; DC 0256; 7 credit hours; Fall 2025)
PRNS 1117   Fundamentals II

Program Inactivation
Certificate of Proficiency in Medical Coding (CIP 51.0713; DC 4745; 17 credit hours; 100% online; Fall 2025)

Technical Certificate in Medical Coding (CIP 51.0713; DC 0707; 37 credit hours; 53% online; Fall 2025)

Southeast Arkansas College

Program Deletion
Associate of Applied Science in Electrical Mechanical Systems Technology (CIP 47.0303; DC 4506; 61 credit hours; Fall 2026)

Technical Certificate in Electrical Systems Technology (CIP 47.0105; DC 4507; 32 credit hours; Fall 2026)

<u>Southern Arkansas University Magnolia</u>

Program Reconfiguration
Bachelor of Science in Criminal Justice (CIP 43.0104; DC 2405; 120 credit hours; 100% online) reconfigured to create the Bachelor of Science in Emergency Management (CIP 43.0302; DC 5491; 120 credit hours; 100% online; Fall 2026)
<u>University Requirement</u> – 2 credit hours
GSTD 1002   Freshman Seminar
<u>General Education</u> – 32 credit hours
ENGL 1113   Composition I
ENGL 1123   Composition II
ENGL 2213   World Literature I OR
ENGL 2223   World Literature II OR
PHIL   2403   Introduction to Philosophy and Ethics
Fine Arts/Humanities – 6 credit hours
MATH 1053   Mathematical Literacy OR
MATH 1023   College Algebra OR
MATH 1045   Pre-Calculus Mathematics OR
MATH 1525   Calculus I OR
MATH 2123   Applied Calculus for Technology OR
MATH 2124   Applied Calculus
Biological Science – 4 credit hours
Physical Science – 4 credit hours
Social Science – 6 credit hours *(3 credit hours included in major)*
<u>Emergency Management and Homeland Security Requirements</u> – 45 credit hours
CRJU/*EMGT 2023* Introduction to Emergency Management
CRJU 3003   Multiculturalism
CRJU 3033   Criminal Investigations
CRJU 3103   Ethics in Criminal Justice
CRJU/*EMGT 3193* Technology in Emergency Management
CRJU 3233   Cyber Crime
CRJU/*EMGT 4113* Study of Terrorism
CRJU/*EMGT 4133* Homeland Security
CRJU/*EMGT 4153* Critical Infrastructure Protection
CRJU/*EMGT 4163* Incident Command System and Incident Management
CRJU 4213   International Law
CRJU or EMGT Electives – 12 credit hours
<u>Other Requirements</u> – 24 credit hours
Chemistry – 3 credit hours
FIN   2003   Personal Finance
IS   2023   Business Information Systems
PSCI 2003   American Government: National
PSCI 2013   State and Local Government

PSYC 2003   General Psychology
SOC   2003   Introduction to Sociology
SPCH 1113   Introduction to Public Speaking
<u>Unrestrictive Electives</u> – 17 credit hours
Italics – New Course

University of Arkansas

Approved Programs List Corrections
Bachelor of Architecture in Architecture (CIP 04.0201; DC 1880; 159 credit hours) changed to Bachelor of Architecture in Architecture (CIP 04.0201; DC 1880; 157 credit hours; Fall 2025)

Bachelor of Landscape Architecture in Landscape Architecture (CIP 04.0601; DC 2090; 145 credit hours) changed to Bachelor of Landscape Architecture in Landscape Architecture (CIP 04.0601; DC 2090; 142 credit hours; Fall 2025)

Bachelor of Computer Science in Computer Science (CIP 11.0701; DC 2410; 120 credit hours) changed to Bachelor of Computer Science in Computer Science (CIP 11.0701; DC 2410; 122 credit hours; Fall 2025)

Bachelor of Science in Electrical Engineering in Electrical Engineering (CIP 14.1001; DC 4140; 126 credit hours) changed to Bachelor of Science in Electrical Engineering in Electrical Engineering (CIP 14.1001; DC 4140; 125 credit hours; Fall 2025)

Bachelor of Arts in World Languages, Literatures, and Cultures (CIP 16.0101; DC 5161; 120 credit hours) changed to Bachelor of Arts in World Languages, Literatures, and Cultures (CIP 16.0101; DC 5161; 120 credit hours; 100% online; Fall 2025)

Graduate Certificate in K-12 Online Teaching (CIP 13.0501; DC 5765; 15 credit hours; 100% online) changed to Graduate Certificate in K-12 Online Teaching (CIP 13.0501; DC 5765; 12 credit hours; 100% online; Fall 2025)

Graduate Certificate in Applied Behavior Analysis (CIP 13.1013; DC 8400; 15 credit hours; 100% online) changed to Graduate Certificate in Applied Behavior Analysis (CIP 13.1013; DC 8400; 21 credit hours; 100% online; Fall 2025)

Graduate Certificate in Engineering Management (CIP 15.1501; DC 6245; 12 credit hours) changed to Graduate Certificate in Engineering Management (CIP 15.1501; DC 6245; 12 credit hours; 100% online; Fall 2025)

Graduate Certificate in Operations Management (CIP 15.1501; DC 6605; 12 credit hours) changed to Graduate Certificate in Operations Management (CIP 15.1501; DC 6605; 12 credit hours; 100% online; Fall 2025)

Graduate Certificate in Engineering Management Analytics (CIP 15.1501; DC 6625; 12 credit hours) changed to Graduate Certificate in Engineering Management Analytics (CIP 15.1501; DC 6625; 12 credit hours; 100% online; Fall 2025)

Master of Arts in Communication (CIP 09.0101; DC 5260; 30 credit hours) changed to Master of Arts in Communication (CIP 09.0101; DC 5260; 33 credit hours; Fall 2025)

Master of Arts in Journalism (CIP 09.0401; DC 5380; *blank* credit hours) changed to Master of Arts in Journalism (CIP 09.0401; DC 5380; 30 credit hours; Fall 2025)

Master of Arts in Economics (CIP 45.0601; DC 5300; 30 credit hours) changed to Master of Arts in Economics (CIP 45.0601; DC 5300; 30-42 credit hours; Fall 2025)

Master of Applied Business Analytics in Applied Business Analytics (CIP 52.1301; DC 5045; 30 credit hours) changed to Master of Applied Business Analytics in Applied Business Analytics (CIP 52.1301; DC 5045; 30 credit hours; 100% online; Fall 2025)

Master of Business Administration in Business Administration (CIP 52.0201; DC 5580; 38 credit hours; 58% online) changed to Master of Business Administration in Business Administration (CIP 52.0201; DC 5580; 38-44 credit hours; 58% online; Fall 2025)

Master of Education in Educational Leadership (CIP 13.0401; DC 5670; 33 credit hours; 100% online) changed to Master of Education in Educational Leadership (CIP 13.0401; DC 5670; 30 credit hours; 100% online; Fall 2025)

Master of Education in Higher Education (CIP 13.0406; DC 5750; *blank* credit hours) changed to Master of Education in Higher Education (CIP 13.0406; DC 5750; 36 credit hours; Fall 2025)

Master of Education in Community College Leadership (CIP 13.0407; DC 5672; 33 credit hours; 100% online) changed to Master of Education in Community College Leadership (CIP 13.0407; DC 5672; 30 credit hours; 100% online; Fall 2025)

Master of Education in Educational Technology (CIP 13.0501; DC 5760; 34 credit hours; 100% online) changed to Master of Education in Educational Technology (CIP 13.0501; DC 5670; 31 credit hours; 100% online; Fall 2025)

Master of Education in Physical Education (CIP 13.1314; DC 5820; 33 credit hours; 100% online) changed to Master of Education in Physical Education (CIP 13.1314; DC 5820; 30 credit hours; 100% online; Fall 2025)

Master of Education in Recreation & Sport Management (CIP 31.0301; DC 5830; 36 credit hours) changed to Master of Education in Recreation & Sport Management (CIP 31.0301; DC 5830; 30 credit hours; Fall 2025)

Master of Fine Arts in Art (CIP 50.0701; DC 5910; 42 credit hours) changed to Master of Fine Arts in Art (CIP 50.0701; DC 5910; 60 credit hours; Fall 2025)

Master of Human Resource Development in Human Resource Development (CIP 52.1005; DC 5901; 33 credit hours; 100% online) changed to Master of Human Resource Development in Human Resource Development (CIP 52.1005; DC 5901; 30 credit hours; 100% online; Fall 2025)

Master of Public Administration in Public Administration & Nonprofit Studies (CIP 44.0401; DC 6020; 42 credit hours) changed to Master of Public Administration in Public Administration & Nonprofit Studies (CIP 44.0401; DC 6020; 36-39 credit hours; Fall 2025)

Master of Public Service in Public Service (CIP 44.9999; DC 5473; 36 credit hours) changed to Master of Public Service in Public Service (CIP 44.9999; DC 5473; 46 credit hours; Fall 2025)

Master of Science in Communication Sciences and Disorders (CIP 51.0204; DC 6160; 36 credit hours) changed to Master of Science in Communication Sciences and Disorders (CIP 51.0204; DC 6160; 53 credit hours; Fall 2025)

Master of Science in Counseling (CIP 13.1101; DC 6185; 36 credit hours) changed to Master of Science in Counseling (CIP 13.1101; DC 6185; 60 credit hours; Fall 2025)

Master of Science in Crop, Soil, & Environmental Sciences (CIP 01.1102; DC 6060; 33 credit hours) changed to Master of Science in Crop, Soil, & Environmental Sciences (CIP 01.1102; DC 6060; 30 credit hours; Fall 2025)

Master of Science in Exercise Science (CIP 26.0908; DC 5150; 33 credit hours) changed to Master of Science in Exercise Science (CIP 26.0908; DC 5150; 30 credit hours; Fall 2025)

Master of Science in Human Environmental Sciences (CIP 19.0101; DC 6280; 30-33 credit hours; 100% online) changed to Master of Science in Human Environmental Sciences (CIP 19.0101; DC 6280; 30 credit hours; 100% online; Fall 2025)

Master of Science in Marketing (CIP 52.1401; DC 5275; 30 credit hours) changed to Master of Science in Marketing (CIP 52.1401; DC 5275; 30 credit hours; 100% online; Fall 2025)

Master of Science in Chemical Engineering in Chemical Engineering (CIP 14.0701; DC 6630; 31 credit hours) changed to Master of Science in Chemical Engineering in Chemical Engineering (CIP 14.0701; DC 6630; 30 credit hours; Fall 2025)

Master of Science in Computer Engineering in Computer Engineering (CIP 14.0901; DC 6620; 30 credit hours) changed to Master of Science in Computer Engineering in Computer Engineering (CIP 14.0901; DC 6620; 30-33 credit hours; Fall 2025)

Master of Science in Operations Analytics in Operations Analytics (CIP 14.3701; DC 5085; 30 credit hours) changed to Master of Science in Operations Analytics in Operations Analytics (CIP 14.3701; DC 5085; 30 credit hours; 100% online; Fall 2025)

Post-Master Certificate in Educational Statistics & Research Methods (CIP 13.0603; DC 5777; 18 credit hours) changed to Post-Master Certificate in Educational Statistics & Research Methods (CIP 13.0603; DC 5777; 15 credit hours; Fall 2025)

Doctor of Education in Educational Leadership (CIP 13.0401; DC 4950; 36 credit hours; 100% online) changed to Doctor of Education in Educational Leadership (CIP 13.0401; DC 4950; 42 credit hours; 100% online; Fall 2025)

Doctor of Education in Adult & Lifelong Learning (CIP 13.0403; DC 9610; 54 credit hours; 75% online) changed to Doctor of Education in Adult & Lifelong Learning (CIP 13.0403; DC 9610; 60 credit hours; 75% online; Fall 2025)

Doctor of Education in Human Resource Development (CIP 52.1005; DC 4932; 51 credit hours; 100% online) changed to Doctor of Education in Human Resource Development (CIP 52.1005; DC 4932; 54 credit hours; 100% online; Fall 2025)

Doctor of Philosophy in Counselor Education & Supervision (CIP 13.1101; DC 7200; 69 credit hours) changed to Doctor of Philosophy in Counselor Education & Supervision (CIP 13.1101; DC 7200; 80 credit hours; Fall 2025)

Doctor of Philosophy in Materials Science & Engineering (CIP 14.1801; DC 7015; 60 credit hours) changed to Doctor of Philosophy in Materials Science & Engineering (CIP 14.1801; DC 7015; 75 credit hours; Fall 2025)

Doctor of Philosophy in Comparative Literature & Cultural Studies (CIP 16.0104; DC 7190; 72 credit hours) changed to Doctor of Philosophy in Comparative Literature & Cultural Studies (CIP 16.0104; DC 7190; 84 credit hours; Fall 2025)

Doctor of Philosophy in Geosciences (CIP 40.0601; DC 8401; 78 credit hours) changed to Doctor of Philosophy in Geosciences (CIP 40.0601; DC 8401; 72 credit hours; Fall 2025)

Doctor of Philosophy in Psychology (CIP 42.0101; DC 7380; 42 credit hours) changed to Doctor of Philosophy in Psychology (CIP 42.0101; DC 7380; 72 credit hours; Fall 2025)

Doctor of Philosophy in Public Policy (CIP 44.0501; DC 7385; 78 credit hours) changed to Doctor of Philosophy in Public Policy (CIP 44.0501; DC 7385; 65 credit hours; Fall 2025)

Doctor of Philosophy in Anthropology (CIP 45.0201; DC 5222; 54-60 credit hours) changed to Doctor of Philosophy in Anthropology (CIP 45.0201; DC 5222; 72 credit hours; Fall 2025)

Doctor of Philosophy in Economics (CIP 45.0601; DC 7220; 39 credit hours) changed to Doctor of Philosophy in Economics (CIP 45.0601; DC 7220; 75 credit hours; Fall 2025)

Doctor of Philosophy in Health, Sport, and Exercise Science (CIP 51.0001; DC 7961; 54 credit hours) changed to Doctor of Philosophy in Health, Sport, and Exercise Science (CIP 51.0001; DC 7961; 96 credit hours; Fall 2025)

Doctor of Philosophy in Business Administration (CIP 52.0201; DC 7170; 70 credit hours) changed to Doctor of Philosophy in Business Administration (CIP 52.0201; DC 7170; 72 credit hours; Fall 2025)

Doctor of Philosophy in History (CIP 54.0101; DC 7280; 78 credit hours) changed to Doctor of Philosophy in History (CIP 54.0101; DC 7280; 72 credit hours; Fall 2025)

Doctor of Philosophy in Engineering (CIP 14.0101; DC 7230; 78 credit hours) changed to Doctor of Philosophy in Engineering (CIP 14.0101; DC 7230; 72-78 credit hours; Fall 2025)

Juris Doctor in Law (CIP 22.0101; DC 5200; *blank* credit hours) changed to Juris Doctor in Law (CIP 22.0101; DC 5200; 90 credit hours; Fall 2025)

University of Arkansas Community College Batesville

CIP Code Change
Certificate of Proficiency in Agriculture Business (CIP 01.0901; DC 3483; 9 credit hours) changed to Certificate of Proficiency in Agriculture Business (CIP 01.0101; DC 3483; 9 credit hours; Fall 2025)

Certificate of Proficiency in Animal Science (CIP 01.0101; DC 3482; 9 credit hours) changed to Certificate of Proficiency in Animal Science (CIP 01.0901; DC 3482; 9 credit hours; Fall 2025)

Curriculum Revision
Technical Certificate in CNC Production Technician (CIP 48.0510; DC 1955; 35 credit hours) changed to Technical Certificate in CNC Production Technician (CIP 48.0510; DC 1955; 34 credit hours; Fall 2025)
Removed Course
ENGL 10094   Writing for the Workplace
Added Course

ENGL 20203   Technical Writing for the Workplace

Technical Certificate in Skilled Trades (CIP 46.0000; DC 4401; 31 credit hours; 20% online) changed to Technical Certificate in Skilled Trades (CIP 46.0000; DC 4401; 30 credit hours; 20% online; Fall 2025)
Removed Course
ENGL 10094   Writing for the Workplace
Added Course
ENGL 20203   Technical Writing for the Workplace

Technical Certificate in Air Conditioning, Heating, and Refrigeration Technology (CIP 47.0201; DC 0310; 31 credit hours) changed to Technical Certificate in Air Conditioning, Heating, and Refrigeration Technology (CIP 47.0201; DC 0310; 30 credit hours; Fall 2025)
Removed Course
ENGL 10094   Writing for the Workplace
Added Course
ENGL 20203   Technical Writing for the Workplace

Certificate of Proficiency in Early Childhood Education (CIP 13.1210; DC 4919; 9 credit hours) changed to Certificate of Proficiency in Early Childhood Education (CIP 13.1210; DC 4919; 12 credit hours; Fall 2025)
Added Course
ECED 13003   Field Experience

University of Arkansas Community College Hope-Texarkana

New Certificate
Certificate of Proficiency in Doula Training (CIP 51.2209; DC 0776; 7 credit hours; 90% online; Fall 2025)
ALHE 10103   Doula Training
ALHE 10113   Doula Breastfeeding Counselor
ALHE 10121   Doula Mentorship

University of Arkansas Community College Rich Mountain

Deletion of Concentration or Minor
Associate of Science in Agriculture: Agriculture Science (Degree Information: CIP 01.0101; DC 3025; 60-63 credit hours; 50% online) (Concentration Information: CC AGRISCIENCE; 20 credit hours; Spring 2026)

Associate of Science in Agriculture: Agriculture Business (Degree Information: CIP 01.0101; DC 3025; 60-63 credit hours; 50% online) (Concentration Information: CC AGRIBUSINESS; 18 credit hours; Spring 2026)

Associate of Science in Agriculture: Agriculture Education (Degree Information: CIP 01.0101; DC 3025; 60-63 credit hours; 50% online) (Concentration Information: CC AGRIEDUCATION; 20 credit hours; Spring 2026)

New Certificate
Certificate of Proficiency in Patient Care Technician (CIP 51.3902; DC 1614; 12 credit hours; 25% online; Spring 2026)
HIMT 10043   Medical Terminology
PNUR 10484   Body Structure & Function
ALHE 10535   Patient Care Technician
Italics – New Course

University of Arkansas East Arkansas Community College

Curriculum Revision
Associate of Science in Education (CIP 13.1206; DC 3540; 60 credit hours; 100% online) changed to Associate of Science in Education (CIP 13.1206; DC 3540; 60-63 credit hours; 100% online; Fall 2025)
<u>Added Optional Courses</u>
PHY   2114   General Physics I
GEO   2103   World Geography

New Certificate
Certificate of Proficiency in Industrial Systems Technology (CIP 47.0303; DC 1417; 10 credit hours; Fall 2025)
IET   2302   Applications Lab II
IET   2503   Fundamentals of Mechanics II
IET   2602   Industrial Electricity
IET   2702   Industrial Wiring Methods
IET   2801   Mechanics

Certificate of Proficiency in Phlebotomy Technician (CIP 51.1009; DC 1511; 12 credit hours; 50% online; Fall 2025)
BIO   2014   Anatomy and Physiology for EMT-P
HSC   1003   Medical Terminology
PBT   1003   Phlebotomy Technician
PBT   1002   Clinical for Phlebotomy Technician
Italics – New Course

University of Arkansas for Medical Sciences

Existing Program Offered by Distance Education and Existing Program Offered at Existing Off-Campus Location
Master of Science in Dietetics (CIP 51.3101; DC 5245; 36 credit hours; 42% online) offered at the approved, off-campus location, effective Summer 2026.
UAMS Northwest Regional Campus   1125 N. College Avenue, Fayetteville, AR 27203

Title Change
Master of Science in Communication Sciences & Disorders (CIP 51.0204; DC 6160; 51 credit hours) changed to Master of Science in Speech-Language Pathology (CIP 51.0204; DC 6160; 51 credit hours; Fall 2026)

University of Arkansas Fort Smith

New Certificate
Graduate Certificate in Healthcare Administration (CIP 51.0701; DC 6701; 12 credit hours; 100% online; Spring 2026)
HPMT 50003	Healthcare Systems
HPMT 50103	Healthcare Policy and Governance
HPMT 50203	Healthcare Organizational Behavior and Leadership
HPMT 50303	Healthcare Law and Ethics

Program Deletion
Associate of Applied Science in Unmanned Aerial Systems (CIP 49.0101; DC 3094; 60 credit hours; 83-98% online; Fall 2025)

Technical Certificate in Unmanned Aerial Systems Flight Operations (CIP 49.0101; DC 2845; 28 credit hours; Fall 2025)

Technical Certificate in Unmanned Aerial Systems Data Analysis (CIP 49.0101; DC 2875; 29 credit hours; Fall 2025)

Certificate of Proficiency in Unmanned Aerial Systems (CIP 49.0101; DC 1576; 10 credit hours; Fall 2025)

University of Arkansas Little Rock

New Certificate
Graduate Certificate in Health Informatics (CIP 51.0706; DC 6016; 12 credit hours; 100% online; Fall 2025)
Database Systems (Area 1) – select one of the following
BINS 55003	Business Database Management
BINS 70503	Advanced Database Management Systems
CPSI 57503	Fundamentals of Database Management
CPSI 75103	Database Design
IFSC 71003	Data Fundamentals
IFSC 72003	Database Systems / Information Architecture

Data Analytics (Area 2) – select one of the following
BINF 54504	Bioinformatics Theory and Applications
BINS 55103	Data Analysis and Reporting
BINS 70903	Cloud Based Business Intelligence
BINS 71203	Visualizing Comm Data Analysis
GEOG 52144	Graphical Information Systems I
IFSC 52503	Data Mining Concepts and Techniques

IFSC   54503   Information Visualization
IFSC   72503   Deep Learning Theory and Apps
IFSC   77003   Data Science and Technologies
STAT   74003   Advanced Statistical Methods I
STAT   74103   Advanced Statistical Methods II
Other Analytical Courses are Eligible for Consideration
<u>Health Informatics (Area 3)</u> – 6 credit hours
IFSC   57003   Introduction to Health Informatics
IFSC   57503   Health Informatics Project
Italics – New Course

Certificate of Proficiency in Health Informatics (CIP 51.0706; DC 1701; 12 credit hours; 100% online; Fall 2025)
<u>Database Systems (Area 1)</u> – select one of the following
BINS   45003   Business Database Management Systems OR
BINS   30503   Information Technology for Decision Making
CPSI   37503   Database Concepts
IFSC   32003   Database Concepts
<u>Data Analytics (Area 2)</u> – select one of the following
BINF   34503   Introduction to Bioinformatics
BINF   44504   Bioinformatics Theory and Applications
BINS   30503   Information Technology for Decision Making
BINS   35203   Data Analysis/Visualization
BINS   45103   Data Analysis and Reporting
BINS   45203   Big Data Analytics Tools
GEOG 42144   Geographic Information Systems I
IFSC   42503   Data Mining Concepts and Techniques
IFSC   44503   Information Visualization
PSYC 33543   Statistics and Methods for Non-Majors
PSYC 33554   Statistics and Methods I
STAT   25003   Introduction to Statistics Methods
STAT   35203   Applied Statistics
Other Analytical Courses are Eligible for Consideration
<u>Health Informatics (Area 3)</u> – 6 credit hours
IFSC   47003   Introduction to Health Informatics
IFSC   47503   Health Informatics Project
Italics – New Course

Certificate of Proficiency in Cyber-Informed Engineering (CIP 14.2701; DC 0761; 6 credit hours; Fall 2025)
CSEC 33003   Industrial System Security
CSEC 34003   Industrial Cyber Defense

New Organizational Unit
Workforce and Economic Development Center (Department Code 3410; Fall 2025)

Program Inactivation
Bachelor of Science in Information Science (CIP 11.0401; DC 2795; 120 credit hours; Fall 2025)

University of Arkansas Monticello

Deletion of Concentration or Minor
Minor in Human Services (18 credit hours; Spring 2026)

New Concentration or Minor
Bachelor of Science in Psychology: Generalist (Degree Information: CIP 42.0101; DC 3070; 120 credit hours) (Concentration Information: CIP 42.0101; 33 credit hours; Spring 2026)
Core Requirements – 21 credit hours
PSYC 11003   Introduction to Psychology
PSYC 21003   Developmental Psychology
PSYC 22083   Statistical Methods
PSYC 46783   Abnormal Psychology
SBSC 21003   Social Science Research Methods
Select one of the following courses:
PSYC 30183   Experimental Research Methods
PSYC 34983   Fundamentals of Measurement
Select one of the following courses:
PSYC 31083   Cognitive Psychology
PSYC 34883   Physiological Psychology
Generalist Concentration – 33 credit hours
Select one of the following courses:
PSYC 34683   Principles of Guidance and Counseling
PSYC 46483   Applied Human Service Skills
12 credit hours of PSYC electives (9 credit hours must be 30000-40000)
Minor Requirements – 18 credit hours

Bachelor of Science in Psychology: Human Services (Degree Information: CIP 42.0101; DC 3070; 120 credit hours) (Concentration Information: CIP 42.0101; CC HUMANSERVICES; 33 credit hours; Spring 2026)
Core Requirements – 21 credit hours
PSYC 11003   Introduction to Psychology
PSYC 21003   Developmental Psychology
PSYC 22083   Statistical Methods
PSYC 46783   Abnormal Psychology
SBSC 21003   Social Science Research Methods
Select one of the following courses:
PSYC 30183   Experimental Research Methods
PSYC 34983   Fundamentals of Measurement
Select one of the following courses:
PSYC 31083   Cognitive Psychology
PSYC 34883   Physiological Psychology

Human Services Concentration – 33 credit hours
PSYC 34683   Principles of Guidance and Counseling
PSYC 46483   Applied Human Service Skills
Select one of the following courses:
SCWK 10043   Survey of Social Work
SCWK 21243   Introduction to Social Work
Select one of the following courses:
CRJU 34003   Ethics and Cultural Competence
SCWK 20143   Social Work Values and Ethics
Electives – complete the following:
6 credit hours of PSYC electives at 30000-40000 level
15 credit hours in PSYC, SBSC, SCWK, SOCI, or selected courses from Criminal
Justice and Nursing:
CRJU 32733   Mental Health and CJ
CRJU 42833   Domestic Violence
CRJU 43933   Victimology
CRJU 44133   Drugs in Society
NURS 10463   Ethical and Legal Obligations in Health Professions
NURS 23063   Cultural Competency in Healthcare

Program Reconfiguration
Master of Education in Educational Leadership (CIP 13.0401; DC 5670; 30 credit hours;
100% online) reconfigured to create the Graduate Certificate in Educational Leadership
(CIP 13.0401; DC 6800; 24 credit hours; 100% online; Spring 2026)
EDLE 50333   Public School/Community Resources
EDLE 52103   Public School Organization and Administration
EDLE 52203   Supervision of Instruction
EDLE 54103   Building Leader Internship
EDLE 54803   Curriculum Development
EDLE 56203   Developing Leadership
EDLE 56303   Using and Understanding Data for School Improvement
EDLE 56703   Instructional Leadership Internship

Title Change
Bachelor of Science in Agriculture: General Agriculture (CIP 01.0102; DC 2250; 120
credit hours) changed to Bachelor of Science in Agriculture: Agriculture Sciences
(Degree Information: CIP 01.0102; DC 2250; 120 credit hours) (Concentration
Information: CIP 01.0102; CC AGRISCIENCE; 120 credit hours; Spring 2026)

University of Arkansas Pulaski Technical College

Existing Program Offered at Existing Off-Campus Location
Certificate of Proficiency in Emergency Medical Technology (CIP 51.0904; DC 0186; 6
credit hours) offered at the approved, off-campus location, effective Fall 2025.
Conway Area Career Center   2300 Prince Street, Conway, AR 72034

Certificate of Proficiency in Basic Food Preparation (CIP 12.0503; DC 4581; 12 credit hours; 100% online) and Certificate of Proficiency in Basic Pastry Techniques (CIP 12.0501; DC 1585; 12 credit hours) offered at the approved, off-campus location, effective Fall 2025.

Bentonville West High School   1351 Gamble Road, Centerton, AR 72719

ARKANSAS PUBLIC INSTITUTIONS
LETTERS OF INTENT

The following intent notifications were received through October 1, 2025.

Arkansas State University Beebe

New Program –   Technical Certificate in Precision Agriculture
                  Certificate of Proficiency in Precision Agriculture

Arkansas Tech University Ozark

New Off-Campus Instruction Center –   Alma High School
                                        101 E. Main Street, Alma, AR 72921

New Off-Campus Instruction Center –   Johnson County Westside High School
                                        400 North Highway 164
                                        Hartman, AR 72840

Phillips Community College of the University of Arkansas

New Off-Campus Instruction Center –   Marvell Academy
                                        645 State Hwy 243, Marvell, AR 72366

New Off-Campus Instruction Center –   Carlisle School District
                                        145 Raborn Road, Carlisle, AR 72024

New Off-Campus Instruction Center –   Clarendon School District
                                        316 N Sixth Street, Clarendon, AR 72029

New Off-Campus Instruction Center –   Des Arc School District
                                        600 Main Street, Des Arc, AR 72040

New Off-Campus Instruction Center –   England School District
                                        501 Pine Bluff Hwy, England, AR 72046

Southern Arkansas University Magnolia

New Program –   Master of Science in Nursing

University of Arkansas

New Program –   Master of Science in Outdoor Recreation and Sport Tourism

OUT-OF-STATE AND ARKANSAS PRIVATE INSTITUTIONS

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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 - 2 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2028.

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

<u>Carrington College, Sacramento, California</u>
State Authorization: California Bureau for Private Postsecondary Education
Institutional Accreditation – National: Accrediting Commission for Community and
    Junior Colleges
Programmatic Accreditation: Commission on Dental Accreditation

Bachelor of Science in Dental Hygiene Degree Completion Program
Bachelor of Science in Respiratory Therapy Degree Completion Program

<u>University of California Irvine, Irvine, California</u>
State Authorization: Established by the California State Constitution
Institutional Accreditation – Regional: Western Association of Schools and Colleges

Master of Business Analytics

<u>University of the People, Pasadena, California</u>
State Authorization: California Bureau for Private Postsecondary Education
Institutional Accreditation – National: Distance Education Accrediting Commission

Master of Education in Advanced Teaching (Non-Licensure)
Master of Science in Information Technology

<u>Walden University, Minneapolis, Minnesota</u>
State Authorization: Minnesota Office of Higher Education, Minnesota Professional
    Educator Licensing and Standards Board
Institutional Accreditation – Regional: Higher Learning Commission
Programmatic Accreditation: Commission on Collegiate Nursing Education,
    Accreditation Council for Business Schools and Programs

Bachelor of Science in Special Education
Master of Business Administration/Master of Science in Nursing Dual Degree
Doctor of Philosophy in Healthcare Administration
Doctor of Public Safety and Leadership

Initial Program Certification – Arkansas Campus

<u>Arkansas Colleges of Health Education, Fort Smith, Arkansas</u>
State Authorization: Arkansas Higher Education Coordinating Board
Institutional Accreditation – Regional: Higher Learning Commission
Programmatic Accreditation: Council on Education of Public Health (Pending)

Doctor of Public Health

Initial Course Certifications – New Institution

<u>Rocky Vista University, Englewood, Colorado</u>
State Authorization: Colorado Department of Higher Education
Institutional Accreditation – Regional: Higher Learning Commission
Programmatic Accreditation: Commission on Osteopathic College Accreditation

MED 4201 Advanced Topics in Pain Management
MED 4515 Clinical Stimulation
MED 4521 Working in Global Health

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

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Recertifications

Academy of Art University, San Francisco, California
Associate of Arts in Animation and Visual Effects
Associate of Arts in Fine Art
Associate of Arts in Graphic Design
Associate of Arts in Illustration
Associate of Arts in Interior Architecture and Design
Associate of Arts in Landscape Architecture
Associate of Arts in Motion Pictures and Television
Associate of Arts in Photography
Bachelor of Architecture
Bachelor of Fine Arts in Animation and Visual Effects
Bachelor of Fine Arts in Fine Art
Bachelor of Fine Arts in Game Design
Bachelor of Fine Arts in Graphic Design
Bachelor of Fine Arts in Interior Architecture and Design
Bachelor of Fine Arts in Motion Pictures and Television
Bachelor of Science in Game Programming
Master of Architecture
Master of Arts in Animation and Visual Effects
Master of Arts in Fine Arts
Master of Arts in Game Development
Master of Arts in Graphic Design and Digital Media
Master of Arts in Illustration
Master of Arts in Interior Architecture and Design
Master of Arts in Landscape Architecture
Master of Arts in Photography
Master of Fine Arts in Game Development
Master of Fine Arts in Graphic Design
Master of Fine Arts in Interior Architecture and Design
Master of Fine Arts in Landscape Architecture
Master of Fine Arts in Motion Pictures and Television
Master of Fine Arts in Photography

Pepperdine University, Malibu, California
Master of Science in Applied Behavior Analysis

Walden University, Minneapolis, Minnesota
Bachelor of Science in Early Childhood Education

Bachelor of Science in Public Health
Graduate Certificate in Public Health
Master of Science in Accounting
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 Health Education and Promotion
Master of Science in Industrial and Organizational Psychology
Master of Science in Instructional Design and Technology
Master of Science in Management
Master of Science in Marketing
Master of Science in Project Management
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 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
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 Health Education and Promotion
Doctor of Philosophy in Industrial and Organizational Psychology
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

Recertifications – Arkansas Location
Arkansas Colleges of Health Education, Fort Smith, Arkansas
Master of Science – Physician Associate
Master of Public Health
Doctor of Occupational Therapy

Doctor of Osteopathic Medicine

Strayer University, Washington, D.C.
Little Rock Campus
Bachelor of Science in Information Technology
Master of Business Administration
Master of Science in Cybersecurity

Letter of Exemption from Certification – Church-Related Training
Pacific Islands University, U.S. Territory of Guam
Offering programs by distance technology
Certificate in Biblical Studies   Diploma in Biblical Studies
Associate of Arts in Biblical Studies
Bachelor of Arts in Biblical Studies with a Liberal Studies Minor

Program Changes/Additions
Baptist Health College Little Rock, Little Rock, Arkansas
Associate of Applied Science in Nursing-Accelerated Track
Reconfiguration of courses

Chamberlain University, Chicago, Illinois
Post-Baccalaureate Certificate in Leadership Foundations
NR 581 Foundational Concepts for Advanced Nursing Practice
NR 582 Leadership and Role Development for Advanced Nursing Practice
NR 583 Informatics for Advanced Nursing Practice
NR 584 Quality and Safety for Advanced Nursing Practice
NR 585 Research Methods and Evidence-Based Practice for Advanced Nursing
    Practice
NR 586 Population Health and Epidemiology for Advanced Nursing Practice

Evangel University, Springfield, Missouri
Certificate in Addiction Studies
PSYCA 267 Psychology of Addiction
BEHVA 340 Case Management
BEHVA 366 Group Dynamics
PSYCA 367 Addiction Counseling Models
BEHVA 499 Professional Ethics

Bachelor of Science in Management changed to Bachelor of Science in Business
    Administration
Removed Courses
MGTA 422 Business Through the Eyes of Faith
MGTA 275 Management Communication
MGTA 343 Managing Human Resources
MGTA 349 Human Behavior in Organizations
MGTA 410 Performance Measurement

Added Courses
MGTA 332 Business Ethics
ACCT 231 Financial Accounting
ECNA 213 Principles of Microeconomics
BUSA 250 Intro to Data Analytics
BUSA 275 Principles of Data Communication

Walden University, Minneapolis, Minnesota
Graduate Certificate in Public Management and Leadership
Removed Courses
MMPA 6390 Strategic Context of Public Management and Leadership
MMPA 6542 Transformative Change in a Global Environment
MMPA 6392 The Language of Leadership
Added Courses
MMPA 6405 Ethics and Social Justice
MMPA 6451 Public Policy Analysis
MMPA 6441 Human Resources Management and Strategic Planning

Graduate Certificate in Public Policy
Removed Courses
MMPA 6380 Policy and Politics in American Political Institutions
MMPA 6381 Program Public Policy and Evaluation
MMPA 6382 Public Policy and Finance
Added Courses
MMPA 6200 Principles of Public Administration
MMPA 6451 Public Policy Analysis
MMPA 6431 Finance and Budgeting for the Public Sector

Doctor of Education
Specialization Changes
Educational Administration and Leadership Specialization
Removed Courses
EDDD 8010 Collaborative Communication for Administrators
EDDD 8011 School Organizational Dynamics: Polies and Law
EDDD 8012 Understanding School Budgets and Allocating Resources
EDDD 8013 Creating and Maintaining Safe, Effective, and Positive Learning
   Environments
EDDD 8044 Leadership and Management for Change in Education
EDDD 8014 Recruiting and Retaining Effective School Personnel
Added Courses
EDDD 8117 Improving Leadership for Change
EDDD 8118 Strategic Thinking for the Future
EDDD 8120 Improving Organizational Systems
EDDD 8121 Improving Teaching and Learning for Equity in Schools

Higher Education Leadership and Management Specialization
Removed Courses

EDDD 8030 Higher Education in the 21st Century
EDDD 8031 Leading and Managing Instructional Change
EDDD 8032 Strategic Planning and Program Evaluation in Higher Education
EDDD 8103 eLearning
EDDD 8104 Managing Resources in Higher Education
EDDD 8105 Education Law, Policy, and Governance
Added Courses
EDDD 8117 Improving Leadership for Change
EDDD 8118 Strategic Thinking for the Future
EDDD 8122 Contemporary Issues and Trends in Higher Education Leadership and
    Management
EDDD 8123 Managing Resources in Higher Education

Curriculum, Instruction, and Assessment Specialization
Removed Courses
EDDD 8050 Curriculum, Instruction, and Assessment: A Systems Perspective
EDDD 8101 Learner-Centered Curriculum
EDDD 8102 Promoting the Success of Diverse Learners
EDDD 8051 Data-Driven Instruction and Assessment
EDDD 8052 Curriculum Design to Promote Social Change
EDDD 8106 Program Evaluation for Continuous Improvement
Added Courses
EDDD 8217 Professional Practices Leading to Positive Social Change Outcomes in
    Education
EDDD 8218 Leveraging Technology for Student Success
EDDD 8220 Theoretical and Conceptual Models of Curriculum, Instruction, and
    Assessment
EDDD 8221 Leading Change to Foster Inclusive Learning for All Students

Early Childhood Education Specialization
Removed Courses
EDDD 8080 Child Development in the Critical Early Years
EDDD 8081 The Language/Literacy Continuum form Birth Through Age 8
EDDD 8082 Meaningful Learning Experiences in Supportive Environments
EDDD 8083 Assessment Practices to Promote Health Development and Learning
EDDD 8106 Program Evaluation for Continuous Improvement
EDDD 8085 Inspired Leadership, Informed Advocacy, and Improved Policy
Added Courses
EDDD 8217 Professional Practices Leading to Positive Social Change Outcomes in
    Education
EDDD 8218 Leveraging Technology for Student Success
EDDD 8224 Foundational Models and Theories for Professional Practice in Early
    Childhood
EDDD 8225 Inspired Leadership, Informed Advocacy, and Improved Policy

Reading, Literacy, and Assessment Specialization

Removed Courses
EDDD 8060 Issues and trends in Reading and Literacy
EDDD 8101 Learner-Centered Curriculum
EDDD 8102 Promoting the Success of Diverse Learners
EDDD 8061 Assessment and Data Analysis to Support Effective Literacy Programs
EDDD 8062 Collaborative Approach to Literacy Across the Content Areas
EDDD 8106 Program Evaluation for Continuous Improvement
Added Courses
EDDD 8217 Professional Practices Leading to Positive Social Change Outcomes in
     Education
EDDD 8218 Leveraging Technology for Student Success
EDDD 8223 Theoretical and Conceptual Models of Reading, Literacy, and Assessment
EDDD 8221 Leading Change to Foster Inclusive Learning for All Students

Special Education Specialization
Removed Courses
EDDD 8070 Special Education: Exploring Theory and Practice
EDDD 8071 Leading Change in Special Education: Advocacy, Policy, and Law
EDDD 8072 Research Methodology for Special Education
EDDD 8073 Designing Specialized Instruction for Diverse Learners
EDDD 8074 Implementing Effective School-Wide Intervention Models
EDDD 8075 Sustaining and Supporting Effective Practices in Special Education
Added Courses
EDDD 8217 Professional Practices Leading to Positive Social Change Outcomes in
     Education
EDDD 8218 Leveraging Technology for Student Success
EDDD 8226 Special Education Theory and Practice
EDDD 8227 Leading Change in Special Education

Education Technology Specialization
Removed Courses
EDDD 8090 Trends and Issues in Educational Technology
EDDD 8091 Creating Digital Media
EDDD 8092 Innovations and the Diffusion of Learning Technologies
EDDD 8103 eLearning
EDDD 8093 Leading Change
EDDD 8107 Designing Instruction for eLearning
Added Courses
EDDD 8217 Professional Practices Leading to Positive Social Change Outcomes in
     Education
EDDD 8218 Leveraging Technology for Student Success
EDDD 8228 Theoretical and Conceptual Models in Educational Technology
EDDD 8229 Empowering Educators Through Disruptive Technologies and Pedagogies

New Specializations
Organizational Leadership and Adult Learning
EDDD 8117 Improving Leadership for Change

EDDD 8118 Strategic Thinking for the Future
EDDD 8124 Adult Learning
EDDD 8125 Learning and Performance Solutions

Prekindergarten – Post Secondary Education
Choose two from the following:
EDDD 8117 Improving Leadership for Change
EDDD 8118 Strategic Thinking for the Future
EDDD 8217 Professional Practices Leading to Positive Social Change Outcomes in
    Education
EDDD 8218 Leveraging Technology for Student Success
Choose two additional courses from any EdD Specialization

Discontinued Specializations:
Higher Education
P-20
Education, Administration, and Leadership for Administrators
Higher Education Adult Learning
Organizational Leadership Development

**OUT-OF-STATE AND ARKANSAS PRIVATE
INSTITUTIONS
LETTERS OF INTENT**

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The following notifications were received through October 1, 2025.

<u>Academy of Art University, San Francisco, California</u>
Initial Certification – Distance Technology
Bachelor of Fine Arts in Game Art

<u>Arkansas Colleges of Health Education, Fort Smith, Arkansas</u>
Initial Certification – Fort Smith Campus
Master of Science in Speech-Language Pathology
Doctor of Executive Leadership in Healthcare
Doctor of Medical Science

<u>CBD College, Los Angeles, California</u>
Recertification – Distance Technology
Bachelor of Science in Health Science

<u>Chamberlain University, Chicago, Illinois</u>
Recertification – Distance Technology
Bachelor of Science in Nursing Online Option
Bachelor of Science in Nursing RN to BSN Degree Completion Option (RN to BSN)
Post-Baccalaureate Certificate in Public Health Generalist
Accelerated RN to Master of Science in Nursing
Master of Science in Nursing
Master of Public Health
Master of Social Work
Graduate Certificate in Healthcare Policy
Graduate Certificate in Nursing Education
Graduate Certificate in Nursing Informatics
Graduate Certificate in Population Health
Graduate Certificate in Nursing Leadership
Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner
Graduate Certificate in Family Nurse Practitioner
Graduate Certificate in Aduly Gerontology Acute Care Nurse Practitioner
Graduate Certificate in Adult Gerontology in Primary Care Nurse Practitioner
Doctor of Nursing Practice

<u>Community Christian College, Quartzsite, Arizona</u>
Initial Certification – Distance Technology
Associate of Arts in Liberal Arts

<u>Evangel University, Springfield, Missouri</u>
Initial Certification – Distance Technology
Associate of Applied Science in Accounting
Associate of Applied Science in Addiction Studies
Bachelor of Science in Accounting
Bachelor of Science in Addiction Studies
Bachelor of Science in Biology
Bachelor of Science in Psychology
Bachelor of Science in Social Sciences
Master of Education in Curriculum and Instruction
Master of Education in Literacy
Master of Organizational Leadership
Master of Science in Sport Performance

<u>National University, San Diego, California</u>
Recertification – Distance Technology
Associate of Arts in General Education
Associate of Science in Business
Associate of Science in Human Biology
Associate of Science in Paralegal Studies
Bachelor of Arts in Early Childhood Education
Bachelor of Arts in English
Bachelor of Arts in General Studies
Bachelor of Arts in Integrative Psychology
Bachelor of Arts in Interdisciplinary Studies
Bachelor of Arts in Pre-Law Studies
Bachelor of Arts in Psychology
Bachelor of Arts in Sociology
Bachelor of Arts in Sport Psychology
Bachelor of Arts in Strategic Communications
Bachelor of Business Administration
Bachelor of Public Administration
Bachelor of Science in Accounting
Bachelor of Science in Allied Health
Bachelor of Science in Computer Science
Bachelor of Science in Criminal Justice Administration
Bachelor of Science in Cybersecurity
Bachelor of Science in Financial Management
Bachelor of Science in Healthcare Administration
Bachelor of Science in Homeland Security and Emergency Management
Bachelor of Science in Information Systems
Bachelor of Science in Information Technology Management
Bachelor of Science in Nursing
Bachelor of Science in Organizational Leadership
Bachelor of Science in Paralegal Studies
Bachelor of Science in Public Health
Master of Accounting
Master of Arts in Education (Non-Licensure)

Master of Arts in English
Master of Arts in Human Behavior Psychology
Master of Arts in Performance Psychology
Master of Arts in Social Emotional Learning
Master of Business Administration
Master of Early Childhood Education
Master of Forensic Science
Master of Healthcare Administration
Master of Public Administration
Master of Public Health
Master of Science in Computer Science
Master of Science in Cybersecurity
Master of Science in Data Security
Master of Science in Organizational Leadership
Doctor of Philosophy in Cybersecurity

New York Institute of Technology, Old Westbury, New York
Recertification – Arkansas State University, Jonesboro
Master of Science in Biomedical Sciences
Doctor of Osteopathic Medicine

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

San Jose State University, San Jose, California
Initial Certification – Distance Technology
Master of Science in Speech Language Pathology
Master of Science in Industrial Design and Technology
Recertification – Distance Technology
Bachelor of Science in Information Science and Data Analytics
Certificate in Strategic Management of Digital Assets and Services
Master of Archives and Records Administration
Master of Library and Information Science
Master of Science in Informatics
Master of Science in Criminology with a concentration in Global Criminology
Master of Science in Transportation Management
Master of Public Health
Advanced Certificate in Business Analytics
Advanced Certificate in High-Speed and Intercity Rail Management
Advanced Certificate in Transportation Management
Advanced Certificate in Transportation Safety, Security, and Emergency Management
Post Master's Certificate in Library and Information Science

<u>Sofia University, Palo Alto, California</u>
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

<u>Southwest University at El Paso, El Paso, Texas</u>
Initial Certification – Distance Technology
Associate of Applied Science of Business Management in Healthcare Support Systems
Bachelor of Science in Healthcare Leadership Management

<u>University of California, Irvine, Irvine, California</u>
Initial Certification – Distance Technology
Master of Advanced Study in Criminology, Law, and Society
Master of Human Computer Interaction and Design
Master of Legal and Forensic Psychology
Doctor of Nursing Practice

<u>University of Massachusetts Global, Irvine, California</u>
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

<u>University of Southern California, Los Angeles, California</u>
Initial Certification – Distance Technology
Graduate Certificate in Child and Family Well-Being
Graduate Certificate in Interprofessional Education Caregiving
Graduate Certificate in LGBTQ+ Affirmative Care
Graduate Certificate in Youth Justice
Master of Education in Sports Leadership

<u>University of St. Augustine for Health Sciences, San Marcos, California</u>
Recertification – Distance Technology
Post-Graduate Nursing Certificate in Nurse Educator
Post-Graduate Nursing Certificate in Nurse Executive
Post-Graduate Nursing Certificate in Family Nurse Practitioner
BSN-Entry, Doctor of Nursing Practice
MSN-Entry, Doctor of Nursing Practice

<u>Walden University, Minneapolis, Minnesota</u>
Initial Certification – Distance Technology
Bachelor of Science in Integrative Health
Master of Science in Clinical Psychology
Post-Master's Certificate in Palliative Care
<u>Westcliff University, Irvine, California</u>
Initial Certification – Distance Technology
Bachelor of Arts in Education
Bachelor of Business Administration
Bachelor of Science in Computer Science
Bachelor of Science in Information Technology
Master of Business Administration
Master of Science in Computer Science
Master of Science in Engineering Management
Master of Science in Information Technology
Doctor of Business Administration
Doctor of Education – Leadership, Curriculum, and Instruction

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
July 25, 2025

Minutes of Meeting

The July 25, 2025, regular meeting of the Arkansas Higher Education Coordinating Board (AHECB) was held at the University of Arkansas Pulaski Technical College in North Little Rock. Chair Jim Carr called the meeting to order at 9:00 a.m., with a quorum present.

Coordinating Board present: Coordinating Board absent:
Dr. Jim Carr, Chair   Dr. Jerry Cash
Lucas Pointer, Vice Chair   Heather Maxey
Dr. Katherine Dudley, Secretary   Carolyn Rhinehart
Graycen Bigger

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

Chair Carr began by calling on Chancellor Summer DeProw for a welcome. Dr. DeProw welcomed Coordinating Board members, ADHE staff, and presidents and chancellors to the UAPTC Campus.

Next, Carr stated the board would go into a Committee of the Whole, which would allow all members to vote during both committee meetings.

Agenda Item No. 1
Certification of Intercollegiate Athletic
Revenues and Expenditures for 2025-26

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

Institutions with intercollegiate athletic programs submitted ADHE Form 21-2, "Certification of Budgeted Athletic Revenues and Expenditures" and proper supporting documentation. ADHE finance staff verified that the athletic data submitted by the institutions matched the overall 2025-26 institutional operating budgets.

> **RESOLVED**, That the Arkansas Higher Education Coordinating Board
> accepts the Certification of Intercollegiate Athletic Revenues and

Expenditures Budgeted for 2025-26 as prepared in accordance with Arkansas Higher Education Coordinating Board uniform accounting standards and definitions for athletic reporting.

There were no questions.

Lucas Pointer moved to recommend Agenda Item No. 1 to the full Board for consideration. Graycen Bigger seconded, and the Committee unanimously approved.

Agenda Item No. 2
Certificate of Proficiency in Uncrewed Aerial Systems,
Technical Certificate in Uncrewed Aerial Systems, and Data Applications
North Arkansas College

The Uncrewed Aerial Systems program by North Arkansas College was removed from the agenda prior to the meeting.

Agenda Items No. 3 & 4
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 3-1 through 3-44 and in the Arkansas public institutions Letters of Intent on pages 4-1 of the agenda book.

There were no questions.

Agenda Item No. 5
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, 2028.

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

Evangel University, Springfield, Missouri
Pepperdine University, Malibu, California
University of Southern California, Los Angeles, California

New Institution – Initial Program Certifications – Distance Technology

Claremont Lincoln University, Claremont, California

Initial Program Certifications – Arkansas Campus

Arkansas Colleges of Health Education, Fort Smith, Arkansas

Graycen Bigger moved to recommend Agenda Item No. 5 to the full Board for consideration. Dr. Katherine Dudley seconded, and the Committee unanimously approved.

<div align="center">

Agenda Items No. 6 & 7
Out-of-State and Arkansas Private Institutions
Letters of Notification and Letters of Intent

</div>

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 6-1 through 6-3 and in the Letters of Intent on page 7-1 of the agenda book.

There were no questions.

<div align="center">

Agenda Item No. 8
Report on Academic Program Review

</div>

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 Academic Year 2024-2025.

<div align="center">

Agenda Item No. 8a
Academic Program Review Recommendations of Notice
</div>

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.

Therefore, pursuant to Section 4 of the "Recommendations to Coordinating Board" within the aforementioned policy, the programs listed below are hereby placed on notice for potential removal from the AHECB approved program inventory. ADHE is committed to working with institutions to address these concerns and maintain the highest quality of academic programs across Arkansas.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the Arkansas Division of Higher Education recommendation of notice for potential removal from the AHECB approved program inventory.

> **FURTHER RESOLVED,** That the Coordinating Board instructs the Commissioner of the Arkansas Division of Higher Education to inform the President and Chief Academic Officer of each institution which programs are placed on notice.

Dr. Katherine Dudley moved to recommend Agenda Item No. 8a to the full Board for consideration. Graycen Bigger seconded, and the Committee unanimously approved.

<div align="center">

Agenda Item No. 9
Concurrent Enrollment Continued Authorization
</div>

In accordance with the Concurrent Enrollment policy, an institution with Arkansas Higher Education Coordinating Board continued 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.

Lucas Pointer moved to recommend Agenda Item No. 9 to the full Board for consideration. Graycen Bigger seconded, and the Committee unanimously approved.

Agenda Item No. 10
Approval of Minutes

Lucas Pointer moved to approve Agenda Item No. 10. Dr. Katherine Dudley seconded the motion, and the Board unanimously approved.

Agenda Item No. 11
Approval of Arkansas Higher Education
Coordinating Board By-Laws

The Arkansas Higher Education Coordinating Board (the "Coordinating Board") is charged by state law to coordinate higher education in Arkansas and to assure an orderly and effective development of each of the publicly supported institutions of higher education.

The committee recommends the by-laws in this agenda item for adoption to allow the Coordinating Board to discharge its responsibilities in a more effective manner.

> **RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the by-laws presented in this agenda item for the operation of the Coordinating Board.

Chair Carr noted the main change in the by-laws removed the requirements for Committees. Because the board membership has been reduced to seven (7) members, they will no longer split into committees.

Dr. Katherine Dudley moved to approve Agenda Item No. 11. Graycen Bigger seconded the motion, and the Board unanimously approved.

Agenda Item No. 12
Commissioner's Report

Commissioner Warden began by thanking Dr. DeProw and UAPTC for hosting such a wonderful meeting. He then thanked the Coordinating Board members and DHE staff for all they do for higher education in Arkansas.

Institutional Changes

Anthony Graham, Ph.D. was appointed Chancellor of the University of Arkansas at Pine Bluff on March 21, 2025, following unanimous approval by the University of Arkansas System Board of Trustees. He officially assumed the role on July 1, 2025.

Prior to his appointment at UAPB, Chancellor Graham served as a tenured professor of education and held the position of Provost and Vice Chancellor for Academic Affairs at Winston-Salem State University in North Carolina. From 2023 to 2024, he also served as Interim Chancellor of the institution. Earlier in his career, he was a tenured full professor and Dean of the College of Education at North Carolina Agricultural and Technical State University.

Collin Callaway has been named the new executive director of Arkansas Community Colleges (ACC), where she has worked for 17 years. Collin has more than 20 years of experience working in student services and higher education policy in Arkansas. Julie Bates, Executive Vice President and Chief Financial Officer of the system since 2011, has retired from that role and will move into a part-time role as Chief Financial Advisor.

Engage Arkansas

Commissioner Warden introduced Engage staff, Starr Crow, Michael Rau, Katie Matthews and Zoe Tollette. The Engage Arkansas staff advocates for local, people-driven solutions by partnering with government agencies, municipalities, education systems, and the nonprofit or faith-based sectors. Through the AmeriCorps grant program, it secures federal funding to sub-grant to local organizations operating direct service programs. AmeriCorps members provide vital services to assist in key impact areas such as education, economic opportunity, disaster services, environmental stewardship, healthy futures, and veterans and military families throughout the state. The Engage Arkansas staff provides professional guidance and technical assistance to its sub-grantees.

Non-credit Workforce Data

Dr. Tina Moore provided information on non-credit workforce data. Non-credit Workforce education/training is defined as non-credit postsecondary courses that develop or enhance occupational, technical, and/or durable skills of individuals – whether employed, underemployed, or unemployed – to meet the needs of employers and/or increase individual opportunity in the labor market. Courses may include methods such as lecture, workshop, customized training, apprenticeship, etc. While these courses carry no institutional credit applicable toward a degree, diploma, or certificate, the competencies and skills attained through Workforce Education/Training could apply toward a prior learning credit. The small quantity and poor quality of noncredit data poses problems for a range of higher education stakeholders.

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Agenda Item No. 13
Concurrent Enrollment Policy Updates

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Arkansas law allows for the enrollment of high school students in college-level courses under certain conditions. Concurrent enrollment allows students to obtain credit toward a high school diploma at the same time they earn college credit.

The concurrent enrollment policy was first approved by the Arkansas Higher Education Coordinating Board (AHECB) in October 1998 with the latest revision was in July 2024.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the policy amendment on concurrent enrollment effective Fall 2025. The concurrent enrollment policy outlines the guidelines for concurrent program participation; however, Arkansas state-supported colleges and universities are not required to participate in a concurrent enrollment program; and a high

school/school district may choose to partner with more than one Arkansas college/university for concurrent courses.

FURTHER RESOLVED, That any Arkansas state-supported college or university that chooses to participate in a concurrent enrollment program with a public school district, private high school, or home-school student shall implement and administer the concurrent program in accordance with the policies of the Arkansas Higher Education Coordinating Board and the rules of the Arkansas State Board of Education.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Division of Higher Education to provide a copy of the amended policy to presidents and chancellors, chief academic affairs officers, students affairs officers, and institutional research officers at Arkansas state-supported colleges and universities.

There were no questions.

Graycen Bigger moved to approve Agenda Item No. 13. Dr. Katherine Dudley seconded the motion, and the Board unanimously approved.

Agenda Item No. 14
Rules Governing the Uniform Course Credit
for Institutions of Higher Education

In compliance with Act 413 of 2023, the rules for the Uniform Course Credit for Institutions of Higher Education are presented to the Arkansas Higher Education Coordinating Board (AHECB) for approval.

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Uniform Course Credit for 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 Uniform Course Credit for Institutions of Higher Education.

FURTHER RESOLVED, That the Uniform Course Credit for Institutions of Higher Education rules be approved.

There were no questions.

Agenda Item No. 15
Scholarship Stacking Policy Change

In compliance with Act 340 of 2025, changes to the Scholarship Stacking Policy will be presented to the Arkansas Higher Education Coordinating Board (AHECB) for approval.

RESOLVED, That the Arkansas Higher Education Coordinating Board Reviews the changes presented in this agenda item for the Scholarship Stacking Policy.

FURTHER RESOLVED, That the Stacking Policy changes be approved.

There were no questions.

Agenda Item No. 16
Rules Governing the Arkansas Workforce
Challenge Scholarship Program

In compliance with Act 340 of 2025, the rules for the Arkansas Workforce Challenge Scholarship Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for approval.

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Arkansas Workforce Challenge 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 Workforce Challenge Scholarship Program.

FURTHER RESOLVED, That the Arkansas Workforce Challenge Scholarship Program rules be approved for public comment release.

There were no questions.

Agenda Item No. 17
Rules Governing the Access to Acceleration
Scholarship Program

In compliance with Act 340 of 2025, the rules for the ACCESS to Acceleration Scholarship Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for approval.

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the ACCESS to

Acceleration 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 ACCESS to Acceleration Scholarship Program.

FURTHER RESOLVED, That the ACCESS to Acceleration Scholarship Program rules be approved.

There were no questions.

Agenda Item No. 18
Repeal of the ADHE Rules Governing
the Concurrent Challenge Scholarship Program

In compliance with Act 340 of 2025, the rules for the Concurrent Challenge Scholarship Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for approval.

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

FURTHER RESOLVED, That the Repeal of the Rules Governing the Concurrent Challenge Scholarship Program be approved.

There were no questions.

Agenda Item No. 19
Repeal of the ADHE Rules Governing the
Law Enforcement Officers' Dependents Scholarship Program

In compliance with Act 340 of 2025, the rules for the Law Enforcement Officers' Dependents Scholarship Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for approval.

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

FURTHER RESOLVED, That the Repeal of the Rules Governing the Law Enforcement Officers' Dependents Scholarship Program be approved.

There were no questions.

Agenda Item No. 20
Rules Governing the Arkansas Academic Challenge
Scholarship Program

In compliance with Act 340 of 2025, the rules for the Arkansas Academic Challenge Scholarship Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for approval.

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Arkansas Academic Challenge 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 Academic Challenge Scholarship Program.

FURTHER RESOLVED, That the Arkansas Academic Challenge Scholarship Program rules be approved.

There were no questions.

Agenda Item No. 21
Rules Governing the Governor's Higher Education
Transition Scholarship Program

In compliance with Act 340 of 2025, the rules for the Governor's Higher Education Transition Scholarship Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for 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.

There were no questions.

Agenda Item No. 22
Rules Governing Residency Classification for
State-Funded Scholarships at State-Supported
Institutions of Higher Education

In compliance with Act 340 of 2025, the rules governing Residency Classification for State-funded Scholarships at State-Supported Institutions of Higher Education are presented to the Arkansas Higher Education Coordinating Board (AHECB) for approval.

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Residency Classification for State-funded Scholarships at 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 Residency Classification for State-funded Scholarships at State-Supported Institutions of Higher Education.

FURTHER RESOLVED, That the Residency Classification for State-funded Scholarships at State-Supported Institutions of Higher Education rules be approved.

There were no questions.

Agenda Item No. 23
Rules Governing the Arkansas Teacher Academy
Transition Scholarship Program

In compliance with Act 340 of 2025, the rules governing Arkansas Teacher Academy Scholarship Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for approval.

RESOLVED, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Arkansas Teacher Academy 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 Teacher Academy Scholarship Program.

FURTHER RESOLVED, That the Arkansas Teacher Academy Scholarship Program rules be approved.

There were no questions.

Agenda Item No. 24
Rules Governing the Arkansas Teacher
Opportunity Program

In compliance with Act 340 of 2025, the rules governing Arkansas Teacher Opportunity Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for approval.

> **RESOLVED**, That the Arkansas Higher Education Coordinating Board reviews the rules presented in this agenda item for the Arkansas Teacher Opportunity 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 Teacher Opportunity Program.

> **FURTHER RESOLVED**, That the Arkansas Teacher Opportunity Program rules be approved.

There were no questions.

Lucas Pointer moved to approve Agenda Items No. 14 - 24. Dr. Katherine Dudley seconded the motion, and the Board unanimously approved.

Report of the Committees

Chair Carr presented the report of the Finance Committee and moved approval of Agenda Item 1. Lucas Pointer seconded, and the board unanimously approved.

Chair Carr presented the report of the Academic Committee and moved approval of Agenda Items 5, 8a & 9. Dr. Katherine Dudley seconded, and the board unanimously approved.

Remarks by Presidents/Chancellors and Guest

The next quarterly meeting will be held on October 24, 2025, at Arkansas State University - Beebe, at 9:00 a.m.

With no further comments, the meeting was adjourned at 10:48 a.m.

SUBMITTED BY:

_____
    Nichole Abernathy

APPROVED:

_____
    Dr. Katherine Dudley, Secretary

**APPOINTMENT OF NOMINATING COMMITTEE
FOR 2026-27 BOARD OFFICERS**

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Chair Dr. Jim Carr will appoint members of the Arkansas Higher Education Coordinating Board nominating committee at the October 24, 2025, meeting. The nominating committee will recommend Board officers for 2026-27 at the January 23, 2026, meeting.

HIGHER EDUCATION COORDINATING BOARD
2026 MEETING SCHEDULE

The Arkansas Higher Education Coordinating Board meets quarterly to act upon Board initiatives and to respond to campus proposals. The proposed 2026 schedule for these regular quarterly meetings follows:

January 23, 2026	University of Arkansas at Little Rock
April 24, 2026	Ozarka College
July 24, 2026	University of Arkansas, Fayetteville
October 23, 2026	Arkansas State University Mountain Home

The following resolution is suggested:

RESOLVED, That the Arkansas Higher Education Coordinating Board agrees to the following dates for regular quarterly meetings during 2026: January 23, April 24, July 24, and October 23.

FURTHER RESOLVED, That the Board expresses its appreciation and accepts the invitations to meet in January at the University of Arkansas at Little Rock, in April at Ozarka College, in July at the University of Arkansas, Fayetteville, and in October at Arkansas State University Mountain Home.

REPORT OF THE COMMISSIONER

AEDCE Annual Conference

Commissioner Warden joined presidents and chancellors, board members and ADHE staff at the Arkansas Economic Developers & Chamber Executives (AEDCE) Charting North Annual Conference on August 24. Breakout sessions explored evolving models, member ROI, funding structures, and relevance in a changing landscape.

AEDCE is the statewide professional association representing economic developers, chamber executives and entrepreneurial support professionals in Arkansas.

Tour of UALR Nursing Simulation Center

On September 17, Commissioner Warden and Dr. Tina Moore toured the University of Arkansas at Little Rock (UALR) Center for Simulation Innovation. The UALR Nursing Simulation Program is part of the School of Nursing and offers nursing students and healthcare professionals immersive training experiences in a realistic, low-stakes hospital setting.

<u>Academic Affairs Officers Meet to Discuss Academic Policies</u>
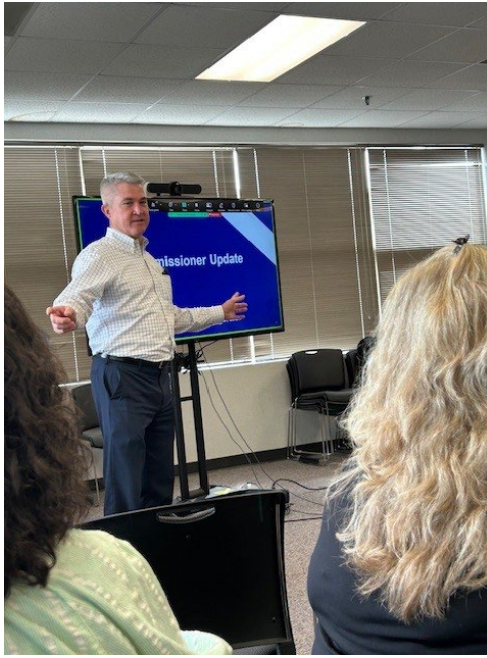
On September 23, ADHE staff members welcomed Chief Academic Officers (CAO) and Chief Student Affairs Officers (CSAO) to discuss numerous issues including academic program policy updates and changes, common course numbering, concurrent enrollment, as well as program review and viability. The CAO/CSAO quarterly meetings assemble a comprehensive list of the most effective policies, programs and practices that can be employed on our campuses to foster greater student success.

<u>NPC Welding Facility Groundbreaking</u>

Commissioner Warden and Mason Campbell joined college leadership, city officials, and industry partners at the National Park College (NPC) groundbreaking ceremony for their new Welding Facility on September 24. The newly established facility signifies a commitment to technical education and workforce development, thereby broadening avenues for students to equip themselves for professions in high-demand fields

<u>Arkansas Deans Association</u>

Commissioner Warden participated in the Araknsas Deans' Association meeting at the Winthrop Rockefeller Institute. Warden joined AHECB Chairman Dr. Jim Carr and Dr. Tina Moore in panel discussions about ACCESS and the ROI metric. Other discussions included HLC changes and the Higher Ed Innovation Showcase.

<u>Arkansas Scholarship Lottery Check Presentation</u>

On September 25, the Arkansas Scholarship Lottery presented a check for $48 million to the Arkansas Department of Education Division of Higher Education for scholarships that support higher education, workforce training, and accelerated learning goals of the state.

Arkansas State University System Overview
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This informational agenda item consists of an overview of the Arkansas State University System campuses.

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 2025 credentials awarded between July 1, 2024 and June 30, 2025.

For the second year in a row, Arkansas institutions reported solid gains in both credentials awarded and the number of students receiving those credentials. In academic year 2025, Arkansas higher education institutions reported 56,708 credentials awarded to 45,307 students. This was a 5.7% increase in the number of credentials and 5.3% increase in the number of unduplicated students receiving those credentials. This is the second year in a row statewide numbers reflected gains. Prior to 2024, the number of students receiving credentials remained consistent for the previous five years running just above 40,000. Comparing 2025 to 2016, the number of credentials awarded has increased more than 13,000 and the number of students receiving those credentials has increased more than 7,900.

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. 2024 and 2025 increases are also due in part to the addition of UA Grantham credentials.
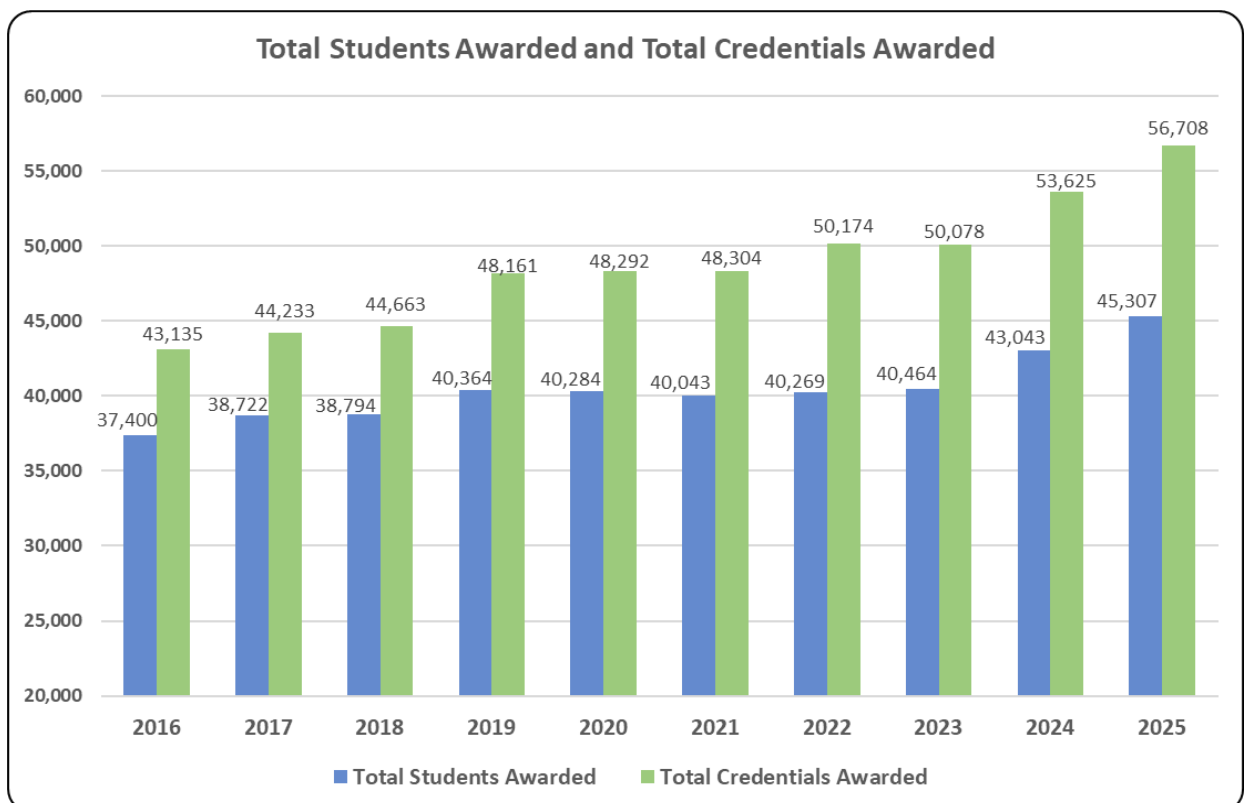

Chart 19-1: Statewide Trends

Statewide undergraduate certificate trends have shown notable increases in Certificates of Proficiency for the past four years while Technical Certificate awards remain consistent. Chart 19-2 includes statewide totals for the past ten years.

Arkansas Undergraduate Certificate Trends
■ Certificate of Proficiency   ■ Technical Certificate

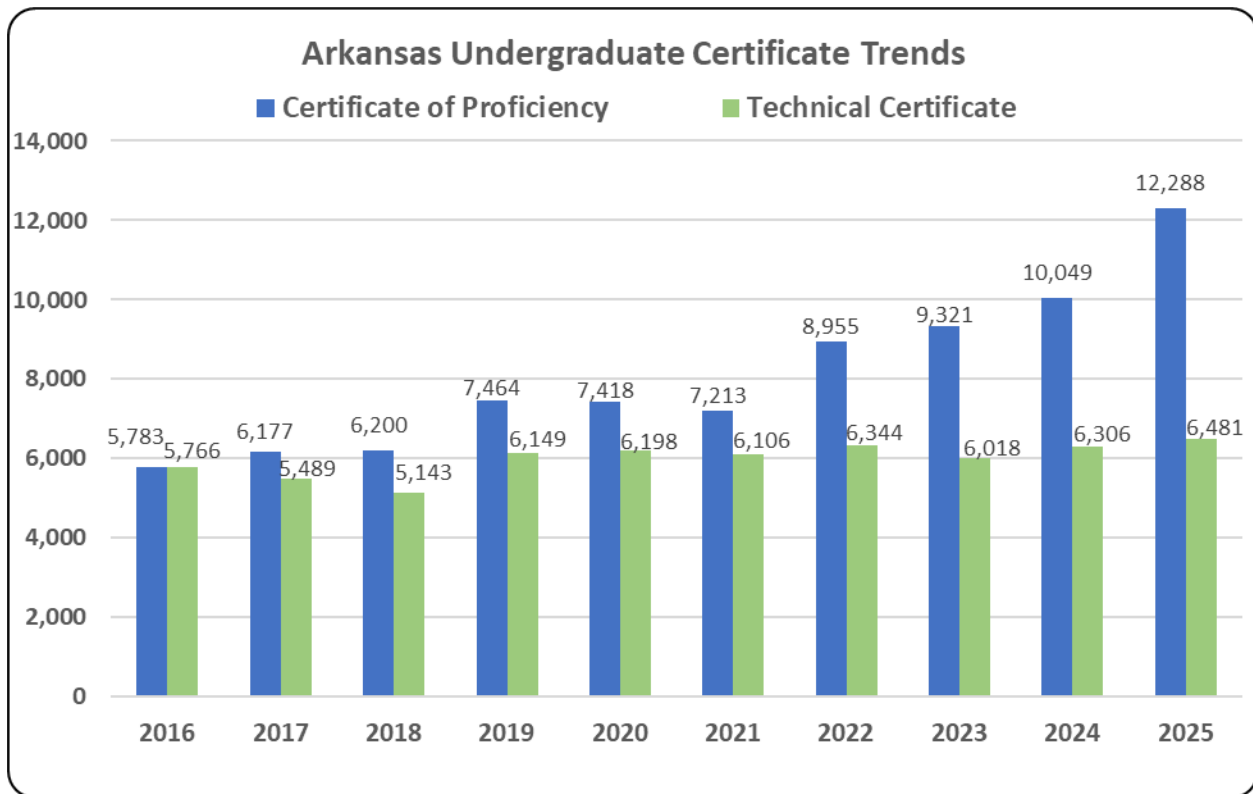| Year	Certificate of Proficiency	Technical Certificate
2016	5,783	5,766
2017	6,177	5,489
2018	6,200	5,143
2019	7,464	6,149
2020	7,418	6,198
2021	7,213	6,106
2022	8,955	6,344
2023	9,321	6,018
2024	10,049	6,306
2025	12,288	6,481

Chart 19-2: Statewide Undergraduate Certificate Trends

- The number of Certificates of Proficiency awarded across the state continued its upward trend, increasing over 22% in one year. This does include CPs of less than 9 credit hours (Basic Certificates).

- Healthcare leads the way with the highest number of CP awards, followed by production trades/mechanics, business administration and management and general education.

- Technical Certificate awards in 2025 increased 2.8% compared to 2024, although TC awards have remained consistently above 6,000 for the past seven years, they have not shown the same rapid growth the Certificates of Proficiency have had in the past four academic years.

- Healthcare also leads the way with the highest number of TC awards, followed by general education, production trades/mechanics, and culinary and personal services, education and engineering-related technologies.

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

Chart 19-3 below includes other certificate awards for the past ten years.

- Advanced Certificate programs offered by Arkansas Tech University and the University of Arkansas at Monticello include programs of study in electromechanical technology, healthcare, and business administration and management.

- 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 engineering/industrial management, business administration and management, information technology, and education/teaching of students with speech or language impairments or English as a second language.

- 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.
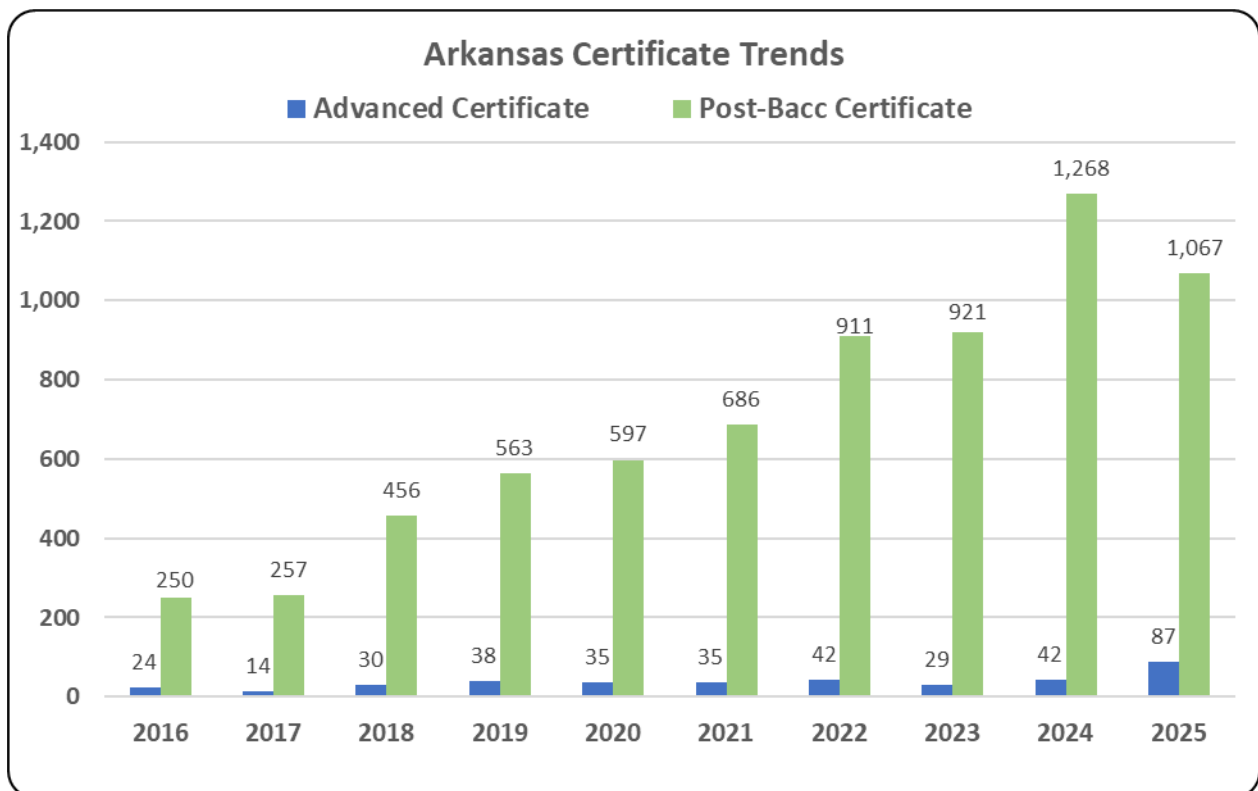

Chart 19-3: Statewide Certificate Trends

Chart 19-4 provides ten-year trends for Arkansas Associate and Bachelor's completions.

- In 2024, Associate degree awards jumped over 12% as statewide 11,665 awards were reported, however, 2025 resulted in a 4.4% decline in associate degrees.

- The 4-year institutions reported a 3.2% decline in associate degrees, while the 2-year colleges reported a decline of 5.9%. This contrasts with the considerable increase at the certificate of proficiency level, indicating a solid move toward short-term, workforce-related credentials.

- Over 53% of associate degrees awarded in 2025 were in General Ed/Studies.

- Associate degree completions make up 20% of the total credentials awarded statewide.

- Institutions reported 16,813 Bachelor's degrees were conferred in 2025, which is an 8% increase in the number of Bachelor's degrees awarded in 2024.

- At the Bachelor's level, business credentials comprise over 22% of the total, healthcare at 17%, and education at 7%.

- Bachelor's degree completions comprise 30% of the statewide credential total.
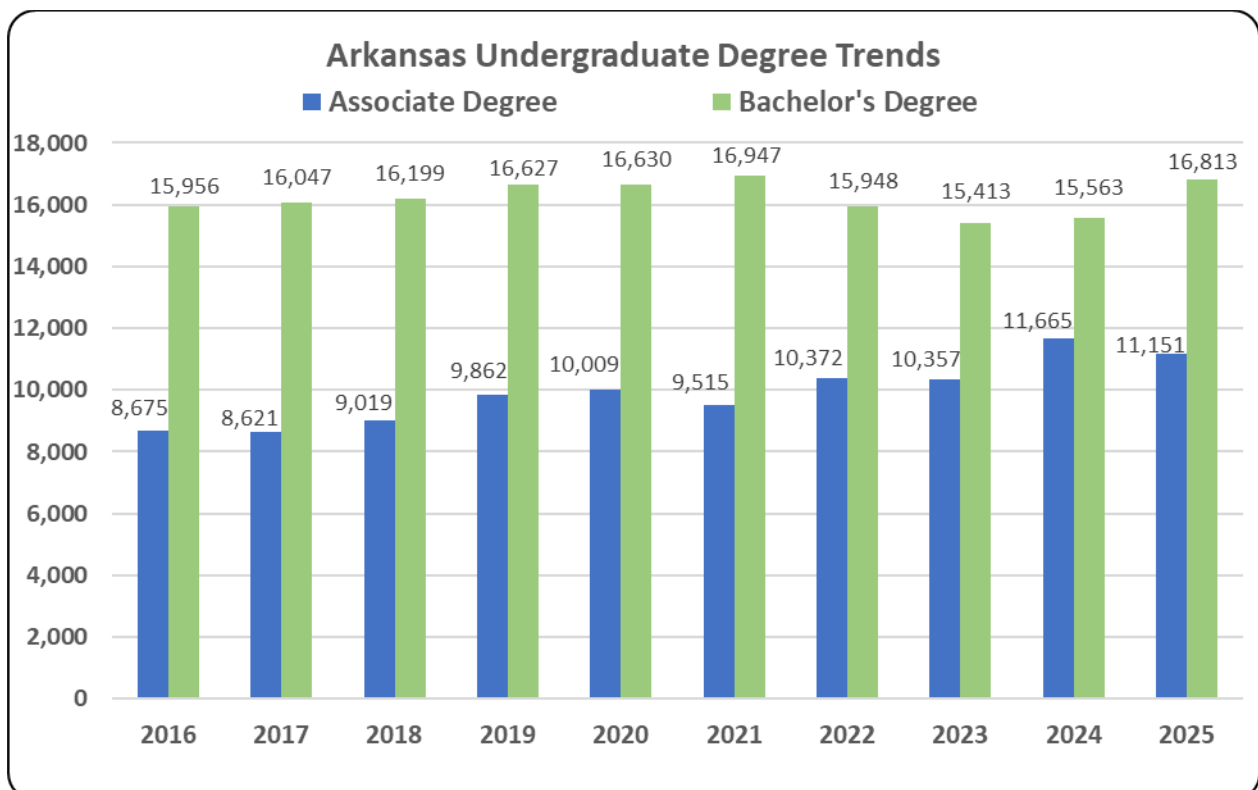

Chart 19-4: Statewide Undergraduate Degree Trends

Chart 19-5 provides ten-year trends for Masters Degrees and Post-Masters/Specialist awards.

- Masters degree awards remained consistent in 2025 with 6,549 degrees awarded statewide.

- Popular Masters' program areas include education/teaching which awarded 27% of the total, business administration and management which awarded 20%, and computer science which awarded 14% of the total Masters awards in 2025.

- Masters awards comprise 12% of the statewide total.

- Education/teaching programs represent 95% of the post-masters/specialist awards.

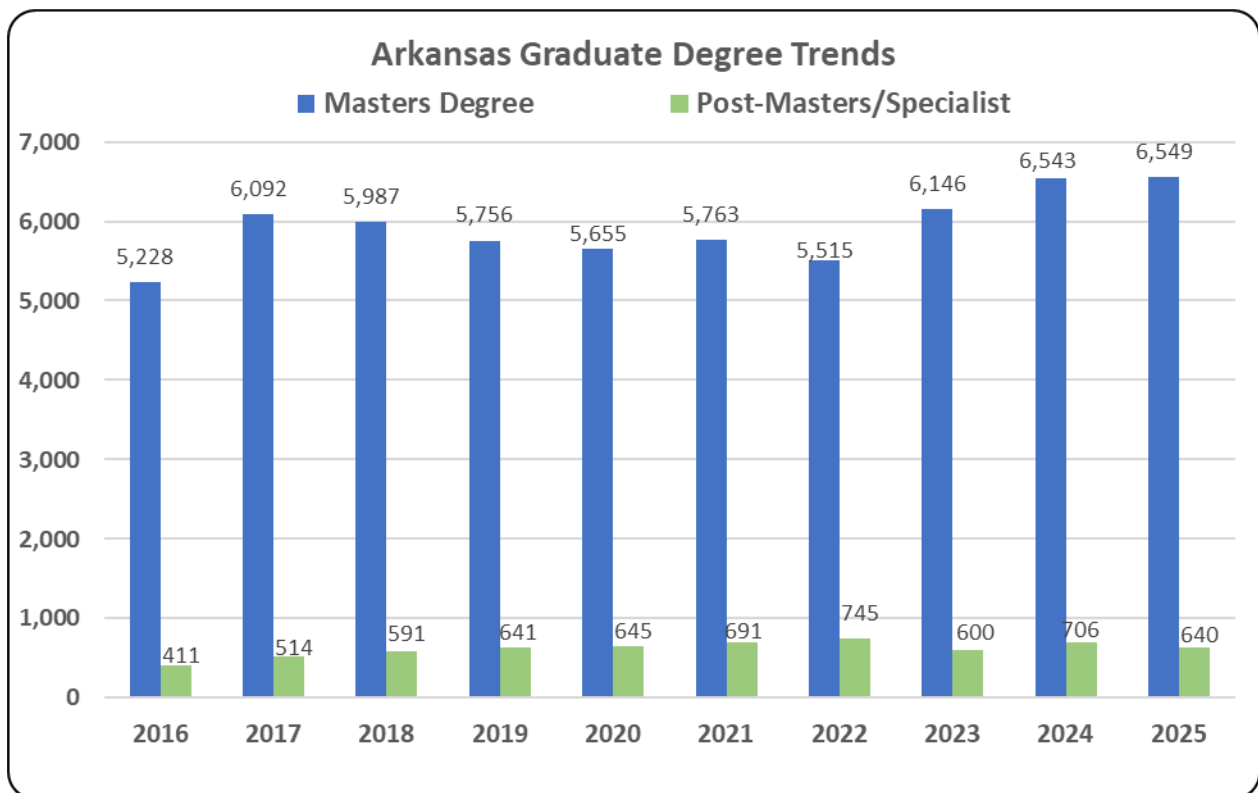- Post-Masters/Specialist awards comprise slightly over 1% of the statewide total.

Chart 19-5: Statewide Graduate Degree Trends

Chart 19-6 provides ten-year trends for the Doctoral Research and Professional Practice degrees.

- Over 39% of all doctoral research credentials are awarded in educational leadership and administration.

- Other popular research program areas include engineering, biology, physical sciences and computer science.

- Doctoral research awards comprise less than 1% of the statewide total.

- Professional practice awards increased almost 12% and include those in medicine, pharmacy, physical and occupational therapy, and law.

- An increase in nursing practice awards contributed to the 12% increase in 2025.

- 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.
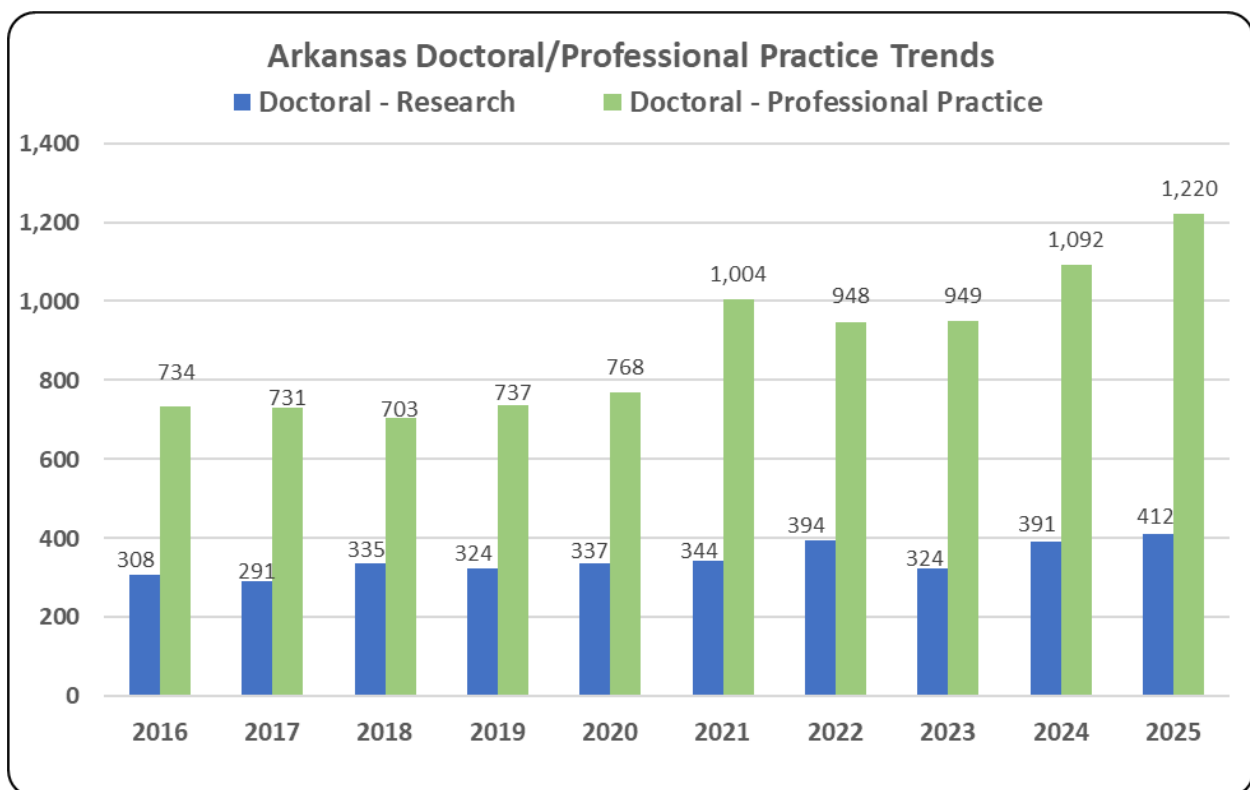

Chart 19-6: Statewide Doctoral Trends

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.

- UAF reported the highest percentage change when comparing 2025 to 2024 with an 11.9% increase in the number of credentials awarded.

- ASU increased total credentials 8.6% when comparing 2025 to 2024.

- Five other 4-year institutions reported positive percent changes, ATU (4.4%), UCA (2.7%), UALR (3.6%), UAM (6.1%) and UAMS (3.1%).

- Four universities reported a decline in the number of credentials awarded.

- Four institutions reported their highest-ever credential totals, ASU (6,000), ATU (5,299), UAF (7,875), and UAMS (1,194).

- Most significant gains in 2025 for the 4-year institutions were an 8.5% increase in Bachelor's degrees and a 30.4% increase in CPs awarded.
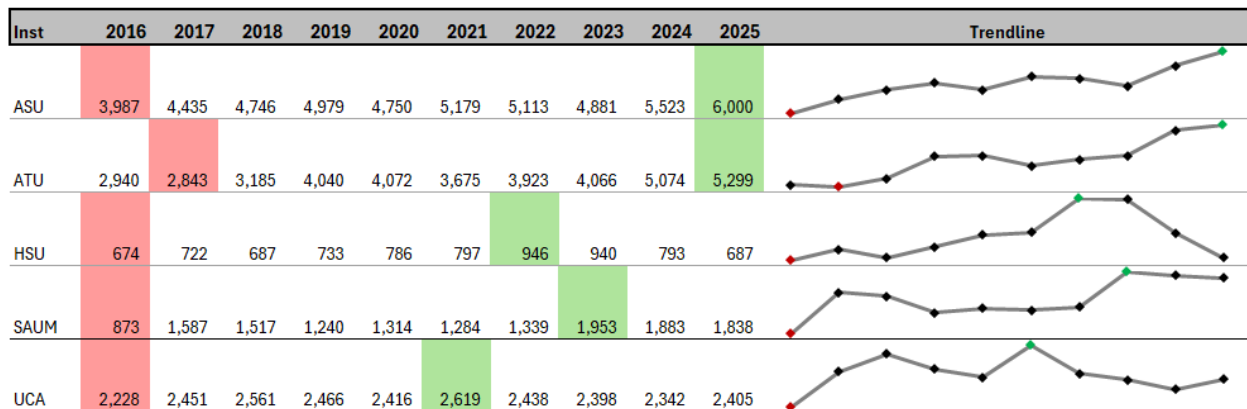
Inst	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trendline
ASU	3,987	4,435	4,746	4,979	4,750	5,179	5,113	4,881	5,523	6,000	
ATU	2,940	2,843	3,185	4,040	4,072	3,675	3,923	4,066	5,074	5,299	
HSU	674	722	687	733	786	797	946	940	793	687	
SAUM	873	1,587	1,517	1,240	1,314	1,284	1,339	1,953	1,883	1,838	
UCA	2,228	2,451	2,561	2,466	2,416	2,619	2,438	2,398	2,342	2,405	

Chart 19-7: Ten-Year Trend of Total Credentials Awarded – 4-Year

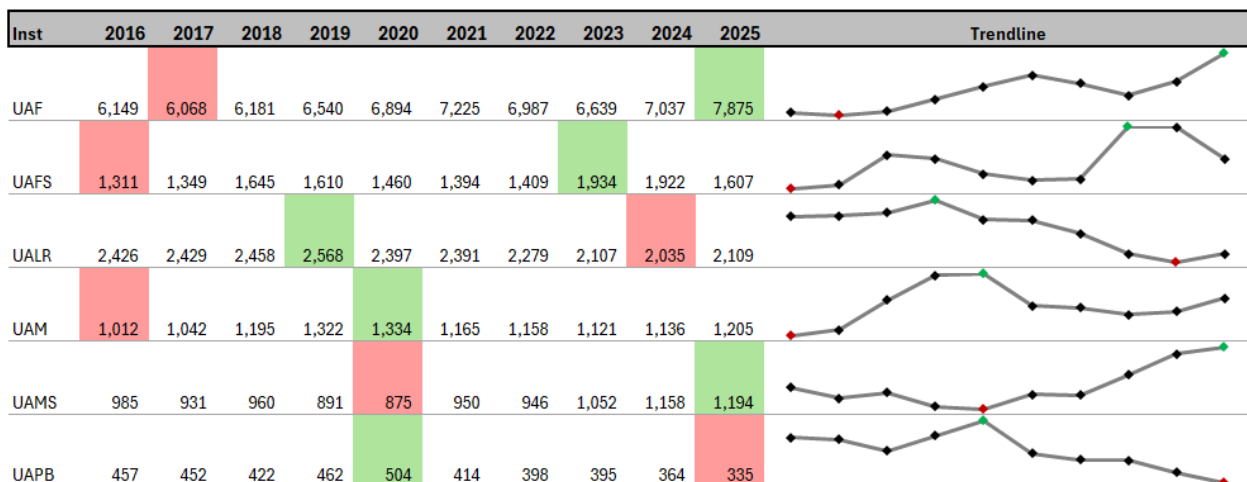| Inst	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trendline
UAF	6,149	6,068	6,181	6,540	6,894	7,225	6,987	6,639	7,037	7,875	
UAFS	1,311	1,349	1,645	1,610	1,460	1,394	1,409	1,934	1,922	1,607	
UALR	2,426	2,429	2,458	2,568	2,397	2,391	2,279	2,107	2,035	2,109	
UAM	1,012	1,042	1,195	1,322	1,334	1,165	1,158	1,121	1,136	1,205	
UAMS	985	931	960	891	875	950	946	1,052	1,158	1,194	
UAPB	457	452	422	462	504	414	398	395	364	335	

Chart 19-8: 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.

- Five 2-year colleges reported significant increases over 25% in 2025 in the number of credentials awarded, UACCRM (43.5%), SAC (43.1%), ASUMS (38.3%), ANC (33.9%), SEAC (27.9%).

- Eight 2-year colleges reported their highest-ever credential total in 2025, ASUMS (621), ASUN (1,691), ASUTR (888), NWACC (2,315), SAC (1,145), SEAC (623), PCCUA (544), and UACCRM (485).

- Seven 2-year colleges reported a decline in the number of credentials awarded ranging from -4.2% to -16.9%.

- Associate degree awards declined by almost 6% for the 2-year colleges in 2025, while technical certificate awards were up 3.4% and certificates of proficiency increased from 7,923 awards in 2024 to 9,424 awards in 2025 which is an 18.9% increase in CPs.
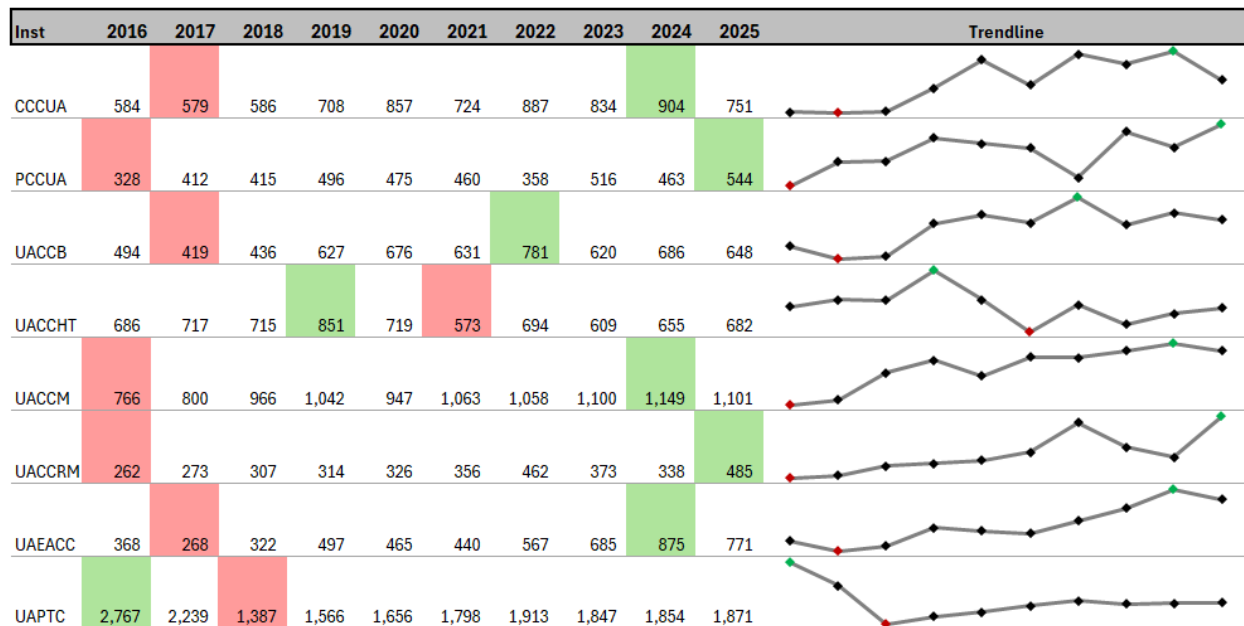
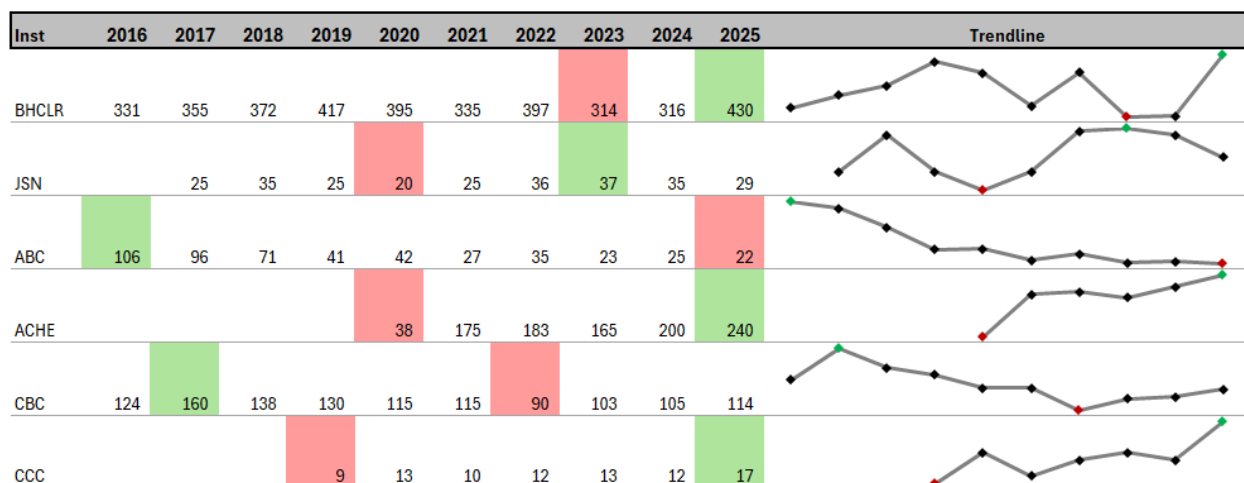| Inst	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trendline
CCCUA	584	579	586	708	857	724	887	834	904	751	
PCCUA	328	412	415	496	475	460	358	516	463	544	
UACCB	494	419	436	627	676	631	781	620	686	648	
UACCHT	686	717	715	851	719	573	694	609	655	682	
UACCM	766	800	966	1,042	947	1,063	1,058	1,100	1,149	1,101	
UACCRM	262	273	307	314	326	356	462	373	338	485	
UAEACC	368	268	322	497	465	440	567	685	875	771	
UAPTC	2,767	2,239	1,387	1,566	1,656	1,798	1,913	1,847	1,854	1,871	

Chart 19-9: Ten-Year Trend of Total Credentials Awarded – 2-Year

Inst	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trendline
ASUB	1,774	1,610	1,453	1,618	1,561	1,343	1,039	977	1,361	1,379	
ASUMH	571	663	599	521	505	566	830	550	662	598	
ASUMS	443	556	426	567	479	538	468	442	449	621	
ASUN	807	869	1,003	1,116	1,162	1,120	1,296	1,212	1,587	1,691	
ASUTR	635	632	638	643	654	535	537	627	812	888	
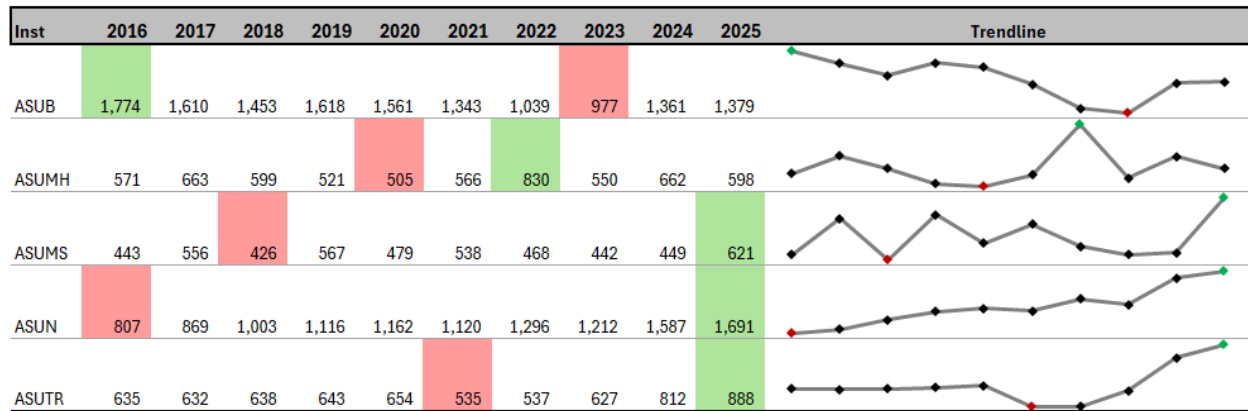
Chart 19-10: Ten-Year Trend of Total Credentials Awarded – 2-Year

Inst	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trendline
ANC	397	379	398	456	466	443	540	613	436	584	
BRTC	678	751	642	543	772	878	1,859	1,693	1,499	1,709	
NAC	926	701	643	701	630	557	623	673	873	809	
NPC	566	523	713	781	792	785	792	818	892	829	
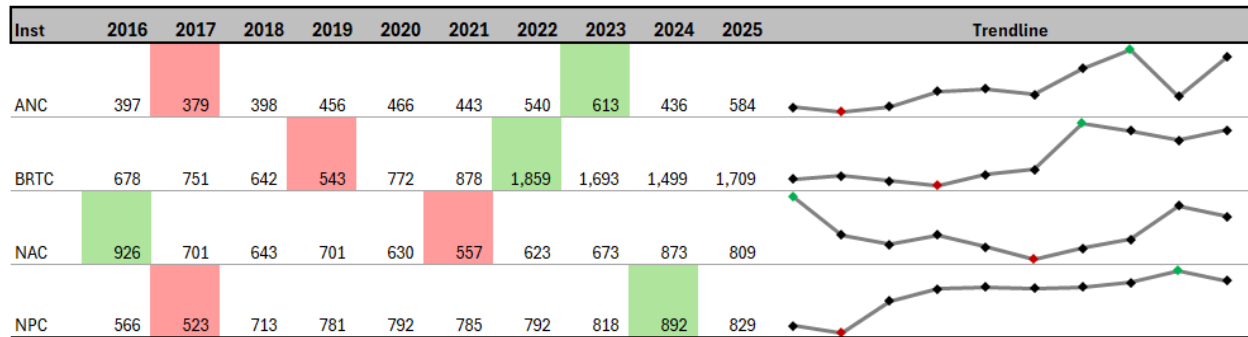
Chart 19-11: Ten-Year Trend of Total Credentials Awarded – 2-Year

Inst	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trendline
NWACC	944	1,083	1,380	1,600	1,749	1,929	2,052	2,161	2,087	2,315	
OZC	453	464	474	641	697	625	616	645	598	664	
SAC	768	614	606	772	788	772	704	753	800	1,145	
SAUT	652	937	761	870	895	650	851	613	498	552	
SEAC	512	519	473	399	514	575	503	465	487	623	
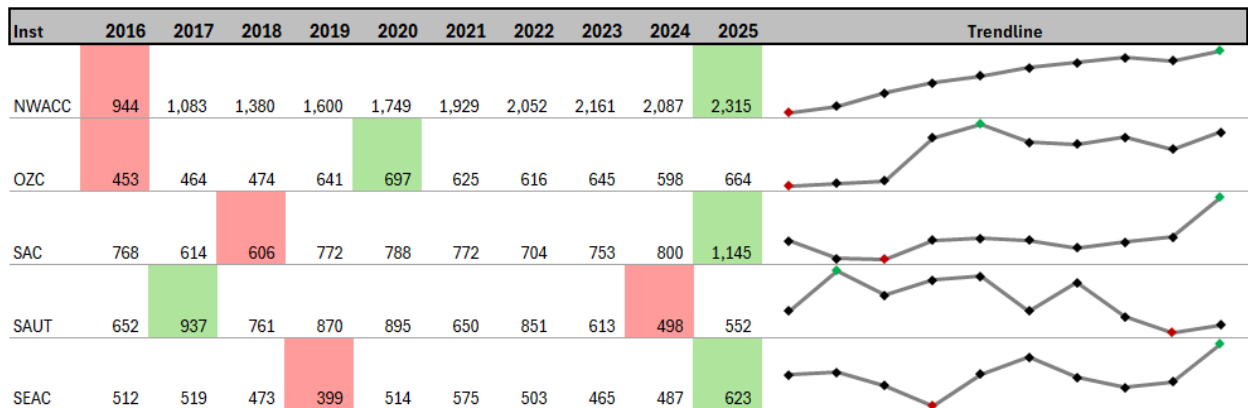
Chart 19-12: Ten-Year Trend of Total Credentials Awarded – 2-Year

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	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trendline
BHCLR	331	355	372	417	395	335	397	314	316	430	
JSN		25	35	25	20	25	36	37	35	29	
ABC	106	96	71	41	42	27	35	23	25	22	
ACHE					38	175	183	165	200	240	
CBC	124	160	138	130	115	115	90	103	105	114	
CCC				9	13	10	12	13	12	17	

Chart 19-13: Ten-Year Trend of Total Credentials Awarded – Private

Inst	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trendline
CRC	32	23	22	18	32	40	32	29	33	29	
EC	27	40	42	48	41	37	49	44	43	37	
HC	276	318	244	315	278	222	230	221	239	293	
HU	1,321	1,387	1,328	1,304	1,244	1,258	1,163	1,203	1,267	1,257	
JBU	683	624	588	650	568	546	511	493	481	488	
LC	115	114	144	124	115	144	140	117	102	65	
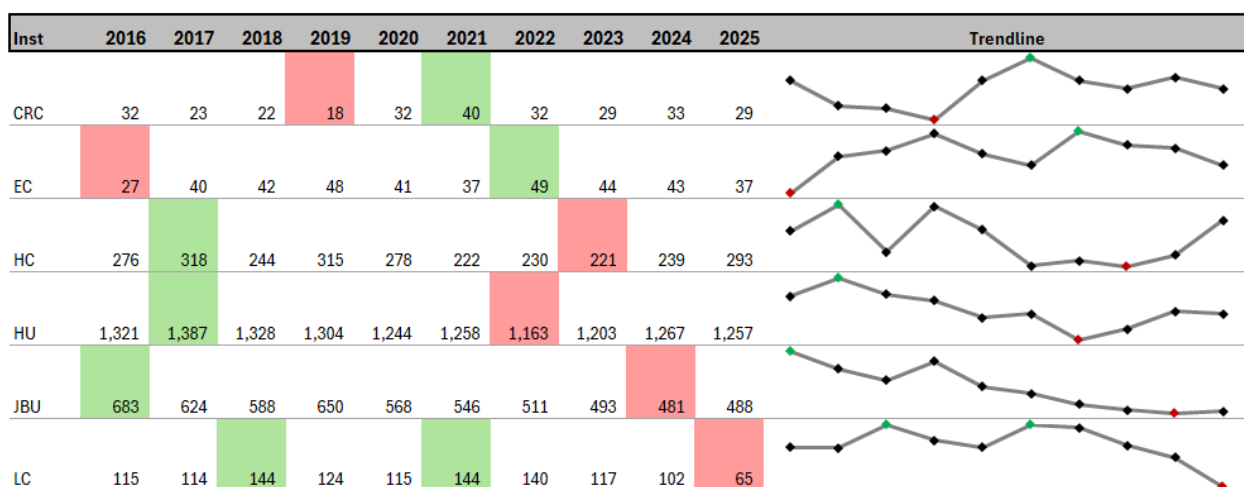
Chart 19-14: Ten-Year Trend of Total Credentials Awarded – Private

Inst	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trendline
OBU	338	285	335	337	315	376	356	406	356	442	
PSU	131	103	89	81	120	146	169	138	124	90	
SC	27	45	30	69	49	39	28	53	36	60	
UO	113	96	111	148	119	153	192	154	156	180	
WBU	88	103	98	77	79	98	81	134	136	117	
NWTI		142	116	188	122	104	104	119	171	129	
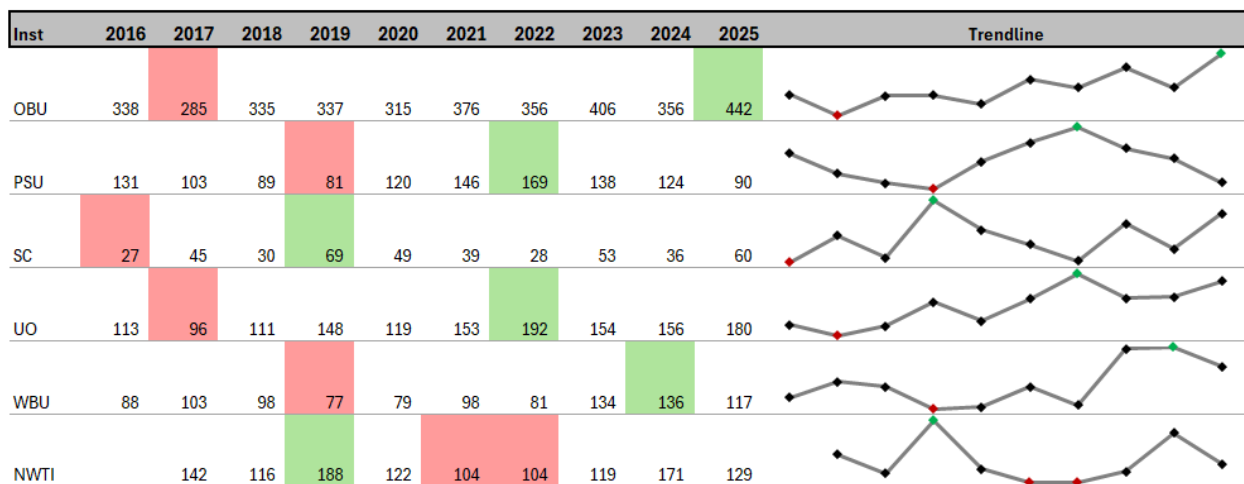
Chart 19-15: Ten-Year Trend of Total Credentials Awarded – Private

ANNUAL REPORT ON ACADEMIC PROGRAM STATUS
ACADEMIC YEAR 2025

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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 in the Approved Degree Programs list

This annual report provides a summary and detailed information about academic program statuses for both AY2025 and a 5-year period spanning AY2021 through AY2025.

ACADEMIC YEAR 2025

From July 1, 2024, through June 30, 2025, ADHE Academic Affairs staff completed a total of 355 status change requests. The graph below shows the distribution of these changes in status. As depicted, 107 Additions to create new, active programs were processed, along with 159 Deletions/Phase-Outs and 89 Inactivations/Future Inactivations.

**Academic Program Status
AY2025 Overview**

- Addition: 107
- Inactivation/Future Inactivation: 89
- Deletion/Phase-Out: 159
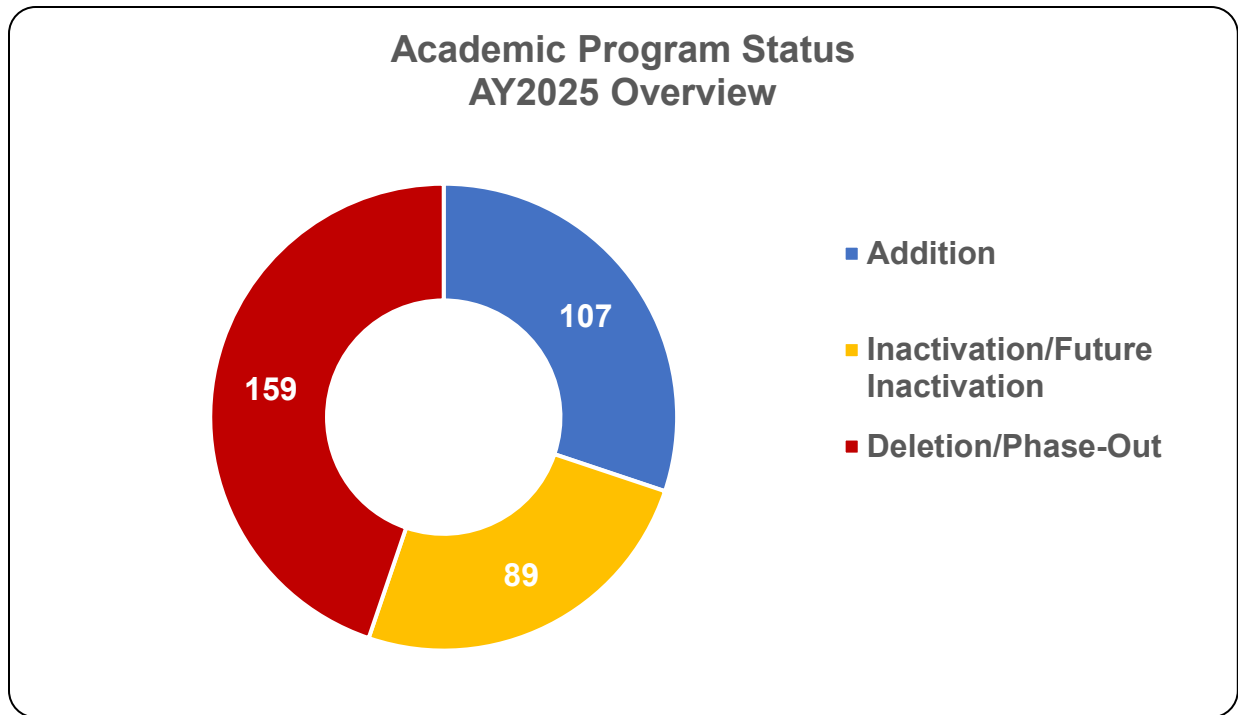
The following charts break down program status changes for AY2025 by institution type. Four-year institutions submitted a total of 43 program additions, 62 program deletions or phase-outs, and 45 inactivations or future inactivations. Two-year institutions submitted a total of 64 program additions, 97 deletions/phase-outs, and 44 program inactivations/future inactivations.

**Program Status Changes for 4-year Universities
AY2025**

Institution	Addition	Inactivation/Future Inactivation	Deletion/Phase-Out
ASU	10	6	9
ATU	10		7
HSU	2	34	8
SAUM	2		3
UAF	1		7
UAFS	2	3	9
UALR			4
UAM	3		9
UAMS	2	2	5
UAPB	7		
UCA	4		1

Program Status Changes for 2-year Colleges AY2025
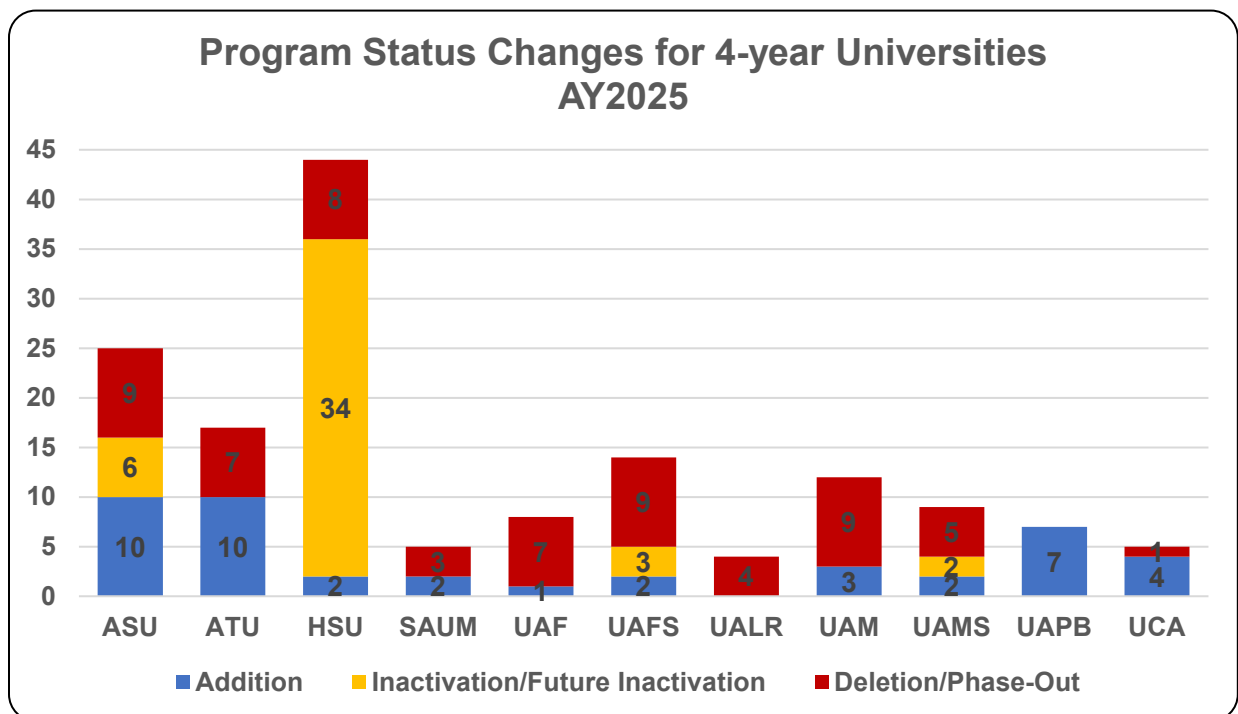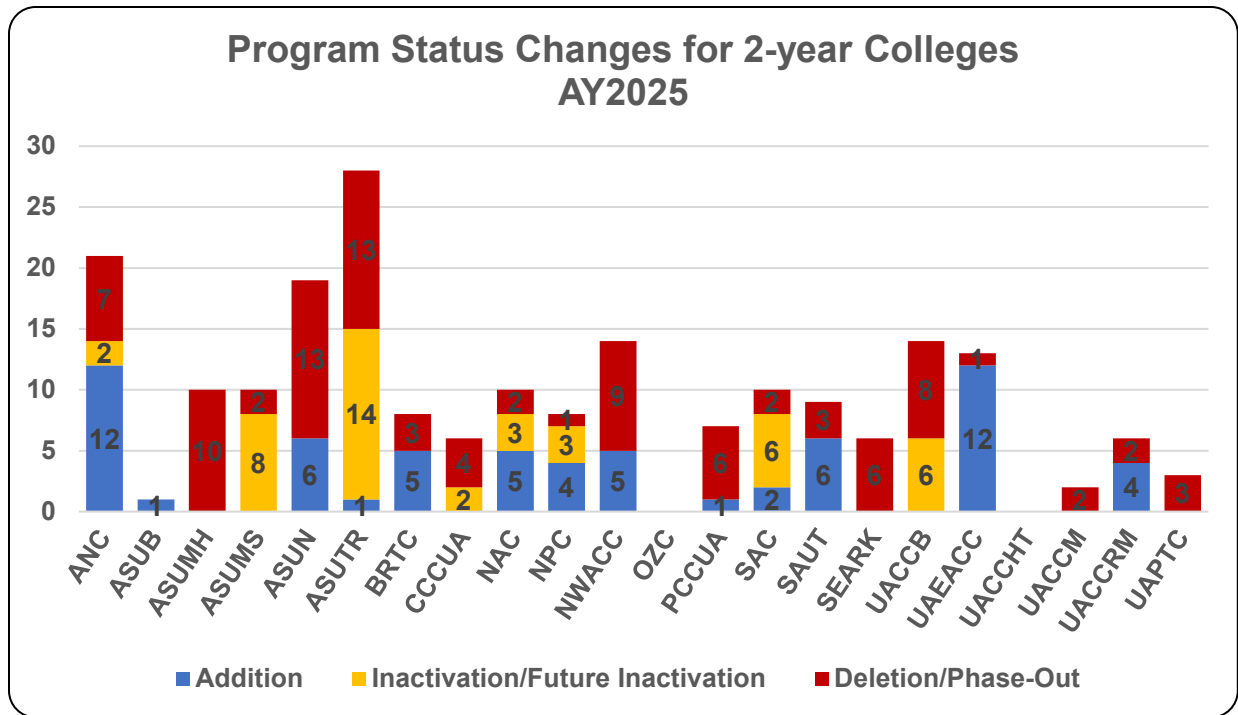
Across all award types, 355 program status changes were processed. Short-term credentials, such as Certificates of Proficiency and Technical Certificates, comprise 62% of the total status changes for AY2025.

Academic Program Status by Award Type AY2025
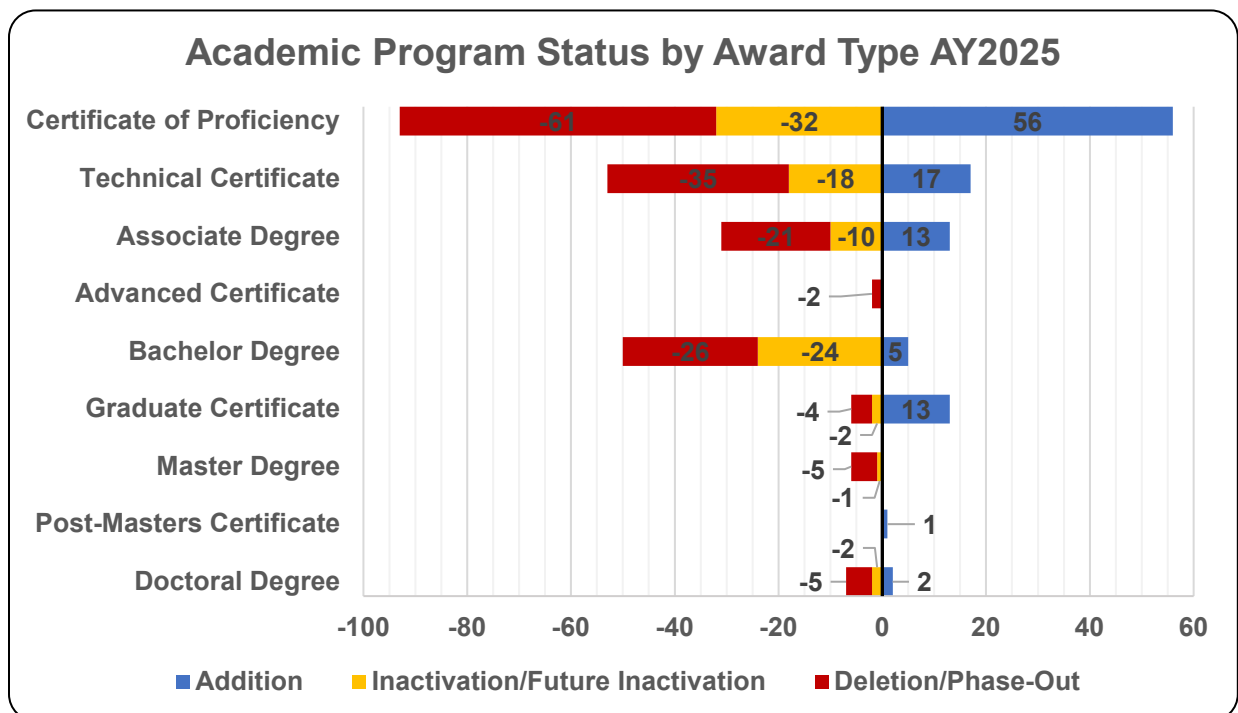
CIP Codes, or Classifications of Instructional Programs, are 6-digit numbers assigned to all academic programs and award types and describe the field of study, discipline, and/or curriculum. The first two digits in a CIP Code indicate the broad CIP category, while the last 4 digits detail the field of study more specifically. The table below shows the 2-digit CIP code categories with the most status changes processed in AY2025.

Academic Program Status by CIP Code AY2025

CIP Code Category & Description	Addition	Inactivation/ Future Inactivation	Deletion/ Phase-Out	% of Total Status Changes
52 - Business, Management, Marketing, & Related Support Services	14	11	14	11%
43 - Homeland Security, Law Enforcement, Firefighting, & Related Protective Services	8	6	23	10%
47 - Mechanic & Repair Technologies/ Technicians	14	2	19	10%
13 - Education	5	15	14	10%
51 - Health Professions & Related Programs	12	8	14	10%
15 - Engineering/Engineering Related Technologies/Technicians	10	0	15	7%
11 - Computer & Information Sciences and Support Services	2	16	6	7%
50 - Visual and Performing Arts	1	4	7	3%
12 - Culinary, Entertainment, & Personal Services	2	2	6	3%
16 - Foreign Languages, Literatures, & Linguistics	1	2	7	3%
30 - Multi/Interdisciplinary Studies	9	1	0	3%
14 - Engineering	5	0	2	2%
45 - Social Sciences	2	3	2	2%
26 - Biological & Biomedical Sciences	1	0	5	2%
44 - Public Administration & Social Service Professions	0	4	2	2%
46 - Construction Trades	1	0	5	2%
54 - History	1	3	2	2%
All Other 2-Digit Series CIPs (31 Program-Level CIP Code Categories)	19	12	16	13%
Total:	107	89	159	100%

ACADEMIC YEARS AY2021 – AY2025

To provide a broad perspective of academic status changes, trend analysis over the past 5 years is shown in the charts below. Additions in AY2025 are down 18% when compared to AY2024. Deletions and Phase-Outs are also up 218% compared to AY2024. Inactivations and Future Inactivations are up 5% compared to AY2024.
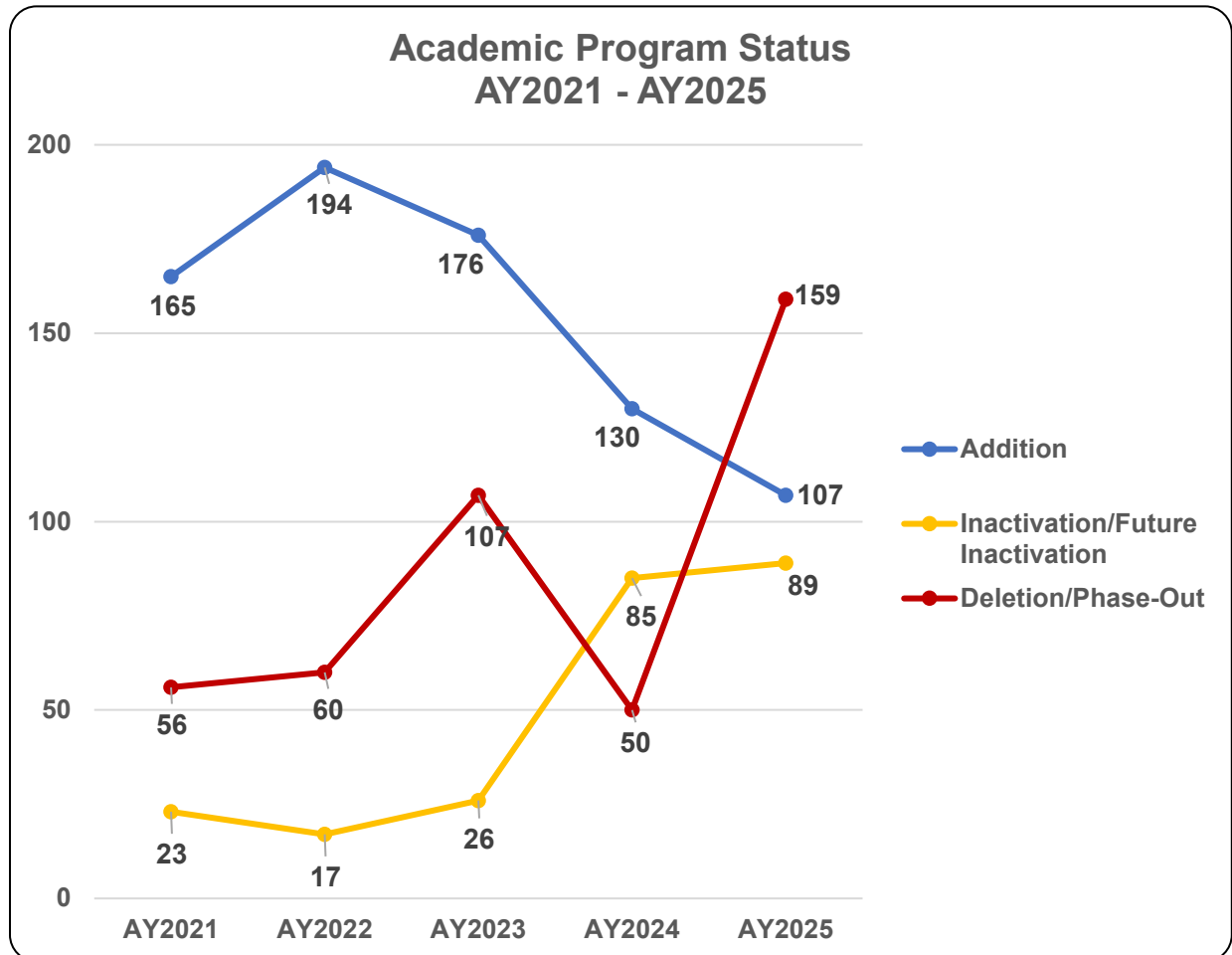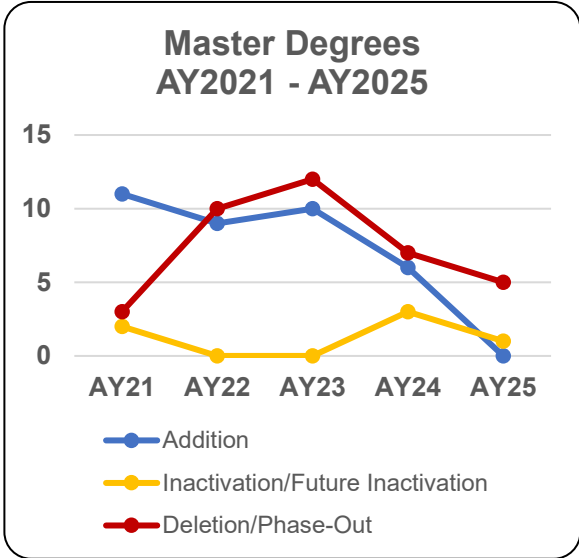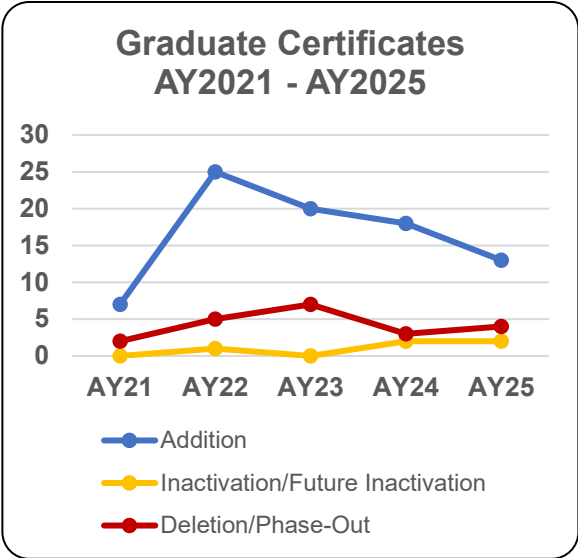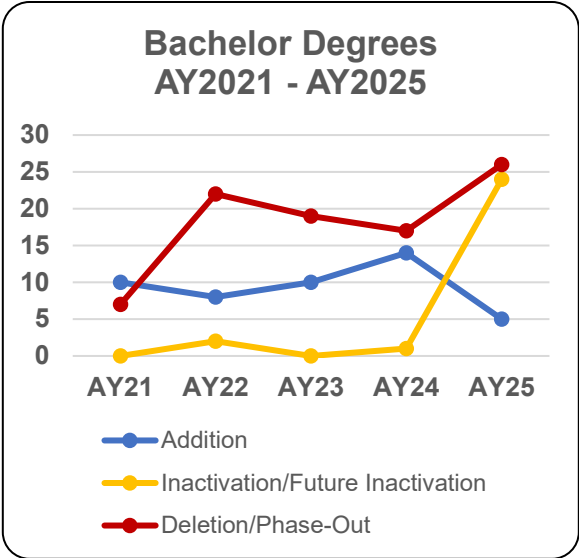

The following chart breaks down academic program additions by institution. Both 4-year and 2-year institutions are included within the same chart for ease of comparison. As shown, institutions may have years/periods of significant programmatic growth. Likewise, other years/periods yield only nominal 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.

Academic Program Additions
AY2021 - AY2025

Legend: AY2021, AY2022, AY2023, AY2024, AY2025
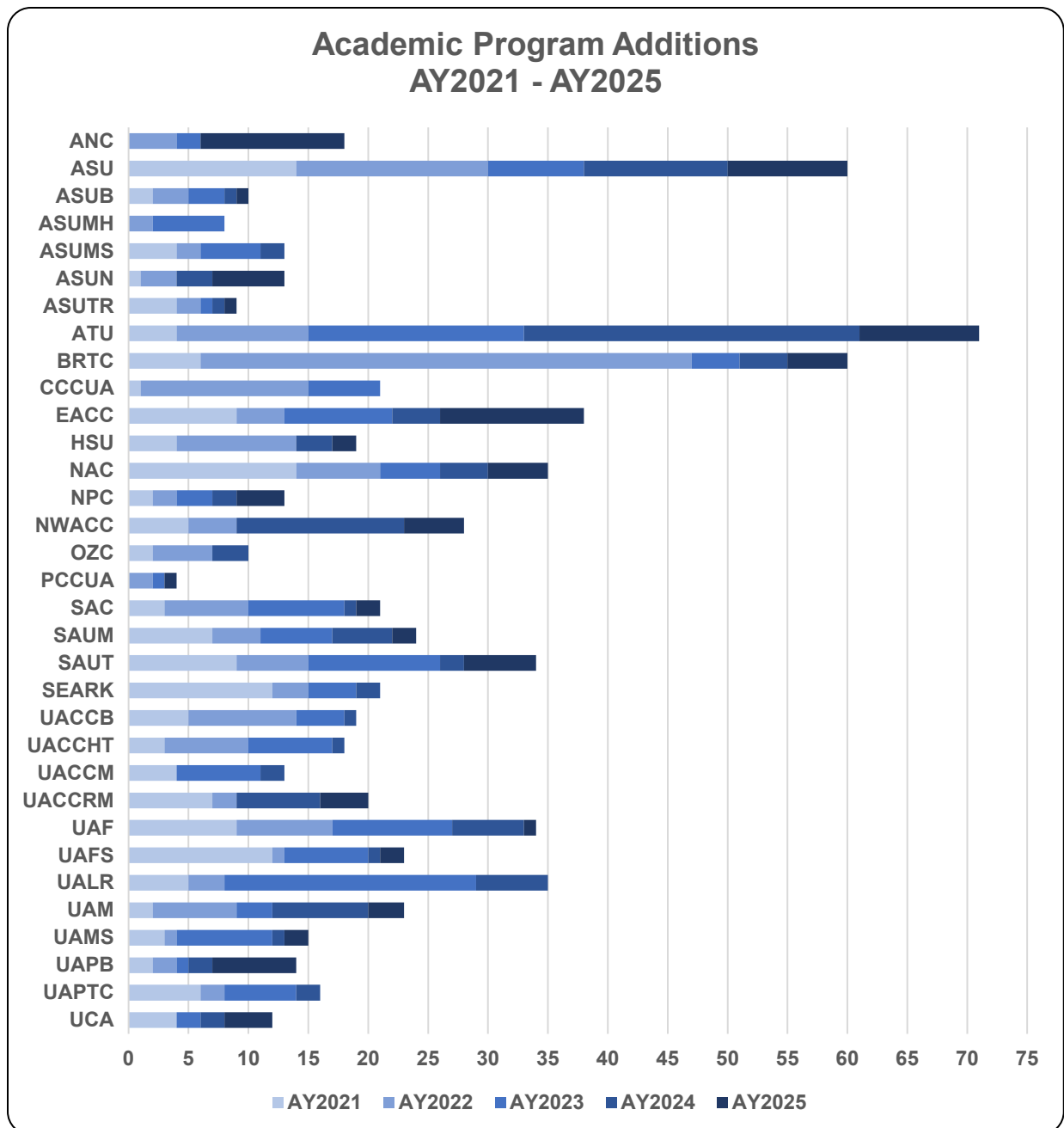
The following chart breaks down academic program deletions and phase-outs by institution. Both 4-year and 2-year institutions are included within the same chart for ease of comparison.

The AY2025 academic program viability cycle started in October 2024 and concluded in January 2025. 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 2025 calendar year.

Academic Program Deletions/Phase-Outs
AY2021 - AY2025

Legend: AY2021, AY2022, AY2023, AY2024, AY2025

Categories (top to bottom): ANC, ASU, ASUB, ASUMH, ASUMS, ASUN, ASUTR, ATU, BRTC, CCCUA, EACC, HSU, NAC, NPC, NWACC, OZC, PCCUA, SAC, SAUM, SAUT, SEARK, UACCB, UACCHT, UACCM, UACCRM, UAF, UAFS, UALR, UAM, UAMS, UAPB, UAPTC, UCA
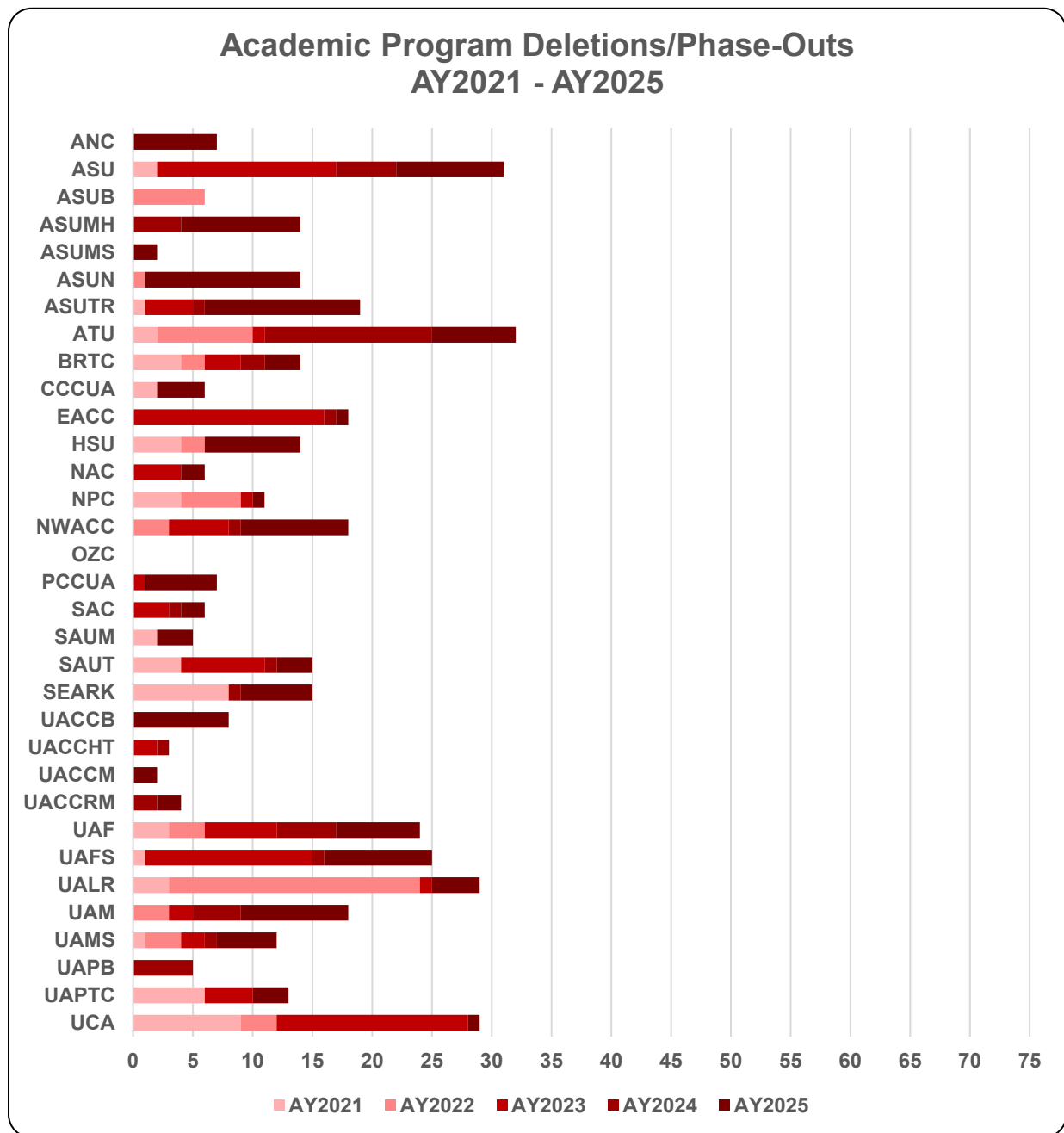
The following chart breaks down academic program inactivations and future inactivations by institution. Both 4-year and 2-year institutions are included in the same chart for ease of comparison. Like the previous two charts, a consistent scale was used to allow comparison across statuses.

Academic Program Inactivations/Future Inactivations AY2021 - AY2025

Legend: AY2021, AY2022, AY2023, AY2024, AY2025
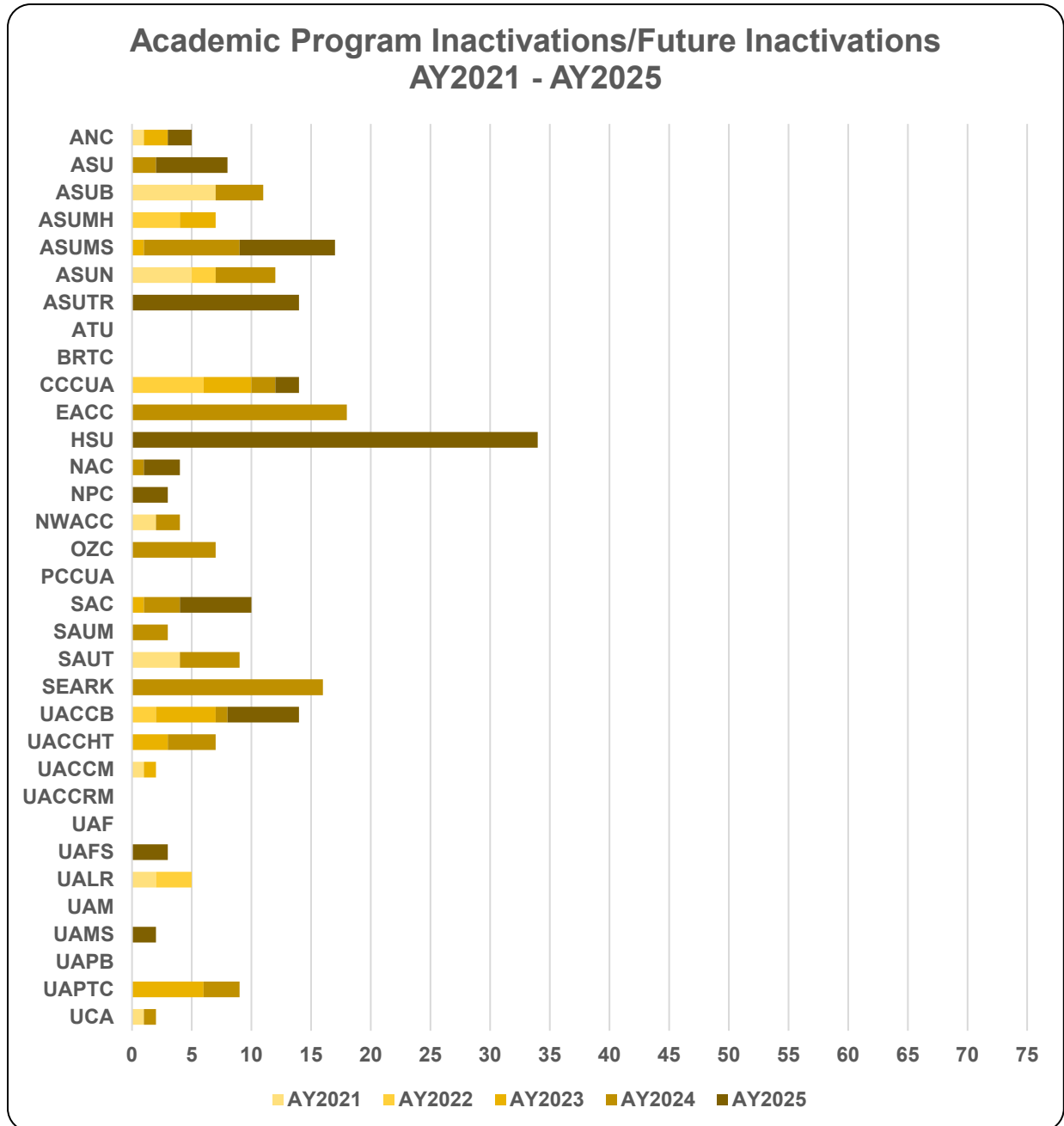
The following nine charts show status change trends over the past 5 academic years. Short term credentials, such as Certificates of Proficiency and Technical Certificates, continue to be the award types undergoing the most status changes.

Note that the scale of each graph has been adjusted to best fit the data for the given award type.

Certificates of Proficiency
AY2021 - AY2025

Technical Certificates
AY2021 - AY2025

Associate Degrees
AY2021 - AY2025

Advanced Certificates
AY2021 - AY2025

Bachelor Degrees AY2021 - AY2025

Graduate Certificates AY2021 - AY2025

Master Degrees AY2021 - AY2025

Post-Master Certificates AY2021 - AY2025

Doctoral Degrees AY2021 - AY2025
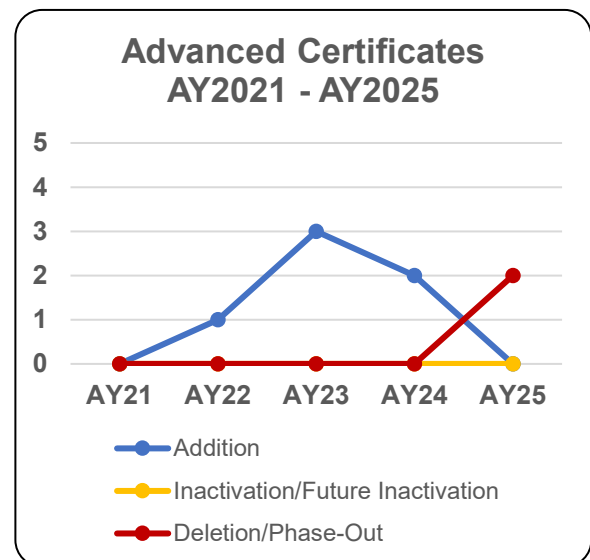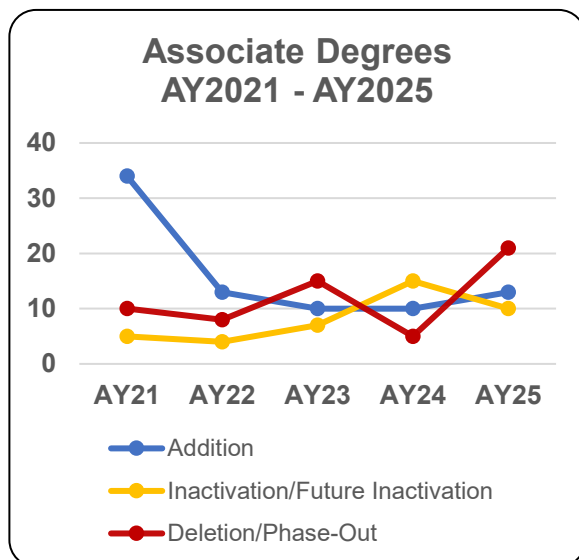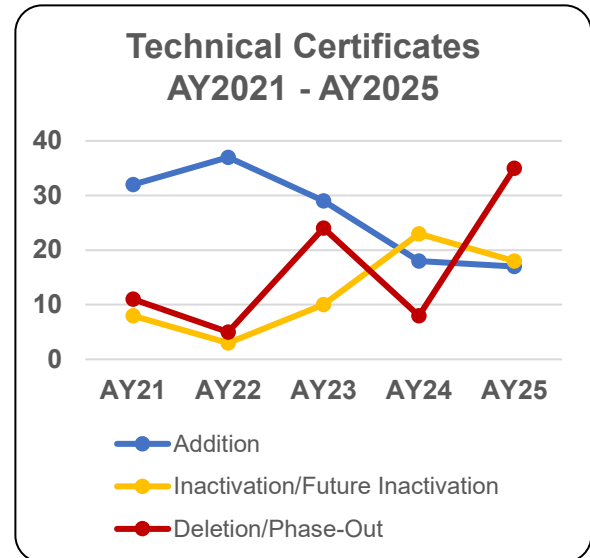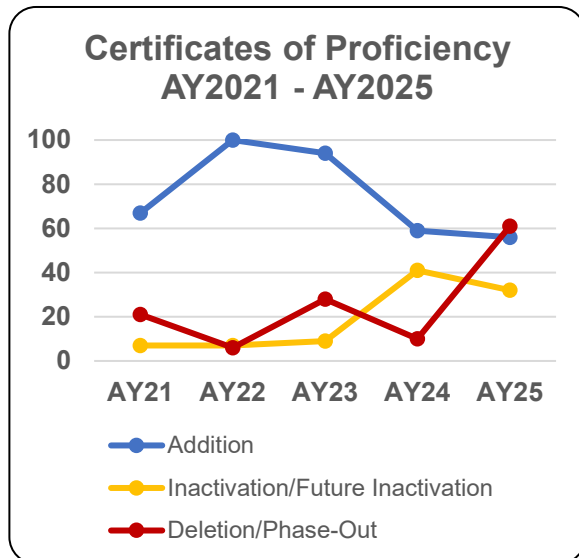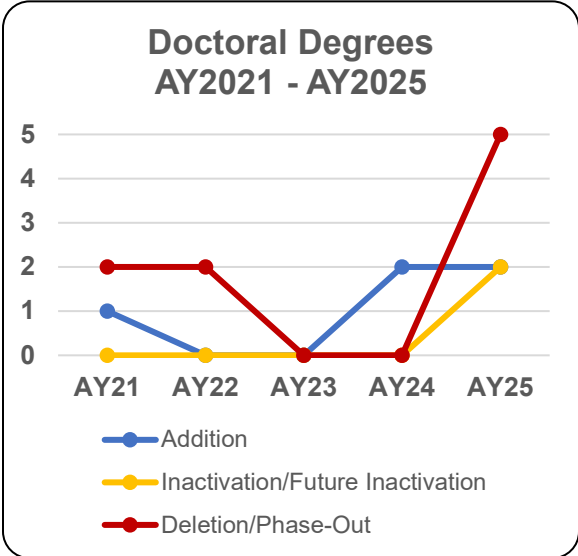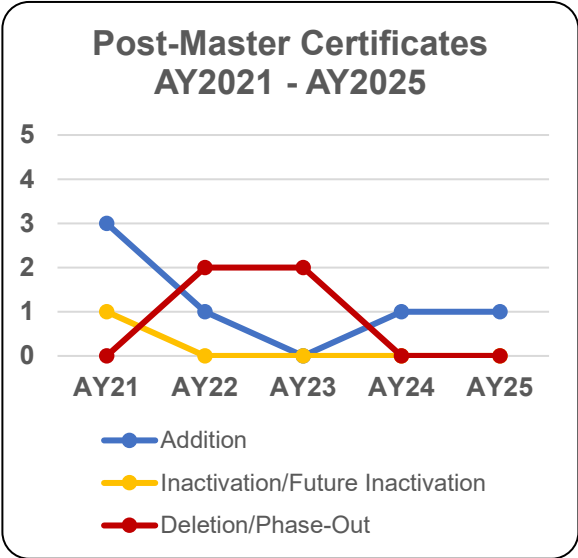
The table below shows the 2-digit CIP code categories with the most status changes from AY2021 to AY2025.

Academic Program Status by CIP Code AY2021 - AY2025

CIP Category & Description	Addition	Inactivation /Future Inactivation	Deletion /Phase-Out	% of Total Status Changes
52 - Business, Management, Marketing, & Related Support Services	101	35	55	13%
13 - Education	118	22	44	13%
51 - Health Professions & Related Programs	97	31	49	12%
47 - Mechanic and Repair Technologies/Technicians	57	27	37	8%
11 - Computer & Information Sciences & Support Services	70	27	22	8%
15 - Engineering/Engineering Related Technologies/Technicians	39	21	33	6%
43 - Homeland Security, Law Enforcement, Firefighting, and Related Protective Services	35	8	41	6%
50 - Visual and Performing Arts	19	5	17	3%
12 - Culinary, Entertainment, and Personal Services	18	10	10	3%
30 - Multi/Interdisciplinary Studies	27	1	4	2%
46 - Construction Trades	21	4	7	2%
14 - Engineering	21	3	5	2%
48 - Precision Production	23	2	4	2%
03 - Natural Resources and Conservation	15	4	9	2%
09 - Communication, Journalism, & Related Programs	17	4	7	2%
All other 2-digit series CIP Codes (24 program-level CIP Codes)	94	36	88	15%
Total	772	240	432	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 AY2021 – AY2025. 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 AY2021 to AY2025.

Active Programs by CIP Code AY2021 - AY2025

CIP Category & Description	AY21	AY22	AY23	AY24	AY25	Comparison of AY25 vs AY21	
						Difference	% Change
01 - Agricultural, Animal, Plant, Veterinary Science, & Related Fields	75	77	75	71	71	-4	-5%
03 - Natural Resources & Conservation	28	28	24	28	32	4	14%
04 - Architecture & Related Services	5	5	5	5	5	0	0%
05 - Area, Ethnic, Cultural, Gender, & Group Studies	6	5	5	6	5	-1	-17%
09 - Communication, Journalism, & Related Programs	55	59	58	57	58	3	5%
10 - Communications Technologies or Technicians & Support Services	5	5	4	4	4	-1	-20%
11 - Computer and Information Sciences & Support Services	166	184	184	193	182	16	10%
12 - Culinary, Entertainment, & Personal Services	68	67	65	67	66	-2	-3%
13 - Education	313	375	403	412	407	94	30%
14 - Engineering	51	48	54	60	61	10	20%
15 - Engineering/Engineering Related Technologies or Technicians	147	158	159	151	151	4	3%
16 - Foreign Languages, Literatures, & Linguistics	24	25	23	23	20	-4	-17%
19 - Family & Consumer Sciences/Human Sciences	37	37	36	36	38	1	3%
22 - Legal Professions & Studies	15	14	13	11	11	-4	-27%
23 - English Language & Literature or Letters	32	36	39	38	36	4	13%
24 - Liberal Arts & Sciences, General Studies & Humanities	105	102	100	99	101	-4	-4%
25 - Library Science	1	1	1	1	1	0	0%
26 - Biological & Biomedical Sciences	44	45	44	47	43	-1	-2%
27 - Mathematics & Statistics	28	28	29	30	28	0	0%
29 - Military Technologies & Applied Sciences	0	0	0	0	0	0	0%
30 - Multi/Interdisciplinary Studies	47	54	55	63	72	25	53%
31 - Parks, Recreation, Leisure, Fitness, and Kinesiology	25	27	27	25	29	4	16%
32 - Basic Skills & Development or Remedial Education	2	2	2	2	1	-1	-50%
36 - Leisure & Recreational Activities	1	1	1	0	0	-1	-100%
38 - Philosophy & Religious Studies	11	11	9	8	8	-3	-27%
39 - Theology & Religious Vocations	0	0	2	2	2	2	200%

40 - Physical Sciences	46	45	45	44	45	-1	-2%
41 - Science Technologies or Technicians	4	4	4	5	7	3	75%
42 - Psychology	27	26	25	26	25	-2	-7%
43 - Homeland Security, Law Enforcement, Firefighting, & Related Protective Services	176	179	199	202	198	22	13%
44 - Public Administration & Social Service Professions	37	37	39	39	36	-1	-3%
45 - Social Sciences	54	52	51	51	46	-8	-15%
46 - Construction Trades	39	39	43	46	47	8	21%
47 - Mechanic & Repair Technologies or Technicians	223	226	230	226	234	11	5%
48 - Precision Production	119	129	135	131	133	14	12%
49 - Transportation & Material Moving	22	26	30	32	31	9	41%
50 - Visual & Performing Arts	88	91	91	97	92	4	5%
51 - Health Professions & Related Programs	464	477	468	474	487	23	5%
52 - Business, Management, Marketing, & Related Support Services	324	344	332	324	328	4	1%
54 - History	21	20	21	20	17	-4	-19%
Total:	**2,935**	**3,089**	**3,130**	**3,156**	**3,158**		

ACADEMIC YEARS AY2015 – AY2025

Finally, the following table and nine graphs offer trend analysis of the number of active programs by award type from AY2015 to AY2025. Note the scale of each graph has been adjusted to best fit the data for the given award type.

Active Programs by Award Type AY2021 - AY2025

Award Type	AY15	AY16	AY17	AY18	AY19	AY20	AY21	AY22	AY23	AY24	AY25	% Change AY25 vs AY15
Certificate of Proficiency	554	564	593	650	703	679	732	826	885	895	909	64%
Technical Certificate	453	460	466	476	496	487	497	533	537	525	533	18%
Associate Degree	463	481	494	508	514	508	532	554	556	550	551	19%
Advanced Certificate	6	8	5	6	4	4	4	5	8	10	9	50%
Bachelor Degree	539	552	560	574	587	590	594	579	567	576	553	3%
Graduate Certificate	84	94	111	119	116	118	122	136	154	170	175	108%
Master Degree	299	301	311	317	304	301	314	316	310	316	312	4%
Post-Master Certificate	29	29	29	27	28	26	26	27	25	25	32	10%
Doctoral Degree	91	90	91	91	94	90	89	88	87	88	84	-8%
Total:	2,336	2,399	2,478	2,586	2,658	2,623	2,732	2,888	2,955	2,979	2,990	28%

## Active Certificates of Proficiency AY15 - AY25
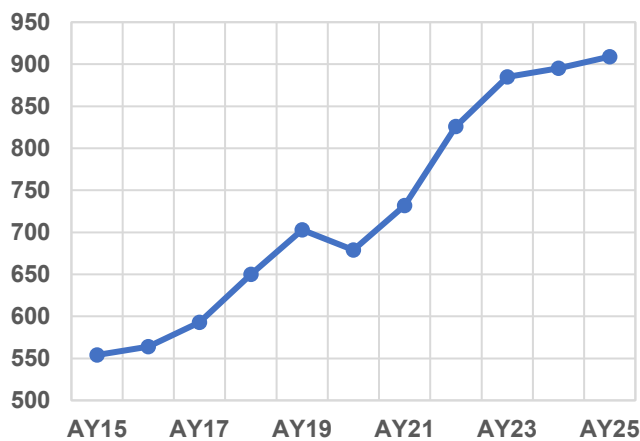
Since AY2015, Certificates of Proficiency have been increasing at an average rate of 5%. When comparing the number of Certificates of Proficiency to the previous academic year's count, the biggest increase occurred from AY2021 to AY2022 at a rate of 13%. Overall, from AY2015 to AY2025, CPs have increased by 355 (64%).

The number of Technical Certificates has undergone both growth and decline over the past ten academic years. This award type sustained steady increases from AY2015 to AY2019 at 9.5% and again from AY2020 to AY2023 at 10.3%. Periods of slight decline resulted in a 2% reduction in the number of active Technical Certificates in AY2020 and AY2024.

Active Technical Certificates AY15 - AY25
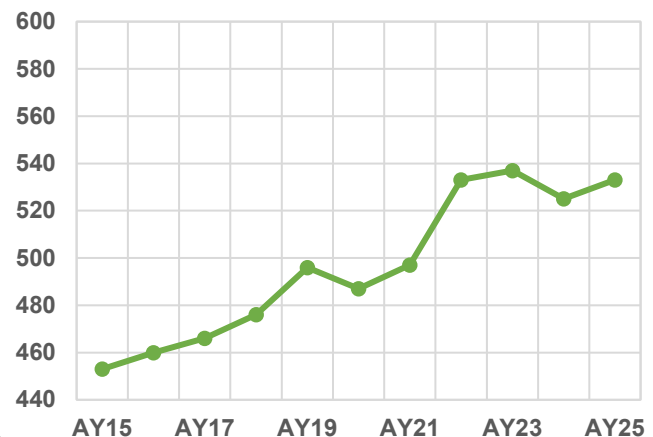
Active Associate Degrees AY15 - AY25
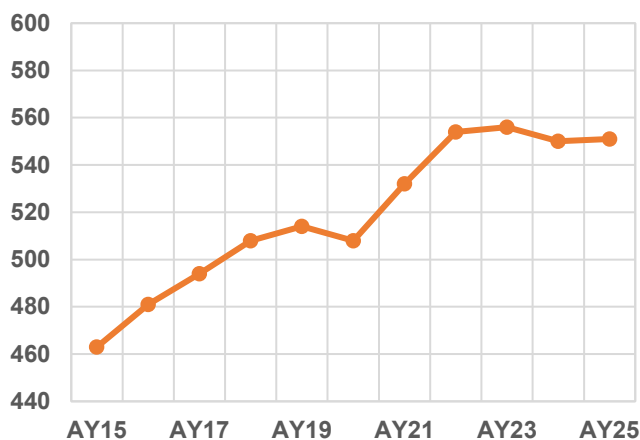
Associate degrees have maintained a steady growth of 2%, on average, year after year with only slight decreases of 1% in AY2020 and AY2024. Overall, the number of associate degrees offered by Arkansas public universities and colleges has increased by 19% since AY2015.

Active Advanced Certificates
AY15 - AY25
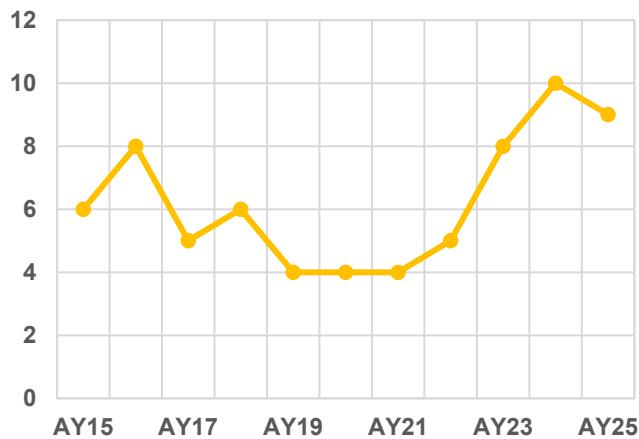
As reflected in the scale of this graph, the number of active Advanced Certificates has been historically low. Although the number of has fluctuated, this award type underwent the largest increase from AY2022 to AY2023 at 60%.

From AY2015 to AY2025, baccalaureate programs have only slightly increased by 3% or 14. Consistent growth occurred year after year from AY2015 to AY2021 resulting in the addition of 55 new degree programs, an increase of 10%. Despite a slight increase in AY2024, this award type has been declining since AY2021, with the largest decline of 4% from AY2024 to AY2025.

Active Bachelor Degrees
AY15 - AY25
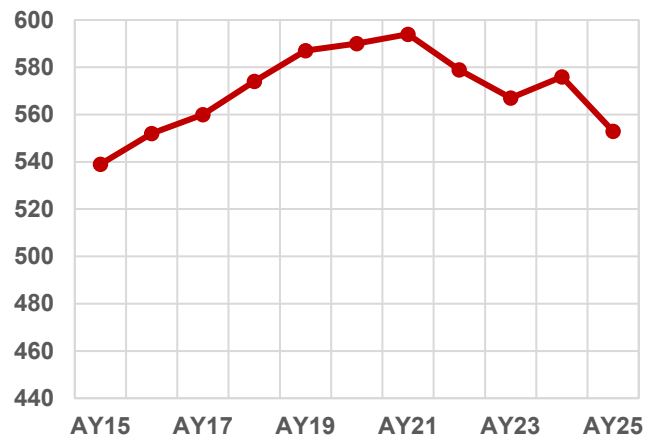
Active Graduate Certificates
AY15 - AY25
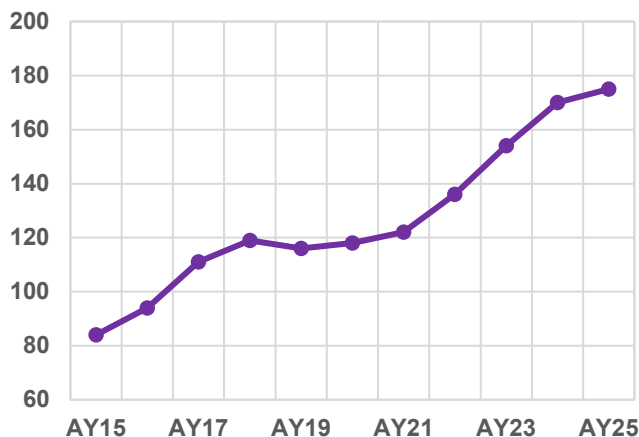
Out of all award types, Graduate Certificates have experienced the most growth over the past ten academic years. From AY2015 to AY2025, the number of Graduate Certificates increased by 91 (108%).

Active Master Degrees
AY15 - AY25
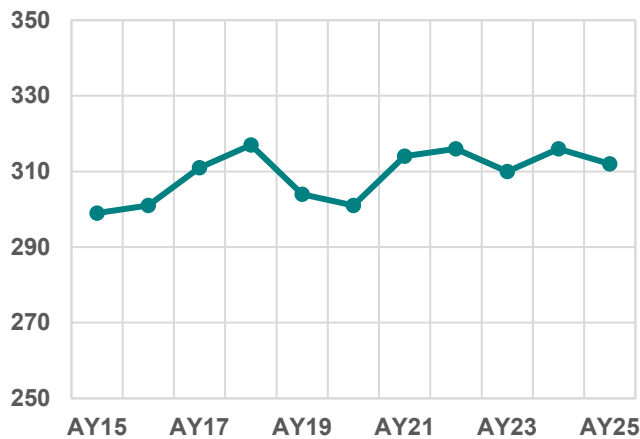
Periods of growth and decline have affected the number of master's degrees offered by Arkansas' public universities. The largest decrease of 4% occurred in AY2019 and the largest increase of 4% in AY2021.

Post-Master Certificates have only increased by 3 (10%) from AY2015 to AY2025. From AY2017 to AY2024, the number of Post-Master Certificates fluctuated resulting in an average 2% decrease. This period of decline was followed by a 28% increase in AY2025.

Active Post-Master
Certificates AY15 - AY25
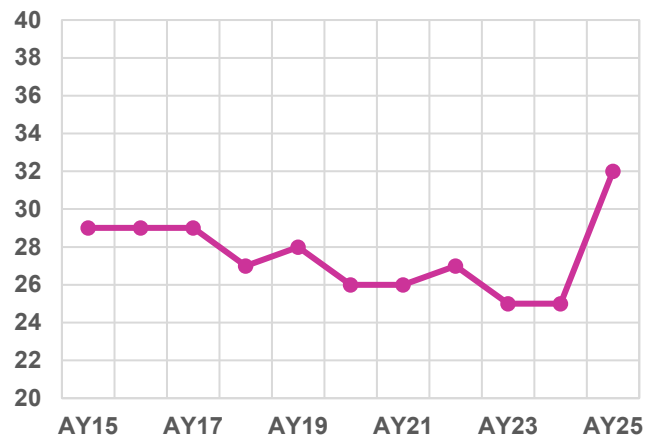
Active Doctoral Degrees
AY15 - AY25
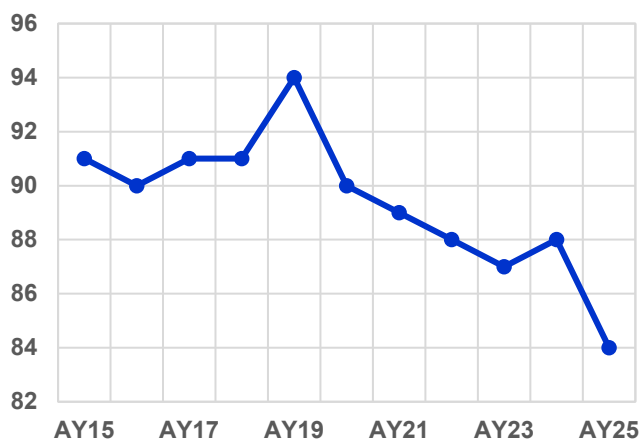
From AY2015 to AY2025, Doctoral Degrees have decreased by 7 (8%). After a 3% growth in AY2019, the number of doctoral programs has steadily decreased by an average of 2%. AY2024 experienced a nominal increase of 1% with subsequent decline in AY2025.

ANNUAL REPORT ON CONCURRENT EDUCATION

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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 AY2025 and comparison data from AY2021 through AY2025.

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 AY2025, ADHE reauthorized 19 institutions 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.
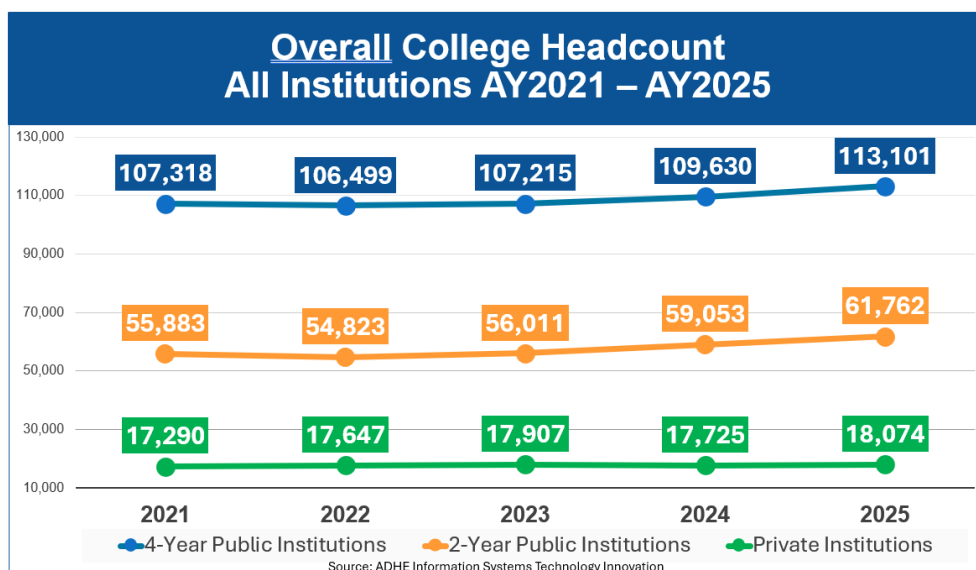
AY25 CONCURRENT EDUCATION SUMMARY

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 4.93% over the past five years, comparing AY2021 to AY2025.

Graph 1 details the number of high school students (9-12 grade) enrolled by academic year 2025. As the graph notes, the number of high school students increased steadily over a three-year period, particularly increasing 1.90% in AY2023, and 1.02% in AY2024, and 0.65% in AY2025.
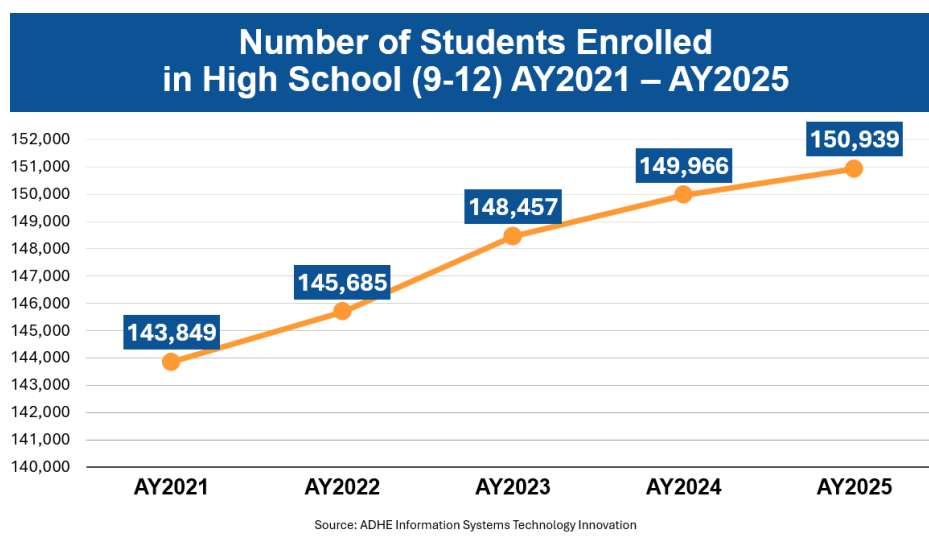
Graph 1: Number of Students Enrolled in High School, grades 9-12.

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. Overall growth has been steady over the last two years. When comparing AY2021 to AY2025, 4-year public institutions increased by 5.39%, 2-year public institutions increased by 10.52%, and private institutions increased by 4.53%.

Overall College Headcount
All Institutions AY2021 – AY2025

Graph 2: Overall College Headcount, All Institutions AY2021 – AY2025.

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 AY2021 to AY2025, there was a 38.43% increase of students enrolled in concurrent education.

Overall Concurrent Enrollment Headcount
**All Institutions (Public & Private) AY2021 – AY2025**
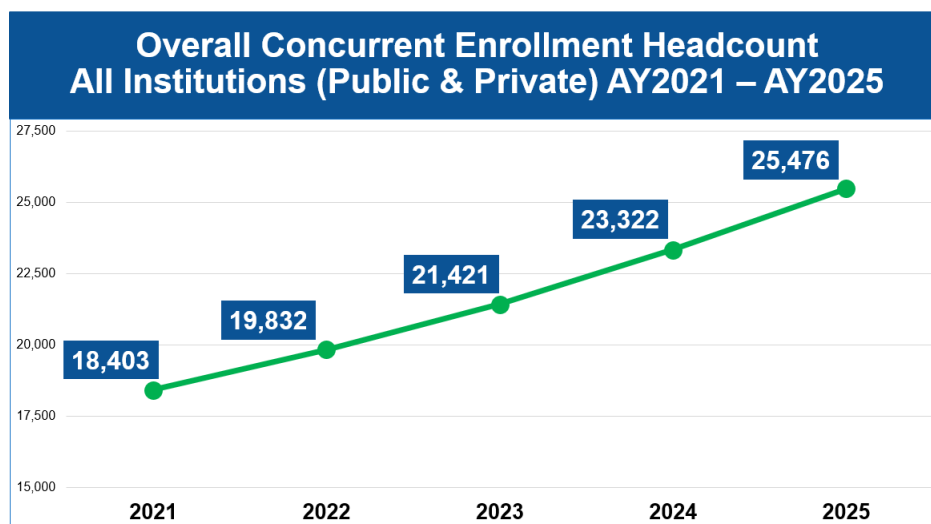
Graph 3: Overall Concurrent Enrollment Headcount, All Institutions
(Public & Private) AY2021 – AY2025.

In comparison, Graph 4, AY2025 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 (32%) of overall college enrollment headcount.
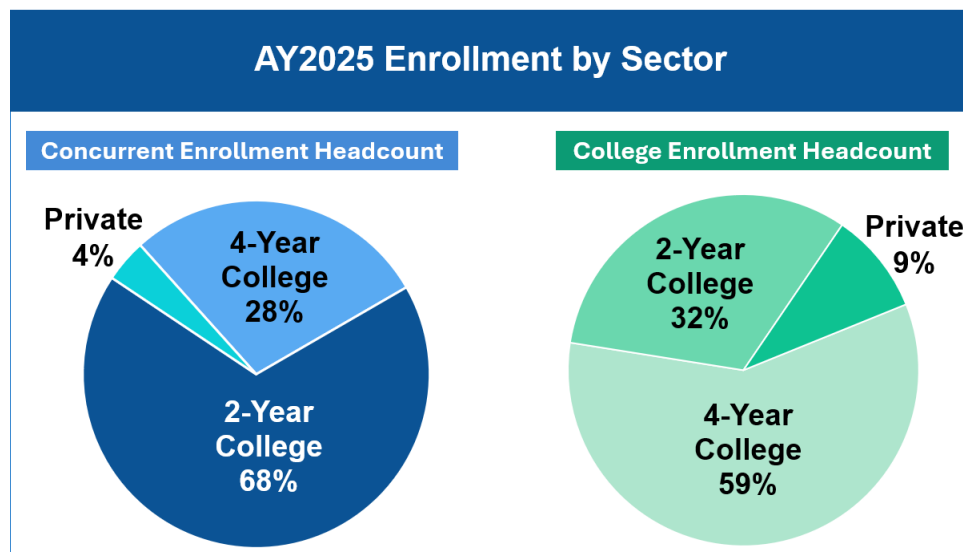
Graph 4: AY2025 Enrollment by Sector, Comparing Concurrent Enrollment to College Enrollment.

When comparing 5-year concurrent enrollment trends by sector, as shown in Graph 5, the 4-year public institution concurrent enrollments have experienced a 9.01% increase since AY2021. In addition, the 2-year public institutions concurrent enrollments have experienced a 56.42% increase since AY2021.
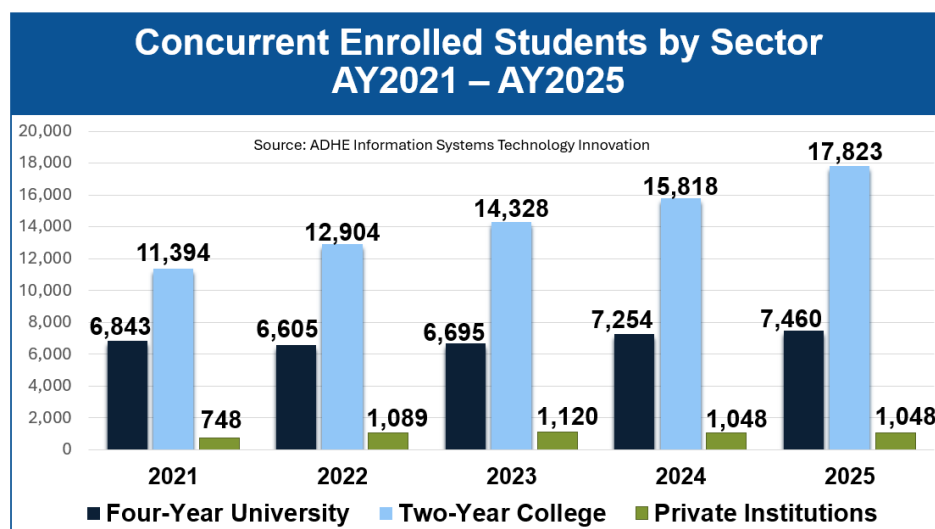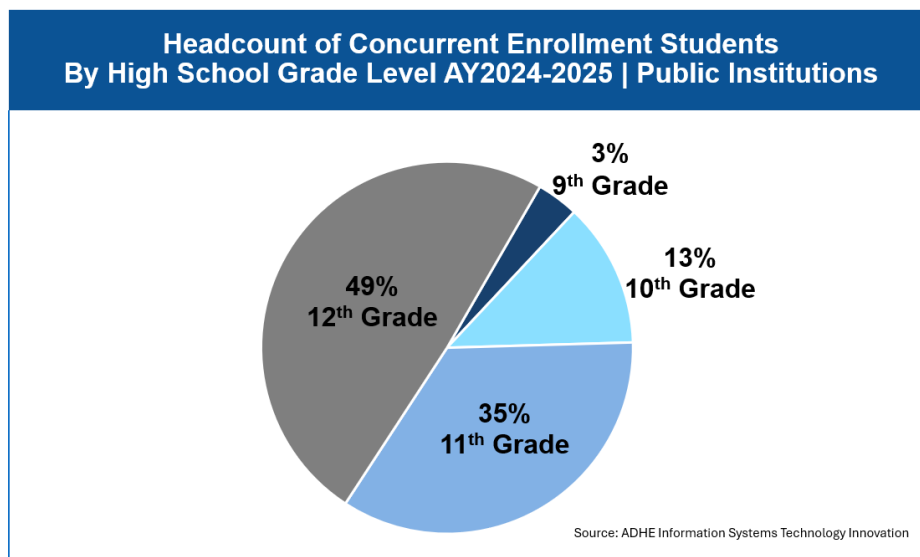

Note: # of concurrent students enrolled by sector may be duplicated if they attended more than one sector.

Graph 5: Number of Concurrent Enrolled Students by Sector.

Graph 6 highlights concurrent students taking courses at public institutions were in the twelfth grade, with 84% in eleventh and twelfth grade during AY2024-2025. The breakdown shown below is approximately 49% twelfth grade, 35% eleventh grade, 13% tenth grade, and 3% ninth grade concurrent students.

Graph 6: Headcount of Concurrent Enrollment Students by High School Grade Level, AY2024 - 2025.

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. Although twelfth grade continues to experience the largest participation in concurrent enrollment, when comparing AY2021 to AY2025, this grade level has seen a 21.46% increase. Eleventh and tenth grades have seen increases in the amount of 52.33% and 95.15%, respectively.
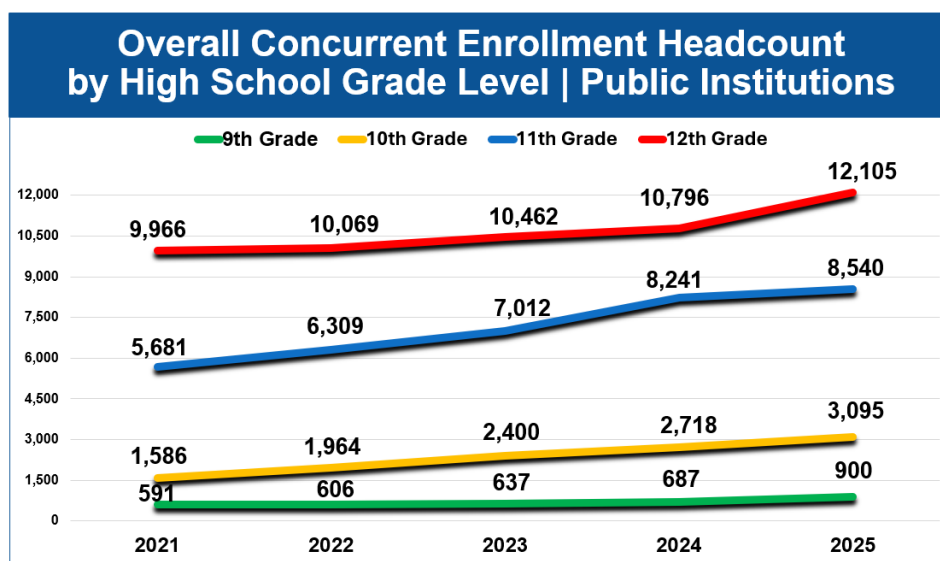
Graph 7: Overall Concurrent Enrollment Headcount by High School Grade Level, Public Institutions.

The increased enrollment of concurrent credit will be dependent on all ethnicities continuing to grow. As shown in Graph 8, the Hispanic population experienced the most percentage growth in concurrent enrollment over the past three academic years, with a 35.69% increase.

Concurrent Enrollment Headcount by Ethnicity AY2021 – AY2025					
Race/Ethnicity	2021	2022	2023	2024	2025
Asian	377	384	406	462	491
	2.11%	2.02%	1.97%	2.05%	1.99%
Black	1,535	1,839	2,135	2,441	2,638
	8.61%	9.70%	10.40%	10.87%	10.70%
Hispanic	1,596	1,712	2,040	2,373	2,768
	8.95%	9.03%	9.94%	10.57%	11.23%
Other*	1,332	1,245	1,270	1,381	2,206
	7.47%	6.57%	6.19%	6.15%	8.95%
White	12,983	13,768	14,660	15,785	16,537
	72.83%	72.66%	71.47%	70.33%	67.11%

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

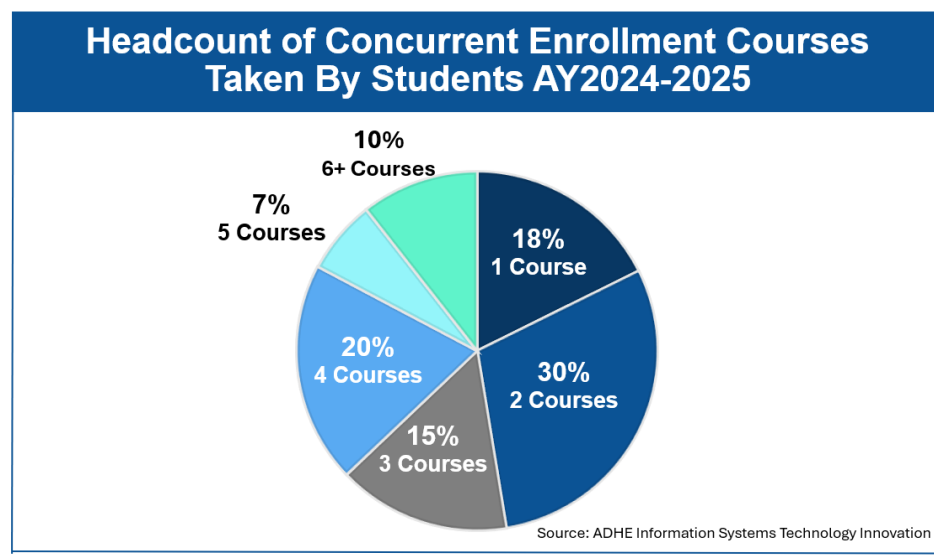Source: ADHE Information Systems Technology Innovation

Graph 8: Concurrent Credit Enrollment Headcount by Ethnicity.

Since most institutions offer general education courses (which are included in the Arkansas Course Transfer System (ACTS)) and Career and Technical Education (CTE) courses, concurrent students have a vast array of course offerings based on their needs. Graph 9 details concurrent course delivery method percentages from AY2021- AY2025.
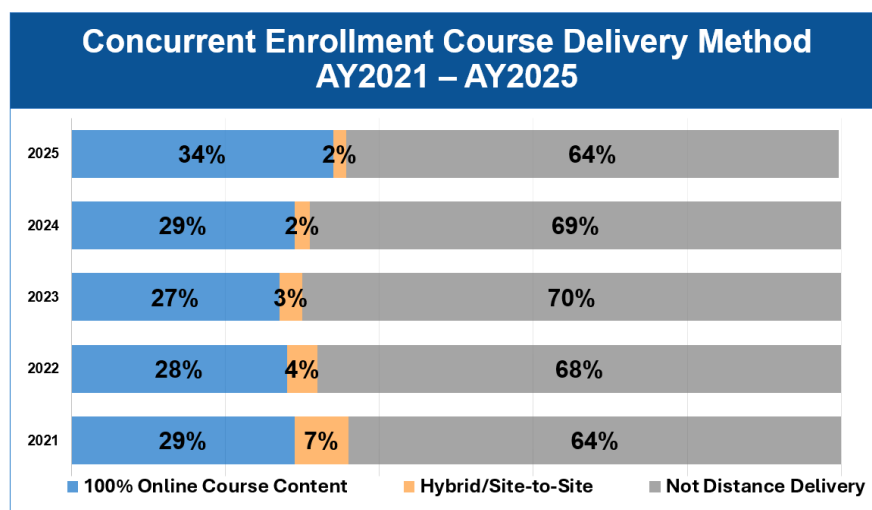
Graph 9: Concurrent Enrollment Course Delivery Method.

For AY2024-2025, 63% (15,492) of students enrolled in 3 or fewer concurrent courses. Whereas 17% (3,245) 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.

Headcount of Concurrent Enrollment Courses Taken By Students AY2024-2025

- 18% 1 Course
- 30% 2 Courses
- 15% 3 Courses
- 20% 4 Courses
- 7% 5 Courses
- 10% 6+ Courses

Source: ADHE Information Systems Technology Innovation

Graph 10: Concurrent Enrollment Course Delivery Method.

Arkansas public institutions offer diverse concurrent enrollment courses across a wide range of subject areas and degree programs. Highlighted 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). The area with the largest number of enrollments is within the (23) English Language and Literature/Letters CIP Code.

Concurrent Enrollment General Education Programs by CIP Code AY2021 – AY2025

CIP Category	AY21	AY22	AY23	AY24	AY25
23 - English Language and Literature/Letters	12,025	12,419	13,143	13,761	14,924
27 - Mathematics and Statistics	7,067	7,206	7,390	7,515	8,052
54 - History	4,816	5,123	4,917	5,962	6,413
26 - Biological and Biomedical Sciences	1,356	1,510	1,907	2,354	2,699
09 - Communication, Journalism, and Related Programs	1,913	2,102	2,090	2,403	2,664
24 - Liberal Arts and Sciences, General Studies and Humanities	2,174	2,122	3,055	3,398	2,203
50 - Visual and Performing Arts	1,415	1,487	1,517	1,715	2,003
42 - Psychology	1,203	1,277	1,442	1,479	1,823
45 - Social Sciences	1,003	1,008	1,088	1,348	1,703
40 - Physical Sciences	1,029	1,088	940	1,240	1,330
Other General Education Fields	2,757	2,744	3,139	3,324	3,951

Graph 11: Concurrent Enrollment General Education Programs by CIP Code, AY2021-AY2025.

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 (51) Health Services/Allied Health, (48) Precision Production Trades, followed by (47) Mechanics, Repairers Technologies/Technicians.

Concurrent Enrollment Career and Technical Education Programs by CIP Code AY2021 – AY2025					
CIP Category	**AY21**	**AY22**	**AY23**	**AY24**	**AY25**
51 - Health Services/Allied Health/Health Sciences, General.	3,897	5,207	5,680	6,616	5,603
48 - Precision Production Trades, General	2,153	2,716	3,212	3,634	3,599
47 - Mechanic and Repairers Technologies/Technicians	1,994	2,753	3,161	4,145	3,186
14 - Engineering.	454	664	868	1,189	1,209
46 - Construction Trades, General.	527	972	1,112	1,423	1,159
52 - Business, Management, Marketing, and Related Support Services	843	1,065	966	1,289	976
13 - Education	147	143	753	566	746
11 - Computer and Information Sciences and Support Services	825	917	890	948	660
26 - Biological and Biomedical Sciences	390	337	362	468	516
12 – Culinary, Entertainment, and Personal Services	363	296	464	493	505
Other Career and Technical Education Fields	2,567	2,601	2,335	2,535	2,817

Graph 12: Concurrent Enrollment Career and Technical Education Programs by CIP Code, AY2021-AY2025.

Within Graph 13, the overall pass rate for students enrolled in concurrent courses in AY2025 was 90.1%, with an increase of 1.2% over the last five years. Unfortunately, the percentage of students who failed concurrent courses increased over time, while the percentage of students who withdrew has decreased.
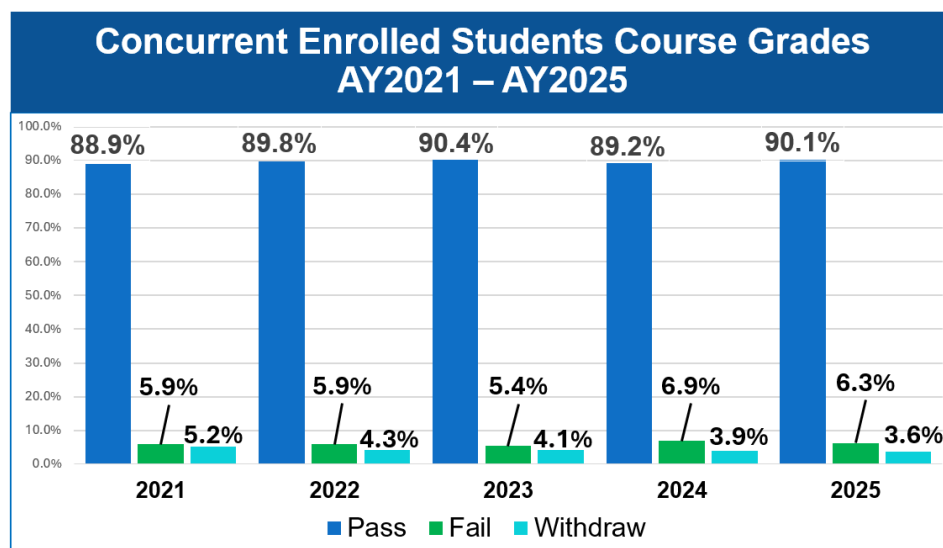
Source: ADHE Information Systems Technology Innovation

Graph 13: Concurrent Enrolled Students Course Grades, AY2021-AY2025.

According to Graph 14, 91.6% 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 AY2021 – AY2025

Academic Type	2021	2022	2023	2024	2025
General Education Course					
Pass	90.8%	91.6%	91.9%	91.7%	91.6%
Fail	4.7%	4.6%	4.4%	5.0%	5.1%
Withdraw	4.5%	3.9%	3.6%	3.4%	3.3%
Career Technical Education (CTE) Course					
Pass	83.8%	85.1%	86.7%	85.8%	86.8%
Fail	9.5%	9.4%	8.1%	9.2%	8.4%
Withdraw	6.7%	5.4%	5.2%	5.0%	4.8%
Advanced Placement/Concurrent Blend					
Pass	94.1%	95.6%	95.1%	94.8%	90.5%
Fail	2.6%	2.4%	2.3%	2.4%	6.4%
Withdraw	3.3%	2.0%	2.6%	2.8%	3.0%

Graph 14: Concurrent Enrollment Grades, AY2021-AY2025.

Map 1 detailed below shows the percentage of AY2025 9-12 grade high school students who enrolled in concurrent by county. Arkansas County had 40% or greater and Phillips County shows 30% - 39%.
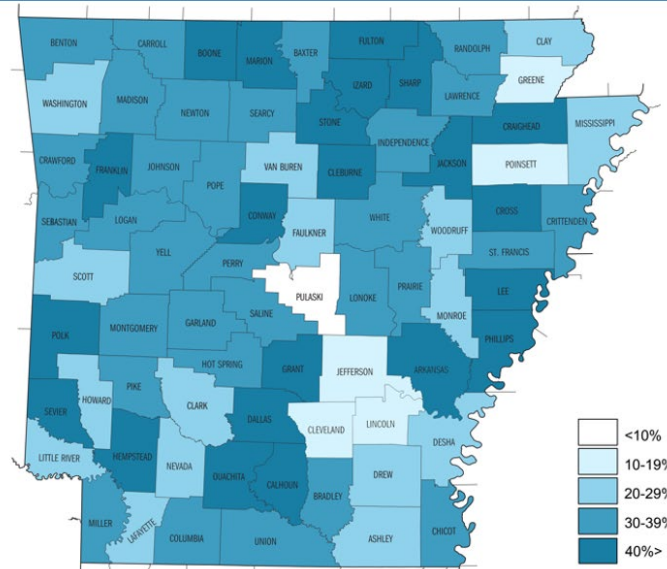

AY2025 Percentage of 9-12 High School Students Enrolled in Concurrent by County
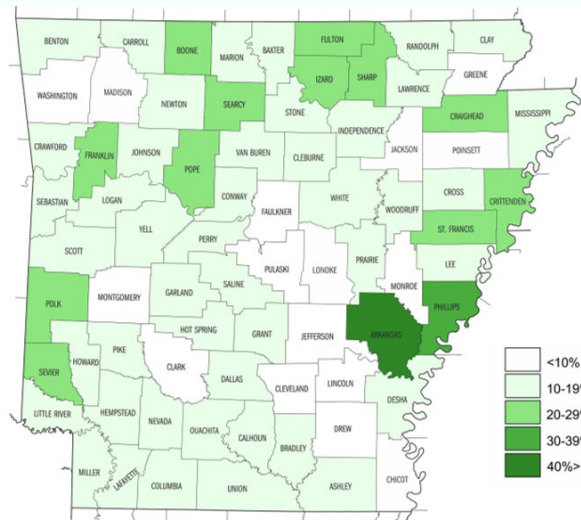
Map 1: AY2025 Percentage of 9-12 High School Students Enrolled in Concurrent by County.
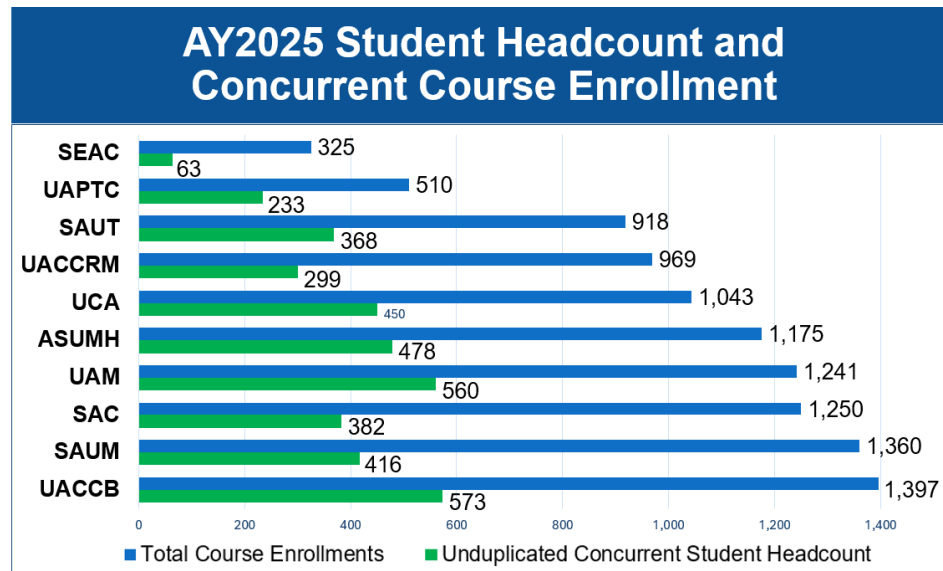
Additionally, Map 2, displays the AY2025 percentage of high school graduates who took concurrent by County. 22 Arkansas Counties have graduated 40% or more students who took concurrent credit while in high school during the AY2024-2025 school year. Whereas 31 counties showed 30-39% of graduates took concurrent.

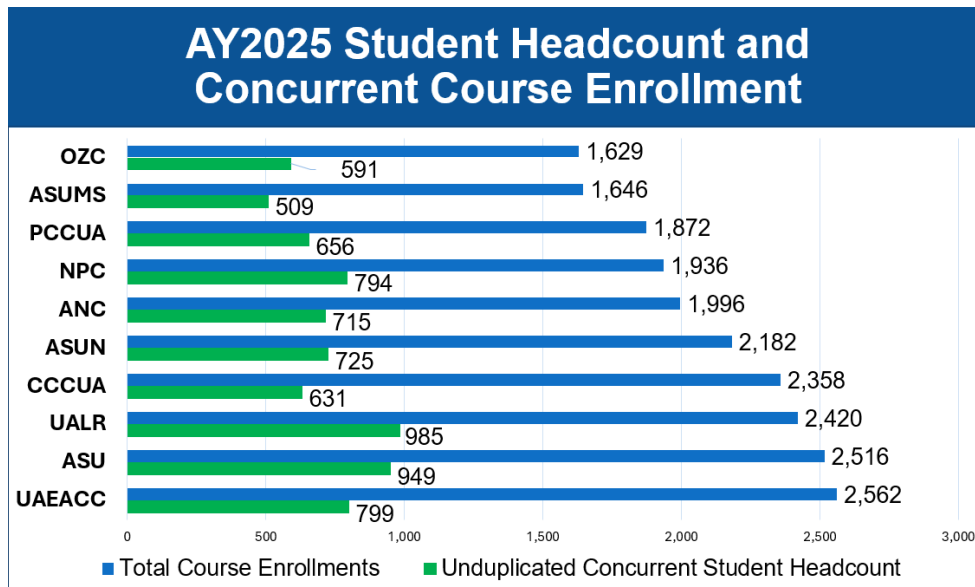## AY2025 Percentage High School Graduates Who Took Concurrent by County

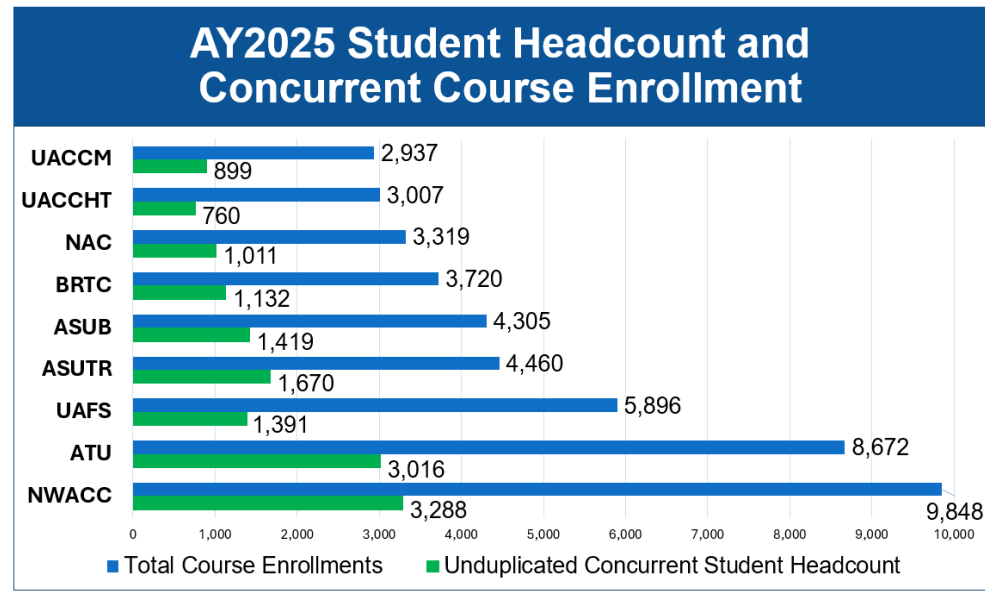Map 2: AY2025 Percentage of High School Graduates Who Took Concurrent by County.

Graphs 15, 16, and 17, show AY2025 total course enrollments and concurrent student headcounts for each public institution in Arkansas, sorted by lowest to highest total course enrollment. Please note, the scale for each of the following three graphs has been adjusted to provide better visualization.

AY2025 Student Headcount and Concurrent Course Enrollment

Institution	Total Course Enrollments	Unduplicated Concurrent Student Headcount
SEAC	325	63
UAPTC	510	233
SAUT	918	368
UACCRM	969	299
UCA	1,043	450
ASUMH	1,175	478
UAM	1,241	560
SAC	1,250	382
SAUM	1,360	416
UACCB	1,397	573

Graph 15: AY2025 Student Headcount and Concurrent Course Enrollment by Institution.

AY2025 Student Headcount and Concurrent Course Enrollment

Institution	Total Course Enrollments	Unduplicated Concurrent Student Headcount
OZC	1,629	591
ASUMS	1,646	509
PCCUA	1,872	656
NPC	1,936	794
ANC	1,996	715
ASUN	2,182	725
CCCUA	2,358	631
UALR	2,420	985
ASU	2,516	949
UAEACC	2,562	799

Graph 16: AY2025 Student Headcount and Concurrent Course Enrollment by Institution.

AY2025 Student Headcount and Concurrent Course Enrollment

Institution	Total Course Enrollments	Unduplicated Concurrent Student Headcount
UACCM	2,937	899
UACCHT	3,007	760
NAC	3,319	1,011
BRTC	3,720	1,132
ASUB	4,305	1,419
ASUTR	4,460	1,670
UAFS	5,896	1,391
ATU	8,672	3,016
NWACC	9,848	3,288

Graph 17: AY2025 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 decreased over a six-year period, the college-going rates for students who took concurrent credit continue to increase. Fall to fall retention rates are significantly higher for students who took concurrent credit, than for students who did not take concurrent credit.

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
2023	42.1%	52.5%	47.5%	80.8%	65.8%
2022	42.1%	51.0%	49.0%	81.4%	66.7%
2021	42.1%	51.8%	48.2%	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%
2018	49.6%	51.4%	48.6%	79.4%	65.4%

Source: ADHE Information Systems Technology Innovation

Table 1: Concurrent Credit Graduates Overview.

For the following table, the time to degree rate is set at 150% or 6 years. Table 2 compares percentages of students who finished a credential and either took concurrent or did not take concurrent, students who took concurrent credit fared far better overall. Concurrent students also fared better overall when looking specifically at finishing 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
2018	6	33.1%	20.8%	67.8%	58.0%
2017	6	32.4%	21.1%	68.2%	58.8%
2016	6	30.7%	22.0%	69.9%	59.9%

Source: ADHE Information Systems Technology Innovation

Table 2: Concurrent Credit Completion Comparisons.

Annual Report Concurrent Education Appendices

Appendix A   AY2021 – AY2025 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 2025-2026 Academic
                  Year

Appendix A
AY2021 – AY2025 Public Institution Total Course Enrollments

Institution	2021 Total Enrollments	2022 Total Enrollments	2023 Total Enrollments	2024 Total Enrollments	2025 Total Enrollments	4-yr Change
UA System						
UAFS	4836	5,010	4,961	5,716	5,896	21.9%
UALR	2896	2,919	2,904	2,431	2,420	-16.4%
UAM	694	654	813	1,032	1,241	78.8%
UAPB	91	9				-100.0%
UACCHT	1594	1,600	2,013	2,639	3,007	88.6%
UACCM	764	1,072	1,152	2,572	2,937	284.4%
UAEACC	853	1,315	2,065	2,309	2,562	200.4%
CCCUA	1975	1,791	1,958	2,219	2,358	19.4%
PCCUA	1160	1,608	1,417	1,744	1,872	61.4%
UACCB	1124	993	947	1,016	1,397	24.3%
UACCRM	872	691	790	938	969	11.1%
ASU System						
ASU	2,371	2,365	2,026	2,161	2,516	6.1%
HSU	17	30	29			-100.0%
ASUTR	1,936	3,625	3,972	4,266	4,460	130.4%
ASUB	2,401	2,941	3,610	3,621	4,305	79.3%
ASUN	1,591	1,721	1,207	1,656	2,182	37.1%
ASUMS	1,772	1,581	1,642	1,788	1,646	-7.1%
ASUMH	1,097	1,028	1,063	978	1,175	7.1%
Independents						
ATU	8,460	7,740	7,841	8,582	8,672	2.5%
SAUM	857	1,011	1,000	1,145	1,360	58.7%
UCA	787	938	858	932	1,043	32.5%
NWACC	5,889	6,333	8,266	8,725	9,848	67.2%
BRTC	1,115	1,450	2,388	2,421	3,720	233.6%
NAC	1,386	2,366	2,687	2,925	3,319	139.5%
ANC	1,327	1,576	1,694	1,963	1,996	50.4%
NPC	1,199	1,069	1,059	1,652	1,936	61.5%
OZC	1,001	1,285	1,154	1,334	1,629	62.7%
SAC	837	883	1,001	1,107	1,250	49.3%
SAUT	664	836	819	799	918	38.3%
SEAC	421	658	265	282	325	-22.8%
Grand Total	**52,771**	**57,469**	**62,228**	**69,497**	**77,469**	46.8%

Appendix B
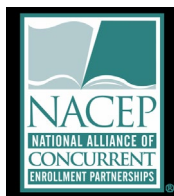
Institution	Concurrent Enrollment Partnership	Initially Accredited	Reaccredited	Accredited Through Academic Year
Arkansas Concurrent Enrollment Programs Accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP)				
Arkansas State University Beebe	Concurrent Enrollment	2009	2025	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
North Arkansas College	Concurrent Enrollment Partnership	2012	2019	2026-2027
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 Central Arkansas	Concurrent Enrollment Program	2012	2019	2026-2027

*Initial Accreditation with Monitoring

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 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		2025-2026
Harding University	Concurrent Courses	2021		2025-2026
Henderson State University	Concurrent Courses	2015	2025	2029-2030
John Brown University	Concurrent Courses	2025		2029-2030
Lyon College	Concurrent Courses	2024		2028-2029
Ouachita Baptist University	Concurrent Courses	2021		2025-2026

Ozarka College	Concurrent Courses	2015	2025	2029-2030
South Arkansas Community College	Concurrent Courses	2015	2025	2029-2030
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 2025-2026 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	iSchool Virtual Academy
Arkansas ARTS Academy High School	The Academies at Jonesboro High School
Arkansas Connections Academy	Nettleton High School
Brookland High School	North Little Rock High School
Central Arkansas Christian	Piggott High School
Founders Classical Academy of Rogers	Pulaski County Special School District
Graduate Arkansas Charter	Ridgefield Christian School
Gravette High School	Saxony Lutheran High School
Greene County Tech High School	Valley View High School
Harrisburg High School	Westside High School

Arkansas Tech University (www.atu.edu)

Alma High School	Magazine High School
Arkansas School for the Deaf and Blind	Mansfield High School
Bauxite High School	Maumelle Charter
Cedarville High School	Ozark High School
Clarksville High School	Prairie Grove High School
County Line High School	Russellville High School
Dardanelle High School	South Side Bee Branch
Dover High School	Valley Christian School
Greenwood High School	Van Buren High School
Guy Perkins High School	Virtual Arkansas

Southern Arkansas University (www.saumag.edu)

Arkansas Connections Academy	Comm. Central Academy
Arkansas Virtual Academy	DeSoto High School
Baptist Preparatory School	Emerson High School
Benton Harmony Grove High School	Glen Rose High School
Bradley High School	Gurdon High School
Caddo Hills High School	Magnolia High School
Camden Fairview School District	Taylor High School
Columbia Christian School	

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

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

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

Alma High School	Greenbrier High School
AR School for Deaf and Blind	Jacksonville High School
Catholic High School	Little Rock School District
eStem High School	

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

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

University of Central Arkansas (www.uca.edu)

Abundant Life Christian Academy	Little Rock Christian Academy
Central Arkansas Christian School	Little Rock Southwest High School
Conway Christian School	St. Joseph School High School
Episcopal Collegiate	

Two-Year Institutions

Arkansas Northeastern College (www.anc.edu)

ARVA Destinations Career Academy	Holcomb High School
Blytheville High School	Kennett High School
Buffalo Island Central High School	KIPP Blytheville Collegiate High School
Campbell High School	Manila High School
Caruthersville High School	Marked Tree High School
Clarkton High School	North Pemiscot High School
Cooter High School	Osceola High School
Delta C-7 High School	Rivercrest High School
East Poinsett County High School	Senath-Hornersville High School
Gosnell High School	South Pemiscot High School
Greene County Tech High School	Southland High School
Hayti High School	

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

Arkansas Connections Academy High School	Metropolitan Career Technical Center (LRSD)
Arkansas Virtual Academy High School	Mount Vernon Enola High School
Beebe High School	Pangburn High School
Cabot High School	Quitman High School
Carlisle High School	Riverview High School
Concord High School	Rose Bud High School
Heber Springs High School	Searcy High School
Little Rock School District	West Side High School
Lonoke High School	White County Central School District

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

Earle School District	West Memphis School District
Marion School District	

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

Arkansas Connections Academy	Gainesville R-V School District
Arkansas Virtual Academy	Mountain Home Christian Academy
Bakersfield R-IV School District	Mountain Home Public Schools
Calico Rock Public Schools	Norfork Public Schools
Cotter Public Schools	Searcy County School District
Deer/Mt. Judea High School	Viola Public Schools
Flippin Public Schools	Yellville-Summit Public Schools

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

Arkansas Connections Academy Campus	Greene County Tech High School
Arkansas Virtual Academy	Jackson County High School Ignite
Augusta High School	Marked Tree High School
Augusta High School Ignite	Northeast Arkansas Career & Technical Center
Bay High School	
Bradford High School	Newport High School
Bradford High School Ignite	Newport High School Ignite
Cedar Ridge High School Ignite	Trumann High School
East Poinsett County High School	Tuckerman High School

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

Arkadelphia High School	Glen Rose High School
Benton High School	Sheridan High School
Bryant High School	

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

Alma High School	Lincoln High School
Booneville High School	Magazine High School
Charleston High School	Mulberry High School
County Line High School	Ozark High School
Greenwood High School	Paris High School
Johnson County Westside High School	Van Buren High School
Lavaca High School	

Black River Technical College (www.blackrivertech.edu)

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

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

Arkansas Virtual Academy	Horatio High School
Ashdown High School	Kirby High School
Centerpoint High School	Mineral Springs High School
DeQueen High School	Nashville High School
Dierks High School	South Pike High School
Foreman High School	

National Park Community College (www.np.edu)

Arkansas Virtual Academy	Lakeside High School
Christian Ministries Academy	Magnet Cove High School
Cutter Morning Star High School	Mount Ida High School
Fountain Lake High School	Mountain Pine High School
Hot Springs High School	National Park College Career Academy
Jessieville High School	New Life Christian Academy
Lake Hamilton High School	

North Arkansas College (www.northark.edu)

Alpena School School	Harrison High School
Arkansas Connections Academy	Huntsville High School
Arkansas Virtual Academy	Jasper High School
Bergman High School	Kingston High School
Berryville High School	Lead Hill High School
Clear Spring School	Marshall High School
Clinton High School	Mt. Judea High School
Cotter High School	Omaha High School
Deer High School	Ozark Mountain High School
Eureka Springs High School	St. Paul High School
Flippin High School	Valley Springs High School
Green Forest High School	Yellville-Summit High School

Northwest Arkansas Community College (www.nwacc.edu)

Arkansas Arts Academy	Lifeway Christian High School
Arkansas Connections Academy	Lincoln High School
Arkansas Virtual Academy	Little Rock Metropolitan Career/Technical Ctr.
Bentonville Christian Academy	Ozark Catholic Academy
Bentonville Schools	Pea Ridge High School
Decatur High School	Prairie Grove High School
Elkins High School	Premier High School
Farmington High School	PRISM Education Center
Fayetteville Christian High School	Rogers Schools
Fayetteville Schools	Shiloh Christian High School
Gentry High School	Siloam Springs High School
Gravette High School	Springdale Schools
Greenland High School	West Fork High School
Lavaca High School	

Ozarka College (www.ozarka.edu)

Arkansas Virtual Academy	Melbourne High School
Calico Rock High School	Mountain View
Cave City High School	Norfork High School
Highland High School	Salem High School
Izard County STEM School	Viola High School
Mammoth Spring	

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

Arkansas Connections Academy	DeWitt School District
Barton School District	England School District
Carlisle School District	Helena-West Helena School District
Clarendon School District	KIPP Delta Collegiate High
Desoto School	Marvell Academy
Des Arc School District	Stuttgart School District

Southeast Arkansas Community College (www.seark.edu)
Pine Bluff School District   White Hall High School
Watson Chapel School District

South Arkansas College (www.southark.edu)
Arkansas Connections Academy   Parkers Chapel High School
Columbia Christian School   Smackover High School
El Dorado Public Schools   Strong High School
Junction City School District   West Side Christian School
Magnolia High School

Southern Arkansas University Tech (www.sautech.edu)
Arkansas Connections Academy   Hampton High School
Bearden School District   Magnolia School District
Camden Fairview School District   Rison High School
Fordyce High School   Victory Christian School
Harmony Grove School District

University of Arkansas Community College at Batesville (www.uaccb.edu)
Arkansas Virtual Academy   Concord High School
Bald Knob High School   Hillcrest High School
Batesville High School Charter   Midland School District
Cedar Ridge High School   Southside High School

University of Arkansas Community College Hope-Texarkana (www.uaht.edu)
Blevins School District   Lafayette County School District
Cornerstone Christian Academy   Nevada School District
Fouke School District   Prescott School District
Garrett Memorial Christian School   Spring Hill School District
Genoa Central School District   Texarkana Arkansas School District
Hope School District   Trinity Christian School

University of Arkansas Community College at Morrilton (www.uaccm.edu)
Arkansas Connections Academy   Perryville School District
Arkansas Virtual Academy   Pottsville School District
Atkins School District   Russellville School District
Clarksville School District   Sacred Heart Catholic School
Conway School District   District/Conway County School Counts
Danville School District   South Conway County School
Dover School District   District/Conway County School Counts
East End School District   Saint Joseph School District
Greenbrier School District   South Side Bee Branch School District
Guy-Perkins School District   Two Rivers School District
Hector School District   Vilonia School District
Mayflower School District   Wonderview School District
Nemo Vista School District/Conway County
School Counts

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

Arkansas Virtual Academy	Cross County School District
Augusta School District	Forrest City School District
Brinkley School District CTE	Lee County School District
Brinkley School District	Palestine-Wheatley School District

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

Pine Bluff School District	Watson Chapel School District

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

Abundant Life Christian Academy	Jacksonville High School
Apostolic Christian Academy	Lisa Academy North High School
Arkansas Connections Academy	Metropolitan Career Technical Center
Arkansas Virtual Academy	New Life Christian Academy
Bentonville West High School	North Little Rock High School
Calvary Academy	North Little Rock High School/NLR Center
Conway Area Career Center	of Excellence
eStem High School	Premier High School
Exalt Academy High School	Southwest Christian Academy

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

Caddo Hills High School	Ouachita River Schools
Cossatot River High School	Waldron High School
Mena High School	

**POLICY FOR THE APPROVAL OR REVISION OF
ACADEMIC PROGRAMS AND ORGANIZATIONAL UNITS**

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

In Spring of 2025, ADHE began working with a committee of academic affairs staff from two-and four-year institutions to revise the academic policy related to the approval or revision of academic programs or organizational units. The committee offered a final draft to all Chief Academic Officers in August 2025. Additionally, ADHE staff presented substantive policy changes at the Chief Academic Officer and Chief Student Affairs Officer bi-annual meeting in September 2025.

The goal of this policy revision was to improve clarity of existing criteria, definitions, and deadlines, create well-defined thresholds for revising existing academic programs, update terminology, and align policy to practice.

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

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the policy revision for the Policy for the Approval or Revision of Academic Programs and Organizational Units as presented in this agenda item.

> **FURTHER RESOLVED,** That the Arkansas Higher Education Coordinating Board instructs the Commissioner of the Arkansas Division of Higher Education to notify the presidents, chancellors, and chief academic officers of public colleges and universities of this policy.

> **FURTHER RESOLVED,** That the Arkansas Higher Education Coordinating Board repeals the Criteria and Procedures for Establishing New Certificate and Degree Programs and Organizational Units policy adopted on January 30, 2015.

POLICY FOR THE APPROVAL OR REVISION OF
ACADEMIC PROGRAMS AND ORGANIZATIONAL UNITS

INTRODUCTION

Arkansas Code Annotated §6-61-208 charges the Arkansas Higher Education Coordinating Board (Coordinating Board or AHECB) with the responsibility to request, receive, evaluate, and approve proposals for all new units of instruction, research, and public service, consistent with established role and scope designations, and to approve academic programs and organizational units based on established policies. This policy addresses the approval or revision of:

- New curricula
- Majors leading to a new certificate or degree program
- Establishment of a department, division, college, school, center, or institute
- New extension service

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

This document sets forth the relevant criteria and compliance procedures for the staff of the Arkansas Division of Higher Education and administrators and faculty of Arkansas public colleges and universities. The program approval policy, previously titled *Criteria and Procedures for Preparing Proposals for New Certificate or Degree Programs and Organizational Units* was updated and clarified in 2025.

PART 1.   CERTIFICATE AND DEGREE GRANTING AUTHORITY

Arkansas public colleges and universities must obtain and maintain institutional accreditation by the Higher Learning Commission or comparable accrediting agency recognized by the U.S. Department of Education or Council on Higher Education Accreditation. Arkansas colleges/universities also must obtain and maintain appropriate/required specialized program accreditation for professional practice programs.

Institutions may not award a certificate or degree to any student unless demonstrated mastery of knowledge and skills has been documented. A certificate or degree may not be granted to any student solely for prior/experiential learning or work experience.

PART 2.   ESTABLISHMENT OF ACADEMIC PROGRAMS AND ORGANIZATIONAL UNITS

Institutional academic leaders are encouraged to consult with ADHE Academic Affairs staff for guidance and direction in determining the appropriate process and procedures for academic program change and approval. Timely and frequent communication is recommended to meet deadlines and ensure adherence to policy processes. ADHE staff may conduct an on-campus site visit for institutions offering new certificates or degree programs. Definitions of certificate and degree programs and organizational units are described in Appendix B.

Section 1. Academic Programs and Organizational Units Requiring Coordinating Board Approval

A Letter of Intent, submitted to ADHE, informs the Coordinating Board of an institution's intent to offer a new academic program or organizational unit which requires a Proposal and Coordinating Board approval. A Letter of Intent and Proposal cannot be presented to the Board at the same meeting. Letters of Intent must be presented to the Coordinating Board at least one meeting prior to the consideration of a Proposal. Institutions have one year from the Letter of Intent date to present a Proposal for approval.

The Proposal for a new program or organizational unit must be approved by the institutional Board of Trustees before consideration by the Coordinating Board. For any new program or unit to be considered, an institution first must notify all Arkansas public colleges and universities (via email) of the proposed program or unit. Institutions with comments or objections to a Letter of Intent must submit them in writing to ADHE and the submitting institution within 30 days of the email.

The ADHE Executive Staff will present a summary on new programs/units that require Coordinating Board approval at a regularly scheduled Coordinating Board meeting. Coordinating Board approval of the new program/unit is required prior to initiation. Institutions are also responsible for ensuring compliance with accreditor policy regarding new program/unit approval.

Procedures for modifying existing programs or organizational units, or the creation of new programs made primarily of existing coursework can be found in Part 2, Section 2.

The deadlines for submission of the Letter of Intent and Proposal are listed in Part 3, Section 4.

<u>**Letter of Intent and Proposal**</u>

A Letter of Intent and Proposal must be submitted to ADHE when proposing:

1. The creation of a new certificate or degree program, regardless of mode of instruction, where 25% or more of a degree program or 50% or more of a certificate program is new coursework. The program should follow an accepted higher education structure for the discipline and program level.

    If the certificate or degree program is designed for professional certification or licensure, documentation of appropriate agency/board initial review/approval must be submitted. ADHE staff may conduct an on-campus site visit for institutions offering new certificates or degree programs.

    See Part 2, Section 2 if the new coursework totals less than 25% of a degree program or less than 50% of a certificate program.

2. The establishment of new organizational units that serve as a base for faculty appointments or offer degree programs.

**Section 2. Academic Programs, Off-Site Locations, and Organizational Unit
        Changes Requiring ADHE Commissioner Approval**

A Letter of Notification informs the Coordinating Board that an institution seeks to make programmatic and organizational changes that require ADHE Commissioner approval unless prior review is requested by the Coordinating Board. New and modified programs, and units that the Commissioner approves for implementation will be listed in the Letters of Notification consent agenda at the next scheduled Coordinating Board meeting. Consent agenda items are non-voting board items approved by the Commissioner of the Division.

If program and unit changes exceed the thresholds outlined in the section below, a Letter of Intent and Proposal may be required.

The deadlines for submission of the Letters of Notification are listed in Part 3, Section 4.

<u>**Letter of Notification**</u>

A Letter of Notification must be submitted to ADHE when requesting programmatic, organizational, or location changes that fall within the parameters defined in this section, or for any change that affects a published field on the Approved Programs List.

A Letter of Notification must be submitted to ADHE when requesting:

<u>Programmatic Changes</u>

1. Change in title or Classification of Instructional Programs Code (CIP) of an existing degree or certificate program, minor, or concentration.

2. Deletion of a degree or certificate program, minor, or concentration.

3. Placement of a degree or certificate program on inactive status. A program will remain inactive for no more than 5 years, unless deleted or reactivated by the institution, after which it will be moved to deleted status. The inactive status cannot be used for minors, concentrations, or organizational units.

4. The reactivation of any certificate or degree program formally on inactive status. Programs reactivated within five years must meet the Program Review and Viability standards in effect at the time of inactivation. To request a reset or extension of these standards, institutions may submit a full program proposal for review in lieu of a Letter of Notification.

5. Modification of the curriculum of an existing certificate or degree program. Notification is required when an institution makes a change of 25% or more of a degree program and a change of 50% or more of a certificate program. Curriculum modifications include changes to courses, clock/credit hours, learning objectives, competencies, or standards. It is each institution's responsibility to determine the percentage of cumulative change for a certificate or degree program. The current and proposed curricula, new course descriptions, and justification/need for modifying the program must be submitted with the Letter of Notification.

    Additionally, curriculum modifications affecting a published field on the Approved Programs List must be reported to ADHE.

6. To offer an existing certificate or degree program through distance education where at least 50% of the program will be offered via distance education. The institution offering the program must provide justification to offer the program through distance education. Assessment of distance programs must be consistent with institutional assessment practices on the campus and program outcomes must be the same for both traditional and distance delivery methods. Institutions are also responsible for ensuring compliance with accreditor policy regarding distance education.

7. The creation of an undergraduate certificate of proficiency program, consisting of 6-21 semester credit hours, where no more than 50% of the curriculum is new coursework. The curriculum, new course descriptions, goals, objectives, student learning outcomes, projected annual enrollment, and justification/need for offering the new program must be submitted with the Letter of Notification.

    If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board initial review/approval also must be submitted.

8. The creation of an undergraduate technical certificate/endorsement program, consisting of 22-45 semester credit hours, where no more than 50% of the curriculum is new coursework. The curriculum, new course descriptions, goals, objectives, student learning outcomes, projected annual enrollment, and

justification/need for offering the new program must be submitted with the Letter of Notification.

If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board initial review/approval also must be submitted.

9. The creation of a graduate certificate/endorsement program consisting of 12-21 semester credit hours where no more than 50% of the curriculum is new graduate coursework. The curriculum, new course descriptions, goals, objectives, student learning outcomes, projected annual enrollment, justification/need for offering the new program, and professional licensure or certification criteria must be submitted with the Letter of Notification.

    If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board initial review/approval also must be submitted. Arkansas Division of Elementary and Secondary Education approval must be submitted for certificate programs for teacher licensure or endorsement.

10. The creation of a concentration of an existing approved certificate or degree program consisting of a minimum of 9 semester credit hours. The curriculum, new course descriptions, goals, objectives, student learning outcomes, and justification/need for offering the new concentration must be submitted with the Letter of Notification.

    A Letter of Intent and Proposal is required if the number of new courses in a concentration exceeds 25% of the total degree program credit hours or 50% of the total certificate credit hours.

    Arkansas Division of Elementary and Secondary Education approval must be submitted for degree programs with concentrations for teacher licensure or endorsement.

11. The creation of minor consisting of a minimum of 15 semester credit hours. The curriculum, new course descriptions, goals, objectives, student learning outcomes, and justification/need for offering the new minor must be submitted with the Letter of Notification. Minors should not exceed 25% of degree program curricula.

12. The creation of an undergraduate or graduate degree program, primarily consisting of coursework in existing undergraduate or graduate degree programs. New courses cannot exceed 25% of the proposed program curriculum. The proposed curriculum, new course descriptions, goals, objectives, student learning outcomes, projected annual enrollment, and justification/need for the new program must be submitted with the Letter of Notification.

If the new degree program is designed for professional certification or licensure, documentation of appropriate agency/board initial review/approval also must be submitted. Arkansas Division of Elementary and Secondary Education approval must be submitted for degree programs for teacher licensure or endorsement.

<u>Organizational Unit and Location Changes</u>

13. Establishment of an organizational unit (e.g., center, division, or institute) that does <u>not</u> serve as the basis for faculty appointments or degree programs. The mission and role of the organizational unit must be submitted with a Letter of Notification.

14. Establishment of a new off-campus location where instruction may be delivered on-site, through distance technology, correspondence, or concurrent enrollment. Institutions must first notify all Arkansas public colleges and universities (via email) of the proposed location. Comments or objections must be submitted in writing to ADHE and the submitting institution within 30 days to be considered by the Commissioner.

15. Establishment of a new instruction, research, or service institute/center fully supported by sources other than state funds that will terminate when nonstate funding ceases. A synopsis of the mission and role of the institute or center, the projected annual budget, and the sources of funding must be submitted with the Letter of Notification.

16. Change to the title or structure (reorganization) of existing organizational unit(s). The Letter of Notification must include the existing and proposed organizational structures along with justification for the reorganization.

17. To offer an existing certificate or degree program at an existing off-campus location where at least 50% of the total program will be offered at the off-campus location. Institutions are also responsible for ensuring compliance with accreditor policy regarding off-campus instruction.

PART 3.   GUIDELINES FOR THE PREPARATION OF PROPOSALS FOR NEW PROGRAMS AND ORGANIZATIONAL UNITS

Section 1. Guidelines for Proposals – New Programs

New programs that require Coordinating Board approval are listed in Part 2, Section 1. Proposals for new programs must be submitted to ADHE on appropriate forms and include the following information:
- Proposed program title
- Program initiation date
- Proposed CIP code
- General description of the program

- Documentation of need for the program: letters of support, employer partnerships, and student demand/interest
- Program goals, objectives and student learning outcomes
- Program curriculum including new course descriptions
- Program faculty information
- Description of program resources (library, instructional equipment and facilities, technology support)
- Program budget (funding and expenditure)
- Program duplication (similar programs in Arkansas)
- Enrollment and graduation projections
- Institutional and Board of Trustees approval of proposed program.

Section 2. Guidelines for Proposals and New Organizational Units

New organizational units that require Coordinating Board approval are listed in Part 2, Section 1. Proposals for new units must be submitted to ADHE on appropriate forms and include the following information:
- Description of proposed organizational unit
- Unit initiation date
- Justification for establishment of new unit
- Current and proposed organizational chart
- Unit budget (new administrative costs and funding sources)
- Institutional and Board of Trustees approval of proposed unit.

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

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

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

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

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

<u>**Letter of Intent Deadlines**</u>
Letters of Intent are due on the first business day of the month of the scheduled AHECB meeting. Letters of Intent to create a new program must be presented at least one AHECB meeting prior to the presentation of the proposal. Comments or objections to a Letter of Intent must be submitted in writing to ADHE and submitting institution within 30 days of the email to all Arkansas public institutions.

AHECB Meeting	Deadline
January	January 1
April	April 1
July	July 1
October	October 1

<u>**Program Proposal Deadlines**</u>
Proposals are due on the first business day of the month, two months prior to the scheduled AHECB meeting. Program proposal summaries are available on the ADHE website.

AHECB Meeting	Deadline
January	November 1
April	February 1
July	May 1
October	August 1

<u>**Letter of Notification Deadlines**</u>
Letters of Notification are due on the first business day of the month, two months prior to the scheduled AHECB meeting.

AHECB Meeting	Deadline
January	November 1
April	February 1
July	May 1
October	August 1

Note: Per the Office of Educator Effectiveness/Licensure of the Division of Elementary and Secondary Education, the deadline for submission of notification and proposal documents for Educator Preparation programs is February 1 for Fall program implementation, and July 1 for Spring program implementation.

PART 4.   PROPOSAL REVIEW PROCESS

Section 1. Program Request and Proposal Submission

A Letter of Intent must be submitted to the Arkansas Division of Higher Education by the established deadline for the proposal to be considered by the Coordinating Board at a regularly scheduled quarterly meeting. All proposals for new programs and organizational units must be prepared according to published criteria and submitted electronically to ADHE on the appropriate forms by the established deadlines.

The deadlines for submission of the Letter of Intent and the proposal are listed in Part 3, Section 4. The Arkansas Higher Education Coordinating Board will not consider proposals for new programs or organizational units that have not been formally approved by the President or Chancellor and Board of Trustees of the proposing institution.

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

Section 2. Proposal Review by Academic Affairs Officers

A summary of the proposals for new programs or organizational units will be posted on the ADHE website and will be sent to members of the Coordinating Board. Any comments, questions, or requests for additional information from an Academic Affairs Officer concerning a proposal shall be submitted in writing to the ADHE Assistant Commissioner of Academic Affairs no later than 30 days prior to the Coordinating Board meeting.

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

Section 3. Proposal Review by ADHE Staff

The ADHE Academic Affairs staff will review new program proposals before contacting the Academic Affairs Officer and program faculty for additional information. All institutional comments and responses received during the comment period will be considered. ADHE staff also may conduct a conference with the Academic Affairs Officer and program faculty before recommendations are made and reported to the Presidents' Council (see Part 4, Section 5). If a proposal must be deferred based on the review by the ADHE staff, the ADHE Assistant Commissioner of Academic Affairs will

notify the Academic Affairs Officer no later than 10 days before the Coordinating Board meeting.

Section 4.   Consultant Review of Proposals

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

Section 5. Proposal Review by Presidents' Council

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

Section 6. Proposals Recommended to the Coordinating Board

Proposals will be presented to the Coordinating Board for vote. Institutional program representatives must attend the Coordinating Board meeting to respond to questions about the proposals. State general revenues cannot be expended for new programs/units that are not approved by the Coordinating Board.

The ADHE Commissioner, Assistant Commissioner of Academic Affairs, or a Board member may determine that the proposal should be moved to the consent agenda. Consideration to move a proposal to the consent agenda will be based on economic impact, funding and resources, and similarity to the institution's existing programs. The ADHE Commissioner or a Board member may also request the proposal be returned to the agenda and presented to the Coordinating Board for the purpose of discussion and a separate vote.

Section 7. Limitations on Coordinating Board Approval

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

Section 8. Follow-up Reviews of Approved Programs

All approved programs will be held to ADHE policy regarding program viability and program review standards. ADHE staff will conduct follow-up reviews of approved programs to determine if the enrollment, number of graduates, and overall program quality are sufficient to justify continuation of the program.

APPENDIX A – PROGRAM RESOURCES AND ASSESSMENT

Section 1. Faculty Resources and Credentials

Institutions must employ a faculty of sufficient size and range for the number of programs offered and the students enrolled. Faculty member credentials must be appropriate to their assigned duties and disciplines, including the levels at which they teach. In addition to the guidance below, institutions should always adhere to accreditor faculty qualification standards and requirements.

- Faculty must hold degrees, certifications and licenses from institutions accredited by agencies recognized by the U.S. Department of Education or Council on Higher Education Accreditation such as the Higher Learning Commission or from agencies with comparable status, certification or recognition in other countries.

- Faculty members teaching general education courses must typically hold a master's degree or higher in the discipline or subfield in which the instructor is teaching. Supervised graduate teaching assistants may serve as instructors for general education and core courses in the disciplines in which they are studying.

- Typically, faculty members teaching remedial/developmental education courses hold a master's degree but must hold at least a bachelor's degree in the teaching field.

- Faculty members teaching in occupational skill areas must hold at least an associate degree or appropriate industry-related licensure/certification.

- A majority of the faculty members teaching in graduate-level degree programs must hold the appropriate terminal degree and have demonstrated competency in teaching or research at the appropriate graduate level. If doctoral programs are offered, a sufficient number of graduate faculty must have dissertation committee experience.

Section 2. Library Resources

Library print and electronic resources (volumes, monographs, periodicals, indexed and full-text databases, digital collections and exhibits, journals, e-books, etc.) specifically related to proposed certificate and degree programs must be available or planned to meet the needs of faculty and students.

Section 3. Instructional Support and Technology

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

Section 4. Assessment and Evaluation

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

Section 5. Programs Requiring Accreditation, Licensure or Certification

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

Section 6. Traditional Instruction (In-Class)

College and university terms vary in length, with the most typical semester being 15 to 17 weeks. Time spent must be an appropriate mixture of lecture, laboratory, self-paced learning, team activities, and field work. Regardless of modality and semester format, all enrolled students must adhere to the same required levels of competence, knowledge, and performance.

Institutions may have terms of instruction other than semester length, but the number of credit hours awarded is based on the amount of time in class and must be adjusted in proportion to the length of term. There may be exceptions regarding length of terms and the number of credit hours awarded for specific circumstances, such as workshops, seminars, and summer terms. In these instances, instructional content and activities should be designed appropriately.

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

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

Standards for academic quality, admission, retention, and assessment must be the same in all courses and degree programs regardless of the mode of delivery.

1. Self-Paced Instruction – When proposing new programs with self-paced components outside of traditional semester and credit hour designations, institutions must indicate the minimum and maximum length allowed for completion of the components as well as intended student learning outcomes. Time-in-class is not a factor in self-paced learning.

2. Distance Education – Instruction delivered through distance technology is an approach to learning in which the majority of instruction occurs with a separation of place or time between the instructor and the students and with interaction occurring through electronic media. Internet courses are conducted via web-based instruction and collaboration. Courses may require proctored examinations, and may include opportunities for face-to-face orientations, but there are no face-to-face class attendance requirements. Institutions are expected to ensure regular and substantive interaction between students and instructors in their distance education and competency-based education offerings.

    When proposing new programs delivered through distance technology, the institution must demonstrate its commitment to distance technology instruction and the adequacy of technical support for faculty and students.

3. Hybrid/Hyflex/Mixed-Mode Instruction – Includes required attendance, either in-person or synchronously online, and asynchronous online instruction. Classes have substantial content delivered over the Internet which will substitute for some classroom meetings.

Section 8. Experiential/Prior Learning Credits

Institutions may award a maximum of 50% of the total credit hours in a certificate or degree program for documented learning or work experiences. Requests for exceptions to this maximum threshold can be submitted to the Assistant Commissioner for Academic Affairs for consideration.

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

APPENDIX B – DEFINITIONS

CERTIFICATES

Certificate of Proficiency

The Certificate of Proficiency is an award where students are required to demonstrate mastery of skills and knowledge against specified performance standards in a specific area or discipline. The range of credit hours is 6-21 undergraduate semester hours. The program of study may be a stand-alone program or part of a technical certificate, associate degree, or bachelor's curriculum. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements.

Technical Certificate

The Technical Certificate is a focused program of coursework and hands-on training, offered at the college level, that validates student achievement of industry-relevant skills in a specific career field. The range of credit hours is 22-45 undergraduate semester hours. This program can be completed independently or integrated into an associate or bachelors degree. The curriculum emphasizes the development of essential communication (both written and verbal) and mathematical skills, along with mastery of technical knowledge and practical abilities aligned with established industry standards. Basic skills courses (such as remedial math or writing) can only be used for placement purposes and does not count towards the certificate requirements.

Certificate of General Studies

The Certificate of General Studies is a specific set of general education core courses that will document a student's mastery of skills and competencies needed to be successful in the workforce and today's world. The range of credit hours is 31-38 semester hours. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements. The courses required for the award are as follows:

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

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

Advanced Certificate/Endorsement

The Advanced Certificate or Endorsement is an award in which a student must demonstrate a mastery of skills and knowledge against a set of specified performance standards in a specific area or discipline. The range of hours is 21-45 undergraduate semester credit hours. Admission to the program requires an associate degree or higher, national certification in a technical specialty, or other specifically defined postsecondary education requirements.

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

Graduate Certificate/Post-Baccalaureate Certificate

The Graduate Certificate is a formal credential awarded for graduate-level study in a specific area of knowledge or skill. The range of hours is 12-21 semester credit hours. The coursework must be part of the graduate curriculum of a university, with graduate degree programs as part of its role and scope and must be taught by faculty with graduate faculty status.

Graduate Certificates designed as Teacher Education Endorsements must meet certification/licensure requirements in designated specialty areas and be approved by the Arkansas Department of Education prior to submission to ADHE for consideration.

Admission and completion requirements must be based upon the policies of the Graduate School. Program completion could lead to professional certification/licensure and recognition of the award will be noted on the student transcript. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval must be submitted.

Post-Master's/Post-Graduate Certificate (PMC)

A Post-Master/Post-Graduate Certificate is a graduate-level program designed to allow students to develop expertise in a specific area, enhancing their professional qualifications. Admission to the program requires the student to hold a master's degree or higher in a relevant field related to the program of study. The range of hours is 12-36 semester credit hours.

Program completion could lead to professional certification/licensure and recognition of the award will be noted on the student transcript. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval must be submitted.

UNDERGRADUATE DEGREES

Associate of Arts

The Associate of Arts degree will be awarded to students who successfully complete a program of collegiate-level work that is fully transferable toward a bachelor's degree. The field of study is not specified in the degree title. The Associate of Arts degree is a 60 credit-hour award that must include the 35-hour state minimum General Education core requiring courses in English/Writing, Fine Arts/Humanities, History and Social Science, Mathematics, and Natural/Physical Lab Sciences. The remaining semester hours consist of 15-25 credit hours of direct electives from the six General Education core categories and up to 10 credit hours of institutional requirements or advisor-approved electives. Competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in specific areas or disciplines must be demonstrated. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements.

Associate of Arts graduates may be required to complete additional lower-division courses to meet the specified pre-requisite course requirements and program course requirements for bachelor's degree programs upon transfer to any Arkansas public university. This may require an AA graduate to complete credit hours beyond the stated minimum credits for bachelor's degrees. College advisors must document that AA students have been informed of the possible requirement for additional courses/credits for bachelor's degree completion.

Associate of Arts Degree Core Curriculum 60 semester credit hours, Effective Fall 2013	
General Education Core	**35 Credit Hours**
English Composition	6
Communication	0-3
College Math	3
Lab Science	8
Fine Arts/Humanities	6-9
U.S. History/Government	3
Social Sciences*	6-9
Directed Electives	**15-25 Credit Hours**
Electives from General Education Core Categories Only	15-25
Institutional Requirements/Advisor Approved Electives	**0-10 Credit Hours**
Electives can be from any discipline area including career and technical fields	0-10
Total Credit Hours	60

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

<u>Associate of Science</u>
The Associate of Science degree is an award with an occupational objective where the courses are transferable toward a specified bachelor's degree at a college/university. The field of study must be specified in the degree title. The range of hours is 60-66 semester credit hours and must include the 35-hour state minimum General Education core requiring courses in English/Writing, Fine Arts/Humanities, History and Social Science, Mathematics, and Natural/Physical Lab Sciences. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in specific areas or disciplines.

Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. Exceptions to the 60-66 credit hour range may be allowed for documented transfer and bachelor's degree completion purposes. College advisors must document that students have been informed of the universities accepting this associate degree for full transfer to specified bachelor's degrees.

<u>Associate of Science in Liberal Arts and Sciences</u>
The Associate of Science in Liberal Arts & Sciences is an award with a curriculum that is transferable toward a specified bachelor's degree. The field of study is typically not included in the title. The range of hours is 60-66 semester credit hours and must include the 35-hour state minimum General Education core requiring courses in English/Writing, Fine Arts/Humanities, History and Social Science, Mathematics, and Natural/Physical Lab Sciences. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in specific areas or disciplines. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements.

Two-year college advisors must document that students have been informed of the universities accepting this associate degree for full transfer to specified bachelor's degrees.

<u>Associate of Applied Science</u>
The Associate of Applied Science is an award comprised of college-level coursework designed primarily for direct employment. The occupational field should be specified in the title of the degree. The range of hours is 60-66 semester credit hours and must include a minimum of 15 credit hours of General Education courses in English/writing, Mathematics, Social Science, and Computer Applications/Fundamentals. A minimum of 30-36 credit hours must be in a technical area and should include support courses from other related technical disciplines. Selected programs may exceed the credit hour range in order to meet accreditation requirements - justification and documentation will be required. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/

developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements.

Institutions should inform students of the limited transferability of this degree and which universities accept this associate degree for transfer into a specified bachelor's degrees.

Associate of General Studies/Professional Studies/Liberal Arts/Fine Arts

The Associate of General Studies, Associate of Professional Studies, Associate of Liberal Arts, or Associate of Fine Arts are intended to serve as a flexible program of study for students whose needs cannot be met by other programs. The program of study must be developed cooperatively with the student. The range of hours is 60-66 semester credit hours and must include a minimum of 15 credit hours of General Education courses and occupational. liberal arts, and/or fine arts courses. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline. Individual courses may fulfill requirements for transfer towards a bachelor's degree, direct employment, or educational enrichment. Remedial/ developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements.

Associate of Occupational Studies

The Associate of Occupational Studies is an award intended to serve as a flexible program option for students whose needs cannot be met by other programs. The field of study is typically not specified in the degree title. The range of hours is 60-72 and must include a minimum of 15 semester credit hours of General Education coursework. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline and must be developed cooperatively by the student and the institution. Individual courses may fulfill requirements for transfer toward a baccalaureate degree, direct employment or educational enrichment. Remedial/ developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements.

Associate of Applied Science in General Technology

The Associate of Applied in General Technology is an individualized program of study to fulfill a unique career goal that cannot be met through the completion of a single program offered by the institution. Typically, the field of study is not specified in the degree title. The range of hours is 60-66 semester credit hours and must include 15 semester credit hours of General Education courses in English/writing, Mathematics, Computer Application/Fundamentals, and Social Sciences. Additionally, there must be 24-30 credit hours in a major technical area and 15-21 credit hours of support courses from other related technical disciplines. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline.

Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements.

Associate of Arts in Teaching (AAT)

The Associate of Arts in Teaching is a statewide transfer degree where the courses are transferable toward a specified bachelor's degree in teacher education. The range of hours is 60-66 semester credit hours and must include the 35-hours state minimum General Education core requiring courses in English/Writing, Fine Arts/Humanities, History and Social Science, Mathematics, and Natural/Physical Lab Sciences. Course substitutions must be approved by the intended receiving institution. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements.

All institutions participating in the AAT-Bachelor's Degree Completion Program must have a signed agreement on file at ADHE.

Associate of Arts in Teaching 60 semester credit hours, Effective Fall 2013	
General Education Core	**35 Credit Hours**
English Composition I	3
English Composition II	3
Introduction to Oral Communication	3
College Algebra or Quantitative Literacy	3
Biological Science with Lab	4
Physical Science with Lab	4
Visual Arts or Musical Arts or Theatre Arts	3
World Literature I or World Literature II	3
U.S. Government	3
World Civilization I or World Civilization II	3
American History I or American History II	3
Teaching Core Requirements	**15 Credit Hours**
Introduction to Education	3
Education Technology Elective	3
Child Growth and Development	3
Math I	3
Math II	3
Teaching Directed Electives	**10-16 Credit Hours**
Arkansas History	3
Social Science Elective	3
Physical Education	1-2
Directed Elective	3-4
Directed Elective	0-4
Total Credit Hours	60-66

Associate of Science in Business

The Associate of Science in Business (ASB) degree will be awarded to students who successfully complete a planned program that is transferable toward a specified bachelor's degree in business. The number of hours is 62 semester credit hours and

must include the 35-hours state minimum General Education core requiring courses in English/Writing, Fine Arts/Humanities, History and Social Science, Mathematics, and Natural/Physical Lab Sciences. Course substitutions or modifications must be approved by ADHE and the intended receiving institution. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. All institutions participating in the ASB-Bachelor's Degree Completion Program must have a signed agreement on file at ADHE.

Associate of Science in Business 62 credit hours, DC 0308, Effective Fall 2010	
English Composition I	3
English Composition II	3
Oral Communications	3
College Algebra	3
Biological Science & Lab	4
Physical Science & Lab	4
Fine Arts Visual or Theatre or Music	3
Literature I or Literature II	3
American History to 1876 or American History since 1876 or American Government	3
Western Civilization to 1660 or Western Civilization since 1660	3
Sociology	3
Accounting Principles I	3
Accounting Principles II	3
Microeconomics	3
Macroeconomics	3
Microcomputer Business Application	3
Business Statistics	3
Business Calculus	3
Legal Environment of Business	3
Directed Elective (*3 credit hours*)	3
Total Credit Hours	62

Bachelor Degree

The Bachelor degree is an undergraduate, academic credential awarded to students upon successful completion of a curriculum consisting of the 35-semester hour state minimum General Education core, a minimum of 40 semester hours of upper-level courses, and a minimum of 30 semester hours (including 20 semester hours of upper-level courses) in the major field of study. The range of hours is 120-130 semester credit hours. Selected programs may exceed the credit hour range in order to meet accreditation requirements - justification and documentation will be required. Bachelor's degrees can be awarded in two main categories: general areas of study, like those recognized by the Bachelor of Arts (BA) and Bachelor of Science (BS) degrees, and specialized professional and technical fields, such as the Bachelor of Fine Arts (BFA), Bachelor of Social Work (BSW), and Bachelor of Music (BM). The curriculum must require a demonstration of competency in communications (oral and written) and

mathematics, and a mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements.

Bachelor of Applied Science

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

Bachelor of Professional Studies

The Bachelor of Professional Studies is an undergraduate academic credential designed as a flexible program option for students with earned college credit (including technical and occupational courses). The program of study can be developed cooperatively by the student and the institution to meet a variety of professional development and career enhancement needs. The range of hours is 120–130 semester credit hours and must include a minimum of 35 semester hours of General Education courses and 40 semester hours of upper-level courses in selected fields of study. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements.

GRADUATE DEGREES

Master's Degree

The master's degree is a graduate academic credential awarded to students who demonstrate a high level of expertise in a specialized field of study or professional practice beyond a bachelor's degree. A minimum of 30 semester credit hours beyond the bachelor's degree is required with at least 50% of graduate-level courses that demonstrate a mastery of skills and knowledge against specified performance standards in a specific area or discipline. Master's degrees can be awarded in two main categories: research master's degrees, such as Master of Arts (MA) and Master of Science (MS) degrees, and professional practice master's degrees, such as Master of Business Administration (MBA), Master of Science in Nursing (MSN), Master of Public Health (MPH), and Master of Education (MEd).

Specialist Degree

The specialist degree is a graduate academic credential beyond the master's degree designed for students seeking to enhance skills and knowledge without pursuing a

doctoral degree. A minimum of 30 graduate-only semester credit hours is required and must demonstrate a mastery of skills and knowledge against specified performance standards in a specific are or discipline. The specialist degree does not meet the academic requirements of a doctoral degree.

Doctoral Degree – Research/Scholarship
The doctoral degree is the highest academic, graduate credential awarded for research and scholarship such as Doctor of Philosophy (PhD), Doctor of Education (EdD), Doctor of Music Arts (DMA), or Doctor of Business Administration (DBA). A minimum of 72 graduate semester credit hours beyond the bachelor's degree is required or 42 graduate semester credit hours beyond the master's degree with at least 50% of graduate-level courses that demonstrate a mastery of skills and knowledge against specified performance standards in a specific area or discipline. The curriculum must require demonstrated mastery of skills and knowledge against rigorous performance standards in a particular area or discipline signifying research and scholarship in a specific field. Program requirements must balance credit hours for required coursework, research, and dissertation preparation.

Doctoral Degree – Professional Practice
The doctoral degree is a doctorate-level credential awarded to students in areas for professional practice such as Juris Doctor (JD), Doctor of Pharmacy (PharmD), Doctor of Medicine (MD), or health-related professions. A minimum of 60 semester credit hours of undergraduate coursework is required before entering the program and a minimum of 72 graduate-only semester credit hours is required beyond the 60-semester credit hour entrance requirement. Program graduates must satisfy all academic requirements to begin practice in the profession. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline.

ORGANIZATIONAL UNITS

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

Division
A grouping of two or more organizational units within an institution.

College/School
(1) A major instructional unit of an institution that includes related departments, divisions, or programs; (2) a major subdivision of a university offering a curriculum which leads to a professional or graduate degree.

<u>Center</u>
(1) An academic organizational unit that conducts research, teaching, service activities, or a combination of these functions in specified fields. (2) An off-campus instructional location. An institution can establish a Degree/University Center to offer courses for degree completion on another Arkansas institution campus with legislative or AHECB approval. At least one permanent staff/faculty member must be assigned to the center for administrative purposes.

<u>Institute</u>
(1) A separate, specialized organization, within or independent of a university, designed for teaching, research, or affiliation; (2) a short course or workshop consisting of lecture and discussion topics on a specific theme.

<u>Academy</u>
A separate organizational unit within or independent of a college or university in which special subjects or skills are taught.

APPENDIX C – MINIMUM GENERAL EDUCATION AND TECHNICAL CORES

Section 1. State Minimum General Education Core

State Minimum General Education Core	Credit Hours
English Composition	6
Speech Communication	0-3
College Algebra or Quantitative Literacy or Statistics or higher	3
Science with Lab	8
Fine Arts/Humanities	6-9
U.S. History or Government	3
Social Sciences	6-9
Total Credit Hours	35

Section 2. General Education Core for Associate-Level Occupational and General Studies Programs

General Education Core for Associate-Level Occupational and General Studies Programs	Credit Hours
English/Writing	6
Mathematics	3
Social Sciences	3
Computer Applications/Technology	3
Total Credit Hours	15

Policy Revised: April 16, 1993, Agenda Item No. 13
                     July 25, 1997, Agenda Item No.21
                     October 23, 1998, Agenda Item No. 21
                     October 20, 2000, Agenda Item No.13
                     October 22, 2004, Agenda Item No. 16
                     January 30, 2015, Agenda Item No. 8

ANNUAL STATUS REPORT FOR SEXUAL ASSAULT
PREVENTION ON CAMPUS (ACT 563 OF 2017)
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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 2023-2024 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.

UNPLANNED PREGNANCY PREVENTION ANNUAL REPORT

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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 2023-2024. 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.