

*Johnny Key*  
Secretary

*Al Brodell*  
AHECB Chair

*Dr. Maria Markham*  
Director

**ARKANSAS HIGHER EDUCATION  
COORDINATING BOARD**

**REGULAR QUARTERLY MEETING**

APRIL 29, 2022



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**Arkansas Division of Higher Education**

423 Main Street, Suite 400 | Little Rock, AR 72201 | (501) 371-2000

# **ARKANSAS HIGHER EDUCATION COORDINATING BOARD**

**REGULAR QUARTERLY MEETING**

**Arkansas Division of Higher Education**

## **SCHEDULE**

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**Friday, April 29, 2022**

**Call to Order at 9:00 a.m.**

**Committee Meetings**

**Convene Coordinating Board Meeting**

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

# ARKANSAS HIGHER EDUCATION COORDINATING BOARD REGULAR QUARTERLY MEETING

Friday, April 29, 2022

Arkansas Division of Higher Education

## AGENDA

### I. EXECUTIVE

- \*1. Approve Minutes of the January 28, 2022, Regular Meeting
2. Director's Report (Dr. Maria Markham)
- \*3. Rules Governing the Governor's Higher Education Transition Scholarship Program (Dr. Markham)
- \*4. Rules Governing the Star-Spangled Banner Act (Dr. Markham)
- \*5. Productivity Funding Distribution Policy Changes (Mr. Nick Fuller)
6. Annual Report on Student Retention and Graduation (Ms. Sonia Hazelwood)
7. Annual Report on Retention and Graduation of Intercollegiate Athletes (Ms. Hazelwood)
8. Annual Report on First-Year Student Remediation for Fall (Dr. Eric Flowers)
9. Annual Report on Productivity of Recently Approved Programs (Dr. Flowers)
- \*10. Role and Scope Change  
National Park College (Dr. Flowers)

### II. FINANCE

- \*11. Distribution of Mineral Lease Funds (Mr. Fuller)
- \*12. Economic Feasibility of Bond Issue for Southern Arkansas University (Mr. Fuller)
- \*13. Economic Feasibility Lease Purchase Agreement Amendment for Southeast Arkansas College (Mr. Fuller)

### III. ACADEMIC

- \*14. New Program: Associate of Applied Science in Medical Laboratory Technology  
University of Arkansas Cossatot Community College (Dr. Flowers)
- \*15. New Program: Associate of Applied Science in Registered Nursing  
University of Arkansas Cossatot Community College (Dr. Flowers)
- \*16. New Programs: Master of Healthcare Business Analytics  
Graduate Certificate in Healthcare Business Analytics  
University of Arkansas, Fayetteville (Dr. Flowers)
- \*17. New Program: Master of Arts in Art History in Arts of the Americas  
University of Arkansas, Fayetteville (Dr. Flowers)
- \*18. New Program: Bachelor of Arts in Teaching in Drama Education  
University of Arkansas, Fayetteville (Dr. Flowers)
- \*19. Institutional Certification Advisory Committee: Resolutions (Ms. Alana Boles)
- 20. Letters of Notification (Ms. Boles)
- 21. Letters of Intent (Ms. Boles)

# **FINANCE COMMITTEE**

**Arkansas Higher Education Coordinating Board**

**Arkansas Division of Higher Education  
423 Main Street  
Little Rock, AR 72201**

**Friday, April 29, 2022**

Finance Committee  
Chad Hooten, Chair  
Keven Anderson  
Kelley Erstine

Dr. Kyle Miller  
Greg Revels  
Al Brodell, Ex officio

## **AGENDA**

- \*11. Distribution of Mineral Lease Funds (Mr. Nick Fuller)
- \*12. Economic Feasibility of Bond Issue for Southern Arkansas University (Mr. Fuller)
- \*13. Economic Feasibility Lease Purchase Agreement Amendment for Southeast Arkansas College (Mr. Fuller)

\*Numbers refer to main agenda.

# **ACADEMIC COMMITTEE**

**Arkansas Higher Education Coordinating Board**

**Arkansas Division of Higher Education  
423 Main Street  
Little Rock, AR 72201**

**Friday, April 29, 2022**

Academic Committee

Lori Griffin, Chair  
Graycen Bigger  
Dr. Jim Carr

Dr. Jerry Cash  
Andy McNeill  
Al Brodell, Ex officio

## **CONSENT AGENDA**

- \*14. New Program: Associate of Applied Science in Medical Laboratory Technology  
University of Arkansas Cossatot Community College (Dr. Eric Flowers)
- \*15. New Program: Associate of Applied Science in Registered Nursing  
University of Arkansas Cossatot Community College (Dr. Flowers)
- \*16. New Programs: Master of Healthcare Business Analytics  
Graduate Certificate in Healthcare Business Analytics  
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- \*17. New Program: Master of Arts in Art History in Arts of the Americas  
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- \*18. New Program: Bachelor of Arts in Teaching in Drama Education  
University of Arkansas, Fayetteville (Dr. Flowers)
- \*19. Institutional Certification Advisory Committee: Resolutions (Ms. Alana Boles)
- 20. Letters of Notification (Ms. Boles)
- 21. Letters of Intent (Ms. Boles)

\*Numbers refer to main agenda.

Agenda Item No. 1  
Higher Education Coordinating Board  
April 29, 2022

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD**  
**Regular Quarterly Meeting**  
**January 28, 2022**

**Minutes of Meeting**

The January 28, 2022, regular meeting of the Arkansas Higher Education Coordinating Board (AHECB) was held via Zoom and hosted by the Arkansas Division of Higher Education in Little Rock. Chair Al Brodell called the meeting to order at 9:00 a.m., with a quorum present.

Coordinating Board present:

Al Brodell, Chair  
Keven Anderson, Vice Chair  
Lori Griffin, Secretary  
Graycen Bigger  
Dr. Jim Carr  
Dr. Jerry Cash  
Chad Hooten  
Andy McNeill  
Greg Revels

Coordinating Board absent:

Dr. Kyle Miller  
Dr. Michael Stanton

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

Chair Brodell began by thanking everyone for participating in the virtual meeting.

Agenda Item No. 1  
Approval of Minutes

Dr. Jim Carr moved to approve Agenda Item No. 1. Greg Revels seconded the motion and the Board unanimously approved.

Agenda Item No. 2  
Report of Nominating Committee

The Nominating Committee (Chair Greg Revels, Lori Griffin and Graycen Bigger) recommended the following slate of Board officers for 2022-2023.

President – Al Brodell  
Vice President – Keven Anderson  
Secretary/Treasurer – Graycen Bigger  
Finance Committee Chair – Chad Hooten  
Academic Committee Chair – Lori Griffin

Dr. Jerry Cash moved to accept the 2022-2023 nominations. Dr. Jim Carr seconded the motion and the Board unanimously approved.

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

The State Board of Higher Education Foundation was established on May 2, 1992. The Board for the Foundation includes three annually elected members: a president, a vice president and a secretary/treasurer. The Foundation was established to accept private funds for specific projects for the benefit of higher education in Arkansas. The terms of the current members have lapsed, requiring a re-election or new appointments.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves and elects members to serve as the State Board of Higher Education Foundation Supervisory Committee as follows:

Chad Hooten – President  
Greg Revels – Vice President  
Andy McNeill – Secretary/Treasurer

Andy McNeill moved to approve Agenda Item No. 3. Dr. Jerry Cash seconded the motion and the Board unanimously approved.

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

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

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

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

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



Greg Revels moved to approve Agenda Item No. 4. Dr. Jerry Cash seconded the motion and the Board unanimously approved.

Agenda Item No. 5  
Director's Report

*ADHE Staff Changes*

Blake Cannon, Chief Analytics Officer, began on December 21. Cannon previously served as the Director of Institutional Research at Phillips Community College of the University of Arkansas.

Mason Campbell, Assistant Director for Policy and Student Success, began on January 3. Campbell previously served as the Dean of Student Affairs at the University of Arkansas Pulaski Technical College

Talha Tayyab, Senior Technology Analyst, began on January 18. Tayyab previously was employed by Molex in Conway.

*Institutional Leadership Changes*

Dr. Charles Ambrose was appointed chancellor at Henderson State University, effective November 15, 2021. Ambrose previously served as president of the University of Central Missouri, and as president of Pfeiffer University in North Carolina. Ambrose also led the education foundation KnowledgeWorks, a Cincinnati-based nonprofit that focuses on K-12 education policy and personalized learning practices.

*Higher Education COVID-19 Response*

Dr. Markham explained that All COVID resources through the CARES Act have been exhausted. The large sum of funds was used for personal protection equipment, contact tracing, and testing. Any additional testing and expenses will have to be incurred by the institutions.

*Marketing and Educational Outreach*

Alisha Lewis, Assistant Director for Communications and Operations, shared ADHE's activities for marketing and educational outreach. ADHE developed goals to increase awareness by using funds geared towards scholarship awareness through different marketing channels.

Chad Hooten asked if TWITCH provides user demographics information. Lewis said it does.

*Legislative Update*

The creation of a needs-based scholarship using lottery funds failed in the last regular session but will be repackaged and presented again during the upcoming regular session, said Markham.

Agenda Item No. 6  
Annual Enrollment Report

Sonia Hazelwood presented summary and detailed information about annual student enrollment. She noted the total unduplicated headcount for the fall 2021 term in all sectors of Arkansas higher education, including public universities, public colleges, private/independent colleges and universities, and nursing schools was 145,695 students, representing a decline of 1.1% from the fall 2020 term.

The last time all sectors of Arkansas higher education experienced an increase in fall term headcount was the fall 2011 term. Fall 2011 total unduplicated headcount of 173,887 represented the largest fall term headcount ever. Declines from year-to-year since the 2011 fall term range from .5% to 5.6%. Arkansas higher education currently has 28,192 fewer students than it did in the fall 2011 term.

Of the 145,695 students enrolled in fall 2021, 1,548 students are enrolled at more than one institution and represent one percent of the total fall 2021 headcount.

Keven Anderson asked if ADHE made any enrollment projections using national statistics. Hazelwood said that enrollment predictions are common at the institutional level for recruitment efforts, however, not at the agency level.

Anderson asked if the projections would be beneficial for ADHE. Hazelwood said ADHE staff would look into the benefits.

Director Markham explained that prior to COVID, ADHE had national and state enrollment projections.

Agenda Item No. 7  
Annual Fall College-Going Rate

Sonia Hazelwood presented summary and detailed information about the annual fall college-going rate. Of the 32,949 public high school students graduating from an Arkansas public high school in 2020, 14,551 enrolled at an Arkansas public or private/independent institution in fall 2020 the fall term immediately following their high school graduation. This represents a College-Going Rate of 44.2%, which is a 3.1% decrease from the previous year of 47.3%. This decline reflects the impact the Covid-19 pandemic had on students entering higher education immediately following their high school graduation.

Graycen Bigger asked if there was data outlining how many students receive a certificate or degree while in high school. Hazelwood said that data is collected and would be provided to the board.

Agenda Item No. 8  
Annual Report on Institutional Certification

Alana Boles presented an update on the number of Arkansas residents pursuing academic degrees offered by out-of-state and for-profit institutions certified to operate in Arkansas under Arkansas Code Annotated §6-61-301.

Boles reported that in 2020-21, 13 Arkansas campuses, 27 institutions with programs delivered only through distance technology, 9 institutions offering programs both on Arkansas campuses and through distance technology and 2 institutions offering programs only on an Arkansas campus were certified under ICAC rules.

There were no questions.

Agenda Items No. 9 - 19  
Policy Amendments and Rule Repeals

Director Markham presented policy amendments for the Arkansas Academic Challenge Scholarship, Arkansas Future Grant Scholarship, Arkansas Governor's Scholars Program, Arkansas Workforce Challenge Program, Arkansas Concurrent Challenge Scholarship Program, Law Enforcement Officers' Dependents Scholarship Program, Military Dependents' Scholarship Program, and the Out-of-State Veterinary Medical Education Loan Repayment Program. The rules for the Minority Masters Fellows Program, Minority Teacher Scholars Program, and the Emergency Secondary Education Loan Program were presented for repeal.

Dr. Jim Carr moved to approve Agenda Items No. 9-19. Andy McNeill seconded the motion and the Board unanimously approved.

Agenda Item No. 20  
Annual Higher Education Financial Condition Report

Nick Fuller presented the Annual Higher Education Financial Condition Report. The purpose of this report is to describe the financial condition as well as the difficulties and challenges experienced by Arkansas's Public Institutions of Higher Education.

Bill Clary asked if there were any financial issues that stood out in the report. Aside from Henderson State University's issues that are currently being resolved, there are no other issues, said Fuller.

Keven Anderson voiced concern regarding institution's future enrollment numbers and financial consequences due to COVID-19. Nick Fuller said the data will be available after this fiscal year and then we will know what adjustments to implement long term.

Anderson said institutions might need to look at repurposing their existing resources, particularly facilities and programs. He also suggested taking a hard look at some of the institution's finances.

Agenda Item No. 21  
Maintenance Report

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

It is the expectation that the institution provides for the long-term maintenance of the facility for which the funds were accrued. Funds may be utilized for facility renovation and upkeep including upgrade or replacement of equipment and furnishings of the designated building. These funds will be transferred to the plant fund annually, shall begin in the fiscal year following the completion and occupancy of the facility, and will continue as long as the building is in use. The funds can also be used for critical and deferred maintenance of the institution. This report includes the status of the FY2018-19 and FY2019-20 maintenance transfers.

Al Brodell asked if the maintenance fee policy applied to all facilities. Fuller said all new facilities constructed or purchased since October 29, 2010.

Brodell asked how institutions manage repairs that fall outside the purview of the new facilities maintenance policy. Fuller said some institutions are looking at sustainable building loans as well as other non-traditional ways to attain funding.

Brodell asked if ADHE believes the \$2.50 per gross square foot for an educational and general facility or \$1.25 per gross square foot for an auxiliary facility is sufficient to sustain the maintenance. He also questioned if any thought had been given to redefining the definition of maintenance. Fuller said he would present the definition of maintenance and the current rates at the next Coordinating Board meeting. This would allow the board to discuss potential changes to the policy.

Agenda Item No. 22  
Report on Academic Program Viability

Dr. Eric Flowers presented a summary report on academic programs reviewed by the institutions for program viability purposes. Flowers reported that since January 2020, 565 programs have been deemed non-viable.

Dr. Jerry Cash asked if there were penalties for institutions that didn't meet the viability standards. Dr. Flowers explained that when a program is considered below the viability threshold, they are given two additional years to meet viability, or the program could be removed from the board approved program inventory.

Agenda Item No. 23  
Institutional Certification Advisory Committee

**ADHE Executive Staff Recommendation**

**Initial Program Certification-Distance Technology**

**RESOLVED**, That pursuant to A.C.A. §6-61-301, the Arkansas Higher Education Coordinating Board grants initial certification to the institutions listed on pages 1 - 3 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2025.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education is authorized to notify the administration of said institutions that the certification of the degree programs requires the institution to notify the Arkansas 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 Director to notify the administration of said institutions that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas 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**

National University, San Diego, California

University of Southern California, Los Angeles, California

Walden University, Minneapolis, Minnesota

**New Institution – Initial Program Certifications – Distance Technology**

CBD College, Los Angeles, California

**New Institution-Arkansas Campus  
Institutional Planning and Development – Campus Location in Arkansas**

Jersey College, Teterboro, New Jersey

**RESOLVED**, That pursuant to ACA §6-61-301, the Arkansas Higher Education Coordinating Board (AHECB) grants certification to Jersey College in Teterboro, New Jersey, for institutional planning and development to establish a campus location in Springdale, Arkansas and to offer specified associate degree programs to Arkansas residents contingent on the approval of a campus location in Arkansas by the Council on Occupational Education. The certification for institutional planning and development is for a period of three years through December 31, 2025, which requires Jersey College to submit an application for initial program certification no later than August 1, 2024, and to obtain initial program certification from the AHECB prior to enrolling students in any program.

**FURTHER RESOLVED**, That the Director of the Arkansas Division of Higher Education is authorized to notify the administration of Jersey College in Teterboro, New Jersey, that the certification for institutional planning and development to establish a campus in Arkansas and to offer degree programs to Arkansas residents 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; (3) change in the method of operation of the institution's programs in Arkansas; (4) change in home state authorization; or (5) a change in institutional accreditation status.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of Jersey College 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 Arkansas Code §6-61-301.

Jersey College, Teterboro, New Jersey

Mr. Greg Karzhevsky, Chancellor at Jersey College, thanked the AHECB for considering their certification to move forward with the planning and development to offer associate degree programs in Nursing in Arkansas.

Dr. Jim Carr asked if Jersey College is regionally accredited. Mr. Karzhevsky said they are institutionally accredited and are currently in the process of obtaining their regional accreditation.

Dr. Carr asked how many Arkansas students are anticipated the first year. Mr. Karzhevsky said they anticipate having 30 students enrolled, three times per year.

Dr. Jim Carr moved to recommend the approval of Agenda Item No. 23 to the full Board for consideration. Andy McNeill seconded, and the Committee approved.

#### Agenda Items No. 24 & 25 Letters of Notification and Letters of Intent

The Director 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 institutions to offer degree programs to Arkansas residents. The program notice lists appear in the Letters of Notification on pages 24-1 through 24-20 and in the Letters of Intent on pages 25-1 through 25-7 of the agenda book.

#### Report of the Committees

Greg Revels presented the report of the Finance Committee and noted there were no action items to approve.

Lori Griffin presented the report of the Academic Committee and moved approval of Agenda Item 23. Graycen Bigger seconded, and the board approved.

#### Remarks by Presidents/Chancellors and Guest

Keven Anderson noted that enrollment is down 16 percent over the past ten years and almost 20 percent of programs are not viable. He questioned if ADHE and the AHECB should do a comprehensive study and make recommendations on streamlining programs between the colleges and universities.

Graycen Bigger agreed with Anderson's recommendation.

Chad Hooten inquired about the details of the study. Anderson said he would like to hear recommendations from ADHE staff.

Dr. Markham said ADHE staff will provide the board with data elements that will be helpful in making the recommendations.

Dr. Evelyn Jorgenson, president of Northwest Arkansas Community College, respectfully suggested that ADHE include in their analysis, the number of out-of-state institutions that are allowed to continue proliferating in Arkansas while Arkansas's institutions enrollment numbers continue to decrease.

Dr. Markham said that ADHE cannot deny out-of-state institutions the ability to operate within Arkansas as long as they meet certain criteria. Markham said that Alana Boles would provide additional information on this process at the April meeting.

Keven Anderson moved to recommend that the Coordinating Board do a comprehensive study and make recommendations to the colleges and universities regarding streamlining their programs. Chad Hooten seconded, and the board approved.

The Arkansas Division of Higher Education will host the next Arkansas Higher Education Coordinating Board via Zoom on April 29, 2022, at 9:00 a.m.

With no further comments, the meeting adjourned at 10:49 p.m.

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Nichole Abernathy

APPROVED:

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Graycen Bigger, Secretary

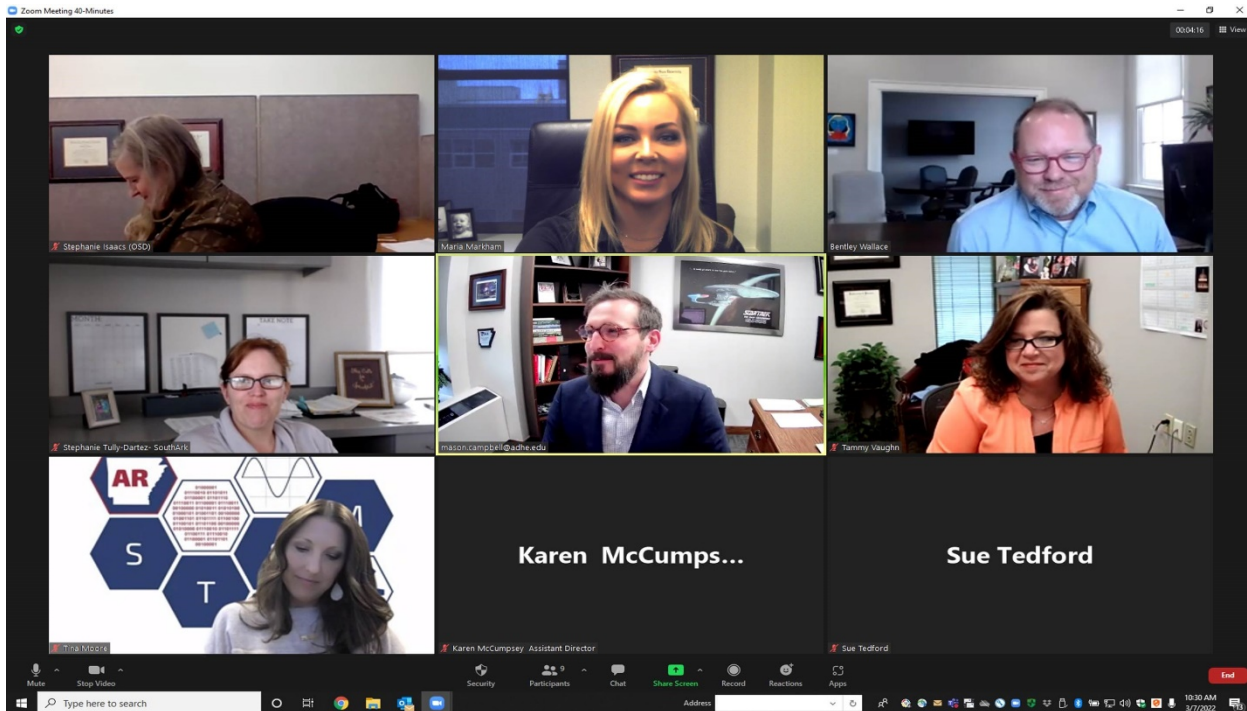


## REPORT OF THE DIRECTOR

### Academic Affairs Officers Meet to Discuss Academic Policies

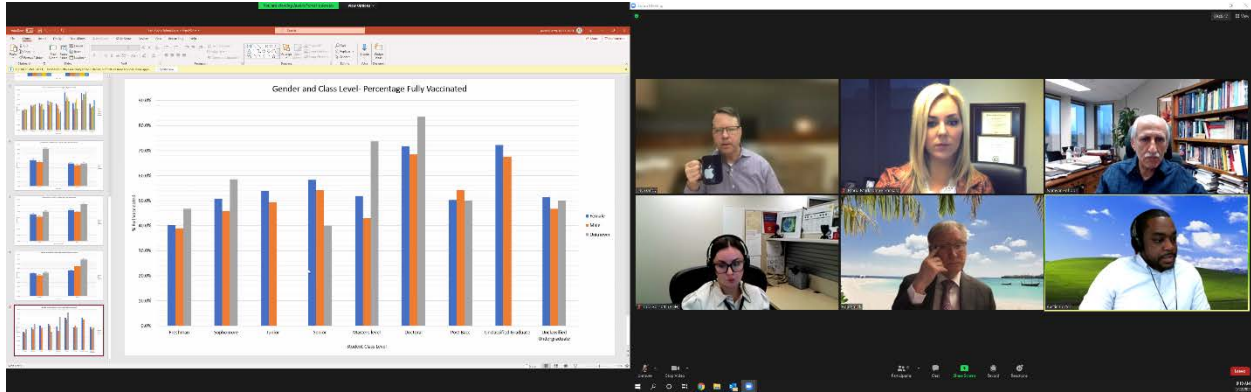
On February 17, ADHE staff members welcomed Academic Affairs Officers (AAO) via Zoom to discuss numerous issues including higher education data science, information systems and technology innovations and an update on the Statewide International Baccalaureate (IB) Committee. The AAO quarterly meetings assemble a comprehensive list of the most effective policies, programs and practices that can be employed on our campuses to foster greater student success.

### LPN Pathway Pilot Program Meeting



In response to the ongoing strain on the state's public health system, Act 757 of the 2021 regular session was created to establish the Licensed Practical Nurse Pathway Pilot Program. The group comprised of the Division of Elementary and Secondary Education (DESE), Division of Higher Education (DHE), Arkansas State Board of Nursing, Office of Skills Development, and the Department of Health, meet monthly to establish and implement the program by which a public school student enrolled in grades nine through twelve can enroll in undergraduate courses required to obtain a diploma or certificate of completion as a licensed practical nurse by the time the student graduates.

**COVID Vaccine Manuscript Meeting**



On February 22, 2022, Dr. Markham joined the Arkansas Department of Health to discuss higher education data for their COVID epidemiology study. The data included the number of students fully or partially vaccinated by student levels, race and gender.

**HLC Annual Conference**



On April 3 – 5, Dr. Markham joined professionals from across the country at the Higher Learning Commission (HLC) annual meeting in Chicago, Illinois. Keynote presentations included Equality or Equity? Toward a Model of Community Responsive Education, The Coming Transformation of American Higher Education: A Time for Leadership, and Higher Education and Moral Imagination in a Challenging World.

The HLC is an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the United States.

**New AHECB Member Appointment**

On February 8, 2022, Governor Asa Hutchinson appointed Mr. Kelley Erstine of Conway to the Arkansas Higher Education Coordinating Board (AHECB). Erstine is Chief Executive Officer of the Independent Insurance Agents of Arkansas, a professional trade association representing approximately 300 independent insurance agencies in Arkansas. Erstine previously served as Chief of Staff and interim president at the University of Central Arkansas. Erstine is a graduate of Sheridan High School (Grant County) and the University of Central Arkansas, where he graduated with a Bachelor of Science in Journalism.



Dr. Jim Carr of Searcy, was reappointed to the Coordinating Board for a second term that will expire in 2027.

**ADHE Staffing**

Tracy Harrell – Program Specialist for Academic Affairs, began February 7

Melissa Sigel – Program Specialist for Financial Aid, began March 4

Stanley Spates – Accounting Operations Manager, last day was March 4.

Kim Walker – Accounting Operations Manager, began April 4

**Activities of the Director**

- January 28            AHECB Quarterly Meeting via Zoom
- February 1           Higher Education Vaccination Manuscript Meeting
- OSD Grant Committee Meeting
- Scholarship Meeting
- February 2           STEM Coalition Meeting
- February 7           LPN Pilot Meeting
- February 8           COVID Testing Meeting
- February 9           AR Cross-Agency Work Session
- ADE Meeting
- February 10          Leadership Team Meeting
- February 11          STEM Coalition Orientation
- STEM Coalition Board Meeting
- February 14          Commercialization Committee Meeting
- Upskill NWA Meeting
- February 15          ADHE/ADE Monthly Meeting

	LPN Discussion
February 17	Joint Budget CAO/CSAO Spring Meeting FAFSA Simplification Meeting
February 18	NGA Arkansas WBL Meeting
February 22	Higher Education Vaccination Manuscript Discussion
February 23	OSD Grant Committee Meeting SHEEO Government Relations Meeting
February 24	Special Language
February 28	Special Language
March 1	OSD Grant Committee Meeting ACC Meeting
March 2	JBC Personnel Joint Budget
March 3	Washington Center Meeting Presidents and Chancellors Meeting
March 4	Shark Tank Meeting
March 7	LPN Pilot Meeting
March 8	ADE/Gallup Meeting
March 9	ADHE/ADE Monthly Meeting
March 10	TITAN Budget Review Meeting
March 11	CCA Data and Policy Leads Meeting
March 13 – 14	State Agency AP Meeting in DC
March 15	Career Education and Workforce Development Board Meeting
March 16	ADHE/ADE Monthly Meeting NSC Grant Meeting EPP State Review Task Force Virtual convening AR Cross-Agency Team work Session
March 23	ADE Meeting
March 24	Academic Affairs Meeting
March 25	ArFuture Grant Work Session
March 29	OSD Grant Committee Meeting
March 30	SHEEO Government Relations Zoom
March 31	Leadership Workshop/Action Planning
April 1	ASU System Meeting
April 3 – 5	Higher Learning Commission Annual Conference in Chicago
April 6	ADE Meeting
April 7	UALR Campus Visit
April 11	Commercialization Committee Meeting Concurrent Meeting

April 12	College Board Zoom OSD Grant Committee Meeting AP Meeting Conway Chamber Academic Signing Day
April 13	Complete College America Pep Kickoff
April 14	SHEEO/SREB Quarterly Meeting
April 15	Higher Education Vaccination Analysis
April 18	UAPB Campus Visit ALC Higher Education Subcommittee
April 19	UAFS Campus Visit
April 20	ALC Administrative Rules ADHE DESE Meeting
April 21	HSU Campus Visit
April 25	ASU Campus Visit
April 29	AHECB Quarterly Meeting

**RULES GOVERNING THE GOVERNOR'S HIGHER EDUCATION  
TRANSITION SCHOLARSHIP PROGRAM**

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In compliance with Act 215 of 2021, the rules for the Governor's Higher Education Transition Scholarship Program are presented to the Arkansas Higher Education Coordinating Board (AHECB) for initial approval.

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

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

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

**FURTHER RESOLVED**, That the Governor's Higher Education Transition Scholarship Program rules be approved for public comment release following the Governor's approval.

## **RULES GOVERNING THE STAR-SPANGLED BANNER ACT**

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In compliance with Act 958 of 2021, the rules to the Star-Spangled Banner Act are presented to the Arkansas Higher Education Coordinating Board (AHECB) for adoption, pending approval of the Administrative Rules Subcommittee of the Arkansas Legislative Council.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the proposed rules presented in this agenda item for implementation of the Star-Spangled Banner Act, pending approval of the Administrative Rules Subcommittee of the Arkansas Legislative Council.

**FURTHER RESOLVED**, That the Director of the Arkansas Division of Higher Education or her designee is authorized to make technical changes and corrections, when necessary, in the rules to implement the Star-Spangled Banner Act.

**ARKANSAS DIVISION OF HIGHER EDUCATION**  
**RULES GOVERNING THE STAR-SPANGLED BANNER ACT**

**1.00 AUTHORITY**

1.01 The Arkansas Higher Education Coordinating Board's authority for promulgating these Rules is pursuant to Ark. Code Ann. § 6-60-116 and Act 958 of 2021.

1.02 These Rules shall be known as the Arkansas Division of Higher Education ("Division") Rules Governing the Star-Spangled Banner Act.

**2.00 LEGISLATIVE FINDINGS**

The Arkansas Higher Education Coordinating Board notes that the Arkansas General Assembly finds that:

2.01 It is of the utmost importance that Arkansas youth learn the importance of the national anthem, "The Star-Spangled Banner";

2.02 The regular playing of "The Star-Spangled Banner" will foster patriotism and celebrate the common American experience; and

2.03 "The Star-Spangled Banner" should be played in solemn observance and recognition for the men and women who have sacrificed their lives in defense of the American Experiment.

**3.00 BROADCAST POLICY**

3.01 Each state-supported institution of higher education shall adopt a policy requiring the broadcast of "The Star-Spangled Banner" at the commencement of each school-sanctioned sporting event.

3.01.1 If any part of two (2) or more school-sanctioned sporting events occur on the same day at the same school, a state-supported institution of higher education may choose to broadcast "The Star-Spangled Banner" at only one (1) of the events.

3.02 Each state-supported institution of higher education shall select for broadcast, any recording of "The Star-Spangled Banner" that includes the lyrics from the first verse written by Francis Scott Key or is the standard arrangement or standard instrumental version used by U.S. military bands or similar arrangement or version.



3.03 A state-supported institution of higher education may adopt a policy that allows the performance of "The Star-Spangled Banner" at school-sanctioned sporting events:

3.03.1 From original sheet music that adheres to division rules and is performed by a school-sanctioned band program;

3.03.2 From original sheet music that adheres to division rules and is performed by a school-sanctioned chorale program, vocal group, or vocalist; or

3.03.3 By the attendees of a school-sanctioned event led by a vocalist selected by the state-supported institution of higher education hosting the school-sanctioned event.

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SUMMARY OF AMENDMENTS

DIVISION OF HIGHER EDUCATION RULES GOVERNING  
THE STAR-SPANGLED BANNER ACT

The rules outline the requirements per Act 958 of 2021 regarding the broadcast and performance of “The Star-Spangled Banner” at the commencement of school-sanctioned sporting events. The rules also include requirements regarding the permissible versions or arrangements of “The Star-Spangled Banner” that state-supported institutions of higher education may select for broadcast or performance.

**ADHE RULES GOVERNING THE STAR-SPANGLED BANNER ACT**

**Public Comments and Responses of the Division of Higher Education**

**No public comments made.**

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1 State of Arkansas  
2 93rd General Assembly  
3 Regular Session, 2021  
4

As Engrossed: H4/6/21

# A Bill

HOUSE BILL 1831

5 By: Representatives M. Berry, Beaty Jr., Bentley, Crawford, Dotson, Haak, Speaks, Vaught, Watson,  
6 McGrew, B. Smith, S. Smith, Slape, Hollowell, Fortner, Lundstrum, McClure, Coleman, Cloud,  
7 Christiansen, Lowery  
8 By: Senators J. English, B. Ballinger, *D. Wallace*  
9

## For An Act To Be Entitled

11 AN ACT TO CREATE THE STAR-SPANGLED BANNER ACT; AND  
12 FOR OTHER PURPOSES.  
13  
14

### Subtitle

15 TO CREATE THE STAR-SPANGLED BANNER ACT.  
16  
17  
18

19 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:  
20

21 SECTION 1. Arkansas Code Title 6, Chapter 10, is amended to add an  
22 additional section to read as follows:

23 6-10-135. Star-Spangled Banner Act.

24 (a) This section shall be known and may be cited as the "Star-Spangled  
25 Banner Act".

26 (b) The General Assembly finds that:

27 (1) It is of the utmost importance that Arkansas youth learn the  
28 importance of the national anthem, "The Star-Spangled Banner";

29 (2) The regular playing of "The Star-Spangled Banner" will  
30 foster patriotism and celebrate the common American experience; and

31 (3) "The Star-Spangled Banner" should be played in solemn  
32 observance and recognition for the men and women who have sacrificed their  
33 lives in defense of the American Experiment.

34 (c) Each school district board of directors shall:

35 (1) Adopt a policy requiring each public kindergarten through  
36 grade twelve (K-12) school to broadcast "The Star-Spangled Banner" at:



1 (A)(i) The commencement of each school-sanctioned sporting  
 2 event.

3 (ii) However, if any part of two (2) or more school-  
 4 sanctioned sporting events occur on the same day at the same school, a public  
 5 school may choose to broadcast "The Star-Spangled Banner" at only one (1) of  
 6 the events; and

7 (B) Public kindergarten through grade twelve (K-12)  
 8 schools at least one (1) time each week during school hours; and

9 (2) Except as provided in subsection (d) of this section, select  
 10 for broadcast from any recording of "The Star-Spangled Banner" that adheres  
 11 to rules promulgated by the Division of Elementary and Secondary Education.

12 (d) A school district board of directors may adopt a policy that  
 13 allows any of the following to be played at school-sanctioned sporting  
 14 events, at schools during school hours, or both:

15 (1) The performance of "The Star-Spangled Banner" from original  
 16 sheet music that adheres to division rules and is performed by a school-  
 17 sanctioned band program;

18 (2) The performance of "The Star-Spangled Banner" from original  
 19 sheet music that adheres to division rules and is performed by a school-  
 20 sanctioned chorale program, vocal group, or vocalist; or

21 (3) The performance of "The Star-Spangled Banner" by the  
 22 attendees of a school-sanctioned event led by a vocalist selected by the  
 23 principal of the public school hosting the school-sanctioned event.

24 (e) The division shall promulgate rules to implement this section.  
 25

26 SECTION 2. Arkansas Code Title 6, Chapter 60, Subchapter 1, is amended  
 27 to add an additional section to read as follows:

28 6-60-113. Star-Spangled Banner Act.

29 (a) This section shall be known and may be cited as the "Star-Spangled  
 30 Banner Act".

31 (b) The General Assembly finds that:

32 (1) It is of the utmost importance that Arkansas youth learn the  
 33 importance of the national anthem, "The Star-Spangled Banner";

34 (2) The regular playing of "The Star-Spangled Banner" will  
 35 foster patriotism and celebrate the common American experience; and

36 (3) "The Star-Spangled Banner" should be played in solemn

1 observance and recognition for the men and women who have sacrificed their  
2 lives in defense of the American Experiment.

3 (c) Each state-supported institution of higher education shall:

4 (1)(A) Adopt a policy requiring the broadcast of "The Star-  
5 Spangled Banner" at the commencement of each school-sanctioned sporting  
6 event.

7 (B) However, if any part of two (2) or more school-  
8 sanctioned sporting events occur on the same day at the same school, a state-  
9 supported institution of higher education may choose to broadcast "The Star-  
10 Spangled Banner" at only one (1) of the events; and

11 (2) Except as provided in subsection (d) of this section, select  
12 for broadcast from any recording of "The Star-Spangled Banner" that adheres  
13 to rules promulgated by the Division of Higher Education.

14 (d) A state-supported institution of higher education may adopt a  
15 policy that allows any of the following to be played at school-sanctioned  
16 sporting events:

17 (1) The performance of "The Star-Spangled Banner" from original  
18 sheet music that adheres to division rules and is performed by a school-  
19 sanctioned band program;

20 (2) The performance of "The Star-Spangled Banner" from original  
21 sheet music that adheres to division rules and is performed by a school-  
22 sanctioned chorale program, vocal group, or vocalist; or

23 (3) The performance of "The Star-Spangled Banner" by the  
24 attendees of a school-sanctioned event led by a vocalist selected by the  
25 state-supported institution of higher education hosting the school-sanctioned  
26 event.

27 (e) The division shall promulgate rules to implement this section.  
28

29 SECTION 3. DO NOT CODIFY. Rules.

30 (a) When adopting the initial rules required under this act, the  
31 Division of Elementary and Secondary Education shall file the final rules  
32 with the Secretary of State for adoption under § 25-15-204(f):

33 (1) On or before January 1, 2022; or

34 (2) If approval under § 10-3-309 has not occurred by January 1,  
35 2022, as soon as practicable after approval under § 10-3-309.

36 (b) The division shall file the proposed rules with the Legislative

1 Council under § 10-3-309(c) sufficiently in advance of January 1, 2022, so  
 2 that the Legislative Council may consider the rules for approval before  
 3 January 1, 2022.

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SECTION 4. DO NOT CODIFY. Rules.

(a) When adopting the initial rules required under this act, the  
Division Higher Education shall file the final rules with the Secretary of  
State for adoption under § 25-15-204(f):

(1) On or before January 1, 2022; or

(2) If approval under § 10-3-309 has not occurred by January 1,  
2022, as soon as practicable after approval under § 10-3-309.

(b) The division shall file the proposed rules with the Legislative  
Council under § 10-3-309(c) sufficiently in advance of January 1, 2022, so  
that the Legislative Council may consider the rules for approval before  
January 1, 2022.

*/s/M. Berry*

**APPROVED: 4/27/21**

**RULES GOVERNING THE PRODUCTIVITY FUNDING DISTRIBUTION  
POLICY**

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In compliance with Act 148 of 2017, the amended rules to the Productivity Funding Distribution Policy are presented to the Arkansas Higher Education Coordinating Board (AHECB) for initial approval.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board reviews the proposed amendment to the rules presented in this agenda item for Productivity Funding Distribution Policy.

**FURTHER RESOLVED**, That the Director of the Arkansas Division of Higher Education or her designee is authorized to make technical changes and corrections, when necessary, in the rules to implement the Productivity Funding Distribution Policy.

**FURTHER RESOLVED**, That the amended rules to the Productivity Funding Distribution Policy be approved for public comment release following the Governor's approval.



## ANNUAL REPORT ON STUDENT RETENTION AND GRADUATION

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Statewide student retention and graduation rates for students entering Arkansas higher education institutions are presented in this report for both public 4-Year and 2-Year institutions, and private/independent institutions. The Arkansas Higher Education Information System (AHEIS) enables multi-year student retention and graduation tracking in compliance with Student-Right-to-Know legislation and Act 267 of 1989.

### Statewide Retention

The retention calculations are based on students in the fall term cohort of first-time entering, full-time, and credential-seeking students who returned the fall term of the next academic year. The methodology used for this report more closely aligns with IPEDS methodology. For 4-Year universities, only those students seeking a bachelor’s degree are included. For 2-Year colleges, students who completed a credential by the next fall are included as part of the retention rate.

The following represents the overall retention rate of each cohort for the five most recent cohorts for both Arkansas Public Higher Education Sectors. When looking at both public sectors together, the state’s fall-to-fall retention rate of 69.9% for the Fall 2020 cohort had less than a 1% decrease over the Fall 2016 cohort of 69%. The 2-Year college retention rate average from Fall 2016 to Fall 2020 comes in at 58.7%.

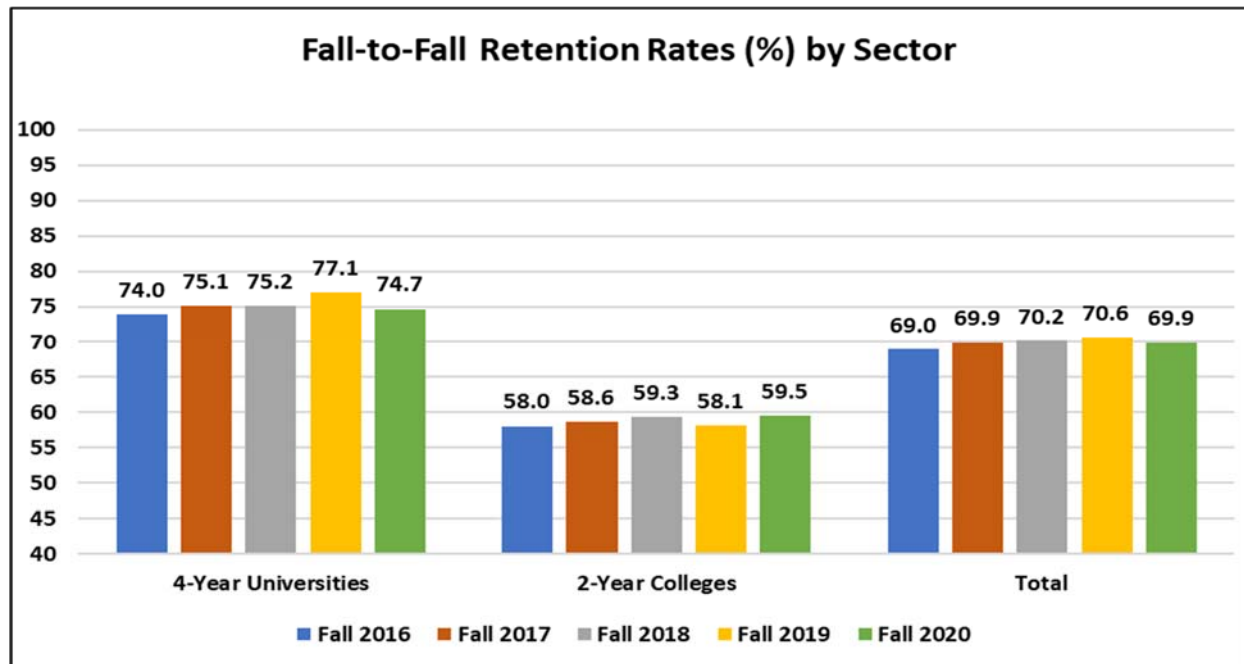


Chart 6.1: Student Retention Rates by Sector

Both male and female cohorts reported declines in their retention rates for our 4-year public institutions when comparing the Fall 2020 cohort to the Fall 2019 cohort. For the 2-Year college cohorts, when comparing the Fall 2017 cohort to the Fall 2020 cohort, the male students' retention rate has increased 2%, and females showed a retention rate decline of 0.2%.

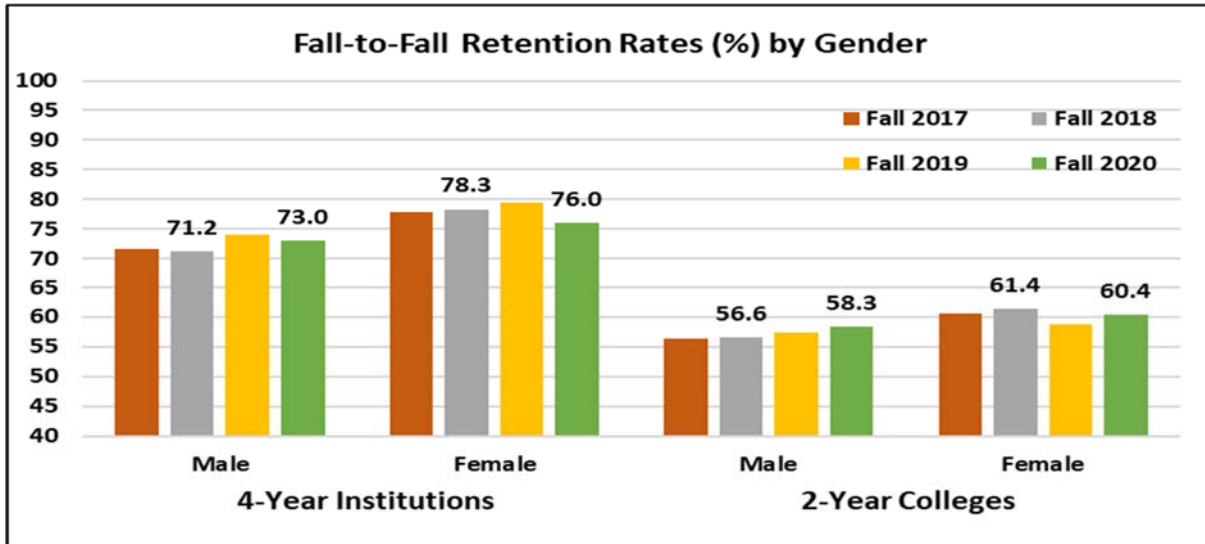


Chart 6.2: Student Retention Rates by Gender

Chart 6.3 below provides fall-to-fall retention rates for the four race/ethnicity categories with the largest student cohorts. The Hispanic, Black and White student cohorts reported declines in retention rate for 4-Year institutions comparing the Fall 2019 and Fall 2020 cohorts. The Black and White student cohorts reported increased retention rates for the 2-Year colleges.

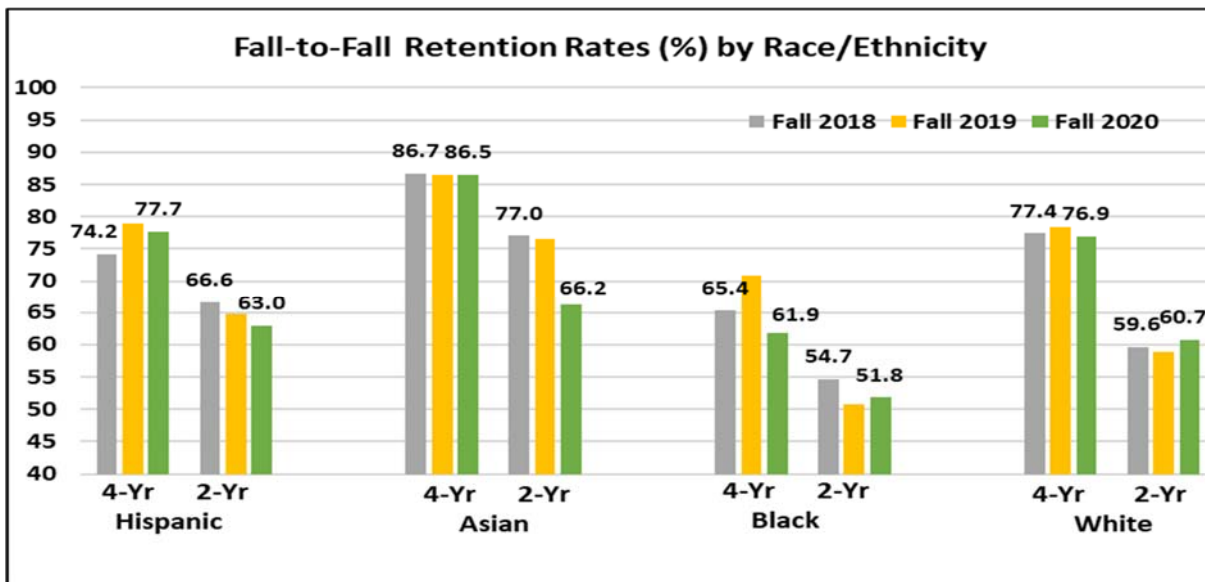


Chart 6.3: Student Retention Rates by Race/Ethnicity

The graph below provides fall-to-fall retention rates for students who are between 25 and 54 years old, which qualifies them to receive additional weighting in the Productivity Funding Model. The 4-Year institutions experienced an increase in the Fall 2020 cohort when comparing to the Fall 2019 cohort. The 2-Year colleges also experienced an increase in the Fall 2020 cohort at 59.5% when comparing to the Fall 2019 cohort at 59.2%.

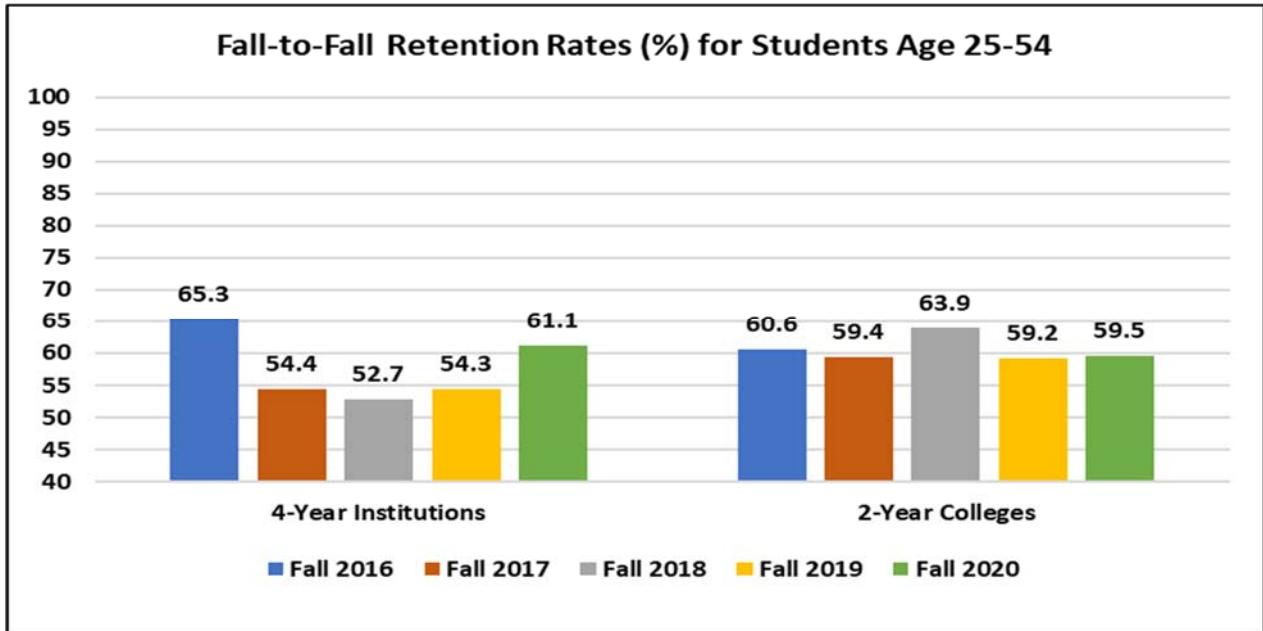


Chart 6.4: Student Retention Rates by Productivity Adult Age Range

Chart 6.5 provides fall-to-fall retention rates for students enrolled in remediation.

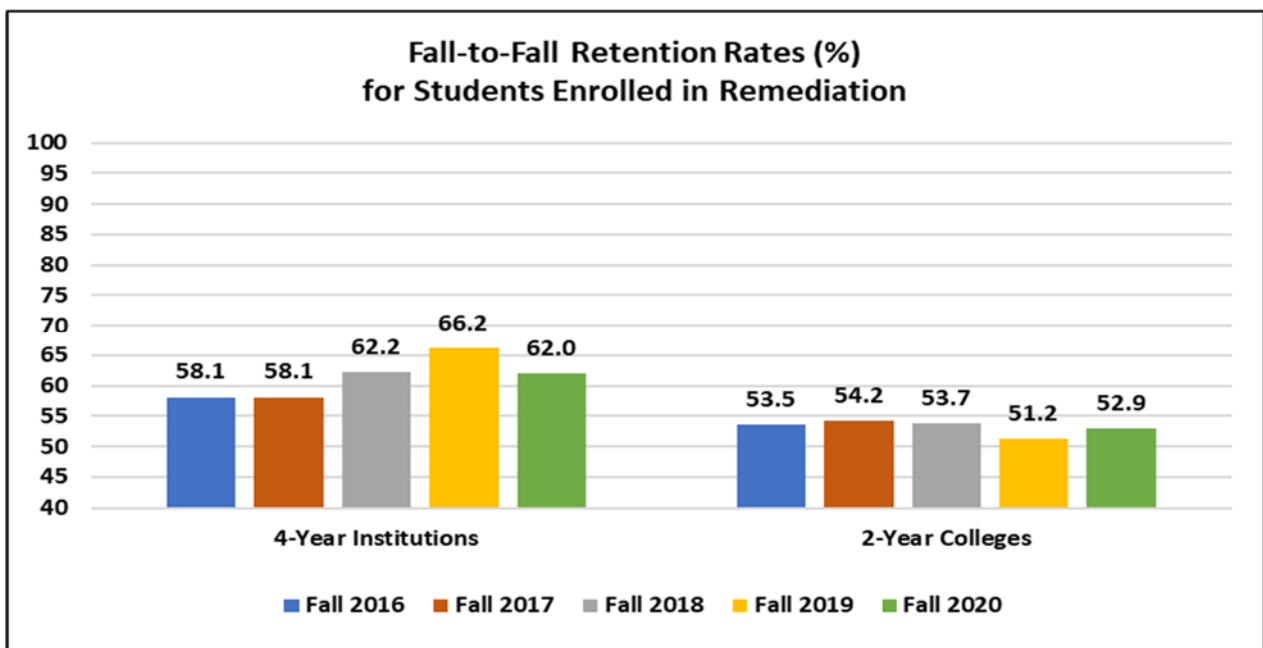


Chart 6.5: Student Retention Rates by Remediated Students

### Retention Rates by Institution

To create charts that are readable and easier to understand, the fall-to-fall retention rates by institution are presented in several separate charts. The next several pages provide fall-to-fall retention rate information for each public and private college and university in the state.

Three 4-year universities reported an increase in the fall-to-fall retention rate when comparing the Fall 2016 cohort to the Fall 2020 cohort. ASUJ, UAF and UAM experienced improved retention rates from 1.9% to 15.2%.

Chart 6.6 shows UAF reported a 4.8% increase from Fall 2020 cohort retention rate of 87% to Fall 2016 cohort retention rate of 82.2%. ASUJ reported a 1.9% increase for the Fall 2020 cohort retention rate of 74.7% compared to their Fall 2016 cohort retention rate of 72.8%. UCA reported a Fall 2020 cohort retention rate of 70.7% compared to their Fall 2016 retention rate of 72.2%.

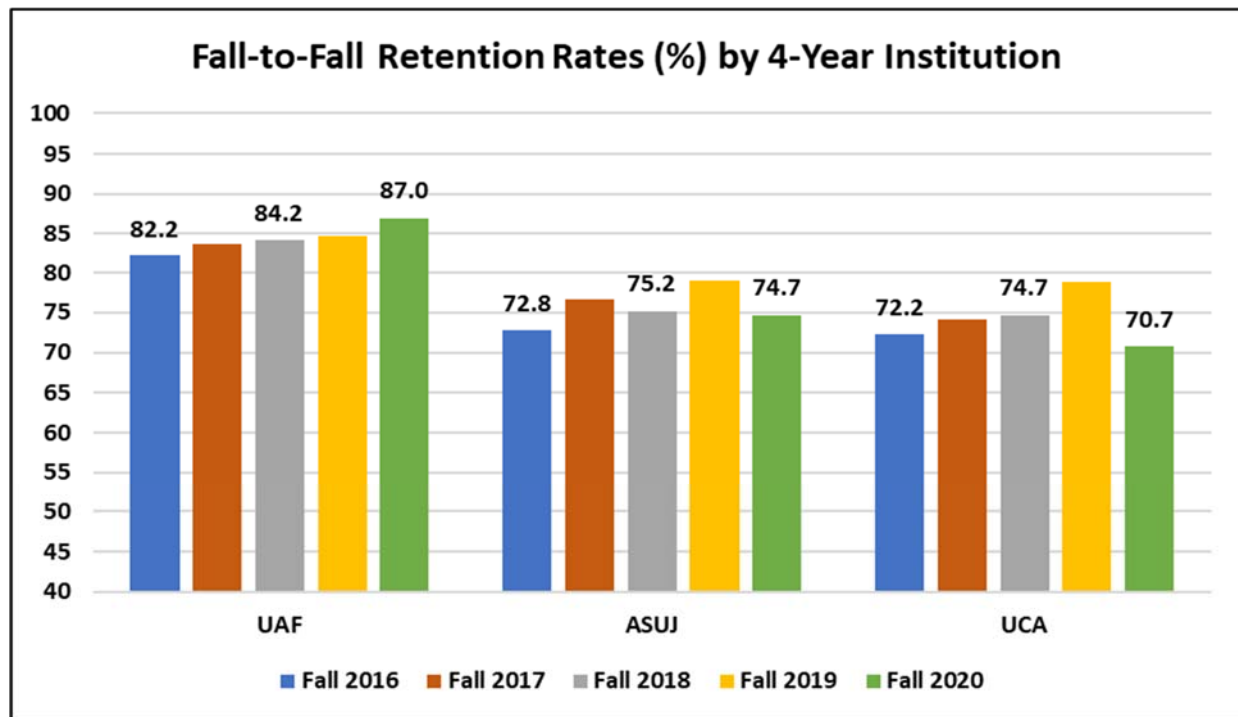


Chart 6.6: Student Retention Rates by 4-Year Institution

The following two charts provide fall-to-fall retention rate data for UAM, UAPB, ATU, UAFS, UALR, SAUM and HSU. UAM showed a decrease of 7.6% when comparing their Fall 2019 cohort rate of 75.6% to their Fall 2020 cohort rate of 68%. UAPB reported 64% for Fall 2020 cohort which is a decrease of 10% from their Fall 2019 cohort of 74%. ATU's Fall 2020 retention rate was 62.8% compared to 67.2% Fall 2019 cohort rate.

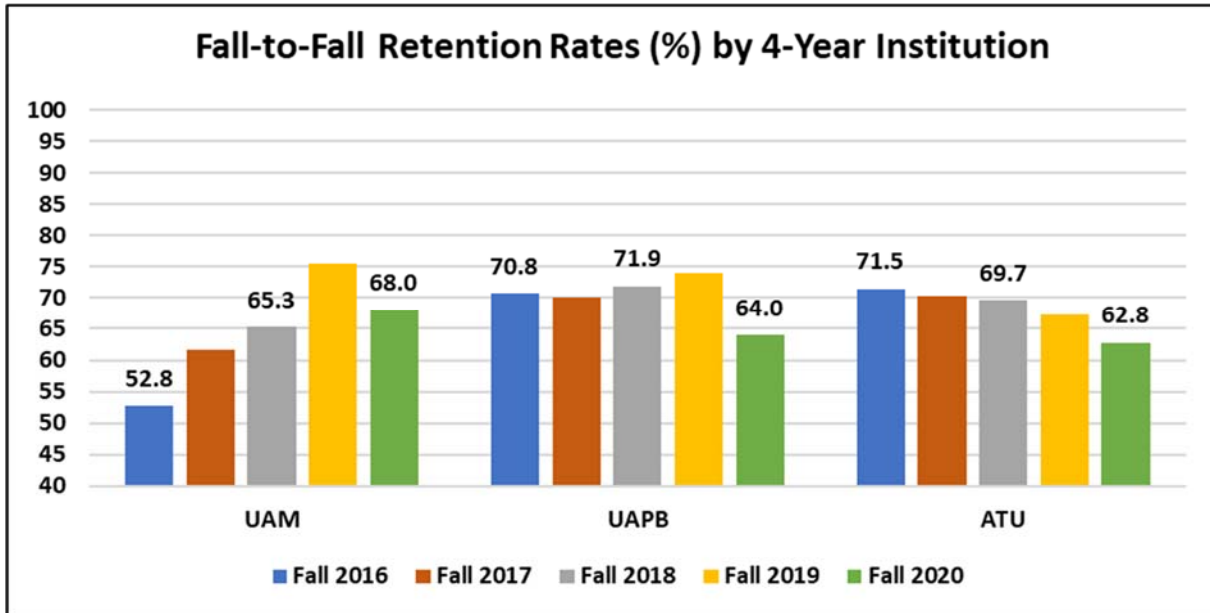


Chart 6.7: Student Retention Rates by 4-Year Institution

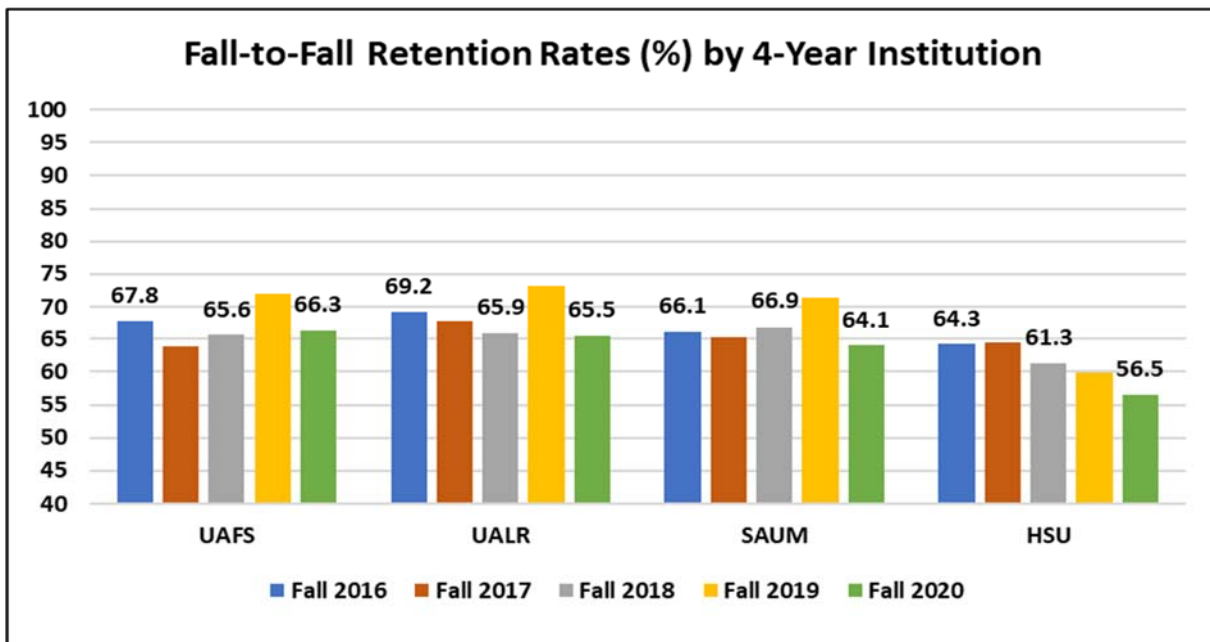


Chart 6.8: Student Retention Rates by 4-Year Institution

The following charts report retention rates for the 2-Year Colleges for Fall 2016 to Fall 2020. Eleven 2-year colleges reported increases in fall-to-fall retention rates when comparing the Fall 2020 cohort to the Fall 2019 cohort.

In the chart below, PCCUA reported the largest increase of 10.8% in their Fall 2020 retention rate when compared to their Fall 2019 cohort rate.

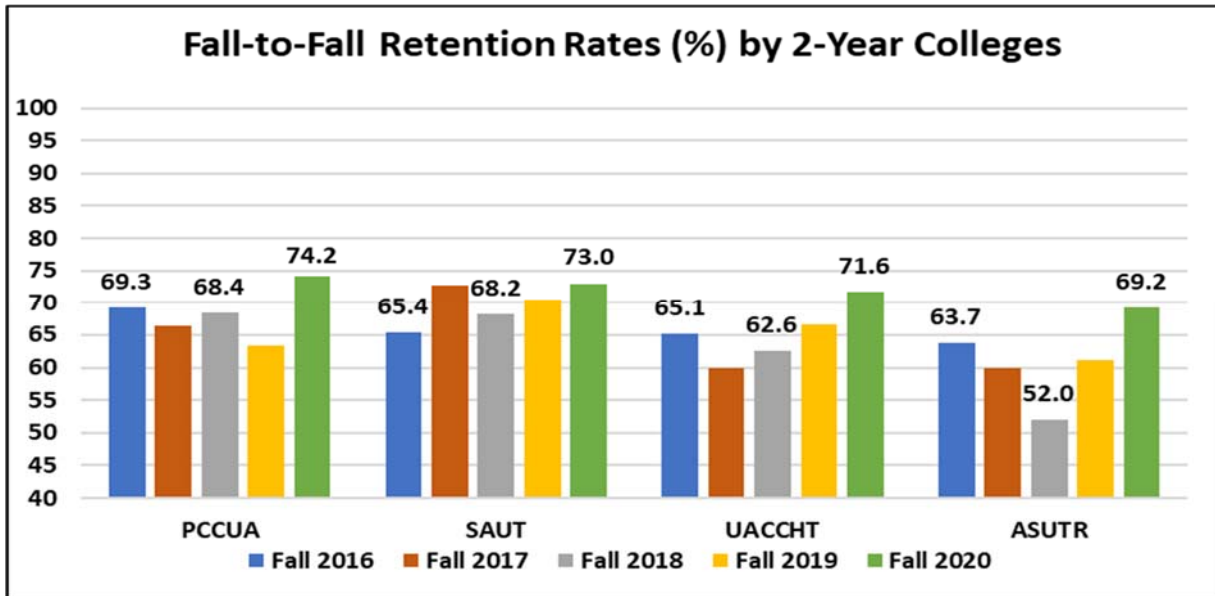


Chart 6.9: Student Retention Rates by Institution – 2-Year Colleges

Fall-to-Fall retention rates for ASUMS reported a 2.8% increase in their Fall 2020 cohort rate of 64.9% from their Fall 2019 cohort rate of 62.1%. CCCUA showed a 5.1% decrease from their Fall 2019 cohort rate of 71.5% from their Fall 2020 cohort rate of 66.4%.

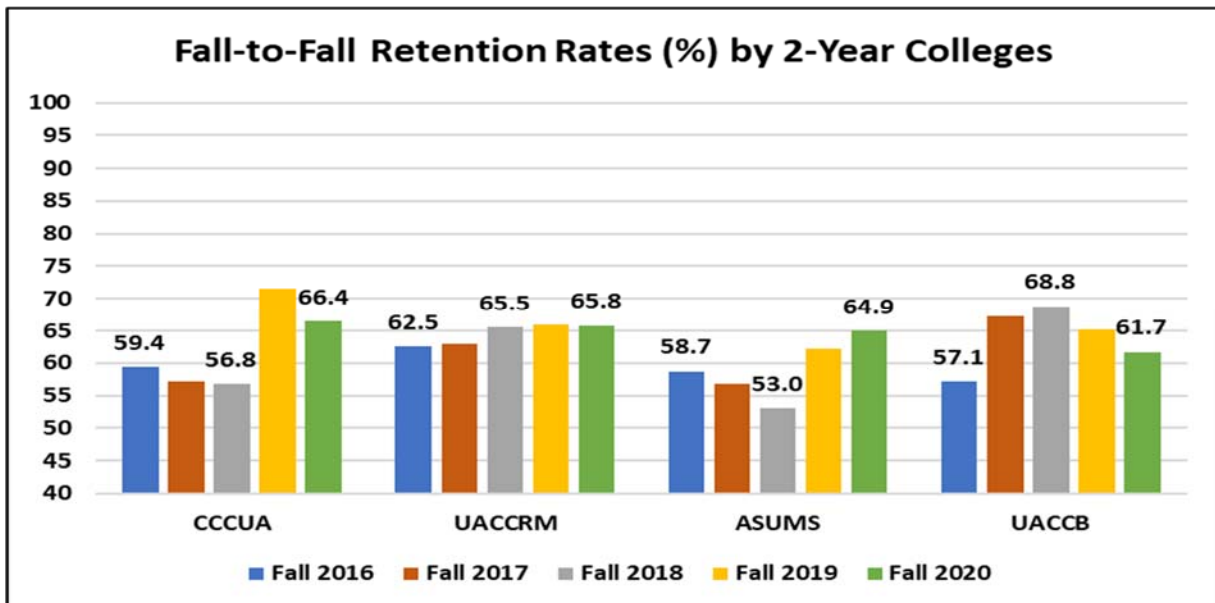


Chart 6.10: Student Retention Rates by Institution – 2-Year Colleges

NPC and ASUMH both reported increases for their Fall 2020 cohort over their Fall 2019 cohort. UACCM reported a slight decline of .3% for their Fall 2020 retention rate of 58.2% from the Fall 2019 retention rate of 58.5%. NAC had a 2.3% decrease from their Fall 2020 cohort when compared to their Fall 2019 cohort.

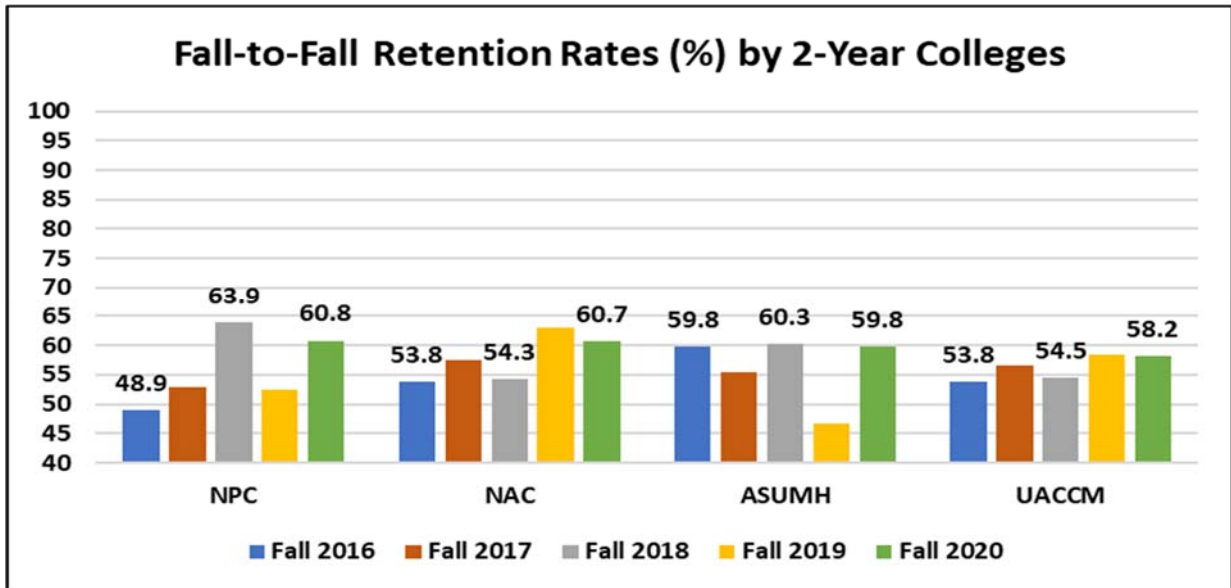


Chart 6.11: Student Retention Rates by Institution –2-Year Colleges

In the chart below, UAPTC reported the highest retention rate increase by 4.4% with their Fall 2020 retention rate of 56.8% when compared to their Fall 2019 retention rate of 52.4%.

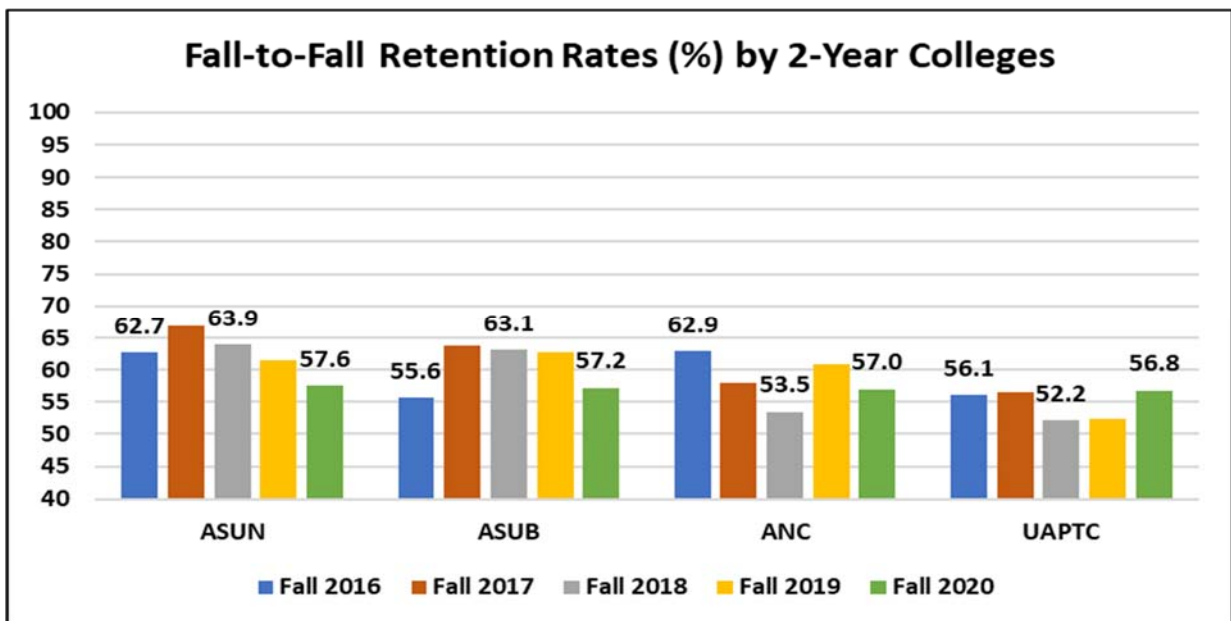


Chart 6.12: Student Retention Rates by Institution –2-Year Colleges

The following two charts show NWACC, BRTC and SEAC reported retention rate increases ranging from 6.9% to 2.6% for the Fall 2020 cohort compared to the Fall 2019 cohort. EACC, OZC and SACC reported decreases ranging from 1.8% to 3% for the Fall 2020 cohort compared to their Fall 2019 cohort.

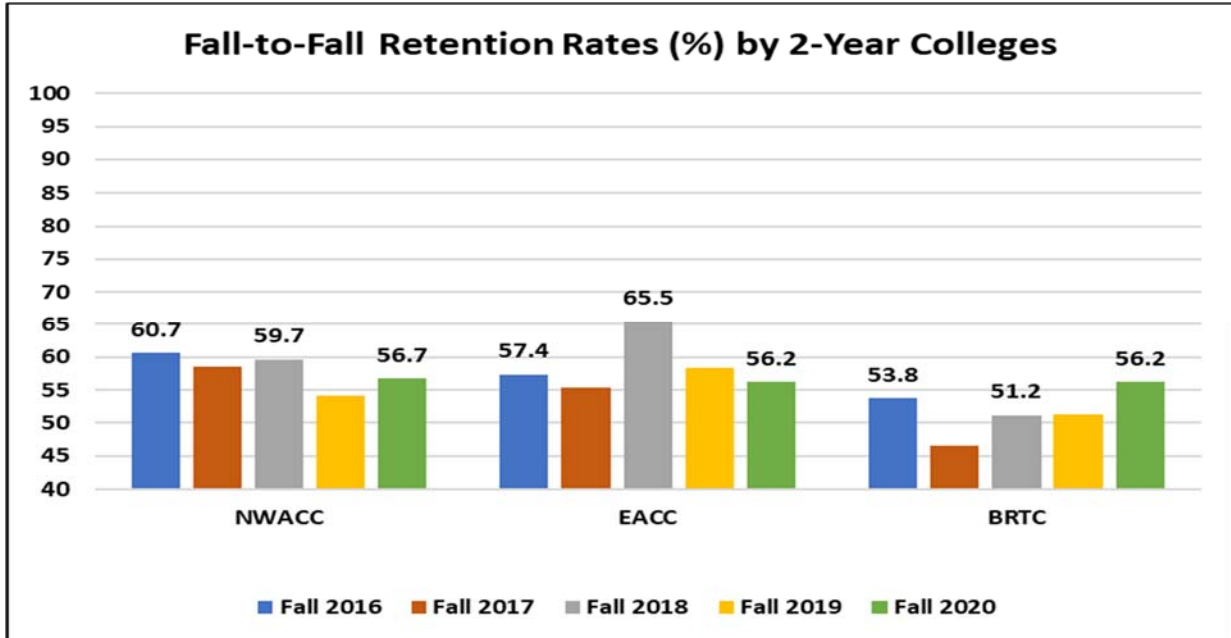


Chart 6.13: Student Retention Rates by Institution –2-Year Colleges

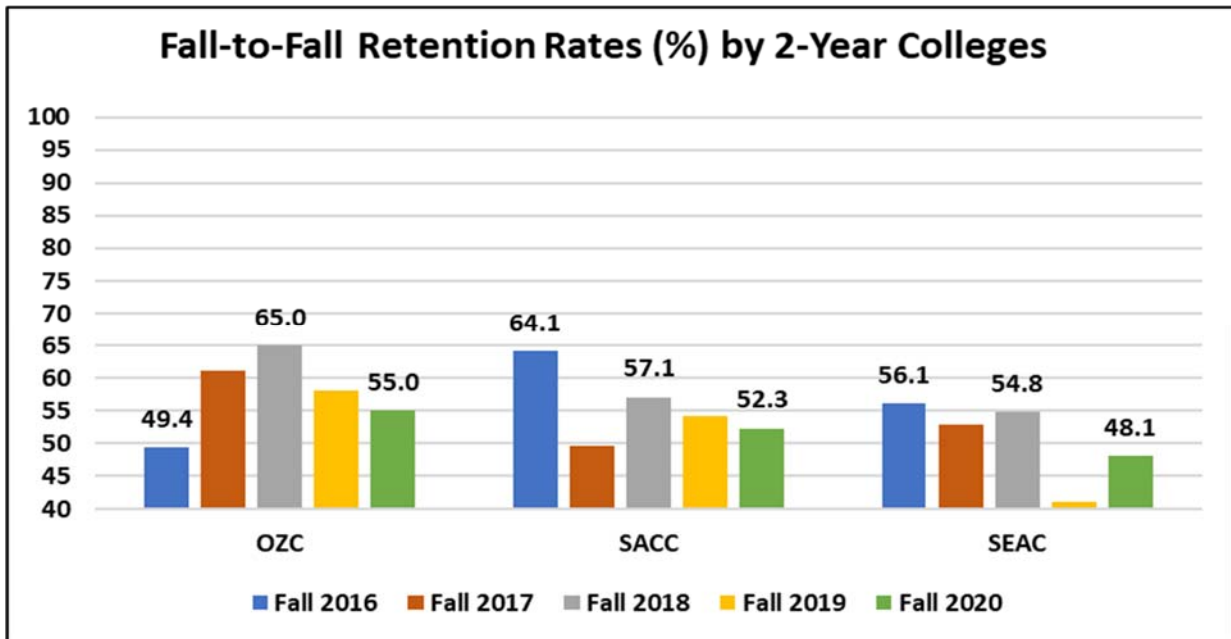


Chart 6.14: Student Retention Rates by Institution –2-Year Colleges



For our private/independent institutions, Ouachita Baptist University reported the highest Fall 2020 fall-to-fall retention rate of 83.3%, followed by Harding University at 81.2% and Hendrix College at 80%

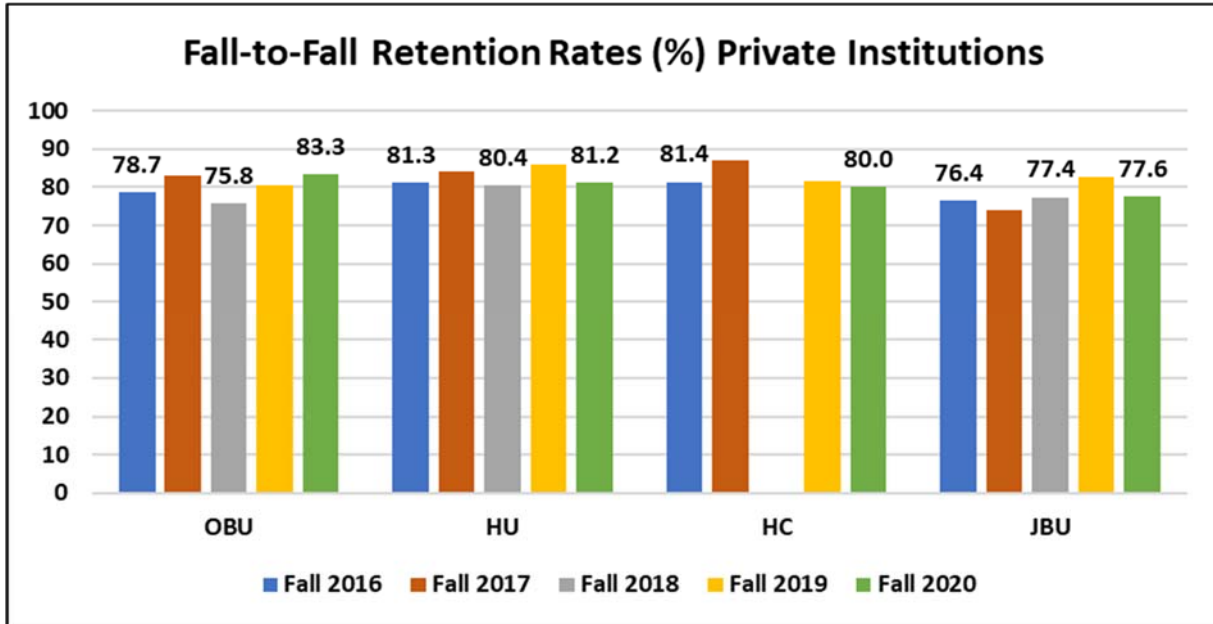


Chart 6.15: Student Retention Rates by Institution – Private Institutions

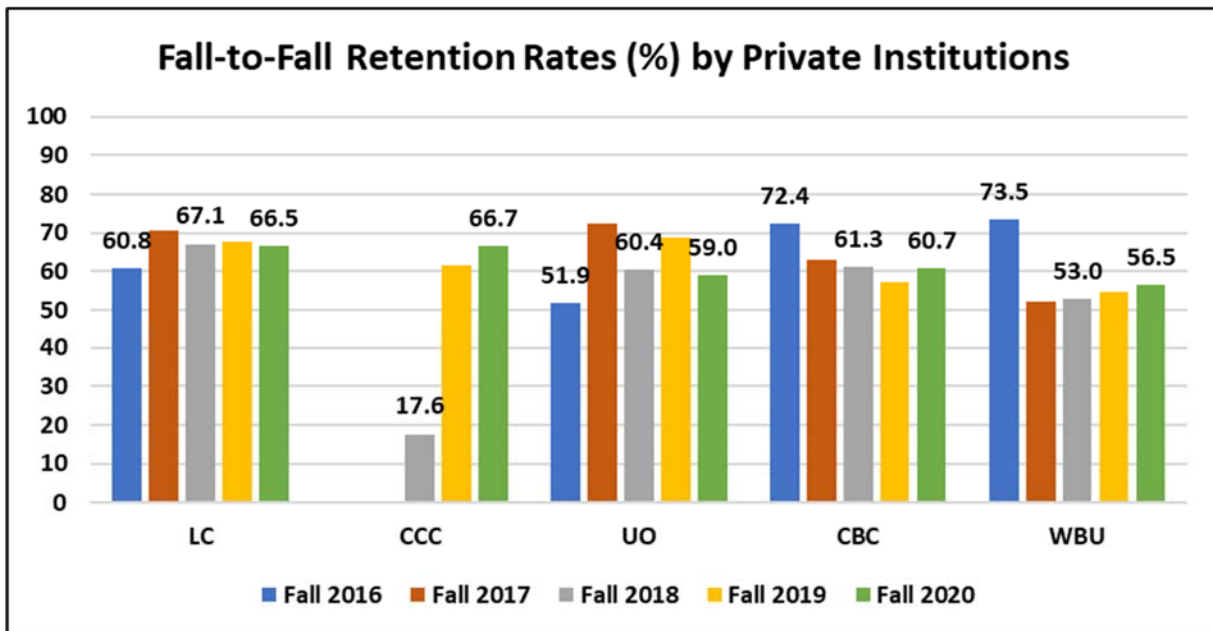


Chart 6.16: Student Retention Rates by Institution – Private Institutions

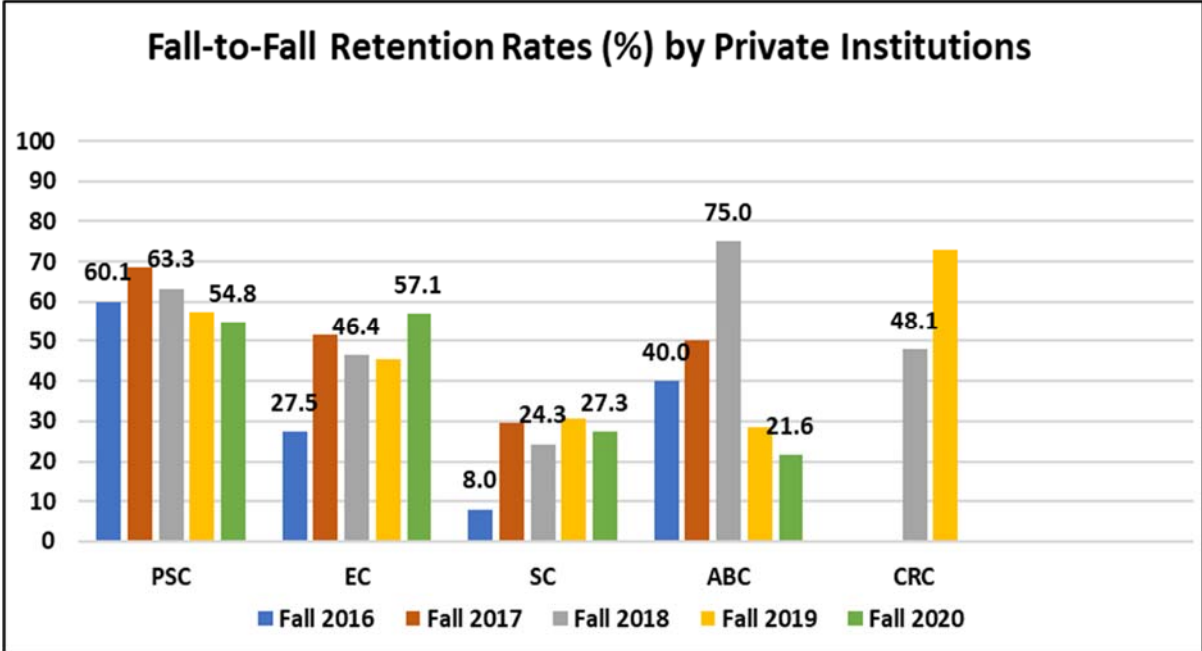


Chart 6.17: Student Retention Rates by Institution – Private Institutions

### Statewide Graduation

Graduation rates for our 4-year public universities presented here are based on bachelor-seeking students who are first-time in college for the fall term of each cohort and attending full-time. Chart 6.18 below provides a four-year trend of graduation rates for both students graduating in four years which is considered on-time (100% rate) and those graduating in six years (150% rate).

There have been small but steady increases in the 100% graduation rate for our bachelor-seeking students the past several years. The most recent cohort, students who entered in the Fall 2017, reported an on-time graduation rate of 41.1%. Students graduating in six years have also shown small but steady increases. The most recent six-year cohort, Fall 2015, reported a 52.1% graduation rate.

The Fall 2015 bachelor-seeking cohort graduated 37.2% in four years (100% rate), but after the two additional years of study, 52.1% of this cohort had graduated with a bachelor's degree in six years.

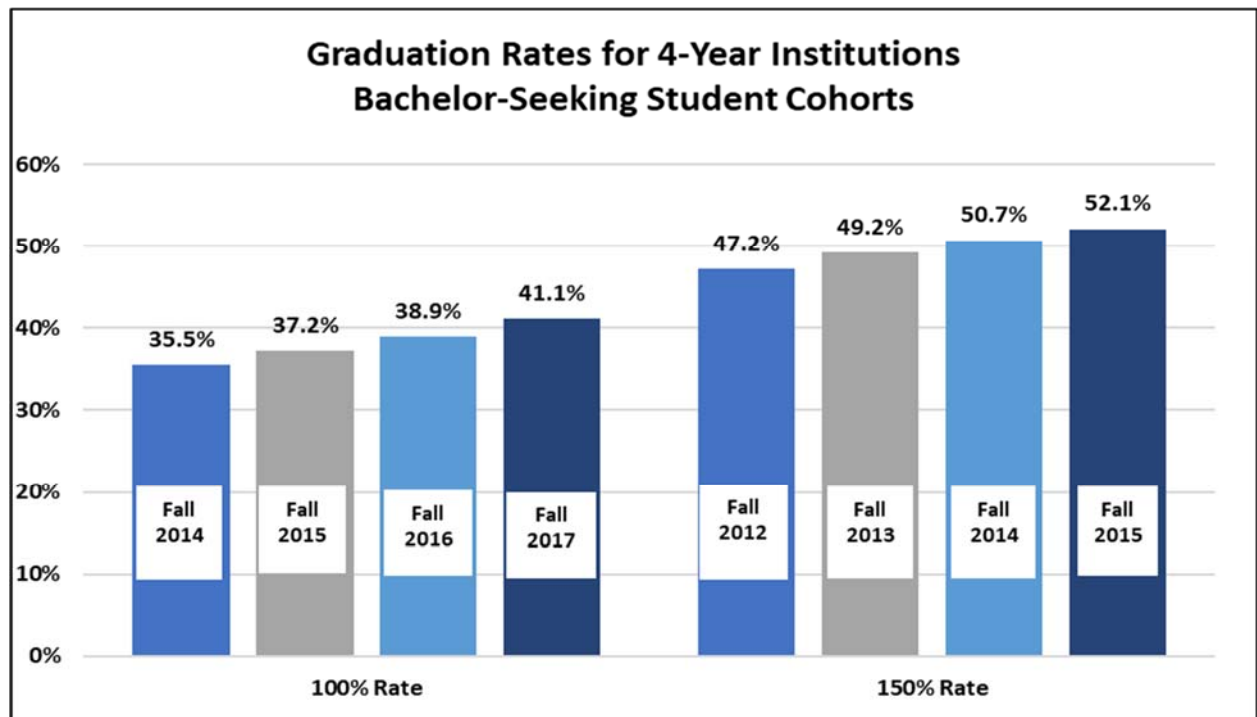


Chart 6.18: Graduation Rates - 4-Year Institution Trend

Charts 6.19 and 6.20 outline the on-time (100%) graduation rate for all of our public 4-year universities. The University of Arkansas, Fayetteville consistently reports the highest on-time graduation rates with the most recent cohort, Fall 2017 reporting a 55.4% on-time graduation rate. Arkansas State University and the University of Central Arkansas report graduation rates of 40.5% and 40.4% respectively for the Fall 2017 cohort

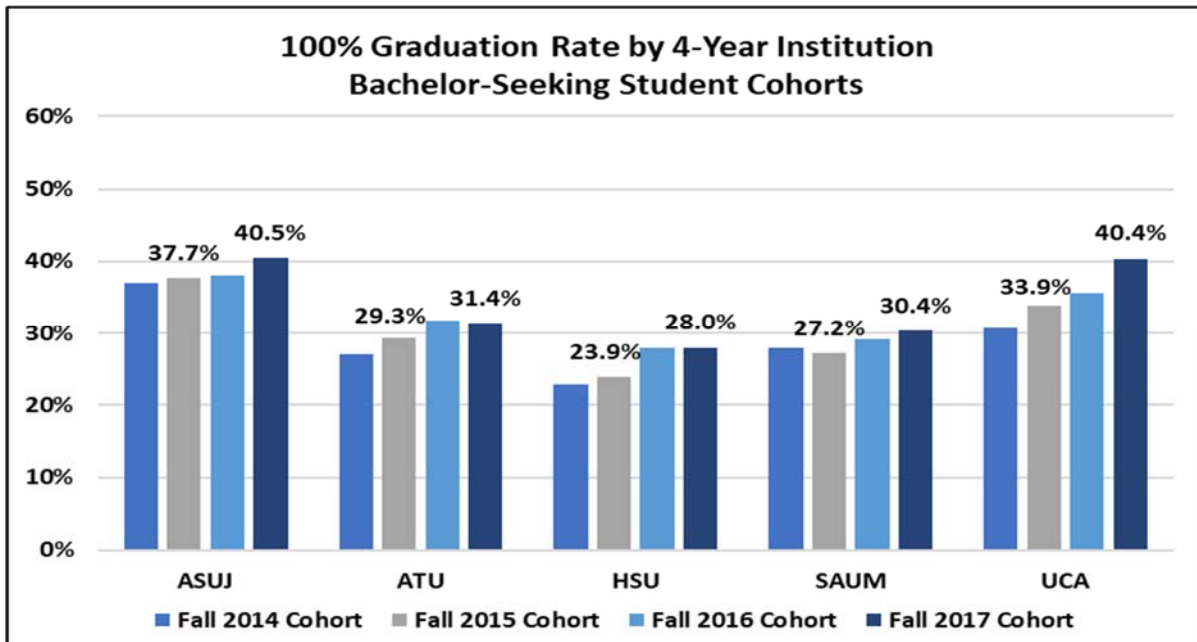


Chart 6.19: 100% Graduation Rates 4-Year institutions-1

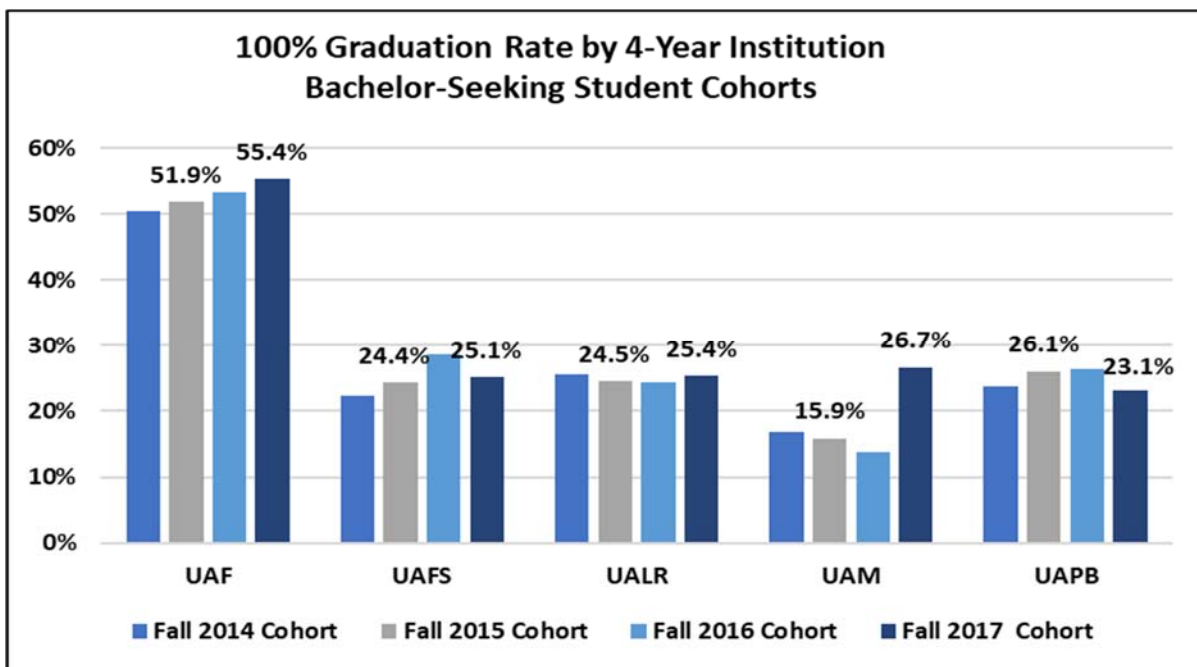


Chart 6.20: 100% Graduation Rates 4-Year institutions-2

Charts 6.21 and 6.22 provide trend data for the six-year graduation rate (150%) for the public 4-year universities. Seven 4-year universities reported an increase for the Fall 2015 cohort when compared to the Fall 2014 cohort.

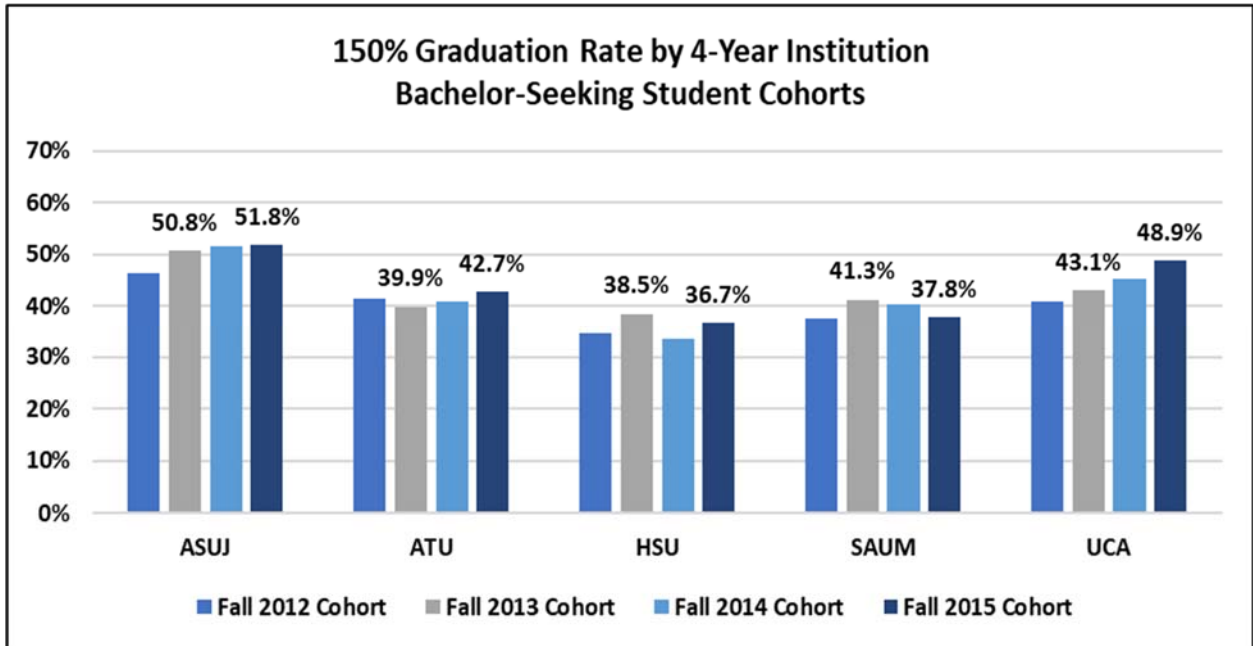


Chart 6.21: 150% Graduation Rates 4-Year institutions-1

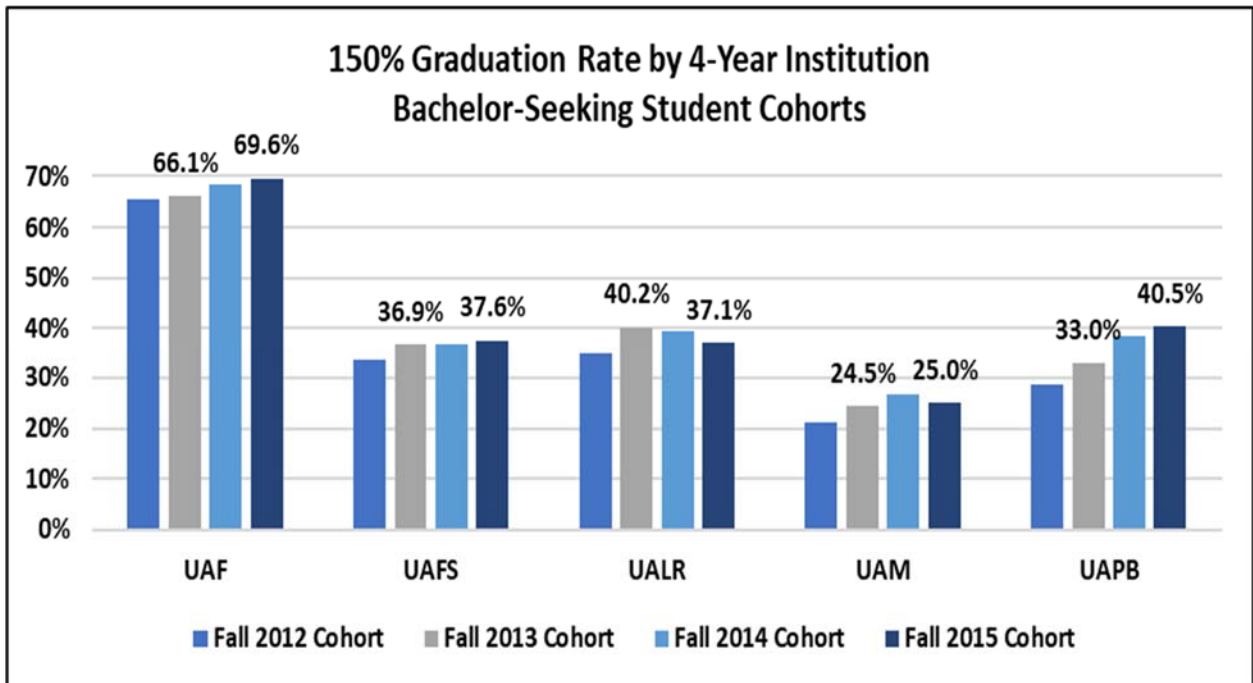


Chart 6.22: 150% Graduation Rates 4-Year institutions-2

Both male and female cohorts showed an improved six-year graduation rate. The Fall 2015 male cohort reported a 48.1% graduation rate, while the Fall 2015 female cohort reported 55.3% graduation rate.

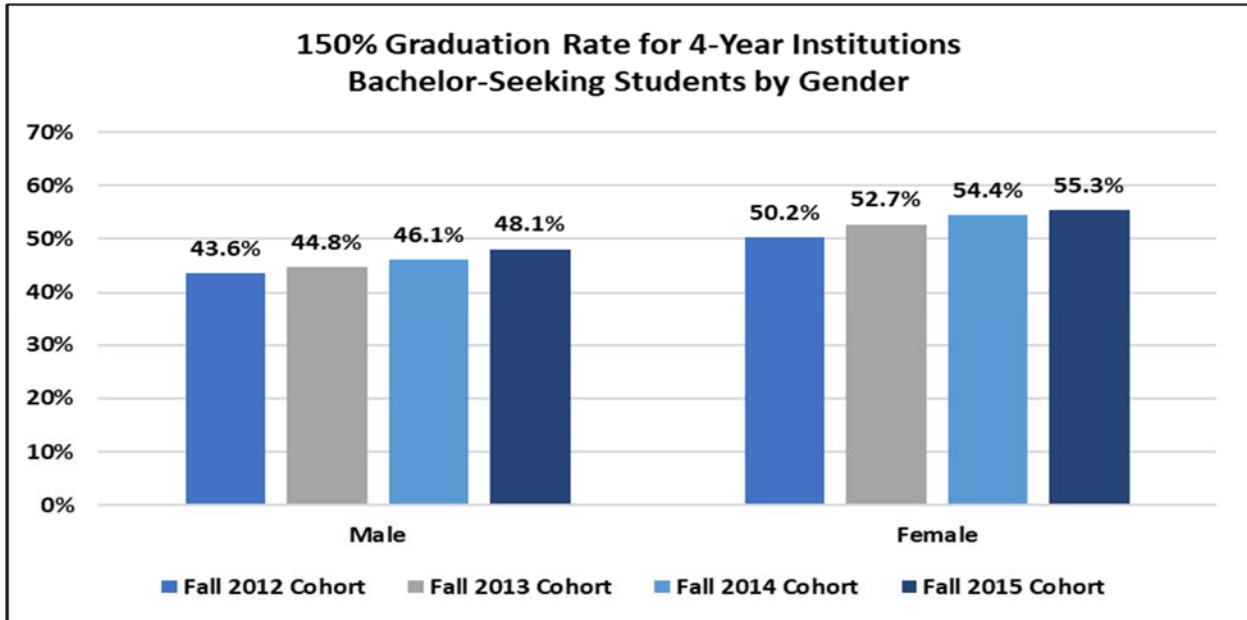


Chart 6.23: 150% Graduation Rates by Gender

All races/ethnicities showed six-year graduation rate improvements. Hispanic and White students both reported a graduation rate above 50% for the Fall 2015 Cohort and Asian students reported a graduation rate above 60% for the Fall 2015 Cohort.

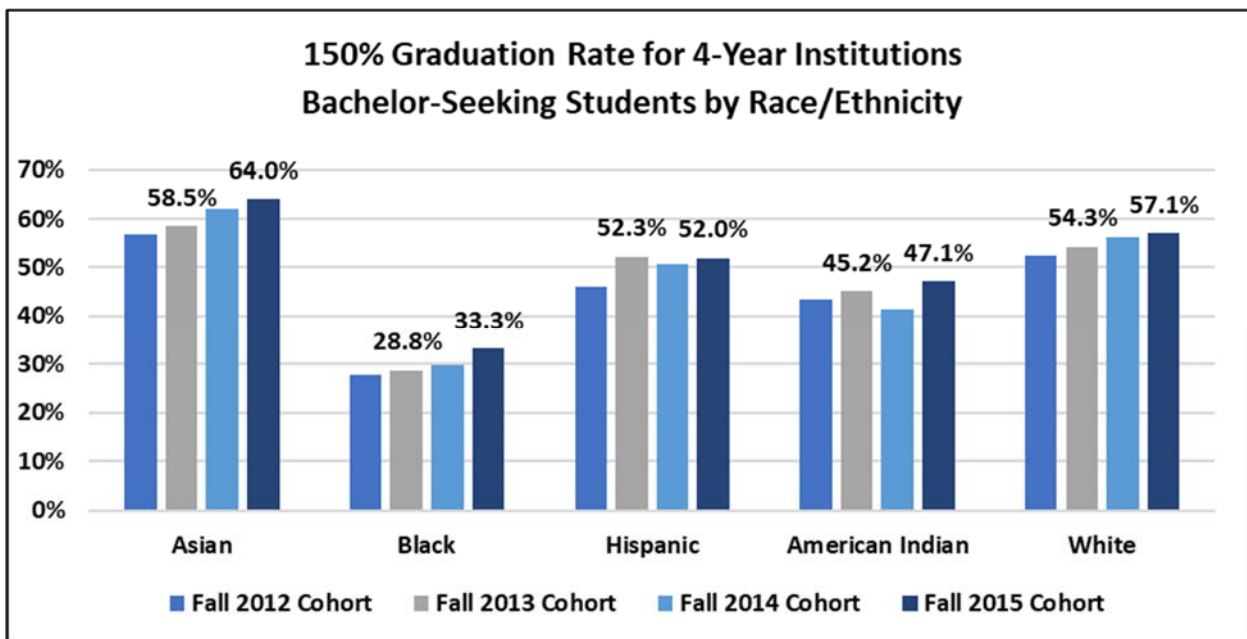


Chart 6.24: 150% Graduation Rates by Race/Ethnicity

### 2-Year College Graduation Rates

Charts 6.25 through 6.28 outline the on-time (100%) graduation rate for associate-seeking students for all of our public 2-year colleges. UACCRM reports the highest on-time graduation rate with the most recent cohort, Fall 2018 reporting a 34.8% on-time graduation rate. OZC and ASUMH report the second and third highest on-time graduation rates of 24.6% and 24.4%, respectively, for the Fall 2018 cohort.

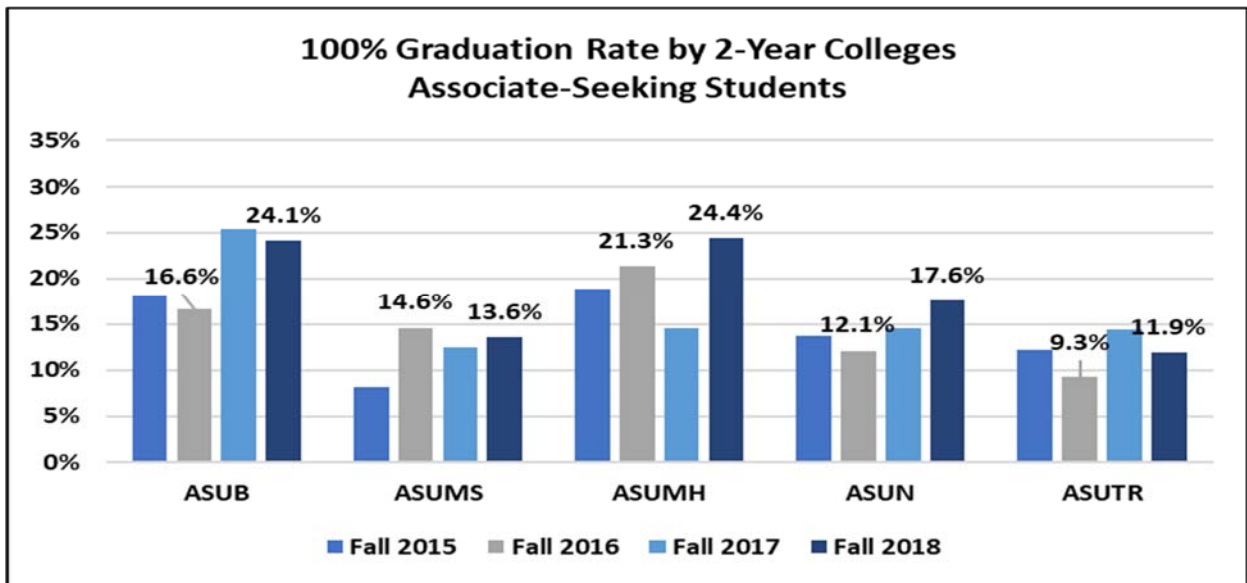


Chart 6.25 Graduation Rates 2-Year Associate Cohorts-1

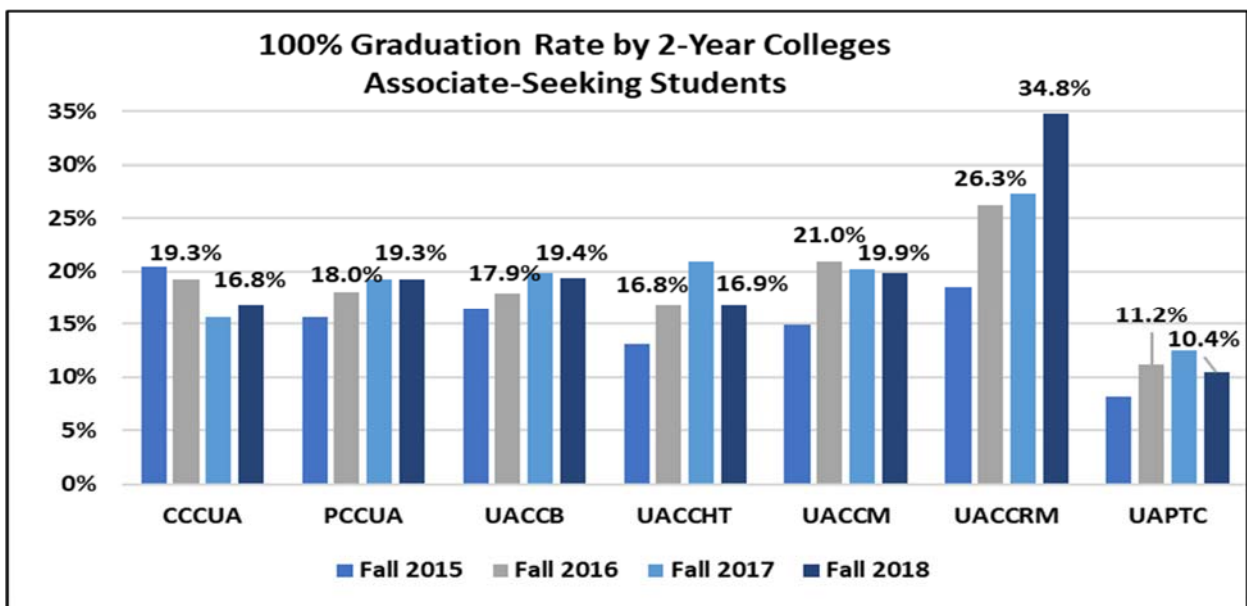


Chart 6.26 Graduation Rates 2-Year Associate Cohorts-2

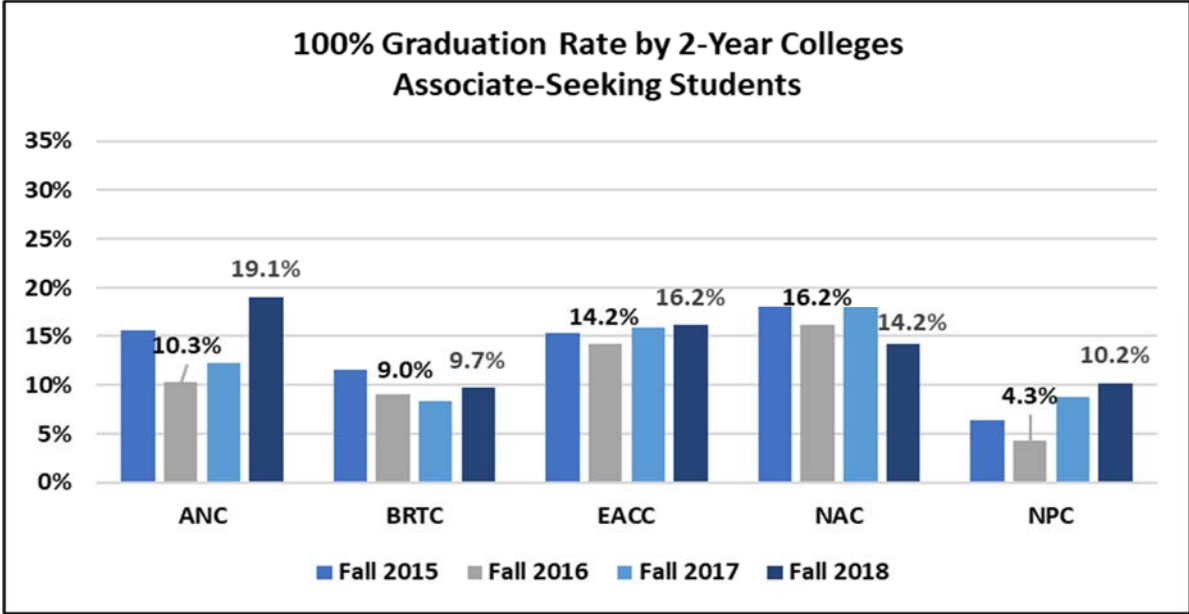


Chart 6.27 Graduation Rates 2-Year Associate Cohorts-3

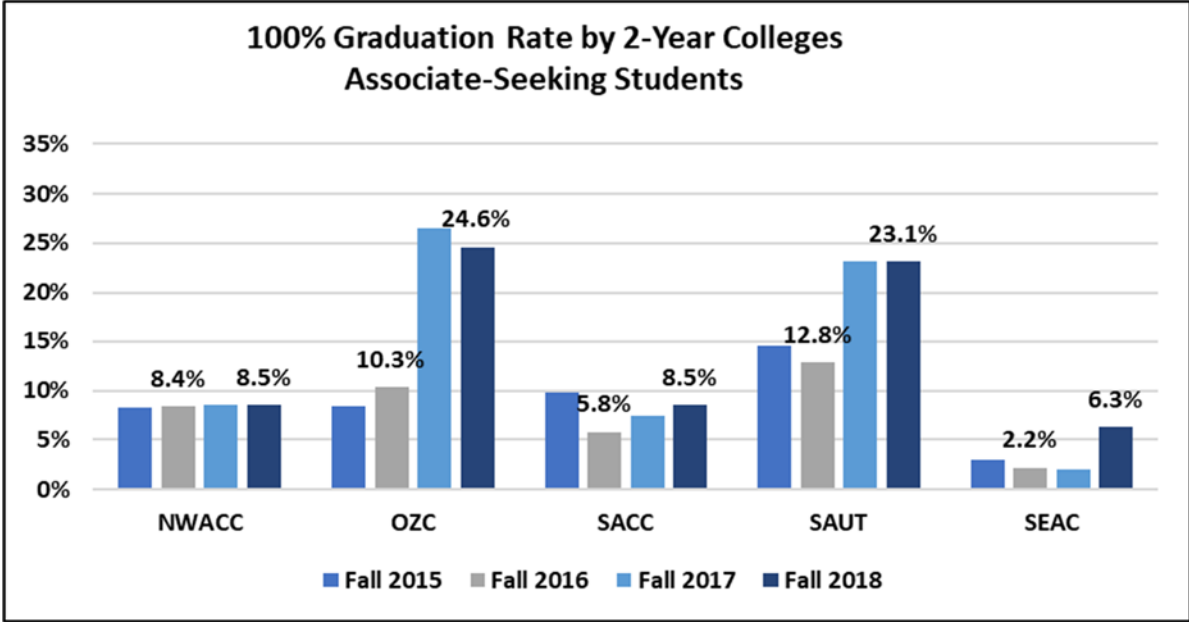


Chart 6.28 Graduation Rates 2-Year Associate Cohorts-4



Charts 6.29 through 6.32 provide a graduation rate for associate-seeking students for 2-year colleges for three years (150%). Twelve 2-year colleges reported a higher three-year graduation rate.

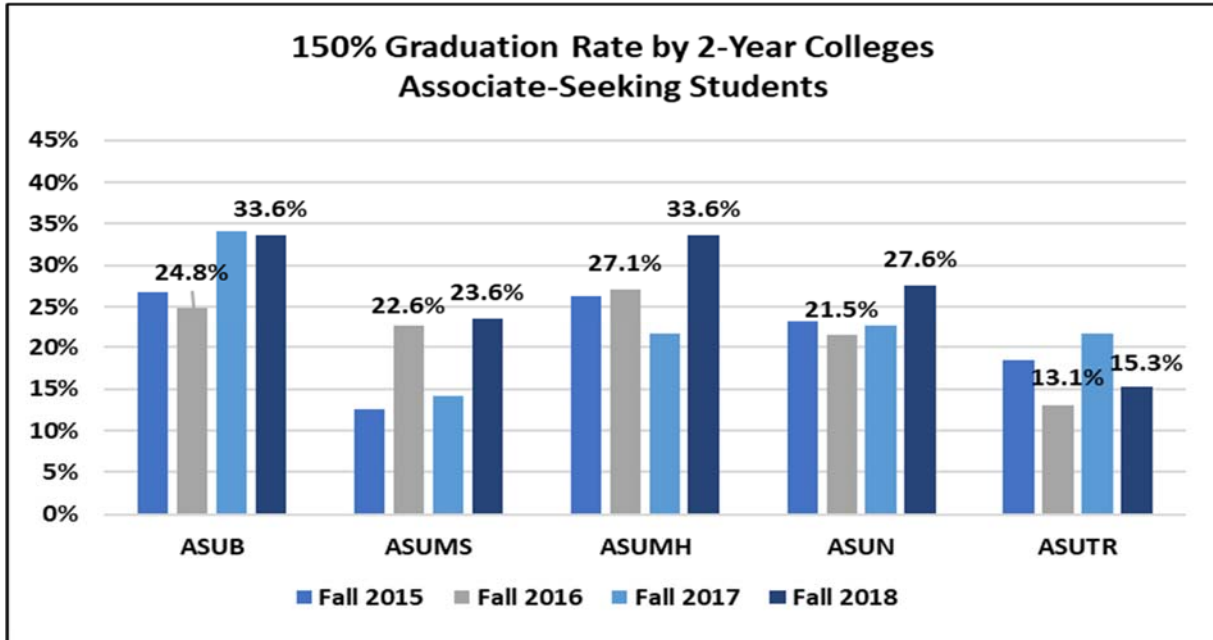


Chart 6.29 Graduation Rates 2-Year Associate Cohorts-1

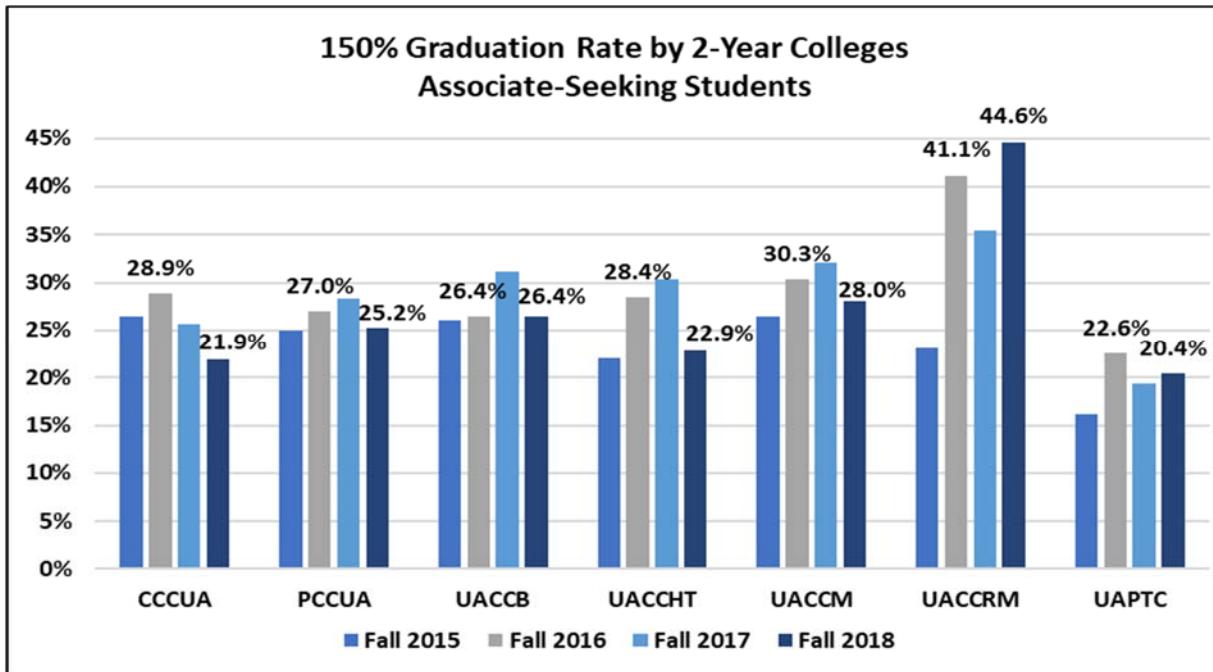


Chart 6.30 Graduation Rates 2-Year Associate Cohorts-2

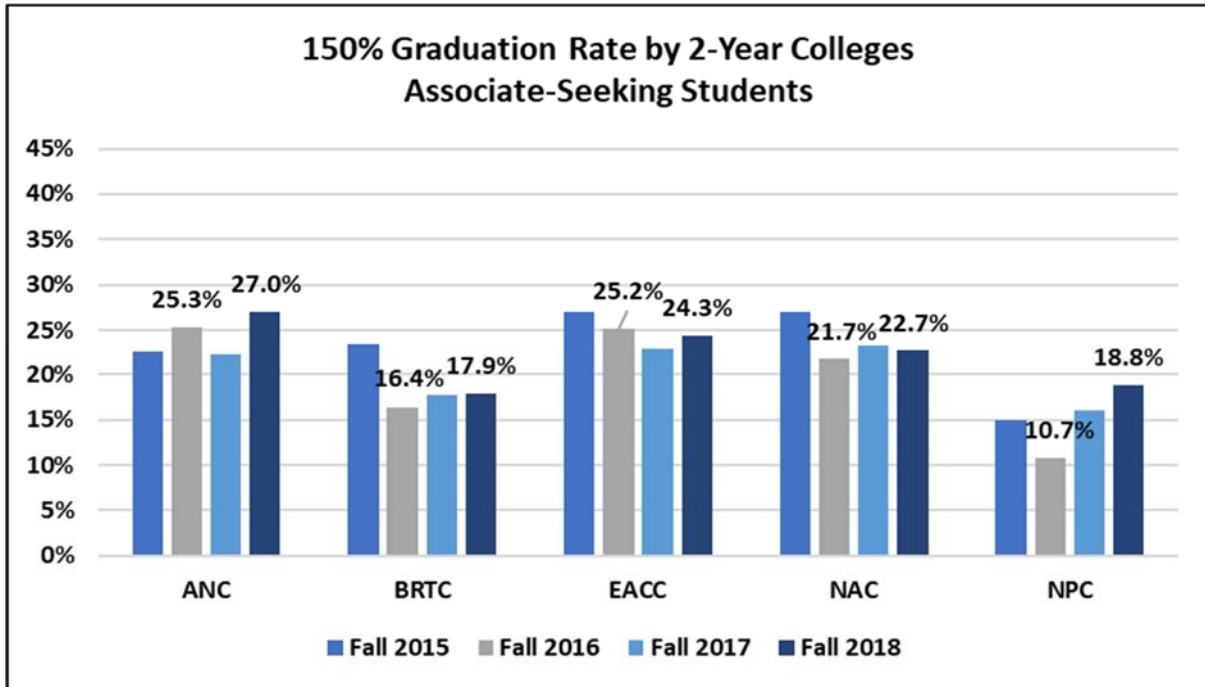


Chart 6.31 Graduation Rates 2-Year Associate Cohorts-3

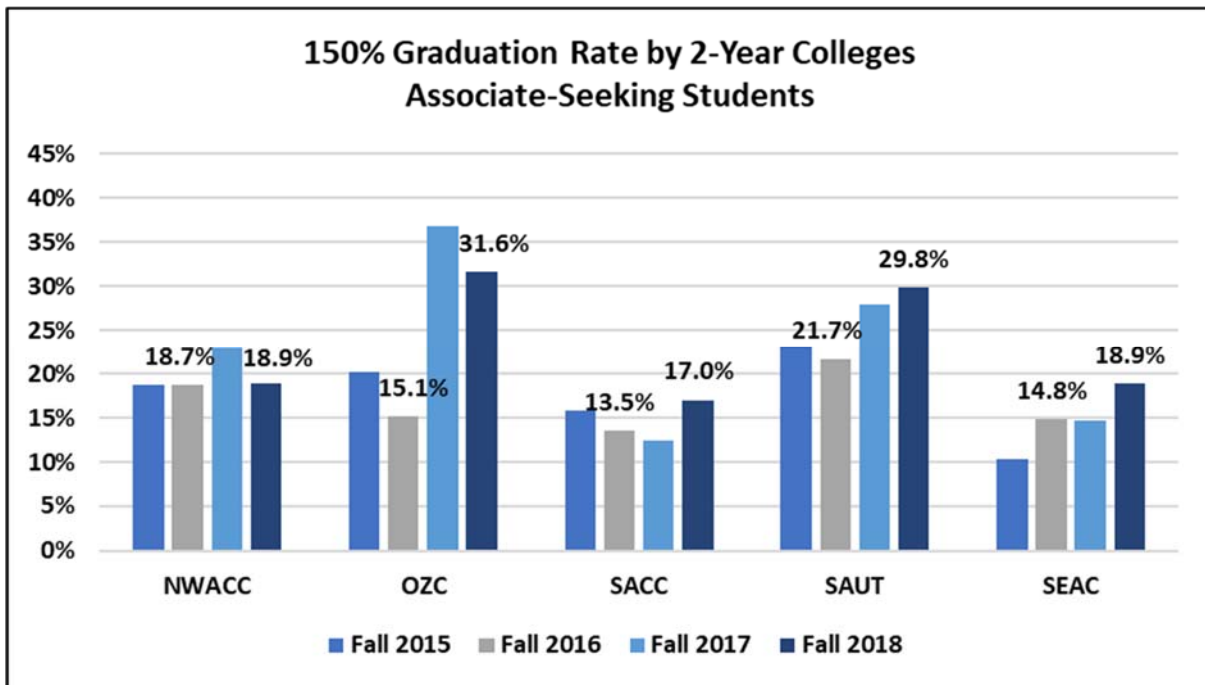


Chart 6.32 Graduation Rates 2-Year Associate Cohorts-4

The Fall 2018 female cohort reported a slightly higher three-year graduation rate at 26.9% when compared to the Fall 2017 cohort's graduation rate of 26%. Male students reported a graduation rate of 20.4%, a decline from Fall 2017 cohort's graduation rate of 23.1%.

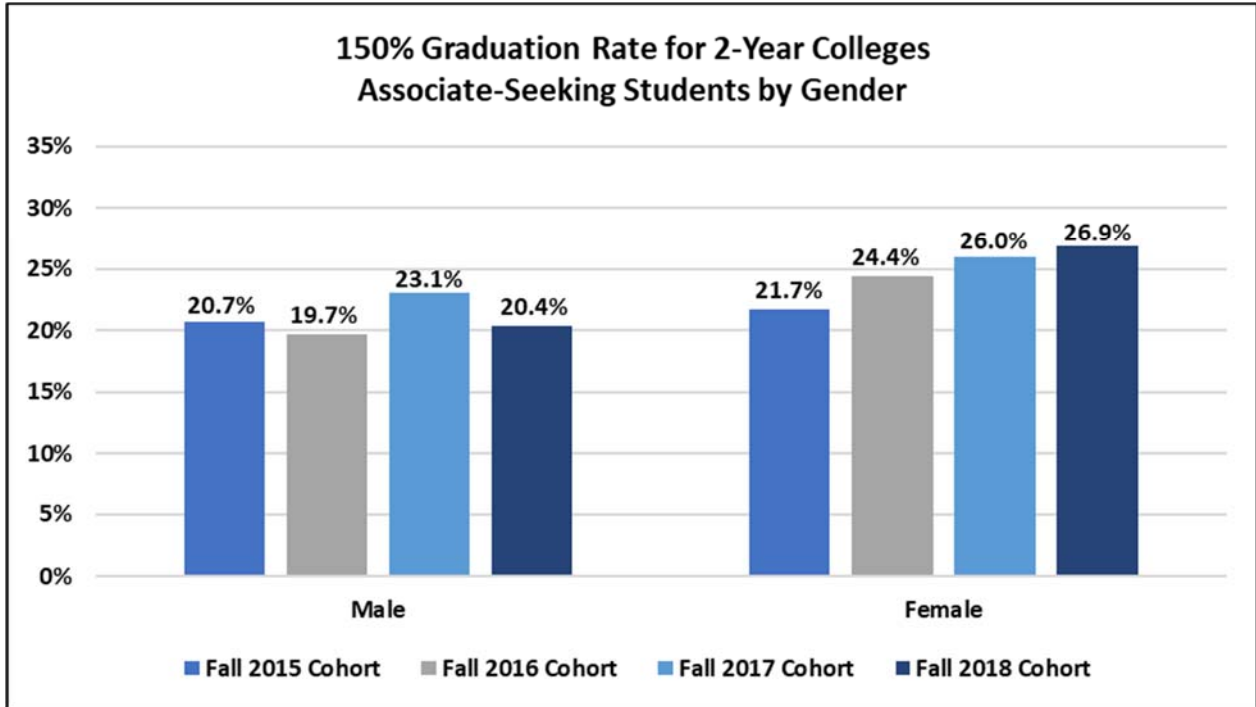


Chart 6.33: Graduation Rates 2-Year Colleges by Gender

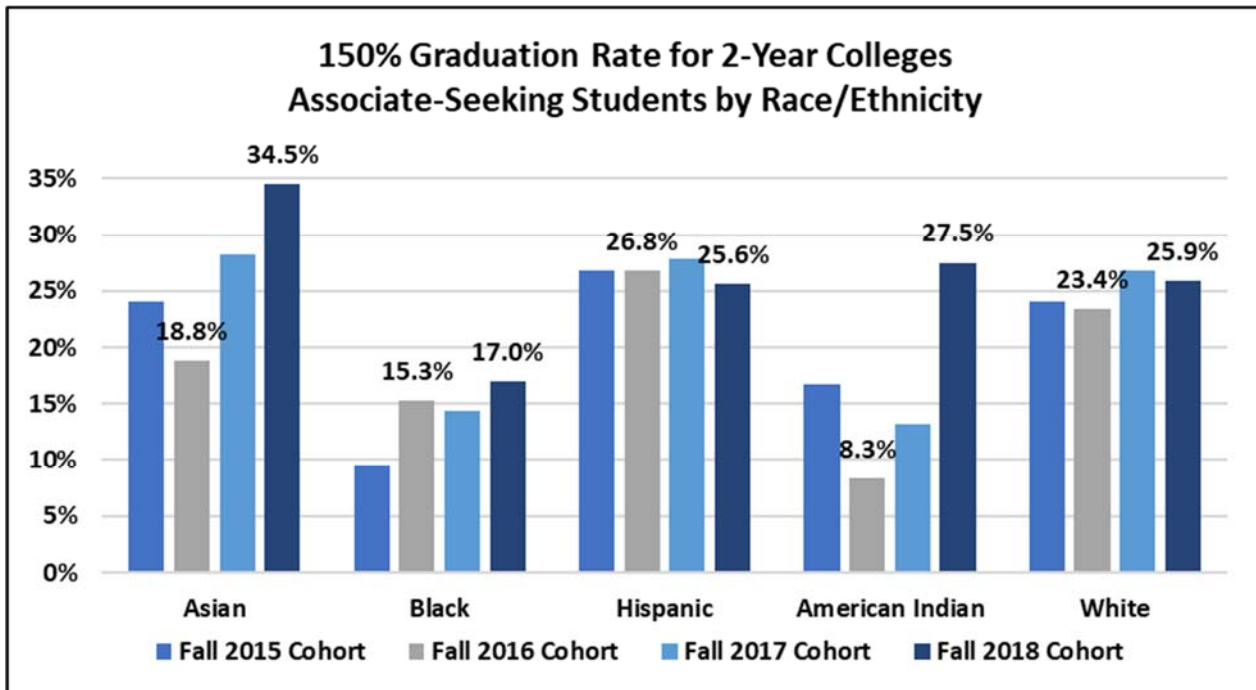


Chart 6.34: Graduation Rates 2-Year Colleges by Race/Ethnicity

### Private/Independent Institutions

Graduation rates for our private/independent institutions are very consistent for the four most recent cohorts for both the 100% rate and the 150% rate.

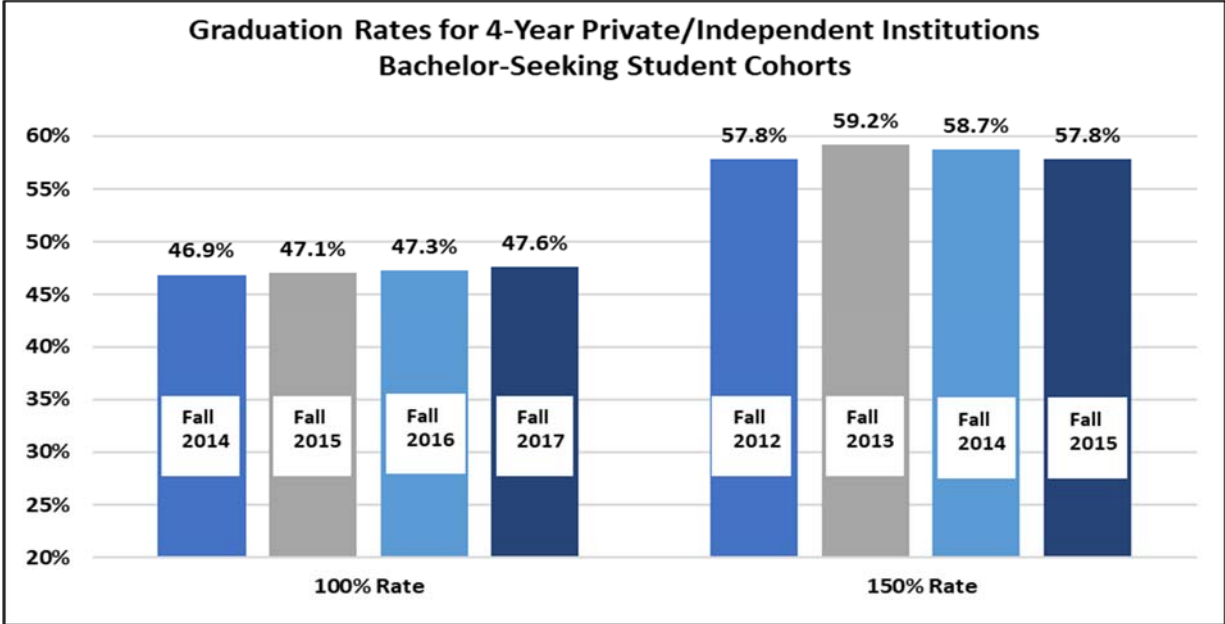


Chart 6.35: Graduation Rates Private Institutions

## **ANNUAL REPORT ON PARTICIPATION, RETENTION AND GRADUATION OF STUDENT-ATHLETES**

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This report complies with Act 267 of 1989 that requires reporting of retention and graduation rates for first-time in college students who participate in Arkansas intercollegiate athletics. This information is collected through institutional data submissions to the Arkansas Higher Education Information System (AHEIS) from all public colleges and universities with athletic programs. In addition to retention and graduation rates, this report provides data on all athletic participation by sport and scholarship status.

### **Methodology**

The methodology used in this report closely follows the methodology used in the Annual Report on Student Retention and Graduation. The retention calculations are based on fall-to-fall comparisons of the student-athletes in the cohort of first-time in college, full-time, and credential-seeking students from the fall term only. A student is considered retained if they returned to the same institution in the fall term of the next academic year.

Graduation rate calculations use the same cohort of first-time in college, full-time, credential-seeking students from the fall term. The graduation rates presented here include a 100% rate representing those graduating with a Bachelor's degree in four years, which is considered graduating 'on time', and a 150% graduation rate representing student-athletes graduating with a Bachelor's degree in six years.

The methodology used herein is not meant to and does not correspond with the NCAA GSR (Graduation Success Rate) methodology each institution is required to report to the NCAA.

### **Participation Overview**

In Academic Year 2020-21, 3,889 students participated in athletics at ten universities and seven 2-year colleges. This is the most student-athletes ever reported for an academic year. This is an increase of 313 student-athletes over the 2019-20 academic year, including 440 student-athletes reported by two 2-year colleges.

Sports included in student-athlete reporting are Football, Men's Basketball, Women's Basketball, Baseball, Track/Cross Country, Golf, Swimming, Tennis, Volleyball, Soccer, Softball and an Other Sports category that includes student-athletes from all other sports.

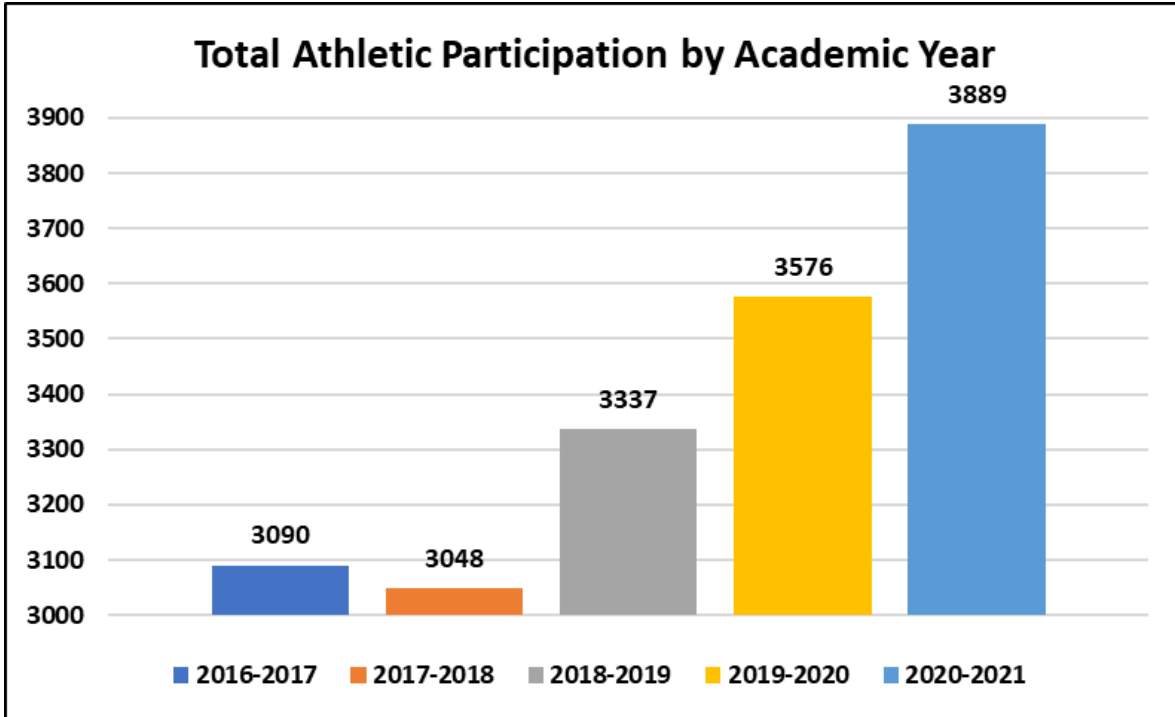


Chart 7.1: Athletic Participation by Academic Year

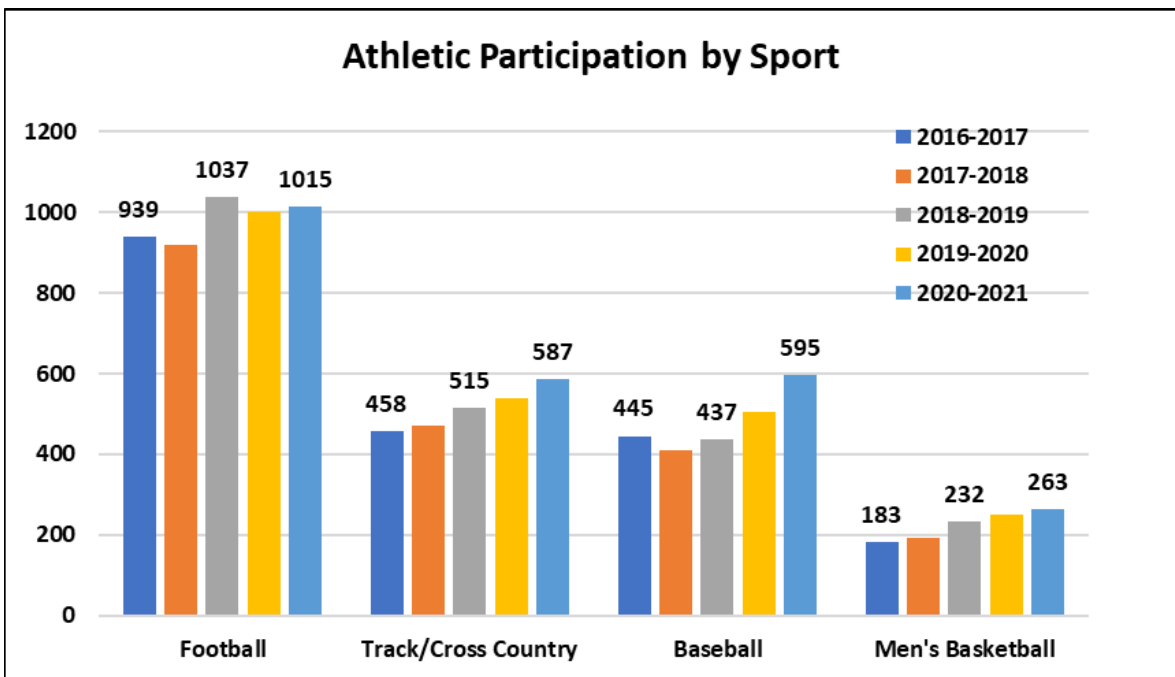


Chart 7.2: Athletes by Sport – Detailed

The number of student-athletes participating in football leads the way with 1,015 reported for the 2020-21 academic year. Baseball had the largest increase in participation when compared to the 2019-2020 academic year.

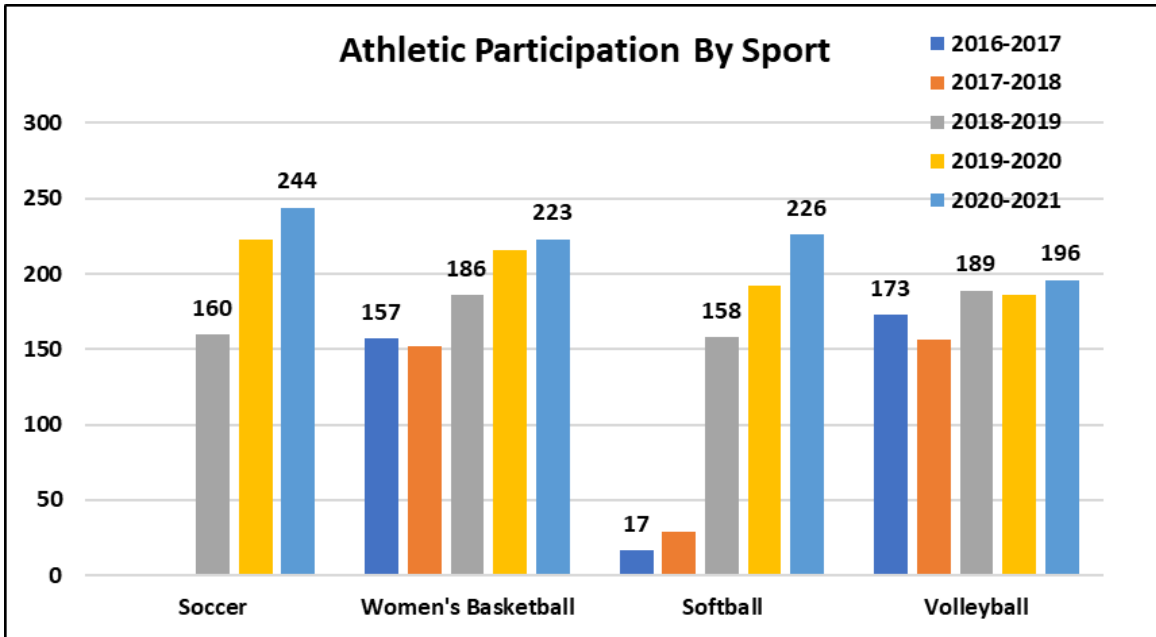


Chart 7.3: Athletes by Sport – Detailed

From academic year 2016-2017 to academic year 2020-2021, the Other Sports category participation ranged between 62 and 403 student-athletes. The addition of categories for Soccer and Softball resulted in a big shift in the number of student-athletes reported in the Other Sports category.

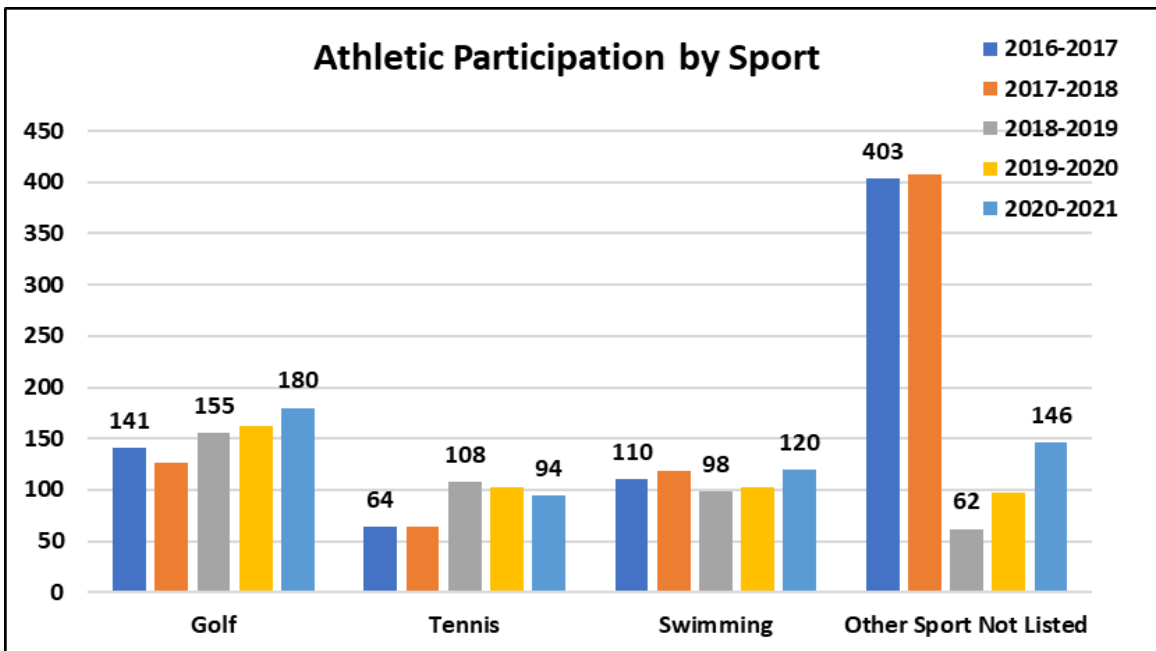


Chart 7.4: Athletes by Sport – Detailed

Many students receive scholarships to participate in athletics. The following graph illustrates the majority of students receive a partial scholarship, 2,185 of 3,889 student-athletes (56.2%), while only 558 (14.3%) receive a full scholarship.

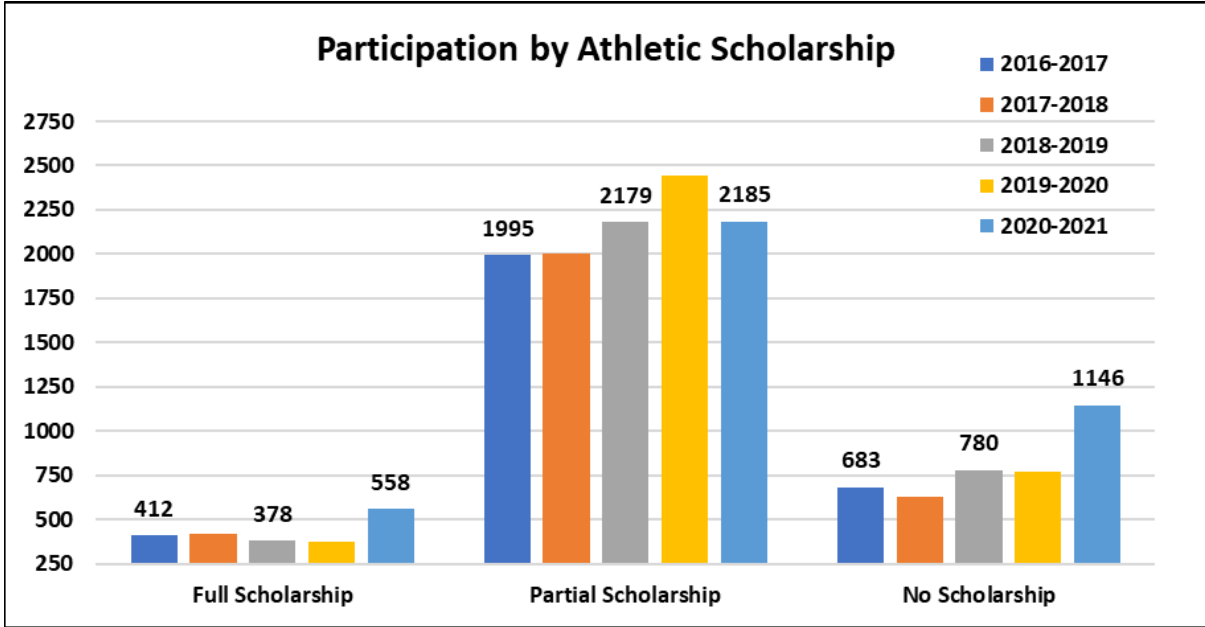


Chart 7.5: Athletes by Scholarship

The University of Arkansas, Fayetteville reported the most student-athletes with the University of Central Arkansas reporting the second largest number of athletes for the 2020-21 academic year.

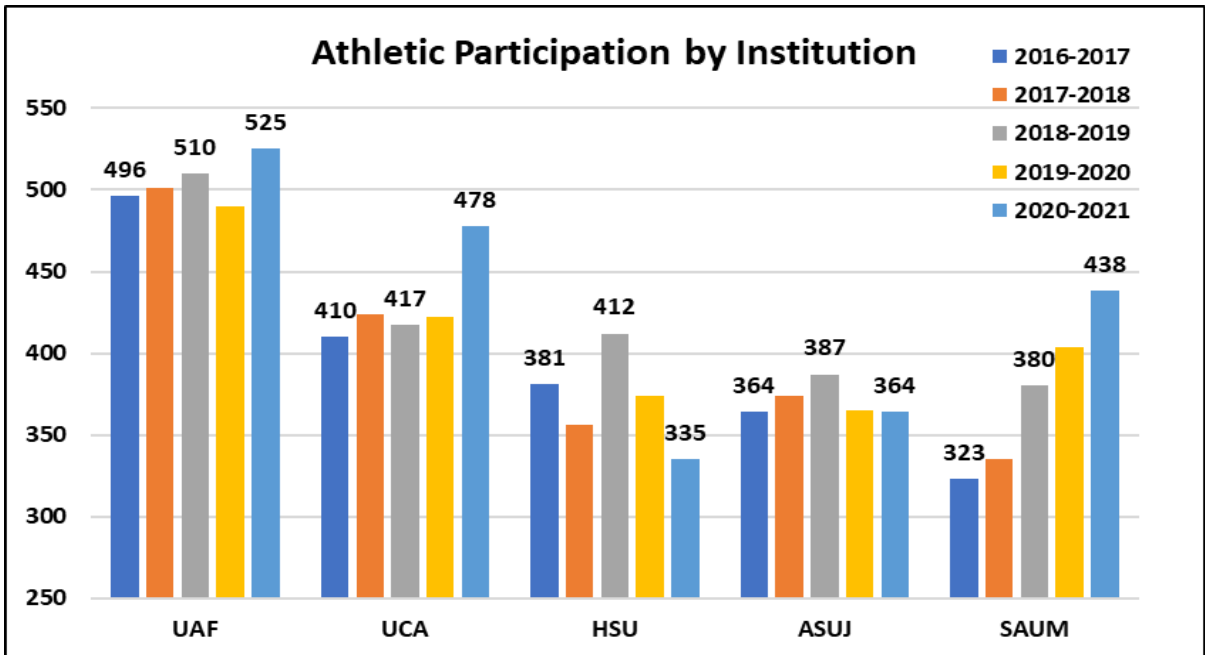


Chart 7.6: Athletes by Institution



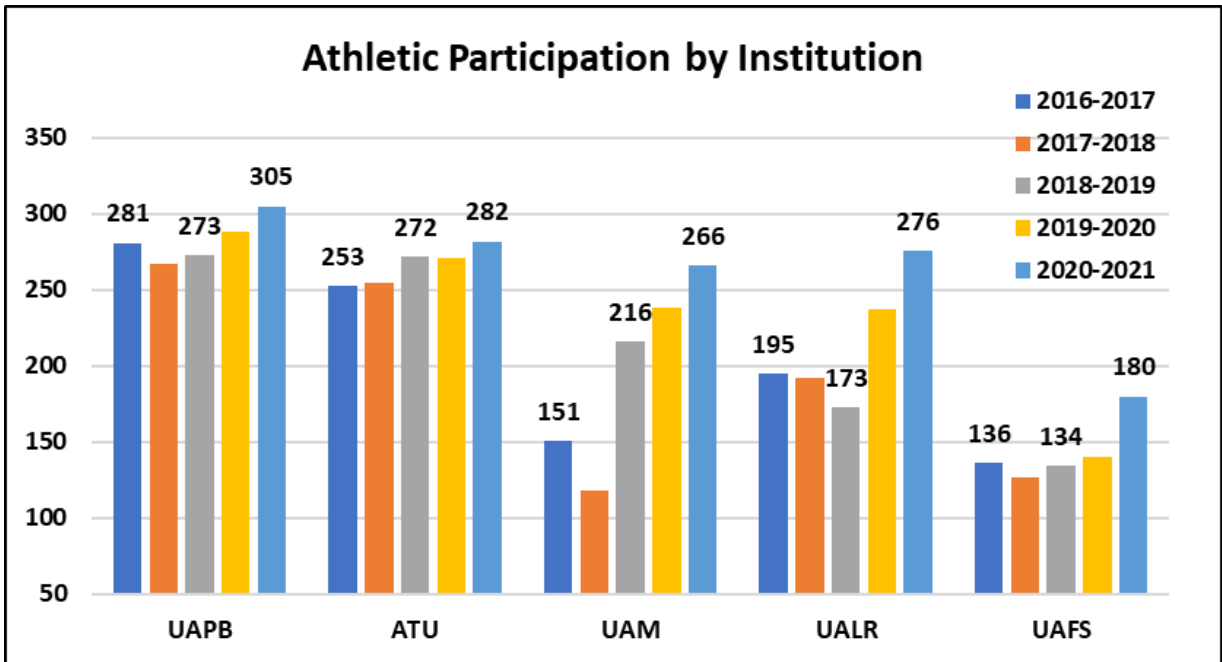


Chart 7.7: Athletes by Institution

### STUDENT-ATHLETE FALL-TO-FALL RETENTION

Athletes are retained at higher rates than non-athlete students due to the commitment to and interest in participating in college athletics; also, a correlation may be made between participation and the impact of support services many institutions provide. ATU returned 84.9% of their Fall 2020 student-athlete cohort in Fall 2021.

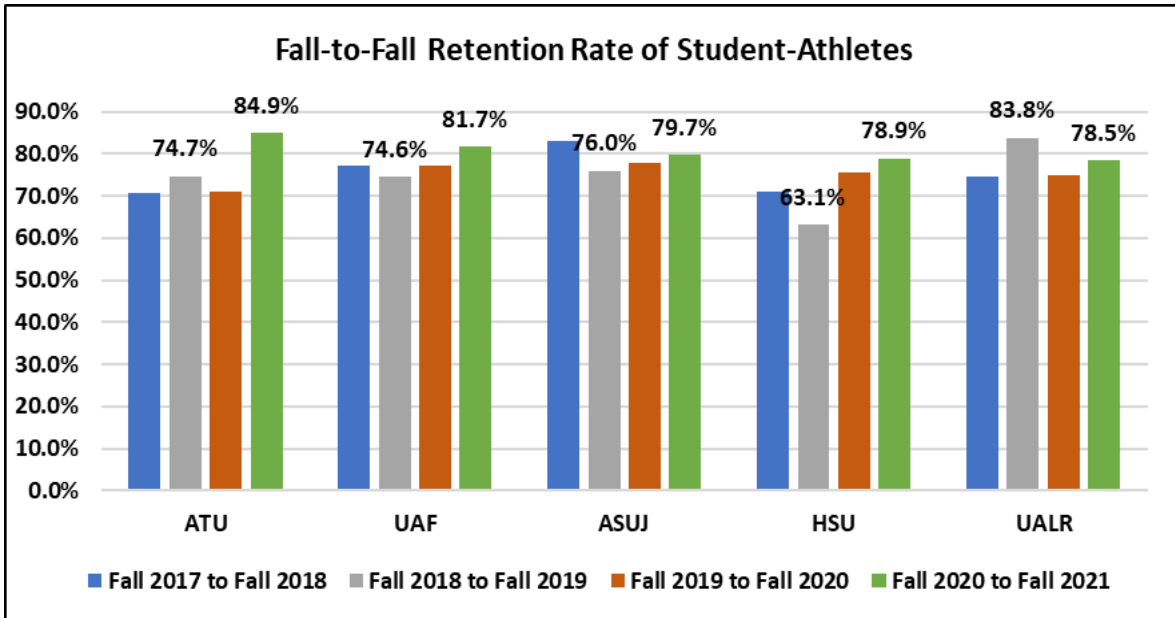


Chart 7.8: Retention Rate of Athletes by Institution

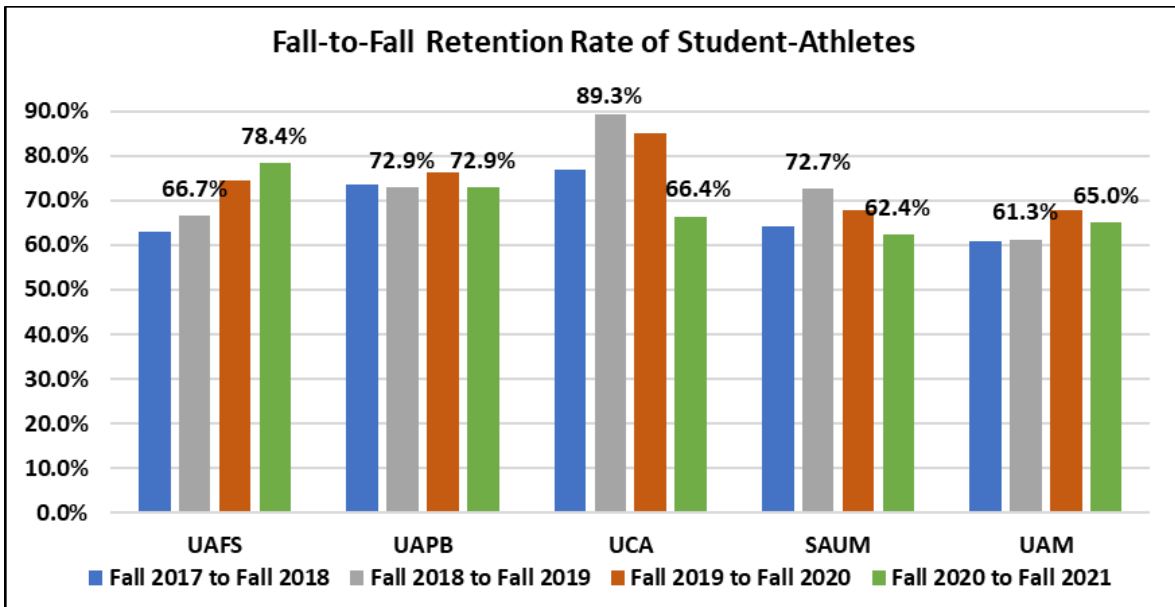


Chart 7.9: Retention Rate of Athletes by Institution

For our 2-year colleges, SAUT had the highest student-athlete retention rate of 84.6% of their Fall 2020 cohort to Fall 2021.

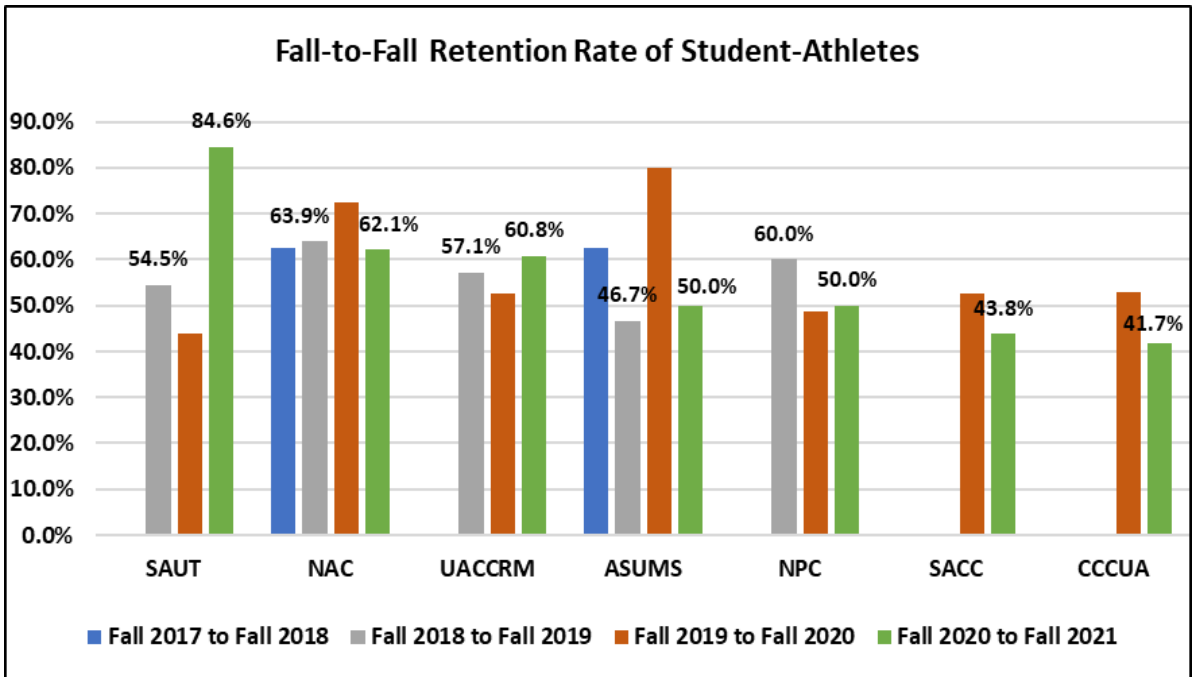


Chart 7.10: Retention Rate of Athletes by Institution

### STUDENT-ATHLETE GRADUATION RATES

The graduation rate calculations for student-athletes are based on the same methodology as the other graduation report. First-time in college, student-athletes enrolled for the first time define the cohorts. The chart below shows the graduation rate progression for three cohorts for the 4-year universities. Due to the varying sizes of the entering student-athlete cohorts each year, graduation rates for athletes tend to fluctuate more than rates of non-athletes.

Graduating in four years is considered graduating on time for a Bachelor’s degree. UAF was the only 4-year institution with a rate above 50% for on-time graduation. ASUJ reported a 47.9% graduation rate for the most recent cohort, Fall 2017, while UAPB reported a 38.8% on-time graduation rate for the Fall 2017 entering cohort.

Four other 4-year institutions reported a student-athlete 4-year 100% graduation rate of 30% or higher including UAM, UCA, UALR and UAFS.

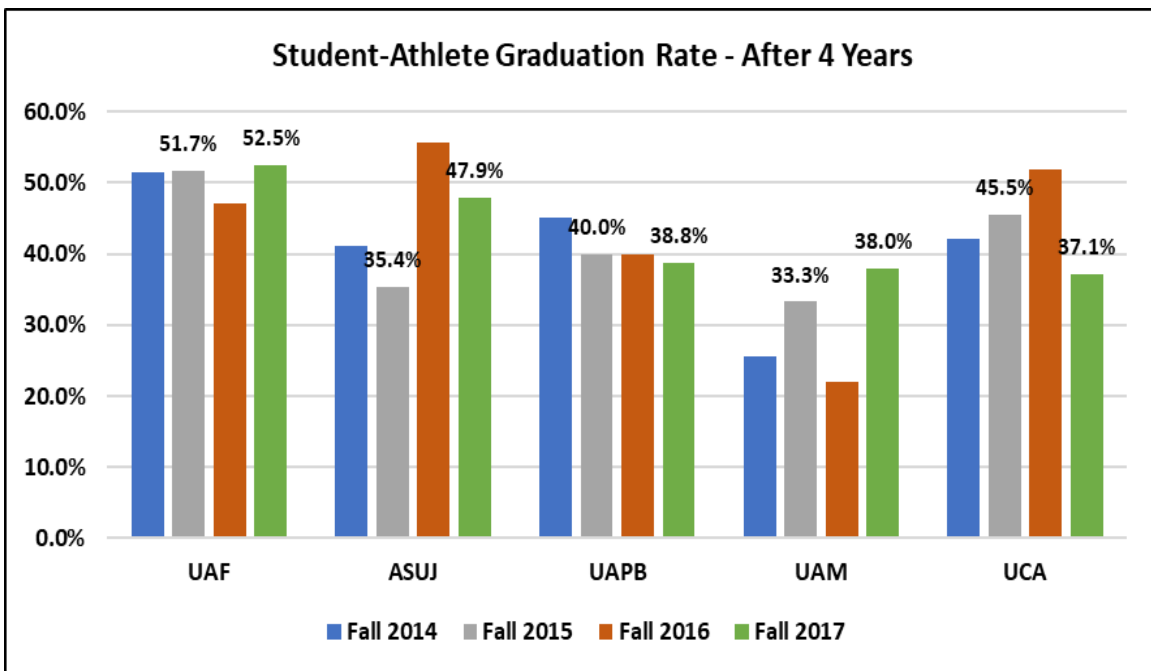


Chart 7.11: 100% Graduation Rates of Athletes by Institution-1

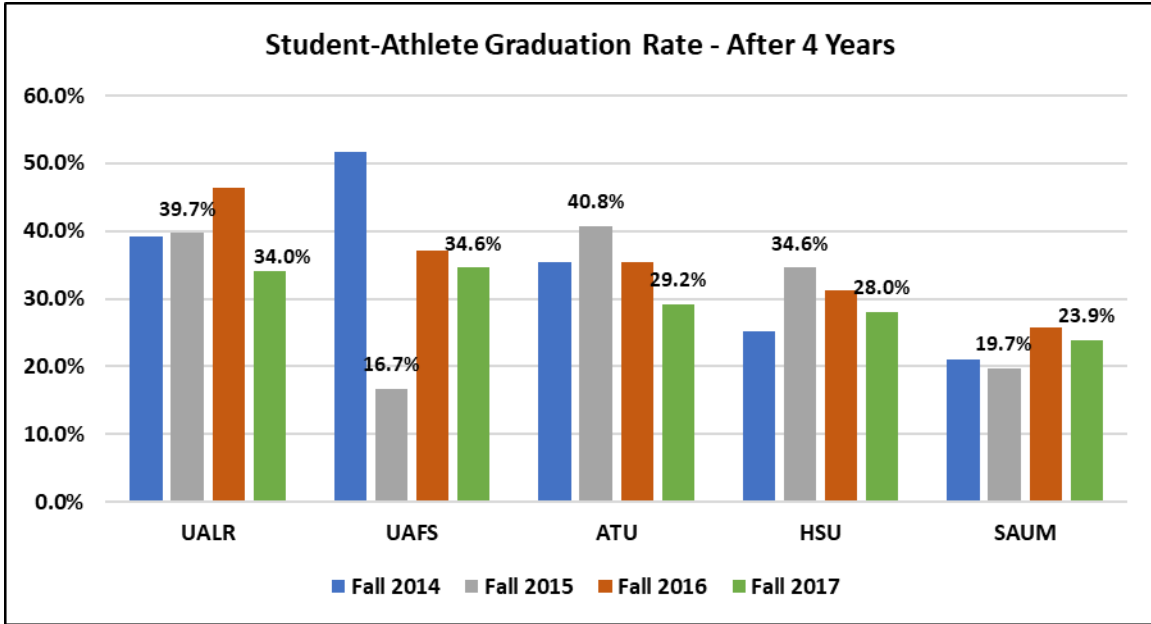


Chart 7.12: 100% Graduation Rates of Athletes by Institution-2

UAF reported a six-year graduation rate of 66.9%. UCA, ATU, ASUJ and UAPB reported a six-year graduation rate above 50% as seen in Chart 7.13.

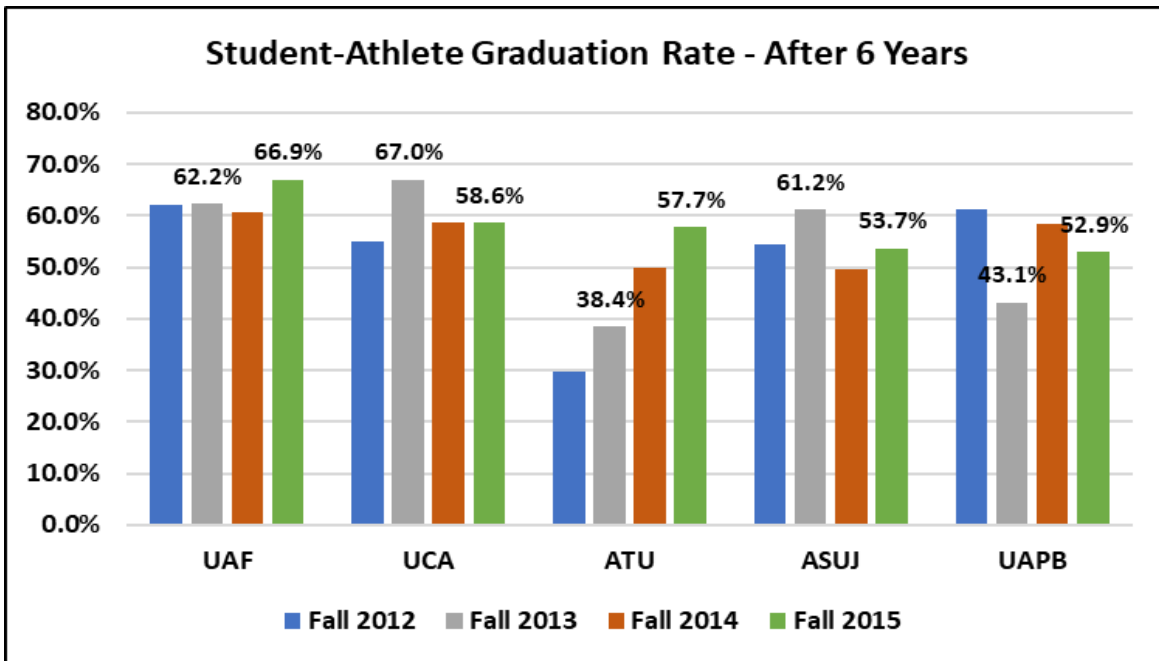


Chart 7.13: 150% Graduation Rates of Athletes by Institution-1

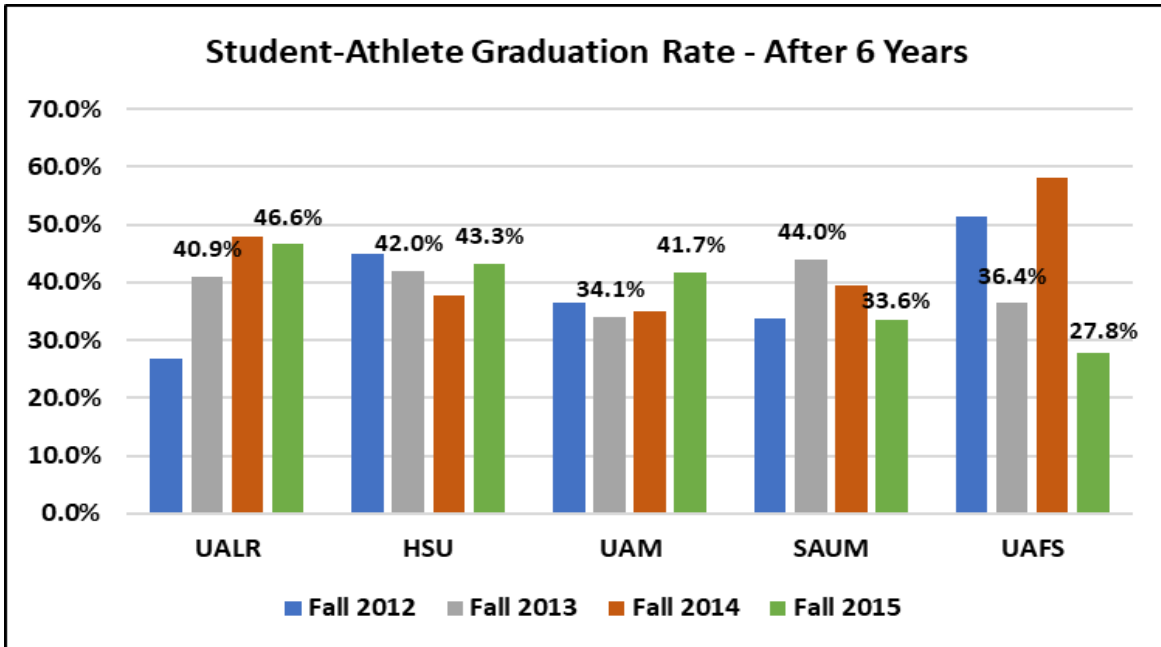


Chart 7.14: 150% Graduation Rates of Athletes by Institution-2

## **ANNUAL REPORT ON FIRST-YEAR STUDENT REMEDIATION**

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In accordance with A.C.A. §6-61-110, the Arkansas Division of Higher Education (ADHE) addresses the placement standards necessary for enrollment of students into mathematics, English composition, and reading based on appropriate indicators of potential student success rates.

In past years, remedial data was based on students who did not meet the cut-off score of 19 on the American College Testing (ACT) exam or the equivalent on other approved exams. In January 2016, the AHECB revised its policy to require all institutions to adopt appropriate placement measures supported by student success data. These placement measures are to be contained within an institutional placement plan that provide appropriate justification for student course placements and allow for follow-up evaluation of placement effectiveness.

### **COURSE PLACEMENT METHOD**

The placement status of a student is now determined by the institution based on its ADHE approved placement policy. Beginning in 2018, remedial reporting is based on a student's actual enrollment in a remedial course and not just on test scores. Each institution established a matrix of assessment measures to evaluate the preparedness or readiness of students for gateway courses in English, math, and reading.

A student's reading level should be strong enough to indicate potential for success at a "C" or better in freshman courses that require substantial reading, such as courses in the humanities and social sciences. Therefore, institutions are required to establish a matrix of assessment measures to evaluate the preparedness or readiness of students in each of the humanities and social science courses in Arkansas Course Transfer System (ACTS).

Measures for establishing readiness of students may include one or more of the following for each gateway course area:

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

ACT benchmarks establish a 22 as a reading or math cutoff score for student success in social science or college algebra courses at a 75 percent or greater rate. However, other measures can provide equally important data regarding student preparedness and likelihood of success. Institutions are allowed to use more than one measure if the ACT or

ACT-equivalent is below 22 to ensure that students are placed at the appropriate course level.

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

**Statewide Overview**

In Fall 2021 (AY2022), 21,264 first-time entering, degree-seeking students enrolled in an Arkansas public institution of higher education. Of this population, 19,106 (90%) were classified as full-time students and 2,158 (10%) were classified as part-time students. With regards to gender, over half (57%) were female; 42% were male and less than 1% percent did not report. When examining the place of enrollment, 14,066 students (66%) enrolled at four-year institutions compared to 7,198 (34%) at two-year institutions.

Regarding the remediation count of all first-time entering students, 14,013 (66%) first time entering students did not take any remedial courses whereas 7,251 students (34%) were placed into one or more remedial courses.

**Comparing Remediation Rates**

Figure 8.1 displays the breakdown of first-time undergraduate student enrollment by the remediation rate calculations between two and four-year institutions. A brief explanation of these rate calculations is listed below:

1. Anytime Rates - rates in which the high school graduation date is ignored.
2. 1-Year Rates – rates in which the student graduated high school in the previous 1 year (Required by Interim Study of 2010)
3. 2-Year Rates - rates in which the student graduated high school in the previous 2 years (Required by Act 970 of 2009)

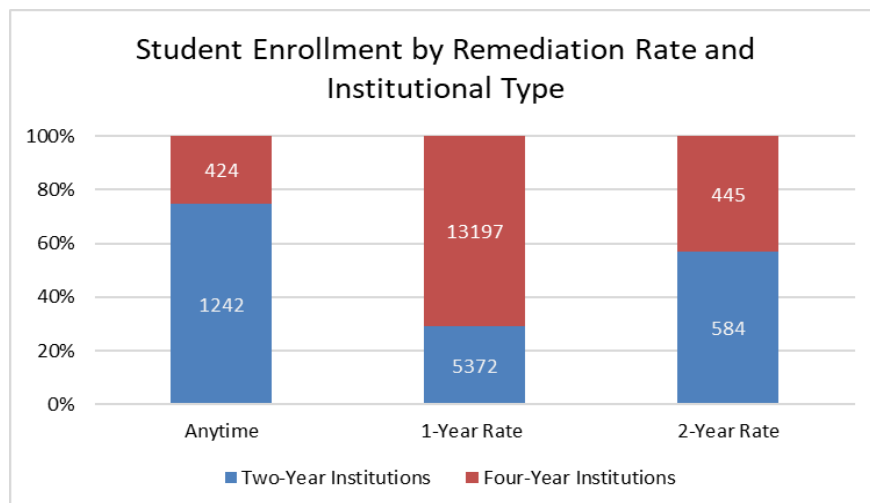


Figure 8.1. Breakdown of Student Enrollment



**Anytime Rates.** Anytime rates refer to students in which the high school graduation date is ignored. Students who did not graduate high school within the past one to two years and attended an institution of higher education as a first-time undergraduate are considered part of this population.

For Fall 2021, there were 1,666 students listed under the anytime rate, which composes 8% of the total first-year entering student population. In terms of gender makeup, 963 (58%) students were female and 693 (42%) students were male. When considering attendance status, 1,040 students (62%) were full-time whereas 626 students (38%) were part-time. Regarding institutional type, 1,242 students (75%) enrolled at two-year institutions whereas 424 students (25%) enrolled at four-year institutions.

Figure 8.2 displays the student counts of those who did and did not take a remedial course. Within this specific population, 1,023 students (61%) did not take a remediation course upon enrolling whereas 643 students (39%) were required to take at least one remediation course.

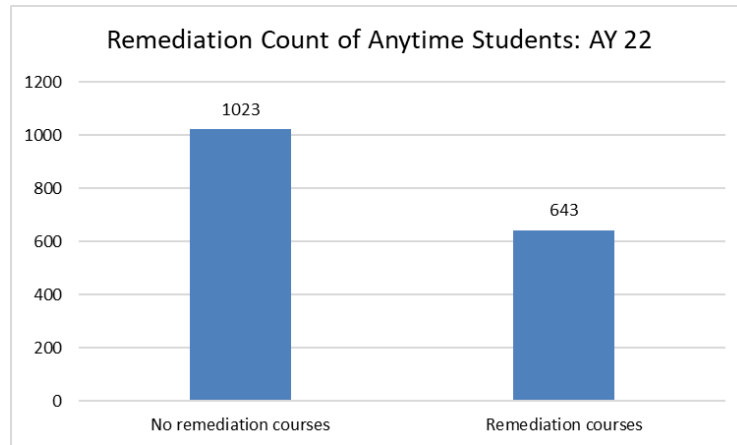


Figure 8.2. Student Remediation Count by Anytime Rate.

Figure 8.3 displays the anytime remediation rates when broken down by institutional type. Among those students at two-year institutions, 41 percent of the students went through remediation versus 32 percent of the first-year population at the four-year institutions.

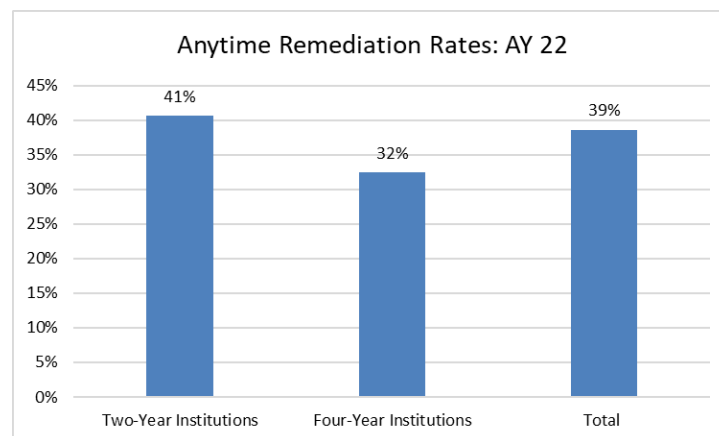


Figure 8.3. Anytime Remediation Rates

A slight majority of students who took remediation courses at the two and four-year institutions enrolled in single subject areas. Math (“math only”) encompassed a notable share of the total remediation enrollments with anytime students as shown in Figure 8.4.

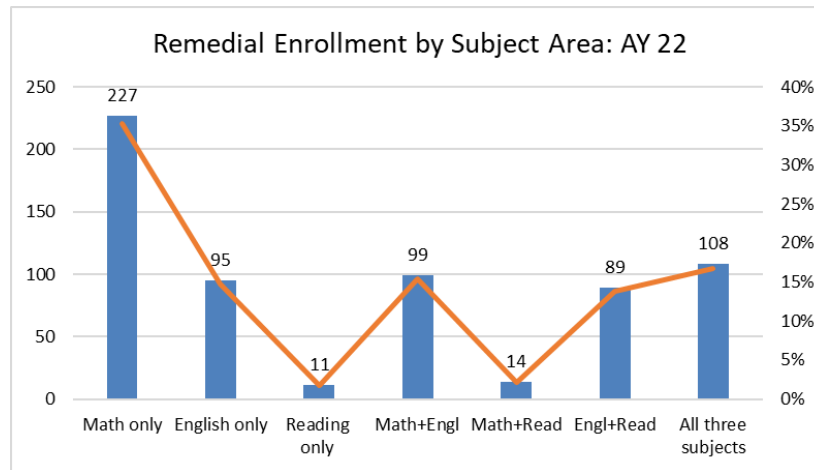


Figure 8.4. Remedial Enrollment of Anytime Students by Subject Area

When examined by gender, it appears that females compose a greater percentage of remediation enrollments than males as shown in Figure 8.5. Of the 635 reported students who took at least one remedial course, 23 percent were females who only took a math course.

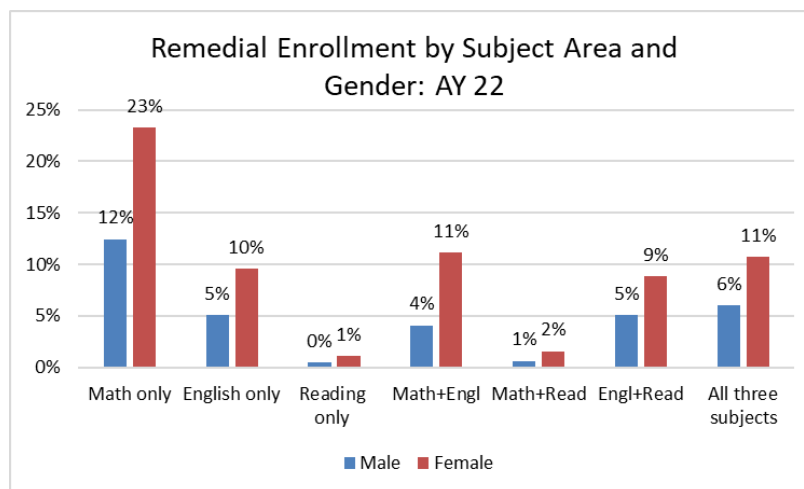


Figure 8.5. Remedial Enrollment by Subject Area and Gender

In Figure 8.6, the remediation rates are broken down by ethnicity and institutional type. Students who classify as White have the lowest remediation rates at 37 percent whereas the remediation rates of students with different ethnicities varied from 41 to 100 percent. At the four-year institutions, students who classify as White or Black have the lowest remediation rates at 30 and 35 percent respectively. It is important to note that some groups have smaller population sizes which factored into the larger percentages.

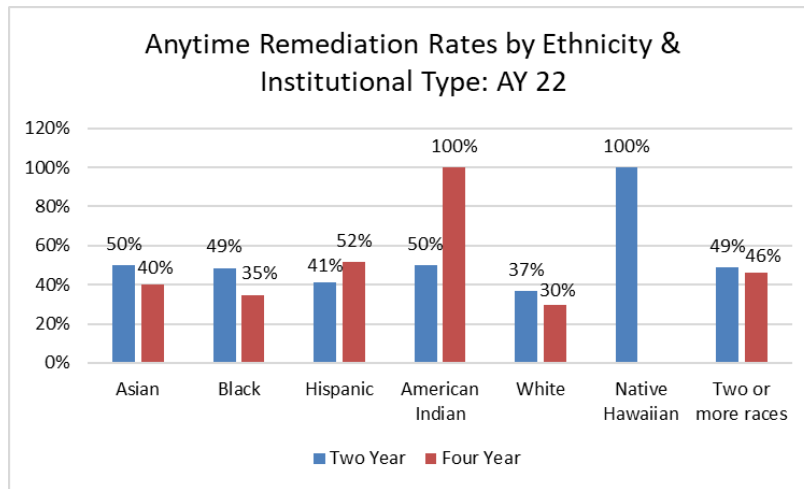


Figure 8.6. Anytime Remediation Rates by Ethnicity & Institutional Type

**1 Year Rates.** Students who graduated within the previous year (2021) and enrolled as a first-time entering undergraduate are listed under the 1-Year Rate. For Fall 2021, there were 18,569 students listed under the 1-Year rate, which composes 87% of the total first-year entering student population. In terms of gender makeup, 10,178 (58%) students were female, 7,794 (42%) students were male, and 57 (less than 1%) did not report gender. When considering attendance status, 17,271 students (93%) were considered full-time whereas 1,298 students (7%) were part-time. Regarding institution type, 5,372 students (29%) enrolled at two-year institutions whereas 13,197 students (71%) enrolled at four-year institutions.

Figure 8.7 displays the student counts of those who did and did not take a remedial course. Within this specific population, 12,379 students (67%) did not take a remediation course upon enrolling whereas 6,190 students (33%) were required to take a remediation course.

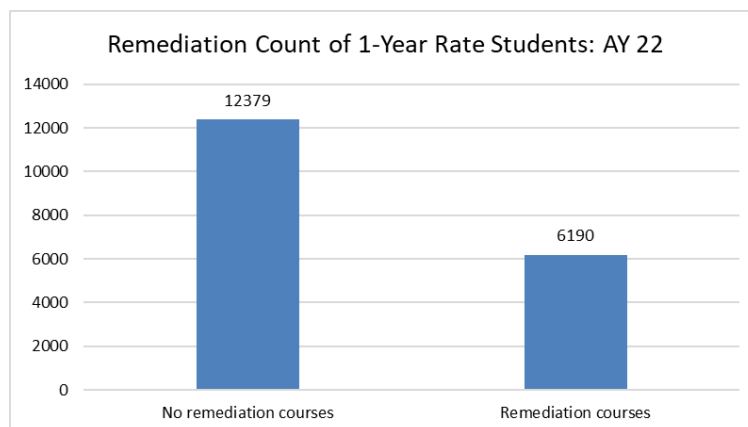


Figure 8.7. Student Remediation Count by 1-Year Rate

Figure 8.8 displays the 1-Year remediation rates when broken down by institutional type. Among the first-year entering students at two-year institutions, 43 percent of the students went through remediation versus 29 percent of the first-year population at the four-year institutions.

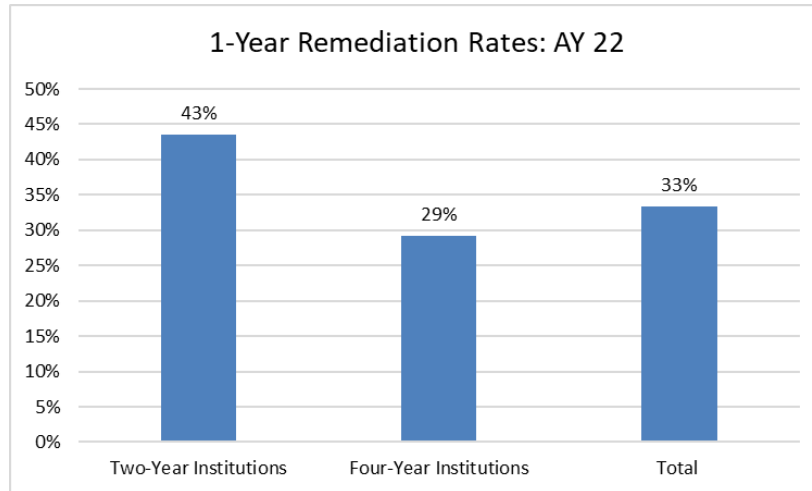


Figure 8.8. 1-Year Remediation Rates

Similar to the anytime population, the majority of students in remediation courses enrolled primarily in a single subject area. Again, math (“math only”) encompassed a notable share of the total remediation enrollments with anytime students as shown in Figure 8.9.

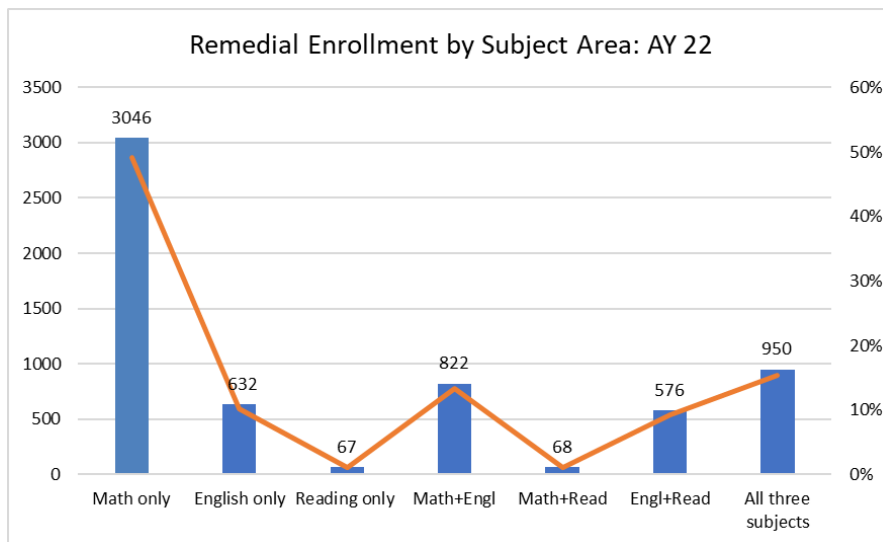


Figure 8.9. Remedial Enrollment of Anytime Students by Subject Area

When examined by gender, it appears that females compose a greater percentage of remediation enrollments than males as shown in Figure 8.10. Of the 6,161 reported students who took at least one remedial course, 33 percent were females who only took a math course.

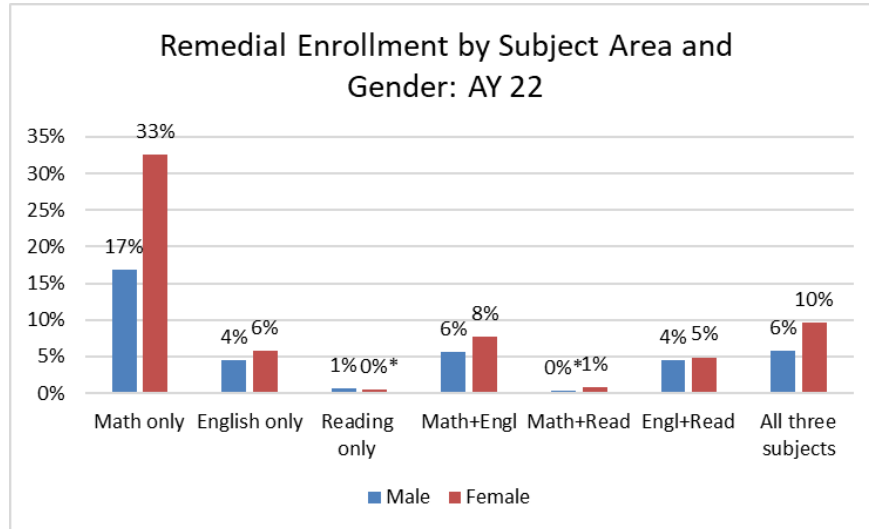


Figure 8.10. Remedial Enrollment by Subject Area and Gender  
Asterisks indicate values less than 1%

In Figure 8.11, the remediation rates are broken down by ethnicity and institutional type. At the two-year institutions, students who classify as White had the lowest remediation rate at 38 percent whereas black students have the highest remediation rate at 63 percent. At the four-year institutions, five of the sixty ethnic groups have remediation rates lower than 40 percent. Students who classify as Native Hawaiian and White have the lowest rates at 15 and 23 percent respectively. Hispanic students have a 33 percent remediation rate. Notably, black students are the only group with a remediation rate over 50 percent.

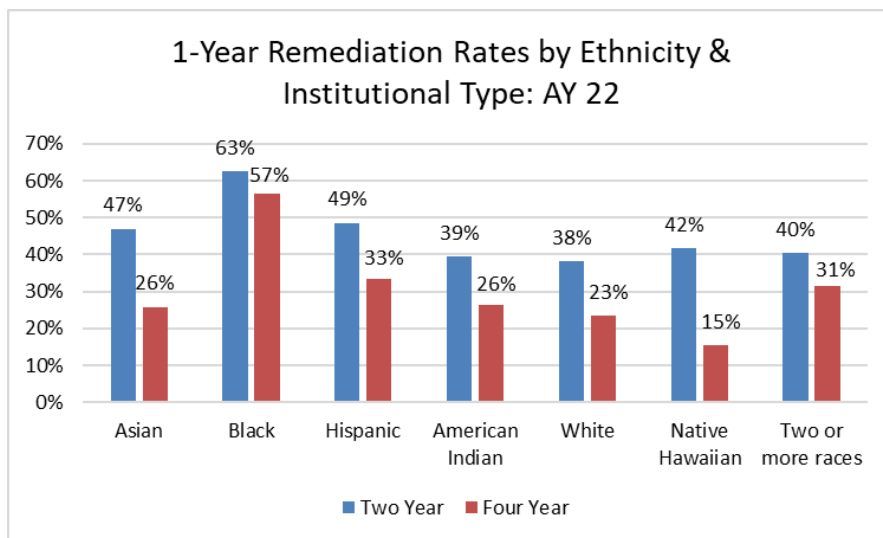


Figure 8.11. 1-Year Remediation Rates by Ethnicity & Institutional Type

**2 Year Rates.** Students who graduated high school within the previous 2 years (2020) and enrolled as a first-time entering undergraduate are considered under the 2-Year Rates. For Fall 2021, there were 1,029 students listed under the 2-Year rate, which composes 5% of the total first-year entering student population. In terms of gender makeup, 509 (49%) students were female and 515 (50%) students were male. When

considering attendance status, 795 students (77%) were considered full-time whereas 234 students (23%) were part-time. Regarding institution type, 584 students (57%) enrolled at two-year institutions whereas 445 students (43%) enrolled at four-year institutions.

Figure 8.12 displays the student counts of those who did and did not take a remedial course. Within this specific population, 611 students (59%) did not take a remediation course upon enrolling whereas 418 students (41%) were required to take a remediation course.

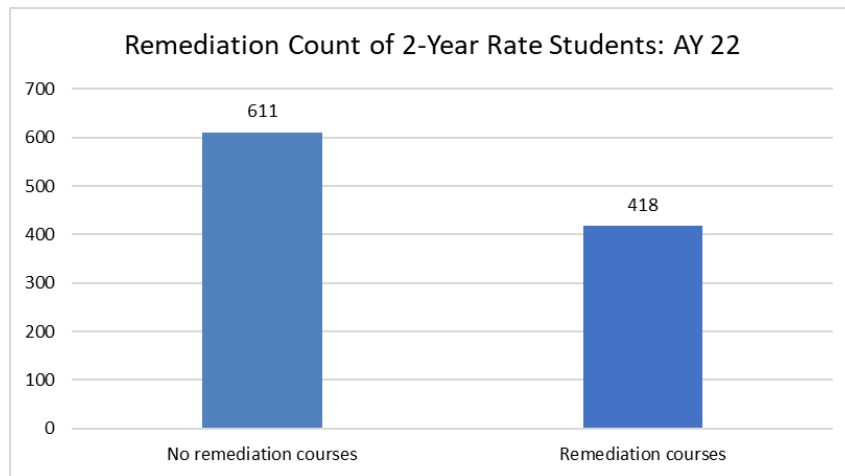


Figure 8.12. Student Remediation Count by 2-Year Rate

Figure 5.13 displays the 2-Year remediation rates when broken down by institutional type. Among the first-year entering students at two-year institutions, 43 percent of the students went through remediation versus 37 percent of the students at the four-year institutions.

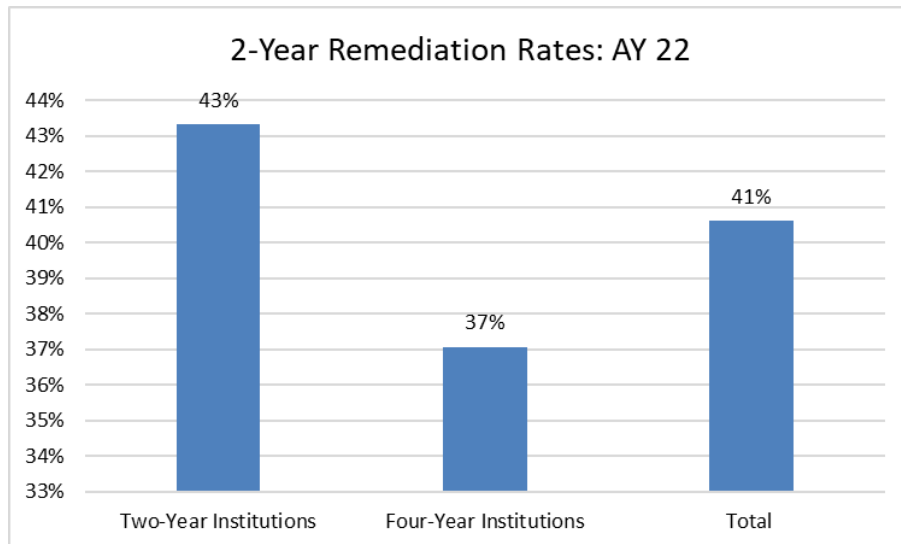


Figure 5.13. 2-Year Remediation Rates

The majority of students in remediation courses enrolled primarily in a single subject area. As with the prior two groups, math (“math only”) encompassed a notable share of the total remediation enrollments with anytime students as shown in Figure 8.14.

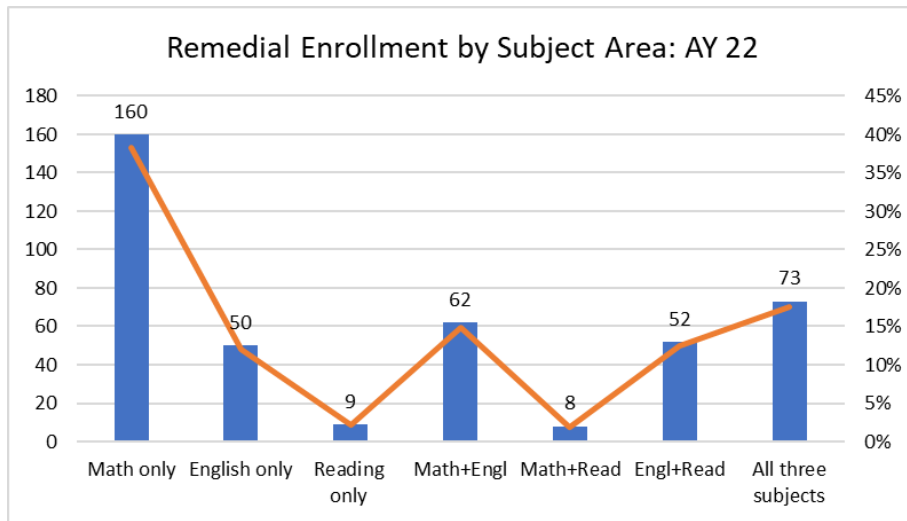


Figure 8.14 Remedial Enrollment of 2-Year Rate Students by Subject Area

When examined by gender, it appears that females compose a greater percentage of remediation enrollments than males as shown in Figure 8.15. Of the 414 reported students who took at least one remedial course, 21 percent were females who only a math course.

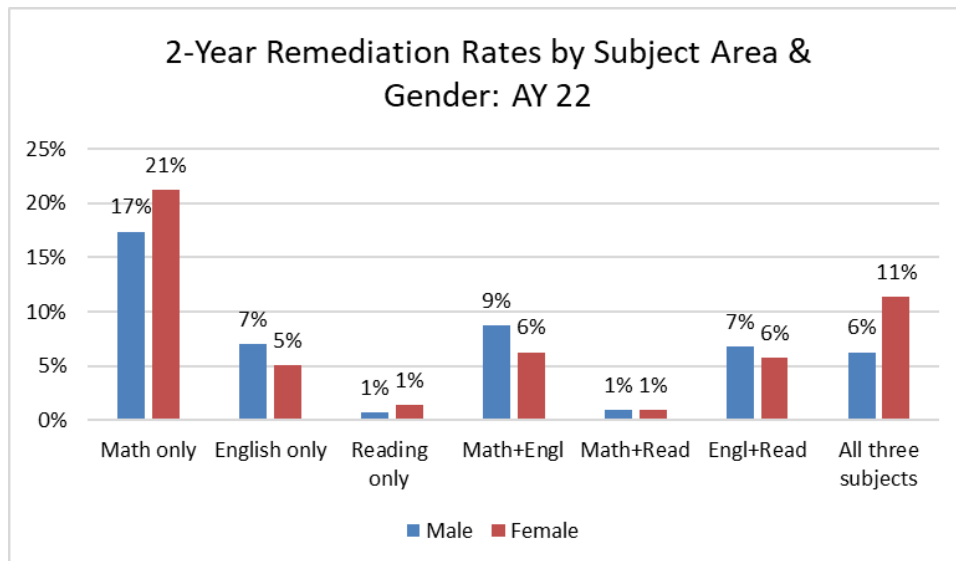


Figure 8.15. Remedial Enrollment by Subject Area and Gender

In Figure 8.16, the remediation rates for are broken down by ethnicity and institutional type. At the two-year institutions, students who classify as Asian, White, and Hispanic have the lowest remediation rates at 25, 38, and 39 percent respectively. The remaining groups have remediation rates above 50 percent. At the four-year institutions, White and Asian students have the lowest remediation rates at 31 and 33 percent respectively. Black and American Indian students both have remediation rates over 50 percent. It is important to note that some groups have smaller population sizes which factored into the larger percentages.

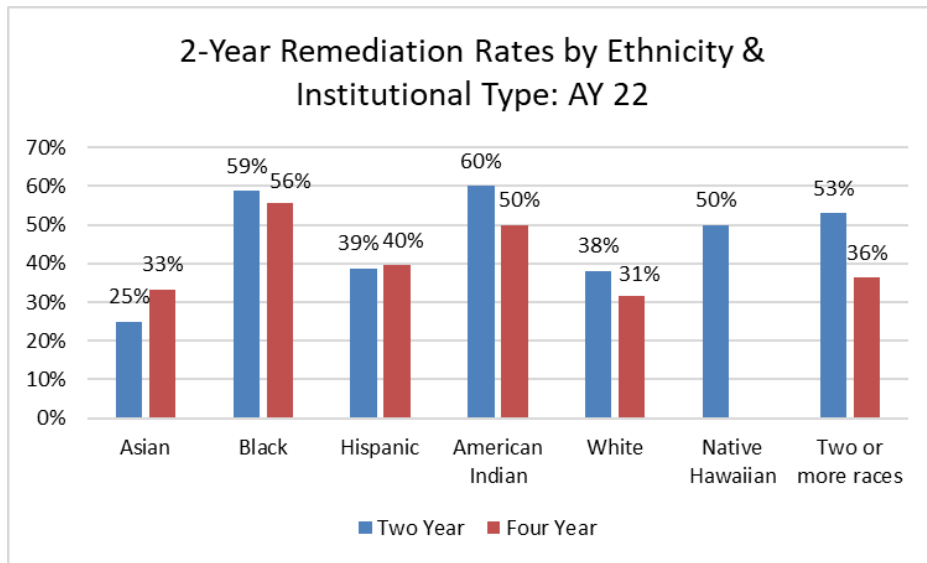


Figure 5.16. Anytime Remediation Rates by Ethnicity & Institutional Type

**Act 970 of 2009.** To fulfill the obligation of this Act, the remediation rates of graduates who graduated in 2021 (1-Year Rate) with a GPA (grade point average) of 3.00 or higher were calculated. For Fall 2021, there were 15,246 students listed under these conditions. Figure 8.17 displays the counts of students who did and did not take a remedial course. Within this specific population, 10,995 students (72%) did not take a remediation course upon enrolling whereas 4,251 students (28%) were required to take a remediation course.

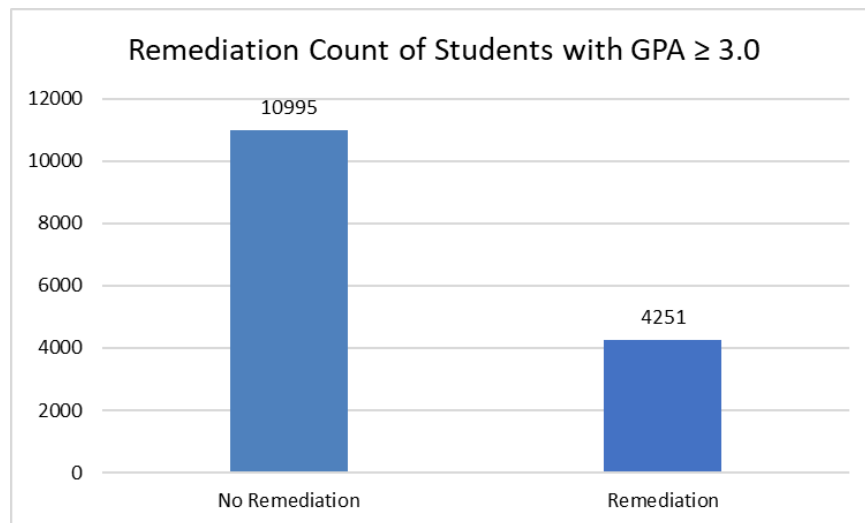


Figure 8.17 Student Remediation Count by 1-Year Rate and GPA



**Institutional Placement Plans**

In AY 19, institutional placement plans were added to the First-Year Student Remediation Report as an additional resource for the Board to view the tools and strategies each institution utilizes to place, advise, and support first-year students while examining institutional remediation and gateway course success data in one document. Institutional placement plans from both two and four-year institutions are included in the appendix below.

Appendices

Appendix A      Assessment of Institutional Placement Plans



**Viabile Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Reading)	Standardized exam	English
High School GPA (Overall)	GPA	English
High School GPA (By Subject Area)	Senior English course	English
ACT (Reading)	Standardized exam	Reading
HS GPA (Overall)	GPA	Reading
HS GPA (By Subject Area)	Two or more social science or literature courses	Reading
ACT (Math)	Standardized exam	Math
ACT (Reading)	Standardized exam	Math
ACT (Overall score)	Standardized exam	Math
HS GPA (Overall)	GPA	Math
HS GPA (By Subject Area)	Algebra II or higher level math	Math

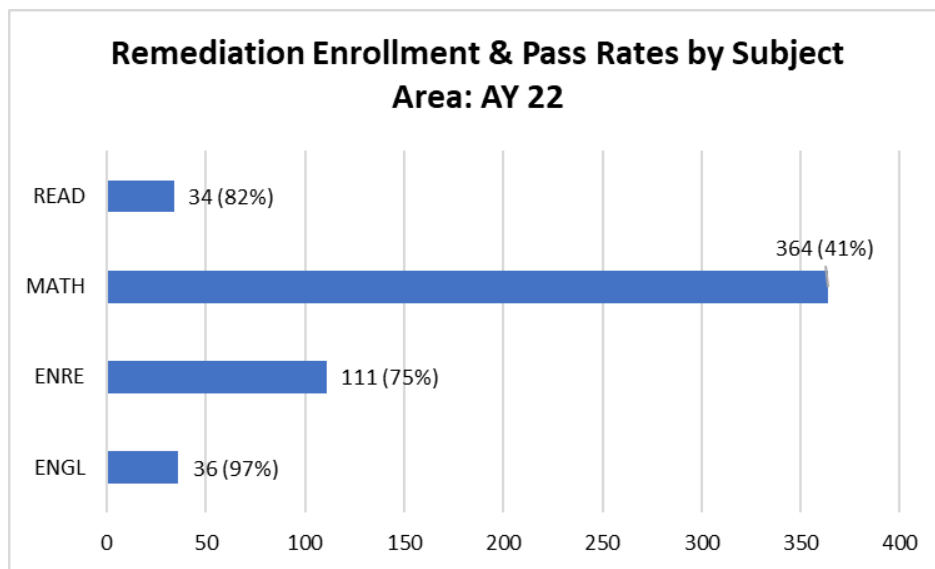
**Advising**

- All first-time, first year students are initially advised through New Student Registration program, which occurs throughout the summer.
- All students have mandatory academic advising and must meet with their academic advisor every semester in order to register for the next term.
- Placement testing occurs for students who do not have an ACT or equivalent score.
- Students conditionally admitted to A-State (ACT of 19-21 and high school GPA of 2.30) are admitted through Transition Studies (TS) Program.

**Support Strategies Offered to Students**

Math Lab	Tutoring Services
Early alert system	Staff mentors
Academic coaches	First-Year Experience (FYS)

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
High School GPA (Overall)	GPA	All
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall score)	Standardized exam	All

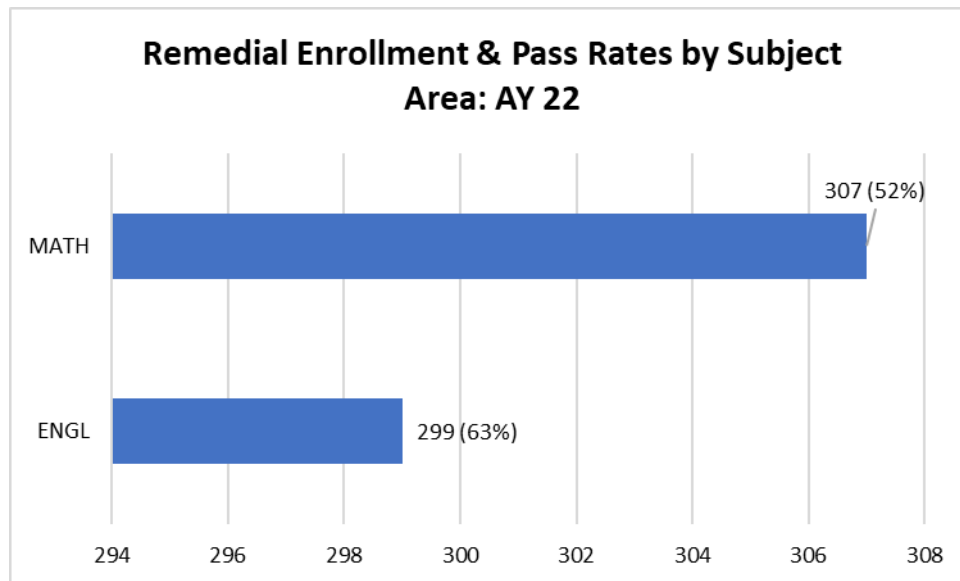
**Advising**

- Arkansas Tech University uses professional advisors in the Academic Advising Center until the student has earned 60 credit hours.
- At the acquisition of 60 credit hours, the student is assigned an advisor in the major department.

**Support Strategies Offered to Students**

Academic advisors	Faculty mentors
Early alert system	Staff mentors
Attendance reporting	First-Year Experience course
Supplemental Instruction	Mid-term Grade reporting
Tutoring Services	

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
SAT (overall score)	Standardized exam	All
ACCUPLACER (Overall score)	Standardized exam	All
High School GPA (Overall)	GPA	All

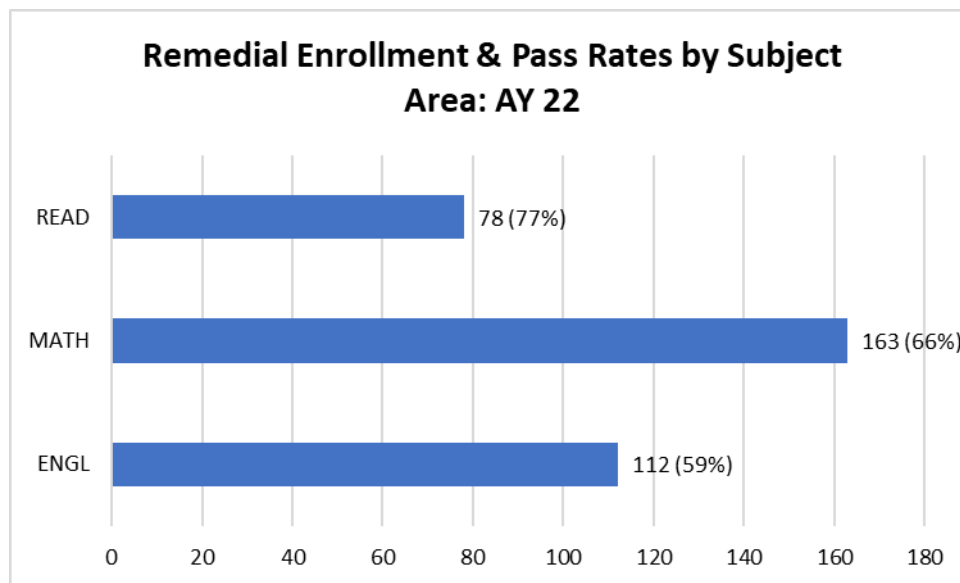
**Advising**

- In 2014, HSU created an Academic Advising Center that houses professional advisors.
- All first-time freshmen that enter HSU are assigned both a faculty advisor and a professional advisor.
- The student will meet with their professional advisor to set their schedule the first 2 years of their coursework. Once the student enters their third year, they will transition over to their faculty advisor.
- Students who have an ACT Composite score of 16, 17, 18 or 19 will be conditionally admitted and will be required to participate in the Reddie Intervention for Success in Education (R.I.S.E.) Program through the HSU Academic Advising Center.
- The Academic Advising Center also works with students conditionally admitted through our RISE program.

**Support Strategies Offered to Students**

Early alert system	Advising Center
Writing Center	Math Lab

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
High School GPA (Overall)	GPA	All
ACT (English)	Standardized Exam	English
ACT (Math)	Standardized Exam	Math
ACT (Reading)	Standardized Exam	Reading
COMPASS	Standardized Exam	All
ASSET	Standardized Exam	All
Departmental Placement Test	Standardized Exam	Math
Next-Gen ACCUPLACER (Reading)	Standardized Exam	Reading
Next-Gen ACCUPLACER (Writing)	Standardized Exam	English
Next-Gen ACCUPLACER (Quantitative Reasoning, Algebra, & Statistics)	Standardized Exam	Math
ACCUPLACER (Reading Comprehension)	Standardized Exam	Reading
ACCUPLACER (Sentence Skills)	Standardized Exam	English
ACCUPLACER (College Level Math)	Standardized Exam	Math
SAT (Reading)	Standardized Exam	Reading
SAT (Writing & Language)	Standardized Exam	English
SAT (Reading)	Standardized Exam	Math

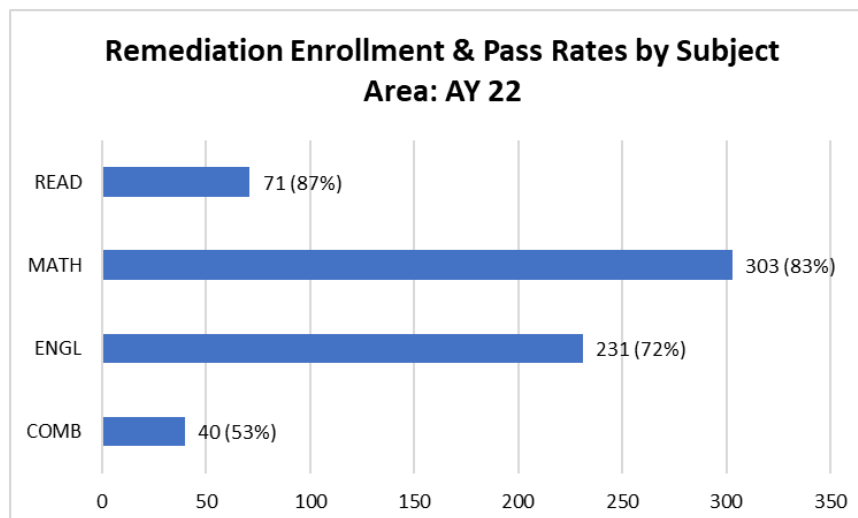
**Advising**

- Student transcripts are reviewed for previous college coursework, if applicable.
- If the student has not had past college English coursework, high school transcripts and placement scores are used to place the student.
- Students who do not have a high school transcript available are placed based on ACT or other placement scores.
- Students are always placed at the highest level they are eligible for when reviewing available data (i.e. SAU uses the highest placement score available).
- In the summer, student records are reviewed again to check if high school transcripts have come in (if not originally available) so that placement can be determined using a combination of high school GPA and placement scores (ideally, we want both measures available).

**Support Strategies Offered to Students**

- |                      |                |
|----------------------|----------------|
| Early alert system   | Peer mentor    |
| Attendance reporting | Writing Center |
| Academic advisors    | Math Lab       |
| Tutoring Services    |                |

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	English Math
ACCUPLACER (Overall score)	Standardized exam	English Math
SAT (overall score)	Standardized exam	English Math
High School GPA (Overall)	GPA	English Reading

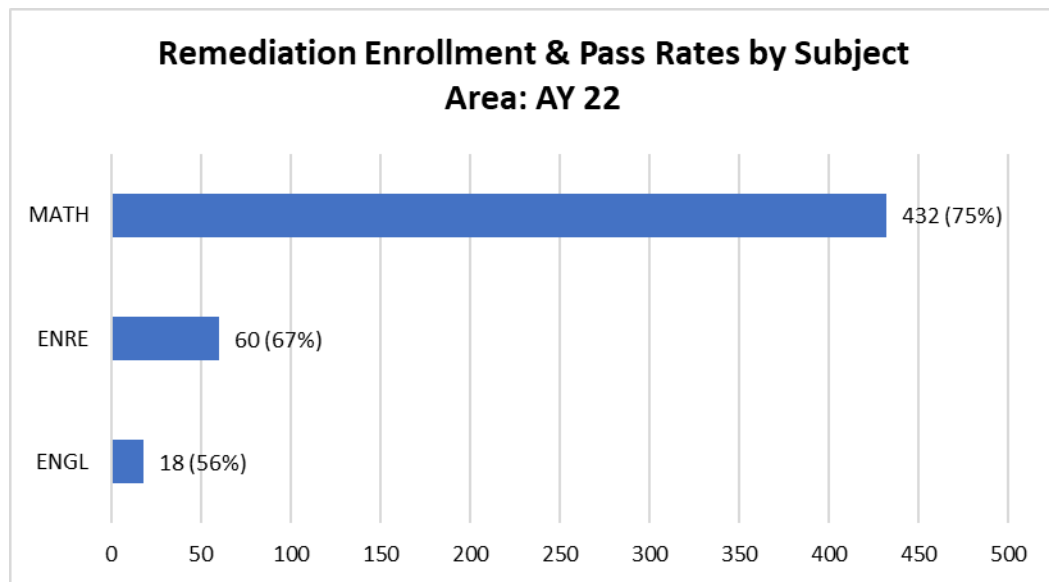
**Advising**

- All degree-seeking students are advised in the college of their major by either an advising coordinator or faculty member.
- Undeclared students as well as some associate degree-seeking students are advised in the central advising office by professional advisors.
- Students testing below the developmental level in any discipline are not being admitted. These students are given resources available to encourage and assist them in getting their scores up to the developmental level so they can be eligible to declare a major.
- Students in developmental courses are required to meet with their advisor each semester to discuss their progress and courses to be taking the following semester, as well as if the student is eligible to continue. These students are registered manually with their advisor.
- Starting in Fall 2019, all freshman will be advised by professional advisors in the ROAR First Year Advising Center.

**Support Strategies Offered to Students**

New Student Orientation	Academic workshops
Early alert system	Math Lab
Target Success Program	Writing Center
Tutoring Services	

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
SAT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All

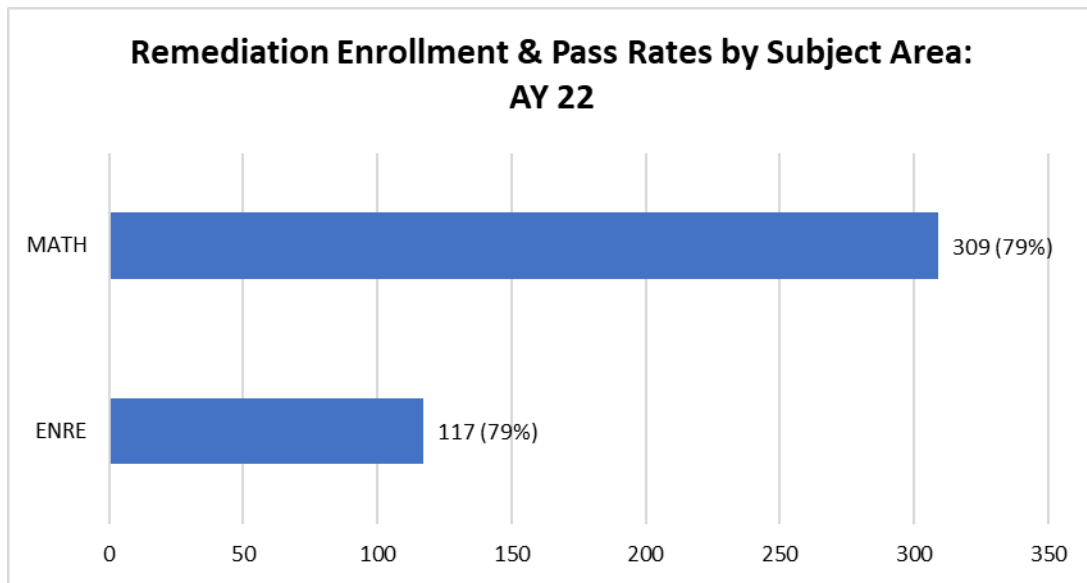
**Advising**

- All students must be advised each semester in order to register for classes.
- Beginning with the incoming freshman class of Fall 2018, the institution will move to a model of centralized advising of all freshmen.
- New freshmen are advised for fall classes during summer orientation by professional advisors in one of two offices and continue to be advised in these offices until they earn approximately 45 credit hours.
- After reaching approximately 45 hours, students will be advised in academic college centers or academic departments.

**Support Strategies Offered to Students**

Academic advisors	Math Lab
Learning Communities	Academic coaches
Writing Center	

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Math)	Standardized exam	Math
ACT (Reading)	Standardized exam	Reading
HS GPA (Overall)	GPA	All
Other	Department Placement Assessments	All

**Advising**

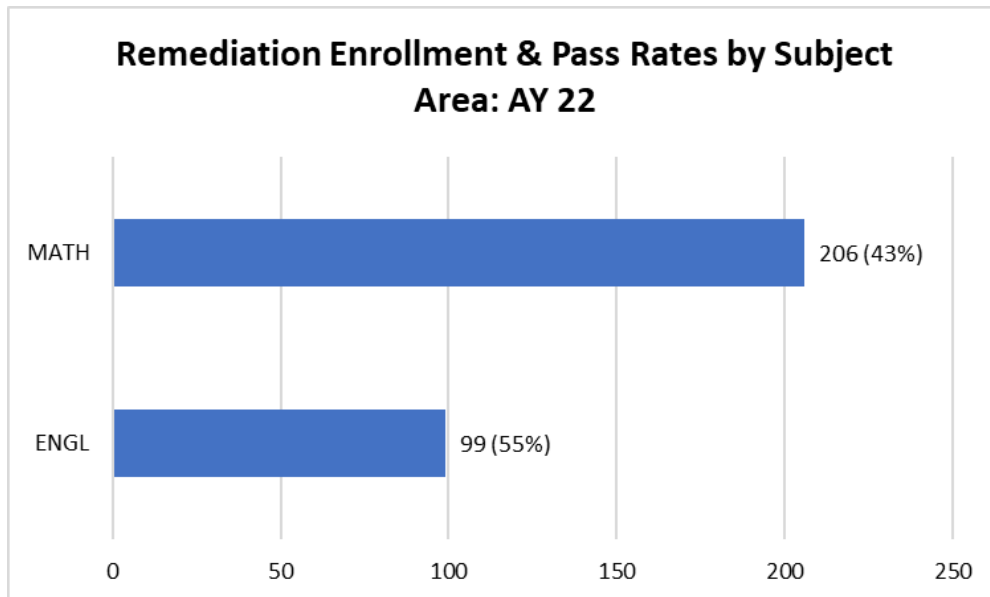
- Academic advising plays a vital role in the success of our students. Upon admission, each student is assigned an academic advisor specializing in his or her chosen field of study.
- The Institution uses faculty advisors for students who have declared a specific major and professional advisors for conditional prep and general studies students.
- All students are required to speak to an academic advisor before enrolling for the first time.
- Students are welcome to email, call or meet with their academic advisors.
- The Director of Academic Advising also takes a direct role in the advising process.
- The Director ensures that every student is assigned an advisor in a timely manner, advises general studies students, provides training for all professional and faculty advisors, develops new programming to prepare students for college and is responsible for any specialized projects associated with academic advising.

**Support Strategies Offered to Students**

Early alert system  
Writing Center

Tutoring Services  
Academic workshops

**Outcomes**







**Viable Metrics**

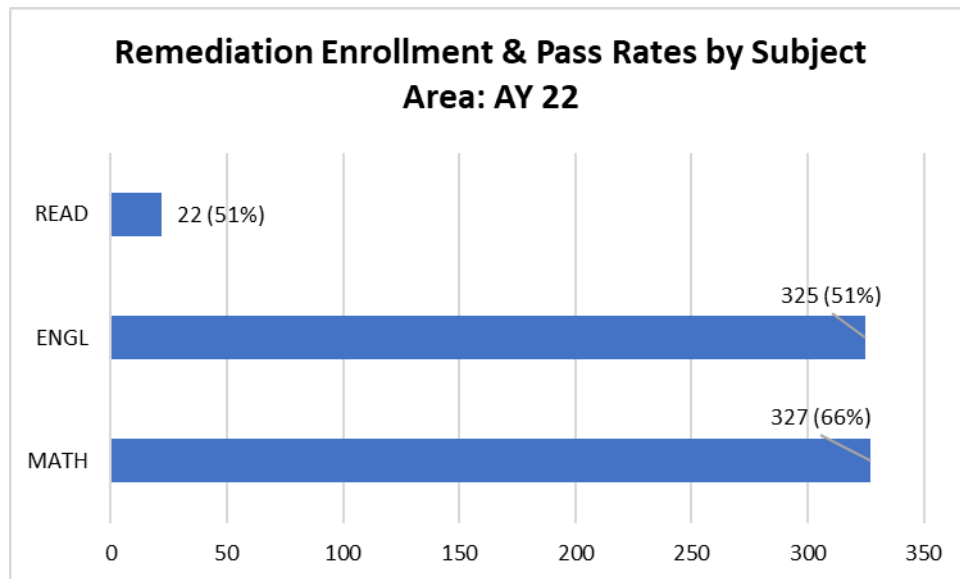
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Elementary Algebra)	Standardized exam	Math
ACCUPLACER (Sentence Skills)	Standardized exam	English
ACCUPLACER (Reading Comprehension)	Standardized exam	Reading
ACCUPLACER (College Math)	Standardized exam	Math

**Advising**

**Support Strategies Offered to Students**

Summer programs	Tutoring Services
Living/Learning Centers	Early alert system
Faculty mentors	Academic Advisors

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
SAT (Writing & Language)	Standardized exam	English
COMPASS	Standardized exam	English
ACT (Reading)	Standardized exam	Reading
SAT (Reading)	Standardized exam	Reading
COMPASS	Standardized exam	Reading
ACT (Math)	Standardized exam	Math
SAT (Math)	Standardized exam	Math
ACCUPLACER (College Math)	Standardized exam	Math

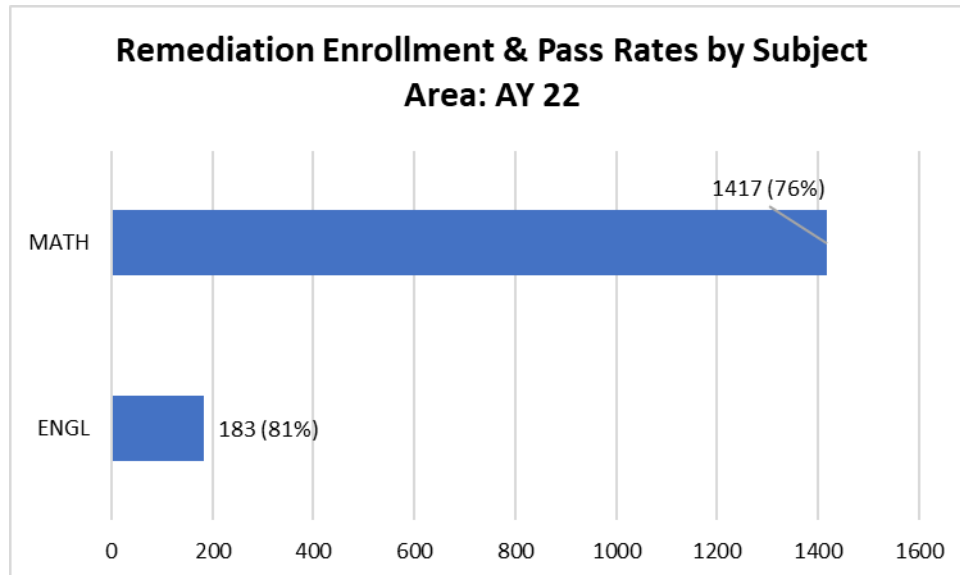
**Advising**

- Students in need of remediation will be pre-enrolled into the appropriate course(s) by the Registrar’s Office or appropriate Advising Center prior to the start of the student’s first semester.
- ☐ Academic advisors will be asked to review student course placement during orientation or before the start of the semester.

**Support Strategies Offered to Students**

- Supplemental Instruction
- Mid-term Grade reporting
- Math Lab

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (Math)	Standardized exam	Math
ACT (English)	Standardized exam	English
ACT (Reading)	Standardized exam	Reading
Other	Completed transitional or college-level coursework	All

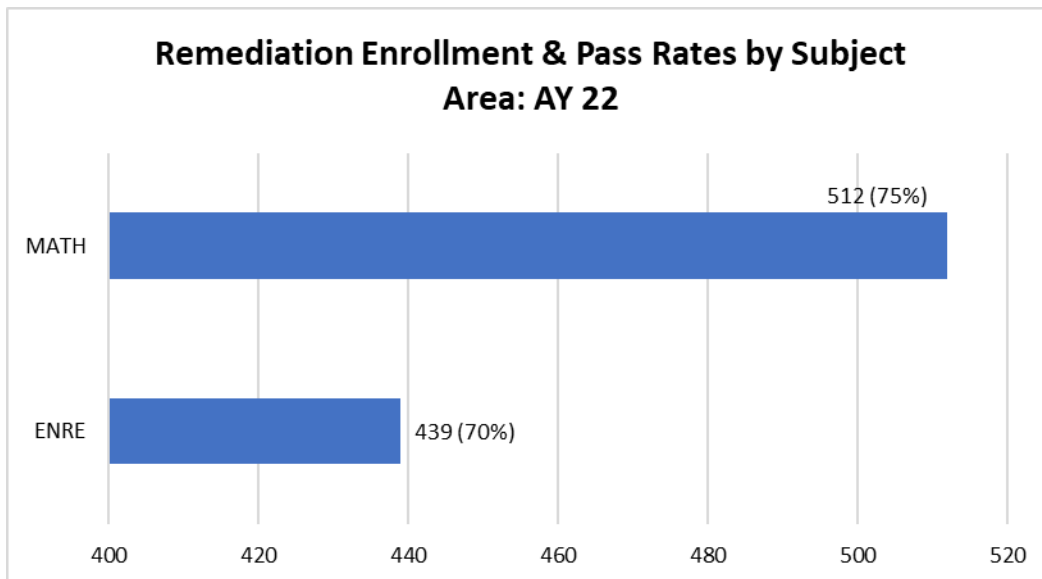
**Advising**

- Students who are required to complete transitional courses are conditionally admitted to the university.
- All students will be assigned an advisor in UCA's Academic Advising Center, and advisors will regularly practice intrusive advising with these students, which includes mandatory individual and group advising sessions, review of the Academic Map (program of study) for a student's intended major, and monitoring of mid-term grades.
- Conditionally admitted students will have a registration hold placed on their account that prevents them from self-registering for classes until all transitional work has been completed.
- All entering undergraduate UCA students will be required to attend academic registration, including one-on-one advising sessions, with an optional two-day student orientation program (SOAR). All entering students are encouraged to participate in the orientation activities during Welcome Week before the first day of classes in August.

**Support Strategies Offered to Students**

Summer programs	Tutoring Services
Writing Center	Freshman seminar (Journeys to Success)

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All
Grit test	Motivational Assessment	All
Other	Institutional Assessments	All
HS GPA (Overall)	GPA	All

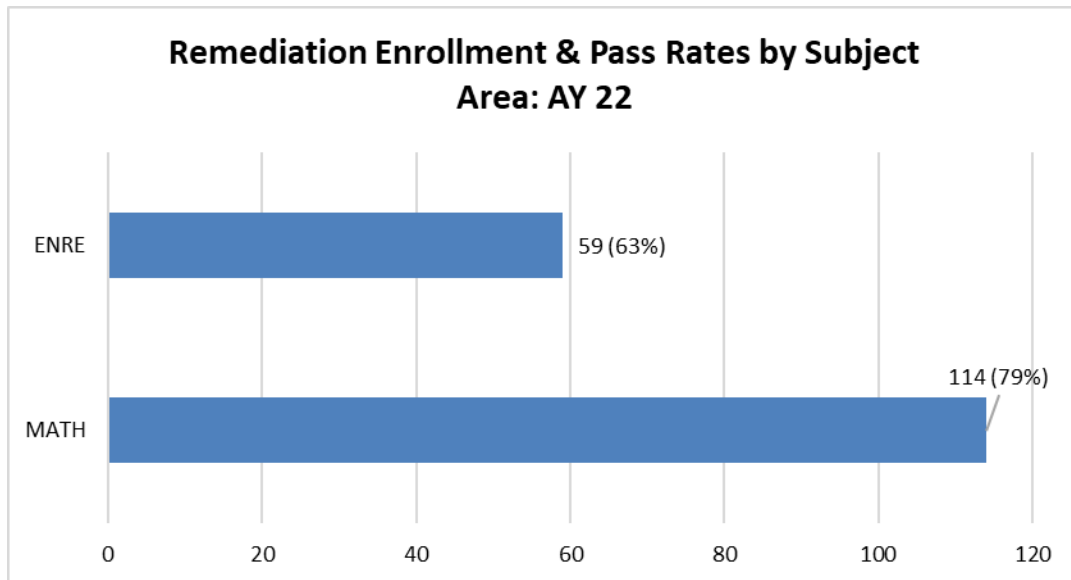
**Advising**

- The Academic and Career Enrichment (ACE) Center includes advising and career services, testing, mentoring, and tutoring programs. Three fulltime advisors are housed in the center and all new students and students returning after a period of separation are assigned to them for career and academic advisement.
- Each advisor has an area of specialization: transfer degrees, CTE programs or nursing/allied health programs.
- Students receive intensive advising and counseling regarding their career goals and educational plans. These three advisors continue to serve as the advisor for these students until they have successfully completed 12 hours of college work with a GPA of 2.00. At that time, the students are assigned to a faculty advisor in their field of study.

**Support Strategies Offered to Students**

Early alert system	Peer mentors
Tutoring Services	Academic advisors
Supplemental Instruction	First-year Experience course

**Outcomes**





**Viabie Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Reading)	Standardized exam	Reading
ACT (Math)	Standardized exam	Math

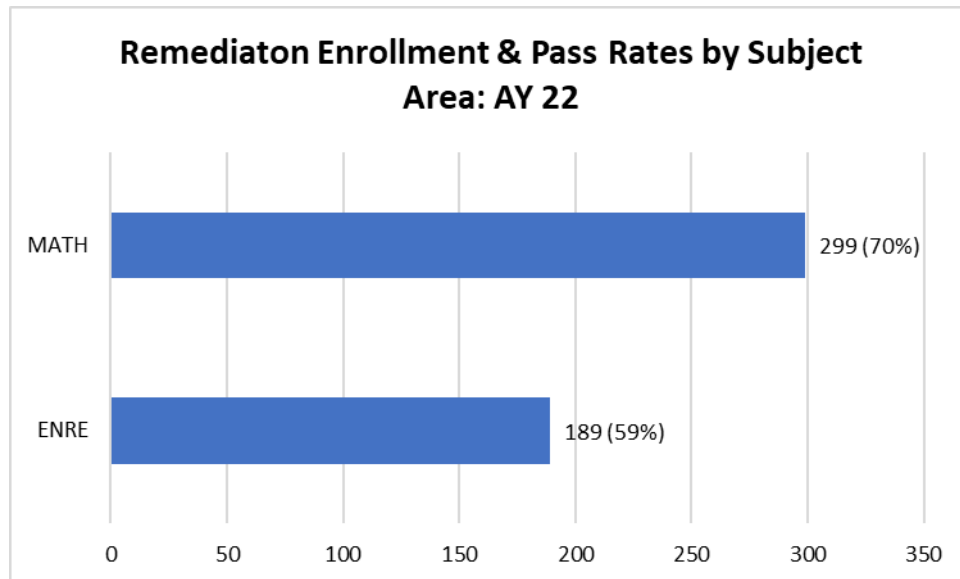
**Advising**

- ASUB primarily employs a faculty advising model in which all degree seeking students (new and transfer) are assigned a faculty member to serve as their advisor.
- As part of the Arkansas Guided Pathways initiative ASUB created four-semester plans of study for all of its degrees that outline the courses that should be taken and in what order those classes should be taken.
- Upon meeting with a student the advisor will work with the student to determine what course of study the student is interested in pursuing. The advisor then creates an individualized plan of study based upon the degree plan the student indicated and the standardized test scores the student has on file.
- All advisors are equipped with the University's Placement Guide which indicates what courses (English and Math) a student is eligible to enroll in.

**Support Strategies Offered to Students**

- Tutoring Services
- Early alert system
- Attendance reporting

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
SAT (overall score)	Standardized exam	All
COMPASS	Standardized exam	All
Other	Years Since Last Class	All
Other	High School Grades	All

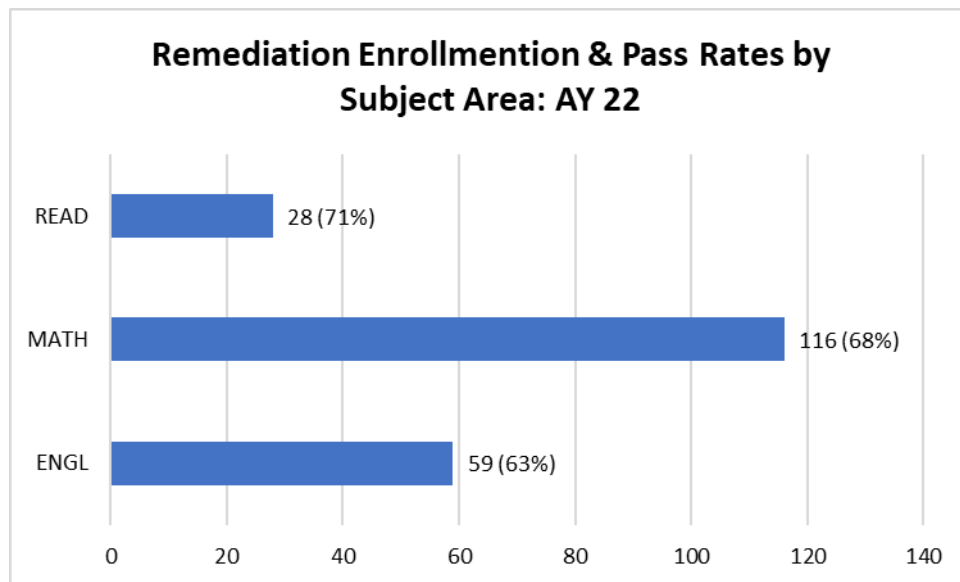
**Advising**

- Placement may be determined by scores earned on the American College Test (ACT), the Scholastic Aptitude Test (SAT), the Computerized Placement Assessment and Support System (COMPASS), the Assessment of Skills for Successful Entry (ASSET), or the ACCUPLACER Next Generation test.
- Students with placement test scores more than three years old may be required to retest.

**Support Strategies Offered to Students**

Early alert system	Academic advisors
Attendance reporting	Other
Tutoring Services	Mid-term Grade reporting
Supplemental Instruction	Academic coaches
First-Year Experience course	Academic workshops

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
COMPASS	Standardized exam	All

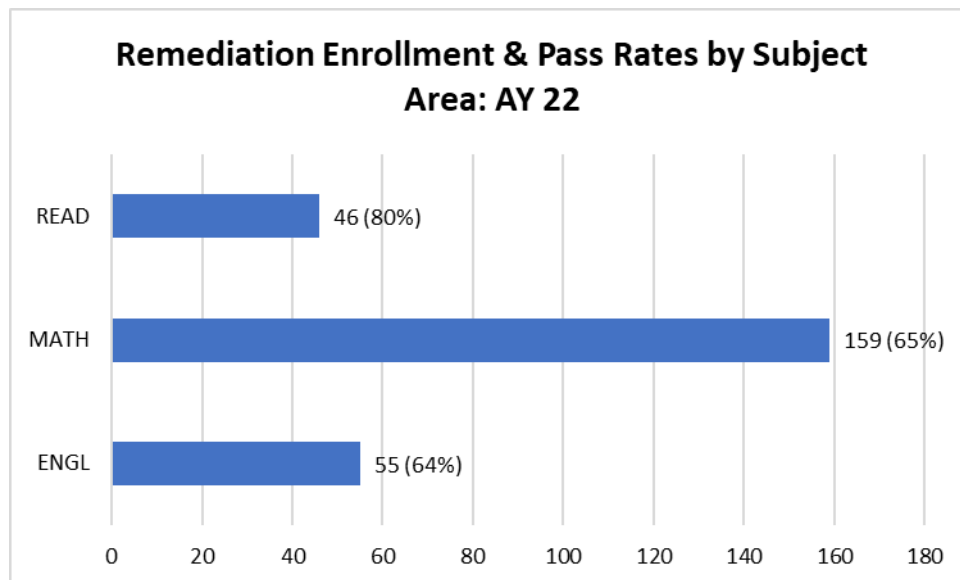
**Advising**

- Each faculty member has several discipline specific advisees.
- Faculty advisers offer themselves as mentors and support students as theystruggle to survive the routine traumas of the first 2 years at college.
- A newly hired "Student Retention Specialist" offers Mentoring, support, career guidance, and academic counseling to students. The specialist focuses on retention through an early alert system and advises students who need intervention.

**Support Strategies Offered to Students**

Tutoring Services  
Writing Lab

**Outcomes**





**Viabie Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Reading)	Standardized exam	English
ACCUPLACER (Sentence Skills)	Standardized exam	English
ACCUPLACER (Reading Comprehension)	Standardized exam	English
COMPASS	Standardized exam	English
ACT (Math)	Standardized exam	Math
ACCUPLACER (Elementary Algebra)	Standardized exam	Math
COMPASS	Standardized exam	Math
Other	ACT Engage	All

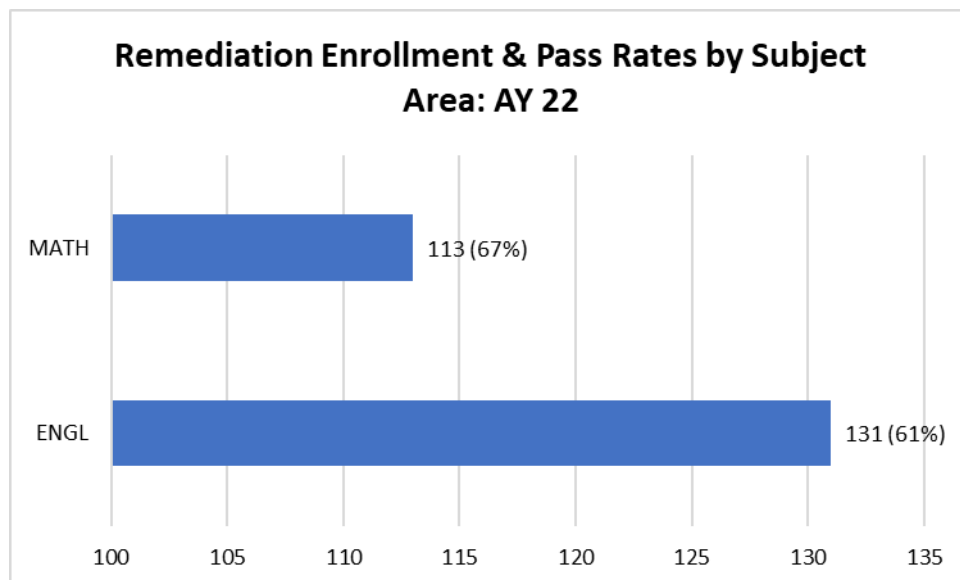
**Advising**

- Students who are first time, full-time, award seeking whose assessment scores placethem in two or more remedial courses are conditionally admitted to the College.
- Students admitted under this policy enroll in College and Life Skills to learn strategies and acquire skills essential to becoming a successful college student and a lifelong learner.

**Support Strategies Offered to Students**

- Tutoring Services
- Career Pathways Initiative
- Early alert

**Outcomes**







**Viable Metrics**

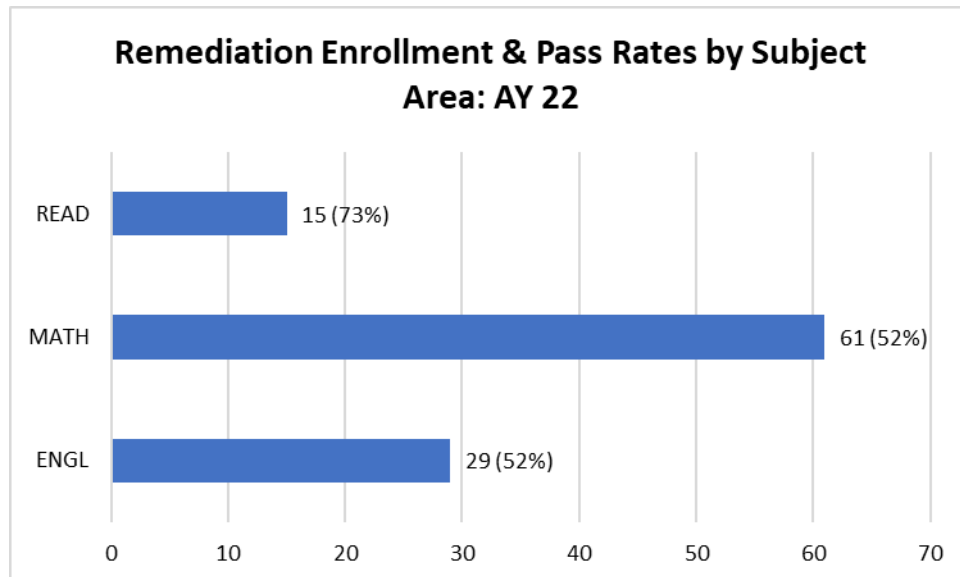
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All
Other	Prior Learning	All
Other	Prior Work experience	All

**Advising**

**Support Strategies Offered to Students**

First-Year Experience course	Career Counseling
Early alert system	Math Lab
Student Support Services	

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
High School GPA (Overall)	GPA	All
ACT (Math)	Standardized exam	Math
ACT (English)	Standardized exam	English

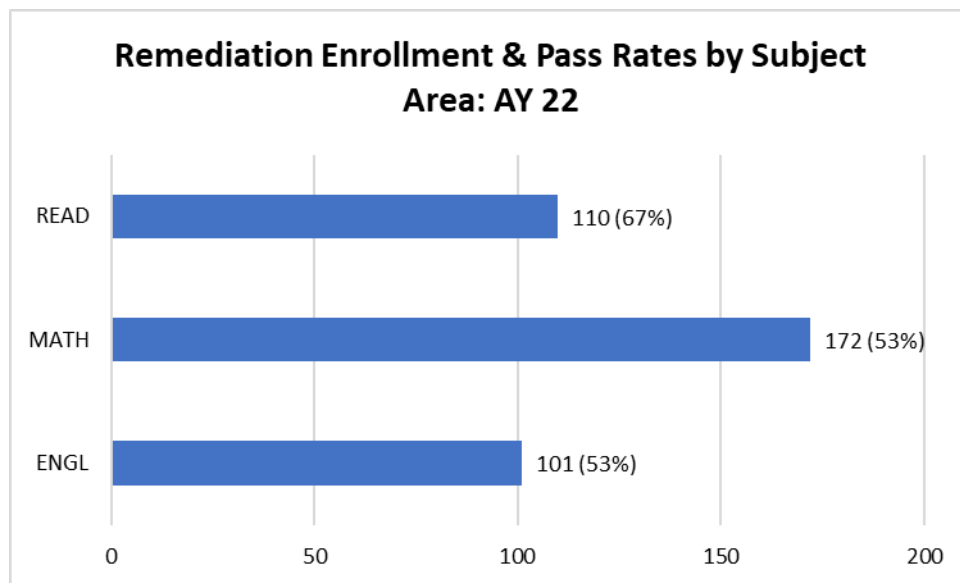
**Advising**

- First-time entering students meet with a Student Services advisor during the registration process. At the time of advising, the Student Services advisor discusses a degree plan with the student.
- During the advisement/registration program, the student will be given a form that lists all developmental courses the student is required to take in their first 30 credit hours.
- Once a student is enrolled, he/she is assigned a faculty member as an Academic Advisor. During the semester, each Academic Advisor is to contact each student assigned at least once to ensure the student is staying on track and to answer any questions.

**Support Strategies Offered to Students**

- Early alert system
- First-Year Experience course

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
SAT (overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All

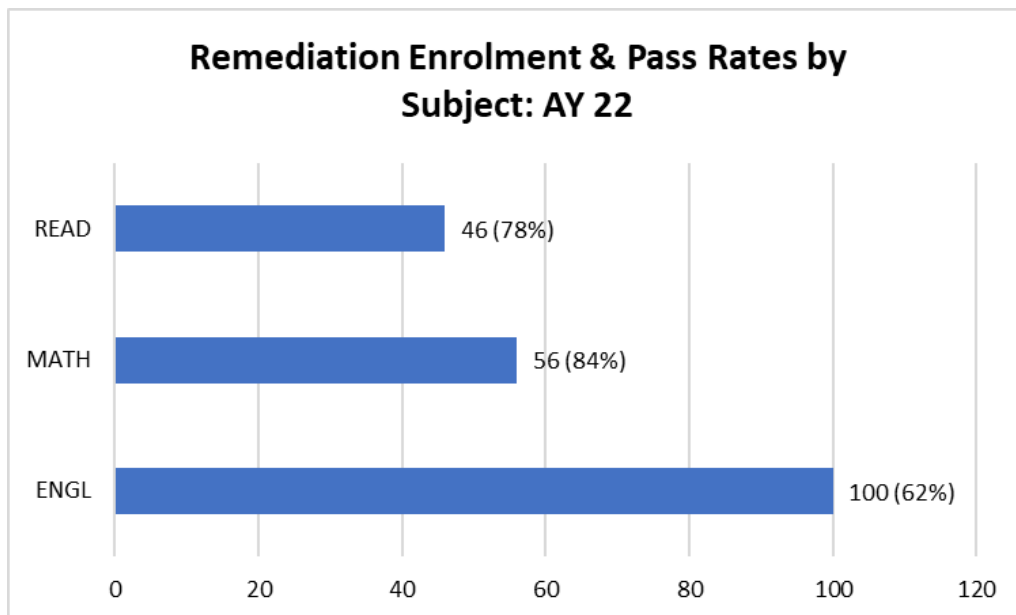
**Advising**

- At initial enrollment, students are advised through Student Services.
- Students are then assigned a personal academic advisor specific to their area of study. The student and advisor will work together to design a customized degree plan.
- The advisor will register the student for classes and serve as a mentor throughout enrollment.

**Support Strategies Offered to Students**

Early alert system Tutoring Services

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All
High School GPA (Overall)	GPA	All
Other	Prior high school or college coursework	All
Other	Student age at admission or re-entry	All
Other	Student intake survey	All
Other	Secondary Career Center Coursework	All

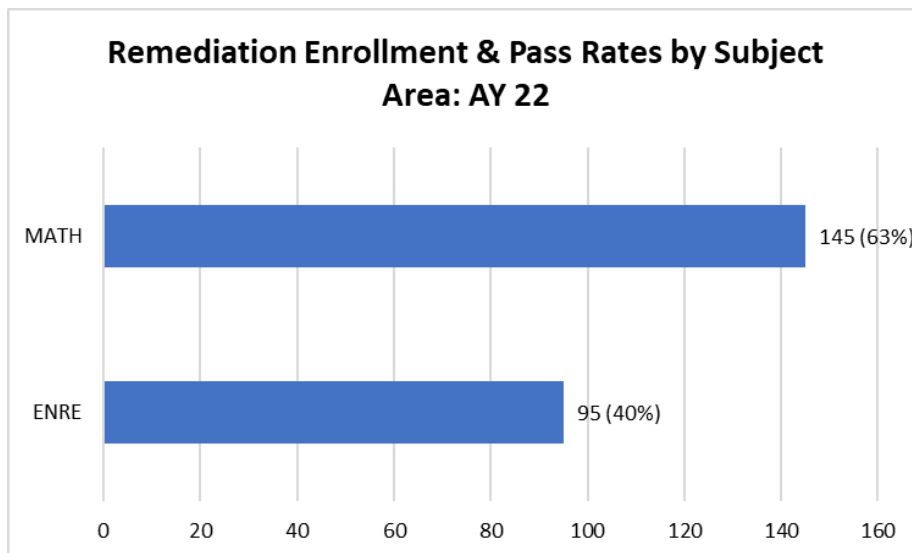
**Advising**

- First-time entering students are required to receive in-depth advising from professional advisors housed in the Student Support Services Complex at EACC, as are undecided and non-degree seeking students.
- Students who are returning and have declared a major are assigned to a faculty advisor within the chosen field of study.
- Students who place into Developmental Education have dedicated faculty advisors assigned to them, which provides for intensive advising for students needing additional academic support.
- Students who qualify for program participation, including Student Support Services, Career Pathways, or Working Students Success Network, are assigned a program-specific advisor who supplements advising alongside the advisor or assigned faculty member.
- Upon completing the admissions process, first-time entering students and students with placement scores older than five years are given an entrance assessment to determine the most appropriate course placement.

**Support Strategies Offered to Students**

Early alert system	Working Student Success Network
Tutoring services	Career Pathways Initiative

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
COMPASS	Standardized exam	All
High School GPA (Overall)	GPA	All
High School GPA (By Subject Area)	GPA	All
Other	Student Opinion/Motivation	All

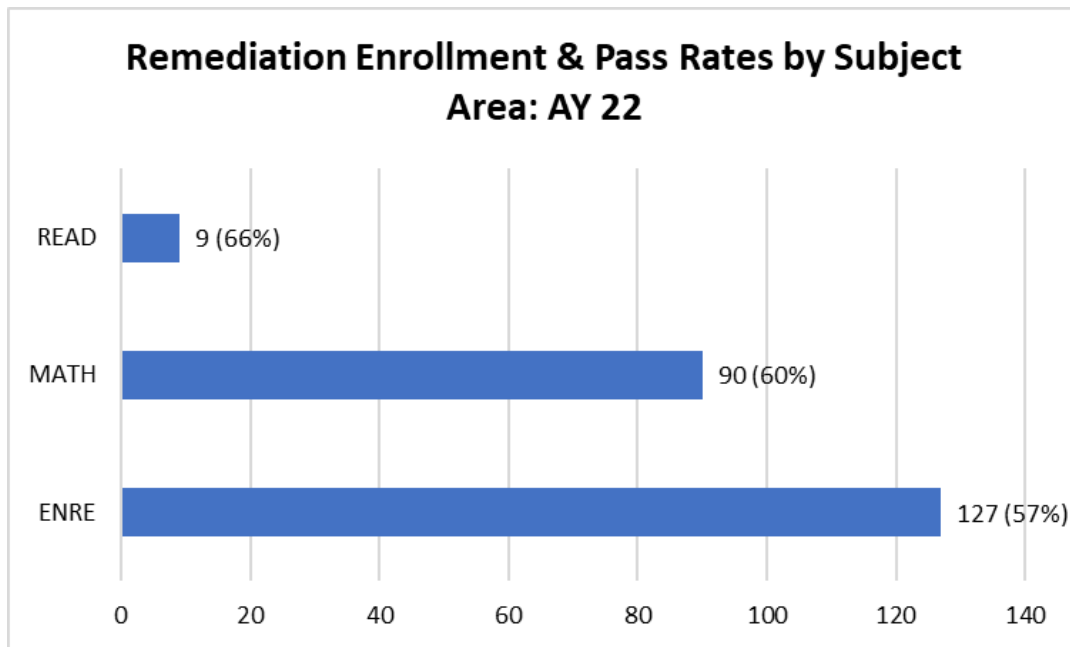
**Advising**

- North Arkansas College has implemented assigned advisors.
- All new or non-continuous students see an institutional advisor when they enroll in their first semester. Students are then assigned to an institutional or faculty advisor based on their major.
- Students are required to meet with an advisor to schedule classes for the next semester until the student has 30 college credit hours excluding college preparatory hours.

**Support Strategies Offered to Students**

Academic coaches	Early alert system
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**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	All
ACT (Math)	Standardized exam	Math
ACCUPLACER (College Math)	Standardized exam	Math
ACCUPLACER (Sentence Skills)	Standardized exam	English
HS GPA (Overall)	GPA	All
Other	Time out of high school	All
Other	High School Course Success	All
Other	Ask the student what they think they can accomplish	All

**Advising**

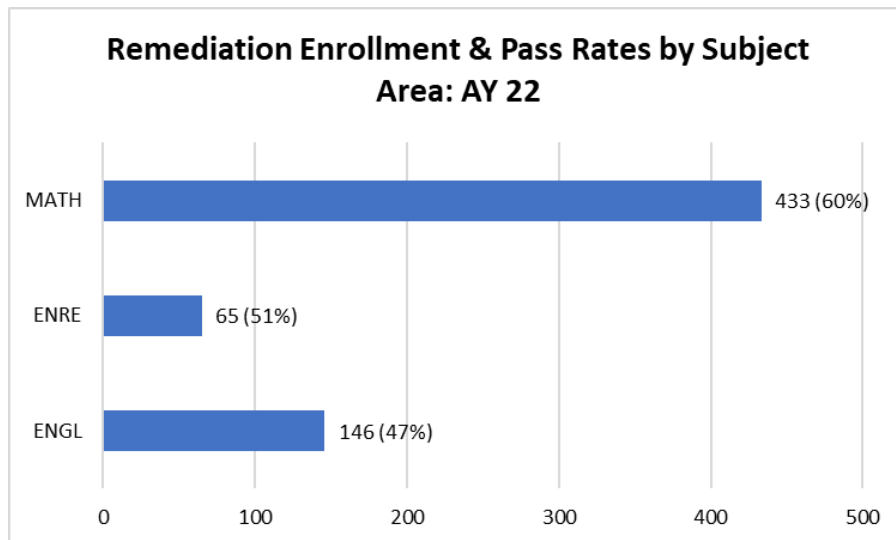
- Students with borderline scores, like those in the Decide category, should be placed in the higher level courses with consideration for the following factors about placement:
  - **Time out of high school** - How long since high school? Students who are more recent high school graduates or GED takers have a higher likelihood of being successful in college level courses.
  - **High School GPA** - What was the high school GPA? A GPA of 3.25 or higher reflects a student who is more likely to be successful.
  - **HS Course Success** - What kind of grades did the student get in a particular sequence of classes? For example, a student with borderline test scores in Math that had a B or higher in high school Algebra II and Trigonometry, is probably ready for College Algebra. It is easier to move students down to Foundations II than up to College Algebra once the semester has begun.
  - **Asking the student** - What does the student think they can accomplish? Studies show that students who are confident in their ability have a higher likelihood of success than those who are not confident.

**Support Strategies Offered to Students**

Early alert system

Tutoring Services

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
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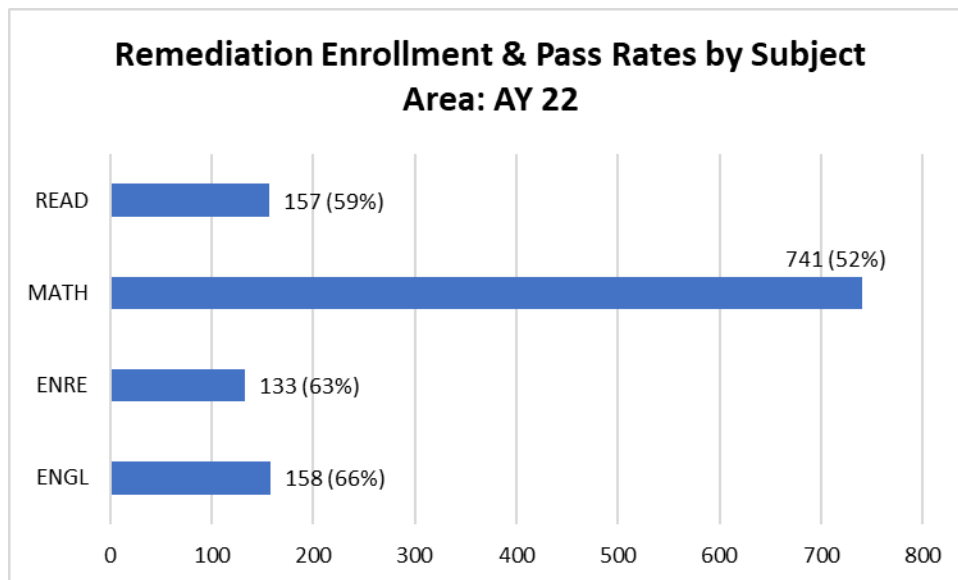
**Advising**

- The plan directs students into a “case-management,” holistic model that is managed by the college’s student support division.
- A student with a demonstrated deficiency in reading, writing, or mathematics (based on Accuplacer or ACT scores) is subject to restricted registration in accordance with the academic plan and course outlines approved by the college’s administration.

**Support Strategies Offered to Students**

Academic advisors	Math Lab
Early alert system	Writing Center
First-Year Experience course	Tutoring Services

**Outcomes**





**Viable Metrics**

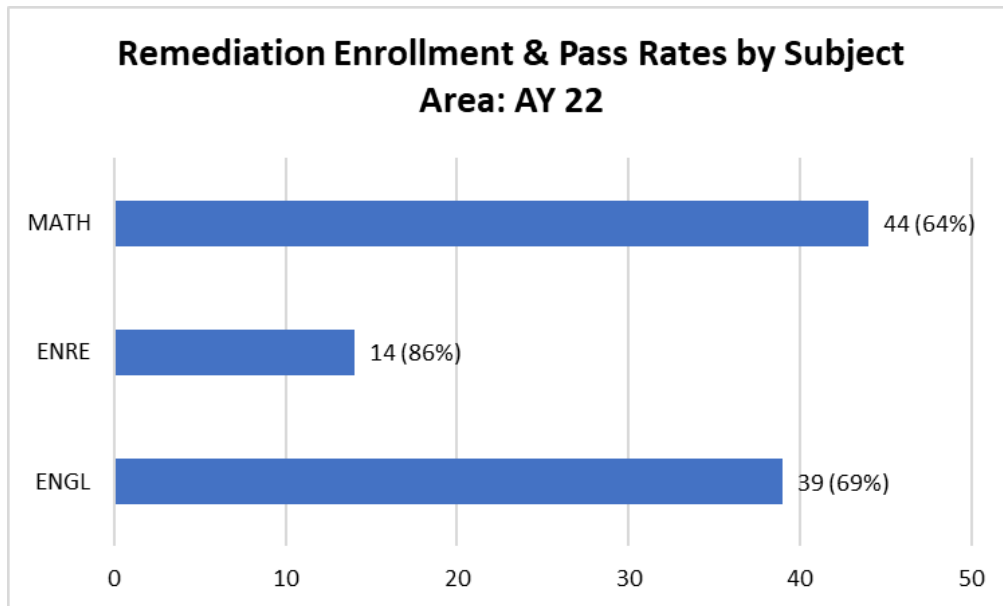
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	Math English
SAT (overall score)	Standardized exam	Math English
COMPASS	Standardized exam	Math English
ACCUPLACER (Overall Score)		Math English
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	Math
High School GPA (Overall)	GPA	English Math
Other	Age at entry	English Math English

**Advising**

**Support Strategies Offered to Students**

Early alert system	Tutoring Services
Attendance reporting	Math Lab

**Outcomes**







**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
Next-Gen ACCUPLACER (Writing)	Standardized exam	English
ACT (Math)	Standardized exam	Math
Next-Gen ACCUPLACER (Quantitative Reasoning, Algebra, & Statistics)	Standardized exam	Math
ACT (Reading)	Standardized exam	Reading
Next-Gen ACCUPLACER (Reading)	Standardized exam	Reading
COMPASS	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All

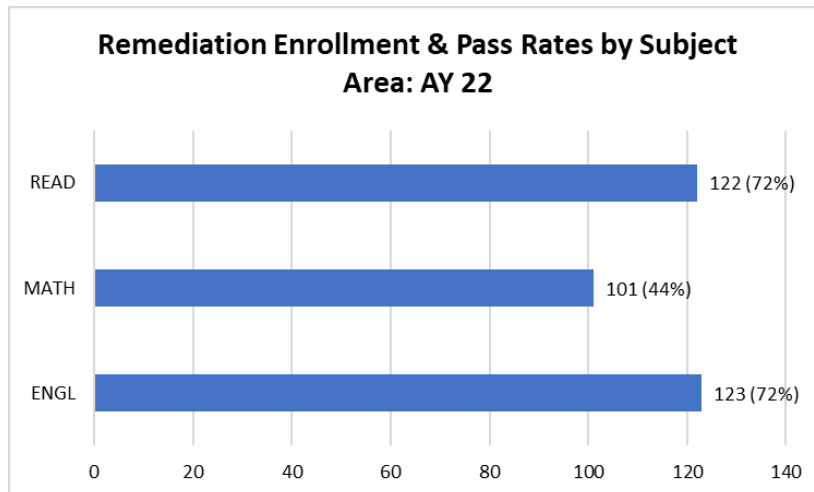
**Advising**

- Once students come to the PCCUA One Stop Center, the advisor role becomes most prominent in the student experience.
- Efforts at this first phase are focused on Planning for Success which include Next Gen Accuplacer Preparation, testing and placement, the assignment of an advisor, referral for disabilities or other services if needed (Student Support Services, Career Pathways, and the Working Family Center, other).
- The next phase, Enrolling for Success, is also monitored by an advisor and includes the completion of an Individual Career Plan (ICP) and the use of the appropriate Guided Pathway, Enrollment in Student Success I & II, financial and career coaching, income support screening, developmental education placement if needed, developmental education fast track (co-requisites) if desired, and ongoing focused advising.
- The third phase, Sustaining Success, requires advisor assistance to help the student with retention and completion and includes monitoring of class attendance and grades, continued career exploration if needed, selecting a major as early as possible, early assessment and early intervention monitoring, tutoring referral or learning lab referral if needed, monitoring supplemental instruction lab participation and continued focused advising.

**Support Strategies Offered to Students**

- |                              |                         |
|------------------------------|-------------------------|
| Academic advisors            | Math Lab                |
| Academic workshops           | Writing Center          |
| Academic coaches             | Tutoring Services       |
| Early alert system           | Individual Career Plans |
| First-Year Experience course |                         |

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All
COMPASS	Standardized exam	All
ASSET	Standardized exam	All

**Advising**

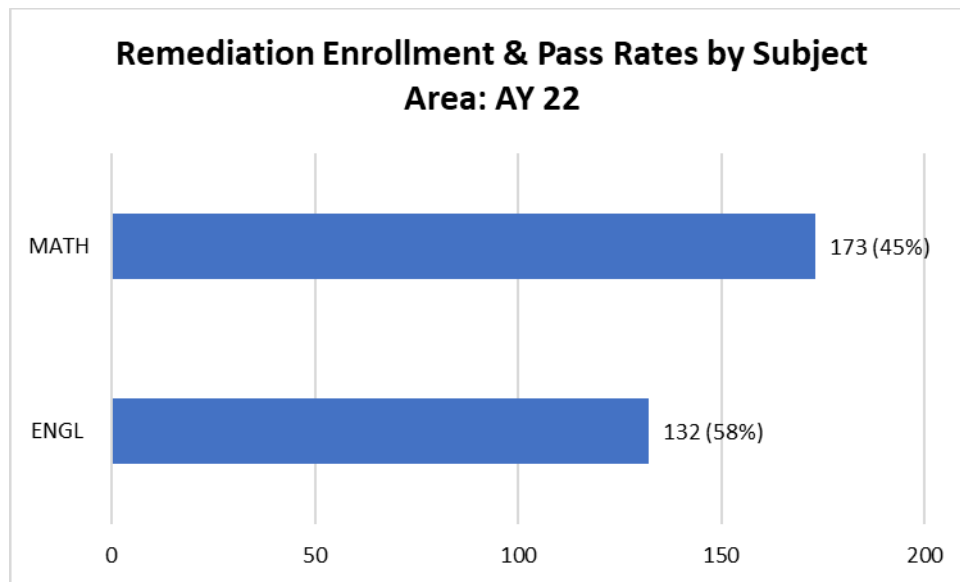
- SouthArk strives to employ a transitional model of advising by blending a variety of styles, depending on the evaluation of student needs.
- Appreciative advising concepts, along with proactive/intrusive advising are woven into student success courses, which are taught primarily during students' freshmen year.

**Support Strategies Offered to Students**

Early alert system

Tutoring Services

**Outcomes**





**Viable Metrics**

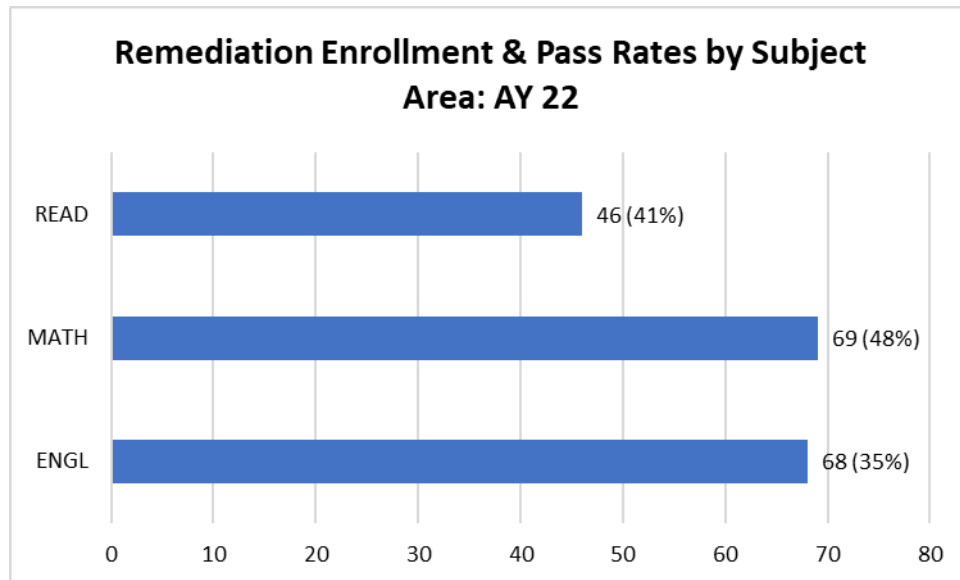
Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Math)	Standardized exam	Math
ACCUPLACER (Overall Score)	Standardized exam	All

**Advising**

**Support Strategies Offered to Students**

Early alert system	SEARK College Career Pathways
Academic advisors	First-Year Experience course
Tutoring Services	

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Math)	Standardized exam	Math
ACT (Reading)	Standardized exam	Reading
COMPASS	Standardized exam	All
GED	Standardized exam	All
ACT (Reading)	Standardized exam	All
ASSET	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
High School GPA (Overall)	GPA	All
Other	HS Course Completion & Remedial Course Completion	All

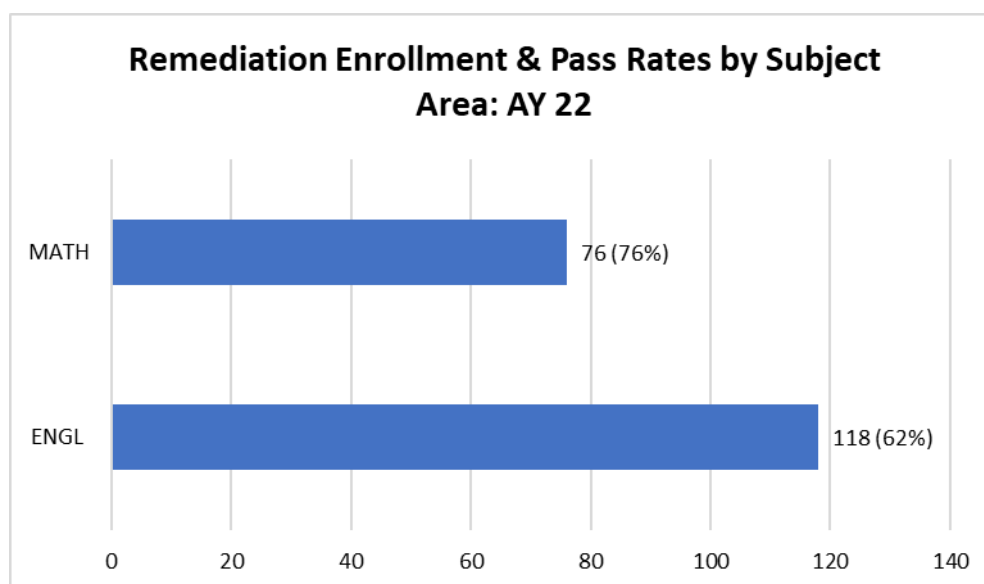
**Advising**

- Students are required to submit placement scores (ACT, ASSET, Compass, ACCUPLACER, or SAT) taken within the last five years.
- Advisors use the placement flowchart to determine placement in English and Math courses, including developmental education courses.
- SAU Tech accepts the highest score among multiple test sessions for each subtest.

**Support Strategies Offered to Students**

Early alert system	Attendance reporting
First-Year Experience course	Tutoring Services

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
COMPASS	Standardized exam	All
SAT (overall score)	Standardized exam	All
HS GPA (Overall)	GPA	All
Other	HS Courses Completed by Subject Area	All

**Advising**

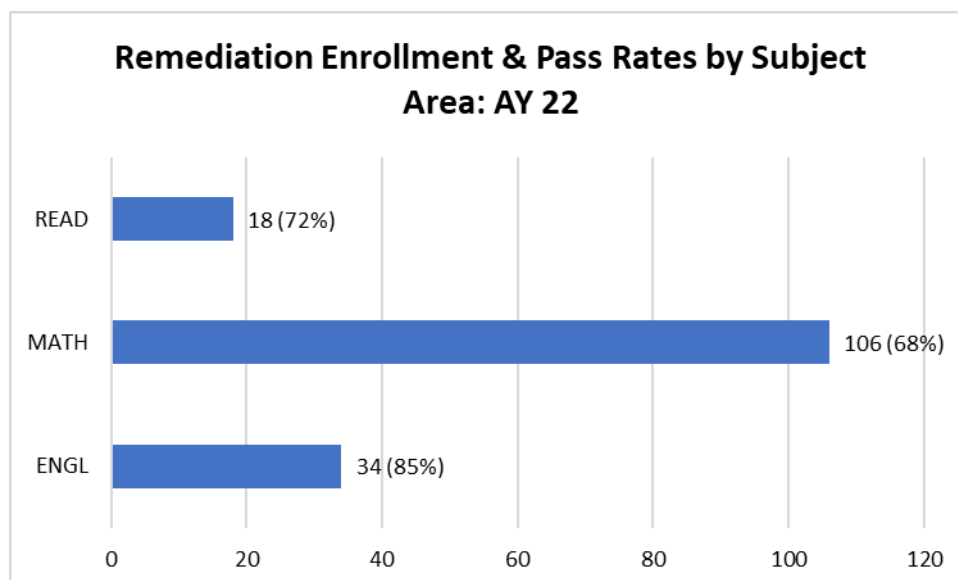
- Using the ACT scale of 0 to 36 with 19 as the college ready point and our existing developmental placement scores we established equivalencies for Accuplacer.
- Once Accuplacer scores were established work began to determine what measures, beyond nationally normed entrance exams, would be used.
- The consensus was that for this first year we would focus on those students testing one developmental level below college ready.
- Focusing on this subset of students, the new placement plan looks at the students' overall high school GPA. If the overall high school GPA is 3.25 or higher, then the students' high school transcript will be evaluated to determine if they took Algebra II (432000) or higher for mathematics and English 12 (413000) or higher for English and other college-level coursework. If the student scored a B or higher in those courses, then they would be eligible to move into the respective college level coursework.

**Support Strategies Offered to Students**

Academic advisors  
Early alert system

Writing Center  
Career Pathways Initiative

**Outcomes**





**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All

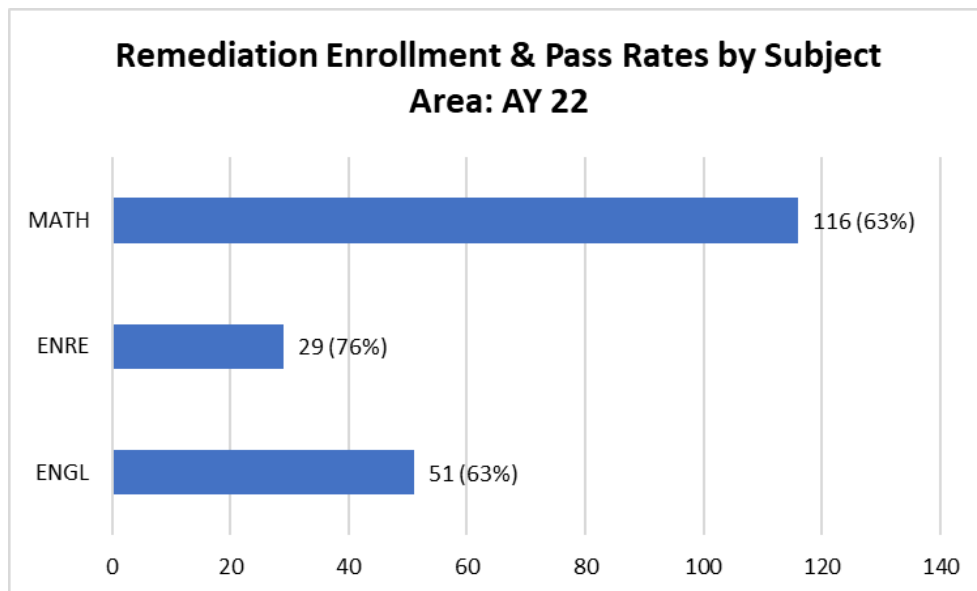
**Advising**

- UAHT is currently working under a hybrid-advising model where both the advising center and faculty advisors are providing service. Previously advisors were assigned a faculty member in the area most closely related to the student’s proposed major field of study.
- Currently, UAHT is in the early stage of developing an intrusive/appreciative advising model utilizing a new advising center.
- Individualized student coaching will be provided by professional advising coaches, under the leadership of the Director of Advising.
- The center will support one stop, holistic advising that considers academic indicators, as well as cultural, financial, and non-cognitive factors impacting placement, success, persistence and completion. UAHT is in year one of its four-year implementation process.

**Support Strategies Offered to Students**

Academic Advisors	Mid-term grade reporting
Tutoring Services	Career Center
Attendance reporting	Career Pathways Initiative
Early alert system	

**Outcomes**





**Viable Metrics**

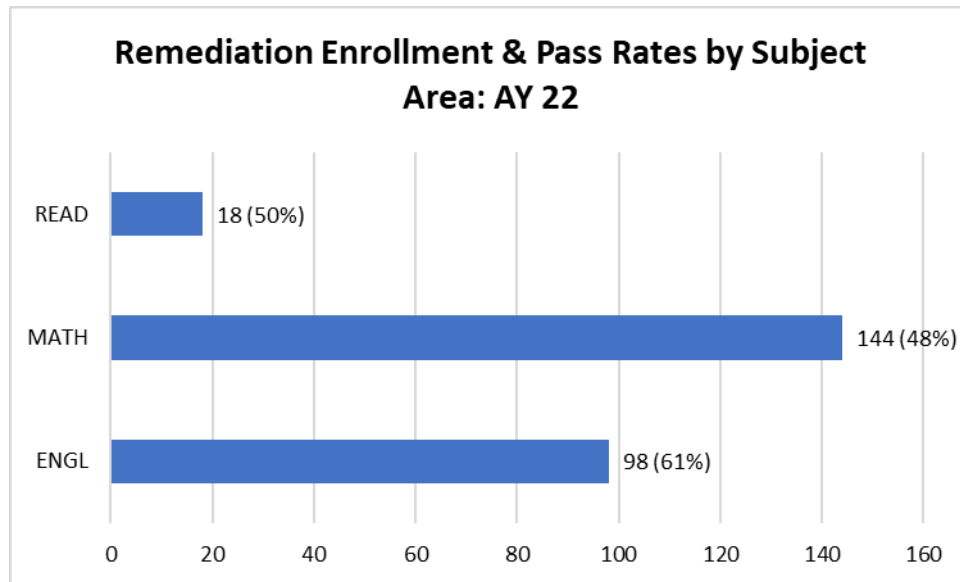
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
COMPASS	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All

**Advising**

**Support Strategies Offered to Students**

Tutoring Services	Attendance reporting
Early alert system	

**Outcomes**





**Viable Metrics**

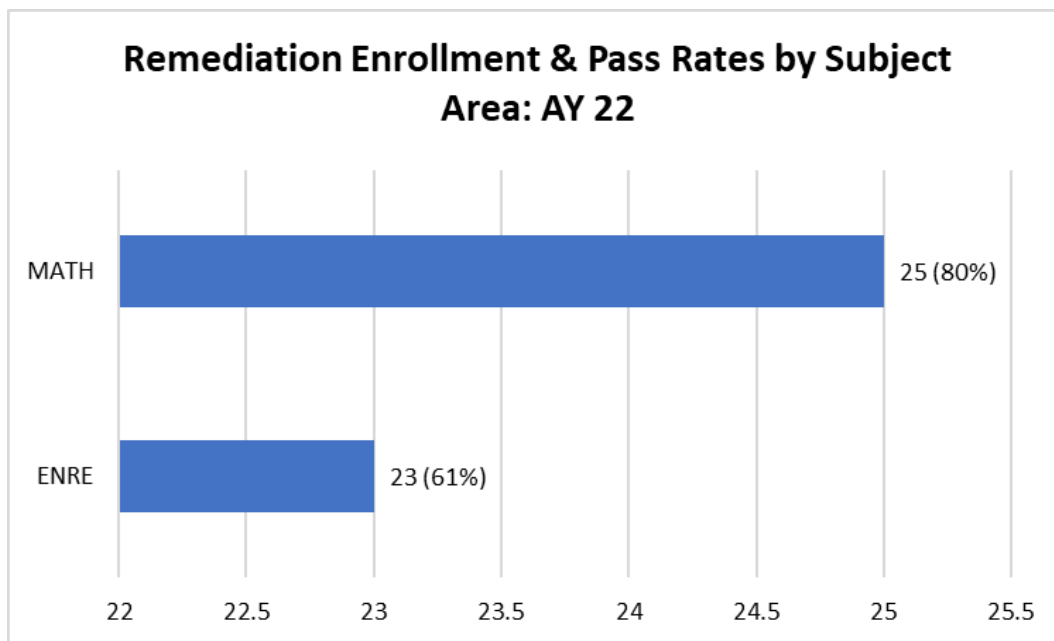
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
SAT (Overall score)	Standardized exam	All
COMPASS	Standardized exam	All
HS GPA (Overall)	GPA	All
Other	Age at entry	All
Other	Faculty Interview Rubric	All
Other	Technical program student aptitude	All

**Advising**

**Support Strategies Offered to Students**

Attendance reporting	Writing Center
Tutoring Services	Mid-term Grade reporting

**Outcomes**







**Viable Metrics**

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
COMPASS	Standardized exam	All
SAT (overall score)	Standardized exam	All

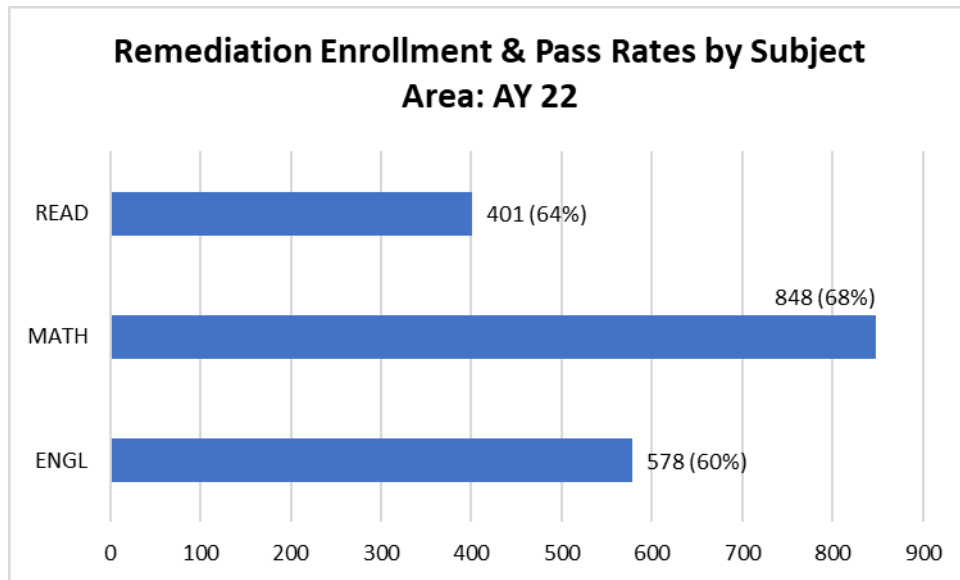
**Advising**

**Support Strategies Offered to Students**

Attendance reporting

Tutoring (Individual)

**Outcomes**



## ANNUAL REPORT ON PRODUCTIVITY OF RECENTLY APPROVED PROGRAMS

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Background:

Arkansas Code §6-61-214 requires the Arkansas Higher Education Coordinating Board (AHECB) to establish standards for the academic programs offered by Arkansas colleges and universities and to create a **seven to ten year review** cycle for all existing academic programs. The existing academic program review policies (AHECB Policy 5.12) were adopted in 1995 and 1998.

### PROGRAM VIABILITY STANDARDS

GRADUATES REQUIRED OVER 3 YEAR PERIOD



- 01 - CERTIFICATES OF PROFICIENCY
- 02 - TECHNICAL CERTIFICATES
- 03 - ASSOCIATES DEGREES (AAS ONLY)

In April 2008, the AHECB directed ADHE staff in cooperation with the public colleges and universities to revise the existing program review process to ensure quality academic programs that support Arkansas’s economic development goals, and to identify and remove non-viable programs from state general revenue funding.

The goal for the review that follows is to identify certificate and degree programs not currently meeting productivity standards.

Because programs need time to develop and produce graduates, productivity for certificate and associate programs is measured **three years** after approval, while baccalaureate and graduate programs are measured **five years** after approval.



- 03 - ASSOCIATES DEGREES (AA, AS, AND AAT)

This agenda item summarizes degree productivity for:

GRADUATES REQUIRED OVER 5 YEAR PERIOD



- 05 – BACHELOR DEGREES

- Associate and Certificate programs approved between July 1, 2017 and June 30, 2018 (Academic Year 2018).

- Baccalaureate and Graduate programs approved between July 1, 2015 and June 30, 2016 (Academic Year 2016); and,



- 05 – BACHELOR DEGREES  
(IN SCIENCE, MATHEMATICS, ENGINEERING, FOREIGN LANGUAGES, MIDDLE SCHOOL EDUCATION, AND SECONDARY EDUCATION PROGRAMS FOR LICENSURE IN SCIENCE AND MATHEMATICS)
- 07 – MASTER’S DEGREES
- 08 – SPECIALIST DEGREES
- 19 – DOCTORAL: PROFESSIONAL PRACTICE

The new programs listed on the following pages will be required to meet the AHECB Viability Standards explained in figure 9.1.



- 17 – DOCTORAL: RESEARCH/SCHOLARSHIP

*Figure 9.1 This figure illustrates the viability standards for new programs set by the AHECB.*

**12851**

**NEW CERTIFICATES & ASSOCIATE DEGREES**  
(Approved in AY 2018)

**NEW BACHELOR, GRADUATE & PROFESSIONAL DEGREES**  
(Approved in AY 2016)

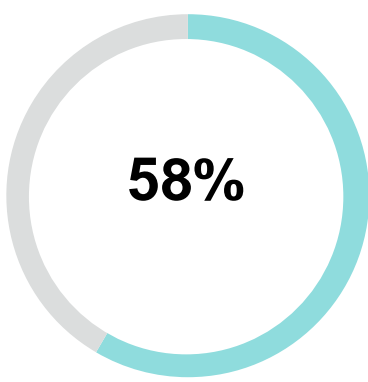
The following table and charts summarize the total number of new certificate and degree programs approved in Academic Year 2018 and Academic Year 2016, and the number of those programs on-track to meet viability standards.

*Figure 9.2: Number of New Programs Analyzed*

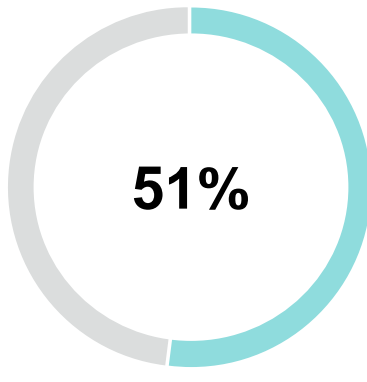
Active and On-Track Programs			
New Programs	Certificate and Associate Degrees	Bachelor's, Graduate, Professional Degrees	Total
Active Programs	128	51	179
Programs On-Track to Meet Standard	74	26	100
Percent On-Track	58%	51%	56%

*Table 9.1: Analysis of Overall Success of New Programs*

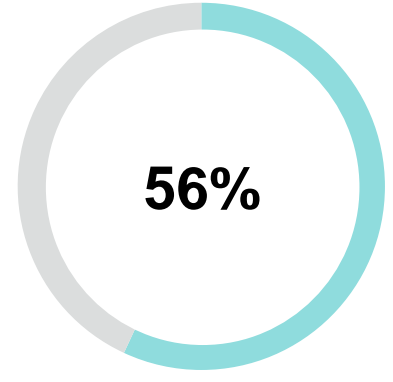
**PERCENTAGE ON TRACK TO MEET STANDARDS**



**CERTIFICATE AND ASSOCIATE**



**BACHELOR'S, GRADUATE, PROFESSIONAL**



**ALL RECENTLY APPROVED PROGRAMS**

*Figure 9.3: Program Viability by Degree Type*

**Degree Productivity for Programs Approved in Academic Year 2018  
Associate Degrees and Below**

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2019	Graduates 2020	Graduates 2021	Total	On Track?
ASUMS	CP	51.0904	Advanced Emergency Medical Technician	4/21/2017	0	3	19	22	Y
ASUN	CP	47.0604	Automotive Heating & Air Conditioning	10/27/2017	0	3	13	16	Y
UACCHT	CP	51.0909	Surgical Scrub Technician	7/28/2017	0	0	0	0	N
UACCM	CP	51.0904	Emergency Medical Technician (EMT) Basic	4/21/2017	0	0	34	34	Y
ASUJ	CP	50.1002	Museum Studies	1/26/2018	1	2	1	4	N
ASUJ	CP	52.0213	Professional Leadership	1/27/2017	0	0	1	1	N
ATU	CP	51.0805	Pharmacy Technician	10/27/2017	64	33	71	168	Y
ATU	CP	43.0399	Dispatcher Telecommunications	10/27/2017	2	3	7	12	Y
ATU	CP	11.0401	Mobile Applications	7/28/2017	6	9	9	24	Y
ATU	CP	52.0203	Logistics Management	7/28/2017	22	11	12	45	Y
ATU	CP	51.0714	Medical Billing	7/28/2017	22	11	18	51	Y
ATU	CP	51.0713	Medical Coding	7/28/2017	24	14	13	51	Y
ATU	CP	51.1009	Phlebotomy	7/28/2017	8	6	8	22	Y
HSU	CP	44.0701	Gerontology	7/28/2017	1	0	2	3	N
HSU	CP	27.0501	Statistics	7/28/2017	0	0	0	0	N
UAFS	CP	47.0105	Industrial Electronics & Electrical Maintenance	1/26/2018	35	59	15	109	Y
UAFS	CP	47.0101	Sustainable Energy Technologies	7/28/2017	1	1	0	2	N
ASUB	CP	47.0606	Power Sports Engines Technology	4/21/2017	19	8	5	32	Y
ASUMH	CP	11.0202	Programming/Mobile Development	1/27/2017	2	4	2	8	N
ASUMS	CP	51.0904	Advanced Emergency Medical Technician	4/21/2017	0	0	0	0	N
ASUN	CP	47.0604	Automotive Engine Performance	10/27/2017	2	20	7	29	Y
ASUN	CP	47.0604	Automotive Transmissions and Axles	10/27/2017	10	2	15	27	Y
ASUN	CP	47.0604	Automotive Heating & Air Conditioning	10/27/2017	7	0	0	7	N
ASUN	CP	47.0604	Automotive Mechanical Systems	10/27/2017	10	12	1	23	Y
ASUTR	CP	46.0000	Construction Technology	7/28/2017	6	3	6	15	Y

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2019	Graduates 2020	Graduates 2021	Total	On Track?
CCCUA	CP	52.0101	Business Management	1/27/2017	8	8	4	20	Y
CCCUA	CP	52.0302	Accounting	1/27/2017	28	15	13	56	Y
CCCUA	CP	52.0401	Administrative Assistant	1/27/2017	2	0	0	2	N
EACC	CP	51.0904	EMT-Basic	4/21/2017	17	20	19	56	Y
NPC	CP	47.0604	Automotive Service Technology	7/28/2017	0	4	7	11	Y
NWACC	CP	47.0201	HVAC Apprentice	1/26/2018	3	1	0	4	N
NWACC	CP	15.1001	Construction Technology	4/21/2017	9	12	16	37	Y
NWACC	CP	01.1101	Horticulture	10/27/2017	2	0	0	2	N
NWACC	CP	01.1100	Workforce Readiness Horticulture	10/27/2017	0	0	0	0	N
NWACC	CP	46.0599	Plumbing Apprentice	1/26/2018	0	0	0	0	N
NWACC	CP	51.0601	Dental Assistant	1/26/2018	33	8	16	57	Y
NWACC	CP	51.0904	Community Paramedicine	1/26/2018	0	0	5	5	N
NWACC	CP	12.0503	Beverage Arts	1/26/2018	0	0	0	0	N
NWACC	CP	12.0503	Artisanal Foods	1/26/2018	0	4	3	7	N
NWACC	CP	46.0302	Electrical Apprentice	1/26/2018	0	0	0	0	N
OZC	CP	47.0604	Electrical/Electronic Systems Troubleshooting	1/26/2018	0	6	0	6	N
OZC	CP	47.0604	Performance and Suspension Systems	1/26/2018	0	5	0	5	N
OZC	CP	47.0604	Basic Automotive Repair and Troubleshooting	1/26/2018	8	0	17	25	Y
OZC	CP	49.0102	Aviation - Instrument Rating	1/26/2018	4	4	6	14	Y
OZC	CP	47.0604	Transmissions and Brake Systems	1/26/2018	12	0	4	16	Y
SAUT	CP	51.0705	Medical Office Administration	4/21/2017	20	7	0	27	Y
SEAC	CP	51.0904	Emergency Medical Technician - Advanced	1/26/2018	0	0	4	4	N
UACCB	CP	01.1201	Soil Science	10/27/2017	11	8	10	29	Y
UACCB	CP	01.1101	Plant Science	10/27/2017	12	5	5	22	Y
UACCB	CP	01.0101	Animal Science	10/27/2017	11	8	4	23	Y
UACCB	CP	01.0901	Agriculture Business	10/27/2017	14	9	9	32	Y
UACCHT	CP	51.0909	Surgical Scrub Technician	7/28/2017	0	0	0	0	N
UACCM	CP	51.0904	Emergency Medical Technician (EMT) Basic	4/21/2017	8	4	0	12	Y
UACCM	CP	47.0303	Industrial Mechanics and Maintenance Technology	4/21/2017	17	11	16	44	Y
UACCM	CP	15.1102	Surveying Technology	1/25/2019	0	12	10	22	Y
UACCM	CP	48.0508	Welding	4/21/2017	25	11	18	54	Y

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2019	Graduates 2020	Graduates 2021	Total	On Track?
UAPTC	CP	47.0201	Heating, Ventilation, Air Conditioning, and Refrigeration	7/28/2017	11	10	13	34	Y
UAPTC	CP	15.1001	Construction Management	1/27/2017	0	2	3	5	N
UAPTC	CP	15.1202	Applied Electronics	7/28/2017	2	2	2	6	N
UAPTC	CP	22.0302	Paralegal Technology	1/27/2017	9	4	12	25	Y
UAPTC	CP	15.0613	Manufacturing Systems	1/27/2017	1	2	1	4	N
UAPTC	CP	47.0603	Auto Painting	1/27/2017	4	14	10	28	Y
UAPTC	CP	47.0603	Auto Body and Frame Alignment	1/27/2017	5	6	10	21	Y
UAPTC	CP	15.0613	Mechanical Systems	1/27/2017	0	0	0	0	N
UAPTC	CP	15.0613	Electrical Systems	1/27/2017	0	1	2	3	N
UAPTC	CP	48.0501	Machine Shop	7/28/2017	8	10	11	29	Y
UAPTC	CP	15.0613	Automated Processes	1/27/2017	0	1	0	1	N
UAPTC	CP	52.0204	Office Supervision Management	1/27/2017	6	4	11	21	Y
ATU	TC	51.0000	Health Professions	10/27/2017	80	121	167	368	Y
UAFS	TC	11.0803	Computer Graphic Technology	1/26/2018	34	30	10	74	Y
UAMS	TC	51.0904	Emergency Medical Technician	4/21/2017	1	0	0	1	N
ASUB	TC	43.0103	Public Safety	7/28/2017	0	0	0	0	N
ASUMH	TC	11.0202	Programming/Mobile Development	1/27/2017	2	4	3	9	Y
BRTC	TC	01.9999	Precision Agriculture	4/21/2017	0	0	0	0	N
CCCUA	TC	52.0101	Business Management	1/27/2017	7	7	5	19	Y
EACC	TC	51.0904	Paramedic	4/21/2017	2	4	8	14	Y
NWACC	TC	12.0510	Wine & Spirits	1/26/2018	0	0	0	0	N
NWACC	TC	15.1001	Construction Technology	4/21/2017	10	4	19	33	Y
NWACC	TC	01.1103	Horticulture (AFLS)	10/27/2017	0	0	0	0	N
NWACC	TC	13.1210	Early Child Education	1/26/2018	5	7	7	19	Y
NWACC	TC	50.1099	Media	1/26/2018	0	0	1	1	N
OZC	TC	47.0604	Automotive Repair and Troubleshooting	1/26/2018	7	0	2	9	Y
OZC	TC	47.0604	Automotive Performance and Suspension Systems	1/26/2018	0	3	0	3	N
OZC	TC	49.0102	Aviation - Private Pilot	1/26/2018	5	4	7	16	Y
SACC	TC	51.0904	Emergency Medical Technician - Paramedic	1/26/2018	23	16	28	67	Y
SAUT	TC	51.0705	Medical Office Administration-Medical Coding	4/21/2017	3	3	8	14	Y
SAUT	TC	51.0705	Medical Office Administration	4/21/2017	5	4	7	16	Y

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2019	Graduates 2020	Graduates 2021	Total	On Track?
UACCB	TC	10.0000	Agriculture Technology	10/27/2017	9	5	7	21	Y
UACCHT	TC	19.0709	Early Childhood Education	10/27/2017	5	13	4	22	Y
UACCM	TC	47.0303	Industrial Mechanics and Maintenance Technology	4/21/2017	11	12	10	33	Y
UACCM	TC	47.0603	Collision Repair Technology	4/21/2017	4	0	1	5	N
UACCM	TC	48.0508	Welding Technology	4/21/2017	12	15	15	42	Y
UACCRM	CGS	24.0102	General Studies	10/27/2017	2	5	91	98	Y
UAPTC	TC	15.1001	Construction Management	1/27/2017	0	2	2	4	N
UAPTC	TC	15.1202	Applied Electronics	7/28/2017	1	1	3	5	N
UAPTC	TC	22.0302	Paralegal Technology	1/27/2017	5	8	9	22	Y
UAPTC	TC	15.0613	Automated Manufacturing Systems Technology	1/27/2017	0	1	2	3	N
UAPTC	TC	52.0204	Office Supervision Management	1/27/2017	4	4	9	17	Y
ASUJ	AS	52.0302	Accounting	7/28/2017	1	3	0	4	N
ATU	AAS	11.1003	Cybersecurity	4/21/2017	4	6	9	19	Y
ATU	AAS	43.0103	Law Enforcement	7/28/2017	7	10	10	27	Y
ATU	AAS	11.0103	Computer Information Technology	7/28/2017	4	7	2	13	Y
SAUM	AA	24.0102	University Studies	1/26/2018	309	301	274	884	Y
UAFS	AAS	22.0302	Paralegal Studies	4/21/2017	8	8	4	20	Y
UAFS	AAS	11.0803	Computer Graphic Technology	1/26/2018	32	25	19	76	Y
UAM	AAS	03.0511	Forest Technology	4/21/2017	0	1	0	1	N
UAMS	AS	51.0904	Emergency Medical Science Technology - Paramedic	4/21/2017	1	0	0	1	N
UAMS	AS	51.0909	Surgical Technology	4/21/2017	13	9	0	22	Y
UAPB	AS	15.0612	Industrial Technology	7/28/2017	0	0	0	0	N
UAPB	AS	40.0501	Chemistry	7/28/2017	0	0	0	0	N
UAPB	AS	01.0308	Agriculture	7/1/2017	0	0	0	0	N
UAPB	AS	27.0199	Mathematics and Computer Science	7/28/2017	0	0	0	0	N
ASUMH	AAS	11.0202	Programming/Mobile Development	1/27/2017	2	3	4	9	Y
ASUN	AS	24.0102	Liberal Arts & Sciences	10/27/2017	1	0	0	1	N
ASUTR	AS	24.0102	Liberal Arts & Sciences	10/27/2017	0	0	0	0	N
CCCUA	ASLA	24.0101	Liberal Arts and Sciences	4/21/2017	0	0	0	0	N
EACC	AAS	51.0904	Paramedic	4/21/2017	3	4	1	8	N
EACC	AS	24.0101	Liberal Arts & Sciences	10/27/2017	0	2	1	3	N
NPC	AAS	47.0604	Automotive Service Technology	7/28/2017	0	2	5	7	N

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2019	Graduates 2020	Graduates 2021	Total	On Track?
NPC	AAS	51.1004	Medical Laboratory Technology	1/27/2017	8	9	12	29	Y
NWACC	AAS	51.3801	Nursing	1/26/2018	75	67	77	219	Y
NWACC	AAS	12.0503	Food Studies	1/26/2018	26	30	20	76	Y
OZC	AAS	51.0000	Health Professions	7/28/2017	41	99	69	209	Y
OZC	AS	11.0401	Information Science Technology	1/26/2018	2	6	6	14	Y
UACCB	AS	01.0000	Agriculture Technology	10/27/2017	7	2	2	11	Y
UACCM	AAS	47.0603	Collision Repair and Refinishing Technology	4/21/2017	3	1	0	4	N
UACCM	AAS	48.0508	Welding	4/21/2017	6	9	15	30	Y
UAPTC	AAS	15.0613	Automated Manufacturing Systems Technology	1/27/2017	1	1	2	4	N

Table 9.2: New Program Viability Detail – Associates and Below



**Degree Productivity for Programs Approved in Academic Year 2016  
Bachelor Degrees and Above**

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2017	Graduates 2018	Graduates 2019	Graduates 2020	Graduates 2021	Total	On Track?
ASUJ	BSE	13.1099	Special Education K-12	7/31/2015	4	4	7	4	3	22	Y
ATU	BA	45.0799	Cultural and Geospatial Studies	5/1/2015	7	5	7	12	4	35	Y
HSU	BA	09.0702	Innovative Media	1/30/2015	0	0	2	4	7	13	N
HSU	BS	51.2299	Health and Human Performance	4/22/2016	0	4	15	24	17	60	Y
SAUM	BFA	50.9999	Performing Arts	1/30/2015	5	8	9	13	10	45	Y
UAF	BS	31.0101	Recreation & Sport Management	7/31/2015	72	64	64	101	77	378	Y
UAFS	BSW	44.0701	Social Work	5/1/2015	0	12	14	17	19	62	Y
UALR	BA	11.0801	Web Design & Development	5/1/2015	0	2	17	9	11	39	Y
UALR	BBA	52.1301	Business Analytics	10/31/2014	1	2	7	10	6	26	Y
UALR	BS	51.0000	Health Education/Promotion	1/29/2016	1	24	34	22	33	114	Y
UALR	BS	51.0000	K-12 Health and Physical Education	1/29/2016	0	1	2	1	2	6	N
UAM	BS	15.1102	Land Surveying	1/30/2015	1	0	5	4	4	14	N
UCA	BA	45.0401	Criminology	5/1/2015	5	12	15	10	19	61	Y
UCA	BS	45.0401	Criminology	5/1/2015	8	16	12	21	27	84	Y
UCA	BS	11.0199	Information Systems	7/31/2015	2	6	8	12	9	37	Y
ASUJ	GC	13.1012	Dyslexia Therapy	5/1/2015	0	0	0	0	2	2	N
HSU	GC	13.1012	Dyslexia Therapy	5/1/2015	8	2	0	4	3	17	Y
SAUM	GC	13.1001	Special Education K-12	7/31/2015	0	0	0	1	1	2	N
SAUM	GC	52.0203	Supply Chain Management	5/1/2015	0	0	0	0	2	2	N
SAUM	GC	13.1012	Dyslexia Therapy K-12	5/1/2015	0	0	0	0	0	0	N
SAUM	GC	13.1299	Education	5/1/2015	1	0	0	3	0	4	N
SAUM	GC	13.0401	Curriculum/Program Administrator	1/30/2015	2	4	1	0	2	9	N
SAUM	GC	13.0401	Building Level Leadership	1/30/2015	0	8	7	4	2	21	Y
SAUM	GC	13.0401	District Level Leadership	1/30/2015	1	3	0	2	2	8	N
SAUM	GC	13.1101	School Counseling	1/30/2015	3	1	1	2	5	12	N
SAUM	GC	13.1004	Gifted & Talented Education K-12	5/1/2015	0	0	0	0	0	0	N
UAF	GC	22.0101	Business Law	5/1/2015	3	7	8	5	0	23	Y
UAF	GC	05.0201	African & African American Studies	5/1/2015	1	0	0	3	2	6	N
UALR	GC	13.1001	Special Education K-12	7/31/2015	0	0	1	1	0	2	N

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2017	Graduates 2018	Graduates 2019	Graduates 2020	Graduates 2021	Total	On Track?
UALR	GC	23.1303	Online Writing Instruction	10/30/2015	4	3	7	9	7	30	Y
UALR	GC	13.0501	Learning Systems Technology	10/28/2016	0	0	3	0	0	3	N
UALR	GC	13.1315	Literacy, Language and Culture	10/30/2015	0	0	0	0	0	0	N
UALR	GC	13.1012	Dyslexia Therapist	5/1/2015	10	13	11	13	5	52	Y
UALR	GC	52.0201	Business	10/30/2015	0	2	1	5	1	9	N
UALR	GC	52.0201	Human Resources and Organizational Psychology	7/31/2015	0	6	3	5	2	16	Y
UAM	GC	13.0401	District Level Administrator	5/1/2015	0	0	0	0	0	0	N
UAMS	GC	51.9999	Health Sciences Innovation and Entrepreneurship	7/31/2015	0	0	0	0	4	4	N
UCA	GC	16.0905	Spanish	7/31/2015	0	0	0	0	0	0	N
UCA	GC	13.1001	Special Education K-12	10/30/2015	1	3	1	4	3	12	N
ASUJ	MS	42.0101	Psychological Science	5/1/2015	0	3	0	4	5	12	Y
ASUJ	MSE	13.1099	Special Education K-12	7/31/2015	64	135	156	78	90	523	Y
ATU	MEd	13.1001	Special Education K-12	1/29/2016	3	8	13	18	10	52	Y
SAUM	MEd	13.0101	Higher, Adult, & Lifelong Education	5/1/2015	5	9	7	7	10	38	Y
SAUM	MEd	13.1300	Special Education K-12	5/1/2015	0	0	0	0	0	0	N
SAUM	MEd	13.1300	Gifted & Talented Education K-12	5/1/2015	0	0	0	0	0	0	N
SAUM	MEd	13.0101	Education	10/30/2015	1	4	11	8	8	32	Y
UAF	MS	45.0701	Geography	5/1/2015	4	7	4	5	5	25	Y
UAFS	MS	51.0701	Healthcare Administration	10/31/2014	3	2	5	9	16	35	Y
UALR	MS	51.0000	Health Education/Promotion	1/29/2016	1	1	0	2	1	5	N
UALR	MS	51.0000	Sport Management	1/29/2016	5	4	10	3	12	34	Y
UALR	MS	51.0000	Exercise Science	1/29/2016	0	0	0	7	0	7	N

Table 9.3: New Program Viability Detail – Bachelor’s and Above

## **ROLE AND SCOPE CHANGE NATIONAL PARK COLLEGE**

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### **Role and Scope Review Process**

Arkansas Higher Education Coordinating Board (AHECB) Policy outlines the process institutions must follow in order to request a change in the degree level approved by the AHECB, and the process to be followed during the review and consideration of that request. The process for AHECB consideration and action was amended by the Coordinating Board at its meeting on April 25, 2014. The new process follows:

- a. After the role and scope/program proposal review has been completed, Arkansas Division of Higher Education (ADHE) staff will present the recommendation on the institutional role and scope designation and the proposed degree program to the Coordinating Board for information and discussion purposes only at its next regularly scheduled quarterly meeting.
- b. AHECB members will vote on the recommended role and scope designation and proposed degree program that required the role and scope change at the following regularly scheduled meeting.

### **Role and Scope Change Review**

National Park College (NPC) proposes a change in its scope to include baccalaureate-level degrees to meet local workforce demand. NPC proposes the change in order to offer a Bachelor of Science in Nursing (BSN).

The costs for this change are minimal; two full-time faculty would be hired for approximately \$125,000. The institution currently employs 19 full-time nursing faculty.

The BSN program would be a total of 120 credit hours. Using NPC's existing coursework for its existing nursing program at the associate-level, the institution would need to develop 33 credit hours of coursework for the new program. NPC also states that it expects an increase in the number of students in the associate-level nursing degree with this change.

NPC notified the Higher Learning Commission of its intent to file a substantive change application in August 2021. The institution informed the Accreditation Commission for Education in Nursing in September 2021 of its intent to offer the BSN.

The NPC Board of Trustees approved a resolution in August 2021, to seek the change in role and scope in order to offer baccalaureate degrees "to support the Garland County workforce."

The Higher Learning Commission requires AHECB approval before NPC can submit their application for a substantive change. NPC understands that it must obtain approval from the AHECB for the Bachelor of Science in Nursing.

**Role and Scope Change Justification**

NPC has stated that it does not seek to become a regional university. The institution has also stated the wish to offer baccalaureate programs to answer the economic needs and workforce demands of the city of Hot Springs, Garland County, and the surrounding region.

The institution currently offers an Associate of Science in Nursing (RN) and a Technical Certificate in Practical Nursing (LPN). NPC employs 19 full-time nursing faculty; 13 of these faculty have the credentials to teach at the baccalaureate level.

**Arkansas Institutions Offering Similar Program Within 50 Miles**

Henderson State University

Projected enrollment, Fall 2024 – 25

**ADHE Executive Staff presents the completed proposal for consideration.**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the role and scope change for National Park College to offer the Bachelor of Science in Nursing (CIP 51.3801, 120 credit hours). Program continuation contingent on Higher Learning Commission accreditation/recognition of bachelor's degrees at National Park College.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Division of Higher Education to inform the President and Chair of the Board of Trustees of National Park College of the conditions of the role and scope approval for the offering of doctoral degree programs.

## **DISTRIBUTION OF MINERAL LEASE FUNDS**

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According to the provisions of A.C.A. §6-61-801 through §6-61-808, there is established the Arkansas Research Development Program for providing Arkansas Research Development Program Grants to publicly-supported universities in Arkansas by the Division of Higher Education. Act 699 of 2021 provides that after the sum of \$13,200,000 has been deposited into the Higher Education Building Maintenance Fund, any additional deposits are to be transferred to the Research Development Fund to be used as provided by law.

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

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

### **Higher Education Research Development Fund:**

The current balance in the Higher Education Research Development Fund is \$288,425. The fiscal 2022 appropriation of \$500,000 is adequate for the authorization of distribution of up to \$350,000 requested by the Arkansas Research and Education Optical Network (ARE-ON) board of directors.

### **Recommendation:**

The ARE-ON represents an essential tool for research and development in the publicly supported universities of Arkansas. It is recommended that up to \$350,000 requested by the ARE-ON board of directors be distributed to the University of Arkansas, Fayetteville for continuing personal services and operating expenses related to ARE-ON.

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

**RESOLVED**, That after review by the Legislative Council, the Director of the Arkansas Division of Higher Education is authorized to distribute up to \$350,000 from the Higher Education Research Development Fund to the University of Arkansas, Fayetteville for continuing personal services and operating expenses related to ARE-ON.

**ECONOMIC FEASIBILITY OF BOND ISSUE  
SOUTHERN ARKANSAS UNIVERSITY**

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Southern Arkansas University requests approval of the economic feasibility of plans to issue bonds not to exceed \$39.8 million with a term of twenty-seven (27) years and an interest rate not to exceed 4.0 percent. Proceeds from the issue will be used to auxiliary purposes. The Southern Arkansas University Board of Trustees approved this financing at its February 3, 2022 meeting authorizing the sale of bonds.

The auxiliary issue will be approximately \$39.8 million with an annual debt service of \$1,180,598 and a term of twenty-seven (27) years. Proceeds will be used to refund 2015, 2016 and 2018 series bonds secured through a privatized housing agreement by its Alumni Association with estimated savings of over \$7 million. The previously existing debt obligation and the related assets will be transferred to the University. These assets include Magnolia Hall, Columbia Hall, and Arkansas Hall. The annual debt service payments will continue to be supported by student housing revenue.

Relevant data follows:

**Auxiliary Issue**

Budgeted 2021-22 Auxiliary Revenues .....	\$ 9,328,662
Maximum Allowable Debt Service (\$9,328,662 / 120%).....	\$ 7,773,885
Existing Annual Debt Service Refunded.....	\$(2,336,826)
Proposed Debt Service.....	\$ 3,517,427
Amount Remaining for Additional Debt Service.....	\$ 6,593,284

The above data demonstrates that Southern Arkansas University has sufficient auxiliary revenue to support an auxiliary bond issue in the amount not to exceed \$39.8 million with a term of twenty-seven (27) years at an annual interest rate not to exceed 4.0 percent.

In accordance with board policy, any proceeds that require AHECB approval and result in additional square footage are subject to AHECB maintenance policy as adopted in October 2010. Southern Arkansas University will sustain a building maintenance fund to be supported by auxiliary revenue for auxiliary facilities. These funds will be transferred annually and maintained in a separate plant account based on the APPA recommendation. The current APPA recommendation is \$1.25 per gross square foot for auxiliary facilities. An estimated total of 104,124 square feet, \$130,155 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 the economically feasible plans for Southern Arkansas University to issue bonds in an amount not to exceed \$39.8 million with a term of twenty-seven (27) years at an estimated annual interest rate not to exceed 4.0 percent. Proceeds from the auxiliary bond will be used to refund 2015, 2016 and 2018 series bonds secured through a privatized housing agreement.

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

**ECONOMIC FEASIBILITY LEASE PURCHASE AGREEMENT  
SOUTHEAST ARKANSAS COLLEGE**

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This request supplements the lease purchase agreement approved by the Arkansas Higher Education Coordinating Board at its October 29, 2021 meeting.

Southeast Arkansas College (SEAC) requests approval of the economic feasibility of plans to enter into a lease purchase agreement with a par amount not to exceed \$33.0 million for up to thirty (30) years, an estimated maximum coupon rate of 6.0 percent and an approximate annual base payment of \$2,271,700. The lease purchase agreement will be used for auxiliary purposes. The Southeast Arkansas College Board of Trustees approved this financing at its meeting on April 5, 2022.

The approximate base lease payment in the amount of \$2,271,700 annually. The lease purchase agreement will facilitate the construction of an approximately 30,000 square foot student union building consisting of classrooms, conference center, dining hall, and health clinic, as well as up to 316 beds of student housing totaling approximately 65,000 square feet. Coordinating Board policy regarding debt service for auxiliary projects provides those annual auxiliary revenues should be no less than 120 percent of total annual auxiliary debt service.

Relevant data follows:

Estimated 2023-24 Net Operating Revenue.....	\$	2,759,517
Maximum Base Lease Payment (\$2,759,517 / 120%) .....	\$	2,299,598
Approximate Base Lease Payment .....	\$	2,271,700
Operating Revenue Remaining .....	\$	27,898

The above data demonstrates that Southeast Arkansas College has sufficient auxiliary revenues to enter into a lease purchase agreement with a par amount of not to exceed \$33.0 million for up to thirty (30) years and an estimated maximum coupon rate of 6.0 percent.

In accordance with board policy, SEAC will sustain a building maintenance fund to be supported by tuition and fee revenue. These funds will be held in a separate account for the maintenance of the new facilities by transferring annually to plant funds based on the Association of Physical Plant Administrators (APPA) of Universities and College recommendation. The current APPA recommendation is \$1.25 per gross square foot for auxiliary facilities. Based on a total of approximately 95,000 square feet, \$118,750 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 Southeast Arkansas College



to enter into a lease purchase agreement with a par amount not to exceed \$33.0 million for up to thirty (30) years, an estimated maximum coupon rate of 6.0 percent and an approximate annual base payment of \$2,271,700 to facilitate the construction of an approximately 30,000 square foot student union building consisting of classrooms, conference center, dining hall, and health clinic, as well as up to 316 beds of student housing totaling approximately 65,000 square feet.

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

**ASSOCIATE OF APPLIED SCIENCE IN MEDICAL LABORATORY TECHNOLOGY  
UNIVERSITY OF ARKANSAS COSSATOT**

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**ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Medical Laboratory Technology (CIP 51.1004; 70 credit hours) at the University of Arkansas Cossatot, effective Summer 2022.

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

**Program Justification**

The Associate of Applied Science in Medical Laboratory Technology (MLT) degree program is 70 credit hours. The curriculum for the degree is based on the recommendations of the American Society for Clinical Pathology Board of Certification for Medical Laboratory Technicians.

Medical Laboratory Technicians perform analytical tests on blood, tissue, and body fluids to provide information for the detection, diagnosis, and treatment of human diseases. Medical Laboratory Technicians work in independent laboratories, reference laboratories, clinics, health maintenance organizations, public health agencies, pharmaceutical firms, research institutions, scientific equipment companies, physicians' offices, and in college clinical laboratory science programs.

In the last semester of the MLT program, students will get clinical and practical experiences in affiliated hospitals. Students will also prepare and review for the national medical laboratory technician certification exam offered by the American Society for Clinical Pathology.

The University of Arkansas Cossatot received the Regional Workforce Grant (\$615,000) and the U.S. Department of Commerce's Economic Development Administration Grant (\$2 Million) to assist with the development and implementation of this degree program. The institution is seeking accreditation approval from the National Accrediting Agency for Clinical Laboratory Sciences.

The institution will hire a director of the MLT program who will work with the Division Chair of Medical Education. One full-time faculty member will also be hired by the institution for the program.

**Arkansas Institutions Offering Similar Programs**

Arkansas State University Beebe  
 National Park College  
 North Arkansas College  
 Phillips Community College of the University of Arkansas

Projected Annual Enrollment beginning Summer 2022 – 16  
 Projected Graduates by Summer 2024 – 16

**Program Requirements**

**Associate of Applied Science in Medical Laboratory Technology  
 70 Credit Hours**

Prerequisites

ENGL	1113	English Composition I
ENGL	1123	English Composition II
MATH	1023	College Algebra
BIOL	2064	Anatomy & Physiology I
BIOL	2074	Anatomy & Physiology II
BIOL	2094	Microbiology
CHEM	1014	Introductory Chemistry
BUS	1003	Microcomputer Applications
PSYC	2003	General Psychology
<i>MED</i>	<i>XXXX</i>	<i>Student Success in Medical Education</i>
<i>MLT</i>	<i>XXXX</i>	<i>Intro. To Medical Lab. Technology</i>

Major Specific Courses

<i>MLT</i>	<i>XXXX</i>	<i>Serology/Immunology</i>
<i>MLT</i>	<i>XXXX</i>	<i>Hematology</i>
<i>MLT</i>	<i>XXXX</i>	<i>Pathogenic Microbiology</i>
<i>MLT</i>	<i>XXXX</i>	<i>Immunochemistry</i>
<i>MLT</i>	<i>XXXX</i>	<i>Clinical Microscopy</i>
<i>MLT</i>	<i>XXXX</i>	<i>Clinical Chemistry</i>
<i>MLT</i>	<i>XXXX</i>	<i>Clinical Application Microbiology</i>
<i>MLT</i>	<i>XXXX</i>	<i>Clinical Applications Immunohematology</i>
<i>MLT</i>	<i>XXXX</i>	<i>Clinical Application Chemistry</i>
<i>MLT</i>	<i>XXXX</i>	<i>Clinical Application Hematology</i>

*Italics = New Courses*

**ASSOCIATE OF APPLIED SCIENCE IN REGISTERED NURSING  
UNIVERSITY OF ARKANSAS COSSATOT**

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**ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Registered Nursing (CIP 51.3801; 77 credit hours) at the University of Arkansas Cossatot, effective Fall 2022.

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

**Program Justification**

The Associate of Applied Science in Registered Nursing is a traditional pathway program that is 77 credit hours. This program is different than the institution's current nursing program in that students enrolling are not required to have a nursing license.

Students in this program will participate in foundations of medical surgical nursing; students will also learn about critical care nursing, management, and community health nursing. The curriculum in the program is designed to meet the standards established by the Arkansas State Board of Nursing.

For the clinical rotations in the program, the institution has contacted several area hospitals who have expressed willingness to allow students to do clinicals. The institution will get formal agreements with hospitals and clinics.

Courses in the program will prepare students to sit for the NCLEX exam to become registered nurses. The program will seek Arkansas State Board of Nursing approval after obtaining AHECB approval. UA Cossatot will seek the Commission on Collegiate Nursing Education accreditation once they have graduates as the accrediting agency requires.

**Arkansas Institutions Offering Similar Programs**

Arkansas State University Jonesboro  
Arkansas Tech University  
University of Arkansas Little Rock  
University of Arkansas at Monticello  
Arkansas Northeastern College  
Arkansas State University Beebe  
Arkansas State University Mountain Home  
Arkansas State University Newport

Arkansas State University Three Rivers  
 Black River Technical College  
 East Arkansas Community College  
 North Arkansas College  
 Northwest Arkansas Community College  
 Ozarka College  
 Phillips Community College of the University of Arkansas  
 South Arkansas Community College  
 Southern Arkansas University Tech  
 Southeast Arkansas College  
 University of Arkansas Community College at Batesville  
 University of Arkansas Community College at Hope Texarkana  
 University of Arkansas Community College at Morrilton  
 University of Arkansas Community College at Rich Mountain

Projected Annual Enrollment beginning Fall 2022 – 16  
 Projected Graduates by Summer 2024 – 16

**Program Requirements**  
**Associate of Applied Science in Registered Nursing**  
**77 Credit Hours**

Prerequisites

ENGL	1113	English Composition I
ENGL	1123	English Composition II
MED	1223	Medical Math
BIOL	2064	Anatomy & Physiology I
BIOL	2074	Anatomy & Physiology II
BIOL	2094	Microbiology
BIOL	2003	Nutrition
PSYC	2003	General Psychology
<i>MED</i>	<i>XXXX</i>	<i>Student Success in Medical Education</i>

Major Specific Courses

<i>RNUR</i>	<i>XXXX</i>	<i>Nursing Concepts I</i>
<i>RNUR</i>	<i>XXXX</i>	<i>TRN Clinical Practicum I</i>
<i>RNUR</i>	<i>XXXX</i>	<i>Nursing Concepts II</i>
<i>RNUR</i>	<i>XXXX</i>	<i>TRN Clinical Practicum II</i>
<i>RNUR</i>	<i>XXXX</i>	<i>Nursing Concepts III</i>
<i>RNUR</i>	<i>XXXX</i>	<i>TRN Clinical Practicum III</i>

*Italics = New Courses*

**MASTER OF HEALTHCARE BUSINESS ANALYTICS, GRADUATE CERTIFICATE IN  
HEALTHCARE BUSINESS ANALYTICS  
UNIVERSITY OF ARKANSAS FAYETTEVILLE**

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**ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Master of Healthcare Business Analytics (CIP 51.2706; 30 credit hours) and the Graduate Certificate in Healthcare Business Analytics (CIP 51.2706: 12 credit hours) at the University of Arkansas Fayetteville, effective Fall 2022.

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

**Program Justification**

The Master of Healthcare Business Analytics and the Graduate Certificate in Healthcare Business Analytics focuses on business analytics, and healthcare analytics applications. Issues such as encouraging electronic data users to employ analytics consistently for improving healthcare delivery, managing the reporting and sharing of data, and leveraging data and resources to improve healthcare at affordable costs are included in the curriculum.

The Master's degree is 30 credit hours and is a collaboration between the Sam M. Walton College of Business and the College of Education and Health Professionals. The Graduate Certificate is 12 credit hours; students can easily transition to the Master of Healthcare Business Analytics or the Master of Applied Business Analytics if they so choose.

The institution plans to add four faculty members and two directors. There will be minimal administrative costs and no new facilities, equipment, or library resources for the program.

Companies such as J.B. Hunt, Arkansas Blue Cross, Blue Shield, Wal-Mart, and Tyson Foods have expressed the need for students with the training and skills these programs will provide.

**Arkansas Institutions Offering Similar Programs**

None

Projected Annual Enrollment beginning Fall 2022 – 15

Projected Graduates by Fall 2025 - 40

**Program Requirements****Master of Healthcare Business Analytics****30 Credit Hours**Core Courses

<i>ESRM</i>	5303	<i>Healthcare Analytics Fundamentals</i>
ISYS	5503	Decision Support and Analytics
<i>ESRM</i>	5823	<i>Healthcare Business Analytics I</i>
ISYS	5833	Data Management Systems
ISYS	5843	Sem in Bus Intelligence and Knowledge Management
<i>ESRM</i>	5853	<i>Healthcare Business Analytics II</i>
ISYS	599V	Practicum Seminar

Electives

Choose two from the following:

ESRM	6423	Multiple Regression Techniques for Education
PBHL	5563	Public Health: Practices and Planning
STAT	5313	Regression Analysis
ISYS	5213	ERP Fundamentals
ISYS	5013	Data and Cybersecurity
ISYS	5023	Data and System Security
ISYS	5043	Cybersecurity, Crime, and Data Privacy Law I
ISYS	5173	Blockchain Fundamentals
ISYS	535V	Internship Experience
ECON	5763	Economic Analytics
MKTG	5523	Marketing Analytics
SCMT	5693	Supply Chain Performance Management and Analytics
STAT	5353	Methods of Multivariate Analysis

**Graduate Certificate in Healthcare Business Analytics****12 Credit Hours**Core Courses

<i>ESRM</i>	5303	<i>Healthcare Analytics Fundamentals</i>
ISYS	5503	Decision Support and Analytics
<i>ESRM</i>	5823	<i>Healthcare Business Analytics I</i>

Electives

Choose one from the following:

ISYS	5833	Data Management Systems
ISYS	5843	Sem in Bus Intelligence and Knowledge Management
<i>ESRM</i>	5853	<i>Healthcare Business Analytics II</i>

*Italics = New Courses*

**MASTER OF ARTS IN ART HISTORY IN ARTS OF THE AMERICAS  
UNIVERSITY OF ARKANSAS FAYETTEVILLE**

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**ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Master of Arts in Art History in Arts of the Americas (CIP 50.0703: 36 credit hours) at the University of Arkansas Fayetteville, effective Fall 2023.

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

**Program Justification**

The Master of Arts in Art History in Arts of the Americas is 36 credit hours and is supported by an annual endowment of \$280,000 from the Walton Family Charitable Support Foundation. The University of Arkansas Fayetteville will be collaborating with the Crystal Bridges Museum of American Art to offer this program. Students will have opportunities for internships at Crystal Bridges and will travel to other area museums in the Southern U.S. while enrolled in the program.

The institution plans to prepare students for pursuit of doctoral degrees as well as facilitate work in the field of art with the MA degree. The program covers the cost of tuition for students and provides a stipend.

The institution hopes to expand the travel opportunities in the future to include trips to Mexico to visit museums featuring anthropology, history, and contemporary art and also visit Mayan archeological sites.

**Arkansas Institutions Offering Similar Programs**

University of Arkansas Little Rock – Master of Arts in Art, Concentration in Art History

Projected Annual Enrollment beginning Fall 2023 - 5

Projected Graduates by Summer 2025 – 5

**Program Requirements**

**Master of Arts in Art History in Arts of the Americas**

**36 Credit Hours**

Core Courses



ARHS	6003	Art History's Histories: Critical Historiography and Methodology
ARHS	604V	Art History Practicum
ARHS	6013	This is IT. (Immersive Travel)
ARHS	6023	Graduate Art History Writing Workshop
ARHS	6033	Art History Qualifying Paper
<i>Choose five from the following:</i>		
ARHS	6243	<i>Seminar in Mining Museums</i>
ARHS	6103	<i>Seminar in Spatial Practices in Mesoamerica and New Spain</i>
ARHS	6223	<i>Seminar in Monuments and Public Space</i>
ARHS	6213	<i>Seminar in Visual Legacies of the American West</i>
ARHS	6233	<i>Seminar in Making and Unmaking the "Modern" (</i>
ARHS	6643	<i>Seminar in Imagining Africa</i>
ARHS	6303	<i>Seminar in Culture Wars: Politics, Protest, and Activism in the Arts</i>
ARHS	6653	<i>Seminar in Cross-Cultural Artistic Production in the Atlantic World</i>
ARHS	6203	<i>Seminar in Art and Artifice of Americana</i>
ARHS	6313	<i>Seminar in Contemporary Native American Art</i>

*Italics = New Courses*

**BACHELOR OF ARTS IN TEACHING IN DRAMA EDUCATION  
UNIVERSITY OF ARKANSAS FAYETTEVILLE**

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**ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in Teaching in Drama Education (CIP 13.1205; 120 credit hours) at the University of Arkansas Fayetteville, effective Fall 2022.

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

**Program Justification**

The Bachelor of Arts in Teaching in Drama Education will prepare students with the knowledge of pedagogy, content, and field experiences in this 120-credit hour program.

The institution has seen a drop in the number of students pursuing graduate studies after completing the bachelor's degree in teaching. This addition of the area of Drama Education gives current and future students more options at the undergraduate level.

The Bachelor of Arts in Teaching in Drama Education has no new courses and only six of the total credit hours are offered by distance delivery. There are two courses that require experience in a school setting in partner schools. All faculty and courses are in place to begin implementation of the program at the institution and no additional resources are needed.

**Arkansas Institutions Offering Similar Programs**

None

Projected Annual Enrollment beginning Fall 2022 - 5

**Program Requirements**

**Bachelor of Arts in Teaching in Drama Education**

**120 Credit Hours**

General Education Core – 35 Credit Hours

Pedagogy Courses

CIED	1013	Introduction to Education
CIED	1003	Introduction to Technology in Education
CIED	2083	Innovation and Creativity in Daily Practice
CIED	3033	Classroom Learning Theory
CIED	4403	Understanding Cultures in the Classroom

EDST	3223	American Educational History
SEED	4022	Classroom Management Concepts
SEED	3283	Teaching Experiences in Education Practicum
SEED	4063	Interdisciplinary Literacies in Education
CIED	4285	Teaching Experience

Content Courses

THTR	1223	Introduction to Theatre
THTR	1313	Stage Technology I
THTR	1423	Script Analysis
THTR	1883	Acting I
THTR	1323	Stage Technology I
THTR	2313	Fundamentals of Theatrical Design
THTR	3683	Stage Management
THTR	3001	Production Practicum
THTR	2683	Acting II
THTR	2473	Voice and Speech for the Actor
THTR	4153	Musical Theatre Performance
THTR	4233	History of Theatre I
THTR	3653	Directing I
THTR	4333	History of Theatre II
THTR	4703	Theatre Education: Methods of Instruction
THTR	4713	Theatre Education: Program Design and Leadership
THTR	4991	Theatre Capstone

*Choose two from the following:*

THTR	3213	Costume Design
THTR	3733	Lighting Design
THTR	3903	Makeup Design
THTR	4653	Scene Design
THTR	4663	Sound Design and Engineering
THTR	4833	Scene Painting

## INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE RESOLUTIONS

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### **ADHE Executive Staff Recommendation**

#### **Initial Program Certification-Distance Technology**

**RESOLVED**, That pursuant to A.C.A. §6-61-301, the Arkansas Higher Education Coordinating Board grants initial certification to the institutions listed on pages 1 - 3 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2025.

**FURTHER RESOLVED**, That the Director 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 Director to notify the administration of said institutions that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas 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 Certification – Distance Technology**

##### Community Care College, Tulsa, Oklahoma

State Authorization: Oklahoma Board of Private Vocational Schools

Institutional Accreditation – Regional: Oklahoma Board of Private Vocational Schools

Diploma in Bookkeeping

Associate of Occupational Science in Surgical Technology

##### Fresno Pacific University, Fresno, California

State Authorization: California Bureau of Private Postsecondary Education

Institutional Accreditation – Regional: Western Association of Schools and Colleges

Bachelor of Arts in Early Childhood Development

Master of Business Administration

National University, La Jolla, California

State Authorization: California Bureau of Private Postsecondary Education  
Institutional Accreditation – Regional: Western Association of Schools and Colleges  
Programmatic Accreditation: Commission on Collegiate Nurse Education

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 Arts in Human Behavior Psychology

Master of Business Administration

Master of Early Childhood Education

Master of Forensic Science

Master of Healthcare Administration

Reach University, Oakland, California

State Authorization: California Bureau for Private Postsecondary Education  
Institutional Accreditation – Regional: Western Association of Schools and Colleges

Bachelor of Arts in Liberal Studies

San Jose State University, San Jose, California

State Authorization: California State University  
Institutional Accreditation – Regional: Western Association of Schools and Colleges

Bachelor of Science in Information Science and Data Analytics

Master of Science in Informatics

Master of Science in Transportation Management

South University, Savannah, Georgia

State Authorization: Georgia Nonpublic Postsecondary Education Commission  
(Exempt)  
Institutional Accreditation – Regional: Southern Association of Colleges and Schools

Associate of Occupational Studies in Medical Assisting

Exempt from Certification (Church-Related Training): Doctor of Ministry

University of St. Augustine for Health Sciences, San Marcos, California

State Authorization: California Bureau of Private Postsecondary Education  
Institutional Accreditation – Regional: Western Association of Schools and Colleges  
Programmatic Accreditation: Commission on Collegiate Nurse Education

Post Graduate Family Nurse Practitioner Certificate

Walden University, Minneapolis, Minnesota

State Authorization: Minnesota Office of Higher Education

Institutional Accreditation – Regional: Higher Learning Commission

Programmatic Accreditation: Commission on Collegiate Nurse Education

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 Pediatric Nurse Practitioner

Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner

Doctor of Philosophy in Developmental Psychology

Doctor of Philosophy in Education

Doctor of Philosophy in Health Education and Promotion

Doctor of Philosophy in Industrial and Organization Psychology

Doctor of Philosophy in Social Work

**Initial Certifications – Arkansas Campuses**

Arkansas Colleges of Health Education, Fort Smith, Arkansas

State Authorization: Arkansas Higher Education Coordinating Board

Institutional Accreditation – Regional: Higher Learning Commission

Master of Public Health

Webster University, St. Louis, Missouri

Little Rock Air Force Base Campus

State Authorization: Missouri Department of Higher Education and Workforce  
Development

Institutional Accreditation – Regional: Higher Learning Commission

Master of Arts in Management and Leadership

**New Institutions – Initial Program Certification – Distance Technology**

Sonoran Desert Institute, Tempe, Arizona

State Authorization: Arizona State Board for Private Postsecondary Education

Institutional Accreditation – National: Distance Education Accrediting Commission

Certificate in Firearms Technology - Gunsmithing

Associate of Science in Firearms Technology

## LETTERS OF NOTIFICATION

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The Director of the Arkansas Division of Higher Education (ADHE) has approved the following program requests since the January 2022 AHECB (Arkansas Higher Education Coordinating Board) meeting. According to AHECB policy 5.11, program actions approved by the ADHE Director must be included on the AHECB meeting agenda prior to initiation and may require further review by the Coordinating Board.

### ARKANSAS COLLEGES AND UNIVERSITIES

#### **Arkansas State University Jonesboro – Pages 3-6**

Existing Program offered Online  
New Certificate/Degree Program  
Program Reconfiguration

#### **Arkansas State University Mid-South – Page 6**

Title Change, CIP Change, and Program Reconfiguration

#### **Arkansas State University Three Rivers – Page 6**

Existing Program Offered at New Off-Campus Location

#### **Arkansas Tech University – Pages 6 - 7**

Restructuring of Administrative Unit

#### **Black River Technical College – Pages 7 - 9**

Program Reconfiguration  
Curriculum Revision  
New Certificate Programs  
Program Deletion

#### **National Park College – Page 9**

Program Deletion  
Program Reactivation

#### **NorthWest Arkansas Community College – Page 9**

Program Deletion

#### **Ozarka College – Page 9**

Program Reactivation

#### **Southern Arkansas University – Pages 9 - 10**

Existing Program Offered by Distance Technology

#### **Southern Arkansas University Tech – Page 10 -11**

Off-Campus Location Closure  
Curriculum Revision

**University of Arkansas Community College at Batesville – Page 11**

New Certificate Program

**University of Arkansas Fayetteville – Pages 11 - 19**

CIP Code Change

Title and CIP Code Change

New Administrative Unit

Name Change of Existing Administrative Unit

Existing Program Offered at New Off-Campus Location

New Option, Concentration, Emphasis or Minor

Deletion—Certificate, Degree, Option, Emphasis, Concentration, Minor or Unit

Curriculum Revision

Existing Program Offered by Distance Technology and Curriculum Revision

**University of Arkansas Fort Smith – Page 19**

Program Reactivation

**University of Arkansas for Medical Sciences – Page 19**

New Administrative Unit

Name Change and Curriculum Revision

Program Deletion

**University of Arkansas at Monticello – Page 19 - 21**

New Option, Concentration, Emphasis or Minor

Curriculum Revision

Program Deletion

**University of Central Arkansas – Page 21**

Program Deletion

Title and CIP Code Change



**ARKANSAS COLLEGES AND UNIVERSITIES**

**LON DESCRIPTIONS**

**Arkansas State University Jonesboro**

**Existing Program offered Online**

Bachelor of Science in Sport Management (DC 2207; CIP 31.0504; 120 credit hours; 100% online; Fall 2022)

**New Certificate/Degree Program**

Certificate of Proficiency in Athlete Name, Image, and Likeness (DC 1915; CIP 09.0902; 15 credit hours; 100% online; Summer 2022)

**Added Courses**

FIN	2013	Personal Asset Management
PE	3853	Sports Promotion and Sales Management
PE	4743	Legal Issues in Sport
STCM	3553	Strategic Visual Communication
STCM	4213	Social Media in Strategic Communications <b>OR</b>
STCM	4313	Strategic Sport Communication

**Program Reconfiguration**

Bachelor of Science in Engineering Management Systems (DC 4050; CIP 15.1501; 120 credit hours); the Bachelor of Science in Engineering Technology (DC 2850; CIP 15.9999; 120 credit hours) the Bachelor of Science in Business Administration (DC 2320; CIP 52.0201; 120 credit hours) reconfigured to create the Bachelor of Science in Construction Management (CIP 15.1001; 120 credit hours; 100% online; Fall 2022)

**First Year Making Connections**

UC 1013 Making Connections (or equivalent course) 3

**General Education Requirements (35 hours)**

**Students with this major must take the following:**

MATH	1023	College Algebra or MATH course that requires MATH 1023 as a prerequisite
COMS	1203	Oral Communication
ECON	2313	Principles of Macroeconomics
ECON	2323	Principles of Microeconomics

**Major Requirements**

CM	3003	<i>Construction Physics</i>
CM	3013	<i>Green Construction</i>
CM	3023	<i>Strategic Bidding and Estimating</i>
CM	3033	<i>Architectural CAD</i>
CM	3043	<i>Structural Blueprints</i>
CM	3053	<i>Building Information Modeling</i>
CM	4003	<i>Construction Management Design I</i>
CM	4013	<i>Construction Management Design II</i>
CM	4023	<i>Materials and Methods for Construction</i>
CM	4063	<i>Construction Management Internship</i>
EGRM	3003	Technical Entrepreneurship

EGRM	3013	Project Management and Practice
EGRM	4023	Engineering Management I
EGRM	4033	Value Engineering Systems
EGRM	4043	Logistics and Supply Chain Systems
EGRM	4053	Technical Human Resource Management for Engineers
EGRM	4073	Facilities Management Systems
LAW	2023	Legal Environment of Business
MATH	2143	Business Calculus
MGMT	3123	Principles of Management
TECH	3773	Statistics
TECH	3863	Industrial Safety
TECH	4813	Operations Systems Research
TECH	4823	Quality Assurance

**Electives (7 hours)***New/Added Courses*

Bachelor of Science in Management (DC 2820; CIP 52.0201; 120 credit hours) with an emphasis in Hospitality Management reconfigured to create Bachelor of Science in Hospitality and Event Tourism Management (DC 5660; CIP 52.0901; 120 credit hours; 50% online; Fall 2022)

**First Year Making Connections**

BUSN 1003 First Year Experience Business

**General Education Requirements (35-36 hours)**

Students with this major must take the following:

A "C" or better in MATH 2143, Business Calculus OR

MATH 2194 Survey of Calculus OR

MATH 2204 Calculus I

ECON 2313 Principles of Macroeconomics

COMS 1203 Oral Communication (Required Departmental Gen. Ed. Option)

**Business Core Requirements (39 hours)****Major Requirements**

BUSN 200V Business Internship

HETM 2013 The Hospitality Industry

HETM 3013 Lodging Operations Management

HETM 3123 Meeting and Event Management

HETM 3143 Hospitality Sales and Marketing

*HETM 3403 Sustainable Tourism*

*HETM 4103 Leadership and Analysis*

HETM 419V Hospitality Internship

MGMT 4393 Management of Service Operations

NS 3133 Foodservice Management

NS 3143 Food Science and Lab

HETM 3403 Sustainable Tourism

HETM 4103 Leadership and Analysis

*New/Added Course*

Master of Business Administration in Business Administration, Master of Business Administration with concentration in Management Information Systems, Master of Business Administration with concentration in Marketing (DC 5580; CIP 52.0201; 36-39 credit hours) reconfigured to create the Master of Science in Applied Digital Technology (DC 5045; CIP 52.1301; 33 credit hours; 100% online; Summer 2022)

MBA 5003 Graduate Business Fundamentals  
 MGMT 6463 Leadership Development  
 MIS 6413 Management Information Systems  
 MIS 6473 Data Mining  
 MIS 6493 Seminar for Information Systems  
 MIS 6523 Simulation for Predictive Decision-Making  
 MIS 6543 Business Analytics  
 MIS 6573 Advanced Data Mining  
 Approved electives in business and statistics

Bachelor of Science in Mathematics (DC 2870; CIP 27.0101; 120 credit hours); Bachelor of Science in Finance (DC 2580; CIP 52.0801; 120 credit hours); Bachelor of Science in Information Systems and Business Analytics (DC 2400; CIP 52.1201; 120 credit hours) reconfigured to create the Bachelor of Science in Actuarial Sciences (DC 4605; CIP 52.1304; 120 credit hours; 100% online; Fall 2022)

#### **First Year Making Connections**

MATH 1093 Making Connections - Mathematics

#### **General Education Requirements (36 hours)**

#### **Students with this major must take the following:**

MATH 2204 Calculus I  
 PHYS 2034 University Physics I **OR**  
 PHYS 2054 General Physics I  
 COMS 1203 Oral Communication  
 ECON 2313 Principles of Macroeconomics  
 ECON 2323 Principles of Microeconomics

#### **Major Requirements**

ACCT 2033 Introduction to Financial Accounting  
 ACCT 2133 Introduction to Managerial Accounting  
 FIN 3713 Business Finance  
 FIN 3723 Financial Analytics and Modeling  
 FIN 3773 Financial Risk Management  
 FIN 4723 Investments  
 ISBA 2033 Programming Fundamentals  
 MATH 2214 Calculus II  
 MATH 3243 Linear Algebra  
 MATH 3254 Calculus III  
 MATH 4403 Differential Equations  
 MATH 4573 Actuarial Science Seminar  
 REI 3513 Risk and Insurance  
 STAT 3233 Applied Statistics I  
 STAT 4443 Stochastic Processes  
 STAT 4453 Probability and Statistics I

STAT 4463 Probability and Statistics II  
 STAT 4483 Statistical Methods Using R

**Select two of the following:**

ISBA 3413 Big Data for Business  
 ISBA 3423 Data visualization for Business  
 ISBA 3663 Data Mining for Business

**Select one of the following:**

REI 4513 Property and Liability Insurance  
 REI 4543 Life Insurance

**Electives (16 hours)**

**Arkansas State University Mid-South**

**Title Change, CIP Change and Program Reconfiguration**

Technical Certificate in Heavy Truck Diesel Maintenance (DC 4467; CIP 47.0605; 41 credit hours) title changed to create the Technical Certificate in Automotive and Diesel Maintenance Technology (DC 4472; CIP 47.0600; 45 credit hours; Fall 2022)

MATH 1103 Applied Technical Math  
 TECH 1013 Shop Essentials  
 ADMT 1014 Preventive Maintenance and Inspection  
 TECH 1303 Industrial Safety  
 ADMT 1033 Hydraulic Brake Systems **OR**  
 ADMT 1023 Compressed Air Brake Systems  
 ENGL 1113 English Composition I  
 ADMT 1063 HVAC Systems  
 ADMT 1073 Steering and Suspension  
 ADMT 2024 Electrical Systems  
 ADMT 2044 Electrical Systems II  
 ADMT 2054 Automotive and Diesel Engines I  
 ADMT 2094 Automotive and Diesel Engines II  
 ADMT 2084 Drive Trains

*New/Added Courses*

**Arkansas State University Three Rivers**

**Existing Program Offered at New Off-Campus Location**

Technical Certificate in Practical Nursing (DC 4660; CIP 51.3901; 40 credit hours; Summer 2022)

Saline County Career & Technical Center  
 13600 I-30  
 Benton, Arkansas 72015

**Arkansas Tech University**

**Restructuring of Administrative Unit**

The College of Natural Health and Sciences (Dept code 0458) and the College of Engineering and Applied Sciences (Dept code 3245) are being combined to create the new College of STEM (Fall 2022)

The Department of Electrical Engineering (Dept code 1275), the Department of Mechanical Engineering (Dept code 1280), and the Department of Computer & Information Science (Dept code 1010) are being combined to create the new Department of Engineering and Computing Sciences (Fall 2022)

The Department of Mathematics (Dept code 1720) is being renamed to the Department of Mathematics and Statistics (Dept code 1720; Fall 2022)

The Department of Physical Sciences (Dept code 2000) is being renamed to the Department of Physical and Earth Sciences (Dept code 2000; Fall 2022)

The Department of Communications & Journalism (Dept code 2340) is being renamed to the Department of Communication and Media Studies (Dept code 2340; Fall 2022)

The College of Business (Dept code 0455) is being renamed to the College of Business and Economic Development (Dept code 0455; Fall 2022)

The Department of Accounting, Finance, and Economics (Dept code 0580) and the Department of Management & Marketing (Dept code 0870) are being combined to create the new School of Business (Fall 2022)

The Department of Agriculture (Dept code 0670) and the Department of Parks, Recreation and Hospitality (Dept code 2170) are being combined to create the new Department of Agriculture and Tourism (Fall 2022)

The College of Education (Dept code 0456) and the College of e-Tech (Dept code 0459) are being combined to create the new College of Education and Health (Fall 2022). Also being added is the Department of Nursing (Dept code 1850) which led to name College of Education and Health.

The Department of Curriculum and Instruction (Dept code 1080) and the Center for Leadership and Learning (Dept code 1230) are being combined to create the new Department of Teaching and Educational Leadership (Fall 2022)

The Department of Health & Physical Education (Dept code 1450) is being renamed to the Department of Kinesiology and Rehabilitation Science (Dept code 1450; Fall 2022)

The Department of Student Affairs Administration (Dept code 1235), the Department of Emergency Management (Dept code 3560), and the Department of Professional Studies (Dept code 0510) are being combined to create the new Department of Emergency Management, Professional Studies, and Student Affairs Administration (Fall 2022)

### **Black River Technical College** **Program Reconfiguration**

Technical Certificate in Industrial Electricity-Electronics (DC 4630; CIP 47.0105; 30 credit hours) reconfigured to create a Certificate of Proficiency in Industrial Robotics (CIP 14.4201; 7 credit hours; Fall 2022)

ELT            1004   Basic Electricity/Electronics

*ELT*            1203 *Intro to Robotics & Programming I*  
*New Course*

Technical Certificate in Industry Electricity-Electronics (DC 4630; CIP 47.0105; 30 credit hours) reconfigured to create Certificate of Proficiency in Robotics Operations (CIP 14.4201; 10 credit hours; Fall 2022)

*ELT*            1004 Basic Electricity/Electronics  
*ELT*            1203 *Intro to Robotics & Programming I*  
*ELT*            1303 *Robotic Operations & Maintenance*  
*New Courses*

Technical Certificate in Industrial Electricity-Electronics (DC 4630; CIP 47.0105; 30 credit hours) reconfigured to Technical Certificate in Industrial Automation (CIP 14.4201; 30 credit hours; Fall 2022)

**English/Communication Core (3 credit hours)**

ENG            1003 Freshman English I OR  
 SCOM          1203 Oral Communications OR  
 COM            1013 Career Communications

**Mathematics Core (3 credit hours)**

MATH          1053 Mathematical Reasoning/Quantitative Literacy OR Higher-Level Math

**Industrial Automation Core (24 credit hours)**

*ELT*            1004 Basic Electricity/Electronics  
*ELT*            1204 AC/DC Fundamentals OR  
*ELT*            1704 Industrial Electrical Systems OR  
*ELT*            1504 Electronic Circuits  
*ELT*            1804 Motors and Motor Controls  
*ELT*            1604 Programmable Logic Control Technology  
*ELT*            1203 *Intro to Robotics & Programming I*  
*ELT*            1303 *Robotic Operations & Maintenance*  
*ELT*            2203 *Robot Programming II*  
*ELT*            2303 *Robot Studio Programming*

*New Courses*

**Curriculum Revision**

Associate of Applied Science in Health Sciences (DC 7265; CIP 51.0899; 60 credit hours) revised to create an Associate of Applied Sciences in Health Sciences with an emphasis in Nursing (DC 7265; CIP 51.0899; 60 credit hours, Fall 2022)

**Added Courses**

PN              1006 PN Clinical Practicum I  
 PN              1009 Nursing Fundamentals  
 PN              1203 PN Practicum III

**Deleted Courses**

NA              1001 Introduction/Ethics/Legal Aspects  
 NA              1201 Clinical Practicum  
 NA              1202 Nursing Arts  
 NA              1301 Restorative Care  
 PN              1004 PN Clinical Practicum I

PN 1007 Nursing Fundamentals  
 PN 1202 PN Clinical Practicum III

Technical Certificate in Practical Nursing (DC 4660; CIP 51.3999; 42 credit hours) revised to create the Technical Certificate in Practical Nursing (DC 4660; CIP 51.3999; 42 credit hours; Fall 2022)

**Added Courses**

PN 1006 PN Clinical Practicum I  
 PN 1009 Nursing Fundamentals  
 PN 1203 PN Clinical Practicum III

**Deleted Courses**

NA 1001 Introduction/Ethics/Legal Aspects  
 NA 1201 Clinical Practicum  
 NA 1202 Nursing Arts  
 NA 1301 Restorative Care  
 PN 1004 PN Clinical Practicum I  
 PN 1007 Nursing Fundamentals  
 PN 1202 PN Clinical Practicum III

**Program Deletion**

Associate of Applied Science in Nutrition and Dietetics (DC 0405; CIP 30.1901; 60 credit hours; Fall 2022)

**National Park College**

**Program Deletion**

Associate of Applied Science in Computer Networking (DC 0346; CIP 11.0901; 61 credit hours; Fall 2022)

Technical Certificate in Computer Networking (DC 0347; CIP 11.0901; 31 credit hours; Fall 2022)

**Program Reactivation**

Associate of Arts in Teaching (DC 1005; CIP 13.1206; 60 credit hours; Fall 2022)

**Northwest Arkansas Community College**

**Program Deletion**

Certificate of Proficiency in Computer-Assisted & Drafting: Architecture (DC 4485; CIP 15.1301; 16 credit hours; Summer 2022)

**Ozarka College**

**Program Reactivation**

Associate of Arts in Teaching (DC 1005; CIP 13.1206; 60 credit hours; Fall 2022)

**Southern Arkansas University**

**Existing Program Offered by Distance Technology**

Associate of Arts in Teaching, Middle School Education (DC 3065; CIP 13.1203; 61 credit hours) revised to Associate of Arts in Teaching, Middle School Education (DC 3065; CIP 13.1203; 61 credit hours; 100% online; Fall 2022)

Graduate Certificate in Instructional Facilitator/LEAD Teacher (DC 6138; CIP 13.9999; 12 credit hours) revised to Graduate Certificate in Instructional Facilitator/LEAD Teacher (DC 6138; CIP 13.9999; 15 credit hours; 100% online, Fall 2022)

Master of Education in Instructional Facilitator/LEAD Teacher (DC 5175; CIP 13.9999; 30 credit hours) revised to Master of Education in Instructional Facilitator/LEAD Teacher (DC 5175; CIP 13.9999; 30 credit hours; 100% online; Fall 2022).

Bachelor of Science in Elementary Education STEM (DC 3750; CIP 13.1210; 120 credit hours; 80% online) revised to Bachelor of Science in Elementary Education STEM (DC 3750; CIP 13.1210; 120 credit hours; 100% online; Fall 2022)

### **Southern Arkansas University Tech**

#### **Off-Campus Location Closure**

College Aviation Maintenance Program  
60 Globe Ave, Texarkana, Arkansas 71854

This location was opened for the purpose of offering the College's Aviation Maintenance program to secondary and college students located in that area. The reason for closing the location is declining program enrollment.

#### **Curriculum Revision**

Technical Certificate in Cosmetology Instructor (DC 2075; CIP 12.0413; 24 credit hours) revised to create the Technical Certificate in Cosmetology Instructor (DC 2075; CIP 12.0413; 24 credit hours; Fall 2022)

#### **Added Courses**

COSM	1006	Cosmetology Instructor 1
COSM	1016	Cosmetology Instructor 2
COSM	1026	Cosmetology Instructor 3
COSM	1036	Cosmetology Instructor 4

#### **Deleted Courses**

COSM	1002	Teaching of Theory and Practical Operation
COSM	1001	Methods of Teaching Student Records
COSM	1006	Class Attendance
COSM	1012	Conducting Theory Classes
COSM	1019	Conducting Practical Classes
COSM	1014	Capstone

Associate of Applied Science in Medical Diagnostic Sonography (DC 3055; CIP 51.0910; 66 credit hours) revised to create the Associate of Applied Science in Medical Diagnostic Sonography (DC 3055; CIP 51.0910; 71 credit hours; Fall 2022)

#### **Added Courses**

SONO	1003	<i>Foundations of Sonography</i>
SONO	1013	Biomedical Ethics I
SONO	1102	Physics & Instrumentation I
SONO	1123	Abdominal Ultrasound I
SONO	1163	Ultrasound Practicum I



SONO	1183	Ultrasound OB/GYN I
SONO	1022	Physics & Instrumentation II
SONO	2202	Physics & Instrumentation III
SONO	2212	<i>Strategies for Success</i>
SONO	2503	Abdominal Ultrasound III

*New Courses***Deleted Courses**

SONO	1011	Introduction to Sonography
ENGL	1123	Composition II
SONO	1102	Sonographic Principles & Instrumentation I
SONO	1122	Abdominal Ultrasound I
SONO	1161	Ultrasound Practicum I
SONO	1182	Obstetrics and Gynecology I
SONO	1021	Sonographic Principles & Instrumentation II
SONO	2201	Sonographic Principles & Instrumentation III
SONO	2302	Abdominal Ultrasound III
PHIL	2253	Biomedical Ethics
MIS	1003	Introduction to Computers

**University of Arkansas Community College Batesville****New Certificate Program**

Certificate of Proficiency in CNC Operator (DC 0361; CIP 48.0510; 14 credit hours; Fall 2022)

IND	1017	CNC Operator I
IND	1027	CNC Operator II

Technical Certificate in CNC Production Technician (DC 1955; CIP 48.0510; 35 credit hours; Fall 2022)

**General Education Core (7 hours)**

ENG	1004	Writing for the Workplace
MTH	1003	Technical Math <b>OR</b> any higher-level math course

**Technical Core (28 hours)**

IND	1017	CNC Operator I
IND	1027	CNC Operator II
IND	1037	CNC Production Technician I
IND	1047	CNC Production Technician II

**University of Arkansas Fayetteville****CIP Code Change**

Master of Design Studies (DC 1885; CIP 04.0201; 36 credit hours) CIP changed to Master of Design Studies (CIP 04.0902; 36 credit hours; Fall 2022)

Bachelor of Science in Education in Elementary Education (DC 2441; CIP 13.1209; 123 credit hours) CIP changed to Bachelor of Science in Education in Elementary Education (DC 2441; CIP 13.1202; 123 credit hours; Fall 2022)

Bachelor of Science in Human Environmental Science in Birth Through Kindergarten (DC 0440; CIP 19.0701; 120 credit hours) CIP changed to Bachelor of Science in Human Environmental Science in Birth Through Kindergarten (DC 0440; CIP 13.1210; 120 credit hours; Fall 2022)

**Title and CIP Code Change**

Bachelor of Interior Design (DC 4190; CIP 50.0408; 120 credit hours; Fall 2022) title changed to Bachelor of Interior Architecture and Design (DC 4190; CIP 04.0902; 120 credit hours; Fall 2022)

**New Administrative Unit**

Center for Public Health and Technology  
Center for the Study of Childhood Art

**Name Change of Existing Administrative Unit**

Tyson Center for Faith & Spirituality in the Workplace (Department Code 4561) name changed to Tyson Center for Faith-Friendly Workplaces (Department Code 4561; Fall 2022)

Department of Interior Design (Department Code 0761) name changed to Department of Interior Architecture and Design (Department Code 0761; Fall 2022)

**Existing Program Offered at New Off-Campus Location**

Graduate Certificate in Engineering Management (DC 6245; CIP 15.1501; 12 hours) offered at The Collaborative (Summer 2022)

Graduate Certificate in Operations Management (DC 6605; CIP 15.1501; 12 hours) offered at The Collaborative (Summer 2022)

The Collaborative  
700/702 SE 5th St.  
Bentonville, AR 72712

**New Option, Concentration, Emphasis or Minor**

Concentration in Financial Analytics in Bachelor of Science in Business Administration in Finance (DC 2580; CIP 52.0801; 120 credit hours; Fall 2022)

**Added Courses**

Financial Analytics Concentration

FINN 4163 Advanced Financial Modeling  
FINN 4323 Financial Data Analytics  
FINN 4333 Financial Data Analytics II

Choose any other Finance 3000 or 4000 level class or one of the following interdisciplinary electives listed below:

Accounting

ACCT 3723 Intermediate Accounting I  
ACCT 3753 Intermediate Accounting II

Economics

ECON 4743 Introduction to Econometrics  
ECON 4753 Forecasting

Information Systems

ISYS 4193 Business Analytics and Visualization  
 ISYS 4213 ERP Fundamentals  
 Strategy, Entrepreneurship & Innovation  
 SEVI 3933 Entrepreneurship and New Venture Development  
 SEVI 4433 Small Enterprise Management  
 Supply Chain Management  
 SCMT 3613 SOURCE: Procurement and Supply Management  
 SCMT 3623 PLAN: Inventory and Forecasting Analytics

**Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Unit**

Finance and Business Analytics Concentration in the Master of Science in Finance (DC 5075; CIP 52.0801; 30 credit hours; Fall 2022)

Finance and Digital Technology Concentration in the Master of Science in Finance (DC 5075; CIP 52.0801; 30 credit hours; Fall 2022)

Energy Finance and Risk Management Concentration in the Master of Science in Finance (DC 5075; CIP 52.0801; 30 credit hours; Fall 2022)

Finance and Supply Chain Management Concentration in the Master of Science in Finance (DC 5075; CIP 52.0801; 30 credit hours; Fall 2022)

Concentration in Community and Museums in Master of Arts in Art Education (DC 5115; CIP 13.1302; 33 credit hours)

Concentration in Schools in Master of Arts in Art Education (DC 5115; CIP 13.1302; 33 credit hours)

**Curriculum Revision**

Master of Science in Finance (DC 5075; CIP 52.0801; 30 credit hours; Fall 2022)

**Added Courses**

FINN 5243 Digital Innovation in Financial Markets  
 FINN 5213 New Venture Finance  
 FINN 5433 Real Estate Finance and Investment  
 FINN 510V Special Topics in Finance (May be repeated for up to 6 hours)

**Deleted Courses**

ACCT 5223 MBA Accounting Analysis  
 ACCT 5523 Advanced Accounting Information Systems  
 ECON 5243 Managerial Economics  
 ISYS 5103 Data Analytics Fundamentals  
 ISYS 5133 Blockchain and E Business Development  
 ISYS 5173 Blockchain Fundamentals  
 ISYS 5453 Blockchain and Enterprise Data  
 SCMT 5623 Technology-Enabled Supply Chain Design and Optimizations  
 SCMT 5633 Foundations for New Product Launch and Integrated Demand Driven Value Networks  
 SCMT 5663 PLAN: Demand Planning and Inventory Operations  
 SCMT 5683 SOURCE: Global Procurement and Supply Management

SCMT 5693 Supply Chain Performance Management and Analytics

Master of Arts in Art Education (DC 5115; CIP 13.1302; 33 credit hours; Fall 2022)

**Added courses**

*ARED 6063 Curriculum and Pedagogical Theories in Art Education*

Nine graduate credit hours in Art Education (ARED)

Three graduate credit hours in any School of Art course outside of Art Education (ARED)

Three graduate credit hours outside the School of Art

**Deleted Courses**

Concentration (18 hours, each concentration): 1) Community and Museums and 2) Schools

Master of Accountancy in Accounting (DC 6570; CIP 52.0301; 30 credit hours; Fall 2022).

**Added Courses**

Select at least 9 hours from the following (at least 3 hours must include an ACCT course).

ACCT 5483 Financial Accounting Research and Theory

ACCT 6013 Graduate Colloquium

ECON 5743 Introduction to Econometrics

ECON 5783 Applied Microeconometrics

STAT 5003 Statistical Methods

STAT 5313 Regression Analysis

Bachelor of Science in Business Administration in Finance (DC 2580; CIP 52.0801; 120 credit hours; Fall 2022)

**Added Courses**

FINN 3103 Financial Modeling (added to Finance Major Requirements)

**Added Courses**

Banking Concentration

FINN 3133 Commercial Banking

FINN 4313 Advanced Commercial Banking

Choose one of the following three courses:

FINN 3933 Real Estate Principles

FINN 4123 Valuing New Ventures

FINN 4163 Advanced Financial Modeling

**Deleted Courses**

FINN 3103 Financial Modeling

**Added Courses**

Financial Management/Investment Concentration

FINN 4123 Valuing New Ventures

FINN 4243 New Venture Finance

**Deleted Courses**

FINN 3103 Financial Modeling

Bachelor of Science in Education in Educational Studies (DC 6740; CIP 13.0101; 120 credit hours) revised to create the Bachelor of Science in Educational Studies (DC 6740; CIP

13.0101; 120 credit hours; 100% online; Fall 2022) with two concentrations of Mixed Educational Environments and Para-Professional Transition

**Added Courses**

Mixed Educational Environments Concentration

EDST 3003 Formative Readings for Cultural Education

Para-Professional Transition Concentration

EDST 3313 Trauma Based Classroom Practices

EDST 4033 *Understanding Professional Teaching Standards I*

EDST 4043 *Understanding Professional Teaching Standards II*

EDST 4993 *Para-Professional Internship x3*

*New Courses*

**Deleted Courses**

ENGL 2173 Literacy in America

Master of Public Health (DC 6277; CIP 51.2207; 42 credit hours; Fall 2022)

**Added Courses**

PBHL 5653 Social Determinants of Health

PBHL 5573 *Foundations of Public Health\**

**Capstone**

PBHL 566V Integrative Learning Experience

PBHL 584V Applied Practice Experience

**Physical Activity Concentration**

EXSC 5453 Physical Activity and Health

EXSC 5463 Promoting Physical Activity in the Community

**Public Health Practice Concentration**

PBHL 5173 Social Media Data Analysis for Public Health

PBHL 5533 Theories of Social and Behavioral Determinants of Health

***\*Name Change***

**Deleted Courses**

PBHL 605V Independent Study

PBHL 589V Independent Research

PBHL 5533 Theories of Social and Behavioral Determinants of Health  
(From Major)

PBHL 6833 Principles of Epidemiology II

HHPR 699V Seminar

Bachelor of Science in Industrial Engineering (DC 4210; CIP 14.3501; 126 credit hours)

**Added Courses**

INEG 2613 Introduction to Operations Research

INEG 2314 Statistics for Industrial Engineers I

INEG 2323 Probability and Stochastic Processes for Industrial Engineers

INEG 3333 Statistics for Industrial Engineers II

INEG 3443 Project Management

INEG 3543 Facility Logistics

INEG 3533 Transportation Logistics

INEG	3553	Production Planning and Control
INEG	3624	Simulation
INEG	3833	Introduction to Database Concepts for Industrial Engineers
INEG	4913	Industrial Engineering Capstone Experience I
INEG	4924	Industrial Engineering Capstone Experience II

**Deleted Courses**

INEG	2313	Applied Probability and Statistics for Engineers I
INEG	2333	Applied Probability and Statistics for Engineers II
INEG	3513	Manufacturing Processes
INEG	3613	Introduction to Operations Research
INEG	3623	Simulation
INEG	4911	Industrial Engineering Capstone Experience I
INEG	4553	Production Planning and Control
INEG	4923	Industrial Engineering Capstone Experience II
MATH	2584	Elementary Differential Equations
MATH	2574	Calculus III
MEEG	2003	Statics
MEEG	2303	Introduction to Materials

Bachelor of Science in Education in Childhood Education with concentration in ESL (DC 3770; CIP 13.1202; 124 credit hours; Fall 2022)

**Added Courses**

MATH	1313	Quantitative Reasoning
BIOL	1524	Biological Principles
PSYC	1403	Introduction to Psychology
PHIL	2003	Introduction to Philosophy
THTR	1003	Theatre Lecture
GEOS	1133	Earth Science
GEOS	1133L	Earth Science Lab
CIED	1003	Intro to Technology in Education
COMM	2323	Interpersonal Communication

**Deleted Course**

ENSC 1003/1001L Environmental Science and Lab

Bachelor of Science in Education in Childhood Education with concentration in STEM (DC 3770; CIP 13.1202; 123 credit hours; Fall 2022)

**Added Courses**

MATH	1313	Quantitative Reasoning
BIOL	1524	Biological Principles
PSYC	1403	Introduction to Psychology
PHIL	2003	Introduction to Philosophy
THTR	1003	Theatre Lecture
GEOS	1133	Earth Science
GEOS	1133L	Earth Science Lab
CIED	1003	Intro to Technology in Education
COMM	2323	Interpersonal Communication

**Deleted Course**

ENSC 1003/1001L Environmental Science and Lab

Bachelor of Science in Education in Childhood Education with concentration in Gifted and Talented (DC 3770; CIP 13.1202; 123 credit hours)

**Added Courses**

MATH 1313 Quantitative Reasoning  
 BIOL 1524 Biological Principles  
 PSYC 1403 Introduction to Psychology  
 PHIL 2003 Introduction to Philosophy  
 THTR 1003 Theatre Lecture  
 GEOS 1133 Earth Science  
 GEOS 1133L Earth Science Lab  
 CIED 1003 Intro to Technology in Education  
 COMM 2323 Interpersonal Communication

**Deleted Course**

ENSC 1003/1001L Environmental Science and Lab

Bachelor of Science in Education in Childhood Education with concentrations in Reading (DC 3770; CIP 13.1202; 124 credit hours; Fall 2022)

**Added Courses**

MATH 1313 Quantitative Reasoning  
 BIOL 1524 Biological Principles  
 PSYC 1403 Introduction to Psychology  
 PHIL 2003 Introduction to Philosophy  
 THTR 1003 Theatre Lecture  
 GEOS 1133 Earth Science  
 GEOS 1133L Earth Science Lab  
 CIED 1003 Intro to Technology in Education  
 COMM 2323 Interpersonal Communication

**Deleted Courses**

ENSC 1003/1001L Environmental Science and Lab

Educational Specialist in Curriculum and Instruction with concentrations in Education Examiner; Literacy/Dyslexia; Program Administrator, and K-12 Online Teaching (DC 5190; CIP 13.0301; 33 credit hours; Fall 2022)

**Added Courses**

Foundations

CIED 5063 Disciplinary Literacies in Education  
 CIED 5173 Literacy Assessment and Intervention  
 CIED 5533 Teaching Language Arts  
 CIED 5573 Foundations of Literacy  
 CIED 5793 Practicum in Literacy  
 SPED 5633 Curriculum Development and Instructional Planning  
 SPED 5783 Professional and Family Partnerships  
 SPED 5733 Inclusive Practices for Diverse Populations

SPED 5873 Assessment and Programming for Students with Disabilities

Education Examiner Concentration (15 hours)

- SPED 5643 Individual Diagnostic Testing
- SPED 5653 Individual Intelligence Testing
- SPED 5883 Research in Inclusive Education
- ESRM 5013 Research Methods in Education
- ESRM 6403 Educational Statistics and Data Processing

Literacy/Dyslexia Concentration (15 hours)

- SPED 5173 Introduction to Dyslexia: Literacy Development & Structure of Language
- SPED 5543 Dyslexia Teaching Practicum
- SPED 5633 Curriculum Development and Instructional Planning
- SPED 5683 Teaching Literacy Skills to Students with Disabilities
- SPED 5873 Assessment and Programming for Students with Disabilities

K-12 Online Teaching Concentration (15 hours)

- ETEC 5213 Designing Educational Media\*
- ETEC 5303 Teaching with Technology in the K-12 Classroom\*
- ETEC 6253 Teaching and Learning at a Distance\*

Additional 6 credit hours of ETEC elective courses

***\*Name Change***

Program Administrator Concentration

- EDLE 5013 School Organization and Administration
- EDLE 5043 Leadership Ethics
- EDLE 5063 Instructional Leadership, Planning, and Supervision
- EDLE 5083 Analytical Decision-Making
- EDLE 5093 Effective Leadership for School Improvement

**Deleted Courses**

- SPED 5733 Inclusive Practices for Diverse Populations
- CIED 5983 Practicum in Curriculum and Instruction

**Existing Program Offered by Distance Technology and Curriculum Revision**

Master of Science in Supply Chain Management (DC 5135; CIP 52.1301; 30 credit hours; 50% online) revised to create the Master of Science in Supply Chain Management (DC 5135; CIP 52.1301; 30 credit hours; 100% online; Fall 2022)

**Added Courses**

- SCMT 5123 Sustainable Logistics and Supply Chain Management
- MKTG 5103 Introduction to Marketing

**Deleted Courses**

- ISYS 5363 Business Analytics
- FINN 5333 Investment Theory and Management
- MGMT 4263 Organizational Change and Development
- MGMT 4953 Organizational Rewards and Compensation



MKTG 5223 Marketing

**University of Arkansas Fort Smith**  
**Program Reactivation**

Associate of Arts in Teaching (DC 1005; CIP 13.1206; 60 credit hours; Fall 2022)

**University of Arkansas for Medical Sciences**

**New Administrative Unit**

Department of Environmental Health Sciences

**Curriculum Revision and Track Name Change**

Master of Public Health (DC 6277; CIP 51.2201; 42 credit hours; Fall 2022) with a track in Environmental and Occupational Health name changed to Master of Public Health with a track in Environmental Health Science (DC 6277; CIP 51.221; 42 credit hours; Fall 2022).

**Added Courses**

- ENVH 5102 Environmental Health Sciences\*
- ENVH 5202 Applied Knowledge in Environmental Health (formerly Environmental Hazards Control, Regulations in Environmental Health, and Environmental Exposure Assessment)
- ENVH 5447 Geographic Information Systems in Public Health
- ENVH XXXX Laboratory Practices in Public Health
- ENVH 5303 Climate Change and Public Health

**Deleted Courses**

- ENVH 5102 Environmental and Occupational Health
- ENVH 5202 Environmental Hazards Control
- ENVH 5221 Regulations in Environmental Health
- ENVH 5222 Environmental Exposure Assessment

***\*Name Change***

**Program Deletion**

Bachelor of Science in Ophthalmic Medical Technology Program (DC 2965; CIP 51.1803; 120 credit hours; Summer 2022)

**University of Arkansas Monticello**

**New Option, Concentration, Emphasis, or Minor**

Art Minor with a Graphic Design emphasis in the Bachelor of Arts in Art (DC 1250; CIP 50.0701; 18 hours; Summer 2022)

**Added Courses**

- ART 1023 Design
- ART 1043 Graphic Design I
- ART 2123 Graphic Design II
- ART 3123 Graphic Design III
- ART 3XX3 *Graphic Design IV*
- ART 4XX3 *Graphic Design V*

***New Courses***

**Curriculum Revision**

Bachelor of Arts in English (DC 1420; CIP 23.0101; 120 credit hours) with a concentration in Creative Writing revised to the Bachelor of Arts in English with an emphasis in Creative Writing (DC 1420; CIP 23.0101; 120 credit hours; Fall 2022)

**Added Courses**

ENGL 4743 Film and Literature  
 ENGL 4623 Shakespeare  
 ENGL 3363 Classical Rhetoric

**Deleted Course**

ENGL 4593 Introduction to Language Study

Bachelor of Arts in English (DC 1420; CIP 23.0101; 120 credit hours) with a concentration in Rhetoric and Composition revised to the Bachelor of Arts in English with an emphasis in Rhetoric and Composition (DC 1420; CIP 23.0101; 120 credit hours; Fall 2022)

**Added Courses**

ENGL 4623 Shakespeare  
 ENGL 4733 Minority Writers  
 ENGL 4013 Writing Across Context

**Deleted Course**

COMM 4703 ePortfolio Seminar

Bachelor of Arts in English (DC 1420; CIP 23.0101; 120 credit hours) with a concentration in Literature revised to the Bachelor of Arts in English with an emphasis in Literature (DC 1420; CIP 23.0101; 120 credit hours; Fall 2022)

**Added Courses**

ENGL 3333 Weevil Pond  
 ENGL 3453 Writing Center Internship  
 ENGL 3363 Classical Rhetoric

**Deleted Courses**

ENGL 3543 Creative Writing  
 ENGL 3253 Technical Writing and Communication  
 ENGL 4703 Contemporary Writers  
 ENGL 4743 Film and Literature

Emphasis in General Business in Bachelor of Business Administration (DC 1920; CIP 52.0201; 120 credit hours; Fall 2022)

**Current Curriculum**

Complete 6 hours each from any 3 of the following areas:

**Accounting:**

ACCT 3453 Cost Accounting I  
 ACCT 4333 Fraud Examination  
 ACCT 4673 Cost Accounting II  
 ACCT 4683 Tax Accounting I  
 ACCT 4693 Tax Accounting II

**Finance:**

ECON 3453 Money and Banking

FIN 4603 Financial Policy and Planning  
 FIN 4613 Investments  
 FIN 4623 International Finance

**Management:**

GB 4363 Topic in E-Commerce  
 MGMT 3463 Leadership  
 MGMT 4603 Entrepreneurship  
 MGMT 4633 Human Resource Management  
 MGMT 4663 Organizational Behavior and Theory

**Marketing:**

MKT 3453 Marketing Communication  
 MKT 3463 Consumer Behavior  
 MKT 3483 Channels of Distribution  
 MKT 4663 Marketing Management

**Proposed Curriculum**

Complete 18 hours of Business courses at the 3000 or 4000 level from at least two of the following areas: Accounting, Economics, General Business, Finance, Management, and Marketing

**Program Deletion**

Bachelor of Science in Forestry (DC 2620; CIP 03.0501; 138 credit hours; Fall 2022)

Bachelor of Science in Spatial Information Systems (DC 3255; CIP 15.1102; 120 credit hours; Fall 2022)

Bachelor of Science in Wildlife Management (DC 3290; CIP 03.0601; 127 credit hours; Fall 2022)

**University of Central Arkansas**

**Program Deletion**

Bachelor of Arts in Interdisciplinary Liberal Studies (DC 5240; CIP 24.0101; 120 credit hours; Summer 2022)

**Title and CIP Change**

Bachelor of Business Administration (DC 1920; CIP 52.0201; 120 hours; 90% online) changed to Bachelor of Business Administration in General Business (DC 1920; CIP 52.0101; 120 hours; 90% online)

## **INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

### **Recertifications**

#### The Chicago School of Professional Psychology, Los Angeles, California

Bachelor of Arts in Psychology  
Master of Arts in Behavioral Economics  
Master of Arts in Forensic Psychology  
Master of Arts in Industrial and Organizational Psychology  
Master of Arts in International Psychology  
Master of Arts in Organizational Leadership  
Master of Arts in Psychology  
Master of Health Services Administration  
Master of Public Health  
Master of Science in Applied Behavior Analysis  
Master of Science in Clinical Psychopharmacology  
Doctor of Philosophy in Applied Behavior Analysis

#### Community Care College, Tulsa, Oklahoma

Diploma in Early Childhood Education  
Diploma in Medical Billing and Coding  
Diploma in Paralegal Studies  
Associate of Occupational Science in Accounting  
Associate of Occupational Science in Business and Industry Management  
Associate of Occupational Science in Health Care Administration  
Associate of Occupational Science in Medical Billing and Coding

#### Fresno Pacific University, Fresno, California

Bachelor of Arts in Business Administration: Business Management  
Bachelor of Arts in Business Administration: Organizational Leadership  
Bachelor of Arts in Health Care Administration  
Master of Arts in Kinesiology: Physical Education  
Master of Arts in Strategic and Organizational Leadership

#### South University, Savannah, Georgia

Associate of Science in Allied Health Science  
Associate of Science in Paralegal Studies  
Bachelor of Business Administration  
Bachelor of Science in Accounting  
Bachelor of Science in Criminal Justice  
Bachelor of Science in Healthcare Management  
Bachelor of Science in Information Technology  
Bachelor of Science in Legal Studies  
Bachelor of Science in Nursing (RN to BSN)  
Bachelor of Science in Psychology  
Bachelor of Science in Public Health  
Master of Business Administration  
Master of Business Administration, Healthcare Administration  
Master of Health Administration in Healthcare Administration

Master of Public Administration  
 Master of Public Health  
 Master of Science in Accounting  
 Master of Science in Criminal Justice  
 Master of Science in Human Resources Management  
 Master of Science in Information Systems  
 Master of Science in Leadership  
 Master of Science in Nursing  
 RN to Master of Science in Nursing  
 Post Graduate Certificate in Nursing  
 Doctor of Business Administration  
 Doctor of Nursing Practice

Spartan College of Aeronautics, Tulsa, Oklahoma

Diploma in Aviation Maintenance Technology  
 Associate of Applied Science in Aviation Maintenance Technology  
 Bachelor of Science in Aviation Technology Management

**Decertifications**

Ultimate Medical Academy, Tampa, Florida

Healthcare Technology & Systems Concentration in the Associate of Applied Science in Health Sciences

**Institutional Changes**

Lyon College, Batesville

Lyon College plans to expand degree offerings to the graduate level, pending approval of its accreditor

Ultimate Medical Academy, Tampa, Florida

The institution will increase tuition from \$450 per credit hour to \$475 per credit hour.

UMass Global, Irvine, California

UMass Global has changed its name to the University of Massachusetts Global.

**Letter of Exemption from Certification – Church-Related Training**

**Letter of Exemption from Certification – Church-Related Training (Renewal)**

SUM Bible College and Theological Seminary, El Dorado Hills, California

Offering Programs by Distance Technology

Bachelor of Arts in Biblical Studies	Bachelor of Arts in Theology and Ministry
Bachelor of Arts in Worship and Music	Master of Arts in Biblical Studies
Master of Arts in Christian Leadership	Master of Divinity

Texas Baptist Institute and Seminary, Henderson, Texas

Offering Programs by Distance Technology

Associate of Bible	Bachelor of English Bible
Master of English Bible	Bachelor of Theology
Master of Theology	Master of Divinity

Doctor of Ministry

**Program Changes/Additions**

Northcentral University, San Diego, California

Bachelor of Arts in Psychology

Added Courses:

PSY 5501 Foundations of Forensic Psychology

PSY 6516 Fundamentals of Risk and Treat Assessment

PSY 5114 Policy and Justice in Forensic Psychology

PSY 5112 Theories of Criminal Behavior

Deleted Courses:

PSY 5101 Foundations for Graduate Study in Psychology

PSY 5502 Psychology of Law and Justice

PSY 6503 Forensic Psychology in Correctional Settings

PSY 5107 Research Design

Post-Baccalaureate Certificate in Business

New Specialization: Management of Virtual Organizations

MVO 5001 Virtual Leadership and Team Management

MVO 5002 Building Virtual Teams and Trust

MVO 5003 Legal and Other Implications in a Virtual Organization

Master of Forensic Psychology

Added Courses:

PSY 5112 Theories of Criminal Behavior

PSY 5114 Policy and Justice in Forensic Psychology

PSY 6516 Fundamentals of Risk and Threat Assessment

Deleted Courses:

PSY 5504 Social Psychology and Aggression

PSY 5502 Psychology of Law and Justice

PSY 6506 Psychological Evaluation and Treatment of Offenders

New Specialization: Threat Assessment and Management

PSY 5107 Research Design

PSY 5110 Applied Statistics

PSY 5112 Theories of Criminal Behavior

PSY 5114 Policy and Justice in Forensic Psychology

PSY 5501 Principles of Forensic Psychology

PSY 6512 Threat Assessment

PSY 6513 Threat Management

PSY 6514 Special Topics in Threat Assessment and Management

PSY 6515 Capstone in Threat Assessment and Management OR

PSY 6511 Internship in Forensic Psychology

Master of Science in Accounting changed to Master of Accounting

Education Specialist

Special Education Specialization

Added Courses:

SE 7100 Advanced Topics in Special Education

SE 7200 Analyzing Data and Monitoring Student Progress

SE 7300 Leadership Law and Finance in Special Education

SE 7400 Implementing Programs for Students with Intellectual and Learning Disabilities

SE 7500 Implementing Programs for Students with Behavioral Disabilities

SE 7600 Advanced Capstone in Special Education

Deleted Courses:

SE 7000 Introduction to the Exceptional Student

SE 7001 Assessment in Special Education

SE 7002 Characteristics of Student with Specific Learning Disabilities

SE 7003 Characteristics of Students with Emotional and/or Behavioral Disorders

SE 7004 Characteristics of Students with Intellectual Disabilities

SE 7005 Law in Special Education

New Specialization: Trauma-Informed Educational Practices

TRA 7100 Trauma-Informed Educational Practices within Community Contexts and Conditions

TRA 7200 Linking Theory and Practice Design Trauma-Sensitive Environments

TRA 7300 Social Emotional Learning and the Ethic of Care in Trauma-Sensitive Environments

TRA 7400 Relating Educator Dispositions to Learning in Trauma-Sensitive Environments

TRA 7500 Culturally Responsive Systems and Restorative Approaches for Building Trauma-Sensitive Environments

TRA 7600 Community-Wide Trauma and Learning: Next Steps in Advanced Practice and Research

Post-Master's Certificate in Education

Special Education Specialization

Added Courses:

SE 7100 Advanced Topics in Special Education

SE 7200 Analyzing Data and Monitoring Student Progress

SE 7300 Leadership Law and Finance in Special Education

SE 7400 Implementing Programs for Students with Intellectual and Learning Disabilities

SE 7500 Implementing Programs for Students with Behavioral Disabilities

SE 7600 Advanced Capstone in Special Education

Deleted Courses:

SE 7000 Introduction to the Exceptional Student

SE 7001 Assessment in Special Education

SE 7002 Characteristics of Students with Specific Learning Disabilities

SE 7003 Characteristics of Students with Emotional and/or Behavioral Disorders

SE 7004 Characteristics of Students with Intellectual Disabilities

SE 7005 Law in Special Education

New Specialization: Trauma-Informed Educational Practices

TRA 7100 Trauma-Informed Educational Practices within Community Contexts and Conditions

TRA 7200 Linking Theory and Practice Design Trauma-Sensitive Environments  
TRA 7300 Social Emotional Learning and the Ethic of Care in Trauma-Sensitive Environments  
TRA 7400 Relating Educator Dispositions to Learning in Trauma-Sensitive Environments  
TRA 7500 Culturally Responsive Systems and Restorative Approaches for Building Trauma-Sensitive Environments  
TRA 7600 Community-Wide Trauma and Learning: Next Steps in Advanced Practice and Research

Post-Master's Certificate in Psychology  
Removing the focus area of Addiction and Rehabilitation  
General Psychology focus area  
Added Course:  
PSY 8100 Theories of Personality  
Deleted Course:  
PSY 8118 Grant Writing in Psychology  
Gerontology focus area  
Added Courses:  
PSY 8341 Positive Aging  
PSY 8307 Psychosocial Factors in Health  
PSY 8308 Behavioral Nutrition  
PSY 8413 Consulting in Business, Education, and Health

Deleted Courses:  
PSY 8333 Psychological Practice in Gerontology  
PSY 8111 Clinical Survey of Substance Abuse and Dependence  
PSY 8128 Stress and Coping  
PSY 7117 Advanced Statistics in IO Psychology

Mental Health Policy and Practice focus area changed to Social Policy and Behavioral Health Administration  
Added Courses:  
PSY 8509 Behavior Health Service Policy  
PSY 8506 Ethics and Cultural Diversity in Mental Health and Wellness  
PSY 8511 Behavioral Health Administration and Management  
PSY 8507 Comparative Analysis of Evidence-Based Interventions  
PSY 8408 Leadership and Management  
PSY 8409 Work Motivation and Attitudes

Deleted Courses:  
PSY 8500 Mental Health Services Policy  
PSY 8502 Comparative Analysis of Psychotherapies  
PSY 8501 Mental Health Administration and Management  
PSY 8503 Evidence-Based Treatments  
PSY 8504 Psychology and Finance  
PSY 8505 Mental Health and the Courts

Addictions and Rehabilitation Therapy focus area changed to Substance-Related and Addictive Disorders



Added Courses:

PSY 8152 Co-Occurring Substance Use and Other Mental Conditions  
PSY 8153 Family Systems Approaches for Substance-Related and Addictive Disorders  
PSY 8154 Substance Related and Addictive Disorder Assessment and Treatment Planning  
PSY 8155 Group Counseling in the Treatment of Substance Use Disorder  
PSY 8156 Research in Substance-Related and Addictive Disorders  
PSY 8157 Clinical Survey in Substance-Related and Addictive Disorders

Deleted Courses:

PSY 8600 Integrated Theories of Addiction and Rehabilitation  
PSY 8605 Evidence-Based Practice in Addictions and Rehabilitation  
PSY 8604 Addiction Treatment and Special Populations  
PSY 8601 Case Management Approaches and Methods  
PSY 8603 Advanced Clinical Supervision: Leadership  
PSY 8606 Clinical Supervision

Trauma and Disaster Relief focus area

Added Courses:

PSY 8312 Concepts of Trauma and Resiliency  
PSY 8313 Trauma Across the Developmental Continuum  
PSY 8314 Disaster Response and Trauma Responsive Practices  
PSY 8315 Community Trauma and Resilience  
PSY 8316 Diversity in Trauma and Disaster Response  
PSY 8317 Research Ethics in Trauma and Disaster Response

Deleted Courses:

PSY 8110 Psychology of Violence  
PSY 8320 Psychology of Traumatic Stress  
PSY 8322 Disaster, Terrorism, and Mass Violence: Impacts on Mental Health  
PSY 8323 Trauma-Informed Assessment, Risk, and Diagnosis  
PSY 8324 Trauma-Informed Interventions with Disaster and Trauma Survivors  
PSY 8325 Gender and Cultural Considerations in Disaster Trauma and Response

Doctor of Education

Special Education Specialization

Added Courses:

SE 7100 Advanced Topics in Special Education  
SE 7200 Analyzing Data and Monitoring Student Progress  
SE 7300 Leadership Law and Finance in Special Education  
SE 7500 Implementing Programs for Students with Behavioral Disabilities

Deleted Courses:

SE 7005 Law in Special Education  
SE 7004 Characteristics of Students with Intellectual Disabilities  
SE 7000 Introduction to the Exceptional Student  
SE 7003 Characteristics of Students with Emotional and/or Behavioral Disorders  
SE 7002 Characteristics of Students with Specific Learning Disabilities  
SE 7001 Assessment in Special Education  
SE 7000 Introduction to the Exceptional Student

New Specialization: Trauma-Informed Educational Practices

TRA 7100 Trauma-Informed Educational Practices within Community Contexts and Conditions

TRA 7200 Linking Theory and Practice Design Trauma-Sensitive Environments

TRA 7300 Social Emotional Learning and the Ethic of Care in Trauma-Sensitive Environments

TRA 7500 Culturally Responsive Systems and Restorative Approaches for Building Trauma-Sensitive Environments

Doctor of Marriage and Family Therapy

Small Business Development and Entrepreneurship changed to Systemic Administration and Entrepreneurship

Added Courses:

DMFT 7000 Foundations of Relational/System Ethics and Practice

DMFT 7502 Fundamentals of Scholarly Writing

DMFT 7113 Relational/Systemic Applied Methodologies

DMFT 7115 Relational/Cybernetic Applications in Larger System

DMFT 7501 Foundations of Relational/Systemic Intervention

DMFT 7503 Relational/Systemic Approaches to Research and Scholarship

DMFT 8981 Relational/Systemic Doctoral Internship I

DMFT 8982 Relational/Systemic Doctoral Internship II

DMFT 8983 Relational/Systemic Doctoral Internship III

DMFT 9613 Portfolio III

PSY 8408 Leadership and Management

PSY 8409 Work Motivation and Attitudes

PSY 8410 Organizational Development

PSY 8509 Behavioral Health Services Policy

BUS 7130 Business Leadership and Strategy

PSY 8507 Comparative Analysis of Evidence-Based Interventions

PUB 7005 Public Budgeting and Finance

Deleted Courses:

DMFT 7101 Foundations for Applied Doctoral Studies in MFT

DMFT 7102 Scholarly Literature Review in MFT

DMFT 7103 Research Methods in MFT

DMFT 7110 Quantitative Research Design and Statistical Analysis in MFT

DMFT 7111 Qualitative Research Design and Statistical Analysis in MFT

DMFT 8961 Doctoral Internship I

DMFT 8962 Doctoral Internship II

DMFT 8970 MFT Supervision

DMFT 8965 Doctoral Internship and Portfolio

DMFT 9602 Portfolio III

DMFT 8971 Doctoral Supervision Practicum

DMFT 8703 Strategic Planning in MFT

MGT 7022 Advanced Topics in Organizational Development

Mental Health Administration specialization changed to Systemic Organizational Leadership

Added Courses:

DMFT 7000 Foundations of Relational/System Ethics and Practice

DMFT 7502 Fundamentals of Scholarly Writing  
DMFT 7113 Relational/Systemic Applied Methodologies  
DMFT 7115 Relational/Cybernetic Applications in Larger System  
DMFT 7501 Foundations of Relational/Systemic Intervention  
DMFT 7503 Relational/Systemic Approaches to Research and Scholarship  
DMFT 8981 Relational/Systemic Doctoral Internship I  
DMFT 8982 Relational/Systemic Doctoral Internship II  
DMFT 8983 Relational/Systemic Doctoral Internship III  
DMFT 9613 Portfolio III  
PSY 8408 Leadership and Management  
PSY 8409 Work Motivation and Attitudes  
PSY 8410 Organizational Development  
PUB 7005 Public Budgeting and Finance  
DMFT 8715 Creating and Sustaining Optimal Organizational Systems  
DMFT 8716 Managing and Addressing Conflict and Dysfunction within Organizations  
PMFT 8717 Project Management and Strategic Planning  
PSY 8506 Ethics and Cultural Diversity in mental Health and Wellness

Deleted Courses:

DMFT 7101 Foundations for Applied Doctoral Studies in MFT  
DMFT 7102 Scholarly Literature Review in MFT  
DMFT 7103 Research Methods in MFT  
DMFT 7110 Quantitative Research Design and Statistical Analysis in MFT  
DMFT 7111 Qualitative Research Design and Statistical Analysis in MFT  
DMFT 8970 MFT Supervision  
DMFT 8961 Doctoral Internship I  
DMFT 8962 Doctoral Internship II  
DMFT 8965 Doctoral Internship and Portfolio  
DMFT 9602 Portfolio III  
DMFT 8971 Doctoral Supervision Practicum  
DMFT 8701 Financial Administration and Budgeting in MFT  
DMFT 8703 Strategic Planning in MFT  
DMFT 8706 The Business of Therapy  
MGT 7110 Leadership in Organizations

Doctor of Philosophy in Education

Special Education Specialization

Added Courses:

SE 7100 Advanced Topics in Special Education  
SE 7200 Analyzing Data and Monitoring Student Progress  
SE 7300 Leadership Law and Finance in Special Education  
SE 7400 Implementing Programs for Students with Intellectual and Learning Disabilities  
SE 7500 Implementing Programs for Students with Behavioral Disabilities  
SE 7600 Advanced Capstone in Special Education

Deleted Courses:

SE 7000 Introduction to the Exceptional Student  
SE 7001 Assessment in Special Education

SE 7002 Characteristics of Students with Specific Learning Disabilities  
SE 7003 Characteristics of Students with Emotional and/or Behavioral Disorders  
SE 7004 Characteristics of Students with Intellectual Disabilities  
SE 7005 Law in Special Education

New Specialization: Trauma-Informed Educational Practices  
TRA 7100 Trauma-Informed Educational Practices within Community Contexts and Conditions  
TRA 7200 Linking Theory and Practice Design Trauma-Sensitive Environments  
TRA 7300 Social Emotional Learning and the Ethic of Care in Trauma-Sensitive Environments  
TRA 7400 Relating Educator Dispositions to Learning in Trauma-Sensitive Environments  
TRA 7500 Culturally Responsive Systems and Restorative Approaches for Building Trauma-Sensitive Environments  
TRA 7600 Community-Wide Trauma and Learning: Next Steps in Advanced Practice and Research

Doctor of Philosophy in Psychology  
Specialization in Trauma and Disaster Relief  
Added Courses:  
PSY 8312 Concepts of Trauma and Resiliency  
PSY 8313 Trauma across the Developmental Continuum  
PSY 8314 Disaster Response and Trauma Response Practices  
PSY 8315 Community Trauma and Resilience  
PSY 8316 Diversity in Trauma and Disaster Relief  
PSY 8317 Research Ethics in Trauma and Disaster Response

Deleted Courses:  
PSY 8110 Psychology of Violence  
PSY 8320 Psychology of Traumatic Stress  
PSY 8322 Disaster, Terrorism, and Mass Violence: Impacts on Mental Health  
PSY 8323 Trauma Informed Assessment, Risk, and Diagnosis  
PSY 8324 Trauma Informed Interventions with Disaster Trauma Services  
PSY 8325 Gender and Cultural Considerations in Disaster Trauma and Response

University of St. Augustine for Health Sciences, San Marcos, California

New Certificates  
Post Graduate Nurse Educator Certificate  
NUR 7100 Pathophysiology: Health Assessment, Pharmacology for Nurse Educators  
EDF 7175 Foundation Theories in Education  
EDF 7161 Program and Curricular Design for Health Science Education  
EDF 7050 Teaching Methods in Higher Education

Post Graduate Nurse Executive Certificate  
HSA 7200 Foundations of Healthcare Administration  
HSA 7250 Human Resource Management & Organizational Behavior for Health Care Administration  
IPE 7133 Strategic Planning in Health Care Administration  
HSA 7236 Accounting, Finance and Economics for the Healthcare Leader

## LETTERS OF INTENT

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The following notifications were received through April 1, 2022.

Arkansas State University-Beebe

Technical Certificate in Emergency Medical Technology  
Associate of Applied Science in Industrial Technology

Cossatot Community College of the University of Arkansas

Certificate of Proficiency in Cybersecurity  
Technical Certificate in Cybersecurity  
Associate of Applied Science in Cybersecurity

North Arkansas College

Associate of Science in Studio Arts  
Advanced Certificate in Environmental Science

Southeast Arkansas College

Technical Certificate in Medical Assistant Technology  
Associate of Applied Science in Medical Diagnostic Sonography  
Associate of Applied Science in Occupational Therapist Assistant

Southern Arkansas University

Certificate in World War II and Holocaust Studies  
Master of Arts in Teaching – Certificate in Elementary Education

University of Arkansas Fayetteville

Master of Science in Product Innovation

## INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

American Business and Technology University, St. Joseph, Missouri

Initial Certification – Distance Technology  
Technical Certificate in Business Administration  
Technical Certificate in Healthcare  
Technical Certificate in Information Technology  
Associate of Applied Science in Business Administration  
Associate of Applied Science in Healthcare  
Associate of Applied Science in Information Technology  
Bachelor of Applied Science in Business Administration  
Bachelor of Applied Science in Information Technology

Master of Business Administration

Arkansas Colleges of Health Education, Fort Smith, Arkansas  
Initial Certification – Distance Technology and Fort Smith Campus  
Master of Science in Nutrition

California Southern University, Costa Mesa, California

Initial Certification – Distance Technology  
Certificate in Advanced Addiction Studies  
Certificate in Financial Management  
Certificate in Healthcare Services  
Certificate in Human Resource Management  
Certificate in Industrial and Organizational Psychology  
Certificate in International Business  
Certificate in Leadership  
Certificate in Management  
Certificate in Pastoral Counseling  
Certificate in Project Management  
Certificate in Sport Psychology  
Certificate in Strategic Leadership  
Bachelor of Science in Criminal Justice  
Bachelor of Science in Nursing  
Master of Arts in Psychology  
Master of Education  
Master of Science in Law Enforcement Executive Leadership  
Master of Science in Nursing

Central Christian College of Kansas, McPherson, Kansas

Initial Certification – Distance Technology  
Associate of Arts in Aviation  
Bachelor of Aviation

Chamberlain University, Chicago, Illinois

Initial Certification – Distance Technology  
Bachelor of Science in Nursing  
Bachelor of Science in Nursing RN to BSN Degree Completion Option (RN to BSN)  
Master of Public Health  
Master of Science in Nursing with Nurse Educator Specialty Track, Family Nurse Practitioner Specialty Track, Nurse Executive Specialty Track, Nursing Informatics Specialty Track, Healthcare Policy Specialty Track, and Population Health Specialty Track  
Accelerated RN to MSN (with or without Clinical Leadership Option)  
Master of Social Work (MSW)  
Doctor of Nursing Practice

The Chicago School of Professional Psychology, Los Angeles, California

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

Clarks Summit University, Clarks Summit, Pennsylvania

Initial Certification – Distance Technology  
Associate of Arts  
Bachelor of Arts  
Bachelor of Science  
Bachelor of Science in Counseling  
Master of Arts  
Master of Arts in Literature  
Master of Education

Coastline College, Fountain Valley, California

Initial Certification – Distance Technology  
Associate of Arts in Art  
Associate of Art in Liberal Studies: Communication  
Associate of Arts in Process Technology  
Associate of Science in Business Administration

Digital Film Academy, Atlanta, Georgia

Initial Certification – Distance Technology  
Associate of Science in Digital Media

Evangel University, Springfield, Missouri

Initial Certification – Distance Technology  
Master of Counseling

National University, San Diego, California

Initial Certification – Distance Technology  
Bachelor of Arts in Integrated Studies  
Master of Arts in Education  
Master of Arts in Performance Psychology  
Master of Arts in Social Emotional Learning  
Master of Public Administration  
Master of Public Health  
Master of Science in Computer Information System  
Master of Science in Cybersecurity  
Master of Science in Data Science

Northcentral University, San Diego, California

Initial Certification – Distance Technology

Post-Baccalaureate Certificate in Marriage and Family Therapy, Systemic Treatment of Addictions

Post-Baccalaureate Certificate in Marriage and Family Therapy, Systemic Sex Therapy

Master of Science in Clinical Mental Health Counseling

Post-Master's Certificate in Psychology, Industrial/Organizational Psychology

Doctor of Philosophy in Cybersecurity

Pepperdine University, Malibu, California

Initial Certification – Distance Technology

Master of Science in Applied Analytics

Reach University, Oakland, California

Initial Certification – Distance Technology

Master of Education in Instructional Leadership

Master of Education in Teaching

San Diego State University, San Diego, California

Initial Certification – Distance Technology

Civil Site Work Construction Workforce Partnership Certificate

Construction Estimating Workforce Partnership Certificate

Construction Practices Workforce Partnership Certificate

Construction Project Management Certificate

Construction Supervision Certificate

Bachelor of Science in Business Administration

Master of Arts in Educational Leadership

Master of Public Administration

Master of Science in Meeting and Event Management

Master of Science in Regulatory Affairs

San Jose State University, San Jose, California

Initial Certification – Distance Technology

Bachelor of Science in Information Science and Data Analytics

Master of Science in Informatics

Master of Science in Transportation Management

University of San Diego, San Diego, California

Initial Certification – Distance Technology

Master of Education

Master of Science in Applied Artificial Intelligence

Master of Science in Applied Data Science

Master of Science in Cyber Security Engineering

Master of Science in Cyber Security Operations and Leadership

Master of Science in Health Care Informatics



Master of Science in Law Enforcement and Public Safety Leadership  
Master of Science in Supply Chain Management  
Doctor of Philosophy in Education for Social Justice

University of Southern California, Los Angeles, California

Initial Certification – Distance Technology  
Graduate Certificate in Pain Science  
Graduate Certificate in Systems Architecting and Engineering  
Master of Science in Electrical Engineering and Master of Science in Engineering Management – Dual Degree  
Master of Science in Petroleum Engineering and Master of Science in Engineering Management – Dual Degree  
Master of Science in Computer Science (Computer Security)  
Master of Science in Computer Science (Data Science)  
Master of Science in Computer Science (Software Engineering)  
Master of Science in Human Resource Management  
Master of Science in Industrial and Systems Engineering  
Master of Science in Electrical Engineering (Computer Networks)  
Master of Science in Electrical Engineering (Electric Power)  
Master of Science in Aerospace Engineering  
Master of Science in Computer Engineering

University of St. Augustine for Health Sciences, San Marcos, California

Initial Certification – Distance Technology  
Doctor of Nursing Practice – BSN Entry – Family Nurse Practitioner Role Specialty  
Doctor of Nursing Practice – MSN Entry

Walden University, Minneapolis, Minnesota

Initial Certification – Distance Technology  
Bachelor of Science in Public Health  
Bachelor of Science in Social Work  
Undergraduate Certificate in Data Science  
Post-Baccalaureate Certificate in Instructional Design and Technology  
Graduate Certificate in Information Systems  
Graduate Certificate in Teaching and Diversity in Early Childhood Education  
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 Finance  
Master of Science in Project Management  
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 Online Teaching in Higher Education  
Post-Master's Certificate in Organizational Research, Assessment, and Evaluation  
Post-Master's Certificate in Reading, Literacy, and Assessment

Post-Master's Online Teaching in Psychology Certificate  
Post-Masters Certificate in Nursing - Education  
Post-Masters Certificate in Nursing - Informatics  
Post-Masters Certificate in Nursing - Nurse Executive  
Doctor of Human Services  
Doctor of Cybersecurity  
Doctor of Software Engineering  
Doctor of Data Science  
Doctor of Philosophy in Forensic Psychology  
Doctor of Philosophy in Nursing  
Doctor of Psychology in Behavioral Health Leadership

Webster University, St. Louis, Missouri

Initial Certification – Little Rock Metro Campus  
Graduate Certificate in Cybersecurity – Threat Detection  
Master of Arts in Education and Innovation

Whole Health School of Medicine and Health Sciences, Bentonville, Arkansas

Initial Certification – Planning and Development  
Doctor of Medicine