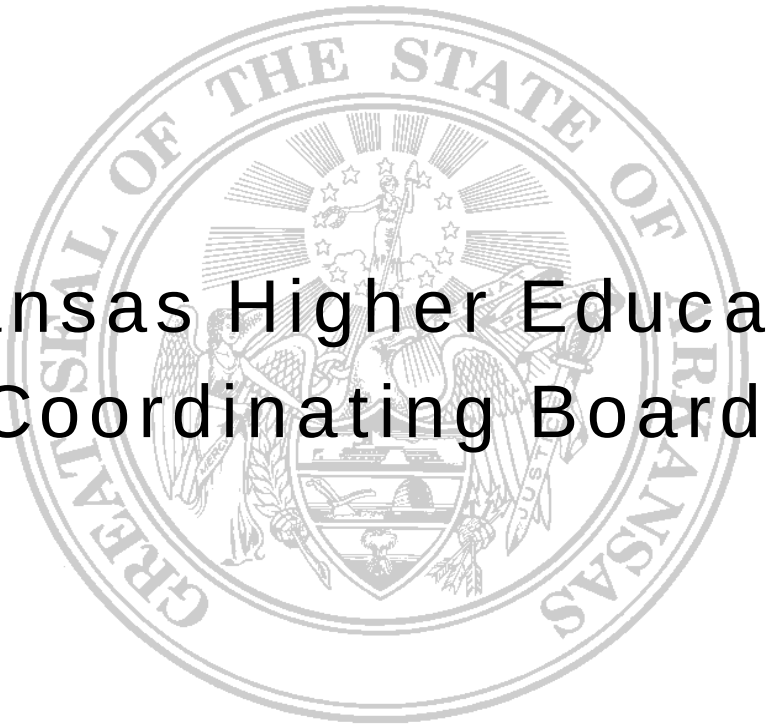

Arkansas Higher Education Coordinating Board

Regular Quarterly Meeting

July 25, 2014

Arkansas Department of Higher Education
423 Main Street, Suite 400, Little Rock, Arkansas 72201 (501) 371-2000

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

REGULAR QUARTERLY MEETING

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

SCHEDULE

Friday, July 25, 2014

Finance Committee
8:30 a.m.

Academic Committee
9:15 a.m.

Convene Coordinating Board Meeting
***10:00 a.m.**

*Time approximate. Meeting will begin at the end of the Academic Committee meeting.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
REGULAR QUARTERLY MEETING

Friday, July 25, 2014
10:00 a.m.

Arkansas Department of Higher Education

AGENDA

I. EXECUTIVE

*1. Approve Minutes of the March 21, 2014 Special Meeting, April 25, 2014 Regular Meeting, May 12, 2014 Special Meeting and June 12, 2014 Special Meeting

*2. Report of Nominating Committee (AHECB Chairman)

3. Agency Updates (Director Shane Broadway)

4. Report on 2013 Fall College-Going Rate (Mr. Rick Jenkins)

*5. Policy Clarification: Concurrent Enrollment-AHECB 5.16 (Ms. Cynthia Moten)

II. FINANCE

*6. Operating Recommendations for 2015 – 17 Biennium (Ms. Tara Smith)

*7. Personal Services Recommendations for Non-Classified Personnel (Ms. Smith)

*8. Recommendations for State Funding of Capital Projects: 2015 – 17 Biennium (Ms. Smith)

*9. Performance Based Funding (Outcomes-Centered) Measures (Ms. Smith)

*10. Certification of Intercollegiate Athletic Budgets for 2014 – 15 (Mr. Jake Eddington)

*11. Economic Feasibility of Bond Issue for Arkansas Tech University – Ozark (Ms. Chandra Robinson)

*12. Economic Feasibility of Bond Issue for Northwest Arkansas Community College (Ms. Robinson)

III. ACADEMIC

*13. New Program: Arkansas State University–Mountain Home
Technical Certificate in Hospitality Management (Ms. Lillian Williams)

*14. New Program: Arkansas State University – Jonesboro
Doctor of Occupational Therapy and Associate of Applied Science in Occupational Therapy Assistant (Ms. Williams)

*15. Letters of Notification (Ms. Williams)

16. Letters of Intent (Ms. Moten)

*17. New Off Campus Center: College of the Ouachitas
Off Campus Instruction Center in Sheridan, Arkansas (Ms. Moten)

*18. Role and Scope Change-Initial Doctoral Degree: Arkansas Tech University
Doctor of Education in School Leadership (Ms. Moten)

19. Role and Scope Change Request: Initial Master's Degree: University of Arkansas –Fort Smith, Master of Science in Healthcare Administration by Distance Technology – For Information and Discussion Only (Ms. Moten)

*20. Institutional Certification Advisory Committee: Resolutions
(Ms. Alana Boles)

FINANCE COMMITTEE

Arkansas Higher Education Coordinating Board
Arkansas Department of Higher Education
Board Room
Friday, July 25, 2014
8:30 a.m.

Finance Committee

Bob Crafton, Chair
Dr. Charles Allen
Dr. Joe Bennett
Horace Hardwick
Sherrel Johnson
Greg Revels
Kaneaster Hodges, Ex officio

AGENDA

*6. Operating Recommendations for 2015 – 17 Biennium (Ms. Tara Smith)

*7. Personal Services Recommendations for Non-Classified Personnel (Ms. Smith)

*8. Recommendations for State Funding of Capital Projects: 2015 – 17 Biennium (Ms. Smith)

*9. Performance Based Funding (Outcomes-Centered) Measures (Ms. Smith)

*10. Certification of Intercollegiate Athletic Budgets for 2014 – 15 (Mr. Jake Eddington)

*11. Economic Feasibility of Bond Issue for Arkansas Tech University – Ozark (Ms. Chandra Robinson)

*12. Economic Feasibility of Bond Issue for Northwest Arkansas Community College (Ms. Robinson)

*Numbers refer to main agenda.

ACADEMIC COMMITTEE

Arkansas Higher Education Coordinating Board
Arkansas Department of Higher Education
Board Room
Friday, April 25, 2014
9:00 a.m.

Academic Committee

Sarah Argue, Chair
Dr. Olin Cook
Florine Milligan
Ben Pickard
Mary Anne Salmon
Kaneaster Hodges, Ex officio

CONSENT AGENDA

*13. New Program: Arkansas State University–Mountain Home
Technical Certificate in Hospitality Management (Ms. Lillian Williams)

*14. New Program: Arkansas State University – Jonesboro
Doctor of Occupational Therapy and Associate of Applied Science in Occupational Therapy Assistant (Ms. Williams)

*15. Letters of Notification (Ms. Williams)

16. Letters of Intent (Ms. Moten)

REGULAR AGENDA

*17. New Off Campus Center: College of the Ouachitas
Off Campus Instruction Center in Sheridan, Arkansas (Ms. Moten)

*18. Role and Scope Change-Initial Doctoral Degree: Arkansas Tech University
Doctor of Education in School Leadership (Ms. Moten)

19. Role and Scope Change Request: Initial Master's Degree: University of Arkansas –Fort Smith, Master of Science in Healthcare Administration by Distance Technology – For Information and Discussion Only (Ms. Moten)

*20. Institutional Certification Advisory Committee: Resolutions
(Ms. Alana Boles)

*Numbers refer to main agenda.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting via Conference Call
March 21, 2014

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a special meeting via conference call on Friday, March 21, 2014. The purpose of the meeting was to consider the economic feasibility of bond issue for Henderson State University. The meeting convened at 9:00 a.m. with a quorum present.

Coordinating Board present:
Kaneaster Hodges, Chair
Bob Crafton, Vice Chair
Dr. Charles Allen
Dr. Joe Bennett
Dr. Olin Cook
Horace Hardwick
Sherrel Johnson
Ben Pickard
Greg Revels

Coordinating Board absent:
Sarah Argue, Secretary
Florine Milligan
Mary Anne Salmon

Department staff present:
Shane Broadway, Director
Harold Criswell, Deputy Director
Chandra Robinson, Program Coordinator for Institutional Finance
Brandi Hinkle, Communications Coordinator
Nichole Abernathy, Executive Assistant

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

Chairman Hodges thanked the Coordinating Board members and guests for participating on the call.

Agenda Item No. 1
Economic Feasibility of Bond Issue
Henderson State University

Henderson State University requests approval of the economic feasibility of plans to issue bonds totaling approximately $33.0 million with a term of up to thirty (30) years at an estimated annual interest rate not to exceed 6.35 percent. Proceeds from the bond issue will be used for auxiliary purposes. The Henderson State University Board of Trustees approved this financing at its meeting held on November 21, 2013.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Henderson State University to issue bonds not to exceed $33.0 million in two terms of thirty (30) years at an estimated annual interest rate not to exceed 6.35 percent to purchase and update Whispering Oaks, a privately owned 288 bed apartment complex located on campus, construct a 300 bed residence hall and to construct a 240 bed apartment-style complex.

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

Chairman Hodges commented on the 6.35 percent interest rate with a term up to 30 years. He stated that's a long time.

Dr. Glen Jones, President of Henderson State University (HSU) said that he was pretty sure the interest rate would not come in close to 6.35 percent. However, when he was figuring this several months ago, he wanted to guard against interest rate risks. Because the dollar amount is so high, he wanted to make certain they would be able to cash flow this in their worst case scenario. Dr. Jones said he believes the interest rate is going to come in at 4.5 percent with a term closer to 25 years.

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

Report of the Committee

Bob Crafton presented the report of the Finance Committee and moved approval of Agenda Item 1. Dr. Charles Allen seconded the motion and the Board unanimously approved.

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

Chairman Hodges thanked everyone for participating in the meeting and announced that the next meeting would be April 25, 2014, at the Department of Higher Education in Little Rock.

With no further comments, the meeting adjourned at 9:08 a.m.

_____
Nichole Abernathy

APPROVED:

_____
Sarah Argue, Secretary

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
April 25, 2014

Minutes of Meeting

The April 25, 2014, regular meeting of the Arkansas Higher Education Coordinating Board (AHECB) was held at the Arkansas Department of Higher Education (ADHE) in Little Rock, Arkansas. Chairman Hodges called the meeting to order at 8:30 a.m. with a quorum present.

Coordinating Board present:
Kaneaster Hodges, Chair
Bob Crafton, Vice Chair
Sarah Argue, Secretary
Dr. Charles Allen
Dr. Olin Cook
Horace Hardwick
Sherrel Johnson
Florine Milligan
Greg Revels
Mary Anne Salmon

Coordinating Board absent:
Dr. Joe Bennett
Ben Pickard

Department staff present:
Shane Broadway, Director
Harold Criswell, Deputy Director
Cynthia Moten, Associate Director for Academic Programs
Rick Jenkins, Associate Director for Planning and Accountability
Tara Smith, Senior Associate Director for Finance
Janet Lawrence, General Counsel
Jeanne Jones, Program Specialist for Academic Affairs
Alana Boles, Program Specialist for Academic Affairs
Chandra Robinson, Program Coordinator for Institutional Finance
Callan Callaway, Program Coordinator for Institutional Finance
Jake Eddington, Program Specialist for Institutional Finance
Micah Gilbert, Network Support Specialist
Nichole Abernathy, Executive Assistant

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

Chairman Hodges introduced Director Shane Broadway, for a welcome. Director Broadway welcomed everyone and thanked them for coming to the AHECB meeting on such a beautiful day.

Chairman Hodges thanked Broadway for his welcome. He then introduced Emily Jordan-Cox, policy advisor for higher education in the Governor's Office. Hodges

commented that many years ago, Emily's father was not only a minister in Newport but a dear friend of his.

Agenda Item No. 1
Approval of Minutes

Mary Anne Salmon moved to approve Agenda Item No. 1. Dr. Charles Allen seconded the motion and the Board unanimously approved.

Agenda Item No. 2
Agency Updates

Director Broadway began by following up to the performance funding measures conversation from the finance committee meeting. He said the year the University of Central Arkansas (UCA) did the audit, they awarded 1,862 associate degrees. In a normal academic year, they award 20 to 25 associate degrees.

Next Broadway introduced Representative Karen Hopper from Mountain Home. He also thanked Representative Vines and Senator Samples for taking time out of their busy schedules to come talk to the board and guests.

Broadway introduced new ADHE employees Angela Lasiter and Stanley Spates, both in the finance and administration department. He then announced that Jake Eddington moved from the financial aid department to the institutional finance department. Jami Fisher with the finance and administration department resigned and June Morgan with financial aid retired.

Broadway then introduced Mark Lane, ADHE program specialist for the Career Pathways Initiative (CPI). The Coordinating Board and crowd gave Lane a standing round of applause upon hearing that he was getting ready to deploy with the Arkansas National Guard to Kuwait for a year-long tour.

Broadway announced that Dr. Bob Brown would be retiring in June after 21 years of service to Arkansas Tech University (ATU). He then introduced Brown's lovely wife Jill. Dr. Sally Carder will also be retiring in June from National Park Community College and Dr. Jack Lassiter has announced that he will be retiring in December from the University of Arkansas at Monticello. Dr. Robin Bowen has been selected as the new president of ATU. She will begin in July.

Dr. Donald Bobbitt presented a video and briefly explained the University of Arkansas eVersity. The eVersity, will cater to adult students who are unable to otherwise access a traditional college education, said Bobbitt. It also falls along the Governor's plans to increase the number of college graduates in the state.

Dr. Michael Moore, the UA System's vice president for academic affairs, said the eVersity's core principals will include providing high quality classes, affordable tuition and programs relevant to today's workforce needs.

As of Monday, April 21, more than 120 people have accepted the Governor's Distinguished Scholarship, said Broadway. More than 530 students qualified and 193 were on the waiting list, but were offered the award on April 18.

As of April 24, at least 7,500 students have accepted the Academic Challenge Scholarship. Over 17,400 applications were received, 9,600 were awarded and 7,300 still have their eligibility pending.

The "Credit When It's Due" initiative, is a partnership between the Arkansas Association of Two-Year Colleges (AATYC), Arkansas Department of Higher Education (ADHE) and the Arkansas Research Center (ARC), to award associate degrees to students who have earned the required credentials after transferring to a four-year university. The project is funded by the Kresge Foundation. Credit When It's Due, also known as reverse transfer, is aimed to increase associate degrees awarded to transfer students when they complete the requirement's for the two-year degree while pursuing a bachelor's degree. Arkansas is one of twelve states participating in this project, said Broadway.

Agenda Items No. 3 - 6
Annual Report on Credentials Awarded, Annual Report on Student Retention and Graduation, Annual Report on Retention and Graduation of Intercollegiate Athletes, and Annual Report on Productivity of Recently Approved Programs

Rick Jenkins presented summary and detailed information about credentials awarded, student retention and graduation, retention and graduation of intercollegiate athletes and the productivity of recently approved programs.

Figures shown to the board indicated a 26.8 percent increase in credentials awarded from AY2009 to AY2013, up from 30,491 to 38,656 during the current 5-year period. Credentials range from certificates of proficiency to doctoral degrees and students may obtain more than one credential over the course of an educational career.

Graduation rates at Arkansas's 11 four-year universities have remained in the 38 - 40.8 percent range for the most recent 5 years, with females having the highest graduation rates. Graduation rates at Arkansas's 22 two-year colleges have increased from 17.9 to 19.3 percent for the most recent 5 years, with males having the highest graduation rates.

In Academic Year 2013, 3,109 students participated in athletics at twelve Arkansas institutions. In AY2009 there were 2,790 students participating in athletics. Data shows that graduation rates for athletes at four-year universities are from 0.1 to 4.5 percentage points higher than all students.

The graduation rates for student athletes at two-year colleges have experienced great fluctuation over the five years reviewed. This situation is tempered by the fact that there are few student athletes attending two-year colleges.

Mary Anne Salmon asked if out-of-state on-line institutions were tracked. Rick Jenkins said yes, their retention rates. However he is uncertain about the graduation rates, but would check.

Agenda Item No. 7
Policy Amendment (AHECB 5.20)
Role and Scope Change Process

ACA § 6-61-207 requires the Arkansas Higher Education Coordinating Board (AHECB) to establish appropriate institutional role and scope designations in consultation with college and university personnel, and to periodically review those designations. At its July 2008 meeting, the Coordinating Board approved revisions of the role and scope designations of all the institutions (AHECB Policy 5.20). The law also gives the AHECB the authority to change role and scope designations at any time.

The purpose of this policy amendment is to streamline the review process for role and scope change requests from Arkansas colleges and universities. Such requests are made in response to a need identified by the institution that cannot be appropriately addressed under the institution's existing role and scope designation.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the Role and Scope Change Process, as amended in this agenda item, effective immediately.
>
> **FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the presidents, chancellors, academic affairs officers, and institutional board chairs of this action.

Dr. Olin Cook moved to approve Agenda Item No. 7. Sherrel Johnson seconded the motion and the Board unanimously approved.

Public Hearing

Agenda Item No. 8
Arkansas Academic Challenge Scholarship
Rules and Regulations

The Arkansas Academic Challenge Scholarship Program has been expanded to provide opportunities for higher education to previously underserved Arkansans (traditional students and nontraditional students) due to the additional funding

made possible by the Arkansas Scholarship Lottery. The goal of this scholarship is to provide meaningful financial help to those qualifying. The scholarship will be available to all Arkansans regardless of race, gender, family income or course of study as long as the applicant meets the eligibility requirements. Academic Challenge currently serves approximately 35,000 students. The program works to promote academic rigor and excellence. The scholarship program is based on merit, one that reflects a commitment to academic achievement and degree attainment.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Arkansas Academic Challenge Scholarship Program, to be administered jointly by the Arkansas Department of Higher Education and approved Arkansas Institutions of Higher Education.

FURTHER RESOLVED, That by the adoption of the rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or his designee is authorized to promulgate these rules and regulations and to implement them for the 2014-2015 academic year.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education or his designee is authorized to make technical changes and corrections when necessary in the program rules for the Arkansas Academic Challenge Scholarship Program.

Greg Revels moved to approve Agenda Item No. 8. Horace Hardwick seconded the motion and the Board unanimously approved.

Agenda Item No. 9
Funding Formulas for the 2015-17 Biennium

The funding formula presented by the Arkansas Department of Higher Education (ADHE) in conformity with A.C.A. § 6-61-224 was developed in collaboration with the state's college and university presidents and chancellors. Each biennium the ADHE staff, in collaboration with the presidents and chancellors of the institutions, review and revise the funding models for the determination of the Arkansas Higher Education Coordinating Board (AHECB) appropriation recommendations for the institutions of higher education.

This agenda item presents the needs-based formula elements for approval. At the July meeting of the AHECB, an agenda item will be presented that will detail the total amount generated by the needs-based and outcome-centered components formula for the universities, two-year colleges, technical institutes and the justification amounts for the non-formula entities.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the funding policies described in this agenda item to be used by the institutions and Department in preparing appropriation requests for the 2015-17 biennium.

Greg Revels asked if the fringe benefits at the university level were figured into the formula. Ms. Smith said they will be added to the faculty salary amount. ADHE staff will add 8 percent to faculty salaries to account for fringe benefits.

Bob Crafton read a section of the agenda item "A.C.A. § 6-61-233 states that the implementation of the funding component of the outcome-centered formula shall not progress beyond the 2014-2015 school year until such time as the Department of Higher Education determines that all institutions are funded at the minimum standard of equity defined as seventy-five percent (75%) of needed state funding, as determined by the needs-based component of the funding formula models" then asked Ms. Smith to comment. Ms. Smith said that currently about half of the two- and four-year institutions meet the 75 percent funding level.

Greg Revels moved to recommend Agenda Item No. 9 to the full Board for consideration. Sherrel Johnson seconded and the Committee approved.

Agenda Item No. 10
Performance Funding Outcomes

Act 1203 of 2011 repealed Arkansas Code § 6-61-223 and amended §6-61-224, §6-61-228, §6-61-229, and §6-61-230. The act directed the Department of Higher Education to develop an outcome-centered component of the funding formula for colleges and universities by December 31, 2011. The Department of Higher Education, in conjunction with the presidents, chancellors and key staff at the universities and colleges and the Executive Director and key staff at the Arkansas Association of Two-Year Colleges, developed the outcome-centered component of the funding formula that was approved by the Arkansas Higher Education Coordinating Board on December 2, 2011. The funding recommendations are now based on the need component of student enrollment and the output components of student success and other performance measures. The proportion of the funding recommendation begins with five percent based on outcome-centered measures in 2013-14, increasing by five percent each year to reach 25 percent in 2017-18. In addition, A.C.A. § 6-61-233 states that the implementation of the funding component of the outcome-centered formula shall not progress beyond the 2014-2015 school year until such time as the Department of Higher Education determines that all institutions are funded at the minimum standard of equity defined as seventy-five percent (75%) of needed state funding, as determined by the needs-based component of the funding formula models.

RESOLVED, That the Arkansas Higher Education Coordinating Board accepts the report of the Performance Funding Outcomes Results as

prepared in accordance with the Arkansas Higher Education Coordinating Board performance measures.

Director Broadway reminded presidents and chancellors that when the funding formula was developed, it was determined that because there were a number of things in the formula that could change on a regular basis, it would have to be evaluated annually. As ADHE staff began looking at the score sheets, UCA and SAUT stood out because of their low scores. ADHE began investigating to determine what led to them falling below the minimum score level. It appears that some of our own initiatives, although aimed for good, may be causing this problem, said Broadway. In 2011, UCA did a degree audit and determined how many former students had met the qualifications for an associate degree. They found that a number of students met the criteria, however, had never applied for the award. UCA then awarded a number of associate degrees that year. This caused the institution's data to spike in one year. Broadway mentioned that PTC did the same thing as well, which will cause their numbers to spike next year. Unfortunately, the very thing we are trying to encourage, is hurting the institutions, said Broadway.

Greg Revels asked if last year's spike increased UCA or SAUT's funding. Because the funding formula is not fully funded, it did not, said Broadway.

Sherrel Johnson moved to recommend the approval of the review of Agenda Item No. 10 to the full Board. Kaneaster Hodges seconded and the Committee approved.

Agenda Item No. 11
Distribution of Mineral Lease Funds

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 Department of Higher Education. Act 104 of 2014 provides that after the sum of $13,200,000 has been deposited into the Higher Education Building Maintenance Fund, any additional deposits are to be transferred to the Research Development Fund to be used as provided by law.

RESOLVED, That after review by the Legislative Council, the Director of the Arkansas Department of Higher Education is authorized to distribute up to $750,000 from the Higher Education Research Development Fund to the University of Arkansas, Fayetteville for continuing personal services and operating expenses related to ARE-ON.

Bob Crafton asked Callan Callaway to explain where the mineral leases came from. Mr. Callaway said they came from government properties all throughout the state.

Mary Anne Malone asked why funds were being distributed to the University of Arkansas, Fayetteville. Broadway explained that because ARE-ON is housed at UAF, administrative fees have to be paid.

Sarah Argue commented that the institution is requesting more funds than there are available in the account. In case another deposit is made, the institution wanted to go ahead and make a request for the additional amount of funds needed, said Callaway.

Sarah Argue said that ARE-ON is remarkable in the advancements that it is making throughout the state. However, we are being very limited in our vision by not including K-12.

Broadway said unfortunately the law limits how far ARE-ON can be extended.

Dr. Charles Allen moved to recommend the approval Agenda Item No. 11 to the full Board. Kaneaster Hodges seconded and the Committee approved.

Agenda Item No. 12
Economic Feasibility of Loan Issue
College of the Ouachitas

College of the Ouachitas (CotO) requests approval of the economic feasibility of plans to secure a loan from the College Savings Bond Revolving Loan Fund in the amount of $1,000,000 with a term of fifteen (15) years with an annual interest rate not to exceed 0.24 percent. Proceeds from the loan will be used for educational & general (E&G) purposes for the purchase and renovation of a building for workforce training. The College of the Ouachitas Board of Trustees approved this loan financing at its meeting on February 6, 2014.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the loan from the College Savings Bond Revolving Loan Fund to College of the Ouachitas (CotO) for $1,000,000 with a term of fifteen (15) years at an interest rate not to exceed 0.24 percent for the purchase and renovation of a building for workforce training.
>
> **FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of College of the Ouachitas of the Coordinating Board's resolution.

Chairman Hodges commented on the loan's low interest rate of 0.24 and asked if it was a floating rate. Chandra Robinson said that the fixed rate is low, and it is determined by the Treasury bond rate.

Chairman Hodges asked who was giving the Colleges of the Ouachitas (CotO) a loan at a low rate of 0.24. Ms. Robinson explained that the loan would be coming from the College Savings Bond Revolving Loan Fund, which goes through the Arkansas Development Finance Authority (ADFA).

Bob Crafton asked if the College Savings Bond Revolving Loan Fund had a cap.

Ms. Robinson said it does. Each institution that has had a loan from the fund, paid it back either monthly, quarterly or annually until the amount had built back up. Then another institution could borrow the funds. Currently, there are three institutions on the waiting list ready to borrow funds, said Ms. Robinson.

Chairman Hodges moved to recommend Agenda Item No. 12 to the full Board for consideration. Sherrel Johnson seconded and the Committee approved.

Agenda Item No. 13
Economic Feasibility of Bond Issue
Southern Arkansas University

Southern Arkansas University requests approval of the economic feasibility of plans to issue bonds of approximately $10 million with a term of up to twenty (20) years at an annual interest rate not to exceed 5.0 percent. Proceeds from the bond issue will be used for auxiliary housing purposes. The Southern Arkansas University Board of Trustees approved this financing at its meeting on February 11, 2014.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Southern Arkansas University to issue bonds in an amount not to exceed $10 million with a term of twenty (20) years at an estimated interest rate of 5.0 percent to purchase the University Village apartments on the campus of Southern Arkansas University in Magnolia, Arkansas.
>
> **FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of Southern Arkansas University of the Coordinating Board's resolution.

Bob Crafton asked if these are existing apartments that are privately owned. Ms. Robinson said they are.

Chairman Hodges asked what the appraisal of the apartments was. He then asked if the appraisal had any relationship to what SAU was paying for the apartments.

Chandra Robinson explained that ADHE staff didn't have that information, but they would provide it to the Board as soon as possible.

Chairman Hodges asked if this agenda was rushed together, or could it wait until someone could provide the appraised value of the apartments.

Trey Berry, SAU Provost and Vice President for Finance said that this bond issue would save the institution a lot of money. It would allow SAU to take over the property and have about a million dollars in savings. Mr. Berry said he does not know about the appraisal of the property, however, he does know that it would allow them to have substantial operational savings and interest savings for the university. Right now they are having indirect fees, this will allow them to have direct fees. This is not an extension, it is just a continuation and refinancing.

Bob Crafton announced that the Board would delay voting on the SAU bond feasibility until they received additional information about the appraisal.

Agenda Item No. 14
Economic Feasibility of Bond Issue
University of Central Arkansas

The University of Central Arkansas requests approval of the economic feasibility of plans to issue bonds of approximately $13.5 million with a term of up to thirty (30) years at an annual interest rate not to exceed 5.75 percent. Proceeds from the bond issue will be used for educational & general (E&G) purposes. The University of Central Arkansas Board of Trustees approved this financing at its meeting on February 21, 2014.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Central Arkansas to issue bonds in an amount not to exceed $13.5 million with a term of thirty (30) years at an estimated interest rate of 5.75 percent to fund the design and construction of the Lewis Science Addition including the replacement of the Lewis Science Center roof.
>
> **FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of the University of Central Arkansas of the Coordinating Board's resolution.

Chairman Hodges moved to recommend Agenda Item No. 14 to the full Board for consideration. Florine Milligan seconded and the Committee approved.

Agenda Item No. 15
Associate of Science in Aviation-Professional Pilot
Ozarka College

The Associate of Science in Aviation-Professional Pilot program will prepare students in the north central Arkansas region (Izard, Baxter, Fulton, Independence, Stone and Sharp counties) to fly single engine planes and to qualify for a single-engine pilot license. The program includes aviation specific instruction related to design, performance, flight systems, controls, flight crew operations, radio communications, navigation procedures, navigation systems, airway safety regulations, airway traffic regulations, and governmental rules and regulations. This degree also will serve as the foundation for advanced flight certification offerings, and provide the aviation student the opportunity for a seamless transfer to the Bachelor of Science in Aviation program at Henderson State University. Ozarka students planning to transfer to Henderson must maintain at least a C average in all courses required for the associate degree in aviation.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Science in Aviation-Professional Pilot (CIP 49.0102, DC 3090, 61 semester credit hours, 57% distance coursework), offered by Ozarka College effective Fall 2015; contingent on Ozarka College obtaining and maintaining Part 141 training certification from the Federal Aviation Administration (FAA). Failure to obtain and maintain FAA certification will result in the removal of the degree from the AHECB Approved Degree Programs Inventory.

FURTHER RESOLVED, That the Coordinating Board recognizes that the associate degree in aviation is guaranteed for transfer to Henderson State University; and instructs the Director of the Arkansas Department of Higher Education (ADHE) to notify the administration of Ozarka College and Henderson State University that the aviation program admission requirements, aviation associate degree plan, and the aviation bachelor's degree completion plan must be published in the institutional program materials at both institutions for advising and transfer purposes.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of Ozarka College and the President and Chair of the Board of Trustees of Henderson State University of the approval.

There were no questions.

Agenda Item No. 16
Bachelor of Science in Education in Special Education, K-12
University of Arkansas, Fayetteville

The Bachelor of Science in Education in Special Education, K-12 will enable students to major in special education at the undergraduate level and to be eligible for Arkansas licensure as a K-12 special education teacher upon graduation. Currently, the special education teaching license is added to an elementary or a secondary education license and is not a stand-alone license. Program standards recently adopted by the Arkansas State Board of Education have changed the Special Education license to a stand-alone, initial licensure area, as well as continuing the add-on license for teachers with licensure in other fields.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in Education in Special Education, K-12 (CIP 13.1001, DC 3210, 120 semester credit hours), offered by the University of Arkansas, Fayetteville, effective Fall 2014; contingent on the University of Arkansas, Fayetteville, maintaining Arkansas State Board of Education (ASBE) program standards for educator licensure. Failure to maintain ASBE program approval will result in the removal of the degree from the AHECB Approved Degree Programs Inventory.

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

There were no questions.

Agenda Item No. 17
Cosmetology Technical Certificate
University of Arkansas Community College at Batesville

The cosmetology program is designed to train students for careers as a cosmetologist by providing theoretical and practical instruction to qualify for licensure by the Arkansas Department of Health, Cosmetology Section. The students will become knowledgeable in hygiene, sanitation, physiotherapy, cosmetricity, physiology and histology anatomy, neurology, mycology, osteology, hairdressing, manicuring, aesthetics, salesmanship, shop management, and shop deportment. One full-time faculty member will be employed as the Cosmetology School Supervisor/Instructor and one part-time instructor will be employed to assist in times when the Supervisor/Instructor is unavailable. The program curriculum is designed in accordance with Arkansas licensure requirements for cosmetology programs and the certificate program has been granted pre-approval status with the Arkansas Department of Health, Cosmetology Section.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Cosmetology Technical Certificate (CIP 12.0401, DC 4420, 42 semester credit hours) at University of Arkansas Community College at Batesville, effective January 2015; contingent on the University of Arkansas Community College at Batesville obtaining and maintaining program approval by the Arkansas Department of Health, Cosmetology Section. Failure to obtain and maintain program approval by the Arkansas Department of Health, Cosmetology Section will result in the removal of the Cosmetology Technical Certificate from the AHECB Approved Degree Programs Inventory

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of University of Arkansas System, and the Chancellor of the University of Arkansas Community College at Batesville of the approval; and that all cosmetology program materials must state clearly that cosmetology students will not be trained in or perform physiotherapy as its relates to the practice of physical therapy.

There were no questions.

Agenda Item No. 18
Technical Certificate in Industrial Technology
Cossatot Community College of the University of Arkansas

Cossatot Community College of the University of Arkansas had been aware of the need for the Technical Certificate in Industrial Technology for several years but was unable to absorb the start-up cost of a program of this complexity. Program implementation funds in the amount of $450,000 have been provided by a community college and career training grant (Trade Adjustment Assistance Community College and Career Training) (TAACCT) awarded by the United States Department of Labor. An additional $150,000 from the Arkansas General Improvement Fund and donations of equipment from Domtar Industries will be used for program operation.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in Industrial Technology (CIP 47.0303, DC 36-41 semester credit hours) at Cossatot Community College of the University of Arkansas effective Fall 2014.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of Cossatot Community College of the University of Arkansas of the approval.

There were no questions.

Agenda Item No. 19
Institutional Certification Advisory Committee

Initial Program Certification-Distance Technology

RESOLVED, That pursuant to ACA §6-61-301, the Arkansas Higher Education Coordinating Board grants initial certification to the institutions listed on pages 2-7 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2017.

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

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

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

Arizona State University, Scottsdale, Arizona

Franklin University, Columbus, Ohio

Missouri State University, Springfield, Missouri

National American University, Rapid City, South Dakota

Norwich University, Northfield, Vermont

Oregon State University, Corvallis, Oregon

University of Cincinnati, Cincinnati, Ohio

University of Nebraska-Lincoln, Lincoln, Nebraska

University of Nebraska Medical Center, Omaha, Nebraska
William Woods University, Fulton, Missouri

Initial Program Certification - Arkansas Campus

Remington College, Little Rock, Arkansas

New Institutions – Distance Technology

American College of Healthcare Science, Portland, Oregon

Concordia University Wisconsin, Mequon, Wisconsin

Johns Hopkins University, Baltimore, Maryland

Mid-America Christian University, Oklahoma City, Oklahoma

University of Kansas, Lawrence, Kansas

University of Saint Mary, Leavenworth, Kansas

Vanderbilt University, Nashville, Tennessee

New Institution - Arkansas Campus
Institutional Planning and Development – Authorization to Offer Associate Degrees

Baptist Health Schools Little Rock, Arkansas

RESOLVED, That pursuant to ACA §6-61-301, the Arkansas Higher Education Coordinating Board (AHECB) grants certification for institutional planning and development to offer an initial associate degree in nursing and an associate degree in occupational therapy assistant to Baptist Health Schools Little Rock on site in Little Rock, Arkansas. This certification for institutional planning and development is for a period of three years through December 31, 2017; which requires Baptist Health Schools Little Rock to submit an application for initial program certification no later than July 1, 2017, and to obtain initial program certification from the AHECB prior to enrolling students in any associate degree programs.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the administration of Baptist Health Schools Little Rock, Arkansas, that the certification for institutional planning and development to offer associate degree programs to Arkansas residents requires the institution to notify the Arkansas Department of Higher Education

whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; (3) changes 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 Baptist Health Schools Little Rock, Arkansas, that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

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

Baptist Health Schools Little Rock, Arkansas
New Institution-Arkansas Campus
Institutional Planning and Development – Campus Location in Arkansas

Vista College, Richardson, Texas

RESOLVED, That pursuant to ACA §6-61-301, the Arkansas Higher Education Coordinating Board (AHECB) grants certification to Vista College in Richardson, Texas, for institutional planning and development to establish a campus location at 3400 Rogers Avenue in Fort Smith, Arkansas, to offer specified associate degree programs to Arkansas residents contingent on the approval of a campus location in Arkansas by the Commission of the Council on Occupational Education. The certification for institutional planning and development is for a period of three years through December 31, 2017; which requires Vista College to submit an application for initial program certification no later than July 1, 2017, and to obtain initial program certification from the AHECB prior to enrolling students in any program, including the associate degree programs listed below.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the administration of Vista College, Richardson, Texas, 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 Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; (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 Vista College that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

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

Vista College, Richardson, Texas

Florine Milligan moved to recommend Agenda Items No. 15 - 19 to the full Board for consideration. Mary Anne Salmon seconded and the Committee approved.

Agenda Items No. 20 & 21
Letters of Notification and Letters of Intent

The Department of Higher Education received notice from 11 Arkansas institutions on 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 102 out-of-state institutions to offer degree programs to Arkansas residents, from one out-of-state institution to offer medical and health science degrees on the campus of Arkansas State University-Jonesboro, and from one non-profit organization to establish a medical school in Fort Chaffee, Arkansas. The program notice list appears in the Letters of Notification on pages 20-1 through 20-63 and in the Letters of Intent on pages 21-1 through 21-27 of the agenda book.

Lillian Williams noted that in the Letters of Notification, due to changes in the state standards for elementary and middle-level educator licensure programs, the Associate of Arts in Teaching (AAT), was placed on hold.

Dr. Olin Cook moved to recommend that the revisions be added to policy 5.11. Sarah Argue seconded and the Committee approved.

Sarah Argue questioned whether state funds would be used in the development of the University of Arkansas at Fort Smith medical facility. Cynthia Moten said no state funds would be used.

Agenda Item No. 22
Henderson State University – Hot Springs Degree Center
Henderson State University

The administration and Board of Trustees of Henderson State University (HSU) request Arkansas Higher Education Coordinating Board recognition of an off-campus site to be called Henderson State University-Hot Springs, and Coordinating Board approval to offer courses leading to bachelor's degree completion, master's degrees, and educational specialist degrees. HSU and National Park Community College have a written agreement regarding non-duplication of course offerings; therefore, freshman and sophomore-level courses offered by National Park Community College will not be offered in Hot Springs by HSU unless the courses are specified in a written agreement between the two institutions.

RESOLVED, That the Arkansas Higher Education Coordinating Board (AHECB) approves the establishment of the Henderson State University-Downtown Hot Springs Education Center, the offering of selected courses leading to bachelor's degree completion along with the offering of master's and specialist degrees at this location effective immediately; contingent on off-campus center accreditation or recognition by the Higher Learning Commission.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education (ADHE) to inform the President and the Chair of the Board of Trustees of Henderson State University, and the President and Chair of the Board of Trustees of National Park Community College of the approval.

FURTHER RESOLVED, That the Coordinating Board instructs the ADHE Director to notify the administrations of Henderson State University and National Park Community College that an annual written agreement must be maintained that outlines the collaboration between the institutions that will prevent the duplication of course offerings, and that this agreement is subject to AHECB review should a dispute arise between the institutions on the course offerings at HSU-Hot Springs.

Dr. Maralyn Sommer, Interim Provost and Vice President of Academic Affairs at Henderson State University (HSU), said National Park Community College (NPCC) and HSU have had a great working relationship for years. Both institutions believe that by having a location downtown, we will be able to increase their enrollment numbers substantially, said Sommer. HSU currently serves about 95 students on NPCC's campus.

Dr. Sally Carder, President of National Park Community College (NPCC), said she has worked with three different presidents from HSU over the past ten years and they have a great partnership. While working together, they have offered many different courses, but not a complete degree. This will provide us the opportunity to

offer complete bachelor's degrees in Hot Springs for our constituents that work and have families and cannot drive to HSU in Arkadelphia.

Senator Bill Samples of Garland County said that this is not only important to students, but the parents that pay for the student's education. The Chamber of Commerce has surveyed the available jobs that are unfilled and determined the educational requirements that are needed for those jobs. This campus center will help students meet the educational requirements needed to fill those available job positions, said Samples.

Representative John Vines of Garland County said developing something like this has been at the forefront of Hot Springs economic development efforts. Every economic development study done has talked about the void left by not having a four-year institution's presence in Garland County. I believe we have the best two-year institution in the state, said Vines. This will just be a tremendous boost to us as well.

Chairman Hodges moved to recommend Agenda Item No. 22 to the full Board for consideration. Florine Milligan seconded and the Committee approved.

Agenda Item No. 23
Arkansas State University – Queretaro, Mexico
Arkansas State University - Jonesboro

The administration and Board of Trustees of the Arkansas State University System request Coordinating Board approval for Arkansas State University-Jonesboro to establish a branch campus in Queretaro, Mexico, to be called Arkansas State University-Queretaro, and approval to offer undergraduate and graduate degrees.

> **RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the establishment of the Arkansas State University-Queretaro, Mexico Campus, and the offering of selected bachelor's, master's, and other germane degrees at this location effective immediately; contingent on branch campus accreditation or recognition by the Higher Learning Commission, and the recognition or approval required by the appropriate Mexican government agency.
>
> **FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and the Chair of the Board of Trustees of the Arkansas State University System, and the Chancellor of Arkansas State University-Jonesboro of the approval.
>
> **FURTHER RESOLVED**, That the Coordinating Board instructs the ADHE Director to notify the administration of Arkansas State University-Jonesboro that a written agreement must be maintained with the Association for the Advancement of Mexican Education that

outlines the responsibilities of each party, and acknowledges that the State of Arkansas is held harmless, at all times, from any claims related to Arkansas State University-Jonesboro operations in Queretaro, Mexico.

After showing an informational video about the future campus, Dr. Charles Welch, president of the Arkansas State University System, provided background information on the new branch campus in Queretaro, Mexico. Because of some connections, Mexico originally approached Texas Tech University. Texas then appointed a point person on the project, Dr. Tim Hudson, former Executive Vice President of the Texas Tech System who is now the Chancellor of ASU-Jonesboro. The Mexican officials said they wanted to remain with Hudson.

Dr. Olin Cook asked if all of the instruction would be in English. Dr. Welch said yes, it would.

Sherrel Johnson asked if this was the first American institution in Mexico. Dr. Welch said, yes.

Florine Milligan moved to recommend Agenda Item No. 23 to the full Board for consideration. Dr. Olin Cook seconded and the Committee approved.

Agenda Item No. 24
Doctor of Education in Executive School Leadership
Arkansas Tech University

Arkansas Higher Education Coordinating Board (AHECB) Policy 5.20 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.

If the AHECB approves the change in role and scope for Arkansas Tech University at the July 2014 meeting, an ADHE recommendation on the EdD in Executive School Leadership program will follow.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the role and scope change for Arkansas Tech University to include the Doctor of Education in Executive School Leadership; contingent on Coordinating Board approval of the doctoral degree program and Higher Learning Commission accreditation or recognition of doctoral degrees at ATU.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of Arkansas Tech University of the conditions of the role and scope approval.

Dr. Bob Brown, President of Arkansas Tech University (ATU), displayed the April 9 edition of the Business Insider. He said inside it listed the most under rated colleges in every state. In Arkansas, it lists ATU, he said. In going through this proposal process, we believe we have addressed every problem everyone has had. I have been around longer than any other president or chancellor, and I will tell you that this has been thoroughly looked at, said Brown. Although today you are only looking at this proposal and not taking action on it, we feel we are completely ready for it.
Mary Anne Salmon remarked that this is a very good idea.

Report of the Committees

Bob Crafton presented the report of the Finance Committee and moved approval of Agenda Items 9 – 12 & 14 (Agenda Item No. 13 was deferred). Greg Revels seconded the motion and the Board approved.

Sarah Argue presented the report of the Academic Committee and moved approval of Agenda Items 15 – 20 and 22 & 23. Dr. Charles Allen seconded the motion and the Board unanimously approved.

Chairman Hodges announced that the next Coordinating Board meeting would be hosted by the Department of Higher Education on July 25, 2014.

Director Broadway announced that because of term limits, this would probably be Chairman Kaneaster Hodges last Coordinating Board meeting. His term expires on May 1, 2014. Bob Crafton then presented him a plaque on behalf of the Coordinating Board and thanked him for his service to higher education.

Greg Revels stated that although he only served with Chairman Hodges a short time, he appreciated his wisdom and enjoyed serving with him.

After a brief speech, Chairman Hodges said he enjoyed serving on the Coordinating Board over the past 12 years.

With no further comments, the meeting adjourned at 12:20 p.m.

_____
Nichole Abernathy

APPROVED:

_____
Sarah Argue, Secretary

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting via Conference Call
May 12, 2014

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a special meeting via conference call on Monday, May 12, 2014. The purpose of the meeting was to consider the economic feasibility of bond issue for Southern Arkansas University. The meeting convened at 3:00 p.m. with a quorum present.

Coordinating Board present:
Kaneaster Hodges, Chair
Bob Crafton, Vice Chair
Dr. Charles Allen
Horace Hardwick
Sherrel Johnson
Ben Pickard
Greg Revels
Mary Anne Salmon

Coordinating Board absent:
Sarah Argue, Secretary
Dr. Joe Bennett
Florine Milligan
Dr. Olin Cook

Department staff present:
Shane Broadway, Director
Harold Criswell, Deputy Director
Tara Smith, Senior Associate Director for Institutional Finance
Chandra Robinson, Program Coordinator for Institutional Finance
Callan Callaway, Program Coordinator for Institutional Finance
Jake Eddington, Program Specialist for Institutional Finance
Brandi Hinkle, Communications Coordinator
Nichole Abernathy, Executive Assistant

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

Chairman Hodges thanked the Coordinating Board members and guests for participating on the call.

Agenda Item No. 1
Economic Feasibility of Bond Issue
Southern Arkansas University

Southern Arkansas University requests approval of the economic feasibility of plans to issue bonds of approximately $10 million with a term of up to twenty (20) years at an annual interest rate not to exceed 5.0 percent. Proceeds from the bond issue will be used for auxiliary housing purposes. The Southern Arkansas University Board of Trustees approved this financing at its meeting on February 11, 2014.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Southern Arkansas University to issue bonds in an amount not to exceed $10 million with a term of twenty (20) years at an estimated interest rate of 5.0 percent to purchase the University Village apartments on the campus of Southern Arkansas University in Magnolia, Arkansas.

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

Bob Crafton asked whether the replacement value was provided. Chandra Robinson said the replacement value and a letter of appraisal was provided.

Chairman Hodges commented that his previous questions and concerns have been satisfied.

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

Report of the Committee

Bob Crafton presented the report of the Finance Committee and moved approval of Agenda Item 1. Dr. Charles Allen seconded the motion and the Board unanimously approved.

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

Chairman Hodges thanked everyone for participating in the meeting and announced that the next meeting would be July 25, 2014, at the Department of Higher Education in Little Rock.

Dr. David Rankin, President of Southern Arkansas University thanked the AHECB for taking the time to approve their agenda item.

With no further comments, the meeting adjourned at 3:10 p.m.

_____
Nichole Abernathy

APPROVED:

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Sarah Argue, Secretary

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting via Conference Call
June 12, 2014

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a special meeting via conference call on Thursday, June 12, 2014. The purpose of the meeting was to consider the economic feasibilities of bond issues for the University of Arkansas, Fayetteville and the University of Arkansas at Fort Smith. The dissolution of the State Board of Higher Education Foundation bank account was also on the agenda. The meeting convened at 10:00 a.m. with all Coordinating Board members present.

Coordinating Board present:
Kaneaster Hodges, Chair
Bob Crafton, Vice Chair
Sarah Argue, Secretary
Dr. Charles Allen
Dr. Joe Bennett
Dr. Olin Cook
Horace Hardwick
Sherrel Johnson
Florine Milligan
Ben Pickard
Greg Revels
Mary Anne Salmon

Coordinating Board absent:

Department staff present:
Shane Broadway, Director
Harold Criswell, Deputy Director
Chandra Robinson, Program Coordinator for Institutional Finance
Callan Callaway, Program Coordinator for Institutional Finance
Jake Eddington, Program Specialist for Institutional Finance
Nichole Abernathy, Executive Assistant

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

Chairman Hodges thanked the Coordinating Board members and guests for participating on the call.

Agenda Item No. 1
Economic Feasibility of Bond Issues
University of Arkansas, Fayetteville

The University of Arkansas, Fayetteville requests approval of the economic feasibility of plans to issue bonds not to exceed $33.5 million in two series with

terms of thirty (30) years for both issues at an estimated annual interest rate not to exceed 5.0 percent for the educational and general (E&G) issue and 6.0 percent for the auxiliary issue.

The E&G issue will not exceed $27.0 million with an annual debt service of approximately $1.58 million and a term of thirty (30) years at an estimated annual interest rate not to exceed 5.0 percent. The annual debt service on the bond issue will be supported by several sources of revenue.

The Auxiliary issue will be approximately $6.5 million with an annual debt service of $348,622 million and a term of thirty (30) years at an estimated annual interest rate not to exceed 6.0 percent. The annual debt service is to be paid from revenues none of which derives from State appropriation or any student tuition or fees.

> **RESOLVED**, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas, Fayetteville to issue bonds not to exceed $33.5 million in two series both with a maximum of thirty (30) years at an estimated annual interest rate not to exceed 5.0 percent for the E&G issue and 6.0 percent for the Auxiliary issue. Proceeds from the bond issue will be used for various E&G and Auxiliary projects.
>
> **FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of the University of Arkansas and the Chancellor of the University of Arkansas, Fayetteville of the Coordinating Board's resolution.

Bob Crafton asked why the two series had the difference in interest fees, one 5.0 percent and the other 6.0 percent.

Don Pederson, vice chancellor for finance and administration at UAF, explained that tactical bonds are always at a higher rate because the purchaser of the bonds must pay taxes on the bond's interest earned, so, they earn less interest.

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

Nichole Abernathy conducted a roll call to confirm that the vote was unanimous.

Agenda Item No. 2
Economic Feasibility of Bond Issue
University of Arkansas at Fort Smith

The University of Arkansas at Fort Smith requests approval of the economic feasibility of plans to issue bonds of approximately $11 million with a term of

twenty-five (25) years at an annual interest rate not to exceed 5.0 percent. Proceeds from the bond issue will be used for educational & general (E&G) purposes. The Board of Trustees of the University of Arkansas approved this financing at its meeting on May 21, 2014.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas at Fort Smith to issue bonds in an amount not to exceed $11 million with a term of twenty-five (25) years at an estimated interest rate of 5.0 percent to fund the acquisition, construction, equipping and furnishing of a student recreation and wellness center, and acquiring, constructing, improving, renovating, equipping and/or furnishing other capital improvements and infrastructure and acquiring various equipment and/or real property for the University of Arkansas at Fort Smith.
>
> **FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of the University of Arkansas and the Chancellor of the University of Arkansas at Fort Smith of the Coordinating Board's resolution.

There were no questions.

Dr. Allen moved to recommend Agenda Item No. 2 to the Full Board for consideration. Sherrel Johnson seconded, and the Committee unanimously approved.

Nichole Abernathy conducted a roll call to confirm that the vote was unanimous.

Agenda Item No. 3
Dissolution of the State Board of Higher Education Foundation Bank Account

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 in order to accept private funds for specific projects for the benefit of higher education in Arkansas.

The funds remaining in the foundation bank account will be used for the final furnishings for the offices of the Arkansas Department of Higher Education (ADHE). No private funds will be accepted going forward to replenish this bank account and it will be closed henceforth.

RESOLVED, That the Arkansas Higher Education Coordinating Board use the funds for final furnishings for the offices of the ADHE.

FURTHER RESOLVED, That the Arkansas Higher Education Coordinating Board approves the dissolution of the State Board of Higher Education Foundation Bank Account.

Director Shane Broadway explained that because ADHE is having trouble providing the articles of incorporation for the SBHE Foundation to the bank, we have been unable to access the account or change the signatures on the account. Therefore, we are requesting that the account be dissolved. The funds will be used to hang institutional photos in ADHE and to purchase final furnishings for the offices.

Sherrel Johnson asked how much was in the account. Director Broadway said $6088.00.

Bob Crafton noted that the account is drawing about 22 cents interest a month.

Kaneaster Hodges asked if the original source of the funds was private donations. We are not allocating state funds for a private purpose said Hodges.

Director Broadway said correct, the source was private funds.

Kaneaster Hodges asked how the funds would be handled by ADHE.

Director Broadway said once ADHE received the funds, they would be deposited, accounted for and audited. Broadway explained that the Department of Finance and Administration (DFA) has a policy in place for moving private funds to a state account and ADHE would adhere to their process.

Bob Crafton asked if the Foundation Committee would be dissolved at this time as well. Director Broadway said no, that would be a separate issue that would have to be discussed at a later date.

Dr. Charles Allen asked if the Foundation account was originally setup to help pay for the ADE commissioner. Director Broadway said it was.

During the discussions, Greg Revels stated that he was able to find where the SBHE Foundation filed for their articles of incorporation on the Secretary of State's website and it said it was in good standing.

Based on the new information, Chairman Hodges recommended that Agenda Item No. 3 be delayed until further information could be provided. Dr. Charles Allen seconded, and the Committee unanimously approved.

Nichole Abernathy conducted a roll call to confirm that the vote was unanimous.

Report of the Committee

Bob Crafton presented the report of the Finance Committee and moved approval of Agenda Items 1 – 2. Dr. Charles Allen seconded the motion and the Board unanimously approved.

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

Chairman Hodges thanked everyone for participating in the meeting and announced that the next meeting would be July 25, 2014, at the Department of Higher Education in Little Rock.

With no further comments, the meeting adjourned at 11:03 p.m.

_____
Nichole Abernathy

APPROVED:

_____
Sarah Argue, Secretary

Agenda Item No. 2
Higher Education Coordinating Board
July 25, 2014

REPORT OF NOMINATING COMMITTEE

The Nominating Committee (Chair Dr. Joe Bennett, Mary Anne Salmon and Horace Hardwick) will make a recommendation on the Coordinating Board Vice-Chairman for 2014-15, and the Board will act upon the recommendation.

AGENCY UPDATES

Arkansas Department of Higher Education agency updates will be presented by Director Shane Broadway. This agenda item will include updates on new employees, legislation, current events and institutional faculty performance reviews.

Agenda Item No. 4
Higher Education Coordinating Board
July 25, 2014

Report on the College-Going Rate of Public School Graduates

Attachment 3-A	College-Going Rate by Institution
Attachment 3-B	College-Going Rate History
Attachment 3-C	NCES (National Center for Education Statistics) Table 234
Attachment 3-D	College-Going Rate by Race/Ethnicity and Gender
Attachment 3-E	College-Going Rate by County
Attachment 3-F	College-Going Rate by High School District
Attachment 3-G	Recently Graduated Public High School Students: Where They Attend College

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

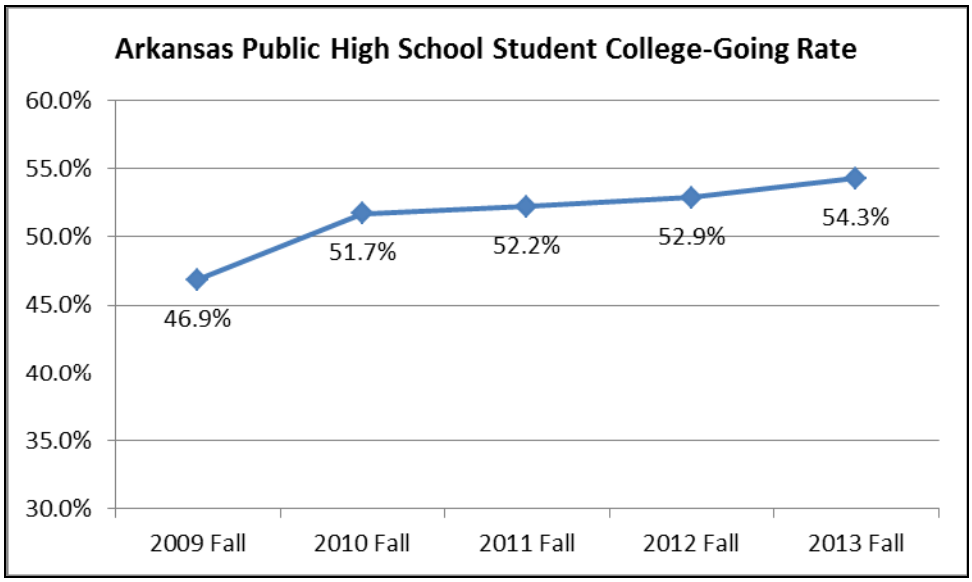
New Methodology: This report reflects a new methodology. The new methodology began with the 2010 Fall College-Going Rate report so this is the fourth year the methodology has been used. This new methodology focuses on students that (1) graduated from an Arkansas public school district in Academic Year 2011-2012, (2) are first-time entering students in the 2012 Fall term, and (3) are Arkansas residents. This new methodology more closely follows that used by the National Center for Education Statistics (NCES). However, there are three differences:

(a) NCES filters by the age range of 16-24 – ADHE ignores age but focuses on high school graduates from the previous year as most all high school graduates are between the ages of 16 and 24;
(b) NCES includes GED students as their report is based on a survey. ADHE does not have data on annual graduating classes of GED students, therefore, GED students are excluded; and
(c) Since the NCES report is a survey, it may include private high schools and home school students. ADHE has no data on annual graduating classes of private high schools or home school students. ADHE obtains data on graduating classes of Arkansas public high schools (from the Arkansas

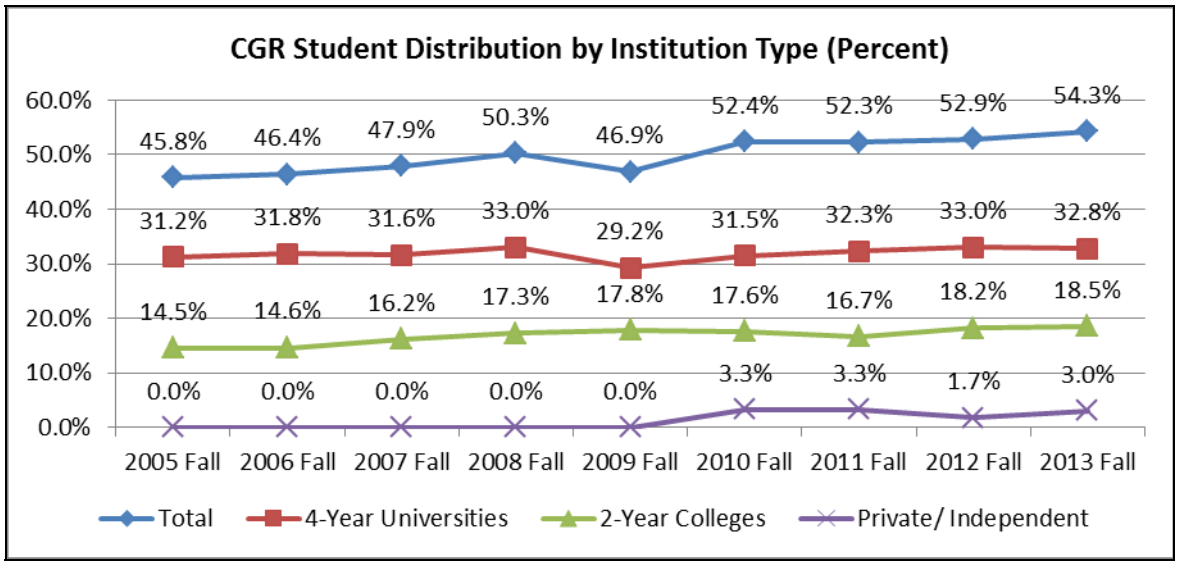
Department of Education). **Therefore, the new methodology is a College-Going Rate calculation for Arkansas public high school graduates only.**

Old Methodology: The old methodology consisted of a Fall student cohort of (1) first-time, (2) full-time, and (3) on-campus students that attend an Arkansas public or independent institution after completing high school or GED.

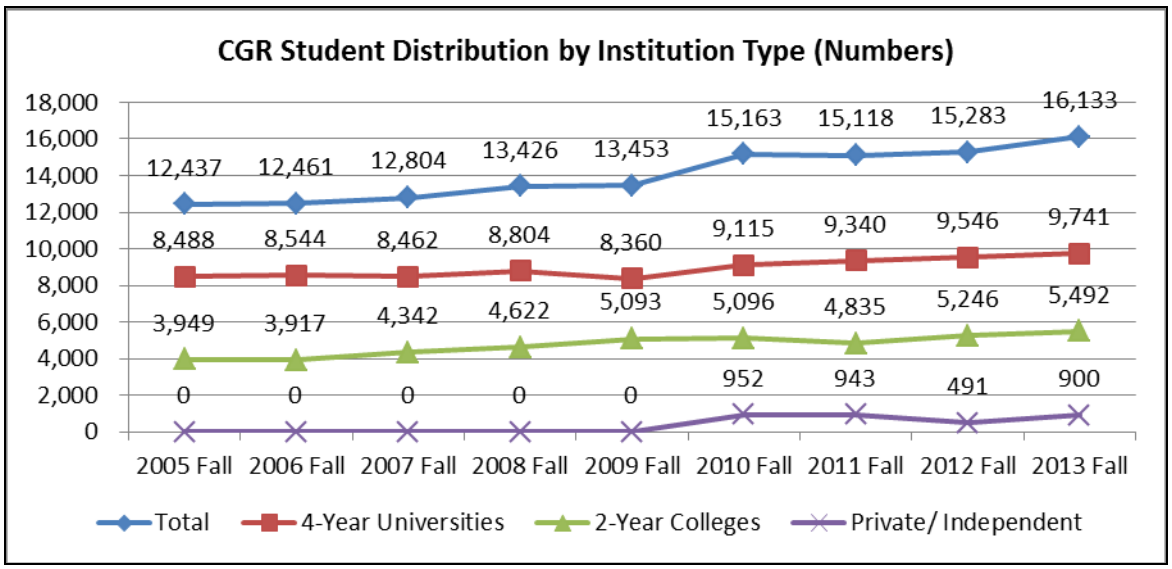
The college-going rate for all Arkansas **public and independent institutions** for the 2013 Fall term was **54.3 percent**. This represents an increase of 1.4 percentage points from the previous fall term. Note that over the 5-year period reviewed, the CGR has been increasing each year.



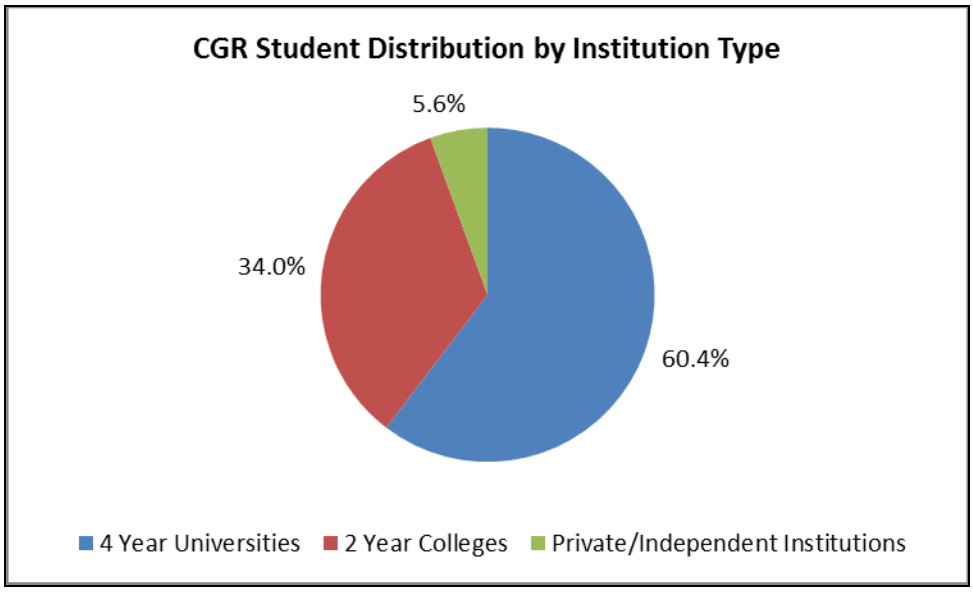
NOTE: Data for the Private/Independent institutions were not available until the 2010 Fall semester.



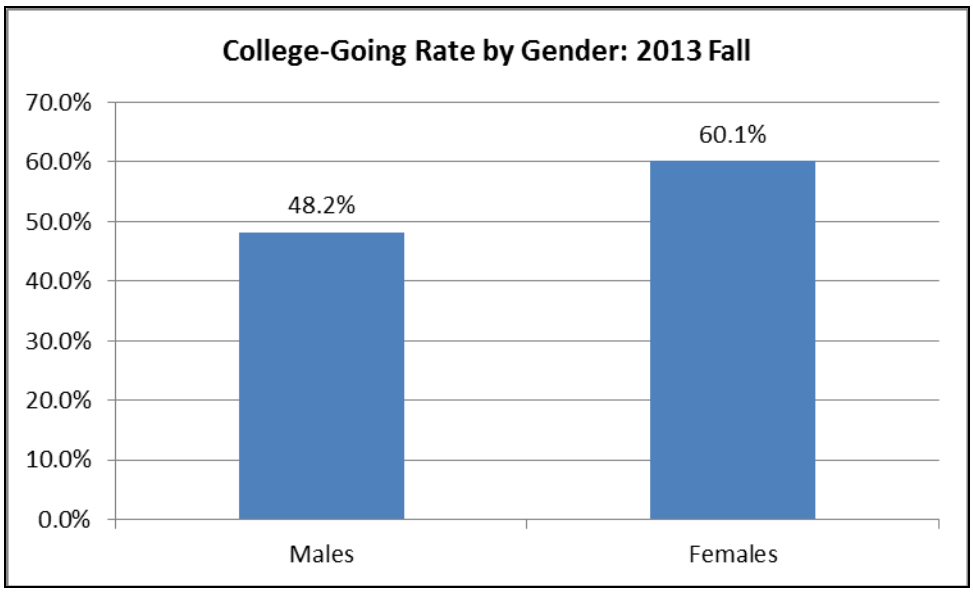
The share of CGR students at 4-Year Universities has decreased from 33.0 percent to 32.8 percent (a decrease of 0.2 percentage points). The share of CGR students at 2-Year Colleges has increased from 18.2 percent to 18.5 percent (an increase of 0.3 percentage points). The share of CGR students at Private/Independent Institutions has increased from 1.7 percent to 3.0 percent (an increase of 1.3 percentage points).



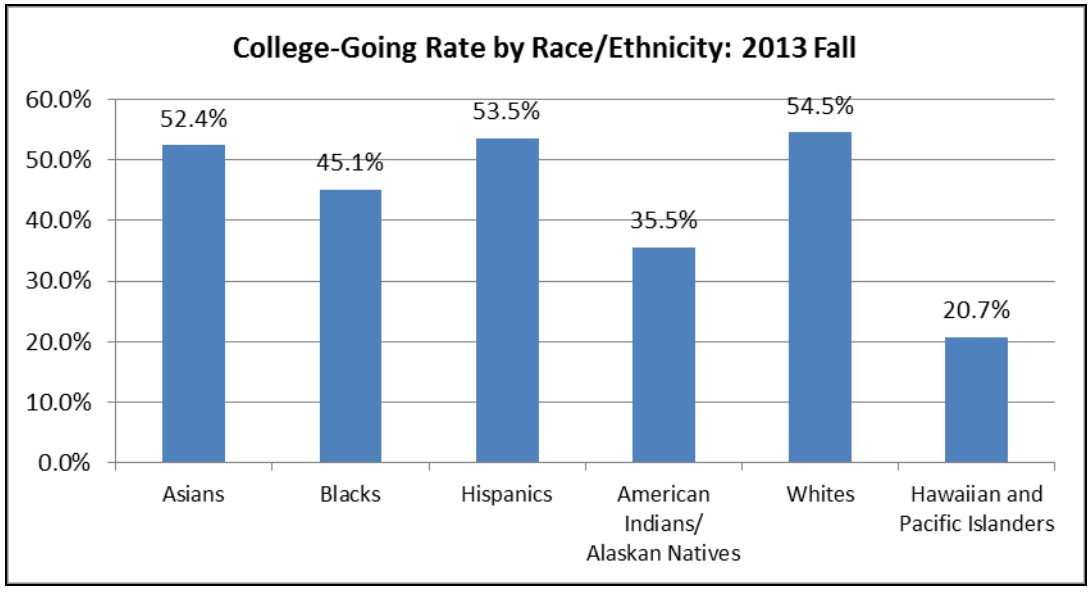
The majority of CGR students attend 4-Year Universities.



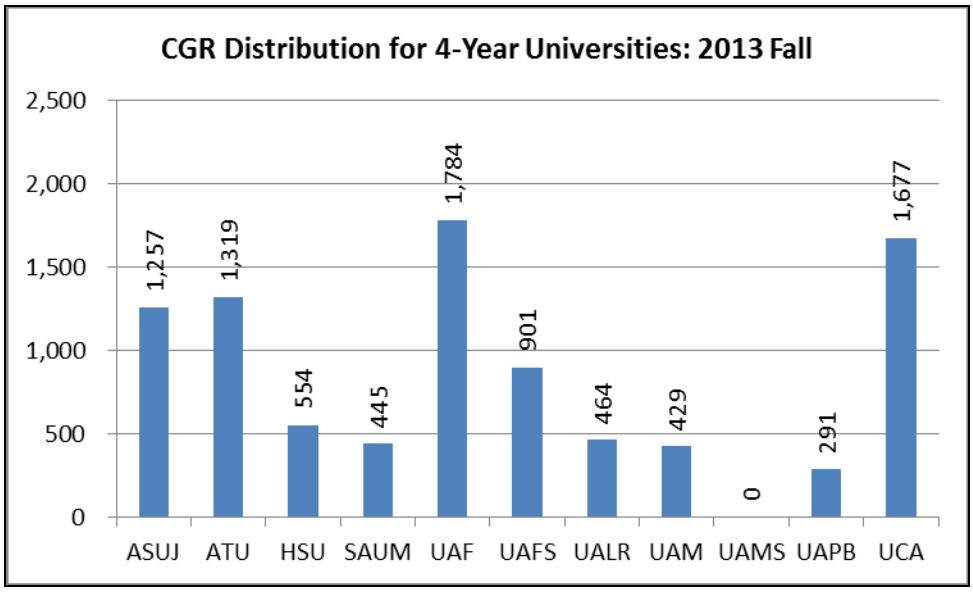
Gender: As shown below, females go to college at higher rates than males.



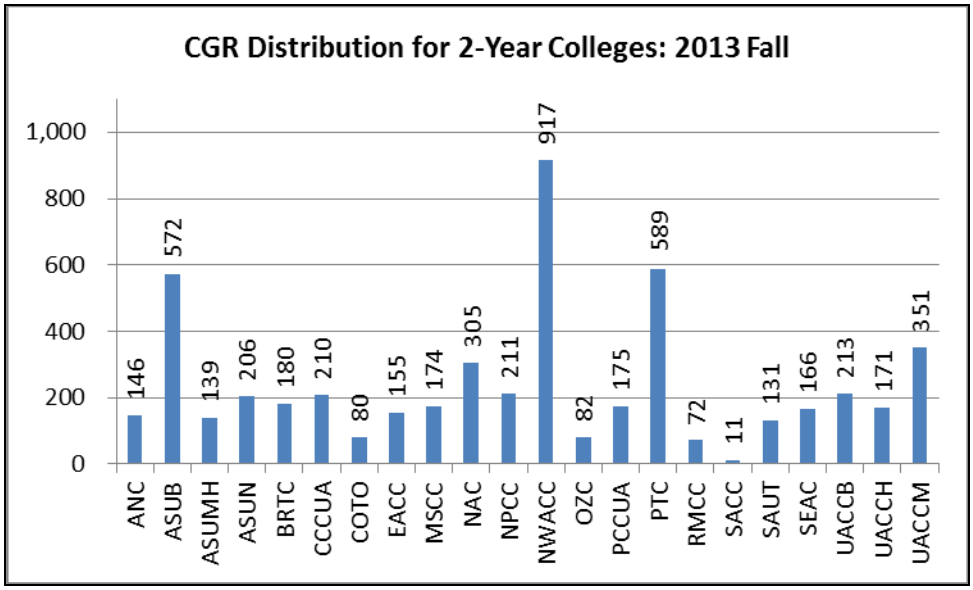
Race/Ethnicity: As shown below, Whites, Hispanics, and Asians have the highest college-going rates.

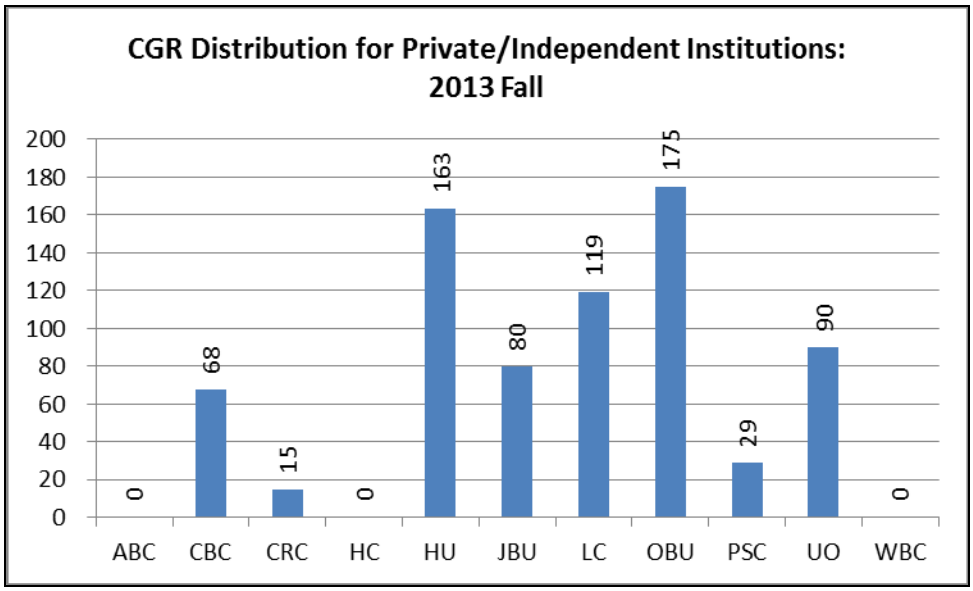


NOTE: This report does not take into account students that go to college out-of-state, out-of-country, or to institutions that do not participate in the AHEIS/SISDB reporting system.



UAMS shows 0 students above as they do not accept first-time entering freshmen due to the lack of a general education curriculum.





ADHE Executive Staff recommend that the AHECB accept this report.

College Going Rate by Institution

Arkansas Public High School Graduates (in 2013)
Enrolling as First-time Students in Fall Term Only Academic Year 2013-2014

No.	Inst. Type	Institution	Any School Graduates		Arkansas Public School Graduates	
			First-Time Students	Percent	First-Time Students	Percent
1	1	ASUJ	1,355	4.6%	1,325	4.5%
2	1	ATU	1,357	4.6%	1,349	4.5%
3	1	HSU	566	1.9%	559	1.9%
4	1	SAUM	468	1.6%	458	1.5%
5	1	UAF	2,127	7.2%	2,078	7.0%
6	1	UAFS	927	3.1%	918	3.1%
7	1	UALR	492	1.7%	479	1.6%
8	1	UAM	448	1.5%	437	1.5%
9	1	UAMS		0.0%		0.0%
10	1	UAPB	298	1.0%	296	1.0%
11	1	UCA	1,863	6.3%	1,842	6.2%
12	2	ANC	148	0.5%	146	0.5%
13	2	ASUB	622	2.1%	604	2.0%
14	2	ASUMH	148	0.5%	145	0.5%
15	2	ASUN	217	0.7%	212	0.7%
16	2	BRTC	183	0.6%	180	0.6%
17	2	CCCUA	213	0.7%	211	0.7%
18	2	CotO	83	0.3%	81	0.3%
19	2	EACC	165	0.6%	161	0.5%
20	2	MSCC	188	0.6%	178	0.6%
21	2	NAC	312	1.1%	307	1.0%
22	2	NPCC	258	0.9%	253	0.9%
23	2	NWACC	993	3.3%	938	3.2%
24	2	OZC	86	0.3%	85	0.3%
25	2	PCCUA	190	0.6%	185	0.6%
26	2	PTC	683	2.3%	669	2.3%
27	2	RMCC	78	0.3%	74	0.2%
28	2	SACC	11	0.0%	11	0.0%
29	2	SAUT	140	0.5%	133	0.4%
30	2	SEAC	171	0.6%	170	0.6%
31	2	UACCB	214	0.7%	213	0.7%
32	2	UACCH	172	0.6%	170	0.6%
33	2	UACCM	368	1.2%	366	1.2%
34	P	ABC		0.0%		0.0%
35	P	CBC	83	0.3%	81	0.3%
36	P	CRC	17	0.1%	17	0.1%
37	P	EC		0.0%		0.0%
38	P	HC		0.0%		0.0%
39	P	HU	247	0.8%	244	0.8%
40	P	JBU	94	0.3%	94	0.3%
41	P	LC	127	0.4%	125	0.4%
42	P	OBU	216	0.7%	216	0.7%
43	P	PSC	28	0.1%	28	0.1%
44	P	SC		0.0%		0.0%
45	P	UO	95	0.3%	95	0.3%
46	P	WBC		0.0%		0.0%
4 Year Universities			9,901	33.3%	9,741	32.8%
2 Year Colleges			5,643	19.0%	5,492	18.5%
Private Institutions			907	3.1%	900	3.0%
All Arkansas Institutions			16,451	55.4%	16,133	54.3%
Arkansas Public HS Graduates			**29,714**		**29,714**	

NOTES:

1. College Going Rate for Any School Graduates - this is the percentage of any school enrollees compared to the public school graduates (apples-to-oranges).
2. College Going Rate for Public School Graduates - this is the percentage of public school enrollees compared to the public school graduates (apples-to-apples).
3. Counts of less than 10 are not shown due to FERPA.

ARKANSAS COLLEGE-GOING RATE HISTORY
2005 Fall Term - 2013 Fall Term

FALL TERM	Number of FIRST-TIME ENTERING STUDENTS	Number of PUBLIC HIGH SCHOOL GRADUATES	ARKANSAS COLLEGE-GOING RATE	NATIONAL COLLEGE-GOING RATE
2005	12,359	27,180	45.5%	68.6%
2006	12,431	26,838	46.3%	66.0%
2007	12,794	26,751	47.8%	67.2%
2008	13,403	26,677	50.2%	68.6%
2009	13,438	28,659	46.9%	70.1%
2010	14,962	28,939	51.7%	68.1%
2011	15,103	28,921	52.2%	68.2%
2012	15,283	28,896	52.9%	66.2%
2013	16,451	16,133	54.3%	NA

NA = Not Available

NOTE: National College Coing Rate is from NCES Digest of Education Statistics 2012, Table 302.10: Recent high school completers and their enrollment in 2-year and 4-year colleges, by sex: 1960 through 2012

National Center for Education Statistics
Digest of Education Statistics

Table 302.10. Recent high school completers and their enrollment in 2-year and 4-year colleges, by sex: 1960 through 2012

[Standard errors appear in parentheses]

Year	Number of high school completers\1\ (in thousands)			Percent of high school completers enrolled in college\2\								
				Total			Males			Females		
	Total	Males	Females	Total	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year
1	2	3	4	5	6	7	8	9	10	11	12	13
1960 ...	1,679 (43.8)	756 (31.8)	923 (29.6)	45.1 (2.13)	--- (†)	--- (†)	54.0 (3.18)	--- (†)	--- (†)	37.9 (2.80)	--- (†)	--- (†)
1961 ...	1,763 (46.0)	790 (33.2)	973 (31.3)	48.0 (2.09)	--- (†)	--- (†)	56.3 (3.10)	--- (†)	--- (†)	41.3 (2.77)	--- (†)	--- (†)
1962 ...	1,838 (43.6)	872 (31.5)	966 (30.0)	49.0 (2.05)	--- (†)	--- (†)	55.0 (2.96)	--- (†)	--- (†)	43.5 (2.80)	--- (†)	--- (†)
1963 ...	1,741 (44.2)	794 (32.1)	947 (30.0)	45.0 (2.09)	--- (†)	--- (†)	52.3 (3.11)	--- (†)	--- (†)	39.0 (2.78)	--- (†)	--- (†)
1964 ...	2,145 (43.0)	997 (31.9)	1,148 (28.5)	48.3 (1.89)	--- (†)	--- (†)	57.2 (2.75)	--- (†)	--- (†)	40.7 (2.54)	--- (†)	--- (†)
1965 ...	2,659 (47.7)	1,254 (35.1)	1,405 (32.0)	50.9 (1.70)	--- (†)	--- (†)	57.3 (2.45)	--- (†)	--- (†)	45.3 (2.33)	--- (†)	--- (†)
1966 ...	2,612 (45.0)	1,207 (33.8)	1,405 (29.0)	50.1 (1.72)	--- (†)	--- (†)	58.7 (2.49)	--- (†)	--- (†)	42.7 (2.32)	--- (†)	--- (†)
1967 ...	2,525 (37.9)	1,142 (28.4)	1,383 (24.3)	51.9 (1.42)	--- (†)	--- (†)	57.6 (2.09)	--- (†)	--- (†)	47.2 (1.92)	--- (†)	--- (†)
1968 ...	2,606 (37.3)	1,184 (28.2)	1,422 (23.8)	55.4 (1.39)	--- (†)	--- (†)	63.2 (2.00)	--- (†)	--- (†)	48.9 (1.89)	--- (†)	--- (†)
1969 ...	2,842 (36.0)	1,352 (26.8)	1,490 (23.7)	53.3 (1.34)	--- (†)	--- (†)	60.1 (1.90)	--- (†)	--- (†)	47.2 (1.85)	--- (†)	--- (†)
1970 ...	2,758 (37.4)	1,343 (26.1)	1,415 (26.8)	51.7 (1.36)	--- (†)	--- (†)	55.2 (1.94)	--- (†)	--- (†)	48.5 (1.90)	--- (†)	--- (†)
1971 ...	2,875 (38.0)	1,371 (26.6)	1,504 (27.1)	53.5 (1.33)	--- (†)	--- (†)	57.6 (1.90)	--- (†)	--- (†)	49.8 (1.84)	--- (†)	--- (†)
1972 ...	2,964 (37.8)	1,423 (27.0)	1,542 (26.4)	49.2 (1.31)	--- (†)	--- (†)	52.7 (1.89)	--- (†)	--- (†)	46.0 (1.81)	--- (†)	--- (†)
1973 ...	3,058 (37.1)	1,460 (27.6)	1,599 (24.6)	46.6 (1.29)	14.9 (0.92)	31.6 (1.20)	50.0 (1.87)	14.6 (1.32)	35.4 (1.79)	43.4 (1.77)	15.2 (1.28)	28.2 (1.61)
1974 ...	3,101 (38.6)	1,491 (27.8)	1,611 (26.8)	47.6 (1.28)	15.2 (0.92)	32.4 (1.20)	49.4 (1.85)	16.6 (1.37)	32.8 (1.74)	45.9 (1.77)	13.9 (1.23)	32.0 (1.66)
1975 ...	3,185 (38.6)	1,513 (27.3)	1,672 (27.2)	50.7 (1.26)	18.2 (0.98)	32.6 (1.19)	52.6 (1.83)	19.0 (1.44)	33.6 (1.73)	49.0 (1.75)	17.4 (1.32)	31.6 (1.62)
1976 ...	2,986 (39.8)	1,451 (28.9)	1,535 (27.3)	48.8 (1.31)	15.6 (0.95)	33.3 (1.23)	47.2 (1.87)	14.5 (1.32)	32.7 (1.76)	50.3 (1.82)	16.6 (1.35)	33.8 (1.72)
1977 ...	3,141 (40.7)	1,483 (29.7)	1,659 (27.7)	50.6 (1.29)	17.5 (0.98)	33.1 (1.21)	52.1 (1.87)	17.2 (1.41)	35.0 (1.79)	49.3 (1.77)	17.8 (1.36)	31.5 (1.65)
1978 ...	3,163 (39.7)	1,485 (29.3)	1,677 (26.7)	50.1 (1.28)	17.0 (0.96)	33.1 (1.21)	51.1 (1.87)	15.6 (1.36)	35.5 (1.79)	49.3 (1.76)	18.3 (1.36)	31.0 (1.63)
1979 ...	3,160 (40.0)	1,475 (29.2)	1,685 (27.2)	49.3 (1.28)	17.5 (0.98)	31.8 (1.20)	50.4 (1.88)	16.9 (1.41)	33.5 (1.78)	48.4 (1.76)	18.1 (1.35)	30.3 (1.62)
1980 ...	3,088 (39.4)	1,498 (28.4)	1,589 (27.3)	49.3 (1.30)	19.4 (1.03)	29.9 (1.19)	46.7 (1.86)	17.1 (1.40)	29.7 (1.70)	51.8 (1.81)	21.6 (1.49)	30.2 (1.66)
1981 ...	3,056 (42.2)	1,491 (30.4)	1,565 (29.1)	53.9 (1.30)	20.5 (1.05)	33.5 (1.23)	54.8 (1.86)	20.9 (1.52)	33.9 (1.77)	53.1 (1.82)	20.1 (1.46)	33.0 (1.72)
1982 ...	3,100 (40.4)	1,509 (29.0)	1,592 (28.2)	50.6 (1.36)	19.1 (1.07)	31.5 (1.26)	49.1 (1.95)	17.5 (1.48)	31.6 (1.81)	52.0 (1.90)	20.6 (1.54)	31.4 (1.76)
1983 ...	2,963 (41.6)	1,389 (30.4)	1,573 (28.2)	52.7 (1.39)	19.2 (1.10)	33.5 (1.31)	51.9 (2.03)	20.2 (1.63)	31.7 (1.89)	53.4 (1.91)	18.4 (1.48)	35.1 (1.82)
1984 ...	3,012 (36.5)	1,429 (28.7)	1,584 (21.9)	55.2 (1.37)	19.4 (1.09)	35.8 (1.32)	56.0 (1.99)	17.7 (1.53)	38.4 (1.95)	54.5 (1.90)	21.0 (1.55)	33.5 (1.80)
1985 ...	2,668 (40.1)	1,287 (28.7)	1,381 (27.9)	57.7 (1.45)	19.6 (1.16)	38.1 (1.43)	58.6 (2.08)	19.9 (1.69)	38.8 (2.06)	56.8 (2.02)	19.3 (1.61)	37.5 (1.97)
1986 ...	2,786 (38.6)	1,332 (28.5)	1,454 (26.0)	53.8 (1.43)	19.2 (1.13)	34.5 (1.37)	55.8 (2.06)	21.3 (1.70)	34.5 (1.97)	51.9 (1.99)	17.3 (1.50)	34.6 (1.89)
1987 ...	2,647 (40.9)	1,278 (29.8)	1,369 (28.0)	56.8 (1.46)	18.9 (1.15)	37.9 (1.43)	58.3 (2.09)	17.3 (1.60)	41.0 (2.09)	55.3 (2.04)	20.3 (1.65)	35.0 (1.95)
1988 ...	2,673 (47.0)	1,334 (34.1)	1,339 (32.3)	58.9 (1.57)	21.9 (1.32)	37.1 (1.54)	57.1 (2.24)	21.3 (1.85)	35.8 (2.17)	60.7 (2.20)	22.4 (1.88)	38.3 (2.19)
1989 ...	2,450 (46.5)	1,204 (32.9)	1,246 (32.8)	59.6 (1.64)	20.7 (1.35)	38.9 (1.63)	57.6 (2.35)	18.3 (1.84)	39.3 (2.32)	61.6 (2.27)	23.1 (1.97)	38.5 (2.28)
1990 ...	2,362 (43.0)	1,173 (30.6)	1,189 (30.2)	60.1 (1.60)	20.1 (1.31)	40.0 (1.60)	58.0 (2.29)	19.6 (1.85)	38.4 (2.26)	62.2 (2.24)	20.6 (1.87)	41.6 (2.28)
1991 ...	2,276 (41.0)	1,140 (29.0)	1,136 (29.0)	62.5 (1.62)	24.9 (1.44)	37.7 (1.62)	57.9 (2.33)	22.9 (1.98)	35.0 (2.25)	67.1 (2.22)	26.8 (2.09)	40.3 (2.32)
1992 ...	2,397 (40.4)	1,216 (29.1)	1,180 (28.1)	61.9 (1.58)	23.0 (1.37)	38.9 (1.59)	60.0 (2.24)	22.1 (1.89)	37.8 (2.21)	63.8 (2.23)	23.9 (1.98)	40.0 (2.27)
1993 ...	2,342 (41.4)	1,120 (30.6)	1,223 (27.7)	62.6 (1.59)	22.8 (1.38)	39.8 (1.61)	59.9 (2.33)	22.9 (2.00)	37.0 (2.30)	65.2 (2.17)	22.8 (1.91)	42.4 (2.25)
1994 ...	2,517 (38.1)	1,244 (27.9)	1,273 (25.9)	61.9 (1.43)	21.0 (1.20)	40.9 (1.45)	60.6 (2.05)	23.0 (1.76)	37.5 (2.03)	63.2 (1.99)	19.1 (1.63)	44.1 (2.05)
1995 ...	2,599 (40.9)	1,238 (29.9)	1,361 (27.7)	61.9 (1.41)	21.5 (1.19)	40.4 (1.42)	62.6 (2.03)	25.3 (1.82)	37.4 (2.03)	61.3 (1.95)	18.1 (1.54)	43.2 (1.98)
1996 ...	2,660 (40.5)	1,297 (29.5)	1,363 (27.7)	65.0 (1.42)	23.1 (1.26)	41.9 (1.47)	60.1 (2.09)	21.5 (1.76)	38.5 (2.08)	69.7 (1.92)	24.6 (1.80)	45.1 (2.07)
1997 ...	2,769 (41.8)	1,354 (31.0)	1,415 (27.9)	67.0 (1.38)	22.8 (1.23)	44.3 (1.45)	63.6 (2.01)	21.4 (1.71)	42.2 (2.07)	70.3 (1.87)	24.1 (1.75)	46.2 (2.04)
1998 ...	2,810 (43.9)	1,452 (31.0)	1,358 (31.0)	65.6 (1.38)	24.4 (1.25)	41.3 (1.43)	62.4 (1.96)	24.4 (1.74)	38.0 (1.96)	69.1 (1.93)	24.3 (1.79)	44.8 (2.08)
1999 ...	2,897 (41.5)	1,474 (29.9)	1,423 (28.8)	62.9 (1.38)	21.0 (1.17)	41.9 (1.41)	61.4 (1.95)	21.0 (1.63)	40.5 (1.97)	64.4 (1.95)	21.1 (1.67)	43.3 (2.02)
2000 ...	2,756 (45.3)	1,251 (33.6)	1,505 (29.7)	63.3 (1.41)	21.4 (1.20)	41.9 (1.45)	59.9 (2.13)	23.1 (1.83)	36.8 (2.10)	66.2 (1.88)	20.0 (1.59)	46.2 (1.98)
2001 ...	2,549 (46.5)	1,277 (33.7)	1,273 (32.0)	61.8 (1.48)	19.6 (1.21)	42.1 (1.51)	60.1 (2.11)	18.6 (1.68)	41.4 (2.12)	63.5 (2.08)	20.6 (1.75)	42.8 (2.13)
2002 ...	2,796 (42.7)	1,412 (31.3)	1,384 (29.0)	65.2 (1.31)	21.6 (1.14)	43.6 (1.37)	62.1 (1.88)	20.4 (1.57)	41.7 (1.92)	68.4 (1.82)	22.8 (1.65)	45.6 (1.95)
2003 ...	2,677 (42.2)	1,306 (29.9)	1,372 (29.7)	63.9 (1.35)	21.5 (1.16)	42.5 (1.39)	61.2 (1.97)	21.9 (1.67)	39.3 (1.97)	66.5 (1.86)	21.0 (1.61)	45.5 (1.96)
2004 ...	2,752 (40.0)	1,327 (29.1)	1,425 (27.3)	66.7 (1.31)	22.4 (1.16)	44.2 (1.38)	61.4 (1.95)	21.8 (1.65)	39.6 (1.96)	71.5 (1.74)	23.1 (1.63)	48.5 (1.93)
2005 ...	2,675 (40.8)	1,262 (31.5)	1,414 (24.9)	68.6 (1.31)	24.0 (1.21)	44.6 (1.40)	66.5 (1.94)	24.7 (1.77)	41.8 (2.03)	70.4 (1.77)	23.4 (1.64)	47.0 (1.94)
2006 ...	2,692 (44.6)	1,328 (32.7)	1,363 (30.1)	66.0 (1.33)	24.7 (1.21)	41.3 (1.39)	65.8 (1.90)	24.9 (1.73)	40.9 (1.97)	66.1 (1.87)	24.5 (1.70)	41.7 (1.95)
2007 ...	2,955 (42.6)	1,511 (30.0)	1,444 (30.3)	67.2 (1.26)	24.1 (1.15)	43.1 (1.33)	66.1 (1.78)	22.7 (1.57)	43.4 (1.86)	68.3 (1.79)	25.5 (1.67)	42.8 (1.90)
2008 ...	3,151 (42.8)	1,640 (29.6)	1,511 (30.9)	68.6 (1.21)	27.7 (1.16)	40.9 (1.28)	65.9 (1.71)	24.9 (1.56)	41.0 (1.77)	71.6 (1.69)	30.6 (1.73)	40.9 (1.85)
2009 ...	2,937 (45.0)	1,407 (32.8)	1,531 (30.6)	70.1 (1.23)	27.7 (1.21)	42.4 (1.33)	66.0 (1.84)	25.1 (1.69)	40.9 (1.91)	73.8 (1.64)	30.1 (1.71)	43.8 (1.85)
2010\3\	3,160 (91.8)	1,679 (64.6)	1,482 (58.4)	68.1 (1.49)	26.7 (1.52)	41.4 (1.61)	62.8 (1.88)	28.5 (2.03)	34.3 (1.97)	74.0 (2.31)	24.6 (2.32)	49.5 (2.59)
2011\3\	3,079 (88.3)	1,611 (60.6)	1,468 (58.4)	68.2 (1.45)	25.9 (1.49)	42.3 (1.44)	64.7 (2.16)	24.7 (1.79)	40.0 (2.10)	72.2 (1.98)	27.3 (2.17)	44.9 (2.37)
2012\3\	3,203 (96.2)	1,622 (70.1)	1,581 (54.0)	**66.2** (1.59)	28.8 (1.57)	37.5 (1.60)	61.3 (2.17)	26.9 (2.20)	34.4 (2.15)	71.3 (2.11)	30.7 (2.09)	40.6 (2.21)

---Not available.

†Not applicable.

\1\Individuals ages 16 to 24 who graduated from high school or completed a GED during the preceding 12 months.

\2\Enrollment in college as of October of each year for individuals ages 16 to 24 who completed high school during the preceding 12 months.

\3\Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the methodology used in prior years.

NOTE: Data are based on sample surveys of the civilian population. High school completion data in this table differ from figures appearing in other tables because of varying survey procedures and coverage. High school completers include GED recipients. Detail may not sum to totals because of rounding.

SOURCE: American College Testing Program, unpublished tabulations, derived from statistics collected by the Census Bureau, 1960 through 1969. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2012. (This table was prepared May 2013.)

College Going Rate by Race/Ethnicity and Gender
Arkansas Public High School Graduates (Since 2013)
Enrolling as First-time Students in Fall Term Only Academic Year 2013-2014

No.	Race/Ethnicity	AY2013 HS Graduates	College Going Rate	
			First-Time Students	Percent
1	Asians	473	248	52.4%
2	Blacks	6,224	2,809	45.1%
3	Hispanics	2,029	1,085	53.5%
4	American Indians/ Alaskan Natives	310	110	35.5%
5	Whites	20,313	11,073	54.5%
6	Hawaiian and Pacific Islanders	87	18	20.7%
7	Two or More Races	278	553	198.9%
8	Non-Resident Alien		37	N/A
9	Unknown		174	N/A
10	Males	14,731	7,102	48.2%
11	Females	14,983	9,002	60.1%
12	Total	29,714	16,103	54.2%

NOTES:
1. First-Time Students are students that enrolled in college for the first-time (they have never before attended college), earned a high school diploma from an Arkansas high schol, and are Arkansas residents.
2. ADE (Arkansas Department of Education) data does not include Non-Resident Alien or Unknown races/ethnicities.
3. Undercounts on the Total above may be due to students enrolling in multiple institutions.
4. Two or more races discrepancy above is due to differences between data systems of ADE and ADHE.
5. Counts of less than 10 are not shown due to FERPA.

College Going Rate by High School County

2013 Arkansas Public High School Graduates

Enrolling as First-time Students in Fall Term Only Academic Year 2013-2014

No.	County	Code	AY2013 HS Graduates	College Going Rate	
				First-Time Students	Percent
1	Arkansas	01	221	135	61.1%
2	Ashley	02	217	111	51.2%
3	Baxter	03	340	180	52.9%
4	Benton	04	2,341	1,139	48.7%
5	Boone	05	453	259	57.2%
6	Bradley	06	111	39	35.1%
7	Calhoun	07	49	25	51.0%
8	Carroll	08	214	92	43.0%
9	Chicot	09	118	39	33.1%
10	Clark	10	187	122	65.2%
11	Clay	11	175	51	29.1%
12	Cleburne	12	251	140	55.8%
13	Cleveland	13	96	59	61.5%
14	Columbia	14	230	151	65.7%
15	Conway	15	217	126	58.1%
16	Craighead	16	1,006	550	54.7%
17	Crawford	17	757	383	50.6%
18	Crittenden	18	615	363	59.0%
19	Cross	19	275	130	47.3%
20	Dallas	20	76	37	48.7%
21	Desha	21	166	92	55.4%
22	Drew	22	198	94	47.5%
23	Faulkner	23	1,089	684	62.8%
24	Franklin	24	216	136	63.0%
25	Fulton	25	130	65	50.0%
26	Garland	26	879	546	62.1%
27	Grant	27	317	155	48.9%
28	Greene	28	431	241	55.9%
29	Hempstead	29	208	117	56.3%
30	Hot Spring	30	330	179	54.2%
31	Howard	31	213	125	58.7%
32	Independence	32	361	231	64.0%
33	Izard	33	112	51	45.5%
34	Jackson	34	140	56	40.0%
35	Jefferson	35	767	469	61.1%
36	Johnson	36	250	139	55.6%
37	Lafayette	37	76	50	65.8%
38	Lawrence	38	225	108	48.0%
39	Lee	39	55	50	90.9%
40	Lincoln	40	98	44	44.9%

No.	County	Code	AY2013 HS Graduates	College Going Rate	
				First-Time Students	Percent
41	Little River	41	125	73	58.4%
42	Logan	42	270	163	60.4%
43	Lonoke	43	902	445	49.3%
44	Madison	44	144	60	41.7%
45	Marion	45	128	62	48.4%
46	Miller	46	388	133	34.3%
47	Mississippi	47	520	236	45.4%
48	Monroe	48	78	44	56.4%
49	Montgomery	49	66	34	51.5%
50	Nevada	50	100	60	60.0%
51	Newton	51	98	57	58.2%
52	Ouachita	52	320	179	55.9%
53	Perry	53	132	75	56.8%
54	Phillips	54	250	180	72.0%
55	Pike	55	133	91	68.4%
56	Poinsett	56	293	147	50.2%
57	Polk	57	255	133	52.2%
58	Pope	58	647	360	55.6%
59	Prairie	59	82	41	50.0%
60	Pulaski	60	3,086	1,892	61.3%
61	Randolph	61	148	81	54.7%
62	Saline	63	969	588	60.7%
63	Scott	64	92	59	64.1%
64	Searcy	65	100	66	66.0%
65	Sebastian	66	1,314	648	49.3%
66	Sevier	67	204	128	62.7%
67	Sharp	68	192	101	52.6%
68	St Francis	62	255	121	47.5%
69	Stone	69	104	61	58.7%
70	Union	70	515	214	41.6%
71	Van Buren	71	151	68	45.0%
72	Washington	72	2,283	1,076	47.1%
73	White	73	808	440	54.5%
74	Woodruff	74	66	33	50.0%
75	Yell	75	286	138	48.3%
All Arkansas Counties			29,714	16,050	54.0%

NOTE: (1) The county is determined by the county of the high school district that the student attended, not the student's county residence. (2) Counts of less than 10 are not shown due to FERPA.

College Going Rate by High School District

Arkansas Public High School Graduates (Since 2013)
Enrolling as First-time Students in Fall Term Only Academic Year 2013-2014

No.	District Name	District LEA	AY2013 HS Graduates	College Going Rate	
				First-Time Students	Percent
1	Academics Plus School District	6040700	33	27	**81.8%**
2	Alma School District	1701000	214	102	**47.7%**
3	Alpena School District	0501000	37	22	**59.5%**
4	Arise Charter	2240700			**0.0%**
5	Arkadelphia School District	1002000	125	79	**63.2%**
6	Arkansas School For Blind	6091000			**50.0%**
7	Arkansas School For Deaf	6092000	12		**33.3%**
8	Arkansas School Math & Sciences	8099000		66	**0.0%**
9	Arkansas Virtual Academy	6043700			**0.0%**
10	Armorel School District	4701000	29	20	**69.0%**
11	Ashdown School District	4101000	96	58	**60.4%**
12	Atkins School District	5801000	73	40	**54.8%**
13	Augusta School District	7401000	24	11	**45.8%**
14	Bald Knob School District	7301000	91	44	**48.4%**
15	Barton-Lexa School District	5401000	59	45	**76.3%**
16	Batesville School District	3201000	181	116	**64.1%**
17	Bauxite School District	6301000	99	64	**64.6%**
18	Bay School District	1601000	36	21	**58.3%**
19	Bearden School District	5201000	36	19	**52.8%**
20	Beebe School District	7302000	217	116	**53.5%**
21	Benton County School of Arts	0440700	38	14	**36.8%**
22	Benton School District	6302000	297	184	**62.0%**
23	Bentonville School District	0401000	781	431	**55.2%**
24	Bergman School District	0502000	87	51	**58.6%**
25	Berryville School District	0801000	108	46	**42.6%**
26	Bismarck School District	3001000	74	43	**58.1%**
27	Blevins School District	2901000	39	24	**61.5%**
28	Blytheville School District	4702000	193	72	**37.3%**
29	Booneville School District	4201000	115	60	**52.2%**
30	Bradford School District	7303000	26	13	**50.0%**
31	Bradley School District	3701000	24	15	**62.5%**
32	Brinkley School District	4801000	38	19	**50.0%**
33	Brookland School District	1603000	85	48	**56.5%**
34	Bryant School District	6303000	521	306	**58.7%**
35	Buffalo Island Central School District	1605000	42	25	**59.5%**
36	Cabot School District	4304000	678	329	**48.5%**
37	Caddo Hills School District	4901000	29	13	**44.8%**
38	Calico Rock School District	3301000	24	13	**54.2%**
39	Camden Fairview School District	5204000	173	92	**53.2%**
40	Carlisle School District	4303000	53	32	**60.4%**
41	Cave City School District	6802000	94	52	**55.3%**
42	Cedar Ridge School District	3212000	48	28	**58.3%**
43	Cedarville School District	1702000	76	33	**43.4%**
44	Centerpoint School District	5502000	60	42	**70.0%**
45	Charleston School District	2402000	53	39	**73.6%**
46	Clarendon School District	4802000	40	25	**62.5%**
47	Clarksville School District	3601000	148	95	**64.2%**
48	Cleveland County School District	1305000	56	40	**71.4%**
49	Clinton School District	7102000	93	49	**52.7%**
50	Concord School District	1201000	34	23	**67.6%**
51	Conway School District	2301000	564	320	**56.7%**
52	Corning School District	1101000	63	18	**28.6%**
53	Cossatot River School District	5707000	75	37	**49.3%**
54	Cotter School District	0302000	44	26	**59.1%**
55	County Line School District	2403000	33	26	**78.8%**
56	Covenant Keepers Charter School	6044700			**25.0%**

No.	District Name	District LEA	AY2013 HS Graduates	College Going Rate	
				First-Time Students	Percent
57	Cross County School District	1901000	39	14	**35.9%**
58	Crossett School District	0201000	126	67	**53.2%**
59	Cutter-Morning Star School District	2601000	35	20	**57.1%**
60	Danville School District	7503000	78	33	**42.3%**
61	Dardanelle School District	7504000	127	66	**52.0%**
62	Decatur School District	0402000	29		**31.0%**
63	Deer/Mt. Judea School District	5106000	33	15	**45.5%**
64	DeQueen School District	6701000	144	90	**62.5%**
65	Dermott School District	0901000	23		**30.4%**
66	Des Arc School District	5901000	50	28	**56.0%**
67	Dewitt School District	0101000	98	52	**53.1%**
68	Dierks School District	3102000	31	21	**67.7%**
69	Division of Youth Services School System	6094000			**0.0%**
70	Dollarway School District	3502000	79	42	**53.2%**
71	Dover School District	5802000	82	43	**52.4%**
72	Dreamland Academy	6042700			**0.0%**
73	Drew Central School District	2202000	59	23	**39.0%**
74	Dumas School District	2104000	87	44	**50.6%**
75	Earle School District	1802000	44	14	**31.8%**
76	East End School District	5301000	56	35	**62.5%**
77	East Poinsett Co. School District	5608000	64	32	**50.0%**
78	El Dorado School District	7001000	287	129	**44.9%**
79	Elkins School District	7201000	77	26	**33.8%**
80	Emerson-Taylor School District	1408000	61	47	**77.0%**
81	England School District	4302000	33	11	**33.3%**
82	Estem Elementary Public Charter	6045700			**0.0%**
83	Estem Middle Public Charter	6046700			**0.0%**
84	eStem School District	6047700	116	62	**53.4%**
85	Eureka Springs School District	0802000	37	13	**35.1%**
86	Farmington School District	7202000	158	65	**41.1%**
87	Fayetteville School District	7203000	544	299	**55.0%**
88	Flippin School District	4501000	62	27	**43.5%**
89	Focus Learning Academy	2347000			**0.0%**
90	Fordyce School District	2002000	76	37	**48.7%**
91	Foreman School District	4102000	29	13	**44.8%**
92	Forrest City School District	6201000	168	79	**47.0%**
93	Fort Smith School District	6601000	836	401	**48.0%**
94	Fouke School District	4603000	67	22	**32.8%**
95	Fountain Lake School District	2602000	99	45	**45.5%**
96	Genoa Central School District	4602000	63	25	**39.7%**
97	Gentry School District	0403000	98	35	**35.7%**
98	Glen Rose School District	3002000	71	30	**42.3%**
99	Gosnell School District	4708000	79	41	**51.9%**
100	Gravette School District	0404000	101	40	**39.6%**
101	Green Forest School District	0803000	69	32	**46.4%**
102	Greenbrier School District	2303000	202	100	**49.5%**
103	Greene Co. Tech School District	2807000	217	129	**59.4%**
104	Greenland School District	7204000	57	24	**42.1%**
105	Greenwood School District	6602000	280	160	**57.1%**
106	Gurdon School District	1003000	62	43	**69.4%**
107	Guy-Perkins School District	2304000	26	18	**69.2%**
108	Haas Hall Academy	7240700	58	29	**50.0%**
109	Hackett School District	6603000	59	25	**42.4%**
110	Hamburg School District	0203000	91	40	**44.0%**
111	Hampton School District	0701000	49	25	**51.0%**
112	Harmony Grove School District (Ouachita Co.)	5205000	87	55	**63.2%**
113	Harmony Grove School District (Saline Co.)	6304000	52	31	**59.6%**
114	Harrisburg School District	5602000	93	54	**58.1%**
115	Harrison School District	0503000	208	117	**56.3%**

No.	District Name	District LEA	AY2013 HS Graduates	College Going Rate	
				First-Time Students	Percent
116	Hartford School District	6604000	21		**28.6%**
117	Hazen School District	5903000	32	13	**40.6%**
118	Heber Springs School District	1202000	148	75	**50.7%**
119	Hector School District	5803000	48	19	**39.6%**
120	Helena/ W.Helena School District	5403000	117	72	**61.5%**
121	Hermitage School District	0601000	22		**18.2%**
122	Highland School District	6804000	98	48	**49.0%**
123	Hillcrest School District	3809000	25	17	**68.0%**
124	Hope Academy	3540700			**0.0%**
125	Hope School District	2903000	134	70	**52.2%**
126	Horatio School District	6703000	60	38	**63.3%**
127	Hot Springs School District	2603000	155	50	**32.3%**
128	Hoxie School District	3804000	58	35	**60.3%**
129	Hughes School District	6202000	38	15	**39.5%**
130	Huntsville School District	4401000	144	60	**41.7%**
131	Imboden Charter School District	3840700			**0.0%**
132	Izard County Cons. School District	3306000	39	11	**28.2%**
133	Jackson County School District	3405000	52	21	**40.4%**
134	Jacksonville Lighthouse Charter School District	6050700			**0.0%**
135	Jasper School District	5102000	65	42	**64.6%**
136	Jessieville School District	2604000	65	39	**60.0%**
137	Jonesboro School District	1608000	327	150	**45.9%**
138	Junction City School District	7003000	53	14	**26.4%**
139	Kipp Delta Charter Public School District	5440700	42	28	**66.7%**
140	Kirby School District	5503000	29	17	**58.6%**
141	Lafayette County School District	3704000	52	34	**65.4%**
142	Lake Hamilton School District	2605000	296	173	**58.4%**
143	Lakeside School District (Chicot County)	0903000	95	32	**33.7%**
144	Lakeside School District (Garland Co.)	2606000	191	125	**65.4%**
145	Lamar School District	3604000	60	26	**43.3%**
146	Lavaca School District	6605000	53	23	**43.4%**
147	Lawrence County School District	3810000	85	33	**38.8%**
148	Lead Hill School District	0506000	31	10	**32.3%**
149	Lee County School District	3904000	55	34	**61.8%**
150	Lincoln School District	7205000	89	28	**31.5%**
151	Lisa Academy	6041700	42	22	**52.4%**
152	Lisa Academy North	6048700	11		**9.1%**
153	Little Rock Preparatory Academy	6049700			**0.0%**
154	Little Rock School District	6001000	1,398	646	**46.2%**
155	Little Rock Urban Collegiate Public Charter	6051700			**0.0%**
156	Lonoke School District	4301000	138	70	**50.7%**
157	Magazine School District	4202000	49	26	**53.1%**
158	Magnet Cove School District	3003000	46	34	**73.9%**
159	Magnolia School District	1402000	169	88	**52.1%**
160	Malvern School District	3004000	116	56	**48.3%**
161	Mammoth Spring School District	2501000	32	11	**34.4%**
162	Manila School District	4712000	69	39	**56.5%**
163	Mansfield School District	6606000	65	30	**46.2%**
164	Marion School District	1804000	283	161	**56.9%**
165	Marked Tree School District	5604000	37	12	**32.4%**
166	Marmaduke School District	2803000	56	27	**48.2%**
167	Marvell School District	5404000	32	13	**40.6%**
168	Mayflower School District	2305000	62	39	**62.9%**
169	Maynard School District	6102000	25	13	**52.0%**
170	McCrory School District	7403000	42	22	**52.4%**
171	McGehee School District	2105000	79	47	**59.5%**
172	Melbourne School District (Izard Co.)	3302000	49	26	**53.1%**
173	Mena School District	5703000	134	69	**51.5%**
174	Midland School District	3211000	36	18	**50.0%**

No.	District Name	District LEA	AY2013 HS Graduates	College Going Rate	
				First-Time Students	Percent
175	Mineral Springs School District	3104000	35	13	**37.1%**
176	Monticello School District	2203000	139	69	**49.6%**
177	Mount Ida School District	4902000	37	20	**54.1%**
178	Mountain Home School District	0303000	269	119	**44.2%**
179	Mountain Pine School District	2607000	38	16	**42.1%**
180	Mountain View School District	6901000	104	58	**55.8%**
181	Mountainburg School District	1703000	54	20	**37.0%**
182	Mt. Vernon/Enola School District	2306000	25	15	**60.0%**
183	Mulberry/Pleasant View Bi-County School District	1704000	30		**30.0%**
184	Nashville School District	3105000	147	90	**61.2%**
185	Nemo Vista School District	1503000	41	16	**39.0%**
186	Nettleton School District	1611000	204	99	**48.5%**
187	Nevada School District	5008000	20	14	**70.0%**
188	Newport School District	3403000	88	35	**39.8%**
189	Norfork School District	0304000	27		**25.9%**
190	Norphlet School District	7006000	40	16	**40.0%**
191	North Little Rock School District	6002000	528	235	**44.5%**
192	Northwest Arkansas Academy of Fine Arts	0441700			**0.0%**
193	Omaha School District	0504000	25	14	**56.0%**
194	Osceola (OCABS) Comm Arts-Business Charter School	4740700			**0.0%**
195	Osceola School District	4713000	74	28	**37.8%**
196	Ouachita River School District	5706000	46	26	**56.5%**
197	Ouachita School District	3005000	23	16	**69.6%**
198	Ozark Mountain School District	6505000	45	18	**40.0%**
199	Ozark School District	2404000	130	70	**53.8%**
200	Palestine-Wheatley School District	6205000	49	25	**51.0%**
201	Pangburn School District	7309000	53	28	**52.8%**
202	Paragould School District	2808000	158	77	**48.7%**
203	Paris School District	4203000	80	50	**62.5%**
204	Parkers Chapel School District	7007000	42	22	**52.4%**
205	Pea Ridge School District	0407000	116	68	**58.6%**
206	Perryville School District	5303000	76	40	**52.6%**
207	Piggott School District	1104000	72	18	**25.0%**
208	Pine Bluff School District	3505000	250	149	**59.6%**
209	Pocahontas School District	6103000	123	68	**55.3%**
210	Pottsville School District	5804000	119	75	**63.0%**
211	Poyen School District	2703000	51	21	**41.2%**
212	Prairie Grove School District	7206000	128	55	**43.0%**
213	Prescott School District	5006000	80	46	**57.5%**
214	Pulaski County Special School District	6003000	882	374	**42.4%**
215	Quitman School District	1203000	44	27	**61.4%**
216	Rector School District	1106000	40	15	**37.5%**
217	Riverside School District	1613000	44	20	**45.5%**
218	Riverview School District	7307000	94	25	**26.6%**
219	Rogers School District	0405000	918	410	**44.7%**
220	Rose Bud School District	7310000	59	27	**45.8%**
221	Russellville School District	5805000	325	181	**55.7%**
222	Salem School District	2502000	59	28	**47.5%**
223	School of Excellence Charter	0140700			**0.0%**
224	Scranton School District	4204000	26	17	**65.4%**
225	Searcy County School District	6502000	55	30	**54.5%**
226	Searcy School District	7311000	229	120	**52.4%**
227	Sheridan School District	2705000	266	134	**50.4%**
228	Shirley School District	7104000	29		**27.6%**
229	Siatech Little Rock Charter	6052700	47		
230	Siloam Springs School District	0406000	260	107	**41.2%**
231	Sloan-Hendrix School District	3806000	57	22	**38.6%**
232	Smackover School District	7008000	61	26	**42.6%**
233	South Conway Co. School District	1507000	149	84	**56.4%**

No.	District Name	District LEA	AY2013 HS Graduates	College Going Rate	
				First-Time Students	Percent
234	South Mississippi County School District	4706000	76	35	**46.1%**
235	South Pike County School District	5504000	44	32	**72.7%**
236	South Side School District	7105000	29	11	**37.9%**
237	Southside School District	3209000	96	69	**71.9%**
238	Spring Hill School District	2906000	35	22	**62.9%**
239	Springdale School District	7207000	1,092	466	**42.7%**
240	Star City School District	4003000	98	44	**44.9%**
241	Stephens School District	5206000	24	10	**41.7%**
242	Strong-Huttig School District	7009000	32		**21.9%**
243	Stuttgart School District	0104000	123	81	**65.9%**
244	Texarkana School District	4605000	258	79	**30.6%**
245	Trumann School District	5605000	99	49	**49.5%**
246	Two Rivers School District	7510000	56	25	**44.6%**
247	Valley Springs School District	0505000	65	45	**69.2%**
248	Valley View School District	1612000	165	122	**73.9%**
249	Van Buren School District	1705000	383	217	**56.7%**
250	Vilonia School District	2307000	210	123	**58.6%**
251	Viola School District	2503000	39	22	**56.4%**
252	Waldron School District	6401000	92	59	**64.1%**
253	Warren School District	0602000	89	35	**39.3%**
254	Watson Chapel School District	3509000	213	122	**57.3%**
255	West Fork School District	7208000	80	34	**42.5%**
256	West Memphis School District	1803000	288	170	**59.0%**
257	West Side School District	1204000	25	14	**56.0%**
258	Western Yell Co. School District	7509000	25	12	**48.0%**
259	Westside Cons. School District	1602000	103	53	**51.5%**
260	Westside School District	3606000	42	18	**42.9%**
261	White Co. Central School District	7304000	39	15	**38.5%**
262	White Hall School District	3510000	225	147	**65.3%**
263	Wonderview School District	1505000	27	13	**48.1%**
264	Woodlawn School District	1304000	40	19	**47.5%**
265	Wynne School District	1905000	236	115	**48.7%**
266	Yellville-Summit School District	4502000	66	29	**43.9%**

Recently Graduated Public High School Students: Where They Attend College

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAMS	UAPB	UCA
2014	1	2013	Academics Plus School District	27											
2014	1	2013	Alma School District	102		19				60					
2014	1	2013	Alpena School District	22											
2014	1	2013	Arkadelphia School District	79			30								
2014	1	2013	Arkansas School For Blind												
2014	1	2013	Arkansas School For Deaf												
2014	1	2013	Arkansas School Math & Sciences	66					32		18				10
2014	1	2013	Armorel School District	20											
2014	1	2013	Ashdown School District	58											
2014	1	2013	Atkins School District	40		22									
2014	1	2013	Augusta School District	11											
2014	1	2013	Bald Knob School District	44											
2014	1	2013	Barton-Lexa School District	45											
2014	1	2013	Batesville School District	116	18				15						
2014	1	2013	Bauxite School District	64		11									
2014	1	2013	Bay School District	21											
2014	1	2013	Bearden School District	19											
2014	1	2013	Beebe School District	116	12										11
2014	1	2013	Benton County School of Arts	14											
2014	1	2013	Benton School District	184	19	19	17		16		12				25
2014	1	2013	Bentonville School District	431					159						30
2014	1	2013	Bergman School District	51											
2014	1	2013	Berryville School District	46					12						
2014	1	2013	Bismarck School District	43			19								
2014	1	2013	Blevins School District	24											
2014	1	2013	Blytheville School District	72										10	11
2014	1	2013	Booneville School District	60		21				28					
2014	1	2013	Bradford School District	13											
2014	1	2013	Bradley School District	15											
2014	1	2013	Brinkley School District	19											
2014	1	2013	Brookland School District	48	30										
2014	1	2013	Bryant School District	306	45	22	11		23		37				39
2014	1	2013	Buffalo Island Central School District	25	10										
2014	1	2013	Cabot School District	329	51				35						57
2014	1	2013	Caddo Hills School District	13											
2014	1	2013	Calico Rock School District	13											
2014	1	2013	Camden Fairview School District	92			16	20							
2014	1	2013	Carlisle School District	32											
2014	1	2013	Cave City School District	52	11										
2014	1	2013	Cedar Ridge School District	28											
2014	1	2013	Cedarville School District	33						24					
2014	1	2013	Centerpoint School District	42			15								
2014	1	2013	Charleston School District	39						22					
2014	1	2013	Clarendon School District	25											
2014	1	2013	Clarksville School District	95		63				12					
2014	1	2013	Cleveland County School District	40								18			
2014	1	2013	Clinton School District	49											
2014	1	2013	Concord School District	23											
2014	1	2013	Conway School District	320	12	28			48						118
2014	1	2013	Corning School District	18											
2014	1	2013	Cossatot River School District	37		13									
2014	1	2013	Cotter School District	26											
2014	1	2013	County Line School District	26		14									
2014	1	2013	Covenant Keepers Charter School												
2014	1	2013	Cross County School District	14											
2014	1	2013	Crossett School District	67								44			

NOTE: Counts of less than 10 are not shown due to FERPA.

Recently Graduated Public High School Students: Where They Attend College

Acad. Yr.	Term	HS Grad. Yr.	District Name	ANC	ASUB	ASUMH	ASUN	BRTC	CCCUA	COTO	EACC	MSCC	NAC	NPCC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
2014	1	2013	Academics Plus School District																						
2014	1	2013	Alma School District																						
2014	1	2013	Alpena School District										18												
2014	1	2013	Arkadelphia School District																						
2014	1	2013	Arkansas School For Blind																						
2014	1	2013	Arkansas School For Deaf																						
2014	1	2013	Arkansas School Math & Sciences																						
2014	1	2013	Armorel School District	14																					
2014	1	2013	Ashdown School District						20																
2014	1	2013	Atkins School District																						12
2014	1	2013	Augusta School District																						
2014	1	2013	Bald Knob School District		15																				
2014	1	2013	Barton-Lexa School District														31								
2014	1	2013	Batesville School District																				63		
2014	1	2013	Bauxite School District															21							
2014	1	2013	Bay School District				11																		
2014	1	2013	Bearden School District																						
2014	1	2013	Beebe School District		63																				
2014	1	2013	Benton County School of Arts																						
2014	1	2013	Benton School District															54							
2014	1	2013	Bentonville School District												200										
2014	1	2013	Bergman School District										33												
2014	1	2013	Berryville School District										15												
2014	1	2013	Bismarck School District																						
2014	1	2013	Blevins School District																					10	
2014	1	2013	Blytheville School District	36																					
2014	1	2013	Booneville School District																						
2014	1	2013	Bradford School District																						
2014	1	2013	Bradley School District																						
2014	1	2013	Brinkley School District								10														
2014	1	2013	Brookland School District																						
2014	1	2013	Bryant School District															89							
2014	1	2013	Buffalo Island Central School District	10																					
2014	1	2013	Cabot School District		118													12							
2014	1	2013	Caddo Hills School District																						
2014	1	2013	Calico Rock School District																						
2014	1	2013	Camden Fairview School District																		25				
2014	1	2013	Carlisle School District		17																				
2014	1	2013	Cave City School District																				25		
2014	1	2013	Cedar Ridge School District																				18		
2014	1	2013	Cedarville School District																						
2014	1	2013	Centerpoint School District											13											
2014	1	2013	Charleston School District																						
2014	1	2013	Clarendon School District														11								
2014	1	2013	Clarksville School District																						
2014	1	2013	Cleveland County School District																			11			
2014	1	2013	Clinton School District																						18
2014	1	2013	Concord School District																				10		
2014	1	2013	Conway School District																						69
2014	1	2013	Corning School District					12																	
2014	1	2013	Cossatot River School District																						
2014	1	2013	Cotter School District			22																			
2014	1	2013	County Line School District																						
2014	1	2013	Covenant Keepers Charter School																						
2014	1	2013	Cross County School District								10														
2014	1	2013	Crossett School District																						

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Recently Graduated Public High School Students: Where They Attend College

Acad. Yr.	Term	HS Grad. Yr.	District Name	ABC	CBC	CRC	HC	HU	JBU	LC	OBU	PSC	UO	WBC	BSN	JSN	4-Yr. Univ.	2-Yr. Coll.	Priv./Ind.	Nusring	4-Yr. Univ. %	2-Yr. Coll. %	Priv./Ind. %	Nusring %
2014	1	2013	Academics Plus School District														19				70.4%	22.2%	7.4%	0.0%
2014	1	2013	Alma School District														93				91.2%	2.9%	5.9%	0.0%
2014	1	2013	Alpena School District															18			18.2%	81.8%	0.0%	0.0%
2014	1	2013	Arkadelphia School District								16						55		16		69.6%	11.4%	20.3%	0.0%
2014	1	2013	Arkansas School For Blind																		50.0%	50.0%	0.0%	0.0%
2014	1	2013	Arkansas School For Deaf																		0.0%	100.0%	0.0%	0.0%
2014	1	2013	Arkansas School Math & Sciences														61				92.4%	0.0%	7.6%	0.0%
2014	1	2013	Armorel School District															14			30.0%	70.0%	0.0%	0.0%
2014	1	2013	Ashdown School District														34	23			58.6%	39.7%	1.7%	0.0%
2014	1	2013	Atkins School District														25	12			62.5%	30.0%	7.5%	0.0%
2014	1	2013	Augusta School District																		54.5%	45.5%	0.0%	0.0%
2014	1	2013	Bald Knob School District					10									13	20	11		29.5%	45.5%	25.0%	0.0%
2014	1	2013	Barton-Lexa School District														14	31			31.1%	68.9%	0.0%	0.0%
2014	1	2013	Batesville School District														41	67			35.3%	57.8%	6.9%	0.0%
2014	1	2013	Bauxite School District														40	23			62.5%	35.9%	1.6%	0.0%
2014	1	2013	Bay School District															12			33.3%	57.1%	9.5%	0.0%
2014	1	2013	Bearden School District														12				63.2%	36.8%	0.0%	0.0%
2014	1	2013	Beebe School District														44	64			37.9%	55.2%	6.9%	0.0%
2014	1	2013	Benton County School of Arts																		50.0%	42.9%	7.1%	0.0%
2014	1	2013	Benton School District								11						111	62	11		60.3%	33.7%	6.0%	0.0%
2014	1	2013	Bentonville School District														206	202	23		47.8%	46.9%	5.3%	0.0%
2014	1	2013	Bergman School District														16	34			31.4%	66.7%	2.0%	0.0%
2014	1	2013	Berryville School District														26	19			56.5%	41.3%	2.2%	0.0%
2014	1	2013	Bismarck School District														28	13			65.1%	30.2%	4.7%	0.0%
2014	1	2013	Blevins School District														13	11			54.2%	45.8%	0.0%	0.0%
2014	1	2013	Blytheville School District														34	37			47.2%	51.4%	1.4%	0.0%
2014	1	2013	Booneville School District														58				96.7%	0.0%	3.3%	0.0%
2014	1	2013	Bradford School District															12			0.0%	92.3%	7.7%	0.0%
2014	1	2013	Bradley School District																		46.7%	46.7%	6.7%	0.0%
2014	1	2013	Brinkley School District															11			42.1%	57.9%	0.0%	0.0%
2014	1	2013	Brookland School District														33	12			68.8%	25.0%	6.3%	0.0%
2014	1	2013	Bryant School District														195	97	15		63.7%	31.7%	4.9%	0.3%
2014	1	2013	Buffalo Island Central School District														13	12			52.0%	48.0%	0.0%	0.0%
2014	1	2013	Cabot School District					11									172	131	26		52.3%	39.8%	7.9%	0.0%
2014	1	2013	Caddo Hills School District																		69.2%	30.8%	0.0%	0.0%
2014	1	2013	Calico Rock School District																		46.2%	46.2%	7.7%	0.0%
2014	1	2013	Camden Fairview School District														65	26			70.7%	28.3%	1.1%	0.0%
2014	1	2013	Carlisle School District														10	20			31.3%	62.5%	6.3%	0.0%
2014	1	2013	Cave City School District														15	31			28.8%	59.6%	13.5%	0.0%
2014	1	2013	Cedar Ridge School District															24			10.7%	85.7%	3.6%	0.0%
2014	1	2013	Cedarville School District														33				100.0%	0.0%	0.0%	0.0%
2014	1	2013	Centerpoint School District														25	17			59.5%	40.5%	0.0%	0.0%
2014	1	2013	Charleston School District														38				97.4%	0.0%	2.6%	0.0%
2014	1	2013	Clarendon School District														13	12			52.0%	48.0%	0.0%	0.0%
2014	1	2013	Clarksville School District														89				93.7%	1.1%	5.3%	0.0%
2014	1	2013	Cleveland County School District														28	11			70.0%	27.5%	2.5%	0.0%
2014	1	2013	Clinton School District														26	20			53.1%	40.8%	6.1%	0.0%
2014	1	2013	Concord School District															17			26.1%	73.9%	0.0%	0.0%
2014	1	2013	Conway School District		10						11						219	78	23		68.4%	24.4%	7.2%	0.0%
2014	1	2013	Corning School District															13			22.2%	72.2%	5.6%	0.0%
2014	1	2013	Cossatot River School District														20	17			54.1%	45.9%	0.0%	0.0%
2014	1	2013	Cotter School District															23			7.7%	88.5%	3.8%	0.0%
2014	1	2013	County Line School District														25				96.2%	0.0%	3.8%	0.0%
2014	1	2013	Covenant Keepers Charter School																		100.0%	0.0%	0.0%	0.0%
2014	1	2013	Cross County School District															10			14.3%	71.4%	14.3%	0.0%
2014	1	2013	Crossett School District														64				95.5%	4.5%	0.0%	0.0%

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Recently Graduated Public High School Students: Where They Attend College

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAMS	UAPB	UCA
2014	1	2013	Cutter-Morning Star School District	20											
2014	1	2013	Danville School District	33		22									
2014	1	2013	Dardanelle School District	66		36									
2014	1	2013	Decatur School District												
2014	1	2013	Deer/Mt. Judea School District	15											
2014	1	2013	DeQueen School District	90											
2014	1	2013	Dermott School District												
2014	1	2013	Des Arc School District	28											
2014	1	2013	Dewitt School District	52	11										
2014	1	2013	Dierks School District	21											
2014	1	2013	Dollarway School District	42											
2014	1	2013	Dover School District	43		28									
2014	1	2013	Drew Central School District	23								15			
2014	1	2013	Dumas School District	44	11							16			
2014	1	2013	Earle School District	14											
2014	1	2013	East End School District	35											
2014	1	2013	East Poinsett Co. School District	32											
2014	1	2013	El Dorado School District	129				38	16						26
2014	1	2013	Elkins School District	26											
2014	1	2013	Emerson-Taylor School District	47				26							
2014	1	2013	England School District	11											
2014	1	2013	eStem School District	62							13				25
2014	1	2013	Eureka Springs School District	13											
2014	1	2013	Farmington School District	65					28						
2014	1	2013	Fayetteville School District	299		10			199						19
2014	1	2013	Flippin School District	27											
2014	1	2013	Fordyce School District	37								14			
2014	1	2013	Foreman School District	13											
2014	1	2013	Forrest City School District	79											
2014	1	2013	Fort Smith School District	401		20			66	254					29
2014	1	2013	Fouke School District	22				11							
2014	1	2013	Fountain Lake School District	45			14								
2014	1	2013	Genoa Central School District	25				13							
2014	1	2013	Gentry School District	35											
2014	1	2013	Glen Rose School District	30											
2014	1	2013	Gosnell School District	41											
2014	1	2013	Gravette School District	40											
2014	1	2013	Green Forest School District	32											
2014	1	2013	Greenbrier School District	100											32
2014	1	2013	Greene Co. Tech School District	129	85										
2014	1	2013	Greenland School District	24											
2014	1	2013	Greenwood School District	160		15			20	85					31
2014	1	2013	Gurdon School District	43			11								
2014	1	2013	Guy-Perkins School District	18											
2014	1	2013	Haas Hall Academy	29					18						
2014	1	2013	Hackett School District	25						22					
2014	1	2013	Hamburg School District	40								20			
2014	1	2013	Hampton School District	25											
2014	1	2013	Harmony Grove School District (Ouachita Co.)	55			12								
2014	1	2013	Harmony Grove School District (Saline Co.)	31											11
2014	1	2013	Harrisburg School District	54	16										
2014	1	2013	Harrison School District	117		13			16						
2014	1	2013	Hartford School District												
2014	1	2013	Hazen School District	13											
2014	1	2013	Heber Springs School District	75	10										19
2014	1	2013	Hector School District	19		10									
2014	1	2013	Helena/ W.Helena School District	72											

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Recently Graduated Public High School Students: Where They Attend College

Acad. Yr.	Term	HS Grad. Yr.	District Name	ANC	ASUB	ASUMH	ASUN	BRTC	CCCUA	COTO	EACC	MSCC	NAC	NPCC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
2014	1	2013	Cutter-Morning Star School District																						
2014	1	2013	Danville School District																						
2014	1	2013	Dardanelle School District																						17
2014	1	2013	Decatur School District																						
2014	1	2013	Deer/Mt. Judea School District																						
2014	1	2013	DeQueen School District						63																
2014	1	2013	Dermott School District																						
2014	1	2013	Des Arc School District		10																				
2014	1	2013	Dewitt School District														23								
2014	1	2013	Dierks School District						10																
2014	1	2013	Dollarway School District																			17			
2014	1	2013	Dover School District																						10
2014	1	2013	Drew Central School District																						
2014	1	2013	Dumas School District																						
2014	1	2013	Earle School District																						
2014	1	2013	East End School District																						15
2014	1	2013	East Poinsett Co. School District				11																		
2014	1	2013	El Dorado School District																						
2014	1	2013	Elkins School District																						
2014	1	2013	Emerson-Taylor School District																						
2014	1	2013	England School District																						
2014	1	2013	eStem School District															10							
2014	1	2013	Eureka Springs School District																						
2014	1	2013	Farmington School District												22										
2014	1	2013	Fayetteville School District												57										
2014	1	2013	Flippin School District																						
2014	1	2013	Fordyce School District																						
2014	1	2013	Foreman School District																						
2014	1	2013	Forrest City School District								54														
2014	1	2013	Fort Smith School District																						
2014	1	2013	Fouke School District																						
2014	1	2013	Fountain Lake School District											18											
2014	1	2013	Genoa Central School District																						
2014	1	2013	Gentry School District												14										
2014	1	2013	Glen Rose School District							10															
2014	1	2013	Gosnell School District	19																					
2014	1	2013	Gravette School District												22										
2014	1	2013	Green Forest School District										18												
2014	1	2013	Greenbrier School District																						30
2014	1	2013	Greene Co. Tech School District					16																	
2014	1	2013	Greenland School District																						
2014	1	2013	Greenwood School District																						
2014	1	2013	Gurdon School District																						
2014	1	2013	Guy-Perkins School District																						
2014	1	2013	Haas Hall Academy																						
2014	1	2013	Hackett School District																						
2014	1	2013	Hamburg School District																						
2014	1	2013	Hampton School District																						
2014	1	2013	Harmony Grove School District (Ouachita Co.)																		22				
2014	1	2013	Harmony Grove School District (Saline Co.)																						
2014	1	2013	Harrisburg School District				24																		
2014	1	2013	Harrison School District										72												
2014	1	2013	Hartford School District																						
2014	1	2013	Hazen School District																						
2014	1	2013	Heber Springs School District		25																				
2014	1	2013	Hector School District																						
2014	1	2013	Helena/ W.Helena School District														51								

NOTE: Counts of less than 10 are not shown due to FERPA.

Recently Graduated Public High School Students: Where They Attend College

Acad. Yr.	Term	HS Grad. Yr.	District Name	ABC	CBC	CRC	HC	HU	JBU	LC	OBU	PSC	UO	WBC	BSN	JSN	4-Yr. Univ.	2-Yr. Coll.	Priv./Ind.	Nusring	4-Yr. Univ. %	2-Yr. Coll. %	Priv./Ind. %	Nusring %
2014	1	2013	Cutter-Morning Star School District														12				60.0%	40.0%	0.0%	0.0%
2014	1	2013	Danville School District														26				78.8%	21.2%	0.0%	0.0%
2014	1	2013	Dardanelle School District														47	18			71.2%	27.3%	1.5%	0.0%
2014	1	2013	Decatur School District																		77.8%	22.2%	0.0%	0.0%
2014	1	2013	Deer/Mt. Judea School District																		60.0%	40.0%	0.0%	0.0%
2014	1	2013	DeQueen School District														26	64			28.9%	71.1%	0.0%	0.0%
2014	1	2013	Dermott School District																		85.7%	0.0%	14.3%	0.0%
2014	1	2013	Des Arc School District														14	11			50.0%	39.3%	10.7%	0.0%
2014	1	2013	Dewitt School District														24	27			46.2%	51.9%	3.8%	0.0%
2014	1	2013	Dierks School District															12			38.1%	57.1%	4.8%	0.0%
2014	1	2013	Dollarway School District														24	17			57.1%	40.5%	2.4%	0.0%
2014	1	2013	Dover School District														30	12			69.8%	27.9%	2.3%	0.0%
2014	1	2013	Drew Central School District														22				95.7%	0.0%	4.3%	0.0%
2014	1	2013	Dumas School District														40				90.9%	6.8%	2.3%	0.0%
2014	1	2013	Earle School District																		42.9%	57.1%	0.0%	0.0%
2014	1	2013	East End School District														19	16			54.3%	45.7%	0.0%	0.0%
2014	1	2013	East Poinsett Co. School District														12	20			37.5%	62.5%	0.0%	0.0%
2014	1	2013	El Dorado School District														102	14	13		79.1%	10.9%	10.1%	0.0%
2014	1	2013	Elkins School District														19				73.1%	15.4%	11.5%	0.0%
2014	1	2013	Emerson-Taylor School District														35	10			74.5%	21.3%	4.3%	0.0%
2014	1	2013	England School District																		27.3%	72.7%	0.0%	0.0%
2014	1	2013	eStem School District														46	11			74.2%	17.7%	9.7%	0.0%
2014	1	2013	Eureka Springs School District														10				76.9%	23.1%	0.0%	0.0%
2014	1	2013	Farmington School District														36	22			55.4%	33.8%	10.8%	0.0%
2014	1	2013	Fayetteville School District														234	59			78.3%	19.7%	2.0%	0.0%
2014	1	2013	Flippin School District														15	11			55.6%	40.7%	3.7%	0.0%
2014	1	2013	Fordyce School District														32				86.5%	10.8%	2.7%	0.0%
2014	1	2013	Foreman School District																		53.8%	46.2%	0.0%	0.0%
2014	1	2013	Forrest City School District														22	56			27.8%	70.9%	1.3%	0.0%
2014	1	2013	Fort Smith School District														388				96.8%	1.5%	1.7%	0.0%
2014	1	2013	Fouke School District														15				68.2%	31.8%	0.0%	0.0%
2014	1	2013	Fountain Lake School District														25	18			55.6%	40.0%	4.4%	0.0%
2014	1	2013	Genoa Central School District														20				80.0%	20.0%	0.0%	0.0%
2014	1	2013	Gentry School District														20	14			57.1%	40.0%	2.9%	0.0%
2014	1	2013	Glen Rose School District														17	13			56.7%	43.3%	0.0%	0.0%
2014	1	2013	Gosnell School District														20	19			48.8%	46.3%	4.9%	0.0%
2014	1	2013	Gravette School District														14	22			35.0%	55.0%	10.0%	0.0%
2014	1	2013	Green Forest School District														13	18			40.6%	56.3%	3.1%	0.0%
2014	1	2013	Greenbrier School District														60	36			60.0%	36.0%	5.0%	0.0%
2014	1	2013	Greene Co. Tech School District														102	20			79.1%	15.5%	5.4%	0.0%
2014	1	2013	Greenland School District														17				70.8%	25.0%	4.2%	0.0%
2014	1	2013	Greenwood School District														153				95.6%	0.0%	4.4%	0.0%
2014	1	2013	Gurdon School District														24	16			55.8%	37.2%	7.0%	0.0%
2014	1	2013	Guy-Perkins School District															12			33.3%	66.7%	0.0%	0.0%
2014	1	2013	Haas Hall Academy														21				72.4%	13.8%	13.8%	0.0%
2014	1	2013	Hackett School District														25				100.0%	0.0%	0.0%	0.0%
2014	1	2013	Hamburg School District														37				92.5%	2.5%	5.0%	0.0%
2014	1	2013	Hampton School District														16				64.0%	28.0%	8.0%	0.0%
2014	1	2013	Harmony Grove School District (Ouachita Co.)														29	22			52.7%	40.0%	7.3%	0.0%
2014	1	2013	Harmony Grove School District (Saline Co.)														20				64.5%	25.8%	9.7%	0.0%
2014	1	2013	Harrisburg School District														19	31			35.2%	57.4%	7.4%	0.0%
2014	1	2013	Harrison School District														43	73			36.8%	62.4%	0.9%	0.0%
2014	1	2013	Hartford School District																		83.3%	16.7%	0.0%	0.0%
2014	1	2013	Hazen School District																		23.1%	61.5%	15.4%	0.0%
2014	1	2013	Heber Springs School District														45	26			60.0%	34.7%	5.3%	0.0%
2014	1	2013	Hector School District														13				68.4%	31.6%	0.0%	0.0%
2014	1	2013	Helena/ W.Helena School District														19	51			26.4%	70.8%	2.8%	0.0%

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Recently Graduated Public High School Students: Where They Attend College

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAMS	UAPB	UCA
2014	1	2013	Hermitage School District												
2014	1	2013	Highland School District	48	13										
2014	1	2013	Hillcrest School District	17											
2014	1	2013	Hope School District	70				11							
2014	1	2013	Horatio School District	38											
2014	1	2013	Hot Springs School District	50											
2014	1	2013	Hoxie School District	35											
2014	1	2013	Hughes School District	15											
2014	1	2013	Huntsville School District	60					12						12
2014	1	2013	Izard County Cons. School District	11											
2014	1	2013	Jackson County School District	21											
2014	1	2013	Jasper School District	42											
2014	1	2013	Jessieville School District	39											
2014	1	2013	Jonesboro School District	150	99				18						
2014	1	2013	Junction City School District	14											
2014	1	2013	Kipp Delta Charter Public School District	28											10
2014	1	2013	Kirby School District	17											
2014	1	2013	Lafayette County School District	34											
2014	1	2013	Lake Hamilton School District	173	12	13	16		19						24
2014	1	2013	Lakeside School District (Chicot County)	32								10		15	
2014	1	2013	Lakeside School District (Garland Co.)	125			16		20						23
2014	1	2013	Lamar School District	26		20									
2014	1	2013	Lavaca School District	23						18					
2014	1	2013	Lawrence County School District	33											
2014	1	2013	Lead Hill School District	10											
2014	1	2013	Lee County School District	34											
2014	1	2013	Lincoln School District	28					14						
2014	1	2013	Lisa Academy	22							12				
2014	1	2013	Lisa Academy North												
2014	1	2013	Little Rock School District	646	46	14	42		93		77			40	139
2014	1	2013	Lonoke School District	70		12									12
2014	1	2013	Magazine School District	26						12					
2014	1	2013	Magnet Cove School District	34											
2014	1	2013	Magnolia School District	88				42							
2014	1	2013	Malvern School District	56			12								
2014	1	2013	Mammoth Spring School District	11											
2014	1	2013	Manila School District	39											
2014	1	2013	Mansfield School District	30						21					
2014	1	2013	Marion School District	161	42				20						26
2014	1	2013	Marked Tree School District	12											
2014	1	2013	Marmaduke School District	27	11										
2014	1	2013	Marvell School District	13											
2014	1	2013	Mayflower School District	39											10
2014	1	2013	Maynard School District	13											
2014	1	2013	McCrory School District	22											
2014	1	2013	McGehee School District	47								30			
2014	1	2013	Melbourne School District (Izard Co.)	26											
2014	1	2013	Mena School District	69											
2014	1	2013	Midland School District	18											
2014	1	2013	Mineral Springs School District	13											
2014	1	2013	Monticello School District	69								36			
2014	1	2013	Mount Ida School District	20											
2014	1	2013	Mountain Home School District	119		14			20						16
2014	1	2013	Mountain Pine School District	16											
2014	1	2013	Mountain View School District	58											11
2014	1	2013	Mountainburg School District	20						15					
2014	1	2013	Mt. Vernon/Enola School District	15											

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Recently Graduated Public High School Students: Where They Attend College

Acad. Yr.	Term	HS Grad. Yr.	District Name	ANC	ASUB	ASUMH	ASUN	BRTC	CCCUA	COTO	EACC	MSCC	NAC	NPCC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
2014	1	2013	Hermitage School District																						
2014	1	2013	Highland School District													28									
2014	1	2013	Hillcrest School District																				10		
2014	1	2013	Hope School District																					38	
2014	1	2013	Horatio School District						25																
2014	1	2013	Hot Springs School District											23											
2014	1	2013	Hoxie School District					25																	
2014	1	2013	Hughes School District																						
2014	1	2013	Huntsville School District												14										
2014	1	2013	Izard County Cons. School District																						
2014	1	2013	Jackson County School District				13																		
2014	1	2013	Jasper School District										30												
2014	1	2013	Jessieville School District											16											
2014	1	2013	Jonesboro School District				12																		
2014	1	2013	Junction City School District																						
2014	1	2013	Kipp Delta Charter Public School District																						
2014	1	2013	Kirby School District																						
2014	1	2013	Lafayette County School District																					19	
2014	1	2013	Lake Hamilton School District											68											
2014	1	2013	Lakeside School District (Chicot County)																						
2014	1	2013	Lakeside School District (Garland Co.)											32											
2014	1	2013	Lamar School District																						
2014	1	2013	Lavaca School District																						
2014	1	2013	Lawrence County School District					16																	
2014	1	2013	Lead Hill School District																						
2014	1	2013	Lee County School District								18														
2014	1	2013	Lincoln School District												12										
2014	1	2013	Lisa Academy																						
2014	1	2013	Lisa Academy North																						
2014	1	2013	Little Rock School District															151							
2014	1	2013	Lonoke School District		21																				
2014	1	2013	Magazine School District																						
2014	1	2013	Magnet Cove School District																						
2014	1	2013	Magnolia School District																		13				
2014	1	2013	Malvern School District							18															
2014	1	2013	Mammoth Spring School District																						
2014	1	2013	Manila School District	23																					
2014	1	2013	Mansfield School District																						
2014	1	2013	Marion School District									50													
2014	1	2013	Marked Tree School District																						
2014	1	2013	Marmaduke School District					12																	
2014	1	2013	Marvell School District																						
2014	1	2013	Mayflower School District																						
2014	1	2013	Maynard School District					11																	
2014	1	2013	McCrory School District																						
2014	1	2013	McGehee School District																						
2014	1	2013	Melbourne School District (Izard Co.)																						
2014	1	2013	Mena School District																32						
2014	1	2013	Midland School District																						
2014	1	2013	Mineral Springs School District																						
2014	1	2013	Monticello School District																						
2014	1	2013	Mount Ida School District																						
2014	1	2013	Mountain Home School District			51																			
2014	1	2013	Mountain Pine School District																						
2014	1	2013	Mountain View School District													19									
2014	1	2013	Mountainburg School District																						
2014	1	2013	Mt. Vernon/Enola School District																						

Recently Graduated Public High School Students: Where They Attend College

Acad. Yr.	Term	HS Grad. Yr.	District Name	ABC	CBC	CRC	HC	HU	JBU	LC	OBU	PSC	UO	WBC	BSN	JSN	4-Yr. Univ.	2-Yr. Coll.	Priv./Ind.	Nusring	4-Yr. Univ. %	2-Yr. Coll. %	Priv./Ind. %	Nusring %
2014	1	2013	Hermitage School District																		100.0%	0.0%	0.0%	0.0%
2014	1	2013	Highland School District														15	30			31.3%	62.5%	6.3%	0.0%
2014	1	2013	Hillcrest School District															15			5.9%	88.2%	5.9%	0.0%
2014	1	2013	Hope School District														29	42			41.4%	60.0%	0.0%	0.0%
2014	1	2013	Horatio School District															28			23.7%	73.7%	2.6%	0.0%
2014	1	2013	Hot Springs School District														22	27			44.0%	54.0%	4.0%	0.0%
2014	1	2013	Hoxie School District															25			17.1%	71.4%	11.4%	0.0%
2014	1	2013	Hughes School District																		26.7%	46.7%	26.7%	0.0%
2014	1	2013	Huntsville School District														34	22			56.7%	36.7%	6.7%	0.0%
2014	1	2013	Izard County Cons. School District																		9.1%	72.7%	18.2%	0.0%
2014	1	2013	Jackson County School District															14			28.6%	66.7%	4.8%	0.0%
2014	1	2013	Jasper School District														10	31			23.8%	73.8%	2.4%	0.0%
2014	1	2013	Jessieville School District														18	18			46.2%	46.2%	7.7%	0.0%
2014	1	2013	Jonesboro School District														123	22			82.0%	14.7%	3.3%	0.0%
2014	1	2013	Junction City School District																		57.1%	35.7%	7.1%	0.0%
2014	1	2013	Kipp Delta Charter Public School District														21				75.0%	28.6%	0.0%	0.0%
2014	1	2013	Kirby School District																		47.1%	47.1%	5.9%	0.0%
2014	1	2013	Lafayette County School District														14	19			41.2%	55.9%	2.9%	0.0%
2014	1	2013	Lake Hamilton School District														96	69			55.5%	39.9%	4.6%	0.0%
2014	1	2013	Lakeside School District (Chicot County)														28				87.5%	9.4%	3.1%	0.0%
2014	1	2013	Lakeside School District (Garland Co.)														81	34	11		64.8%	27.2%	8.8%	0.0%
2014	1	2013	Lamar School District														23				88.5%	0.0%	11.5%	0.0%
2014	1	2013	Lavaca School District														23				100.0%	0.0%	0.0%	0.0%
2014	1	2013	Lawrence County School District														15	18			45.5%	54.5%	3.0%	0.0%
2014	1	2013	Lead Hill School District															10			0.0%	100.0%	0.0%	0.0%
2014	1	2013	Lee County School District														14	19			41.2%	55.9%	2.9%	0.0%
2014	1	2013	Lincoln School District														16	12			57.1%	42.9%	0.0%	0.0%
2014	1	2013	Lisa Academy														21				95.5%	0.0%	4.5%	0.0%
2014	1	2013	Lisa Academy North																		100.0%	0.0%	0.0%	0.0%
2014	1	2013	Little Rock School District														467	156	25		72.3%	24.1%	3.9%	0.0%
2014	1	2013	Lonoke School District														44	26			62.9%	37.1%	0.0%	0.0%
2014	1	2013	Magazine School District														26				100.0%	0.0%	0.0%	0.0%
2014	1	2013	Magnet Cove School District														22	12			64.7%	35.3%	0.0%	0.0%
2014	1	2013	Magnolia School District														72	15			81.8%	17.0%	2.3%	0.0%
2014	1	2013	Malvern School District														34	18			60.7%	32.1%	7.1%	0.0%
2014	1	2013	Mammoth Spring School District																		27.3%	45.5%	27.3%	0.0%
2014	1	2013	Manila School District														15	24			38.5%	61.5%	2.6%	0.0%
2014	1	2013	Mansfield School District														29				96.7%	0.0%	3.3%	0.0%
2014	1	2013	Marion School District														106	55			65.8%	34.2%	0.0%	0.0%
2014	1	2013	Marked Tree School District																		33.3%	50.0%	16.7%	0.0%
2014	1	2013	Marmaduke School District														13	12			48.1%	44.4%	7.4%	0.0%
2014	1	2013	Marvell School District																		38.5%	61.5%	0.0%	0.0%
2014	1	2013	Mayflower School District														22	16			56.4%	41.0%	2.6%	0.0%
2014	1	2013	Maynard School District															11			15.4%	84.6%	0.0%	0.0%
2014	1	2013	McCrory School District														12				54.5%	36.4%	9.1%	0.0%
2014	1	2013	McGehee School District														42				89.4%	8.5%	2.1%	0.0%
2014	1	2013	Melbourne School District (Izard Co.)															17			26.9%	65.4%	11.5%	0.0%
2014	1	2013	Mena School District														32	35			46.4%	50.7%	2.9%	0.0%
2014	1	2013	Midland School District															12			27.8%	66.7%	5.6%	0.0%
2014	1	2013	Mineral Springs School District															10			15.4%	76.9%	7.7%	0.0%
2014	1	2013	Monticello School District														64				92.8%	2.9%	4.3%	0.0%
2014	1	2013	Mount Ida School District														11				55.0%	35.0%	10.0%	0.0%
2014	1	2013	Mountain Home School District														58	56			48.7%	47.1%	4.2%	0.0%
2014	1	2013	Mountain Pine School District																		37.5%	50.0%	12.5%	0.0%
2014	1	2013	Mountain View School District														31	24			53.4%	41.4%	5.2%	0.0%
2014	1	2013	Mountainburg School District														20				100.0%	0.0%	0.0%	0.0%
2014	1	2013	Mt. Vernon/Enola School District															10			20.0%	66.7%	13.3%	0.0%

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Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAMS	UAPB	UCA
2014	1	2013	Mulberry/Pleasant View Bi-County School District												
2014	1	2013	Nashville School District	90											
2014	1	2013	Nemo Vista School District	16											
2014	1	2013	Nettleton School District	99	60										
2014	1	2013	Nevada School District	14											
2014	1	2013	Newport School District	35											
2014	1	2013	Norfork School District												
2014	1	2013	Norphlet School District	16											
2014	1	2013	North Little Rock School District	235		22	14		19		23				45
2014	1	2013	Omaha School District	14											
2014	1	2013	Osceola (OCABS) Comm Arts-Business Charter School												
2014	1	2013	Osceola School District	28											
2014	1	2013	Ouachita River School District	26											
2014	1	2013	Ouachita School District	16											
2014	1	2013	Ozark Mountain School District	18											
2014	1	2013	Ozark School District	70		43				11					
2014	1	2013	Palestine-Wheatley School District	25											
2014	1	2013	Pangburn School District	28											
2014	1	2013	Paragould School District	77	55										
2014	1	2013	Paris School District	50		27				12					
2014	1	2013	Parkers Chapel School District	22											
2014	1	2013	Pea Ridge School District	68											
2014	1	2013	Perryville School District	40											
2014	1	2013	Piggott School District	18	11										
2014	1	2013	Pine Bluff School District	149										63	10
2014	1	2013	Pocahontas School District	68	16										
2014	1	2013	Pottsville School District	75		48									
2014	1	2013	Poyen School District	21											
2014	1	2013	Prairie Grove School District	55					24						
2014	1	2013	Prescott School District	46											
2014	1	2013	Pulaski County Special School District	374	19	23	18		19		34			12	76
2014	1	2013	Quitman School District	27											
2014	1	2013	Rector School District	15	11										
2014	1	2013	Riverside School District	20											
2014	1	2013	Riverview School District	25											
2014	1	2013	Rogers School District	410		12			118						40
2014	1	2013	Rose Bud School District	27											
2014	1	2013	Russellville School District	181		123			26						12
2014	1	2013	Salem School District	28											
2014	1	2013	Scranton School District	17											
2014	1	2013	Searcy County School District	30		10									
2014	1	2013	Searcy School District	120	25				21						16
2014	1	2013	Sheridan School District	134			13				11	14			19
2014	1	2013	Shirley School District												
2014	1	2013	Siloam Springs School District	107					32						
2014	1	2013	Sloan-Hendrix School District	22											
2014	1	2013	Smackover School District	26				14							
2014	1	2013	South Conway Co. School District	84		11									
2014	1	2013	South Mississippi County School District	35											
2014	1	2013	South Pike County School District	32											
2014	1	2013	South Side School District	11											
2014	1	2013	Southside School District	69											
2014	1	2013	Spring Hill School District	22											
2014	1	2013	Springdale School District	466		18			158						22
2014	1	2013	Star City School District	44								25			
2014	1	2013	Stephens School District	10											
2014	1	2013	Strong-Huttig School District												

NOTE: Counts of less than 10 are not shown due to FERPA.

Recently Graduated Public High School Students: Where They Attend College

Acad. Yr.	Term	HS Grad. Yr.	District Name	ANC	ASUB	ASUMH	ASUN	BRTC	CCCUA	COTO	EACC	MSCC	NAC	NPCC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
2014	1	2013	Mulberry/Pleasant View Bi-County School District																						
2014	1	2013	Nashville School District						43																
2014	1	2013	Nemo Vista School District																						
2014	1	2013	Nettleton School District																						
2014	1	2013	Nevada School District																						
2014	1	2013	Newport School District				12																		
2014	1	2013	Norfork School District																						
2014	1	2013	Norphlet School District																						
2014	1	2013	North Little Rock School District															79							
2014	1	2013	Omaha School District																						
2014	1	2013	Osceola (OCABS) Comm Arts-Business Charter School																						
2014	1	2013	Osceola School District	11																					
2014	1	2013	Ouachita River School District																10						
2014	1	2013	Ouachita School District																						
2014	1	2013	Ozark Mountain School District										16												
2014	1	2013	Ozark School District																						
2014	1	2013	Palestine-Wheatley School District								12														
2014	1	2013	Pangburn School District		15																				
2014	1	2013	Paragould School District					12																	
2014	1	2013	Paris School District																						
2014	1	2013	Parkers Chapel School District																						
2014	1	2013	Pea Ridge School District												38										
2014	1	2013	Perryville School District																						21
2014	1	2013	Piggott School District																						
2014	1	2013	Pine Bluff School District																			49			
2014	1	2013	Pocahontas School District					39																	
2014	1	2013	Pottsville School District																						11
2014	1	2013	Poyen School District																						
2014	1	2013	Prairie Grove School District												12										
2014	1	2013	Prescott School District																					17	
2014	1	2013	Pulaski County Special School District		58													81							
2014	1	2013	Quitman School District		18																				
2014	1	2013	Rector School District																						
2014	1	2013	Riverside School District																						
2014	1	2013	Riverview School District		14																				
2014	1	2013	Rogers School District												203										
2014	1	2013	Rose Bud School District		16																				
2014	1	2013	Russellville School District																						
2014	1	2013	Salem School District																						
2014	1	2013	Scranton School District																						
2014	1	2013	Searcy County School District																						
2014	1	2013	Searcy School District		22																				
2014	1	2013	Sheridan School District															36							
2014	1	2013	Shirley School District																						
2014	1	2013	Siloam Springs School District												30										
2014	1	2013	Sloan-Hendrix School District					10																	
2014	1	2013	Smackover School District																						
2014	1	2013	South Conway Co. School District																						51
2014	1	2013	South Mississippi County School District	18																					
2014	1	2013	South Pike County School District						15																
2014	1	2013	South Side School District																						
2014	1	2013	Southside School District																				45		
2014	1	2013	Spring Hill School District																					10	
2014	1	2013	Springdale School District												223										
2014	1	2013	Star City School District																						
2014	1	2013	Stephens School District																						
2014	1	2013	Strong-Huttig School District																						

NOTE: Counts of less than 10 are not shown due to FERPA.

Recently Graduated Public High School Students: Where They Attend College

Acad. Yr.	Term	HS Grad. Yr.	District Name	ABC	CBC	CRC	HC	HU	JBU	LC	OBU	PSC	UO	WBC	BSN	JSN	4-Yr. Univ.	2-Yr. Coll.	Priv./Ind.	Nusring	4-Yr. Univ. %	2-Yr. Coll. %	Priv./Ind. %	Nusring %
2014	1	2013	Mulberry/Pleasant View Bi-County School District																		88.9%	0.0%	11.1%	0.0%
2014	1	2013	Nashville School District														36	49			40.0%	54.4%	5.6%	0.0%
2014	1	2013	Nemo Vista School District																		43.8%	56.3%	0.0%	0.0%
2014	1	2013	Nettleton School District														82	12			82.8%	12.1%	5.1%	0.0%
2014	1	2013	Nevada School District																		50.0%	50.0%	0.0%	0.0%
2014	1	2013	Newport School District														15	17			42.9%	48.6%	8.6%	0.0%
2014	1	2013	Norfork School District																		14.3%	71.4%	14.3%	0.0%
2014	1	2013	Norphlet School District														15				93.8%	0.0%	6.3%	0.0%
2014	1	2013	North Little Rock School District														145	82			61.7%	34.9%	3.4%	0.0%
2014	1	2013	Omaha School District																		42.9%	57.1%	0.0%	0.0%
2014	1	2013	Osceola (OCABS) Comm Arts-Business Charter School																		0.0%	100.0%	0.0%	0.0%
2014	1	2013	Osceola School District														17	11			60.7%	39.3%	0.0%	0.0%
2014	1	2013	Ouachita River School District														11	11			42.3%	42.3%	15.4%	0.0%
2014	1	2013	Ouachita School District														10				62.5%	37.5%	0.0%	0.0%
2014	1	2013	Ozark Mountain School District															17			5.6%	94.4%	0.0%	0.0%
2014	1	2013	Ozark School District														69				98.6%	1.4%	0.0%	0.0%
2014	1	2013	Palestine-Wheatley School District															12			36.0%	48.0%	16.0%	0.0%
2014	1	2013	Pangburn School District															17			17.9%	60.7%	21.4%	0.0%
2014	1	2013	Paragould School District														63	14			81.8%	18.2%	1.3%	0.0%
2014	1	2013	Paris School District														48				96.0%	2.0%	2.0%	0.0%
2014	1	2013	Parkers Chapel School District														17				77.3%	9.1%	13.6%	0.0%
2014	1	2013	Pea Ridge School District														24	39			35.3%	57.4%	8.8%	0.0%
2014	1	2013	Perryville School District														11	28			27.5%	70.0%	2.5%	0.0%
2014	1	2013	Piggott School District														16				88.9%	0.0%	11.1%	0.0%
2014	1	2013	Pine Bluff School District														97	52			65.1%	34.9%	0.0%	0.0%
2014	1	2013	Pocahontas School District														23	41			33.8%	60.3%	5.9%	0.0%
2014	1	2013	Pottsville School District														58	14			77.3%	18.7%	4.0%	0.0%
2014	1	2013	Poyen School District														11	11			52.4%	52.4%	0.0%	0.0%
2014	1	2013	Prairie Grove School District														40	14			72.7%	25.5%	3.6%	0.0%
2014	1	2013	Prescott School District														21	21			45.7%	45.7%	8.7%	0.0%
2014	1	2013	Pulaski County Special School District														216	139	19		57.8%	37.2%	5.1%	0.0%
2014	1	2013	Quitman School District															18			29.6%	66.7%	3.7%	0.0%
2014	1	2013	Rector School District														13				86.7%	13.3%	0.0%	0.0%
2014	1	2013	Riverside School District														10				50.0%	45.0%	5.0%	0.0%
2014	1	2013	Riverview School District															16			20.0%	64.0%	16.0%	0.0%
2014	1	2013	Rogers School District														187	205	18		45.6%	50.0%	4.4%	0.0%
2014	1	2013	Rose Bud School District														11	16			40.7%	59.3%	0.0%	0.0%
2014	1	2013	Russellville School District														166	10			91.7%	5.5%	2.8%	0.0%
2014	1	2013	Salem School District															20			21.4%	71.4%	7.1%	0.0%
2014	1	2013	Scranton School District														16				94.1%	0.0%	5.9%	0.0%
2014	1	2013	Searcy County School District														16	14			53.3%	46.7%	0.0%	0.0%
2014	1	2013	Searcy School District					18									72	22	26		60.0%	18.3%	21.7%	0.0%
2014	1	2013	Sheridan School District														80	49			59.7%	36.6%	3.7%	0.0%
2014	1	2013	Shirley School District																		37.5%	62.5%	0.0%	0.0%
2014	1	2013	Siloam Springs School District						27								46	30	31		43.0%	28.0%	29.0%	0.0%
2014	1	2013	Sloan-Hendrix School District															13			31.8%	59.1%	9.1%	0.0%
2014	1	2013	Smackover School District														22				84.6%	7.7%	7.7%	0.0%
2014	1	2013	South Conway Co. School District														28	54			33.3%	64.3%	2.4%	0.0%
2014	1	2013	South Mississippi County School District														17	18			48.6%	51.4%	0.0%	0.0%
2014	1	2013	South Pike County School District														11	18			34.4%	56.3%	9.4%	0.0%
2014	1	2013	South Side School District																		27.3%	72.7%	0.0%	0.0%
2014	1	2013	Southside School District														19	49			27.5%	71.0%	1.4%	0.0%
2014	1	2013	Spring Hill School District														11	10			50.0%	45.5%	4.5%	0.0%
2014	1	2013	Springdale School District						13								214	225	29		45.9%	48.3%	6.2%	0.0%
2014	1	2013	Star City School District														40				90.9%	9.1%	0.0%	0.0%
2014	1	2013	Stephens School District																		80.0%	20.0%	0.0%	0.0%
2014	1	2013	Strong-Huttig School District																		100.0%	0.0%	0.0%	0.0%

NOTE: Counts of less than 10 are not shown due to FERPA.

Recently Graduated Public High School Students: Where They Attend College

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAMS	UAPB	UCA
2014	1	2013	Stuttgart School District	81					12						10
2014	1	2013	Texarkana School District	79			11	15							15
2014	1	2013	Trumann School District	49	15										
2014	1	2013	Two Rivers School District	25		14									
2014	1	2013	Valley Springs School District	45											
2014	1	2013	Valley View School District	122	75				16						
2014	1	2013	Van Buren School District	217		20			24	147					
2014	1	2013	Vilonia School District	123											29
2014	1	2013	Viola School District	22											
2014	1	2013	Waldron School District	59						26					
2014	1	2013	Warren School District	35								14			
2014	1	2013	Watson Chapel School District	122		10								42	14
2014	1	2013	West Fork School District	34											
2014	1	2013	West Memphis School District	170	22										25
2014	1	2013	West Side School District	14											
2014	1	2013	Western Yell Co. School District	12		11									
2014	1	2013	Westside Cons. School District	53	30										
2014	1	2013	Westside School District	18		11									
2014	1	2013	White Co. Central School District	15											
2014	1	2013	White Hall School District	147	10				19			15		14	10
2014	1	2013	Wonderview School District	13											
2014	1	2013	Woodlawn School District	19											
2014	1	2013	Wynne School District	115	25				12		10				
2014	1	2013	Yellville-Summit School District	29											
Total				15,091	1,257	1,319	554	445	1,784	901	464	429		291	1,677

Recently Graduated Public High School Students: Where They Attend College

Acad. Yr.	Term	HS Grad. Yr.	District Name	ANC	ASUB	ASUMH	ASUN	BRTC	CCCUA	COTO	EACC	MSCC	NAC	NPCC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
2014	1	2013	Stuttgart School District														33								
2014	1	2013	Texarkana School District																					24	
2014	1	2013	Trumann School District				27																		
2014	1	2013	Two Rivers School District																						
2014	1	2013	Valley Springs School District										28												
2014	1	2013	Valley View School District				19																		
2014	1	2013	Van Buren School District																						
2014	1	2013	Vilonia School District		31																				19
2014	1	2013	Viola School District			10																			
2014	1	2013	Waldron School District																17						
2014	1	2013	Warren School District																						
2014	1	2013	Watson Chapel School District																			30			
2014	1	2013	West Fork School District												12										
2014	1	2013	West Memphis School District									90													
2014	1	2013	West Side School District																						
2014	1	2013	Western Yell Co. School District																						
2014	1	2013	Westside Cons. School District				15																		
2014	1	2013	Westside School District																						
2014	1	2013	White Co. Central School District																						
2014	1	2013	White Hall School District																			34			
2014	1	2013	Wonderview School District																						
2014	1	2013	Woodlawn School District																						
2014	1	2013	Wynne School District								40														
2014	1	2013	Yellville-Summit School District			16																			
Total				146	572	139	206	180	210	80	155	174	305	211	917	82	175	589	72	11	131	166	213	171	351

Recently Graduated Public High School Students: Where They Attend College

Acad. Yr.	Term	HS Grad. Yr.	District Name	ABC	CBC	CRC	HC	HU	JBU	LC	OBU	PSC	UO	WBC	BSN	JSN	4-Yr. Univ.	2-Yr. Coll.	Priv./Ind.	Nusring	4-Yr. Univ. %	2-Yr. Coll. %	Priv./Ind. %	Nusring %
2014	1	2013	Stuttgart School District														43	36			53.1%	44.4%	2.5%	0.0%
2014	1	2013	Texarkana School District														52	26			65.8%	32.9%	2.5%	0.0%
2014	1	2013	Trumann School District														21	27			42.9%	55.1%	2.0%	0.0%
2014	1	2013	Two Rivers School District														17				68.0%	16.0%	16.0%	0.0%
2014	1	2013	Valley Springs School District														11	33			24.4%	73.3%	2.2%	0.0%
2014	1	2013	Valley View School District														97	21			79.5%	17.2%	3.3%	0.0%
2014	1	2013	Van Buren School District														207				95.4%	0.5%	4.1%	0.0%
2014	1	2013	Vilonia School District														61	51	11		49.6%	41.5%	8.9%	0.0%
2014	1	2013	Viola School District															16			22.7%	72.7%	4.5%	0.0%
2014	1	2013	Waldron School District														36	22			61.0%	37.3%	1.7%	0.0%
2014	1	2013	Warren School District														31				88.6%	11.4%	0.0%	0.0%
2014	1	2013	Watson Chapel School District														87	35			71.3%	28.7%	0.0%	0.0%
2014	1	2013	West Fork School District														16	16			47.1%	47.1%	5.9%	0.0%
2014	1	2013	West Memphis School District														77	90			45.3%	52.9%	2.9%	0.0%
2014	1	2013	West Side School District																		42.9%	50.0%	7.1%	0.0%
2014	1	2013	Western Yell Co. School District														11				91.7%	8.3%	0.0%	0.0%
2014	1	2013	Westside Cons. School District														33	18			62.3%	34.0%	3.8%	0.0%
2014	1	2013	Westside School District														16				88.9%	5.6%	5.6%	0.0%
2014	1	2013	White Co. Central School District																		13.3%	60.0%	26.7%	0.0%
2014	1	2013	White Hall School District														95	41	11		64.6%	27.9%	7.5%	0.0%
2014	1	2013	Wonderview School District																		38.5%	61.5%	0.0%	0.0%
2014	1	2013	Woodlawn School District														11				57.9%	36.8%	5.3%	0.0%
2014	1	2013	Wynne School District														63	43			54.8%	37.4%	7.8%	0.0%
2014	1	2013	Yellville-Summit School District															21			27.6%	72.4%	0.0%	0.0%
Total					68	15		163	80	119	175	29	90				9,121	5,256	739		60.4%	34.8%	4.9%	0.0%

NOTE: Counts of less than 10 are not shown due to FERPA.

Agenda Item No. 5
Higher Education Coordinating Board
July 25, 2014

CLARIFICATION OF CONCURRENT ENROLLMENT POLICY
EFFECTIVE AUGUST 2014

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

The concurrent enrollment policy was first approved by the Arkansas Higher Education Coordinating Board (AHECB) in October 1998 with the latest revision in July 2013. Proposed clarification language is in *[italics]*, and deleted language is ~~struck through~~.

ADHE Executive Staff Recommendation

***RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the clarification statements for concurrent enrollment policy implementation effective August 2014.*

FURTHER RESOLVED, That the Arkansas Higher Education Coordinating Board the policy amendment on concurrent enrollment effective Fall 2013. The concurrent enrollment policy outlines the guidelines for concurrent program participation; however, Arkansas state-supported colleges and universities are not required to participate in a concurrent enrollment program; and a high school/school district may choose to partner with more than one Arkansas college/university for concurrent courses.

FURTHER RESOLVED, That any Arkansas state-supported college or university that chooses to participate in a concurrent enrollment program with a public school district, private high school, or home-school student shall implement and administer the concurrent program in accordance with the policies of the Arkansas Higher Education Coordinating Board and the rules of the Arkansas State Board of Education. *[An out-of-state college or university that chooses to participate in a concurrent enrollment program with a public school district, private high school, or home-school student must be authorized to offered college courses to Arkansans under Arkansas Code §6-61-301 and AHECB Policy 5.2-ICAC Rules; and shall implement and administer the concurrent program in accordance with the policies of the Arkansas Higher Education Coordinating Board and the rules of the Arkansas State Board of Education.]*

FURTHER RESOLVED, That any college or university that chooses to participate in a concurrent enrollment program must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) <u>or</u> must

Proposed Clarification

be authorized by Arkansas Higher Education Coordinating Board no later than August 1, 2015. A college/university not offering concurrent courses currently must have AHECB initial authorization for the institutional concurrent enrollment program prior to the offering of concurrent courses.

FURTHER RESOLVED, That Arkansas state-supported colleges and universities will not participate with Arkansas Early College High School (AECHS) in the delivery of blended AP/concurrent courses for college credit.

FURTHER RESOLVED, That Arkansas state-supported colleges and universities will not participate with AECHS in the offering of single courses for multiple higher education institutions.

FURTHER RESOLVED, That ADHE staff will review, in cooperation with the Arkansas Department of Education, the blended AP/concurrent course offerings throughout the state to determine if these courses are in keeping with the concurrent enrollment policy as outlined in this agenda item.

FURTHER RESOLVED, That the Coordinating Board instructs the ADHE staff to submit an annual report on concurrent course enrollment to the Board which will include institutional data on concurrent course offerings and locations, and could include ADHE Executive Staff Recommendations for policy amendments on the administration, continuance, and funding of the concurrent enrollment program. *[The report also could include proposed clarification statements for concurrent policy implementation.]*

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

Proposed Clarification

CONCURRENT ENROLLMENT POLICY
Effective Fall 2013
[Clarification Statements Effective August 2014]

I. Concurrent Enrollment is the enrollment of a high school student in a college course taught on a high school campus (or in selected cases on the college campus *[or by distance/digital technology]*) for high school credit and college-level credit. (Arkansas Code §6-18-223)

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

II. Concurrent Course Credit – Institutional Requirements

For concurrent course enrollments to be counted for FTE/higher education funding purposes, the following conditions must be met:

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

2. Concurrent Credit Courses - Concurrent credit courses must be freshman-level and/or sophomore-level college/university courses that are approved through the established process of an institution and included in the institutional catalog. The general education courses offered for concurrent credit must be listed in the Arkansas Course Transfer System (ACTS). A list of the career and technical education (CTE) courses offered for concurrent credit must be attached to the signed Memorandum of Understanding (MOU) between the high school/school district and the college/university.

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

   The college/university administration must exercise direct oversight of all aspects of the concurrent course, including participation in the faculty selection, orientation, and evaluation processes.

Proposed Clarification

The instructor teaching the college course for concurrent credit must:

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

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

If there is not agreement among multiple institutions offering college courses at one high school/school district, the college/university seeking clarification on the implementation of the concurrent enrollment policy must contact the ADHE Director in writing and follow AHECB Policy 5.17: Off-Campus Instruction Policy-Criteria for Conflict Resolution.

3. AP/Concurrent *[or IB/Concurrent]* Blended Courses **(College/University Participation Optional)** - Advanced Placement (AP) courses are high school courses in which students are required to take the AP Exam and make the requisite score in order to receive college credit from an Arkansas institution of higher education. *[The International Baccalaureate (IB) Diploma Programme is a comprehensive two-year curriculum and assessment system that requires students to study six subjects and core components across all disciplines with assessment of student work both by external examiners as well as the students' own teachers to ensure that a common standard is applied equally to the work of all students internationally. Students also may elect to enroll in individual IB courses and receive a minimum course score for college/university recognition.]* (Student enrollments in AP *[or IB]* courses cannot be reported through the Arkansas Higher Education Student Information System.)

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

- Colleges and universities that offer blended AP *[or blended IB]* concurrent courses must ensure that these blended courses meet all the requirements of concurrent courses as set forth in this concurrent enrollment policy.

- The AP course guidelines specified by the College Board in its published course description must be incorporated into the blended AP/concurrent course syllabus*, [and the core IB programme requirements must be*

Proposed Clarification

incorporated into the blended IB/concurrent course syllabus].

- The *blended AP/concurrent* course syllabus must be submitted by the *high school* teacher for approval by the College Board AP Course Audit; *and the school district must have on file the written documentation of the College Board approval of the blended AP/concurrent course syllabus.* A copy of the blended AP/concurrent course syllabus currently approved by the College Board must be submitted for college/university approval during the concurrent instructor/course approval process. *[A copy of the blended IB/concurrent course syllabus also must be on file at the school district.]*

- **All students enrolled in blended AP concurrent courses are required to take the AP exam;** and the high school must have written documentation on file of the students who took the AP exam with this AP exam data provided to the college/university upon request. *[There also must be written documentation on file of the students who took the IB assessment with this assessment data provided to the college/university upon request.]*

- Students can earn at least three semester credit hours of college credit and one unit of high school credit for successful completion of one blended AP/*[or blended IB]* concurrent course only if the student registers for concurrent course credit at the beginning of the term. (A minimum score on the AP exam *[or IB assessment]* is not required for the student to earn college credit for the blended AP/*[or blended IB]* concurrent course.) All other students enrolled in the blended AP/*[or blended IB]* concurrent course can earn only one unit of high school credit for the course.

- *Students enrolled in these blended AP [or blended IB]* concurrent courses must meet all college/university requirements included in this concurrent enrollment policy.

- Any high school that cannot furnish data on AP *[or blended IB] t*est takers (during an ADE/ADHE concurrent enrollment program audit) will not be approved for the continued offering of blended AP *[or blended IB]* concurrent courses.

4. Concurrent Course Ownership

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

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

Proposed Submission

- Ensure that instructors receive continuing collegial interaction with college faculty through professional development, required seminars, and site visits. These interactions will address topics such as course content, course delivery, student learning assessment, in-class evaluation, and professional development in the field of study.

- Ensure that students have the opportunity to utilize institutional resources including the college/university library and academic advising on the college/university campus.

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

5. Teaching Credentials

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

The teacher of the blended AP/concurrent course(s) must have completed AP training in the subject area(s), must have a master's degree with a minimum of 18 graduate college credit hours in the subject area being taught, must be approved to teach the concurrent course(s) by the college/university, and must provide the college/university with documentation of successful completion of AP training. *[The teacher of the blended IB/concurrent course(s) must have a master's degree that includes a minimum of 18 graduate college credit hours in the subject area being taught, and must be approved to teach the concurrent course(s) by the college/university. The high school must provide the college/university with documentation that teacher of the blended IB/concurrent courses(s) has been approved/assigned by the high school to teach the IB course(s).]*

The instructor of record must be the individual that teaches the concurrent course(s); and for general education concurrent courses and blended AP *[or blended IB]* concurrent courses these individuals must have a master's degree that includes a minimum of 18 graduate college credit hours in the subject areas being taught.

For the purpose of teaching a concurrent course under this policy, an individual under contract with the school district as a teacher will not be considered an adjunct faculty member of the college/university.

Proposed Clarification

III. Concurrent Course Enrollment

Concurrent College Admission

High school students enrolled in general education concurrent courses will be those who have successfully completed the eighth grade and are admitted to the college/university as non-award seeking students.

Each college/university must specify the concurrent admission requirements for high school students.

Concurrent Course Registration

Because discrete classes that totally separate concurrent credit students from non-concurrent credit students may be prohibitive to operate in some cases, those classes with a mixed population must have at least a majority of the students enrolled for concurrent credit; and all high school students enrolled in the concurrent course must meet the same requirements for completion of the course whether or not the student is registered for college credit. The concurrent course withdrawal process and procedures must be implemented in accordance with established college/university guidelines.

Concurrent/*Dual* Course Placement/Statewide Minimum Exam Scores

High school students must have scored 19 or better on the ACT Reading sub-test or have a score on the EXPLORE, PLAN or PSAT assessments (see Table 1) that are projected to produce a 19 or better on the ACT Reading sub-test, or comparable score on the SAT, ASSET or COMPASS, to enroll in any general education (ACTS) course.

Enrollment in English Composition and mathematics courses also require a 19 or better on the respective ACT sub-test or a score on the EXPLORE, PLAN or PSAT assessments (see Table 1) that are projected to produce a 19 or better on the respective ACT sub-tests or comparable score on the SAT, COMPASS or ASSET.

The designated exam scores are statewide minimum scores. **Any college/university campus may elect to set higher minimum scores for general education concurrent courses, and may choose to require the COMPASS or ASSET score in addition to EXPLORE, PLAN or PSAT scores.**

Table 1
EXPLORE and PLAN Scores that Project an ACT Score of 19

ACT sub-test	ACT/COMPASS/ASSET	EXPLORE	PLAN
Reading	19/83/43	14	15
Math	19/41/39	15	17
English	19/80/45	14	16

PSAT Scores that Project the Statewide Minimum SAT Scores

Proposed Curriculum

SAT sub-test	*SAT*	*PSAT*	*[ESL Proficiency Level]*
Reading	*470*	*47*	
Math	*460*	*46*	
English/Writing	*450*	*45*	

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

Only students who are enrolled in concurrent courses for college credit can be counted for FTE purposes by the college/university.

Students enrolled in blended AP *[or blended IB]* concurrent courses can be counted for FTE purposes.

Students enrolled in career and technical education courses for concurrent credit at a secondary center can be counted for FTE purposes.

High school students enrolled in remedial/developmental courses for concurrent credit cannot be counted for FTE and higher education funding purposes.

(Note: More details on data reporting for concurrent enrollment will be included in ADHE guidelines on institutional data submissions.)

V. Concurrent Course Enrollment - Payment of Tuition and Fees

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

Colleges and universities *cannot* claim student semester credit hours or funding if tuition is not received by the institution in any form.

The high school student shall be responsible for all costs of college/university courses taken for concurrent credit, unless the costs for these courses are paid by the public school district, a college/university scholarship, a grant, or a private foundation. **If the costs for a college/university course(s) are paid by the public school district, a college/university scholarship, a grant, or a private foundation; a signed agreement must exist between the public school district, the external entity or foundation, and the Arkansas state-supported college/university.**

If the college/university sets tuition and fees at a lower rate than the regular full tuition rate on campus, the difference between the regular rate and the charged rate must be reported as an academic scholarship for all purposes and must be reported as such to ADHE.

For formula recommendation purposes, ADHE will include the regular full tuition and fees for all concurrent courses (except remedial/developmental education concurrent courses) in the funding recommendation.

Proposed Clarification

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

High school students enrolled in college/university remedial/developmental education courses for concurrent credit cannot be counted for FTE/higher education funding purposes.

(Note: More details on funding for concurrent enrollment will be included in AHECB institutional finance policy.)

VI. Concurrent Course Enrollment - Career and Technical Education Courses

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

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

A high school senior who possesses at least an ACT sub-test score of 17 in English, reading or mathematics (or comparable exam score) may enroll in the requisite remedial/ developmental education courses in English, reading, and mathematics at an Arkansas state-supported college/university.

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

A remedial/developmental education course cannot be used to meet the high school or college/university core subject area/unit requirements in English and mathematics. A three-semester credit hour remedial/developmental education course shall be the equivalent of one-half unit of credit for a high school career focus elective.

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

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

Proposed Clarification

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

VIII. Partnership Agreement/Memorandum of Understanding (MOU)

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

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

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

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

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

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

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

IX. State Authorization for Concurrent Enrollment Program

A college/university must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or be authorized by the Arkansas Higher

Proposed Clarification

Education Coordinating Board (AHECB) to participate in the Concurrent Enrollment Program (CEP).

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

The college/university must submit to ADHE no later than June 1, 2014, a copy of the written, signed MOU agreement between the college/university and high school/school district as verification of the on-campus college/university concurrent enrollment program. The MOU must outline in detail the concurrent enrollment arrangements between the two parties. A copy of the current written, signed MOU agreement must be submitted to ADHE by June 1 of each subsequent year for continued authorization.

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

II. *College/University with NACEP Accreditation*
Initial Authorization for Concurrent Enrollment Program
All colleges/universities with NACEP accreditation must provide written documentation to ADHE of NACEP accreditation status upon approval of this concurrent policy.

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

2) ***A college/university currently accredited by NACEP has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation and may request AHECB authorization to satisfy the requirements for continued CEP participation when current NACEP accreditation expires. The college/university must submit the written notification to ADHE no later than June 1, 2014, or June 1 of a subsequent year, requesting AHECB authorization for continued CEP participation.***

III. College/University without NACEP Accreditation (and offering Concurrent Courses on High School Campus)
Initial Authorization for Concurrent Enrollment Program
To receive initial authorization through the state review process*, developed in cooperation with the colleges and universities, and implemented by the Arkansas*

Proposed Clarification

Department of Higher Education (ADHE); ***a college/university must demonstrate that the college/university concurrent program meets or exceeds all requirements outlined in the AHECB Concurrent Enrollment Program (CEP) policy****.*

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

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

1. *Faculty*

Each college/university must have a policy for selecting faculty to teach concurrent courses that meets AHECB guidelines. Each concurrent instructor for general education courses at a minimum must hold a master's degree and have 18 graduate-level hours in the subject to be taught.
Each college/university must have an official transcript on file for each instructor approved for concurrent courses which clearly indicates that the concurrent faculty member has the required academic credentials.

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

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

2. *Courses*

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

3. *Syllabi and Textbooks*

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

4. *Students*

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

Each college/university must provide an explanation of how grades are awarded and recorded with the college/university Registrar.

Proposed Clarification

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

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

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

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

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

The Memorandum of Understanding must include the following:

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

Proposed Clarification

9. Description of the concurrent course billing process.

All evidence indicating how the college/university plans to offer a concurrent enrollment program must be submitted to ADHE by June 1, 2014, *(or by June 1 of a subsequent year if concurrent courses will be offered for the first time during the next academic year) for an evaluation by a a review team selected from among those designated by the Arkansas Department of Higher Education to serve on the Concurrent Review Committee. The Committee members will be selected by ADHE and will serve for a three-year period.*

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

AHECB Continued Authorization

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

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

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

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

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

Proposed Clarification

for discontinuation of the institutional concurrent enrollment program.

A college/university with NACEP accreditation must submit written documentation to ADHE of its current accreditation status within 30 days of NACEP notification of reaccreditation to maintain AHECB CEP continued authorization.

Adopted: Agenda Item No. 19 - October 23, 1998
Revised: Agenda Item No. 38- July 23, 1999; Agenda Item No. 12-April 27, 2007; Agenda Item No. 2-June 28, 2011
Amendment - Agenda Item No. 5-July 26, 2013
Proposed Clarification – Agenda Item No. 5-July 25, 2014

Proposed Clarification

RECOMMENDATIONS FOR EDUCATIONAL AND GENERAL OPERATIONS
STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION
2015-17 BIENNIUM

Background

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

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

At its April 25, 2014 meeting, the Arkansas Higher Education Coordinating Board approved the funding models for the two-year colleges, universities, and the technical centers (former technical institutes merged with universities). These models had been developed in conjunction with presidents and chancellors after meetings and revisions. The funding models were used to develop the comparative needs of Arkansas institutions of higher education in terms of the average funding levels of schools in the SREB region.

The staff reviewed the justification requests submitted by the non-formula group and prepared preliminary funding recommendations based upon those requests. After making preliminary recommendations, the staff conducted budget meetings with all non-formula entities which had concerns with the recommendations. After the conclusion of all budget meetings, final recommendations were made in light of the appeals heard during the budget meetings.

The difference between the funding model determined needs of the entities compared to the Fiscal 2015 appropriations was $317.2 million. The funding gap (the difference between the formula determined need and the current fiscal year appropriation) is part of a phenomenon that occurs when there is an extended

economic downturn which is invariably accompanied by enrollment increases, declining state support and tuition increases (to replace a part of the lost state support). It should be emphasized that the funding needs of the institutions are the funds needed to bring Arkansas higher education to the **average** funding level of the SREB region. The funding gap took a number of years to reach its current level and may never be completely erased.

Operating Funding Recommendations for the 2015-17 Biennium

The operating needs are based upon the tuition policies established by the Arkansas Higher Education Coordinating Board's approval of Agenda Item 14 on April 27, 2012 and the funding formulas approved by the AHECB in April 2014.

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

The funding models have been updated with calendar year 2013 student semester credit hours (SSCH). The input data for the funding models were the SSCH by level and discipline as reported in the Student Information System for calendar year 2013 and the new educational and general square footage as reported in the Facilities Audit Program (FAP) 2014. The updated formula driven models represent a total need for funding of higher education institutions of $936,437,272 and non-formula entities of $231,765,192 in 2015-16.

Since it is not anticipated that the models will be fully funded in the near future, funding recommendations for 2015-16 are: For the **four-year institutions**, a 3.0% increase for all institutions based on the Higher Education Price Index (HEPI) which totals $10.9 million and further recommending that those institutions below 75% of the model be brought to that level which is an additional $78.4 million for a total four-year recommendation of $89.3 million in new funds.

For the **two-year institutions**, a 3.0% increase for all institutions based on the Higher Education Price Index (HEPI) which totals $3.8 million and further recommending that those institutions below 75% of the model be brought to that level which is an additional $14.95 million for a total two-year recommendation of $18.8 million in new funds.

For the **technical centers** the recommendation is for a 3.0% increase based on the HEPI index which is $158,184 and further recommending that those institutions below 75% of the model be brought to that level which is an additional $3.0 million for a total technical center recommendation of $3.2 million in new funds.

For the **non-formula entities** the recommendation is for a 3.0% increase based on the HEPI index and a recommendation of full funding which combined would require an additional $32.6 million, of which $13.7 million would be for the University of Arkansas for Medical Sciences (UAMS).

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

The individual institutional recommendations for all four types of institutions (Colleges, Universities, Technical Centers, and Non-Formula Entities) were determined in the following manner: The general revenue funds were distributed based upon the need for new funds as determined by the three funding formulas and the ADHE staff determined need of the non-formula entities. The non-formula needs were based up the justifications submitted by the institutions. **The total recommendation for 2015-16 for Colleges, Universities, Non-Formula Entities and Technical Centers is $143.8 million in new revenue.**

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

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

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

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

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board adopts the recommendations for state funding of the educational and general operations of Arkansas public institutions of higher education in the 2015-17 biennium as included in Tables 1A, 1B, 1C, 1D and 1E.
>
> **FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to prepare appropriate documents for transmission to the Governor and the General Assembly of the 2015-17 operating recommendations of the Arkansas Higher Education Coordinating Board.
>
> **FURTHER RESOLVED,** That should any errors of a technical nature be found in these recommendations, the Director of the Arkansas Department of Higher Education is authorized to make appropriate corrections consistent with the policy established by the Board's action on these recommendations.

Table A. Summary of Operating Needs & Recommendations for the 2015-17 Biennium

Institution Type	Fiscal Year 2014-15 Base: 90% Current RSA Base	10% Performance Funding	Total Current RSA Base (4/14/14)	EETF (7/11/14)	WF2000 (7/21/14)	Total Fiscal Year Base	FY2015-16 AHECB Recommendations: 100% Model Calculated Need	Total Recommendation	New Funds	% Inc	FY2016-17 AHECB Recommendations: Total Recommendation	New Funds	% Inc
Colleges	127,731,761	14,192,418	141,924,179	7,275,820	22,366,889	171,566,888	230,145,895	190,353,576	18,786,688	11.0%	196,064,183	5,710,607	3.0%
Universities	362,882,558	40,320,284	403,202,842	37,040,033	0	440,242,876	692,901,461	529,495,850	89,252,974	20.3%	545,380,725	15,884,875	3.0%
Subtotal	490,614,319	54,512,702	545,127,021	44,315,853	22,366,889	611,809,763	923,047,356	719,849,426	108,039,662	17.7%	741,444,908	21,595,483	3.0%
Technical Centers			5,272,810	0	2,136,352	7,409,162	13,389,916	10,594,523	3,185,361	43.0%	10,912,358	317,836	3.0%
Grand Total			550,399,831	44,315,853	24,503,241	619,218,925	936,437,272	730,443,948	111,225,023	18.0%	752,357,267	21,913,318	3.0%

Non-Formula Entity Type	Fiscal Year 2014-15 Base: Total Current RSA Base (4/14/14)	EETF (7/11/14)	Total Fiscal Year Base	FY2015-16 AHECB Recommendations: 100% ADHE Recommendations	Total Recommendation	New Funds	% Inc	FY2016-17 AHECB Recommendations: Total Recommendation	New Funds	% Inc
Non-Formula Entities	87,958,144	13,480,350	101,438,494	120,334,883	120,334,883	18,896,389	18.6%	$125,133,904	$4,799,021	25.4%
Health Care-Related UAMS	88,204,430	9,564,025	97,768,455	111,430,309	111,430,309	13,661,854	14.0%	$115,547,246	$4,116,937	30.1%
Grand Total	176,162,574	23,044,375	199,206,949	231,765,192	231,765,192	32,558,243	16.3%	$240,681,150	$8,915,958	27.4%

All Institution Types	Fiscal Year 2014-15 Base: 90% Current RSA Base	10% Performance Funding	Total Current RSA Base (4/14/14)	EETF (7/11/14)	WF2000 (7/21/2014)	Total Fiscal Year Base	FY2015-16 AHECB Recommendation: Total Recommendation	New Funds	% Inc	FY2016-17 AHECB Recommendation: Total Recommendation	New Funds	% Inc
Total	**490,614,319**	**54,512,702**	**726,562,405**	**67,360,228**	**24,503,241**	**818,425,874**	**962,209,140**	**143,783,266**	**17.6%**	**993,038,417**	**30,829,277**	**3.2%**

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NOTE: FY2014-15 Base - DFA Forecast as of 4/14/2014

Table B. 2015-17 Four-Year Universities Recommendations

	2014-15					FY2015-16							FY2016-17	
Inst	90% Needs-based RSA Base	10% Outcomes-based RSA Base	Total RSA	EETF	Total Base (RSA & EETF)	Total Need	% of Need	3.0% Continuing Level on RSA (90% Needs-Based)	Adjustment to Reach 75% of Need	New Funds	Total Recommendation	% of Need	3.0% Continuing Level	Total Recommendation
ASUJ	50,740,480	5,637,831	56,378,311	6,010,765	62,389,076	104,350,407	59.8%	1,522,214	14,351,515	15,873,729	78,262,805	75.0%	2,347,884	80,610,689
ATU	26,839,746	2,982,194	29,821,940	2,063,110	31,885,050	53,552,923	59.5%	805,192	7,474,450	8,279,642	40,164,692	75.0%	1,204,941	41,369,633
HSU	16,798,883	1,866,543	18,665,426	2,134,190	20,799,616	24,533,394	84.8%	503,967		503,967	21,303,582	86.8%	639,107	21,942,689
SAUM	14,026,479	1,558,498	15,584,976	1,261,779	16,846,756	23,106,114	72.9%	420,794	62,036	482,830	17,329,586	75.0%	519,888	17,849,473
UAF	105,782,841	11,753,649	117,536,490	9,346,888	126,883,378	231,597,916	54.8%	3,173,485	43,641,574	46,815,059	173,698,437	75.0%	5,210,953	178,909,390
UAFS	18,535,154	2,059,462	20,594,615	3,127,187	23,721,803	35,333,358	67.1%	556,055	2,222,161	2,778,216	26,500,018	75.0%	795,001	27,295,019
UALR	51,000,535	5,666,726	56,667,261	5,419,788	62,087,049	89,854,968	69.1%	1,530,016	3,774,161	5,304,177	67,391,226	75.0%	2,021,737	69,412,963
UAM	11,761,041	1,306,782	13,067,823	1,088,956	14,156,779	17,717,248	79.9%	352,831		352,831	14,509,610	81.9%	435,288	14,944,899
UAPB	19,594,164	2,177,129	21,771,294	1,890,404	23,661,697	24,739,972	95.6%	587,825		587,825	24,249,522	98.0%	727,486	24,977,008
UCA	47,803,235	5,311,471	53,114,705	4,696,967	57,811,672	88,115,161	65.6%	1,434,097	6,840,602	8,274,699	66,086,371	75.0%	1,982,591	68,068,962
Total	**362,882,558**	**40,320,284**	**403,202,842**	**37,040,033**	**440,242,876**	**692,901,461**	**63.5%**	**10,886,477**	**78,366,497**	**89,252,974**	**529,495,850**	**76.4%**	**15,884,875**	**545,380,725**

Table C. 2015-17 Two-Year Colleges Recommendations

Inst	FY2014-15						FY2015-16							FY2016-17	
	90% Needs-based RSA Base	10% Outcomes-based RSA Base	Total RSA Base	EETF	WF2000	Total Base (RSA, EETF & WF2000)	Total Need	% of Need Met	3.0% Continuing Level on RSA (90% Needs-Based)	Adjustment to Reach 75% of Need	New Funds	Total Recommendation	% of Need Met	3.0% Continuing Level	Total Recommendation
ANC	7,719,347	857,705	8,577,052	736,111	723,753	10,036,916	10,047,212	99.9%	231,580		231,580	10,268,497	100.0%	308,055	10,576,552
ASUB	10,652,154	1,183,573	11,835,727	1,468,406	794,044	14,098,177	14,903,030	94.6%	319,565		319,565	14,417,742	96.7%	432,532	14,850,274
ASUMH	3,283,299	364,811	3,648,110	0	815,811	4,463,921	7,409,518	60.2%	98,499	994,719	1,093,218	5,557,139	75.0%	166,714	5,723,853
ASUN	5,393,064	599,229	5,992,293	0	1,403,661	7,395,954	10,620,472	69.6%	161,792	407,608	569,400	7,965,354	75.0%	238,961	8,204,315
BRTC	5,502,164	611,352	6,113,516	0	2,223,088	8,336,604	11,507,155	72.4%	165,065	128,697	293,762	8,630,366	75.0%	258,911	8,889,277
CCCUA	3,056,222	339,580	3,395,802	0	1,337,033	4,732,835	7,077,894	66.9%	91,687	483,899	575,586	5,308,421	75.0%	159,253	5,467,673
CotO	3,174,535	352,726	3,527,261	0	1,144,993	4,672,254	6,398,044	73.0%	95,236	31,043	126,279	4,798,533	75.0%	143,956	4,942,489
EACC	5,209,252	578,806	5,788,058	768,454	0	6,556,512	6,704,153	97.8%	156,278		156,278	6,712,789	100.0%	201,384	6,914,173
MSCC	3,472,206	385,801	3,858,007	0	2,169,328	6,027,335	8,068,853	74.7%	104,166		104,166	6,131,501	76.0%	183,945	6,315,446
NAC	7,170,268	796,696	7,966,964	453,840	569,510	8,990,314	10,630,436	84.6%	215,108		215,108	9,205,422	86.6%	276,163	9,481,584
NPCC	8,141,840	904,649	9,046,489	1,149,330	661,439	10,857,258	12,522,410	86.7%	244,255		244,255	11,101,514	88.7%	333,045	11,434,559
NWACC	9,557,282	1,061,920	10,619,202	1,015,712	0	11,634,914	22,332,054	52.1%	286,718	4,827,408	5,114,127	16,749,041	75.0%	502,471	17,251,512
OZC	2,813,828	312,648	3,126,475	0	1,259,310	4,385,785	7,241,864	60.6%	84,415	961,198	1,045,613	5,431,398	75.0%	162,942	5,594,340
PCCUA	8,156,779	906,309	9,063,088	748,370	524,636	10,336,094	10,344,459	99.9%	244,703		244,703	10,580,797	100.0%	317,424	10,898,221
PTC	13,623,693	1,513,744	15,137,437	0	2,251,370	17,388,807	30,593,918	56.8%	408,711	5,147,921	5,556,632	22,945,439	75.0%	688,363	23,633,802
RMCC	2,886,182	320,687	3,206,869	202,844	0	3,409,713	4,547,037	75.0%	86,585		86,585	3,496,298	76.9%	104,889	3,601,187
SACC	5,430,876	603,431	6,034,307	525,567	456,843	7,016,717	8,548,192	82.1%	162,926		162,926	7,179,643	84.0%	215,389	7,395,033
SAUT	5,134,960	570,551	5,705,511	207,186	0	5,912,697	9,547,617	61.9%	154,049	1,093,966	1,248,015	7,160,713	75.0%	214,821	7,375,534
SEAC	5,073,118	563,680	5,636,798	0	1,955,738	7,592,536	7,811,396	97.2%	152,194		152,194	7,744,730	99.1%	232,342	7,977,071
UACCB	3,717,955	413,106	4,131,061	0	858,220	4,989,281	6,381,304	78.2%	111,539		111,539	5,100,820	79.9%	153,025	5,253,844
UACCH	4,042,797	449,200	4,491,997	0	1,939,647	6,431,644	7,156,218	89.9%	121,284		121,284	6,552,928	91.6%	196,588	6,749,516
UACCM	4,519,940	502,216	5,022,155	0	1,278,465	6,300,620	9,752,659	64.6%	135,598	878,276	1,013,874	7,314,494	75.0%	219,435	7,533,929
Total	**127,731,761**	**14,192,418**	**141,924,179**	**7,275,820**	**22,366,889**	**171,566,888**	**230,145,895**	**74.5%**	**3,831,953**	**14,954,736**	**18,786,688**	**190,353,576**	**82.7%**	**5,710,607**	**196,064,183**

Table D. 2015-17 Technical Centers Recommendations

Institution	FY2014-15			FY2015-16							FY2016-17	
	RSA	Workforce 2000	Total Base	100% Model Calculated Need	% of Need Met	3.0% Continuing Level on RSA	Adjustment to 75% of Need	New Funds	Total Recommendation	% of Need	3.0% Continuing Level	Total Recommendation
ATU-Ozark	2,394,591	786,662	3,181,253	8,165,036	39.0%	71,838	2,870,686	2,942,524	6,123,777	75.0%	183,713	6,307,490
UAM-Crossett	1,154,300	650,551	1,804,851	2,661,293	67.8%	34,629	156,490	191,119	1,995,970	75.0%	59,879	2,055,849
UAM-McGehee	1,723,919	699,139	2,423,058	2,563,587	94.5%	51,718		51,718	2,474,776	96.5%	74,243	2,549,019
Total	**5,272,810**	**2,136,352**	**7,409,162**	**13,389,916**	**55.3%**	**158,184**	**3,027,176**	**3,185,361**	**10,594,523**	**79.1%**	**317,836**	**10,912,358**

Table E. 2015-17 Non-Formula Entities Recommendations

Institution/Entity	FY2014-15 Base RSA	FY2014-15 Base EETF	FY2014-15 Base Total Base	FY2015-16 100% ADHE Recommendation	FY2015-16 AHECB Recommendations 3.0% Increase on RSA	FY2015-16 AHECB Recommendations Adjustment to 100% of ADHE Recommendation	FY2015-16 AHECB Recommendations Total New Funds	FY2015-16 AHECB Recommendations Total Recommendation	FY2016-17 100% ADHE Recommendation	FY2016-17 AHECB Recommendations 3.0% Continuing Level	FY2016-17 AHECB Recommendations Adjustment to 100% of ADHE Recommendation	FY2016-17 AHECB Recommendations Total New Funds	FY2016-17 AHECB Recommendations Total Recommendation
ADTEC/ADWIRED	1,500,000		1,500,000	2,045,000	45,000	500,000	545,000	2,045,000	2,091,350	46,350	0	46,350	2,091,350
AREON	0		0	1,365,000	0	1,365,000	1,365,000	1,365,000	2,797,500	0	1,432,500	1,432,500	2,797,500
ASU-System Office	2,362,680	143,972	2,506,652	2,764,360	70,880	186,828	257,708	2,764,360	2,851,591	73,007	14,224	87,231	2,851,591
ASU-Heritage	350,000		350,000	2,360,500	10,500	2,000,000	2,010,500	2,360,500	2,431,315	10,815	60,000	70,815	2,431,315
HSU-CEC	210,585		210,585	1,216,903	6,318	1,000,000	1,006,318	1,216,903	1,223,410	6,507	0	6,507	1,223,410
NWACC-CPTC	0		0	118,282	0	118,282	118,282	118,282	118,282	0	0	0	118,282
SACC-Arboretum	0		0	75,000	0	75,000	75,000	75,000	75,000	0	0	0	75,000
SAUT-ETA	368,404	34,622	403,026	614,224	11,052	200,145	211,198	614,224	625,608	11,384	0	11,384	625,608
SAUT-FTA	1,651,221	87,629	1,738,850	2,346,119	49,537	557,733	607,269	2,346,119	2,378,031	51,023	0	51,023	2,397,142
UA-SYS	3,417,950	268,797	3,686,747	4,033,351	102,539	244,066	346,604	4,033,351	4,145,878	105,615	6,912	112,527	4,145,878
UA-AS	2,327,380	132,872	2,460,252	2,706,471	69,821	176,398	246,219	2,706,471	2,783,663	71,916	5,276	77,192	2,783,663
UA-DivAgri	62,800,138	5,524,135	68,324,273	71,888,097	1,884,004	1,679,820	3,563,824	71,888,097	74,272,021	1,940,524	443,400	2,383,924	74,272,021
UA-ASMSA	1,113,015	7,288,324	8,401,339	8,965,364	33,390	530,635	564,025	8,965,364	8,999,756	34,392	0	34,392	8,999,756
UA-CS	2,295,575		2,295,575	2,454,442	68,867	90,000	158,867	2,454,442	2,528,076	70,933	2,701	73,634	2,528,076
UA-CJI	1,825,769		1,825,769	2,740,542	54,773	860,000	914,773	2,740,542	2,822,758	56,416	25,800	82,216	2,822,758
UAF-ARTP	0		0	250,000	0	250,000	250,000	250,000	250,000	0	0	0	250,000
UAF-Autism	0		0	2,500,000	0	2,500,000	2,500,000	2,500,000	2,500,000	0	0	0	2,500,000
UAF-GWG	0		0	500,000	0	500,000	500,000	500,000	500,000	0	0	0	500,000
UAF-Pryor Center	0		0	250,000	0	250,000	250,000	250,000	250,000	0	0	0	250,000
UAF-WTC AR	0		0	250,000	0	250,000	250,000	250,000	252,588	0	2,588	2,588	252,588
UALR-RAPS	4,087,836		4,087,836	6,399,471	122,635	2,189,000	2,311,635	6,399,471	6,591,455	126,314	65,670	191,984	6,591,455
UAPB-Nonformula*	3,647,591		3,647,591	4,491,757	844,166	0	844,166	4,491,757	4,626,511	134,753	1	134,754	4,626,511
Total	**87,958,144**	**13,480,350**	**101,438,494**	**120,334,883**	**3,373,483**	**15,522,906**	**18,896,389**	**120,334,883**	**125,114,793**	**2,739,949**	**2,059,072**	**4,799,021**	**125,133,904**

*Increase for RSA is greater than 3% for federal matching purposes.

Health-Related Non-Formula Entity - UAMS

	FY2014-15 Base RSA	FY2014-15 Base EETF	FY2014-15 Base Total Base	FY2015-16 100% ADHE Recommendation	FY2015-16 AHECB Recommendations 3.0% Increase on RSA	FY2015-16 AHECB Recommendations Adjustment to 100% of ADHE Recommendation	FY2015-16 AHECB Recommendations Total New Funds	FY2015-16 AHECB Recommendations Total Recommendation	FY2016-17 100% ADHE Recommendation	FY2016-17 AHECB Recommendations 3.0% Increase on RSA	FY2016-17 AHECB Recommendations Adjustment to 100% of ADHE Recommendation	FY2016-17 AHECB Recommendations Total New Funds	FY2016-17 AHECB Recommendations Total Recommendation
UAMS	79,456,661	9,331,813	88,788,474	102,186,919	2,383,700	11,014,745	13,398,445	102,186,919	106,033,550	2,455,211	1,391,420	3,846,631	106,033,550
UAMS-ABUSE/RAPE/DV	735,000		735,000	757,050	22,050	0	22,050	757,050	779,762	22,712	0	22,712	779,762
UAMS-Child Safety	720,588		720,588	742,206	21,618	0	21,618	742,206	764,472	22,266	0	22,266	764,472
UAMS-Ped/Pysch/Res.	1,950,000		1,950,000	2,008,500	58,500	0	58,500	2,008,500	2,068,755	60,255	0	60,255	2,068,755
UAMS-IC	5,342,181	232,212	5,574,393	5,735,634	160,265	976	161,241	5,735,634	5,900,708	165,073	0	165,074	5,900,708
Total	**88,204,430**	**9,564,025**	**97,768,455**	**111,430,309**	**2,646,133**	**11,015,722**	**13,661,854**	**111,430,309**	**115,547,246**	**2,725,517**	**1,391,420**	**4,116,937**	**115,547,246**

PERSONAL SERVICES RECOMMENDATIONS FOR NON-CLASSIFIED PERSONNEL 2015-17 BIENNIUM

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

These recommendations, to be effective July 1, 2015, recognize the varying structures and sizes of institutions, while maintaining reasonable consistency among similar positions at institutions. The primary objective of the ADHE staff was to maintain relative uniformity in titles and line-item maximums for similar positions in comparable institutions, while recognizing the varying missions and structures of institutions, priorities of the new biennium, and FTE enrollment growth.

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

Institutions of higher education, apart from UAMS, have 19,251 non-classified positions currently authorized. For the 2015-17 biennium, institutions requested an increase of 1,216 non-classified positions and the deletion of 435 non-classified positions, for a net new request of 781 positions. ADHE staff recommends a net increase of 739 non-classified positions, for a total recommendation of 19,990 positions (a 3.8 percent increase). UAMS currently has 8,801 authorized non-classified positions and had no net new position request. ADHE staff recommends their request for a total of 8,801 non-classified positions.

Institutions' state funding is not based on the number of approved positions. Additional positions do not generate a need for new funding. If institutional growth necessitates additional positions during the year, positions may be requested from the appropriate pool.

Summaries of authorized, requested, and recommended positions for two-year and four-year institutions are shown in Table 7-A and Table 7-B. Recommended maximum salaries for selected key administrative and academic positions are shown in Table 7-C and Table 7-D.

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

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board adopts the recommended number of positions, titles, and maximum salaries for non-classified positions in academic, administrative, and auxiliary positions for the 2015-17 biennium as recommended by staff.
>
> **FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to make technical corrections consistent with Coordinating Board action.
>
> **FURTHER RESOLVED,** That the Coordinating Board requests the Director to transmit the Personal Services recommendations to the Governor and the General Assembly for consideration for the 2015-17 biennium.

TABLE 7-A 2015-17 PERSONAL SERVICES SUMMARY FOR INSTITUTIONS OF HIGHER EDUCATION
NON-CLASSIFIED POSITIONS FOR UNIVERSITIES

		Authorized 2014-15 Positions*				Filled 2013-14 Positions*				Deleted Positions				Requested Added Positions*				Recommended Added Positions				Total Positions				Percent Increase			
Institution	AY 2013 FTE	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total
Four-Year Institutions: Sorted by SREB Grouping																													
UAF	22,733	652	2,303	254	3,209	566	1,820	215	2,601	4	0	0	4	77	122	33	232	77	122	33	232	725	2,425	287	3,437	11.2%	5.3%	13.0%	7.1%
UA-AAS		3	62	0	65	3	35	0	38	0	0	0	0	0	0	0	0	0	0	0	0	3	62	0	65	0.0%	0.0%	0.0%	0.0%
UA-AES		84	582	0	666	63	442	0	505	0	0	0	0	0	4	0	4	0	4	0	4	84	586	0	670	0.0%	0.7%	0.0%	0.6%
UA-CES		357	218	0	575	291	150	0	441	0	0	0	0	0	0	0	0	0	0	0	0	357	218	0	575	0.0%	0.0%	0.0%	0.0%
UA-CJI		33	0	0	33	22	0	0	22	0	0	0	0	0	0	0	0	0	0	0	0	33	0	0	33	0.0%	0.0%	0.0%	0.0%
UA-CS		10	21	0	31	8	12	0	20	0	0	0	0	0	0	0	0	0	0	0	0	10	21	0	31	0.0%	0.0%	0.0%	0.0%
UA-SYS		53	0	0	53	43	0	0	43	0	0	0	0	23	0	0	23	23	0	0	23	76	0	0	76	43.4%	0.0%	0.0%	43.4%
UA-ASMSA		56	73	0	129	47	55	0	102	7	1	0	8	8	0	0	8	8	0	0	8	57	72	0	129	1.8%	-1.4%	0.0%	0.0%
UA-GWG		14	0	0	14	10	0	0	10	0	0	0	0	0	0	0	0	0	0	0	0	14	0	0	14	0.0%	0.0%	0.0%	0.0%
AREON		11	0	0	11	6	0	0	6	2	0	0	2	2	0	0	2	2	0	0	2	11	0	0	11	0.0%	0.0%	0.0%	0.0%
ASUJ	12,368	244	1,038	63	1,345	223	976	61	1,260	4	4	0	8	14	145	8	167	6	130	8	144	246	1,164	71	1,481	0.8%	12.1%	12.7%	10.1%
ASU-SYS		21	0	0	21	18	0	0	18	3	0	0	3	3	0	0	3	3	0	0	3	21	0	0	21	0.0%	0.0%	0.0%	0.0%
ASU-ABI		15	26	0	41	10	17	0	27	0	0	0	0	0	4	0	4	0	4	0	4	15	30	0	45	0.0%	15.4%	0.0%	9.8%
UALR	9,616	317	1,373	48	1,738	258	993	40	1,291	3	30	0	33	3	30	0	33	3	30	0	33	317	1,373	48	1,738	0.0%	0.0%	0.0%	0.0%
UCA	10,139	222	1,215	83	1,520	181	973	71	1,225	0	0	0	0	20	0	0	20	20	0	0	20	242	1,215	83	1,540	9.0%	0.0%	0.0%	1.3%
ATU	8,030	153	646	31	830	138	578	25	741	0	300	0	300	73	420	15	508	57	420	13	490	210	766	44	1,020	37.3%	18.6%	41.9%	22.9%
ATU-Ozark		30	140	1	171	17	104	1	122	0	0	0	0	1	10	0	11	1	10	0	11	31	150	1	182	3.3%	7.1%	0.0%	6.4%
HSU	3,527	74	341	24	439	74	316	23	413	0	0	0	0	15	0	5	20	15	0	5	20	89	341	29	459	20.3%	0.0%	20.8%	4.6%
SAUM	3,005	52	249	10	311	51	245	9	305	0	0	0	0	18	0	3	21	15	0	3	18	67	249	13	329	28.8%	0.0%	30.0%	5.8%
UAM	2,412	52	265	23	340	45	188	15	248	0	0	0	0	0	0	0	0	0	0	0	0	52	265	23	340	0.0%	0.0%	0.0%	0.0%
UAMCT-C		5	41	0	46	4	29	0	33	0	0	0	0	0	2	0	2	0	2	0	2	5	43	0	48	0.0%	4.9%	0.0%	4.3%
UAMCT-M		5	42	0	47	5	23	0	28	0	0	0	0	1	2	0	3	1	2	0	3	6	44	0	50	20.0%	4.8%	0.0%	6.4%
UAM-AHEOTA-W		1	4	0	5	0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0	5	0.0%	0.0%	0.0%	0.0%
UAPB	2,558	75	266	34	375	60	200	31	291	2	0	1	3	5	0	7	12	5	0	6	11	78	266	39	383	4.0%	0.0%	14.7%	2.1%
UAPB-AES & EP		4	150	0	154	2	109	0	111	0	9	0	9	0	9	0	9	0	9	0	9	4	150	0	154	0.0%	0.0%	0.0%	0.0%
UAFS	6,103	155	683	34	872	127	555	25	707	0	0	0	0	0	0	0	0	0	0	0	0	155	683	34	872	0.0%	0.0%	0.0%	0.0%
Total without UAMS		2,698	9,738	605	13,041	2,272	7,823	516	10,611	25	344	1	370	263	748	71	1,082	236	733	68	1,037	2,909	10,127	672	13,708	7.8%	4.0%	11.1%	5.1%
UAMS		1,900	2,394	4,506	8,800	1,495	2,002	3,805	7,302	1	0	0	1	2	0	0	2	2	0	0	2	1,901	2,394	4,506	8,801	0.1%	0.0%	0.0%	0.0%
Total with UAMS		4,598	12,132	5,111	21,841	3,767	9,825	4,321	17,913	26	344	1	371	265	748	71	1,084	238	733	68	1,039	4,810	12,521	5,178	22,509	4.6%	3.2%	1.3%	3.1%
Total 2-yr & 4-yr without UAMS		3,485	15,152	614	19,251	2,942	12,009	523	15,474	44	390	1	435	317	827	72	1,216	290	813	71	1,174	3,731	15,575	684	19,990	7.1%	2.8%	11.4%	3.8%

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

TABLE 7-B 2015-17 PERSONAL SERVICES SUMMARY FOR INSTITUTIONS OF HIGHER EDUCATION
NON-CLASSIFIED POSITIONS FOR COLLEGES

Institution	AY 2013 FTE	Authorized 2014-15 Positions*				Filled 2013-14 Positions*				Deleted Positions				Requested Added Positions*				Recommended Added Positions				Total Positions				Percent Increase			
		Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total
Two-Year Institutions: Sorted by Institution																													
ANC	1,149	33	199	1	233	26	99	1	126	0	0	0	0	0	0	0	0	0	0	0	0	33	199	1	233	0.0%	0.0%	0.0%	0.0%
ASUB	3,387	56	356	1	413	47	325	1	373	0	1	0	1	1	0	0	1	1	0	0	1	57	355	1	413	1.8%	-0.3%	0.0%	0.0%
ASUMH	1,176	23	99	0	122	21	99	0	120	0	0	0	0	0	11	0	11	0	11	0	11	23	110	0	133	0.0%	11.1%	0.0%	9.0%
ASUN	1,546	29	206	0	235	24	148	0	172	0	5	0	5	4	0	0	4	4	0	0	4	33	201	0	234	13.8%	-2.4%	0.0%	-0.4%
BRTC	1,930	30	198	0	228	25	181	0	206	0	0	0	0	0	0	0	0	0	0	0	0	30	198	0	228	0.0%	0.0%	0.0%	0.0%
CCCUA	1,011	25	143	0	168	22	141	0	163	0	0	0	0	0	15	0	15	0	15	0	15	25	158	0	183	0.0%	10.5%	0.0%	8.9%
COTO	923	13	130	0	143	10	120	0	130	1	0	0	1	7	27	0	34	7	26	0	33	19	156	0	175	46.2%	20.0%	0.0%	22.4%
EACC	962	28	202	0	230	24	144	0	168	1	2	0	3	3	0	0	3	3	0	0	3	30	200	0	230	7.1%	-1.0%	0.0%	0.0%
MSCC	1,217	41	199	1	241	28	145	0	173	1	0	0	1	6	0	0	6	6	0	0	6	46	199	1	246	12.2%	0.0%	0.0%	2.1%
NAC	1,710	29	292	0	321	24	273	0	297	8	1	0	9	8	1	0	9	8	1	0	9	29	292	0	321	0.0%	0.0%	0.0%	0.0%
NPCC	2,257	36	258	1	295	34	212	1	247	0	7	0	7	7	0	0	7	7	0	0	7	43	251	1	295	19.4%	-2.7%	0.0%	0.0%
NWACC	5,634	92	758	0	850	78	629	0	707	1	12	0	13	8	5	0	13	8	5	0	13	99	751	0	850	7.6%	-0.9%	0.0%	0.0%
OZC	1,201	22	150	0	172	21	125	0	146	0	0	0	0	0	0	0	0	0	0	0	0	22	150	0	172	0.0%	0.0%	0.0%	0.0%
PCCUA	1,151	26	194	0	220	25	179	0	204	0	0	0	0	0	0	0	0	0	0	0	0	26	194	0	220	0.0%	0.0%	0.0%	0.0%
PTC	8,400	111	739	0	850	90	509	0	599	7	16	0	23	6	20	0	26	5	20	0	25	109	743	0	852	-1.8%	0.5%	0.0%	0.2%
RMCC	636	20	91	0	111	15	62	0	77	0	0	0	0	0	0	1	1	0	0	1	1	20	91	1	112	0.0%	0.0%	0.0%	0.9%
SACC	1,276	36	215	2	253	29	137	2	168	0	2	0	2	2	0	0	2	2	0	0	2	38	213	2	253	5.6%	-0.9%	0.0%	0.0%
SAUT	1,316	28	135	0	163	25	85	0	110	0	0	0	0	1	0	0	1	2	2	2	6	30	137	2	169	7.1%	1.5%	0.0%	3.7%
SAUT-FTA		2	50	0	52	2	35	0	37	0	0	0	0	0	0	0	0	0	0	0	0	2	50	0	52	0.0%	0.0%	0.0%	0.0%
SAUT-ECC		2	20	0	22	2	16	0	18	0	0	0	0	0	0	0	0	0	0	0	0	2	20	0	22	0.0%	0.0%	0.0%	0.0%
SEAC	1,258	21	279	0	300	19	138	0	157	0	0	0	0	0	0	0	0	0	0	0	0	21	279	0	300	0.0%	0.0%	0.0%	0.0%
UACCB	1,051	27	195	0	222	26	169	0	195	0	0	0	0	0	0	0	0	0	0	0	0	27	195	0	222	0.0%	0.0%	0.0%	0.0%
UACCH	1,054	23	126	1	150	21	96	0	117	0	0	0	0	1	0	0	1	1	0	0	1	24	126	1	151	4.3%	0.0%	0.0%	0.7%
UACCM	1,695	34	180	2	216	32	119	2	153	0	0	0	0	0	0	0	0	0	0	0	0	34	180	2	216	0.0%	0.0%	0.0%	0.0%
Grand Total		787	5,414	9	6,210	670	4,186	7	4,863	19	46	0	65	54	79	1	134	54	80	3	137	822	5448	12	6,282	4.4%	0.6%	33.3%	1.2%

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

TABLE 7-C
MAXIMUM LINE ITEM COMPARISONS FOR SELECTED KEY POSITIONS - AHECB RECOMMENDATIONS FOR FOUR-YEAR INSTITUTIONS: FY 2015-16

INSTITUTION	CHIEF EXECUTIVE OFFICER	CHIEF ACADEMIC OFFICER	CHIEF FISCAL OFFICER	CHIEF STUDENT OFFICER	DEAN	DEPT CHAIR	9-MONTH PROFESSOR	9-MONTH ASSOC PROFESSOR	9-MONTH ASSIST PROFESSOR	9-MONTH INSTRUCTOR
UAF**	291,748	217,818	195,258	174,804	187,630	238,810	179,108	140,383	136,082	90,461
ASUJ	238,703	199,407	167,295	164,754	159,672	149,502	144,419	126,619	105,993	82,704
UALR	238,703	199,407	167,295	144,791	159,672	149,502	144,419	126,619	105,993	82,704
UCA	238,703	199,407	167,295	164,754	159,672	149,502	144,419	126,619	105,993	82,704
ATU	238,703	199,407	167,295	164,754	159,673	149,502	144,419	126,619	105,993	82,704
HSU	212,180	160,306	160,305	157,869	152,996	143,251	138,379	121,316	101,565	79,242
SAUM	202,883	149,500	144,316	139,982	129,161	118,926	111,168	98,226	90,466	74,941
UAM	202,883	149,500	144,316	139,982	129,161	118,926	111,168	98,226	90,466	74,941
UAPB	216,300	149,500	144,316	139,982	129,161	118,926	111,168	98,226	90,466	74,941
UAFS	202,884	172,377	160,305	157,869	129,161	143,250	138,379	121,316	101,565	79,242
UAMS*	336,853	346,594	292,915	N/A	286,573	190,175	180,854	166,893	157,576	126,619
UA/SYS	417,918	217,818	197,799	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ASU/SYS	323,696	188,132	202,885	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*UAMS faculty salaries are for 12-month positions.
**UAF Chief Student Officer is listed as a Vice Provost

TABLE 7-D
MAXIMUM LINE ITEM COMPARISONS FOR SELECTED
KEY POSITIONS - AHECB RECOMMENDATIONS
FOR TWO-YEAR INSTITUTIONS: FY 2015-16

INST	CHIEF EXECUTIVE OFFICER	CHIEF ACADEMIC OFFICER	CHIEF FISCAL OFFICER	CHIEF STUDENT OFFICER	DIVISION CHAIR	9-MONTH FACULTY	9-MONTH PROFESSOR	9-MONTH ASSOC PROFESSOR	9-MONTH ASSIST PROFESSOR	9-MONTH INSTRUCTOR
ANC	154,578	124,068	116,345	116,345	108,579	82,705				
ASUB	154,578	124,068	116,345	116,345	108,579		88,743	83,668	74,032	64,501
ASUMH	154,578	124,068	116,345	116,345	108,579	82,705				
ASUN	154,578	124,068	116,345	116,345	108,579		88,743	83,668	74,032	64,501
BRTC	154,578	124,068	116,345	116,345	108,579	82,705				
CCCUA	154,578	124,068	116,345	116,345	108,579	82,705				
EACC	154,578	124,068	116,345	116,345	108,579	82,705				
MSCC	154,578	124,068	116,345	116,345	108,579	82,705				
NAC	154,578	124,068	116,345	116,345	108,579	82,705				
NPCC	154,578	124,068	116,345	116,345	108,579	82,705				
NWACC	154,578	124,068	116,345	116,345	108,579	82,705				
COTO	154,578	124,068	116,345	116,345	108,579	82,705				
OZC	154,578	124,068	116,345	116,345	108,579	82,705				
PCCUA	154,578	124,068	116,345	116,345	108,579	82,705				
PTC	154,578	124,068	116,345	116,345	108,579	82,705				
RMCC	154,578	124,068	116,345	116,345	108,579	82,705				
SACC	154,578	124,068	124,068	116,345	108,579	82,705				
SAUT	154,578	124,068	116,345	116,345	108,579	82,705				
SEAC	154,578	124,068	116,345	116,345	108,579	82,705				
UACCB	154,578	124,068	116,345	116,345	108,579	82,705				
UACCH	154,578	124,068	124,068	116,345	N/A	82,705				
UACCM	154,578	124,068	116,345	116,345	108,579	82,705				

RECOMMENDATIONS FOR STATE FUNDING OF CAPITAL PROJECTS 2015-17 BIENNIUM

Background

From a total of over $500 million appropriated, the Governor and the 89th General Assembly have provided to date allocations totaling $65.5 million for distribution from the General Improvement Fund (GIF) for various capital projects at institutions of higher education. For the 2009-11 biennium, almost $35 million was distributed for capital projects. For the 2007-09 biennium, almost $59 million was distributed, and $16.5 million was distributed for capital projects in the 2005-07 biennium.

Capital Priorities

Capital priorities for General Improvement Fund projects in 2015-17 remain the same as those established in past biennia by the Arkansas Higher Education Coordinating Board (AHECB). Those priorities are as follows:

- Technology infrastructure improvements including: installations or upgrades of local area networks (LANS), campus infrastructure to support increased bandwidth, and instructional technology equipment for classrooms and laboratories, as well as distance learning delivery systems.
- Critical maintenance projects where critical needs are defined as those which must be addressed before the end of 2013 and which, if neglected, could result in substantial damage to the structural integrity of the building, or are related to the imminent failure of building systems such as HVAC, electrical and plumbing. In addition, critical maintenance projects include those associated with ADA compliance and/or safety needs.
- Improvements in research, instructional and clinical equipment as well as library holdings and technology.
- Renovation of existing facilities to address changing program needs.
- New construction of facilities when renovation of an existing building to meet the need is either not cost effective or is not an option, e.g., new space to address enrollment growth.

In light of these priorities, institutions have responded with capital needs for the 2015-17 biennium. ADHE staff have evaluated the requests and have recommended capital projects that meet the strategic needs of higher education through 2017.

Capital 2015-17 Recommendations

Arkansas higher education now has a current replacement value for its educational and general (E&G) space of approximately $5.4 billion. When this information is coupled with the fact that statewide, approximately 47 percent of the useful life of campus facilities has been expended, it is not surprising that the capital request for higher education is significant.

Construction, Renovation and Technology Infrastructure Projects

Institutions requested $946 million in capital construction/renovation and technology infrastructure projects. Recommendations were made on the basis of the following criteria and institutions' demonstrating a compelling need for the projects.

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

Of the $151.08 million recommended, $73 million (48.3 percent) is for four-year institutions; $57.67 million (38.2 percent) for two-year institutions; $17.44 million (11.5 percent) for non-formula entities; and $2.97 million (2 percent) for technical institutes.

Four-year institutions represent 53.3 percent of total higher education facilities assets, while the two-year institutions and non-formula entities have 24.2 percent and 21.8 percent of the total assets, respectively. Technical institutes represent approximately 0.7 percent of the total assets. A narrative description of each recommended construction/renovation and technology infrastructure project follows in Table 8-B.

Deferred Maintenance

Educational and General Maintenance needs for all institutions total over $2.5 billion. The four-year institutions have a maintenance need of $1.5 billion (60.6 percent); the two-year maintenance need is $416 million (16.2 percent); and the non-formula and technical institute maintenance needs are $580 million (22.5 percent) and $18 million (0.7 percent), respectively.

Recommendations are based on two percent of the institution's total maintenance need. The total deferred maintenance need and recommendation for each institution can be found on Table 8-A.

Staff recommends approximately $51.3 million for deferred maintenance needs.

Equipment and Library

Staff recommends approximately $23.2 million for equipment and library needs. This recommendation is based on $150/weighted FTE for the four-year, two-year and technical institutions.

Summary

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

Project Category	**Recommendations**
Renovation, Construction and Technology Infrastructure	$151,080,162
Deferred Maintenance	51,310,000
Equipment and Library	23,230,827
GRAND TOTAL	$225,620,989

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

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board adopts the staff recommendations for state funding of capital projects totaling $225.6 million as identified in the accompanying agenda materials.
>
> **FURTHER RESOLVED,** That the Director is authorized to transmit to the Governor and the General Assembly the Board's recommendation for state funding.
>
> **FURTHER RESOLVED,** That the Director is authorized to make such technical adjustments to these recommendations as may be required.

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
ASUJ					
Projects:					
Wilson Hall Repurpose for new academic programs	Renovation	$3,051,950	3,000,000	3,000,000	
College of Fine Arts Studio Addition/ Annex Removal	New Construction / ADA	$6,343,783	3,000,000	3,000,000	
International Student Center Replacement/Removal	New Construction	$8,996,845	2,000,000	2,000,000	
New College of Business Building	New Construction	$24,209,845			
Existing College of Business Building Repurpose	Renovation	$9,934,169			
Administrative Annex Removal/Relocation of Central Tele-communications Equipment	New Construction	$1,352,432			
Project Total		53,889,023	8,000,000	8,000,000	
Deferred Maintenance		230,923,052	4,620,000	4,620,000	
Replacement Equipment & Library			2,273,164	2,273,164	
Total		**284,812,075**	**14,893,164**	**14,893,164**	
ATU					
Projects:					
Academic Classroom Facility	New Construction	16,815,350	3,000,000	3,000,000	
Technology	Technology Infrastructure	4,338,680	2,500,000	2,500,000	
Educational and General Buildings	Renovation & Critical Maintenance	4,916,193	2,000,000	2,000,000	
Project Total		26,070,223	7,500,000	7,500,000	
Deferred Maintenance		105,835,777	2,120,000	2,120,000	
Replacement Equipment & Library			1,318,855	1,318,855	
Total		**131,906,000**	**10,938,855**	**10,938,855**	

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
HSU					
Projects:					
Phase I Campus Renovation	Renovation/Remodeling	8,100,000	3,000,000	3,000,000	
School of Business Building / Mooney Hall	New Construction & Renovation	14,139,000	2,000,000	2,000,000	
Henderson State University LANS	Technology Infrastructure	8,000,000	1,800,000	1,800,000	
Hot Springs Education Center	Equipment	200,000	200,000	200,000	
Underground Electrical Distribution	Energy Conservation	2,200,000		0	
Land Acquisition	Other	600,000		0	
Project Total		33,239,000	7,000,000	7,000,000	
Deferred Maintenance		84,681,599	1,690,000	1,690,000	
Replacement Equipment & Library			596,197	596,197	
Total		**117,920,599**	**9,286,197**	**9,286,197**	
SAUM					
Projects:					
Engineer Instructional Lab	New Construction	2,333,950	2,333,950	2,333,950	
Technology Upgrades	Technology Infrastructure	2,951,771	2,666,050	2,666,050	
Agricultural Instructional Lab Facilities	New Construction	1,405,500	1,405,500	1,405,500	
STEM Training Center	Renovation	3,889,902	594,500	594,500	
Project Total		10,581,123	7,000,000	7,000,000	
Deferred Maintenance		82,788,299	1,660,000	1,660,000	
Replacement Equipment & Library			516,183	516,183	
Total		**93,369,422**	**9,176,183**	**9,176,183**	

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
UAF					
Projects:					
Kimpel Hall / Classroom Block	Renovation	9,559,758	9,000,000	9,000,000	
Science Building	Renovation	4,944,189		0	
Fine Arts Center	Restoration / Renovation	20,823,165		0	
Library Offsite Storage Building	New Construction	11,412,627		0	
Business Building / Systems Renewal	Renovation	10,746,788		0	
Human Environmental Sciences Building	Restoration / Renovation	9,795,619		0	
John A. White Jr. Engineering Hall	Restoration / Addition	19,580,820		0	
Memorial Hall	Restoration / Renovation	16,845,092		0	
Mullins Library	Renovation	15,438,390		0	
Agriculture Building	Restoration / Renovation	18,721,361		0	
Nanoscale Mat, Sci and Eng - 3rd Flr Fitout & Cleanrm	New Construction (Interior Only)	5,990,855		0	
Project Total		143,858,664	9,000,000	9,000,000	
Deferred Maintenance		421,434,605	8,430,000	8,430,000	
Replacement Equipment & Library			4,592,908	4,592,908	
Total		**565,293,269**	**22,022,908**	**22,022,908**	
UAFS					
Projects:					
Education Building	New Construction	8,498,530	3,500,000	3,500,000	
Math-Science Building	Renovation	6,163,082	3,000,000	3,000,000	
Project Total		14,661,612	6,500,000	6,500,000	
Deferred Maintenance		65,929,659	1,320,000	1,320,000	
Replacement Equipment & Library			909,520	909,520	
Total		**80,591,271**	**8,729,520**	**8,729,520**	

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
UALR					
Projects:					
Technology Infrastructure Improvements	Technology Infrastructure	9,735,627	3,000,000	3,000,000	
Building Infrastructure / Critical Maintenance	Critical Maintenance	6,309,909	3,000,000	3,000,000	
Innovation Center	New Construction	9,401,276	2,000,000	2,000,000	
Nanotechnology Center (CINS)	New Construction	4,028,900		0	
Classroom Technology Improvements	Technology Infrastructure	2,281,949		0	
Science Classroom / Laboratory	New Construction	23,071,117		0	
Communications Classroom / Lab	New Construction	20,560,684		0	
Applied Arts Building	New Construction	25,987,415		0	
Sequoia National Research Center	New Construction	8,071,218		0	
Larson Hall Renovation	Renovation	5275256		0	
Education Building Renovation	Renovation	5,669,259		0	
Project Total		120,392,610	8,000,000	8,000,000	
Deferred Maintenance		243,114,766	4,860,000	4,860,000	
Replacement Equipment & Library			2,139,365	2,139,365	
Total		**363,507,376**	**14,999,365**	**14,999,365**	
UAM					
Projects:					
Construction of New Math and Science Center	New Construction	20,000,000	4,000,000	4,000,000	
Renovation of Music Building	Renovation	1,000,000	1,000,000	1,000,000	
Renovation of Fine Arts Center	Renovation	1,200,000	1,000,000	1,000,000	
Academic Learning Center	New Construction	8,800,000		0	
Campus Roadway and Parking Improvements	New Construction	1,200,000		0	
Re-cable Campus Buildings	Technology Infrastructure	300,000		0	
Renovation of University Center	Renovation	1,400,000		0	
Project Total		33,900,000	6,000,000	6,000,000	
Deferred Maintenance		74,048,463	1,480,000	1,480,000	
Replacement Equipment & Library			382,106	382,106	
Total		**107,948,463**	**7,862,106**	**7,862,106**	

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
UAPB					
Projects:					
Campus Renovations & Repair	Renovation	12,000,000	4,000,000	4,000,000	
Nanotechnology/Biotechnology Center	New Construction	15,576,800	1,000,000	1,000,000	
Life Sciences	New Construction	10,940,900	1,000,000	1,000,000	
Biomedical/Health Science Facilities	New Construction	17,403,000		0	
Technology Upgrades	Technology Infrastructure	550,000		0	
Library Expansion	New Construction/Renovation	14,500,000		0	
Project Total		70,970,700	6,000,000	6,000,000	
Deferred Maintenance		68,531,975	1,370,000	1,370,000	
Replacement Equipment & Library			382,673	382,673	
Total		**139,502,675**	**7,752,673**	**7,752,673**	
UCA					
Projects:					
Lewis Science Center Replacement	Renovation/Critical Maintenance	16,000,000	3,250,000	3,250,000	
Fiber Replacement	Technology Infrastructure	1,750,000	1,750,000	1,750,000	
Nursing/Comm. Science & Disorders	New Construction/Renovation	36,000,000	3,000,000	3,000,000	
Old Main	Renovation/Critical Maintenance	18,635,000		0	
Project Total		72,385,000	8,000,000	8,000,000	
Deferred Maintenance		172,802,413	3,460,000	3,460,000	
Replacement Equipment & Library			1,974,261.46	1,974,261	
Total		**245,187,413**	**13,434,261**	**13,434,261**	
Subtotal Four Year					
Projects		**$ 579,947,955**	**$ 73,000,000**	**$ 73,000,000**	**$ -**
Deferred Maintenance		**$ 1,550,090,608**	**$ 31,010,000**	**$ 31,010,000**	**$ -**
Equipment & Library		**$ -**	**$ 15,085,233**	**$ 15,085,233**	**$ -**
Total		**$ 2,130,038,563**	**$ 119,095,233**	**$ 119,095,233**	**$ -**

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
ATU - Ozark					
Projects:					
Instructional Technology	Other	177,713	177,713	177,713	
Technology Building Re-Roof	Renovation/Critical Maintenance	787,549	787,549	787,549	
Project Total		965,262	965,262	965,262	
Deferred Maintenance		9,203,111	180,000	180,000	
Replacement Equipment & Library			160,150	160,150	
Total		**10,168,373**	**1,305,412**	**1,305,412**	
UAM-Crossett					
Projects:					
Workforce/Collegiate Center UAM CTC	New Construction	2,150,000	1,000,000	1,000,000	
Project Total		2,150,000	1,000,000	1,000,000	
Deferred Maintenance		4,160,026	80,000	80,000	
Replacement Equipment & Library			54,485	54,485	
Total		**6,310,026**	**1,134,485**	**1,134,485**	
UAM-McGehee					
Projects:					
General Education Building UAM CTM	New Construction	4,250,000	1,000,000	1,000,000	
Project Total		4,250,000	1,000,000	1,000,000	
Deferred Maintenance		4,992,031	100,000	100,000	
Replacement Equipment & Library			50,175	50,175	
Total		**9,242,031**	**1,150,175**	**1,150,175**	
Subtotal Technical Institutes					
Projects		**$ 7,365,262**	**$ 2,965,262**	**$ 2,965,262**	**$ -**
Deferred Maintenance		**$ 18,355,168**	**$ 360,000**	**$ 360,000**	**$ -**
Replacement Equipment & Library		**$ -**	**$ 264,810**	**$ 264,810**	**$ -**
Total		**$ 25,720,430**	**$ 3,590,072**	**$ 3,590,072**	**$ -**

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
ASU-SYS					
Projects:					
NO REQUESTS		0	0	0	
Project Total		0	0	0	
Deferred Maintenance		0	0	0	
Replacement Equipment & Library			0	0	
Total		**0**	**0**	**0**	
SAUT - Environmental Training Academy					
Projects:					
NO REQUESTS		0	0	0	
Project Total		0	0	0	
Deferred Maintenance		690,174	10,000	10,000	
Replacement Equipment & Library			0	0	
Total		**690,174**	**10,000**	**10,000**	
SAUT - Fire Training Academy					
Projects:					
Dormitory	New Construction	4,335,708	1,000,000	1,000,000	
Confined Space/Rescue Tech	New Construction	500,000	500,000	500,000	
Driving Course	New Construction	3,000,000		0	
Project Total		7,835,708	1,500,000	1,500,000	
Deferred Maintenance		2,760,696	60,000	60,000	
Replacement Equipment & Library			0	0	
Total		**10,596,404**	**1,560,000**	**1,560,000**	

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
UA - Div. Of Agriculture					
Projects:					
Agricultural Experiment Station Headquarters	New Construction	2,500,000	2,500,000	2,500,000	
Coleman Creek Bank Stabilization	Other	200,000	200,000	200,000	
Arkansas Agricultural Research and Extension Centers and Stations	Renovation or Remodel	1,000,000	1,000,000	1,000,000	
Food Innovation Center	New Construction	1,000,000	300,000	300,000	
CES Lonoke Agricultural Center	New Construction	500,000		0	
CES Newport Extension Center	New Construction	400,000		0	
Project Total		5,600,000	4,000,000	4,000,000	
Deferred Maintenance		75,411,861	1,510,000	1,510,000	
Replacement Equipment & Library			0	0	
Total		**81,011,861**	**5,510,000**	**5,510,000**	
UA - Clinton School					
Projects:					
Servers/Production Upgrade	Technology Infrastructure	20,000	20,000	20,000	
Project Total		20,000	20,000	20,000	
Deferred Maintenance		0	0	0	
Replacement Equipment & Library			0	0	
Total		**20,000**	**20,000**	**20,000**	
UA - Criminal Justice Institute					
Projects:					
CJI Forensic Lab and Classroom Equipment	Equipment	124,500	124,500	124,500	
CJI Facility Equipment Upgrades	Equipment	240,000	240,000	240,000	
Project Total		364,500	364,500	364,500	
Deferred Maintenance		0	0	0	
Replacement Equipment & Library			0	0	
Total		**364,500**	**364,500**	**364,500**	

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
UA-AAS					
Projects:					
Rescuing Arkansas's Heritage	Technology Infrastructure & Equipment	59,150	59,150	59,150	
Project Total		59,150	59,150	59,150	
Deferred Maintenance		3,419,807	70,000	70,000	
Replacement Equipment & Library			0	0	
Total		**3,478,957**	**129,150**	**129,150**	
UA-AREON					
Projects:					
Construction of Fiber Expansion (Ft. Smith - Alma - Fayetteville)	Technology Infrastructure	5,507,500	1,000,000	**1,000,000**	
Updated Equipment for 100G Capabilities	Technology Infrastructure	4,000,000		**0**	
Replacement of Obsolete ADVA RayExress2 Equipment	Technology Infrastructure	2,000,000		**0**	
Fiber construction for 2nd route to UCA and HSU	Technology Infrastructure	2,000,000		**0**	
Security Equipment for remote Monitoring of Facilities	Technology Infrastructure	105,000		0	
Project Total		13,612,500	1,000,000	1,000,000	
Deferred Maintenance		0	0	0	
Replacement Equipment & Library			0	0	
Total		**13,612,500**	**1,000,000**	**1,000,000**	
UA-ASMSA					
Projects:					
Creativity and Innovation Complex	New Construction	8,500,000	1,000,000	1,000,000	
Multi-purpose Building (Community Hall)	New Construction	5,250,000	500,000	500,000	
Dist Ed Complex/Chapel MEP Repair	Renovation	4,000,000		0	
Project Total		17,750,000	1,500,000	1,500,000	
Deferred Maintenance		0	0	0	
Replacement Equipment & Library			0	0	
Total		**17,750,000**	**1,500,000**	**1,500,000**	

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
UA-SYS					
Projects:					
Cammack Campus	Critical Maintenance	570,000	570,000	570,000	
Technology Upgrades	Technology Infrastructure	100,000	100,000	100,000	
System Office Expansion	New Construction	1,027,655	330,000	330,000	
Project Total		1,697,655	1,000,000	1,000,000	
Deferred Maintenance		2,435,963	50,000	50,000	
Replacement Equipment & Library			0	0	
Total		**4,133,618**	**1,050,000**	**1,050,000**	
UAMS					
Projects:					
Student Information System	Technology Infrastructure	4,635,381	4,635,381	4,635,381	
Integrated Clinical Information System Platform On-Campus Expansion	Technology Infrastructure	9,662,800	3,364,619	3,364,619	
Renovation and Expansion of Outpatient Clinics	Renovation/New Construction	31,000,000		0	
Renovation & Infrastructure Upgrades - Ed II Building	Renovation/Energy	31,000,000		0	
Technology Upgrades for Computer Labs, Classrooms & Teaching Labs	Technology Infrastructure / Equipment	2,254,500		0	
Construct New Central Administration "Replacement" Building	New Construction	41,000,000		0	
Project Total		119,552,681	8,000,000	8,000,000	
Deferred Maintenance		495,309,487	9,910,000	9,910,000	
Replacement Equipment & Library			1,777,240	1,777,240	
Total		**614,862,168**	**19,687,240**	**19,687,240**	
Subtotal Non-Formula					
Projects		**$ 166,492,194**	**$ 17,443,650**	**$ 17,443,650**	**$ -**
Deferred Maintenance		**$ 576,608,181**	**$ 11,610,000**	**$ 11,540,000**	**$ -**
Equipment & Library		**$ -**	**$ 1,777,240**	**$ 1,777,240**	**$ -**
Total		**$ 746,520,182**	**$ 30,830,890**	**$ 30,830,890**	**$ -**

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
ANC					
Projects:					
Workforce Training Building	New Construction	3,991,000	2,750,000	2,750,000	
Nursing & Allied Health Building (Paragould)	New Construction	3,415,000		0	
Center for Science and Technology	New Construction	11,000,000		0	
Project Total		18,406,000	2,750,000	2,750,000	
Deferred Maintenance		16,032,964	320,000	320,000	
Replacement Equipment & Library			155,815	155,815	
Total		**34,438,964**	**3,225,815**	**3,225,815**	
ASUB					
Projects:					
IT Services Data Center	New Construction	2,813,000	2,813,000	2,813,000	
State Hall	Renovation	2,627,032	437,000	437,000	
Heber Springs Academic Center Expansion	New Construction	2,456,000		0	
Project Total		7,896,032	3,250,000	3,250,000	
Deferred Maintenance		48,856,384	980,000	980,000	
Replacement Equipment & Library			488,585	488,585	
Total		**56,752,416**	**4,718,585**	**4,718,585**	
ASUMH					
Projects:					
Occupational Technical Center	Renovation	2,000,000	2,000,000	2,000,000	
Health and Wellness Center	New Construction	4,500,000	750,000	750,000	
Security System Upgrades	Technology Infrastructure	200,000		0	
Replacement Equipment & Library	Renovation	1,000,000		0	
Project Total		7,700,000	2,750,000	2,750,000	
Deferred Maintenance		8,871,977	180,000	180,000	
Replacement Equipment & Library			179,260	179,260	
Total		**16,571,977**	**3,109,260**	**3,109,260**	

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
ASUN					
Projects:					
Multi-Purpose Building (JB)	New Construction	2,000,000	2,000,000	2,000,000	
Academic Building Renovation (JB)	Renovation	750,000	750,000	750,000	
Enterprise Resource Planning/Student Information System	Other	750,000		0	
Nursing and Allied Health Building (NP)	New Construction	3,056,500		0	
Classroom Building (JB)	New Construction	2,150,000		0	
Walton Hall Remodel and Energy Efficiency Upgrades	Renovation	725,000		0	
Project Total		9,431,500	2,750,000	2,750,000	
Deferred Maintenance		15,088,855	300,000	300,000	
Replacement Equipment & Library			239,545	239,545	
Total		**24,520,355**	**3,289,545**	**3,289,545**	
BRTC					
Projects:					
Energy Efficient Lighting Upgrades	Critical Maintenance	500,000	500,000	500,000	
HVAC Mechanical Upgrade Admin Building	Critical Maintenance	85,000	85,000	85,000	
Paragould Campus Building Expansion	New Construction	7,000,000	2,165,000	2,165,000	
Student Information System Upgrade	Technology Infrastructure	740,000		0	
Campus Security Upgrades	Technology Infrastructure	637,000		0	
Digital Signage	Technology Infrastructure	50,000		0	
Renovation to Repurpose Nursing Building	Renovation	750,000		0	
Classroom Video & Multimedia Upgrades	Equipment	265,000		0	
Law Enforcement Training Academy Barracks	New Construction	3,686,362		0	
Project Total		13,713,362	2,750,000	2,750,000	
Deferred Maintenance		17,314,943	350,000	350,000	
Replacement Equipment & Library			282,075	282,075	
Total		**31,028,305**	**3,382,075**	**3,382,075**	
CCCUA					
Projects:					
Education Center	New Construction	5,000,000	2,750,000	2,750,000	
Technology Upgrades	Technology Infrastructure	1,000,000		0	
Project Total		6,000,000	2,750,000	2,750,000	
Deferred Maintenance		13,768,163	280,000	280,000	
Replacement Equipment & Library			152,105	152,105	
Total		**19,768,163**	**3,182,105**	**3,182,105**	

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
COTO					
Projects:					
Workforce Innovation Center Renovation	Renovation	300,000	300,000	300,000	
Conference and Student Center	New Construction	9,030,000	2,200,000	2,200,000	
Health/Science Technology Building	New Construction	6,834,000		0	
Technology Infrastructure Improvements	Technology Infrastructure	225,000		0	
Cosmetology Expansion	New Construction	440,000		0	
Project Total		16,829,000	2,500,000	2,500,000	
Deferred Maintenance		9,221,857	180,000	180,000	
Replacement Equipment & Library			143,050	143,050	
Total		**26,050,857**	**2,823,050**	**2,823,050**	
EACC					
Projects:					
Technology Infrastructure	Renovation	182,500	182,500	182,500	
Maintenance Building	New Construction / Renovation	195,000	195,000	195,000	
Student Center	New Construction	1,844,000	1,844,000	1,844,000	
Renovation of Classroom Bld. 3	Renovation	1,115,500	28,500	28,500	
Project Total		3,337,000	2,250,000	2,250,000	
Deferred Maintenance		12,910,860	260,000	260,000	
Replacement Equipment & Library			137,035	137,035	
Total		**16,247,860**	**2,647,035**	**2,647,035**	
MSCC					
Projects:					
Aviation Annex	New Construction	6,443,380	2,750,000	2,750,000	
Project Total		6,443,380	2,750,000	2,750,000	
Deferred Maintenance		20,223,741	400,000	400,000	
Replacement Equipment & Library			178,465	178,465	
Total		**26,667,121**	**3,328,465**	**3,328,465**	

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
NAC					
Projects:					
Library Renovation	Renovation	684,000	684,000	684,000	
Technology Upgrade and Relocation	Technology Infrastructure & Renovation	1,015,000	1,015,000	1,015,000	
Learning Commons	Renovation	448,000	448,000	448,000	
Project Total		2,147,000	2,147,000	2,147,000	
Deferred Maintenance		21,331,342	430,000	430,000	
Replacement Equipment & Library			248,630	248,630	
Total		**23,478,342**	**2,825,630**	**2,825,630**	
NPCC					
Projects:					
Infrastructure Improvements	Technology Infrastructure	1,409,000	1,409,000	1,409,000	
Classroom Technology	Technology Infrastructure	667,100	667,100	667,100	
Construction of Post-Secondary Technology Center	New Construction	8,928,600	923,900	923,900	
Project Total		11,004,700	3,000,000	3,000,000	
Deferred Maintenance		21,216,868	420,000	420,000	
Replacement Equipment & Library			324,135	324,135	
Total		**32,221,568**	**3,744,135**	**3,744,135**	

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
NWACC					
Projects:					
Washington County Center	New Construction	961,325	961,325	961,325	
Burns Hall Bathroom Renovation	Renovation	289,452	289,452	289,452	
Shewmaker Ctr for Workforce Technologies Roof Replacement	Other	277,000	277,000	277,000	
Burns Hall Main Entry Concrete Replacement	Other	68,632	68,632	68,632	
Library Remodel	Renovation	111,300	111,300	111,300	
Health Professions 3rd Floor	New Construction	1,506,875	1,506,875	1,506,875	
Storm Drainage, Leveling, & Replanting (after removal of railroad spur)	Other	190,000	190,000	190,000	
Burns Hall Generator	Other	26,750	26,750	26,750	
Storage Area Network (SAN) Upgrade	Technology Infrastructure	184,369	184,369	184,369	
New Physical Plant Facility	New Construction	400,000	134,297	134,297	
NWACC Exterior Signage	Other	141,000		0	
Project Total		4,156,703	3,750,000	3,750,000	
Deferred Maintenance		20,361,832	410,000	410,000	
Replacement Equipment & Library			826,070	826,070	
Total		**24,518,535**	**4,986,070**	**4,986,070**	
OZC					
Projects:					
Information Technology Center & Student Center	New Construction	1,500,000	1,500,000	1,500,000	
Health & Fitness Center	New Construction	750,000	750,000	750,000	
Fulton County Education Center	New Construction	2,000,000	500,000	500,000	
Project Total		4,250,000	2,750,000	2,750,000	
Deferred Maintenance		10,141,424	200,000	200,000	
Replacement Equipment & Library			172,650	172,650	
Total		**14,391,424**	**3,122,650**	**3,122,650**	

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
PCCUA					
Projects:					
Roof Repair & Replacement-6 Bldgs	Renovation	655,000	655,000	655,000	
Technology Upgrade	Technology Infrastructure	225,000	225,000	225,000	
Chiller Repair-Stuttgart Campus	Renovation	115,000	115,000	115,000	
Boiler Replacement	Renovation	89,250	89,250	89,250	
Fine Arts Building Insulation	Renovation	25,000	25,000	25,000	
Small Business Incubator Elevator	Renovation	135,000	135,000	135,000	
Project Total		1,244,250	1,244,250	1,244,250	
Deferred Maintenance		50,410,321	1,010,000	1,010,000	
Replacement Equipment & Library			172,425	172,425	
Total		**51,654,571**	**2,426,675**	**2,426,675**	
PTC					
Projects:					
Technology Infrastructure Upgrade	Technology Infrastructure	5,484,612	3,500,000	3,500,000	
Automotive Trainers Equipment	Instructional Equipment	75,000	75,000	75,000	
Welding Technology Center	Renovation	2,000,000	175,000	175,000	
Project Total		7,559,612	3,750,000	3,750,000	
Deferred Maintenance		25,242,688	500,000	500,000	
Replacement Equipment & Library			1,187,205	1,187,205	
Total		**32,802,300**	**5,437,205**	**5,437,205**	

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
RMCC					
Projects:					
Technology Upgrade of Lecture Hall	Technology Infrastructure/Renovation	590,500	590,500	590,500	
Technology Upgrade of Science Labs	Technology Infrastructure/Renovation	620,500	620,500	620,500	
Allied Health Equipment	Clinical/Instructional Equipment	200,500	200,500	200,500	
Fine Arts Performance Center	New Construction	8,390,000	338,500	338,500	
Project Total		9,801,500	1,750,000	1,750,000	
Deferred Maintenance		4,084,421	80,000	80,000	
Replacement Equipment & Library			92,920	92,920	
Total		**13,885,921**	**1,922,920**	**1,922,920**	
SACC					
Projects:					
Advanced Manufacturing Center	New Construction	450,000	450,000	450,000	
Health Science Center Addition	New Construction	2,986,250	2,300,000	2,300,000	
Library/Learning Center Expansion	New Construction	2,951,000		0	
Jenzabar Upgrade	Other	655,000		0	
Renovation of Career Technical Education Center (formerly	Renovation	298,960		0	
Lighting & Signage at East Campus	Other	250,000		0	
Technology Infrastructure	Technology Infrastructure	267,635		0	
Project Total		7,858,845	2,750,000	2,750,000	
Deferred Maintenance		19,421,238	390,000	390,000	
Replacement Equipment & Library			181,295	181,295	
Total		**27,280,083**	**3,321,295**	**3,321,295**	
SAUT					
Projects:					
Career and Workforce Development Center	New Construction	7,872,500	2,750,000	2,750,000	
Administration/Business Bld Renovation	Renovation	1,605,000		0	
Project Total		9,477,500	2,750,000	2,750,000	
Deferred Maintenance		31,057,828	620,000	620,000	
Replacement Equipment & Library			199,525	199,525	
Total		**40,535,328**	**3,569,525**	**3,569,525**	

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
SEAC					
Projects:					
Security (Cameras All Buildings)	Other	100,000	100,000	100,000	
Tech Center South - Transformers	Critical Maintenance	25,000	25,000	25,000	
ADA Update	Other	50,000	50,000	50,000	
Sewer Repair	Critical Maintenance	750,000	750,000	750,000	
Projectors for Classrooms	Other	105,000	105,000	105,000	
Project Total		1,030,000	1,030,000	1,030,000	
Deferred Maintenance		14,835,970	300,000	300,000	
Replacement Equipment & Library			178,910	178,910	
Total		**15,865,970**	**1,508,910**	**1,508,910**	
UACCB					
Projects:					
Workforce Training Center	New Construction	2,082,000	2,000,000	2,000,000	
Instructional Equipment	Technology Infrastructure	600,000	600,000	600,000	
Stabilization for Vehicular bridge	Critical Maintenance	250,000	150,000	150,000	
Land Acquisition	Other	1,205,000		0	
General Instruction Classroom Building	New Construction	2,513,700		0	
Business and Industry Building	New Construction	2,195,100		0	
Underground Utility Renovation	Renovation	200,000		0	
Student Services/Administration/Class	New Construction	4,080,000		0	
Project Total		13,125,800	2,750,000	2,750,000	
Deferred Maintenance		7,935,373	160,000	160,000	
Replacement Equipment & Library			151,380	151,380	
Total		**21,061,173**	**3,061,380**	**3,061,380**	

Table 8-A: Summary of Capital Requests / Recommendations for the 2015-17 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A	Priority B
UACCH					
Projects:					
Instructional Technology	Technology Infrastructure	420,000	420,000	420,000	
Testing Center	Renovation	685,000	685,000	685,000	
Texarkana Classroom Building	New Construction	10,418,000	1,645,000	1,645,000	
Community Education Building	New Construction	3,991,750		0	
Project Total		15,514,750	2,750,000	2,750,000	
Deferred Maintenance		9,566,678	190,000	190,000	
Replacement Equipment & Library			156,895	156,895	
Total		**25,081,428**	**3,096,895**	**3,096,895**	
UACCM					
Projects:					
Workforce Training Center	New Construction	11,174,500	2,750,000	2,750,000	
Allied Health Building	New Construction	4,500,000		0	
Project Total		15,674,500	2,750,000	2,750,000	
Deferred Maintenance		18,330,915	370,000	370,000	
Replacement Equipment & Library			255,570	255,570	
Total		**34,005,415**	**3,375,570**	**3,375,570**	
Subtotal Two-Year					
Projects		**$ 192,601,434**	**$ 57,671,250**	**$ 57,671,250**	**$ -**
Deferred Maintenance		**$ 416,226,642**	**$ 8,330,000**	**$ 8,330,000**	**$ -**
Equipment & Library		**$ -**	**$ 6,103,545**	**$ 6,103,545**	**$ -**
Total		**$ 608,828,076**	**$ 72,104,795**	**$ 72,104,795**	**$ -**
Grand Total					
Projects		**$ 946,406,845**	**$ 151,080,162**	**$ 151,080,162**	**$ -**
Deferred Maintenance		**$ 2,561,280,599**	**$ 51,310,000**	**$ 51,240,000**	
Equipment & Library		**$ -**	**$ 23,230,827**	**$ 23,230,827**	**$ -**
Total		**$ 3,511,107,251**	**$ 225,620,989**	**$ 225,620,989**	**$ -**

Table 8-B
Narrative Descriptions of Capital Projects for the 2015-17 Biennium*

UNIVERSITIES:

Arkansas State University

Wilson Hall Renovation. Arkansas State University proposes renovation of Wilson Hall to address architectural renovation of existing Wilson Hall classroom and office spaces repurposing for new academic programs. Current academic programs will be relocated to Humanities and Social Sciences building in summer 2015.
Recommendation: $3,000,000 (Category A)

College of Fine Arts Studio Addition/Annex Removal. Arkansas State University proposes new construction that will provide a new Studio Arts addition to the College of Fine Arts center as a replacement and removal of the Fine Arts Annex. The Fine Arts Annex does not meet current programmatic needs and the building has accessibility (ADA) and other infrastructure deficiencies.
Recommendation: $3,000,000 (Category A)

International Student Center Replacement/Removal. Arkansas State University proposes complete architectural and infrastructure renovation of the International Student Center building for classroom and office space. Original building was constructed in 1954, with last significant renovation in 1984. Age of building systems warrants a complete renovation to achieve academic programmatic purpose.
Recommendation: $2,000,000 (Category A)

Arkansas Tech University

Academic Classroom Facility. Arkansas Tech University requests construction of an Academic Classroom Facility that will include classrooms, labs, and faculty offices. The square footage of the building is estimated at approximately 60,000 square feet. The last freestanding classroom facility constructed at Arkansas Tech University was completed in 2009. This was the first freestanding classroom facility constructed since 1988. The need for classroom and faculty office space has grown faster than funding has kept pace. While this new classroom building has relieved some of ATU's space requirements, the 24-year period of time between funding for classroom buildings has still left Arkansas Tech University with a huge lag in being able to meet the facility needs of the students and faculty. The facility requested is expected to house the Emergency Management Program and the School of Behavioral Sciences. The two programs are currently housed in older facilities that are not designed to serve

the total needs of these programs. The new building is a critical need for Arkansas Tech University.
Recommendation: $3,000,000 (Category A)

Educational and General Buildings. Arkansas Tech University requests $4,916,193 for renovation and critical maintenance of approximately 253,000 square feet of educational and general space. This includes updates to lab and classroom spaces, the repair of outdated HVAC systems and other repairs to assure continued functionality of the McEver Science, Hull, Williamson, Crabaugh and Corley buildings and Dean Hall. This is the third request for this project.
Recommendation: $2,000,000 (Category A)

Henderson State University

Phase I Campus Renovations. Henderson State University has requested funds to be utilized to remodel Art Annex, Art Studio, Russell Fine Arts, Evans Hall, Education Center, McBrien Hall, and various other Education & General buildings This request has been previously requested.
Recommendation: $3,000,000 (Category A)

School of Business Building/Mooney Hall. Henderson State University Proposes new construction and renovation that will provide a new School of Business building and renovation of Mooney Hall, the current location of the School of Business. The new building will house the School of Business and the Small Business Development Center. The second and third floors of Mooney Hall, which presently house the School of Business will be renovated for use by various Student Affairs offices. This is the sixth request for this project.
Recommendation: $2,000,000 (Category A)

Henderson State University LANS. Henderson State University is making this request to ensure that its local area network can support the new bandwidth increases made available by the ARE-ON state fiber network, HSU will need to upgrade the campus network infrastructure. The current fiber plant on campus consists of the older multi-mode fiber that does not have the capability of supporting the higher bandwidths available on current LAN's. HSU will need to install new single mode fiber across campus to take advantage of these higher bandwidths. Each building on campus has a fiber switch connection and that fiber switch connection will need to be replaced by a fiber switch that can support the newer single-mode fiber and its higher bandwidth. Many of the older buildings on campus have network wiring that cannot support the 1GB bandwidth that is now common on campus networks. This request has been made previously for this project.
Recommendation: $1,800,000 (Category A)

Hot Springs Education Center. Henderson State University is making this request to furnish and equip its Hot Springs Education Center.
Recommendation: $200,000 (Category A)

Southern Arkansas University-Magnolia

Engineer Instructional Lab. Southern Arkansas University is making this request for construction of mechanical and electrical hands-on labs necessary for newly approved engineer program scheduled to start in August of 2015. The facility will also provide a classroom, state of the art engineer systems simulators and a CAD based computer lab.
Recommendation: $2,333,950 (Category A)

Technology Upgrades. Southern Arkansas University is making this request for the following improvements – 1) Campus Wireless Infrastructure Upgrade: This project involves the upgrading and expansion of the wireless infrastructure in student housing facilities to provide more bandwidth, coverage, and reliable connectivity for residents. 2) Campus Network Copper Wiring Upgrades: This project involves the upgrading of old network wiring plus new wiring for buildings that either are not fully wired now or have never been wired. This includes wiring of all the existing student housing facilities which currently rely entirely on wireless connectivity to provide students' access to the campus network. The wireless coverage has been problematic with weak or non-existent coverage in some areas. 3) Campus Network Backbone Fiber Optics Upgrades: In addition to upgrading some network electronics, this project includes the installation of new fiber optic cabling to all buildings to establish a ring topology for the campus backbone connections. 4) Voice over Internet Protocol: This project will transition the entire campus community to Voice over IP (VoIP) from the current PBX telephone system. This migration has begun where opportunities are fundable, but the mixture of VoIP and PBX phones has caused some problems that will not exist once the entire campus has been converted. 5) Establishment of a Network Access Control (NAC) System for the Campus Network: This is needed to provide complete compliance with the Communications Assistance for Law Enforcement Act of 1994 (CALEA) and to allow for control of device activities on the campus network. The establishment of a NAC will result in better utilization of network resources, thus better performance can be achieved for everyone. A NAC would require authentication to access the network thus restricting access to valid students, faculty, and staff. Additionally when a system connects, it can be checked for valid anti-virus software and current Windows updates which will reduce the network volatilities/risks at any given time. This is the second request for this project.
Recommendation: $2,666,050 (Category A)

Agricultural Instructional Lab Facilities. Southern Arkansas University is making this request to construct the following – 1) Poultry Operations Lab: The

intent of this project is to provide a teaching and research facility large enough to simulate large scale broiler house operations. Scope includes: one each 50'x150' teaching facility; one each 50'x150' research facility; and one each 50'x70' feed house and operations building. 2) Swine Operations Lab: The intent of this project is to provide a teaching facility large enough to simulate large scale swine production operations. Scope includes: one each 35'x80' teaching facility and one each 30'x60' farrowing house. (Note: Additional funding will be needed to extend existing waste utilities to the nearest ADEQ approved sewage system). 3) Ruminant Teaching Facility: The intent of this project is to provide a teaching facility large enough to simulate large scale goat and sheep ruminant operations. Scope includes: one each 40'x60' teaching facility.
Recommendation: $1,405,500 (Category A)

STEM Training Center. Southern Arkansas University is making this request that includes renovations of the Childs Hall first floor and necessary ADA upgrades. Although constructed in 1945, this facility is structurally sound and can be economically renovated to accommodate the University's need for a dedicated Science, Technology, Engineering and Mathematics (STEM) program. The upgrades will require extensive structural, mechanical and electrical modifications necessary to meet building code, ADA and programming requirements. The facility will provide classrooms, "hands on" engineer labs, computer labs and faculty offices.
Recommendation: $594,500 (Category A)

University of Arkansas-Fayetteville

Kimpel Hall. Kimpel Hall houses the departments of Communications, Drama, English, Foreign Languages, and Journalism. It is the most populated classroom building on campus, with 29,000 scheduled credit hours per semester. After over 40 years of heavy use, the building's systems, finishes, furnishings, and technology are in great need of refurbishment. In response, the University began to renovate the building in 2009 as funds became available. To date, two auditoria, the drama workroom, a black box theater, and 29 classrooms have been renovated using facility renewal and stewardship funds. An additional three classrooms will be renovated in the summer of 2014. Funding this request would allow the university to complete the total renovation of the classroom block, including asbestos abatement and modernization of the remainder of the building interior (corridors, washrooms, and some offices). The exterior building envelope will also be renovated, including repointing (repairing the weathered joints in the brick) and replacing the single pane windows with insulated units. The roof was replaced 3-4 years ago, so it is not included in the estimates for this work. The project will be fully commissioned and constructed to the equivalent of LEED Silver or Green Globes Two Globes. This is the second request for this project.
Recommendation: $9,000,000 (Category A)

University of Arkansas at Fort Smith

Education Building. The proposed building will put the College of Education and its programs in one building. The College of Education with approximately 1200 students is the largest baccalaureate degree producing college at UAFS. Due to its continued growth, the college has classes in three different buildings comprising approximately 50,000 square feet of usage by the college. Currently, the college is housed in two of those buildings, one of which was constructed in 1956. At this time, facility constraints impair further growth of the College of Education programs. A new building of approximately 55,000-60,000 square feet of space would allow the College of Education to grow and maintain the integrity of its programs and place all of its programs in one building. The new building would contain state-of-the-art educational technology, sufficient classroom and office space to house all faculty and staff, and sufficient conference rooms for meetings and functions that are essential to the operation of the college. This is the third request for this project.
Recommendation: $3,500,000 (Category A)

Math-Science Building Renovation. The College of Science, Technology, Engineering & Mathematics (STEM) and the College of Education are collocated in the Math-Science Building. Both are growing programs and constrained by facility limitations imposed by shared space. Plans call for the College of Education to relocate to a new building, which allows STEM to expand into the vacated space and fully occupy the MS Building. Vacated space must, however, be reconfigured. Requested funding will support the planning, design, renovation and reconfiguration costs needed to repurpose vacated space to house new and growing baccalaureate programs in STEM disciplines. The renovated building will contain additional and modernized labs more appropriate than those presently available to upper-division coursework required of baccalaureate majors in the STEM disciplines. HVAC, electrical and plumbing systems will be updated and incorporated as needed. Lab improvements will include drain systems for emergency showers and more robust ventilation. Plans also call for installation of a planetarium as a teaching tool for existing programs in physical sciences, engineering, and math. This is the third request for this project.
Recommendation: $3,000,000 (Category A)

University of Arkansas at Little Rock

Technology Infrastructure Improvements. UALR's technical infrastructure supports the campus network, access to both Internet I and Internet II, campus information systems, e-mail, on-line course delivery, streaming video for web-enhanced and web delivered courses, Voice Over Internet Protocol, and a variety of technical needs on the campus. The security needs of the campus have become increasingly more important with the proliferation of viruses and increased hacking incidents. The increase in web-based courses has increased

bandwidth needs. These funds will be used to purchase and maintain campus technical infrastructure including but not limited to campus network hardware for deployment of IPV6, data security, building network wiring, campus wireless cloud, business continuity and disaster recovery planning, streaming video server to support distance education initiatives, contactless campus card system, fire suppression system in the data center, and administrative system hardware. This is the second request for this project. This is the second request for this project.
Recommendation: $3,000,000 (Category A)

Building Infrastructure / Critical Maintenance. This request relates to the imminent failure of critical building systems and infrastructure. HVAC systems, elevator systems, and building envelopes in a number of buildings on campus have reached the end of their useful life. Reliable operations in these facilities require replacement of these critical building components. The full list of critical infrastructure needs is available in the 2013-2015 FAP report. This request has been made previously.
Recommendation: $3,000,000 (Category A)

Innovation Center. This request is to construct a 30,000 square foot facility that will house a number of new and existing innovation-based programs and activities, including the multi-disciplinary web/mobile design and development program, the Microsoft Innovation Center, the technology transfer office (UALR TechLaunch), and an FDA-approved clean manufacturing room for rapid prototype development of biotech devices and technologies. The facility will house laboratories, co-working spaces, offices, and classroom space necessary to support the design, development, testing and launching of UALR innovations.
Recommendation: $2,000,000 (Category A)

University of Arkansas at Monticello

Construction of Math and Science Center. The University of Arkansas at Monticello (UAM) proposes to construct a New Math and Science Center to meet the needs of the campus. A New Math and Science Center is crucial for recruiting students majoring in math or science. The School of Mathematical and Natural Sciences has had much success in recent years in having a high percentage of UAM student applicants accepted to pharmacy school, medical school, dental school, and graduate programs. However, for future growth in these areas, the University needs state-of-the-art facilities that provide opportunities for learning in these highly competitive fields.
Recommendation: $4,000,000 (Category A)

Renovation of Music Building. The University of Arkansas at Monticello plans to renovate the Music Building. The renovation of the Music Building will include the addition of insulation, floor coverings and alterations necessary for

compliance with the Americans with Disabilities Act. Renovations to increase energy efficiency would also be included in the project. This is the fifth request for this project.
Recommendation: $1,000,000 (Category A)

Renovation of Fine Arts Center. The University of Arkansas at Monticello (UAM) plans to renovate the Fine Arts Center. The renovation of the Fine Arts Center will include the addition of insulation, floor coverings, seating, and acoustical upgrades. The renovation of the Fine Arts Center is crucial for recruiting students to attend UAM. Many events are held each year in the Fine Arts Center for prospective students and their families. Additionally, this facility is used for band and choir concerts, community events, and meetings for faculty and staff. It is the only facility on campus that can accommodate seating close to 500 people. Other renovations to the Fine Arts Center would include alterations necessary for compliance with the Americans with Disabilities Act and renovations to increase energy efficiency.
Recommendation: $1,000,000 (Category A)

University of Arkansas at Pine Bluff

Campus Renovations and Repair. The University of Arkansas at Pine Bluff requests for campus wide renovations and repairs including renovation of classroom and lab space that no longer meets academic programming needs, renovation of service support space to align functionality with current needs, repair and/or replacement of building envelopes, repair and/or replacement of environmental control systems and subterranean drainage and foundation repairs. This is a repeat request due to continuing maintenance/renovation needs on campus.
Recommendation: $4,000,000 (Category A)

Nanotechnology/Biotechnology Center: The University of Arkansas at Pine Bluff requests for new construction of a state of the art 45,000 square foot Center for Nanotechnology and Biotechnology. The structure will be needed to support nanotechnology and biotechnology research. The facility will be 3-4 stories and will contain classrooms, teaching labs, research labs, and an auditorium. The building is target to have LEED Silver Status.
Recommendation: $1,000,000 (Category A)

Life Sciences Facility. The University of Arkansas at Pine Bluff requests for new construction for expansion for the teaching and research capabilities of the College of Agriculture, Aquaculture and Human Sciences. Researchers housed in the facility represent the disciplines of microbiology, biochemistry, food safety and nutrition. The new Life Sciences facility will encourage collaboration, offer state-of-the-art technology and provide the tools needed for the next generation

greatest minds to excel. The 40,000-square-foot facility will have both classroom and laboratory space and is targeted to achieve LEED silver status.
Recommendation: $1,000,000 (Category A)

University of Central Arkansas

Lewis Science Center Replacement. Lewis Science Center currently houses the Departments of Biology and Physics & Astronomy, the Dean's office for the College of Natural Sciences and Mathematics, the facilities for teacher education in the sciences and outreach capabilities including a planetarium. This facility is aging and numerous challenges including inadequate and outdated lab facilities, roof leaks, insufficient wiring, and a dysfunctional HVAC system have led to the conclusion that a replacement is required. There is currently in the design phase a three story addition containing 50,000 square feet to house the highly technical labs for Physics and Biology. The renovated facility will house the programs noted above along with the UCA Institute for STEM Professional Development and Education Research (UCA STEM Institute). Teaching, research and service in the sciences will be integrated into the design allowing UCA to be positioned to capture opportunities that arise in the rapidly changing landscape for higher education. This is the third request for this project.
Recommendation: $3,250,000 (Category A)

Fiber Replacement. The University of Central Arkansas requests for funding for fiber replacement. Single mode fiber does not have modal dispersion, modal noise, and other effects that come with multi-mode transmission. Single mode fiber can carry signals at much higher speeds than multi-mode fiber. Single mode fiber offers greater transmission speeds due to the increased band width capacity and minimized external interference. They are standard choice for high data rates or long distance spans. This is the third request for this project.
Recommendation: $1,750,000 (Category A)

Nursing/Comm. Science & Disorders. The University of Central Arkansas requests for new construction and renovation that includes an addition to the existing nursing building and renovation to the existing facility to house the Department of Nursing and the Department of Communication Sciences and Disorders. Both departments' current facilities are outdated and lack room for needed faculty offices, research, simulation laboratories and clinical space. The faculty and services for the Communication Sciences and Disorders are scattered among three different facilities.
Recommendation: $3,000,000 (Category A)

TECHNICAL INSTITUTES:

Arkansas Tech University – Ozark

Instructional Technology. Arkansas Tech University – Ozark Campus requests funding to improve instructional technology in the laboratory setting. This technology project will support the nursing and welding programs of study providing safe instructional environments. Students utilizing simulated technology will be provided with industry recognized scenarios required to meet industry expectations.
Recommendation: $177,713 (Category A)

Technology Building Re-roof. Arkansas Tech University – Ozark request to replace the roof of the Technology and Academic Support Building. The re-roof project covers 64% of the building square footage. The other square footage will not need to be re-roofed for at least four years.
Recommendation: $787,549 (Category A)

University of Arkansas at Monticello – Crossett

Workforce/Collegiate Center. The University of Arkansas at Monticello-Crossett requests new construction of a 14,000 square foot Workforce/Collegiate Center. This facility would provide much needed space for the following: the Arkansas Workforce Training Center of Ashley County, workforce development training and conferences, the Adult Education Program, and collegiate courses. This project has a long history of requests. This is the sixth request for this project.
Recommendation: $1,000,000 (Category A)

University of Arkansas at Monticello – McGehee

General Education Building. The University of Arkansas at Monticello-McGehee requests new construction of a 26,000 square foot General Education building. UAM's College of Technology-McGehee was formerly Great Rivers Technical Institute prior to merging with UAM in 2003. For some time prior to the merger and continuing afterward, the College of Technology-McGehee has offered college credit courses on its campus. Demand for these courses as well as continued heavy utilization of existing facilities has highlighted the need for additional capacity. The construction of a new facility would allow for expansion of these programs in the colleges service area. This is the sixth request for this project.
Recommendation: $1,000,000 (Category A)

NON-FORMULA ENTITIES:

Southern Arkansas University Tech – Fire Academy

Dormitory (Camden Site). The Fire Academies purpose is to house approximately 100 people on campus. This facility will include sleeping quarters, shower, and bathroom facilities, cafeteria and dining area, living quarters and study area. This is the fourth request for this project.
Recommendation: $1,000,000 (Category A)

Confined Space / Rescue Tech Simulators. The Fire Academy proposes to build props to enhance rescue techniques involved in advanced rescue environments. This will aid in meeting standards set by NFPA and aid in meeting testing methods recommended by IFSAC and Pro-Board accrediting bodies as well as meeting mandates set forth by Arkansas Department of Emergency Management Committee for Search and Rescue. This will include a trench rescue prop. Firefighters will be trained on techniques of shoring and stabilizing ground areas during collapse situation, as well as technical rope and heavy machinery. This is the fourth request for this project.
Recommendation: $500,000 (Category A)

University of Arkansas – Division of Agriculture

Agricultural Experiment Station Headquarters. The original headquarters for the Agricultural Experiment Station was built in 1888. In its inception it oversaw "three acres in orchard, three acres in cultivation, forty acres untilled, a pair of antediluvian mules, and a tumble-down shed." It was later razed in 1972, but the AAES had by that time grown deep roots. Today, the AAES comprises five research and extension centers and six research stations around the state as well as research conducted on four of the State's campuses. After an odyssey of over four decades, the AAES needs a permanent administrative home and a place where Arkansas agriculture can be showcased and celebrated. The proposed 55,000 square foot, two story AAES State Office complex will become the centerpiece of the AAES, will provide an administrative home for the AAES, will anchor the Arkansas Agricultural Research and Extension Center, will house the renowned Watershed Research and Education Center, and will showcase the significant role of agriculture as the principal economic engine in Arkansas.
Recommendation: $2,500,000 (Category A)

Coleman Creek Bank Stabilization. The University of Arkansas Division of Agriculture – Cooperative Extension Service (CES) headquarters is located on University Avenue in Little Rock, on the right descending (southwestern) bank of Coleman Creek in a bend in the creek where the direction of flow changes from southeasterly to nearly easterly. The right descending bank of the creek (i.e., the outside of the bend) has eroded over time to a point where the CES state office

building is only about 43 feet from the top of the stream bank. If further erosion continues, it may jeopardize the building.
Recommendation: $200,000 (Category A)

Arkansas Agricultural Research and Extension Centers and Stations. The University of Arkansas System Division of Agriculture delivers its statewide programs through almost 120 locations across the state. There are great needs to upgrade and renovate its primary research facilities so that it can continue to provide cutting edge science to address the relevant problems facing Arkansas agriculture. Agriculture is a key driver of the state's economy.
Recommendation: $1,000,000 (Category A)

Food Innovation Center. The food processing sector contributes significantly to the Arkansas economy. Approximately $8 billion of value added are contributed each year from food processing, accounting for roughly 8% of the state's domestic product. This facility will enable research and extension to assist the industry in processing operation optimization, Arkansas product utilization and food safety. The Center would include: 1.) an educational facility capable of hosting training conferences of 150-200 attendees; 2.) a pilot plant dedicated to processing that would have the capacity of assessing processing performance of grains and specialty crops as well as assist food entrepreneurs in Arkansas with product development and initial test production; and 3.) laboratory and office space. The square footage of the facility would be approximately 20,000 square feet.
Recommendation: $300,000 (Category A)

University of Arkansas – Clinton School

Servers/Production Upgrade. The project would upgrade the servers and production equipment (camera, editing software). The upgrades are needed as part of the distance learning initiative and to continue videoing and recording the guest speakers of the school.
Recommendation: $20,000 (Category A)

University of Arkansas - Criminal Justice Institute

CJI Forensic Lab and Classroom Equipment. In order to provide "real life" exercises, actual crime scene equipment and materials must be used. To enhance the educational experience and the safety of students participating in FSCTD courses, $124,500 in additional equipment is requested. These funds will enable CJI to purchase forensic light sources, digital cameras and accessories, digital video and editing systems, digital video cameras and accessories, and down-flow and chemical workstation maintenance. This equipment will enhance the mock exercises and scenes created for the students as well as provide them

with exposure to additional methods and techniques for locating, processing, documenting, and preserving crime scene evidence. The safety of students will be enhanced by maintaining equipment that will allow them to process evidence using a variety of powders, chemicals, and sprays. These items are essential in enhancing the ability of Arkansas law enforcement to maximize the value of forensic/crime scene evidence in criminal investigations. This is the fifth request for this project.
Recommendation: $124,500 (Category A)

CJI Facility Equipment Upgrades. The Criminal Justice Institute moved to our new location, 26 Corporate Hill Drive, in January 2013. In order to efficiently and effectively utilize this new facility, including classroom and forensic laboratory space, the Criminal Justice Institute is requesting funding for technology and equipment upgrades. This request addresses servers and LAN system back-up, projectors and other instructional equipment needed for classrooms, computers, laptops, and printers. This is the fourth request for this project.
Recommendation: $240,000 (Category A)

University of Arkansas – Arkansas Archeological Survey

Rescuing Arkansas's Heritage. Recent advances in land management technology, such as precision land leveling, are opening up extensive tracts of Arkansas lands for agricultural production. While the economic gains are undeniably significant, these practices are destroying archeological and historic sites at an unprecedented pace, resulting in a tragic loss of information about our state's heritage. The Arkansas Archeological Survey (ARAS), a unit of the University of Arkansas System, has a network of eleven research stations across the state, and we are fortunate that our archeologists have cultivated cooperative relationships with owners and managers of several large agricultural operations. Through these relationships, we are often given advance notice of land leveling schedules and provided a window of opportunity to conduct archeological investigations in advance of those operations. Unfortunately, the time frames we are generally allowed are too short to permit effective data gathering efforts. Modern near-surface geophysical technologies, such as magnetic gradiometry, provide a means to rapidly document buried cultural features and in doing so preserve valuable information on ancient land use practices and identify extraordinarily important features warranting immediate salvage. ARAS already possesses a complete set of geophysical prospecting equipment, but we lack ancillary means to rapidly deploy that equipment over large land tracts. The combination of a GPS guided, motorized transport system for gradiometry (using an ATV vehicle that we already own) and UAV-supported photogrammetry will permit us to map target areas and collect information on the distribution of buried archeological features across large land tracts within acceptably short time frames, thereby preserving valuable heritage information before it is damaged or destroyed. This information will be curated in the state archeological databases

maintained by ARAS, which are used for a variety of purposes including the production of materials for public education and heritage tourism. We request funds to purchase a towing rig for geophysical equipment, a real-time high accuracy GPS guidance system, and a GPS-guided Unmanned Aerial Vehicle (UAV) with standard digital and infrared thermal camera packages for photogrammetric documentation.
Recommendation: $59,150 (Category A)

University of Arkansas – ARE-ON

Construction of Fiber Expansion (Ft. Smith - Alma - Fayetteville). The current ARE-ON fiber route between Fayetteville and Fort Smith is provided by an IRU through a commercial provider. The provider may be unable to renew this IRU, or the cost of renewal of the IRU may make construction of a separate IRU viable and a more economical alternative. This fiber route carries network traffic for ASU, ATU, Arkansas eLink, UCA, UAF, UAFS, UAMS, many 2-year schools, and future 100Gig connections. Loss of this path would seriously jeopardize the ability to deliver future 100Gig connection to UAF, and break the required resiliency in the Arkansas eLink network throughout northern Arkansas. The project would construct high-count underground fiber optic cable along a path between Fayetteville to Alma to Fort Smith.
Recommendation: $1,000,000 (Category A)

University of Arkansas - Arkansas School for Math, Science and Art

Creativity and Innovation Complex. In the time since fine and performing arts were added to ASMSA's legislated mission in 2004, the General Assembly has not allocated funds to construct appropriate spaces in support of this stated mission. In addition, ASMSA remains one of only a handful of schools in Arkansas offering advanced computer science education. The Creativity and Innovation Complex will provide both of these marquee programs with appropriate learning spaces in support of our residential students and outreach programs for talented Arkansas middle and high school students. The facility will also house ASMSA's Information Technology staff and network infrastructure. The CIC will also feature a "maker space" for 3D printing, CNC milling, laser cutting, wood work, and rapid prototyping that could serve as a valuable resource for both the Hot Springs business and manufacturing communities.
Recommendation: $1,000,000 (Category A)

Multi-Purpose Building (Community Hall). The Community Hall will serve as a multipurpose building that can be used for assemblies, physical education classes, wellness programs, performing arts, science fair, special meetings, dances, as well as a variety of other campus programs and outreach events. Since ASMSA's founding in 1993, the school has had no large, open-space

facility to accommodate the basic needs of our school. As such, ASMSA is required to rent space from other entities to meet the most basic functions of group academic, student life, and outreach programs. The scope of every ASMSA unit is severely limited by not having a multipurpose space large enough to accommodate our full community of learning. Even the most basic of school assemblies for the student body must be held at an off campus location. This is the sixth request for this project.
Recommendation: $500,000 (Category A)

University of Arkansas – System Office

Cammack Campus. The University of Arkansas System B. Alan Sugg Administration building serves not only as the central administrative facility for all eleven (11) campuses and six (6) divisions of the University of Arkansas System, but also as the gathering place for other institutions of higher education in central Arkansas. As such, the facility is subjected to intensive use. The two primary issues with the building are stopping the ongoing water damage resulting from the failure of the cupola waterproofing system along the perimeter of the roof and replacing damaged exterior doors and the damaged wood windows with energy efficient clad type. These repairs are essential to preventing further damage to the building interiors in addition to providing energy savings. Also, for safety and energy saving purposes the exterior site lighting needs to be upgraded and for energy efficiency the interior lighting needs to be upgraded. This is the second request for this project.
Recommendation: $570,000 (Category A)

Technology Upgrades. The University of Arkansas System Office provides critical legal, financial and internal audit services to eleven (11) institutions of higher education and six (6) non-formula entities serving state-wide missions. Centrally located in Little Rock, the System Office hosts numerous meetings for UA System institutions, as well as other higher education and state entities. Funding is needed to upgrade computer hardware to allow for faster computer Operating System performance and enhanced internet function for cloud computing and to increase bandwidth. This is the fifth request for this project.
Recommendation: $100,000 (Category A)

System Office Expansion. Since the University of Arkansas System Office was constructed in 1997, both the number of entities and campuses and the enrollments per campus have expanded. The System Office building is used by all of the UA system campuses, as well as other education and community organizations. The staffing level required to provide critical financial, legal and internal audit services to the eleven (11) institutions of higher education and six (6) non-formula entities serving state-wide missions has also grown. Expansion of the current UA System building will provide some much needed space. This addition project of approximately 3,000 square footage would provide for

additional office space and critical storage space. This is the fourth request for this project.
Recommendation: $330,000 (Category A)

University of Arkansas for Medical Sciences

Student Information System. UAMS has used a series of different in-house systems to manage its admissions/applicant, student, and student account systems. Financial Aid has been processed using a separate proprietary system (ProSAM since 2010). Student accounts are currently maintained in a system installed in the 1980's (OASIS), which was written in a programming that is no longer being supported by the vendor (Powerhouse 4GL). The OASIS terminal based system is obsolete and static: there is no possibility of upgrading or improving its capacity. Its DOS-based rudimentary reporting capabilities present severe limitations for college, academic and financial accounts staff.
Requests for this project have been made each funding cycle beginning with the 2001-03 biennium.
Recommendation: $4,635,381 (Category A)

Integrated Clinical Information System Platform On-Campus Expansion. Management of healthcare costs is tied heavily to the efficiency of care given to each patient in need of medical services of any kind. Emergency care may lead to follow up visits, physical therapy, additional surgeries or even begin an ongoing patient/doctor or patient/healthcare team relationship. The treatment of chronic illness requires coordinating multiple encounters in various settings over extended periods of time. Receiving treatments anywhere across the state or nation is not unusual when seeking the best possible program for a medical problem one is experiencing or in time of an accident or illness while traveling. To have a patient's medical history readily available can provide more timely and accurate diagnoses and avoid unnecessary testing that delays immediate treatment.
Recommendation: $3,364,619 (Category A)

COLLEGES:

Arkansas Northeastern College

Workforce Training Building. Arkansas Northeastern College requests to construct a Workforce Training Building. The College has experienced increasing student and local industry, which includes Big River Steel. This demands for expanded Occupational and Technical Workforce Training spaces and associated qualified instructors and programs. Currently the only space available are 1) a leased 26,000 square foot metal building originally constructed as a warehouse/distribution center for Pepsi Cola products and 2) a leased

30,000 square foot metal building originally constructed as a manufacturing & assembly facility. Both buildings are located across town in the industrial park and are inconvenient for our students. Roof failure issues persist with both metal buildings, placing at risk the currently owned training equipment. Fifty-year old spaces located at the ANC Burdette Center are being utilized to accommodate the ANC Technical/Secondary Center. To meet the demand and continue to be responsive to our constituents, ANC must provide a state-of-the-art facility near the main campus for workforce training and technical education. Finally, the new facility is a high priority for prospective industries investigating the workforce preparedness of the area population. The prospective industries expect a quality, timely training program with the state-of-the-art facilities for these needs. Significant financial participation by private industry partners is anticipated.
Recommendation: $2,750,000 (Category A)

Arkansas State University – Beebe

IT Services Data Center. Information Technology Services and the Data Center are currently in State Hall. Space for the department staff and for the data center are horribly inadequate in both space and capability. The Data Center is actually separated in two different rooms without the proper climate control and security. The same is true for the space available for offices, storage and training. Additionally, ITS and Data Center relocation would provide critical space for other departments housed in State Hall.
State Hall is a very old building housing many departments containing student and financial records. It would be beneficial to the University to house the Data Center in a separate building not so susceptible to loss from fire or other natural disasters.
Recommendation: $2,813,000 (Category A)

State Hall. The State Hall Building was built on the Beebe campus in 1938 and is one of the three original buildings on the campus. State Hall houses senior level administrative offices, Registrar, Financial Aid, Business Office, Institutional Research, Public Information, and Information Technology Services. The building is in bad need of renovation to update the building in appearance and mechanical/electrical systems. This is the third request for this project.
Recommendation: $437,000 (Category A)

Arkansas State University – Mountain Home

Occupational Technical Center. ASUMH has been approved to offer three new occupational and technical programs, Automotive Repair, Heating, Ventilation, and Air Conditioning, and Mechatronics; in addition to our current Welding program. In order to accommodate the addition of these programs and growth in enrollment, ASUMH has entered into a building lease, with the option to

purchase the property. This request is to purchase the property and make building alterations necessary to operate our occupational and technical offerings.
Recommendation: $2,000,000 (Category A)

Health and Wellness Center. This new facility will incorporate current physical education courses, along with health and wellness courses, such as weight training, aerobics, and community health education. Potential functions of the facility include a gymnasium, walking track, weight room, fitness instructional area, classrooms, and faculty and staff offices.
Recommendation: $750,000 (Category A)

Arkansas State University – Newport

Multi-Purpose Building (JB). ASU-Newport plans the construction of a multi-purpose building at its location in Jonesboro. The 35,000-39,000 square foot facility will contain several multi-use spaces to meet the needs of the growing student population and industry partners served in the area. The building will allow for the presence of a one stop area to better serve students, and allow for meeting spaces to facilitate growing partnerships with industry in conjunction with the institution's mission to grow its technical programs. The building will also house classroom and laboratory space to serve the needs of students pursuing technical degree offerings at our Jonesboro location.
Recommendation: $2,000,000 (Category A)

Academic Building Renovation (JB). ASU-Newport is in need of a renovation project to update the existing main classroom building at its Jonesboro industrial location. With the addition of a multi-purpose building at the location, administrative areas will need to be renovated to maximize instructional space to fit the needs of the growing student population.
Recommendation: $750,000 (Category A)

Black River Technical College

Energy Efficient Lighting Upgrades. Upgrade all interior lighting Campus wide to an energy efficient product, along with automated light sensors to deactivate lighting when spaces are not in use. Estimated payback is four years.
Recommendation: $500,000 (Category A)

HVAC Mechanical Upgrade Admin Building. To replace outdated mechanical equipment serving the Administration Building some of which dates from the 1970's with up-to-date energy efficient units.
Recommendation: $85,000 (Category A)

Paragould Campus Building Expansion. This new facility will serve as additional classroom space for a growing campus along with adding faculty and staff offices that serve to support the students attending this campus.
Recommendation: $2,165,000 (Category A)

Cossatot Community College, University of Arkansas

Education Center. UA-Cossatot has been the fastest growing two-year college in AR for the past several years. As such, our Howard County campus is out of classroom spaces. Our request is to add a facility to this campus with eight classrooms (including supportive faculty offices), a 200 seat lecture hall, and a multi-functional arena for numerous activities, including P.E. classes, large presentations, and college –wide activities.
Recommendation: $2,750,000 (Category A)

College of the Ouachitas

Workforce Innovation Center Renovation. In order to meet our service area career and workforce needs, College of the Ouachitas needs to expand our offerings. We have, or will have, purchased an additional building to serve as our Workforce Training Center. Additional renovation and built-in equipment will be needed to fully implement our planned service offerings for business and industry as well as selected Applied Science programs.
Recommendation: $300,000 (Category A)

Conference and Student Center. This new facility is requested to house our Student Services staff that will support our efforts to provide a complete one-stop service center for all of their student support needs. This new building will also support space for graduations and other large venues that the college currently lacks. With support from our local community, we anticipate these spaces to be made available for conferences and other local business and industry purposes. We plan on soliciting FEMA funds for a portion for the construction of a safe room for the campus and community.
Recommendation: $2,200,000 (Category A)

East Arkansas Community College

Technology Infrastructure. EACC has conducted evaluations of existing campus technology systems in areas of safety, security, environmental & energy management controls, and general technology operations in support of the academic programs, as well as administrative operations, in order to determine areas where improvements are needed for greater program effectiveness, and significant long-term operational efficiencies and cost savings. The following

capital project will provide the necessary technological infrastructure improvements to address the identified needs:

- Replacement of Campus analog telecommunications system with VOIP Digital telecom system.
- Installation of comprehensive Energy Management System to control environmental HVAC systems in all college facilities.
- Installation of Network-based campus video security and facility access system to replace old and inadequate existing analog system.
- Expand campus wireless network coverage for improved performance in support of academic and student life programs and activities.

Recommendation: $182,500 (Category A)

Maintenance Building. The renovation of the current Maintenance Building and expansion would include an addition of approximately 1,900 sq. ft. for housing of personnel, equipment, and storage. It would also allow for the current portion of the facility to be covered with brick veneer siding that matches existing buildings on campus and in its general vicinity. At this time, the College does not have adequate storage facilities on campus and this would allow all stored items to be brought back to campus and eliminate the need to rent storage offsite. This is the eighth request for this project.
Recommendation: $195,000 (Category A)

Student Center. This project would provide needed space for a student lounge and activities area as well as offices to house Student Recruitment and Student Activities personnel along with Student Government representatives. Currently, no space exists that can be dedicated to students for activities, entertainment, presentation, etc. Another issue that should be considered is that a large number of EACC students commute to campus from great distances and therefore spend a majority of time before and after classes on the campus. This is the fifth request for this project.
Recommendation: $1,844,000(Category A)

Renovation of Classroom Building 3. This project would allow for the renovations of Classroom Building 3 on the EACC campus. This facility was constructed in 1986 and in part has been used as Allied Health classrooms and labs. Since an Allied Health Center is now under construction, a complete renovation is needed to convert this space to general use up-to-date classrooms. This two story building also needs to have an elevator installed to enable easy handicapped access. This is the second request for this project.
Recommendation: $28,500 (Category A)

Mid-South Community College

Aviation Annex. Mid-South Community College proposes this project that involves the demolition and removal of two existing metal buildings and

related accessories and systems. A new building to be completed in three phases, parking and access pad will be constructed per structural requirements and to facilitate adequate drainage. This is the second request for this project.
Recommendation: $2,750,000 (Category A)

National Park Community College

Infrastructure Improvements. Infrastructure to support classroom technology requires upgrades in order to serve the needs of students in the areas of testing, on campus classes, and web based classes. This project consists of the following improvements:

- Implement High Availability Disaster Recovery Data & Replication Center.
- Increase the bandwidth of NPCC's LAN by replacing the current network switches with high performance switches throughout the campus.
- Consolidate the network servers with server array technology. Server arrays on each end of the campus will enhance reliability and performance to provide optimal instruction.
- Provide centralizes natural gas backup power units for mission critical data closets.
- New campus wide phone system for the campus, including support and infrastructure. The existing phone system is outdated and replacement parts are no longer available.
- Remodel current Server Room/Data Closet

This is the fifth request for this project.
Recommendation: $1,409,000(Category A)

Classroom Technology. With increased enrollments and changing program needs, in order to stay current, NPCC needs the latest instructional equipment. This project consists of the following improvements:

- Classroom podium computers (36) attached to overhead digital projects to either replace old equipment or to enhance traditional classrooms.
- Implement 300 Student classroom stations with Thin/Zero clients to improve the manageability of software rollouts to student computers.
- Replace student side network switching components to increase data capacity for many campus computer labs.
- Blade center hardware additions to increase the flexibility of managing student classroom Thin/Zero client stations, and reduce power consumption.

This is the fifth request for this project.
Recommendation: $667,100 (Category A)

Construction of Post-Secondary Technology Center. A new Post-Secondary Technology Center will be constructed to house the existing Technical and Professional Division. These programs are above capacity. Prospective students currently experience a waiting list to enter the program. The new construction will

consist of classrooms and shops for these expanding programs. This is the second request for this project.
Recommendation: $923,900 (Category A)

North Arkansas College

Library Renovation. From when the current Library facility was designed and constructed in 1992, many new and different academic reference and instructional support technologies, services, conventions and student learning patterns have evolved. In addition to restoring and upgrading the building exterior, roof design and HVAC climate control systems, this renovation project will transform the outdated "stack" design areas into modern, high-tech educational reference and study areas. Spaces will be redesigned to include quiet individual study areas with a mixture of traditional chair/desks and comfortable upholstered easy chairs, small and medium enclosed areas for student group study, an enclosed computer lab area and individual computer access stations throughout the facility.
Recommendation: $684,000 (Category A)

Information Technology Upgrade & Relocation. Due to the ever increasing growth and dependency of information technology and the associated equipment and infrastructure required for support, over the course of many years, information technology operations has been located in multiple areas based on available vacant space. The situation now exists where not only IT support is occupying areas that are needed for instructor office space, it has become difficult and inefficient to maintain the security, backup provisions and coordination of staff for all of the multiple IT operation sites. While communications hubs will still be required, the centralization of IT operations and support staff will provide for more reliable, effective and efficient information technology and the data it is responsible for. This is the second request for this project.
Recommendation: $1,015,000 (Category A)

Learning Commons. As part of the effort to increase student retention, course completion and improve credential attainment, Northark is committed to student success and believes a centralized, all-service student assistance and success center can help. As such, plans call for the renovation of approximately 5,000 GSF of space within the main building and convert a large open area and adjoining offices into a total service learning assistance center. Included in the new plans are quiet person-to-person and group tutorial areas, a dividable learning assistance computer lab, single computer tutorial stations, and a medium sized conference room and office space for learning commons support staff. This is the second request for this project.
Recommendation: $448,000 (Category A)

Northwest Arkansas Community College

Washington County Center. Northwest Arkansas Community College is requesting to construct a Washington County Center. Since Washington County is part of our service area, plans are underway to establish a center in Washington County. This center would address the requirement for workforce training responding to the needs of the local business community and the state. Funds would be used for startup costs, including planning and architectural services, furniture, and equipment.
Recommendation: $961,325 (Category A)

Burns Hall Bathroom Renovation. Northwest Arkansas Community College proposes to have selective demolition of current lavatories, wall and floor tiles, and areas of wallboard. Replace tile, partitions, fixtures, towels and soap dispensers. Add gender neutral restroom by renovating space adjacent to one of the restrooms. This is the second request for this project.
Recommendation: $289,452 (Category A)

Shewmaker Center for Workforce Technologies Roof Replacement. Northwest Arkansas Community College makes this request due to numerous storms and extreme weather conditions, the existing roof is showing signs of needed replacement. This project would include the removal of current asphalt materials and the installation of metal roofing materials including tile ice and water shields. This is the second request for this project.
Recommendation: $277,000 (Category A)

Burns Hall Main Entry Concrete Replacement. Northwest Arkansas Community College makes this request to replace 7,000sf standard sidewalk, 1606sf stamped colored and textured apron using 3,500 psi and #3 rebar on 18' center at the main entrance to Burns Hall. Also, drainage away from the building will be improved upon. Includes demolition and removal of existing materials and necessary site preparation.
Recommendation: $68,632 (Category A)

Library Remodel. Northwest Arkansas Community College makes this request to remodel the library. The library would benefit tremendously with additional floor space. The current location of the library, located of the main lobby of Burns Hall, is ideal for student and community access, so expanding outward and upward would be the ideal solution. Will need to expand upwards for additional seating, open and closed group study spaces, and expanded electrical and technological infrastructure.
Recommendation: $111,300 (Category A)

Health Professions 3rd Floor. Develop the 3rd floor of the Health Professions Building. Construction of the building was completed in December 2012, and

was funded with bond proceeds. The 3rd floor of the building remains unfinished. Additional state funding would allow full use of this facility.
Recommendation: $1,506,875 (Category A)

Storm Drainage, Leveling, & Replanting. In 2014, NWACC will purchase a section of the Arkansas-Missouri Railroad Spur that runs through the center of campus. The tracks will be removed once the purchase is complete. After removal of the tracks, the land will have to be leveled and replanted. Additionally, storm drainage will be installed.
Recommendation: $190,000 (Category A)

Burns Hall Generator. The current generator was installed for Burns Hall during the original construction phase. The generator serves as power back-up to the financial and administrative segment of NWACC.
Recommendation: $26,750 (Category A)

Storage Area Network (SAN) Upgrade. The Storage Area Network (SAN) is a critical component to the network infrastructure. The SAN is dedicated network that provides access to consolidated, server storage.
This project would replace an aging (in some cases, out of vendor support) SAN infrastructure. The new SAN has been engineered to provide several layers of redundancy, something vital when consolidating storage. The primary system is designed to withstand multiple disk failures or a network switch failure without negative impact to the stability of the SAN. The second layer would allow asynchronous, scheduled replication to a hot secondary data center located on the NWACC campus. The third layer would provide asynchronous, scheduled replication of particular mission critical server components to a warm data center facility located on the North Arkansas College campus.
Recommendation: $184,369 (Category A)

New Physical Plant Facility. The current structure is too small to operate NWACC efficiently. The facility would accommodate and protect equipment while providing the necessary area needed to perform daily duties.
Recommendation: $134,297 (Category A)

Ozarka College

Information Technology Center and Student Center. There is an immediate need for additional space to support Ozarka College's Information Technology program and to provide additional space for students to study, interact with study groups, and obtain tutoring and counseling services on the Sharp County campus. This is the second request for this project.
Recommendation: $1,500,000 (Category A)

Health & Fitness Center. There is a need for additional space to house a health and fitness center on the Stone County campus. At the present time, we do not have the facilities or equipment to offer physical education courses at this location.
Recommendation: $750,000 (Category A)

Fulton County Education Center. There is a need for additional space to accommodate student enrollment growth of over thirty percent on the Fulton County campus. Additional space is needed to expand the curriculum, provide more classroom and laboratory space, and to have a designated area for students to study, interact with peers, and obtain tutoring and counseling services.
Recommendation: $500,000 (Category A)

Phillips Community College of the University of Arkansas

Roof Repair & Replacement-6 Bldgs. Stuttgart Campus: The roof on the main building is in need of repair, leakage is occurring that is causing damage to the infrastructure and carpeting.
Helena Campus: Five (5) buildings are in need of roof replacement due to the age of the existing roofs which is at a minimum of 20 years of age per building.

- Technology & Training Building - This building houses technology classrooms, cosmetology, compressed video, drafting, and the Gear-Up grant program.
- Gym- The Gym is used for community service, intramurals, and houses the fitness center for the College.
- Bonner Center- The Bonner Center houses Admissions, the Student Center, the Bookstore, and the Cafeteria.
- Fine Arts Building - The Fine Arts Building houses classrooms, auditorium, community service, and the art gallery.
- Maintenance Shop- The Maintenance Shop is the repair center for all maintenance equipment and the vehicle fleet.

This is the seventh request for this project.
Recommendation: $655,000 (Category A)

Technology Upgrade. The servers and SAN we employ to host all of the financial applications and student records are rapidly reaching end of life. These devices have been in production for over five (5) years. Having mission critical servers in production for this length of time places our records and day-to-day operations at risk for catastrophic hardware failure. While we have back up procedures and a disaster recovery plan in place, it is imperative for the security of our information and continuity of operations that we replace this hardware as soon as funding is available. In addition, replacing these pieces of equipment will also provide the opportunity to take advantage of newer technologies that will enable PCCUA to provide students with faster access to their student

information. Hardware that is more capable would afford us the ability to implement new reporting tools so that financial and report information to governmental agencies can be managed more efficiently. This is the second request for this project.
Recommendation: $225,000 (Category A)

Chiller Repair for Stuttgart Campus. This chiller was installed with the construction of the Campus in 1997-98. It is costing more to repair and maintain the chiller in its' present condition than a new chiller with a five (5) year warranty would cost. This is the third request for this project.
Recommendation: $115,000 (Category A)

Boiler Replacement. The aging boilers in the Fine Arts Center and the Arts and Sciences Building have been repaired many times, and are now at the stage that it is costing more to repair them than the return on investment. A boiler failure in either of these buildings would result in building closure and would disrupt service to our students. The Fine Arts building includes auditorium, community room, classrooms, and art gallery. The Arts and Science Building is used for classroom instruction. This is the second request for this project.
Recommendation: $89,250 (Category A)

Fine Arts Building Insulation. This is the second request for this project.
Recommendation: $25,000 (Category A)

Small Business Incubator Elevator. The area served by PCCUA is in an economically distressed location. One of the projects that we have partnered with the community is housing a small business incubator project in one of our off campus buildings. This building contains three floors, and needs an ADA compliant elevator to better serve the community as a whole. This is the second request for this project.
Recommendation: $135,000 (Category A)

Pulaski Technical College

Technology Infrastructure Upgrade. Pulaski Technical College (PTC) has reached a point in which its entire campus community technology infrastructure requires a major upgrade to facilitate the educational needs of its students and to provide efficient and effective resources to the faculty and administrative staff of the college. In October of 2013, PTC was officially connected to the Arkansas Research and Education Optical Network (ARE-ON). ARE-ON will provide the college high capacity broadband access to advanced networking, technology, and research with other higher education institutions in Arkansas, nationally, and around the world. In order to fully experience the power of ARE-ON, PTC must significantly upgrade its internal networking environment that connects to ARE-ON. The technologies in this proposal are "Best of Breed" components that will

expand access and management of the local area networks at ALL campus sites. This $5.5 million dollar project will include many of the following items:

- 1,000 Wireless Access Points (based on student and faculty count)
- 1OGB Backbone Network
- Redundant Core Network Switches with 40Gig capacity
- Intelligent Resilient Framework to improve overall performance of LAN
- Main Distribution Frames at each building with redundancy
- Intermediate Distribution Frames within each building for expandability
- Intelligent Management Center Enterprise Software to provide comprehensive platform management of all resources
- Building and Workgroup Network Switch upgrades with redundancy
- Installation and Support providing a turn-key solution

Recommendation: $3,500,000 (Category A)

Automotive Trainers Equipment. The Automotive Technology program has relied on live work projects to meet NATEF task requirements. In order to better meet the tasks and to ensure that each student adequately performs each task the curriculum is evolving into the use of College owned trainers. Trainers will allow faculty to assign lab tasks to students in two person teams greatly decreasing the time requirements for completion of all tasks. The enrollment of 75 students exceeds the number of on-hand trainers. In order to meet the enrollment needs, six additional trainers need to be purchased.
Recommendation: $75,000 (Category A)

Welding Technology Center. There is a tremendous need for welding technicians in the state of Arkansas. According to industry leaders, approximately 600 technicians will be needed in the state over the next five years in the area of pipe welding alone. Moreover, there is no school in Arkansas with a program in this area.
Currently, Pulaski Technical College has an extremely successful Welding Technology program that focuses on training in basic welding skills. Pulaski Tech requests $2 million to renovate and expand its Welding Technology Center in order to offer training in pipe and tube welding and to expand the number of students it serves. The renovation project will provide two cutting-edge welding technology labs, as well as equipment, furnishings and tools. A new lab will be equipped with energy-efficient inverter welder technology and a welding ventilation system to meet environmental requirements.
The renovated Welding Technology Center, which will be located on the college's main campus in North Little Rock, will provide welding technology students with greater opportunities for career and salary advancement and will provide existing welding technicians with opportunities to upgrade their skills.
Ultimately, Welding Technology Center will provide a return on investment in the form of a better skilled workforce for businesses and industries that utilize welding technicians. It also will aid in the recruitment of new industries and retention of existing ones. This is the second request for this project.
Recommendation: $175,000 (Category A)

Rich Mountain Community College

Technology Upgrade of Lecture Hall. The Lecture Hall at RMCC was constructed in 1986 and to-date has not changed during the past 27 years. It is currently the largest room on campus that can be used for a classroom. This project would provide the latest in sound, lights, audio-visual equipment for a classroom of approximately 70-75 students. This project is critical to the institutions ability to provide instruction to large numbers of students through direct and distance learning applications.
Recommendation: $590,500 (Category A)

Technology Upgrade of Science Labs. The science laboratories at RMCC were constructed in 1986 and to-date have not changed since that time. Work would include new casework, cabinetry, Prep room, computers, high def. screens, projector & screens and Ethernet connections.
Recommendation: $620,500 (Category A)

Allied Health Equipment. Funds would be used to purchase 5 new SimMan (simulation manakin) for the Allied Health programs at RMCC. The LPN/RN programs have doubled in size over the past 4 years and critical equipment is needed to ensure proper training of the students in these areas. The SimMan includes software and is an interactive program allowing it to talk, cry, sweat, bleed, etc. providing a safe but complete learning environment for students.
Recommendation: $200,500 (Category A)

Fine Arts Performance Center. Approximately 20,000 square foot building that contains facilities for performances ranging from local plays, concerts to regional and national acts. The center would include banquet facilities and supporting needs as well as dressing and support areas for productions. This is the third request for this project.
Recommendation: $338,500 (Category A)

South Arkansas Community College

Advanced Manufacturing Center. This request is to construct a 7200 square foot building for manufacturing programs and training to support the existing and expanding chemical, petroleum, hazardous waste, pulp and paper, and manufacturing industries in our area. SouthArk is involved in the training of employees and operators for many of our local manufacturing plants. The facility would be a metal building (with brick facade) with 2 classrooms, a computer laboratory, restrooms, four offices, and a 60x60 reconfigurable, high-bay space. The open, high-bay space would house the Hands-on-Training mini-plant; process, mechatronics, and robotics training models; five welding booths, and other industrial and safety training equipment. The space would provide credit and non-credit manufacturing training opportunities for not only our Process

Technology Operators courses/program but also provide appropriate laboratory space for our Industrial Technology/Mechatronics and Welding programs, workforce safety training, and customized industrial training.
Recommendation: $450,000 (Category A)

Health Science Center Addition. The proposed addition to the Health and Natural Sciences Building will include offices, classrooms, laboratories, and simulation suites for health science programs, Chemistry/Physical Science, Biology, and Medical Laboratory Science. The space required for these areas total 12,000 square feet. Included in this space will be three laboratories, chemical storage and prep room, faculty/staff offices (six), two general purpose lecture classrooms, mock emergency room with simulation suites and observation/debriefing areas, and exercise room to support health science programs and course offerings. The architects planned for this 12,000, three-story addition to the existing 38,000 sf Health and Natural Sciences building when originally developed in 2009, but funds were not sufficient to build entire 50,000 sf facility. This is the second request for this project
Recommendation: $2,300,000 (Category A)

Southeast Arkansas College

Security. Southeast Arkansas College submits this request to install cameras and security devices throughout campus. This is the third request for this project.
Recommendation: $100,000 (Category A)

Technology Center South Transformers. Southeast Arkansas College requests to replace transformers. Due to overheating through use and natural obsolescence, these transformers must be replaced. This is the third request for this project.
Recommendation: $25,000 (Category A)

ADA Update. Southeast Arkansas College submits this request to improve handicap accessibility. This is the fifth request for this project.
Recommendation: $50,000 (Category A)

Sewer Repair. Southeast Arkansas College submits this request for replacement of underground water and sewer lines that are approximately 50 years old and has reached life expectancy. This is the fourth request for this project.
Recommendation: $750,000 (Category A)

Projectors for Classrooms. Southeast Arkansas College submits this request for improvements for instructional and research purposes.
Recommendation: $105,000 (Category A)

Southern Arkansas University Tech

Career and Workforce Development Center. Southern Arkansas University Tech requests to construct a 40,000 square foot Career and Workforce Development Center. It is of importance to note the key impetus for this proposal. These needs are driven by the expressed desires of businesses and industries that SAU Tech serves in Highland Industrial Park and surrounding area. These needs were expressed through 2011 survey results and on-going communication with industry partners. SAU Tech career education and workforce training has been and continues to be a strong asset to the park in adding value and quality to the products produced as well as keeping jobs in Arkansas and the United States. SAU Tech's sector partners in Defense/Aerospace employment continue to have needs of creating a pool of both qualified entry level and highly skilled workers. The facility would also serve as a much needed facility that the College's industry partners could schedule for their own use with in-house instructors and speakers. This is the 6th request for this project.
Recommendation: $2,750,000 (Category A)

University of Arkansas Community College at Batesville

Workforce Training Center. The Workforce Training Center will house classrooms, faculty offices, computer laboratories, and meeting rooms needed to support both current and planned academic programs in workforce and business outreach initiatives with community corporations and businesses. Vocational program would be housed in this facility. Currently all such programs reside in the Main classroom /Administration building and intermittently throughout the campus. These resources are insufficient to meet the immediate needs of the growth our campus is experiencing. The continued economic strength and business development of our service area have increased the demands placed on our community and workforce education programs. Workforce Training will be a critical element of UACCB's future training. This is the ninth request for this project.
Recommendation: $2,000,000 (Category A)

Instructional Equipment. The University of Arkansas Community College at Batesville is experiencing significant demand in technology and the need for increased bandwidth. With the inception of the ARE-ON project in 2013, expenses for UACCB as well as the need for new equipment for classroom usage is critical for the instructional technology need for the campus.
Recommendation: $600,000 (Category A)

Stabilization for Vehicular bridge. There is a creek that runs near the center of the campus which requires a bridge for ingress and egress to the east side of the campus. The vehicular bridge is the only access to the east side of the campus. Otherwise, students would have to use the state highway for commuting between

classrooms and library. Stabilization of the bridge must occur for safety. There is deterioration along the creek bank which affects the stability of the bridge. The data communication between both sides of the campus is also run along the bridge. Maintenance of this bridge is required for campus safety and communication.
Recommendation: $150,000 (Category A)

University of Arkansas Community College at Hope

Instructional Technology. UACCH currently has six CIV equipped labs with equipment that is 10 years old. The College can no longer get technical support for these systems because of the age. Currently UACCH averages 32 CIV class sessions per week to 336 students.
Recommendation: $420,000 (Category A)

Testing Center. The current testing center on campus is inadequate to handle the volume of testing required on a daily basis. This project will allow the College to renovate three existing meeting rooms into a testing center large enough to meet current and future demands. These rooms are no longer needed for meetings since the opening of Hempstead Hall.
Recommendation: $685,000 (Category A)

Texarkana Classroom Building. This project is a 40,000 square foot facility with classrooms, computer labs, science labs, meeting rooms, testing center, and faculty offices on the Texarkana Campus. This is the second request for this project.
Recommendation: $1,645,000 (Category A)

University of Arkansas Community College at Morrilton

Workforce Training Center. The Workforce Training Center will house new labs and classrooms for the departments of Auto Collision Repair Technology, Automotive Technology, Air Conditioning, Heating & Refrigeration Technology and general technology. These departments are currently housed in space that is outdated and too small. It would be very expensive to renovate existing facilities because of their age (one building over 30 years old and the other over 50 years old), locations and poor conditions. The programs produce graduates that are quickly employed, but enrollment in the programs is limited by physical space. Enrollment often reaches maximum capacity two months before classes begin. By constructing new space, UACCM will be able to enroll approximately 30% more students in these demand areas. In addition to classroom and lab space, a One-Stop Workforce Center will be included. Unemployed and underemployed workers who visit the Center will be exposed to technical training

opportunities. There will also be a workforce training area. This will provide space for workforce training for current and future businesses.
Upon completion of the new space the Technology I Building will be demolished because of the deteriorating condition. Space vacated in Technology II will require minor remodeling to provide needed expansion space for the Petroleum Technology program. The Technology III Building will be renovated and an addition will provide needed space to expand the Welding Department. This is the second request for this project.
Recommendation: $2,750,000 (Category A)

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* Presented to the AHECB as “Table 8-A: Summary of Capital Requests/Recommendations for the 2015-17 Biennium”

PERFORMANCE BASED FUNDING (OUTCOMES-CENTERED) MEASURES AS DIRECTED BY ACT 1203 OF 2011

Background

Act 1203 of 2011 repealed Arkansas Code § 6-61-223 and amended §6-61-224, §6-61-228, §6-61-229, and §6-61-230. The act directs the Department of Higher Education to develop an outcome-centered component of the funding formula for colleges and universities by December 31, 2011. Beginning in 2013-14, the funding recommendations will be based on the need component of student enrollment and the output components of student success and other performance measures. The proportion of the funding recommendation will begin with five percent based on outcome-centered measures, increasing by five percent each year to reach 25 percent in 2017-18. The Director and staff at the Department of Higher Education worked with the presidents, chancellors and key staff at the universities and colleges, along with the Executive Director and key staff at the Arkansas Association of Two-Year Colleges, to develop the university and college performance measures.

Performance Measures

For the implementation of performance funding, institutions are to be held harmless for complying or participating in an initiative promoted by the Arkansas Department of Higher Education (ADHE) that has the potential to adversely affect the outcomes of compliance with performance funding measures. *This includes, but is not limited to degree audits, contributions to economic development, and increases in quality of education provided.*

The performance-based funding formulas were developed and reviewed with the following principles in mind:

Universities

- **Doubling the number of degrees produced by 2025 without compromising academic rigor.** The universities recognize that to bolster the economic development needs of the State, we must significantly increase the number of degrees, including STEM degrees, awarded to Arkansas students. Significant weighting is placed on increasing the number of bachelor's degrees awarded. All institutions will be measured each year on total credentials awarded, bachelor credentials awarded, STEM production and student progression. Forty percent of all performance funding will be allocated to these four measures.

- **Recognizing the diversity of Arkansas's universities and the varying demographics and economic realities of their locale, as well as the academic unpreparedness of many of the students they serve.** The

optional measures include underrepresented minorities, non-traditional, transfer and low-income graduates, as well as graduates with remedial needs and those electing a course of study in a high demand field or a critical need of a particular region of the state.

- **Recognizing research activities in bolstering the economic development of the state**. Several universities are involved in substantial research efforts through the receipt of external grants and awards, issuance of patents and the development of new companies. While not directly producing graduates, these economic development measures produce jobs, a component that must be present if the state has any hope of retaining a large percentage of its graduates.

- **Holding all institutions accountable for the major state goals outlined in Act 1203 through the combination of mandatory and optional measures.** The measures allow each institution to select optional goals based on mission, role and scope. Each institution will be measured against its own progress and not against an arbitrary standard.

- **Recognizing that the performance record in the early years will almost certainly change over time and that it must be reviewed on an annual basis to assure the overall goal of doubling the number of graduates by 2025 is attainable.**

- **Keeping the measures simple, clear and understandable.**

- **Producing accurate and reliable data will dictate the success of the performance funding measures.**

Colleges

Two-year colleges are open-door institutions that serve four major educational purposes: 1) technical skills education; 2) preparation for transfer to a four-year university; 3) remedial education and; 4) workforce training for business and industry. A two-year college performance funding model must incorporate all four purposes.

Performance Measures

Universities

The following table provides a list of the measures with definitions:

Mandatory Measures	
Measure	**Definition**
Bachelor Credentials	Number of bachelor's degrees earned by students for an academic year regardless of enrollment status.
Total Credentials	Number of all credentials (technical certificates and above)

	earned by a student for an academic year regardless of enrollment status.
STEM Credentials	Number of all credentials (technical certificates and above) earned by a student for an academic year regardless of enrollment status in the STEM CIP Codes. The source identifying STEM CIP Codes is the version published by US Immigration and Customs Enforcement (ICE). The list may be found at the following website (www.ice.gov/sevis/stemlist.htm).
Progression: University Version (New Arkansas Measure)	This measure utilizes a cohort of credential–seeking students enrolling in 6 or more hours during a fall semester. The cohort is then tracked through the next academic year to identify how many students in the cohort earned a total 18 or more credit hours through the two academic years (including remedial/developmental courses). The Progression Rate is expressed as a percentage and changes over time are expressed as a difference in percentage points. If a student graduates during the allotted time frame, then that student is counted as progressed.
Optional Measures	
Measure	**Definition**
Course Completion	This is a Successful Course Completion Rate calculation which compares the number of successful SSCH to all SSCH in all non-remedial courses. The Successful Course Completion Rate is expressed as a percentage and changes over time are expressed as a difference in percentage points.
High Demand Credentials	Number of all credentials (technical certificates and above) earned by a student for an academic year regardless of enrollment status in the HIGH DEMAND CIP Codes. The 2011 version of the HIGH DEMAND CIP Codes were obtained from ADWS (Arkansas Department of Workforce Services).
Minority Student Credentials	Number of all credentials (technical certificates and above) earned to persons identified as Asian only, Black only, Hispanic any, American Indian/Alaska Native only, Hawaiian/Pacific Islander only or Two or More Races. (Unknowns, Non-Resident Aliens, White and Other graduates are not included.)
Non-Traditional Student Credentials	Number of all credentials (technical certificates and above) earned by a non-traditional student in an academic year. Non-traditional students are defined as age 25 or older at the time of graduation.
Remedial Student Credentials	Number of all credentials (technical certificates and above) earned by a remedial student in an academic year. Remedial students are defined as students who were required to take at least one remedial course for completion.
Regional Economic Needs Programs Credentials	Number of all credentials (technical certificates and above) earned by a student for an academic year regardless of enrollment status in programs identified by the institution and approved by the Arkansas Higher Education Coordinating Board. See Appendix B for detail.
Transfer Student Credentials	Number of all credentials (technical certificates and above) earned by a student transferring from another Arkansas public institution of higher education.

Expenditure of Federal Awards	Increase in restricted federal expenditures excluding transfers and scholarships by fiscal year.
Patents	The number of U.S. patents (utility, plant or design) issued or reissued to an institution within the year. Certificates of plant variety protection issued by the USDA should be included.
New Company Start-ups	The number of new companies started during the years that were dependent on licensing an institution's technology for their formation.
Compensatory Measure	
Percentage of Pell Receiving Undergraduate Population	Percentage of all undergraduate students receiving Pell grants (http://nces.ed.gov/collegenavigator/)

Colleges

The following table provides a list of two-year college measures with definitions:

Mandatory Measures	
Measure	**Definition**
Remedial Course Success	The rate of remedial courses completed relative to remedial courses attempted.
Non-remedial Course Success	The rate of non-remedial courses completed relative to non-remedial courses attempted.
Progression	The rate of students that complete either 18 hours or a credential.
Certificates of Proficiency	The number of certificates of proficiency awarded.
Technical Certificates	The number of technical certificates awarded.
Associate Degrees	The number of associate degrees awarded.
Total Credentials	The rate of credentials awarded relative to enrollment.
Mandatory Compensatory Measures	
Measure	**Definition**
Low-Income	The number of low-income students relative to enrollment.
Under-prepared	The number of underprepared students relative to enrollment.
Optional Measures	
Measure	**Definition**
STEM Credentials	The number of STEM credentials awarded.
High Demand Credentials	The number of high demand credentials awarded.
Workforce Training	The number of workforce training contact hours reported.
Transfer	The number of students that transfer after completing a minimum of 12 hours.
Adult Credentials	The number of credentials awarded to adults.

Minority Credentials	The number of credentials awarded to minorities.
Employment	The number of credential completers that obtain employment.

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

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

CERTIFICATION OF INTERCOLLEGIATE ATHLETIC REVENUES AND EXPENDITURES FOR 2014-15

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

Verification of Athletic Budgets and Fee Information
Institutions with intercollegiate athletic programs submitted ADHE Form 21-2, "Certification of Budgeted Athletic Revenues and Expenditures" and proper supporting documentation. ADHE finance staff verified that the athletic data submitted by the institutions matched the overall 2014-15 institutional operating budgets.

A.C.A. §6-62-804 requires that any student athletic fees assessed must be clearly defined in all publications and institutional board minutes, and listed separate and distinct from tuition or other student fees on student tuition and fee statements. All institutions assessing a student athletic fee have certified to the Department compliance with this requirement and have submitted copies of their student fee billing statements illustrating the disclosure of the athletic fee to each student.

Summary of Data
The institutional submissions establish the 2014-15 operating budgets for intercollegiate athletic programs and certify to the Coordinating Board any student athletic fees that will be charged to cover operating deficits. The University of Arkansas, Fayetteville (UAF), Cossatot Community College of the University of Arkansas (CCCUA), Mid-South Community College (MSCC) and North Arkansas College (NAC) do not charge an athletic fee and expect to continue to meet their athletic operating costs without assessing a student athletic fee for the 2014-15 fiscal year. The following institutions have set their athletic fee per student semester credit hour (SSCH) as follows:

Inst.	2013-14 Athletic Fee	2014-15 Athletic Fee
ASUJ	$17.00	$17.00
ATU	$14.00	$14.00
HSU	$15.00	$15.00
SAUM	$14.00	$17.00
UAFS	$16.00	$16.00
UALR	$16.66	$17.25
UAM	$13.00	$13.00
UAPB	$16.00	$17.00
UCA	$17.00	$17.00

A summary chart of 2014-15 athletic certification data from each institution is shown on page 10-3. The summary chart, excluding the University of Arkansas, Fayetteville (UAF), indicates that 42.2 percent of athletic program budgets are being funded from student athletic fees, while 26.1 percent comes from athletic-generated revenues and other athletic income. Transfers from educational and general funds contribute 17.0 percent of the funding. The remaining 14.7 percent is funded from other auxiliary profits.

Other than the educational and general transfer, the use of auxiliary profits is the most sensitive source of income for financing athletic budgets. Other auxiliary profits are included as a revenue source for intercollegiate athletic programs; however, the use of auxiliary funds to support intercollegiate athletic programs should not undermine sound fiscal management of those auxiliary enterprises.

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

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

Summary of 2014-15 Athletic Certification Data from Institutional Boards of Trustees

Inst	Athletic Generated Revenues	% of Total Inst Rev	Other Auxiliary Profits	% of Total Inst Rev	E & G Transfer	% of Total Inst Rev	Student Athletic Fee	% of Total Inst Rev	Other Athletic Income	% of Total Inst Rev	Total Expected Inst Rev	Total Budgeted Expenditure	Athletic Fee Per SSCH
ASUJ	$5,335,850	34.6%	$2,345,165	15.2%	$1,444,861	9.4%	$4,500,000	29.1%	$1,812,644	11.7%	$15,438,520	$15,438,520	**$17.00**
ATU	$193,000	3.9%	$0	0.0%	$1,585,072	32.4%	$3,100,832	63.3%	$18,378	0.4%	$4,897,282	$4,897,282	**$14.00**
HSU	$24,000	0.7%	$807,490	22.7%	$1,214,927	34.2%	$1,506,892	42.4%	$0	0.0%	$3,553,309	$3,553,309	**$15.00**
SAUM	$70,000	2.3%	$331,478	10.7%	$1,235,581	39.8%	$1,454,927	46.8%	$16,000	0.5%	$3,107,986	$3,107,986	**$17.00**
UAFS	$105,500	3.0%	$662,760	18.6%	$0	0.0%	$2,780,656	78.2%	$9,000	0.3%	$3,557,916	$3,557,916	**$16.00**
UALR	$1,101,931	15.3%	$0	0.0%	$988,823	13.7%	$4,314,901	59.8%	$805,456	11.2%	$7,211,111	$7,211,111	**$17.25**
UAM	$36,000	1.0%	$1,687,676	48.6%	$1,056,891	30.5%	$689,566	19.9%		0.0%	$3,470,133	$3,470,133	**$13.00**
UAPB	$2,080,000	34.3%	$502,442	8.3%	$1,138,234	18.8%	$1,265,000	20.9%	$1,073,311	17.7%	$6,058,987	$6,058,987	**$17.00**
UCA	$1,956,250	18.5%	$2,140,923	20.3%	$1,000,000	9.5%	$5,016,000	47.5%	$450,689	4.3%	$10,563,862	$10,563,862	**$17.00**
CCCUA	$20,000	39.1%	$0	0.0%	$31,156	60.9%	$0	0.0%		0.0%	$51,156	$51,156	**$0.00**
MSCC	$0	0.0%	$0	0.0%	$116,426	67.9%	$0	0.0%	$55,000	32.1%	$171,426	$171,426	**$0.00**
NAC	$6,000	2.1%	$130,143	46.0%	$108,417	38.3%	$0	0.0%	$38,247	13.5%	$282,807	$282,807	**$0.00**
Subtotal	$10,928,531	18.7%	$8,608,077	14.7%	$9,920,388	17.0%	$24,628,774	42.2%	$4,278,725	7.3%	$58,364,495	$58,364,495	
UAF	$75,205,845	84.2%	$0	0.0%	$0	0.0%	$0	0.0%	$14,073,000	15.8%	$89,278,845	$89,278,845	**$0.00**
Total	$86,134,376	58.3%	$8,608,077	5.8%	$9,920,388	6.7%	$24,628,774	16.7%	$18,351,725	12.4%	$147,643,340	$147,643,340	

NOTE: Sources of **Other Athletic Income** are foundations/clubs and other private gifts, miscellaneous income, work study program, etc.

26.06%

ECONOMIC FEASIBILITY OF BOND ISSUE
ARKANSAS TECH UNIVERSITY – OZARK CAMPUS

Arkansas Tech University – Ozark Campus requests approval of the economic feasibility of plans to issue bonds not to exceed $6 million with a term of up to thirty (30) years at an annual interest rate not to exceed 5.0 percent. Proceeds from the bond issue will be used for educational & general (E&G) purposes. Arkansas Tech University Board of Trustees approved this financing at its meeting on May 15, 2014.

The E&G issue will not exceed $6 million with an annual debt service of $354,875 and a term of up to thirty (30) years. The annual debt service on the bond issue will be supported by net tuition and fee revenue. Proceeds from the bond issue will be used to construct and equip the Allied Health Building and complete the Roofing Project for the Technology and the Academic Support Building. The Allied Health Building will consist of two floors with approximately 20,273 square feet. It will house five academic programs, including six classrooms, four educational labs, and faculty offices; three computer labs; a fitness center; and a conference room. The Technology and Academic Support building will also be completely re-roofed. Coordinating Board policy regarding debt service provides that a maximum of 25 percent of net tuition and fee revenue may be pledged to E&G debt service. Net tuition and fee revenue is the gross tuition and fee revenue less unrestricted educational and general scholarship expenditures.

Relevant data follows:

Projected 2014-15 Net Tuition and Fee Revenue	$ 4,195,256
Maximum Debt Service ($4,195,256 x 25%)	1,048,814
Existing Debt Service	172,718
Proposed Debt Service	354,875
Amount Remaining for Additional Debt Service	$ 521,221

The above data demonstrates that Arkansas Tech University – Ozark Campus has sufficient tuition and fee revenue to support an E&G bond issue of approximately $6 million with a term of up to thirty (30) years at an estimated annual interest rate not to exceed 5.0 percent.

In accordance with board policy, Arkansas Tech University-Ozark Campus will sustain a building maintenance fund to be supported by tuition and fee revenues. These funds will be held in a separate account for the maintenance of the new facilities by transferring annually to plant funds based on the Association of Physical Plant Administrators (APPA) of Universities and Colleges

recommendation. The current APPA recommendation is $2.50 per gross square foot for E&G facilities. Based on a total of 20,273 square feet, $50,683 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 Arkansas Tech University – Ozark Campus to issue bonds in an amount not to exceed $6 million with a term of up to thirty (30) years at an estimated interest rate not to exceed 5.0 percent to construct and equip the Allied Health Building and complete the Roofing Project for the Technology and the Academic Support Building.
>
> **FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of Arkansas Tech University of the Coordinating Board's resolution.

ECONOMIC FEASIBILITY OF BOND ISSUE
NORTHWEST ARKANSAS COMMUNITY COLLEGE

Northwest Arkansas Community College requests approval of the economic feasibility of plans to issue bonds not to exceed $3 million with a term of twenty (20) years at an annual interest rate not to exceed 4.0 percent. Proceeds from the bond issue will be used for educational & general (E&G) purposes. The Northwest Arkansas Community College Board of Trustees approved this financing at its meeting on June 9, 2014.

The E&G issue will not exceed $3 million with an annual debt service of $181,980 and a term of twenty (20) years. The annual debt service on the bond issue will be supported by net tuition and fee revenue and millage revenue. Proceeds from the bond issue will be used to purchase 20 acres of land in Springdale, Arkansas. Sometime within the next 5 years, Northwest Arkansas Community College will build a center for career and technical training on this property. Current programming (already being delivered in Washington County) includes general education and transfer curricula. New programming will include Workforce Technologies (credit and non-credit formats) with focus on Manufacturing Operations, Mechatronics, and Construction Technologies. Expanded programming (already being offered, but expanded by market demand) includes STEM-related curricula, General Business transfer, Information Management and Applications, and Agriculture Food and Life Sciences.

The 20 acres NWACC plans to purchase are directly west of the Arvest Natural's Ballpark in Springdale with direct access to I-49. A new major interchange, the Don Tyson Interchange scheduled to open during summer of 2014, will provide additional access. The location is in a primary development district for the City of Springdale. The west side location will also greatly increase access to NWACC for students/citizens of western Washington County and Siloam Springs. Coordinating Board policy regarding debt service provides that a maximum of 25 percent of net tuition and fee revenue may be pledged to E&G debt service; in addition, higher education institutions may obligate local tax or millage so long as the annual proceeds equal no less than 120 percent of the annual debt service. Net tuition and fee revenue is the gross tuition and fee revenue less unrestricted educational and general scholarship expenditures.

Relevant data follows:

Projected 2014-15 Net Tuition and Fee Revenue	$ 15,817,394
Maximum Debt Service ($15,817,394 x 25%)	3,954,349
Estimated Millage Revenue	2,997,500

Maximum Debt Service ($2,997,500 / 120%)	2,497,917
Existing Debt Service	2,555,157
Proposed Debt Service	181,980
Amount Remaining for Additional Debt Service	$ 3,715,129

The above data demonstrates that Northwest Arkansas Community College has sufficient tuition and fee revenue and millage revenue to support an E&G bond issue of approximately $3 million with a term of twenty (20) years at an estimated annual interest rate not to exceed 4.0 percent.

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 Northwest Arkansas Community College to issue bonds in an amount not to exceed $3 million with a term of twenty (20) years at an estimated interest rate of 4.0 percent to purchase 20 acres of land in Springdale, Arkansas.
>
> **FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of Northwest Arkansas Community College of the Coordinating Board's resolution.

TECHNICAL CERTIFICATE IN HOSPITALITY MANAGEMENT
ARKANSAS STATE UNIVERSITY - MOUNTAIN HOME

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in Hospitality Management (CIP 52.0401, 32 semester credit hours) offered by Arkansas State University - Mountain Home, effective Fall 2014.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the Arkansas State University System, and the Chancellor of Arkansas State University–Mountain Home of the approval.

Program Justification
The technical certificate in Hospitality Management prepares students for entry-level management positions in the front office, reservations, purchasing, dining rooms and marketing at hotels, resorts, and restaurants. Mountain Home High School began offering courses in hospitality, travel and tourism during the 2013-14 school year. This proposed program will provide an opportunity for these local high school students to continue their education in this field of study.

In 2012, the Mountain Home Area Chamber of Commerce launched a five-year initiative with one of the focus areas being "Retiree Recruitment and Tourism". This area's specific mission is: "To advance the economic vitality of Mountain Home by recruiting retirees to locate in our area and by increasing travel and tourism visitor volume via the establishment of an effective destination marketing plan that concentrates on the unique attributes of our region." The TC in Hospitality Management will play an important role in assuring that the region has a trained workforce that is prepared to propel the region in a direction that encourages tourism growth.

A recent survey of local employers from the hospitality industry indicated a need for a better trained workforce, especially in the areas of customer service, problem solving, and general knowledge of the industry. The curriculum is designed to meet those needs as well as provide management and human resources skills. Employers indicated needing employees with these skills and have positions as Assistant Managers, Housekeeping Supervisors, Marketing Managers, Maintenance Supervisors, Front Desk Managers, and Special Events Workers at salaries that average $10 per hour.

Existing faculty, equipment, classrooms, computer labs, library are adequate to implement the proposed program.

Arkansas Institutions Offering Similar Program
Arkansas State University-Beebe
Arkansas Tech University
National Park Community College
NorthWest Arkansas Community College
Pulaski Technical College
Mid-South Community College
University of Arkansas at Monticello

Program Viability
Projected Annual Enrollment beginning Fall 2014 – 10 students
Required Graduates by Summer 2019 - 12 students total, based on AHECB viability standard

Program Requirements
Technical Certificate in Hospitality Management
Total Semester Credit Hours – 32

Semester 1 –15 credit hours

ENG 1003 Composition I
BUS 1413 Business Math
BUS 1703 Introduction to Hospitality Management
BUS 1723 Dining Service Management
CIS 1003 Computerized Office Accounting

Semester 2 – 17 credit hours

BUS 2733 Convention/Conference Sales and Service
BUS 1732 Sanitation and Safety
BUS 2723 Lodging and Facilities Management
BUS 2563 Business Communications
BUS 2103 Human Relations in Business
CIS 2503 Microcomputer Business Applications

Italics - new courses

DOCTOR OF OCCUPATIONAL THERAPY
ASSOCIATE OF APPLIED SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT
ARKANSAS STATE UNIVERSITY - JONESBORO

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Occupational Therapy Assistant (CIP 51.0803, 63 semester credit hours) and the Doctor of Occupational Therapy (CIP 51.2306, 120 semester credit hours), offered by Arkansas State University – Jonesboro, effective Summer 2015.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of Arkansas State University System, and the Chancellor of Arkansas State University – Jonesboro of the approval. Program continuation is contingent on ASUJ obtaining and maintaining program accreditation with the Accreditation Council for Occupational Therapy Education.

Program Justification

There are no Occupational Therapy (OT) programs in the northeast or eastern regions. The proposed OT and occupational therapy assistant (OTA) programs are designed to meet the occupational health care needs of persons in these regions and beyond. ASUJ has not been in a position to develop the degree until now, and a consultant was hired to help develop the curricula. Additionally, in October 2013, 300 OT/OTAs were invited to ASUJ for an informational meeting to discuss program development. Area healthcare administrators also were surveyed on employer need and clinical placement support. The results were overwhelming that OT/OTA's are needed and jobs are available. St. Bernard's Medical Center, Poplar Bluff Regional Medical Center, Health Management Associates-Twin Rivers Regional Medical Center, Mid-South Health Systems, Harris Hospital, Health South Rehabilitation Hospital of Jonesboro, NEA Baptist Memorial Hospital are some of the employers that have need for OT/OTAs. A report from the Arkansas Center for Rural Health indicated a need for 600 OTs through 2016.

Students who complete the 63 semester credit hours OTA program will assist and work under the direction and supervision of the Occupational Therapist in hospitals, outpatient clinics, and schools. OTAs will be able to provide rehabilitative services to individuals with mental, physical, emotional, or developmental disabilities by assisting them with skills that will enable them to perform daily activities. Graduates of the OTA program are eligible to sit for the national certification examination administered by the National Board of Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a certified occupational therapy assistant (COTA). In addition, Arkansas requires licensure in order to practice. Licensure of the OTA is awarded by the Arkansas State Medical Board based on the results of the NBCOT examination.

The Doctor of Occupational Therapy (OTD) is a 120-semester credit hour program comprised of 108 semester credit hours of professional core, plus 12 semester credit hours in the cognate area. These cognates will become content specialization opportunities to the practice or science of OT which could include, but are not limited to, research, leadership, health care management, program development, policy development, health information management, aging studies, advocacy and health professions education. The OTD is a three-year, nine-semester program that integrates occupational therapy theory, research and practice. Graduates of the program will be able to professionally practice in positions as expert clinicians in specialty or emerging practice areas, as contributors to clinical research teams, as administrative leaders within health care organizations, and as faculty in institutions of higher education. OT is a health care profession aimed at improving performance, preventing illness and disability, and promoting adaptation to life changes.

Two new faculty at the master's level will be required for the OTA program. A minimum of five core faculty will be needed to implement the OTD program who are prepared at the doctoral level: Program Director, Academic Fieldwork Coordinator, and three occupational therapists with experience in pediatrics, adult/aging adults, and population

based and wellness practice. A program director will be hired by Fall 2014 and faculty will be hired by Spring 2015.

Current instructional facilities, including classrooms, instructional equipment and technology, laboratories are sufficient to support these programs. Existing office space in Smith Hall will be configured for the OT office complex, including chair and faculty offices, conference room, work room, and some space for graduate assistants and adjuncts. Space in Smith Hall will also be converted to include at minimum an ADL lab, technology lab and driving and mobility lab. Existing cadaver lab, two basic labs and two therapeutic exercise labs will be shared with the OT program. The CNHP has over 500 contracted sites for clinical placement. Over half of these sites will be utilized for OTA/OTD placement.

Curriculums for both programs have been designed to meet the accreditation requirements from the Accreditation Council for Occupational Therapy Education (ACOTE) and are consistent with college, university, and state requirements. Graduation from an ACOTE-accredited program is required for eligibility to sit for the licensing exam; therefore, ASUJ must obtain and maintain ACOTE accreditation for the OTA/OTD program continuation.

Arkansas Institutions Offering Similar Programs

Occupational Therapy Assistant

Arkansas Tech University – Ozark Campus
Cossatot Community College of the University of Arkansas
Pulaski Technical College
South Arkansas Community College

Occupational Therapy Doctorate

None; however, it is expected that the University of Central Arkansas will propose the expansion of its Master of Occupational Therapy degree to meet the proposed entry-level requirement of a doctoral degree. The University of Arkansas for Medical Sciences also likely will develop an OTD program to complement the new physical therapy program offered in northwest Arkansas.

Accredited OTD Programs

Belmont University, Nashville, TN
Creighton University, Omaha, NE
Nova Southeastern University, Tampa, FL
The University of Toledo, Toledo, OH
University of the Sciences, Philadelphia, PA
Washington University, St. Louis, MO

Institutions Developing OTD Program (Candidacy Status)

Northern Arizona University, Phoenix, AZ
Huntington University, Huntington, IN
Indiana Wesleyan University, Marion, IN

MGH Institute of Health Professions, Boston, MA
Kettering College, Kettering, OH
Pacific University, Hillsboro, OR
University of Tennessee at Chattanooga, TN
Mary Baldwin College, Saunton, VA

Program Viability
Projected Annual Enrollment beginning Summer 2015 – 30 OTA students
Required Graduates by Summer 2020–12 students total, based on AHECB viability standard

Projected Annual Enrollment beginning Summer 2015 – 30 OTD students
Required Graduates by Summer 2022–12 students total, based on AHECB viability standard

Degree Requirements
Associate of Applied Science in Occupational Therapy Assistant
Total Semester Credit Hours – 63

General Education Core – 28 credit hours

ENG	1003	Composition I
ENG	1013	Composition II
MATH	1023	College Algebra
BIO	2201/3	Human Anatomy A&P w/Lab
PSY	2013	Introduction to Psychology
PSY	3453	Developmental Psychology
	XXX3	Social Science or History
CS	1013	Introduction to Computers
PTA	1013	Making Connections

OTA Professional Core – 35 credit hours

OTA	*2013*	*Fundamentals of Treatment*
OTA	*2023*	*Emergency of OT Science*
OTA	*2033*	*Technology Skills Training I*
OTA	*2043*	*Disease to Practice*
OTA	*2053*	*Gerontology for the OTA*
OTA	*2063*	*Pediatrics for the OTA*
OTA	*2071*	*Fieldwork Education IA*
OTA	*2081*	*Fieldwork Education IB*
OTA	*2093*	*Technology Skills Training II*
OTA	*2103*	*OTA in Behavioral Health*
OTA	*2114*	*Fieldwork Education IIA*
OTA	*2124*	*Fieldwork Education IIB*
OTA	*2131*	*Fieldwork Seminar*

Occupational Therapy Doctorate
Total Semester Credit Hours – 120

Semester One, Summer, Year One

OTD	*5012*	*History of Occupational Science*
OTD	*5023*	*Pathology and Disability*
OTD	*5034*	*Practice 1: Primary Care*
OTD	*5043*	*Technology 1: Skills Training*

Semester Two, Fall, Year One

PT	7213	Movement Science
OTD	*5073*	*Practice 2: Occupational Science*
OTD	*5083*	*Technology 2: Function*
OTD	*5092*	*Research 1: Research in Occupational Science*
OTD	*5101*	*Level 1 Fieldwork: Adults*

Semester Three, Spring, Year One

PT	7224	Neuroscience
OTD	*5123*	*Practice 3: Pediatrics*
OTD	*5133*	*Technology 3: Environment*

OTD 5142 Research 2: Descriptive Research
OTD 5151 Level 1 Fieldwork: Pediatrics
OTD XXX3 Elective 1 in Cognate Area

Semester Four, Summer, Year Two

OTD 6164 Practice 4: Aging Adults
OTD 6173 Technology 4: Electronic Communications
OTD 6182 Research 3: Experimental Research
OTD 6191 Level 1 Fieldwork: Aging Adults
OTD XXX3 Elective 2 in Cognate Area

Semester Five, Fall, Year Two

OTD 6203 Practice 5: Health & Wellness
OTD 6213 Technology 5: Informatics
OTD 6222 Research 4: Qualitative Research
OTD 6231 Level 1 Fieldwork: Interprofessional Practice
OTD 6243 Professional Practice Seminar
OTD XXX3 Elective 3 in Cognate Area

Semester Six, Spring, Year Two

OTD 625V Level 2 Fieldwork (12 credit hours)

Semester Seven, Summer, Year Three

OTD 720V Level 2 Fieldwork (12 credit hours)

Semester Eight, Fall, Year Three

OTD 7213 Practice 6: Population Health
OTD 7222 Research 5: Scholarship of Application
OTD 7232 Advocacy & Leadership
OTD 7242 Program Development and Assessment
OTD 7252 Health Care Delivery
OTD XXX3 Elective 4 in Cognate Area

Semester Nine, Spring, Year Three

OTD 726V Level 3 Fieldwork: Doctoral Rotation (16 weeks – 12 credit hours)
OTD 7272 Capstone

Italics-new courses

Program Admission Requirements for OTD

1. Acceptance into the ASUJ graduate school;
2. Baccalaureate degree;
3. Transcripts of undergraduate degree with overall GPA to be ranked for competitive admission;
4. Calculation of separate GPA on all pre-requisite courses;
5. 3.0 minimum grade point average;
6. Three letters of recommendation from instructors, work supervisors or community individuals; and,
7. 3-5 page personal statement of intent to become an occupational therapist.

LETTERS OF NOTIFICATION

The Director of the Arkansas Department of Higher Education (ADHE) has approved the following program requests since the April 2014 AHECB meeting. According to AHECB policy 5.11, program actions approved by the ADHE Director must be included on the AHECB meeting agenda prior to initiation and may require further review by the Coordinating Board.

New Certificate/Degree Programs

Arkansas State University – Beebe
Certificate of Proficiency in Multi-Skills Technology (CIP 47.0101; 12 credit hours; Fall 2014)
Technical Certificate in Multi-Skills Technology (CIP 47.0101; 30 credit hours; Fall 2014)

Arkansas State University – Jonesboro
Master of Science in Molecular Biosciences (CIP 26.0204; 30 credit hours; Fall 2014)

Arkansas State University – Newport
Associate of General Studies (CIP 24.0102; 60 credit hours; Fall 2014)
Certificate of Proficiency in Basic Welding (CIP 48.0508; 13 credit hours; Fall 2014)

Black River Technical College
Certificate of Proficiency in Aircraft General (CIP 47.0608; 16 credit hours; Fall 2014)

North Arkansas College (Fall 2014)
Certificate of Proficiency in Manufacturing Technology (CIP 48.0501; 17 credit hours)
Technical Certificate in Manufacturing Technology (CIP 48.0501; 35-36 credit hours)
Certificate of Proficiency in Network Systems Administration (CIP 11.0901; 15-16 credit hours)

Rich Mountain Community College
Technical Certificate in Health Information Technology Billing and Coding (CIP 51.0707, 26 semester credit hours, Fall 2014)

Certificate of Proficiency in Health Information Billing and Coding (CIP 51.0707, 8 semester credit hours, Fall 2014)

University of Arkansas, Fayetteville
Graduate Certificate in Criminal Law (CIP 22.0101, 15-18 credit hours; Fall 2014)

University of Arkansas – Fort Smith (Fall 2014)
Certificate of Proficiency in Professional Sales (CIP 52.1804, 9 credit hours; Fall 2014)
Bachelor of General Studies (CIP 24.0102; 120 credit hours; Fall 2014)
Bachelor of Business Administration in Finance (DC 2320; 120 credit hours; Fall 2014)
Bachelor of Business Administration in International Business (DC 2320; 120 credit hours; Fall 2014)

University of Arkansas at Little Rock
Certificate of Proficiency in User Experience Design and Web/Mobile Development (CIP 11.0401; 18 credit hours; Fall 2014)
Bachelor of Science in Environmental Engineering (CIP 14.1401; 128 credit hours; Fall 2014)

Bachelor of Applied Science (CIP 30.9999; 120 credit hours; Fall 2014; also offered at the University of Arkansas Community College at Hope/Texarkana)
Bachelor of Professional Studies with a Concentration in Information Assurance (CIP 30.9999; 120 credit hours; Falls 2014)

University of Central Arkansas
Bachelor of Science in Religious Studies (CIP 38.0201; 120 credit hours; Fall 2014)

Certificates and Degrees offered through Institutional Partnerships
Arkansas Delta Training and Education Consortium (ADTEC)
Certificate of Proficiency in Construction Technology (CIP 46.0000, 16-17 semester credit hours, Fall 2014)
Participating Institutions:
Arkansas Northeastern College
Arkansas State University-Newport/Marked Tree (Pending Approval by ASU System Board)
East Arkansas Community College
Mid-South Community College

Southwest Arkansas Community College Consortium (SWACCC)
South Arkansas Community College (SWACC Lead Institution)
Technical Certificate in Industrial Equipment Maintenance Technology (DC 4635)

College of the Ouachitas (Spring 2015)
Certificate of Proficiency in Truck Driving (DC 4895)
Certificate of Proficiency in Industrial Robotics (CIP 15.0405, 13 semester credit hours)
Certificate of Proficiency in CNC Machining and Fabrication (CIP 48.0501, 14 credit hours)
Technical Certificate in Industrial Maintenance Technology (CIP 47.0399, 36-37 semester credit hours)

Cossatot Community College of the University of Arkansas (Fall 2014)
Technical Certificate in Industrial Technology (DC 4615)
Certificate of Proficiency in Hydraulics/Pneumatics (CIP 47.0106; 8 semester credit hours)
Certificate of Proficiency in Lubrication (CIP 47.0301, 7 semester credit hours)
Certificate of Proficiency in Mechanical Devices (CIP 47.0104, 8 semester credit hours)
Certificate of Proficiency in Programmable Controls (CIP 47.0302, 8 semester credit hours)
Certificate of Proficiency in Heating, Ventilation, and Air Conditioning (CIP 47.0201, 16 semester credit hours)

Certificate of Proficiency in Industrial Motors and Controls (CIP 47.0105, 8 semester credit hours)

National Park Community College (Fall 2014)
Technical Certificate in Industrial Technology (CIP 47.0303, 28 semester credit hours)

Rich Mountain Community College (Fall 2014)
Certificate of Proficiency in Industrial Maintenance Multi-Craft (DC 1150)
Technical Certificate in Industrial Maintenance Multi-Craft (DC 2150)
Certificate of Proficiency in Welding (DC 1480)
Technical Certificate in Welding (DC 2480)

Southern Arkansas University – Tech
Certificate of Proficiency in Materials & Operations Management (DC 4935)
Technical Certificate in Supply Chain Management (DC 4617, 30 credit hours, Fall 2014)

University of Arkansas Community College at Hope (Fall 2014)
Certificate of Proficiency in Supply Chain Management (CIP 52.0203, 15 credit hours)
Technical Certificate in Supply Chain Management (CIP 52.0203, 30 credit hours)
Associate of Applied Science in Supply Chain Management (CIP 52.0203, 60 credit hours)

Program – New – Minor/Option/Emphasis/Concentration/Focus Area

Arkansas State University – Jonesboro
General Writing Studies Minor (CIP 23.1301; 18 credit hours; Fall 2014); Creative Writing Minor (CIP 23.1302; 18 credit hours; Fall 2014); Professional Writing Minor (CIP 23.1303; 18 credit hours; Fall 2014)

Emphasis in Interpersonal Communication in Bachelor of Arts in Communication Studies (DC 1830; CIP 09.0100; 12 credit hours; Fall 2014)

Emphasis in Organizational Communication in Bachelor of Arts in Communication Studies (DC 1830; CIP 09.0100; 12 credit hours; Fall 2014)

Emphasis in Public Communication in Bachelor of Arts in Communication Studies (DC 1830; CIP 09.0100; 12 credit hours; Fall 2014)

Arkansas State University - Mountain Home
Mechatronics Emphasis in Associate of Applied Science in Workforce Technology (DC 4886; CIP 15.0403; 60 credit hours; Fall 2014)

Southern Arkansas University – Tech
Emphasis in Supply Chain Management in Associate of Applied Science in General Technology (DC 0840; 24 credit hours; Fall 2014)

University of Arkansas, Fayetteville
Concentrations in General Animal Science, Pre-Professional/Science (35 credit hours), and Equine (14 credit hours) in Bachelor of Science in Animal Science (DC 3380; CIP 01.0901; Fall 2014)

University of Central Arkansas
Minor in Sports Psychology (CIP 42.0101; 21 credit hours; Fall 2014)
Minor in Cognitive Neuroscience (CIP 42.0101; 22 credit hours; Fall 2014)
Minor in Innovation and Entrepreneurship in Bachelor of Business Administration in Innovation and Entrepreneurship (CIP 52.0701; 18 credit hours; Fall 2014)

Education Program Revisions to Meet New Teacher Licensure Requirements

Henderson State University
Bachelor of Science in Education in Special Education K-12 (CIP 13.1001; 127 credit hours; Fall 2014)

Master of Science in Education in School Counseling, K-12 (DC 6680; CIP 13.1101; 48 credit hours; Fall 2014)

Southern Arkansas University
Master of Education in School Counseling, K-12 (DC 5640, CIP 13.1101; 42 credit hours; Fall 2014)

University of Central Arkansas
Bachelor of Science in Education in Special Education K-12 (CIP 13.1001; 122 credit hours; Spring 2015)

Master of Science in School Counseling for licensed educators seeking to add the School Guidance and Counseling K-12 license to their current credential; and for individuals seeking initial licensure in School Guidance and Counseling K-12 (CIP 13.1101, DC 6470, 48 credit hours; Summer 2014)

Deleted Programs, Units, Minor/Emphasis/Concentration

Arkansas State University – Jonesboro
Advanced Certificate in Cardiac Sonography (DC 4511; Spring 2014)
Master of Science in Education in Business Technology (DC 6660; Fall 2014)

Arkansas Tech University
Bachelor of Arts in Art (DC 1250; Spring 2014)
Master of Education in Physical Education (DC 5820; Fall 2015)

Henderson State University
Master of Science in Education in Early Childhood, Special Education (DC 6720, Fall 2015)
Master of Science in Education in Instructional Specialist, Special Education (DC 7000; Fall 2015)

North Arkansas College
Certificate of Proficiency in Wood Manufacturing Technology (DC 1460; Fall 2014)

University of Arkansas, Fayetteville
Minor in Agricultural, Food and Life Sciences in Master of Science in Agricultural, Food and Life Sciences (DC 6240; Fall 2014)

University of Arkansas – Fort Smith
College of Student Success (Fall 2014)

University of Arkansas at Little Rock
Track in Computer Engineering in PhD in Integrated Computing (DC 1702; Fall 2014)

University of Arkansas at Pine Bluff (Summer 2014)
Bachelor of Arts in Political Science (DC 1690)
Bachelor of Arts in History (DC 1500)
Bachelor of Arts in Sociology (DC 1780)
Bachelor of Arts in Gerontology (DC 1490)
Bachelor of Science in Social Studies Education (DC 3180)
Bachelor of Science in Physics (DC 3030)

University of Central Arkansas
P-4 Early Childhood Education track in the Master of Arts in Teaching (MAT) (DC 5543; Spring 2014)

Programs – Inactive Status
Mid-South Community College (Fall 2014)
Certificate of Proficiency in Non-Destructive Testing Specialist-Eddy Current (DC 1414)
Certificate of Proficiency in Non-Destructive Testing Specialist-Eddy Current II (DC 1415)
Certificate of Proficiency in Non-Destructive Testing Specialist-Ultrasonic (DC 1412)
Certificate of Proficiency in Non-Destructive Testing Specialist-Ultrasonic II (DC 1413)
Certificate of Proficiency in Non-Destructive Testing Specialist-Penetrant I & II (DC 1410)
Certificate of Proficiency in Non-Destructive Testing Specialist-Magnetic Particle I& II (DC 1411)
Certificate of Proficiency in Chemical Plant Operations and processes (DC 3116)
Certificate of Proficiency in Web Design (DC 4325)
Certificate of Proficiency in Advanced Manufacturing Technology (DC 4719)
Technical Certificate in Advanced Manufacturing Technology (DC 5719)

University of Arkansas at Little Rock
Graduate Certificate in Marriage and Family Therapy (DC 5195; Spring 2014)

Program – Reactivation
University of Arkansas at Pine Bluff
Bachelor of Science in Nursing-RN to BSN (CIP 51.3801; DC 2940; 124 credit hours; Spring 2015)

Associate Degrees for Transfer and Bachelor's Degree Completion
North Arkansas College
Associate of Science in Criminal Justice (CIP 45.0401; 60 credit hours; Fall 2014) to Bachelor of Arts in Criminology (DC 1370) at Arkansas State University-Jonesboro

Associate of Science in Pre-Engineering (CIP 14.0101; 62 credit hours; Fall 2014) to Bachelor of Science in Biological Engineering (DC 3505) or Bachelor of Science in Biomedical Engineering (DC 6501) at the University of Arkansas, Fayetteville

College of the Ouachitas (Spring 2015)
Certificate of Proficiency in Electrical Apprenticeship, Basic (DC 4595; 9 credit hours)
Certificate of Proficiency in Electrical Apprenticeship, Advanced (DC 4596; 9 credit hours)
Certificate of Proficiency in Mechatronics Practice (DC 1152, 14 credit hours)
Technical Certificate in Mechatronics Technology (DC 2150; 39 credit hours)
Technical Certificate in Electrical Apprenticeship (DC 3595; 34 credit hours)

Associate of Applied Science in Mechatronics (DC 3150, 61-62 credit hours)

NorthWest Arkansas Community College (Summer 2014)
Certificate of Proficiency in Child Advocacy Studies [CAST] (DC 1498; 9 credit hours)
Technical Certificate in Child Advocacy Studies (CAST) (DC 2496; 32 credit hours)

Rich Mountain Community College
Associate of Applied Science in Business and Information Technology with Emphasis in Information Systems Technology; Business Administration; and Office Systems-Business (CIP 52.1206; 60 credit hours; Fall 2014)

Southern Arkansas University – Tech (Fall 2014)
Associate of Applied Science in Computer Information Systems Technology. Network & System Administrator Emphasis and Computer Technician Emphasis in Computer (DC 3521; 60 credit hours)

Certificate of Proficiency in Medical Professions (DC 0104; 9 credit hours)
Certificate of Proficiency in CISCO Networking (DC 0119; 10 credit hours)
Certificate of Proficiency in Microsoft Certified IT Professional Technology (DC 4426; 8 credit hours)

Technical Certificate in Office Software Specialist (DC 4635; 27 credit hours)
Technical Certificate in Industrial Maintenance (DC 4617; 30 credit hours)

CIP Code Changes
College of the Ouachitas
Certificate of Proficiency in Early Childhood Education (CIP 13.1210; DC 4919; Fall 2014))
Associate of Applied Science in Early Childhood Education (CIP 13.1210; DC 0437; Fall 2014)

Program/Unit Name Changes
Arkansas Northeastern College
Option in Business Management in the Associate of Applied Science in Business Technology (DC 0307; 60 credit hours; Fall 2014)

Black River Technical College
Technical Certificate in Auto Collision Repair Technology (DC 4330; Fall 2014)

Henderson State University
The STEM Center at Henderson State University (Summer 2014)

Southern Arkansas University – Magnolia
College of Science & Engineering (Fall 2014)
Department of Engineering & Engineering Physics (Fall 2014)
Department of Biochemistry & Chemistry (Fall 2014)

Southern Arkansas University – Tech
Network Support Technician option in Associate of Applied Science in Computer Information Systems Technology (DC 3521; Fall 2014)

Mechanical Maintenance option in Associate of Applied Science in General Technology (DC 0840; Fall 2014)

Technical Certificate in Mechanical Maintenance (DC 4617; Fall 2014)
Associate of Applied Science in Office Management (DC 0740; Fall 2014)

University of Arkansas, Fayetteville
Crop Science minor (Fall 2014)

Bachelor of Science in Human Environmental Sciences (BSHES) in Apparel Merchandising and Product Development (DC 4150; Fall 2014)

Bachelor of Science in Human Environmental Sciences (BSHES) in Human Nutrition and Hospitality Innovation with concentrations in Nutrition and Hospitality Innovation (DC 4160; Fall 2014)

Master of Science in Food Safety (DC 6240; Fall 2014)
Master of Science in Statistics and Analytics (DC 6530; Fall 2014)
Master of Science in Statistics and Analytics in Graduate School and International Education (Fall 2014)

University of Arkansas – Fort Smith
College of Science, Technology, Engineering, and Mathematics (Fall 2014)
School of Education (Fall 2014)

University of Arkansas at Little Rock
Master of Science in Computer Science (DC 6170; Fall 2014)
College of Arts, Letters, and Sciences (Fall 2014)
College of Education and Health Professions (Fall 2014)
College of Social Sciences and Communication (Fall 2014)

University of Arkansas at Pine Bluff (Fall 2014)
Bachelor of Science in Chemistry/Physics (DC 2350)

Existing Certificate or Degree Program Offered at Off-Campus Location
Arkansas State University – Jonesboro
Bachelor of Science in Sports Management offered at ASU-Mountain Home (DC 2207; CIP 31.0504; Fall 2014)

Specialist in Education (Ed.S.) in Reading offered at ASU-Mountain Home, ASU-Beebe, Mid-South Community College (DC 6915; CIP 13.1315; Fall 2014)

Master of Arts in Teaching Middle Level offered at ASU-Mountain Home, ASU-Beebe, Mid-South Community College (DC 5542; CIP 13.1299; Fall 2014)

Master of Science in Education in Reading offered at ASU-Mountain Home, ASU-Beebe, Mid-South Community College (DC 6910; CIP 13.1315; Fall 2014)

Additional Classroom/Lab Facility
Southern Arkansas University – Tech (July 2014)
SAUT Mechanical Maintenance Program Facility
2185 Highway 79 North, Camden, AR
(Five year lease agreement, Facility for Mechanical Maintenance programs)

Existing Program via Distance
Arkansas State University – Jonesboro
Doctor of Education in Educational Leadership (DC 4970; 93 credit hours minimum, Fall 2014; 100% online)

Southern Arkansas University
Master of Education in Educational Administration and Supervision (DC 5670, Fall 2014; 100% online)

University of Arkansas, Fayetteville
Graduate Certificate in Enterprise Systems (DC 6930; 12 credit hours; Fall 2014; 100% online)

Master of Science in Human Environmental Sciences (DC 6280; Fall 2014; Concentrations in Apparel Studies; Food, Hospitality, and Human Nutrition; and Human Development and Family Sciences, 100% online)

University of Central Arkansas
Master of Business Administration (DC 5580; 30 credit hours; Fall 2014; 100% online)

Concentration in Finance in Master of Business Administration (DC 5580; 21 credit hours in concentration; Fall 2014; 80% online)

Concentration in Health Care Administration in Master of Business Administration (DC 5580; 9 credit hours in concentration; Fall 2014; 100% online)

Degree Modification – Credit Hour Reduction (Act 747 of 2011)
Arkansas Northeastern College
Associate of Applied Science in Office Technology (DC 3520; 60 credit hours; Fall 2014)

Arkansas State University – Beebe
Associate of Science in Agriculture (DC 0191; 60 credit hours; Fall 2014)

Arkansas State University – Jonesboro
Associate of Applied Science in Law Enforcement (DC 0600; 62 credit hours; Fall 2014)
Bachelor of Arts in Art (DC 1250; 120 credit hours; Fall 2014)

Black River Technical College
Associate of Applied Science in Aviation Maintenance (DC 0240; 92 credit hours; Fall 2014; credit hours reduced from 101 to 92 credit hours.)

Associate of Applied Science in Respiratory Care (DC 0810; 80 credit hours; Spring 2015; credit hours reduced from 85 to 80 credit hours.)

Cossatot Community College of the University of Arkansas
Associate of Applied Science in Engineering Technology (DC 4487; 60 credit hours; Fall 2014: credit hours reduced from 63-64 to 60 credit hours)

Associate of Applied Science in General Technology (DC 0517; 60 credit hours; Fall 2014: credit hours reduced from 67 to 60 credit hours)

East Arkansas Community College
Associate of Applied Science in Medical Assisting Technology; Emphasis in Coding (DC 1120; 62 credit hours; Fall 2014; credit hours reduced from 71 to 62 credit hours)

North Arkansas College
Associate of Applied Science in Information Technology with Emphasis in Software Development, Digital Media, Network/Systems Administration (DC 0355; 60 credit hours; Fall 2014: credit hours reduced from 64-68 to 60)

Associate of Applied Science in Medical Laboratory Technology (DC 0660; 68-69 credit hours; Fall 2014: credit hours reduced from 72-73 to 68-69)

Associate of Applied Science in Registered Nursing (DC 0710; 68 credit hours; Fall 2014: credit hours reduced from 72-73 to 68)

Associate of Applied Science in Registered Nursing, LPN-RN Bridge Program (DC 0710; 64 credit hours; Fall 2014: credit hours reduced from 68 to 64)

University of Arkansas Community College at Batesville
Associate of Applied Science in Early Childhood Education (DC 0437; Fall 2014; credit hours reduced from 63 to 60)

Associate of Applied Science in Business Services (DC 0300; Fall 2014; credit hours reduced from 63 to 60)

Associate of Applied Science in General Technology (DC 0517; Fall 2014; credit hours reduced from 63 to 60)

Associate of Applied Science in Industrial Technology (DC 0580; Fall 2014; credit hours reduced from 63-64 to 60)

Associate of Applied Science in Criminal Justice (DC 0390; Fall 2014; credit hours reduced from 63 to 60)

Associate of Applied Science in Medical Office Management (DC 0652; Fall 2014; credit hours reduced from 67 to 60)

Associate of Applied Science in Aviation Maintenance (DC 0241; Fall 2014; credit hours reduced from 98 to 90)

Associate of Applied Science in Emergency Medical Technology (DC 0470; Fall 2014; credit hours reduced from 70 to 60)

Associate of Applied Science in Registered Nursing (DC 0710; Fall 2014; credit hours increased from 69 to 70)

University of Arkansas, Fayetteville

Bachelor of Fine Arts in Art (CIP 50.0701; DC 2020; 120 credit hours; Fall 2014; credit hours reduced from 123 to 120-approved by ADE for Art Education)

University of Arkansas – Fort Smith

Bachelor of Science in Imaging Science; Diagnostic Medical Sonography option (DC 1375; 120 credit hours; Summer 2015; credit hours reduced from 135 to 120 credit hours)

Bachelor of Science in Imaging Science; Management option (DC 1375; 120 credit hours; Summer 2015: credit hours reduced from 126 to 120 credit hours)

University of Central Arkansas

Bachelor of Music in Music-includes non-Music Education tracks in Composition; Performance, Instrumental; Performance, Piano; Performance, Vocal (DC 2120; 120 credit hours; Fall 2014: credit hours reduced from 130 to 120 credit hours)

Program Pending Review by Arkansas Department of Education

Arkansas Tech University

Bachelor of Science in Elementary Education (CIP 13.1202; 121 credit hours; Spring 2015)
Bachelor of Science in Middle Level Education (CIP 13.1202; 120 credit hours; Spring 2015)

Southern Arkansas University-Magnolia

Master of Education in School Counseling, K-12 (DC 5640, CIP 13.1101; 42 credit hours; Fall 2014)

COUN 6403	Introduction to the Counseling Profession
COUN 6413	Ethical, Legal and Professional Issues in Counseling
COUN 6423	Counseling Theories
COUN 6433	Basic Counseling Skills
COUN 6443	Group Counseling
COUN 6453	Human Development for Helping Professionals
COUN 6463	Career Counseling: Theory and Practice
COUN 6473	Counseling in a Diverse Society
COUN 6483	Assessment Procedures for Counselors
COUN 6583	Counseling Children and Adolescents
COUN 6763	Developing and Administration of School Counseling Programs
COUN 6493	Practicum in Counseling
COUN 6653	Internship I in Elementary School Counseling (or)
COUN 6823	Internship II in Secondary School Counseling
COUN 6673	Internship II in Elementary School Counseling (or)
COUN 6823	Internship II in Secondary School Counseling

University of Arkansas at Monticello
Endorsement for District Level Administrator Licensure

University of Central Arkansas
Bachelor of Music in Music, Music Education Tracks: Instrumental; Piano-Instrumental; Piano-Vocal; Vocal (DC 2120; CIP 50.0903; 123-125 credit hours; Fall 2014: credit hours reduced from 131-133 to 123-125 to be in compliance with Act 747)

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Program Decertification
Capella University, Minneapolis, Minnesota
Distance Technology
Master of Science in Organization and Management

ITT Technical Institute, Carmel, Indiana, Little Rock Campus
Associate of Applied Science in Information Technology-Software Applications and Programming
Bachelor of Science in Construction Management
Bachelor of Science in Criminal Justice

Program Recertification
Expires: December 31, 2017

American Public University, Charles Town, West Virginia
Distance Technology
Associate of Arts in Business Administration
Associate of Arts in Early Childhood Care and Education
Bachelor of Science in Environmental Science
Bachelor of Science in Information Technology
Master of Arts in History

Argosy University, Orange, California
Distance Technology
Associate of Science in Criminal Justice
Master of Arts in Human Resource Management
Master of Arts in Industrial Organizational Psychology
Master of Arts in Sports Exercise Psychology

Capella University, Minneapolis, Minnesota
Distance Technology
Bachelor of Science in Business
Bachelor of Science in Information Technology
Master of Business Administration
Master of Science in Information Technology changed to Master of Science in Information Systems and Technology Management
Doctor of Philosophy in Organization and Management

Colorado Technical University, Colorado Springs, Colorado
Distance Technology
Bachelor of Science in Accounting
Bachelor of Science in Business Administration
Bachelor of Science in Criminal Justice
Bachelor of Science in Finance
Bachelor of Science in Information Technology

Bachelor of Science in Nursing
Doctor of Computer Science

Grand Canyon University, Phoenix, Arizona
Distance Technology
Bachelor of Arts in History
Bachelor of Science in Business Management
Bachelor of Science in Finance and Economics
Bachelor of Science in Public Safety Administration
Bachelor of Science in Public Safety Administration and Emergency Management
Bachelor of Science in Sports Management
Master of Public Health
Master of Science in Health Care Informatics
Master of Science in Psychology

MCPHS (formerly Massachusetts College of Pharmacy and Allied Health Sciences), Boston, Massachusetts
Distance Technology
Post Baccalaureate Doctor of Pharmacy

Norwich University, Northfield, Vermont
Distance Technology
Bachelor of Science in Strategic and Defense Analysis Degree Completion
Master of Arts in History
Master of Science in Information Security and Assurance
Master of Science in Leadership
Master of Science in Nursing
Certificate of Teaching and Learning (non-licensure)

Savannah College of Art and Design, Savannah, Georgia
Distance Technology
Master of Arts in Historic Preservation
Master of Fine Arts in Graphic Design

South University, Savannah, Georgia
Distance Technology
Bachelor of Science in Criminal Justice
Bachelor of Science in Healthcare Management
Bachelor of Science in Health Sciences
Master of Science in Criminal Justice

Institutional Changes

Colorado Technical University, Colorado Springs, Colorado
Appointment of Andrew Hurst as president, replacing Jack Koehn

Columbia College, Columbia, Missouri
Tuition Change

Online Undergraduate tuition from $245 per credit hour to $260 per credit hour
Online Graduate Tuition from $335 per credit hour to $350 per credit hour

South University, Savannah, Georgia
Tuition Changes
Graduate Tuition from $541 per credit hour to $561 per credit hour for the following programs: Master of Public Health, Master of Science in Public Relations
Graduate Tuition from $436 per credit hour to $458 per credit hour for the following programs: Master of Science in Nursing, Post Graduate Nursing Certificates

University of Nebraska, Lincoln, Nebraska
Appointment of Dr. James Linder as interim president, replacing James Milliken

University of Phoenix, Phoenix, Arizona
Distance Technology, Little Rock and Rogers Campuses
Appointment of Mr. Timothy Slottow as the new president
Rogers Campus
Deactivation of site at 903 North 47th Street, Barrington Centre 2, Rogers, AR 72756

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

Pacific School of Religion, Berkeley, California offering programs by distance technology
Certificate of Theological Studies Certificate of Sexuality and Religion
Certificate of Swedenborgian Theology

United Theological Seminary, Dayton, Ohio offering programs/courses by distance technology

Master of Divinity	Master of Theological Studies
Courses:	
Old Testament 1	Old Testament 2
New Testament 1	New Testament 2
Church History 1	Church History 2
Introduction to Theology	Systematic Theology
Evangelism	Work of Worship
Christian Spiritual Formation	Introduction to Christian Education
Introduction to Pastoral Counseling	Preparing to Preach
Pastoral Care	Ministerial Formation 1
Ministerial Formation 2	

Urshan Graduate School of Theology, Florissant, Missouri offering programs by distance technology

Master of Divinity	Master of Theology

Letter of Exemption from Certification – Renewal (non-academic training)

Arkansas College of Natural Health, Waldron, Arkansas

Bachelor in Natural Health	Master in Natural Health
Doctor of Natural Health	Doctor of Natural Medicine

Letter of Exemption from Certification – Renewal (church-related training)

Gethsemane Bible Institute, Walnut Ridge, Arkansas

Associate of Biblical Studies
Bachelor of Theology
Master of Theology
Master of Biblical Studies
Doctor of Theology

Lighthouse Christian College and Seminary, Beebe, Arkansas

Associate of Christian Education
Associate of Theology
Bachelor of Christian Education
Associate of Prison Ministries
Bachelor of Christian Counseling
Master of Bible
Master of Christian Counseling
Master of Christian Education
Master of Ministry
Master of Theology
Doctor of Ministry
Doctor of Religious Education
Doctor of Parochial Education Instruction
Advanced Professional Christian Counseling Therapist Certificate
Certified Christian Counseling Therapist Certificate

Mid-America Baptist Theological Seminary, Memphis, Tennessee offering courses at Central Baptist Church in Jonesboro, Arkansas

History of Christianity
Ministerial Counseling
Introduction to Christian Education
Old Testament Survey 1 and 2
Evangelism
Spiritual Formation
Basic Biblical Interpretation
Basic Bible Doctrines
New Testament Survey 1 and 2
Principles of Southern Baptist Missions
Pastoral Ministries
Introduction to Church Growth
Biblical Preaching 1 and 2
Beginning Greek 1 and 2
Intermediate Greek
Hermeneutics
Apologetics
Hebrew Grammar 1 and 2
Systematic Theology 1 and 2
History of the Baptists
World Religions/Cults
Cross Cultural Church Planting
History of Modern Missions
Anthropology and Worldview
Intercultural Communication and Ministry
Child/Youth Christian Education
Adult Christian Education
Theological Ethics
Galatians
Contemporary Issues in Church Missions
Strategy Theology of Preaching
Doctrinal Preaching
Great Preachers

Southwestern Baptist Theological Seminary, Fort Worth, Texas, offering courses at the Arkansas Baptist Convention Little Rock Extension Center, Little Rock, Arkansas

Basic Old Testament I and II
Basic New Testament I and II
Applied Ministry Mentoring
Biblical Hebrew I and II
Biblical Greek I and II
Introduction to Expository Preaching
Spiritual Formation I and II
Systematic Theology I and II
Theology of Church and Family
Baptist Heritage
Bible Hermeneutics
Biblical Anthropology and Pedagogy
Principles of Biblical Counseling
The Ministry of Education
Christian Apologetics
History of Christianity I and II
Administration and Church Law
Introduction to Missiology

Foundations for Christian Ministry I
The Christian Home
The Bible and Moral Issues
Expository Communication of Biblical Truth
Basic Christian Ethics
Women's Ministries in the Local Church
Theology and Philosophy of Christian Education
Development of Christian Character and Decision Making
Contemporary Evangelism/Personal Evangelism Practicum
Applied Ministry Disciple Making in the Local Church

Program changes/additions

American Public University, Charles Town, West Virginia
Distance Technology – Recertification
Associate of Arts in Business Administration
Courses Added:
BUSN 299 Applied Business Solutions
ACCT 101 Accounting II
Courses Deleted:
ECON 101 Microeconomics
ECON 102 Macroeconomics
MGMT 311 Organizational Behavior
MKTG 101 Introduction to Marketing

Bachelor of Science in Information Technology
Courses Added to General Concentration Elective Choices:
DSIN 144 Design Using Adobe InDesign
ENTD 200 Fundamentals of Programming
ENTD 313 Mobile Application Design and Development
ENTD 322 Application Development for the Droid
ENTD 331 Application Development for the Blackberry
ENTD 333 Application Development for the iPhone and iPad
ENTD 413 Advanced Mobile Application Design and Development
ENTD 465 Application Development for Windows Mobile Operating Systems
INFO 171 Relational Databases with Oracle: SQL Introduction
INFO 271 Relational Databases with Oracle: SQL Intermediate
INFO 371 Relational Databases with Oracle: PL/SQL
INFO 471 Relational Databases with Oracle: Forms and Reports
ISSC 326 Cloud Computing
ISSC 331 Legal Issues in Information Security
ISSC Open Source System Security
ISSC 345 Service Oriented Architecture
ISSC 364 IT Security: Access Control and Authentication
ISSC 366 IT Security: Cryptography
ISSC 368 IT Security: Physical and Peripheral Defense
ISSC 386 Green computing: Foundations and Strategies
ISSC 387 Green Computing Advanced Topics
ISSC 411 Application Security
ISSC 424 Virtualization Security
ISSC 426 Cloud Security and Privacy
ISSC 431 Database Systems Security

ISSC 441 Network Telecommunications Concepts
ISSC 452 Cybersecurity
ISSC 455 Digital Forensics: Investigation Procedures and Responses
ISSC 456 Digital Forensics: Investigating Wireless Networks and Devices
ISSC 457 Digital Forensics: Investigating Network Intrusions and Cybercrime Security
ISSC 458 Digital Forensics: Investigating Data and Image Files
ISSC 459 Digital Forensics: Hard Disc and Operating Systems
ITCC 112 Advanced Productivity Applications
ITCC 200 Application Software Integration
ITMG 421 Virtual Management
ITMG 471 Information Systems: Policy and Planning
WEBD 122 Introduction to Web Analytics
WEBD 321 Web eCommerce Development
WEBD 322 Web Videography
WEBD 324 Web Content Management Systems

New Concentrations
E Commerce
WEBD 122 Introduction to Web Analytics
WEBD 321 Web eCommerce Development
WEBD 322 Web Videography
WEBD 323 Search Engine Optimization
WEBD 324 Web Content Management Systems

Mobile Computing
ENTD 313 Mobile Application Design and Development
ENTD 322 Application Development for the Droid
ENTD 331 Application Development for the Blackberry
ENTD 333 Application Development for the iPhone and iPad
ENTD 465 Application Development for Windows Mobile Operating Systems

Master of Arts in History
Course Added:
HIST 691 Writing a Thesis Proposal
American History Concentration
Courses Added:
HIST 443 History of Colonial America
HIST 554 History of the American West
HIST 657 Antebellum America: Prelude to the Civil War
HIST 658 Reconstruction and Post-Civil War America
Courses Deleted:
HIST 651 America's Indian Wars
HIST 681 Special Topic: Teaching New American History

European History Concentration
Course Added:
HIST 643 The Ottoman Empire

Global History Concentration
Courses Added:
HIST 571 History of Africa
HIST 572 History of East Asia
HIST 573 History of the Middle East
Courses Deleted:
HIST 671 History and Culture of Central Asia
HIST 672 History and Culture of Southeast Asia

New Off-Campus Center at Walmart Headquarters, Bentonville, Arkansas
Courses Offered:
BUSN 250 Analytics I
BUSN 350 Analytics II
BUSN 450 Applied Analytics

Argosy University, Orange, California
Distance Technology
New Certificate
Graduate Certificate in Organizational Leadership
L7101 Foundations of Leaderships
L7451 Leading Through and Beyond Change
L7432 Professional Development in Leadership
L7438 Team Development and Leadership
L7900 Conflict Management
B7426 Strategic Talent Management
B7401 Organizational Behavior

Recertification
Master of Arts in Industrial Organizational Psychology
Courses Deleted:
IO 6503 Job and Task Analysis
IO 6300 Professional Ethics and Legal Issues

Arizona State University, Scottsdale, Arizona
Distance Technology
Undergraduate Certificate in Applied Business Data Analytics
CIS 105 Computer Applications and Information Technology
CIS 308 Advanced Excel in Business
CIS 309 Business Process Management
CIS 311 Business Project Management
CIS 405 Business Intelligence
STP 226 Elements of Statistics

Undergraduate Certificate in Homeland Security
CRJ 100 Introduction to Criminal Justice
CRJ 201 Criminal Justice Crime Control Policies and Procedures
CRJ 412 International Terrorism
CRJ 417 Cyber Terrorism

CRJ 419 Domestic Terrorism
Choose one from the following:
CRJ 350 Law and Social Control
CRJ 422 Violence in America
CRJ 462 Gangs
CRJ 463 White Collar Crime
CRJ 464 Organized Crime
CRJ 494 Media, Crime and Criminal Justice

Graduate Certificate in Business Journalism
MCO 550 Issues in Coverage of Business and the Economy
MCO 551 Better Business Storytelling
MCO 552 Data in Business Journalism
MCO 553 Reporting on Business and the Economy
MCO 554 Investigative Business Journalism

Graduate Certificate in Clinical Research Management
HCR 557 Research Design and Methods
HCR 561 Responsible Conduct of Research
HCR 562 Data Management and Technology
HCR 563 Fundamentals of Regulatory Affairs
HCR 564 Capstone Project I

Graduate Certificate in Corrections Management
CRJ 514 Seminar in Corrections
CRJ 516 Seminar in Criminal Justice Organizations and Management
CRJ 528 Community Corrections
PAF 520 Public Management
Choose one from the following:
CRJ 515 Seminar on Women and Crime
CRJ 517 Seminar on Juvenile Delinquency and Justice
CRJ 518 Seminar on Race/Ethnicity, Crime and Justice
CRJ 519 Seminar on Victimization
CRJ 520 Seminar on Violent Crime
CRJ 521 Seminar on Nature of Crime
CRJ 522 Seminar on Gangs and Crime
CRJ 524 Seminar on Punishment and Society
CRJ 525 Seminar on Life Course Criminology
CRJ 598 Criminal Justice Ethics
CRJ 598 Death Penalty
CRJ 598 Crime Mapping
CRJ 598 Ecology of Crime
CRJ 598 Sex Offenders and Sex Crimes
CRJ 598 Politics of Criminal Justice Policymaking

Graduate Certificate in Criminal Sentencing and Criminal Advocacy
CRJ 513 Seminar in Courts and Sentencing
SWG 528 Seminar on Presentence Investigations

SWG 529 Seminar on Advocating Sentencing Alternatives
Choose two from the following:
CRJ 518 Seminar on Race/Ethnicity and Crime Issues
CRJ 519 Seminar on Victimization
CRJ 524 Seminar on Punishment and Society
CRJ 598 Seminar on Death Penalty
SWG 526 Seminar on Mental Health for Sentencing Professionals
SWG 527 Seminar on Mitigation in Death and Life Cases

Graduate Certificate in Law Enforcement Administration
CRJ 512 Seminar in Policing
CRJ 516 Seminar in Criminal Justice Organizations and Management
CRJ 527 Police Accountability
PAF 520 Public Management
Choose one from the following:
CRJ 515 Seminar on Women and Crime
CRJ 517 Seminar on Juvenile Delinquency and Justice
CRJ 518 Seminar on Race/Ethnicity, Crime and Justice
CRJ 519 Seminar on Victimization
CRJ 520 Seminar on Violent Crime
CRJ 521 Seminar on Nature of Crime
CRJ 522 Seminar on Gangs and Crime
CRJ 524 Seminar on Punishment and Society
CRJ 525 Seminar on Life Course Criminology
CRJ 598 Criminal Justice Ethics
CRJ 598 Forensics
CRJ 598 Death Penalty
CRJ 598 Crime Mapping
CRJ 598 Ecology of Crime
CRJ 598 Sex Offenders and Sex Crimes
CRJ 598 Politics of Criminal Justice Policymaking

Graduate Certificate in Lean Six Sigma Black Belt
IEE 570 Advanced Quality Control
IEE 581 Six Sigma Methodology
IEE 585 Six Sigma Capstone
Choose two from the following:
IEE 530 Enterprise Modeling
IEE 561 Production Systems
IEE 572 Design Engineering Experiments
IEE 573 Reliability Engineering
IEE 578 Regression Analysis

Graduate Certificate in Nuclear Power Generation
EEE 562 Nuclear Reactor Theory and Design
EEE 563 Nuclear Reactor System Dynamics and Diagnostics
EEE 564 Interdisciplinary Nuclear Power Operations
EEE 591 Nuclear Power Engineering

MSE 565 Structural Materials in Nuclear Power Systems

Graduate Certificate in Social Entrepreneurship and Community
NLM 520 Financial Management in Nonprofit Organizations
NLM 562 Social Entrepreneurship
NLM 572 Community and Social Innovations
NLM 593 Applied Project
Choose one from the following:
NLM 530 Program Evaluation and Information Management
NLM 540 HR in Nonprofit Organizations
NLM 565 Grant Writing for Nonprofit Organizations

Graduate Certificate in Statistics
Choose one from the following:
ECN 525 – Applied Regression Models
IEE 578 – Regression Analysis
STP 530 – Applied Regression
Choose one from the following:
ECN 530 Experimental Design
IEE 572 Design of Engineering Experiments
STP 531 Applied Analysis of Variance
Choose three from the following:
ECN 527 Categorical Data Analysis
ECN 535 Multivariate Methods
ECN 540 Forecasting STP 421 – Probability
IEE 520 Statistical Learning for Data Mining
IEE 545 Simulating Stochastic Systems
IEE 570 Advanced Quality Control
IEE 571 Quality Management
IEE 573 Reliability Engineering
IEE 575 Applied Stochastic Operations Research Methods
IEE 579 Times Series Analysis and Forecasting
IEE 585 Response Surfaces and Process Optimization
IEE 672 Advanced Topics in Experimental Design
IEE 677 Regression and Linear Models
IEE 679 Time Series Analysis and Control
STP 425 Stochastic Processes
STP 427 Mathematical Statistics
STP 501 Theory of Statistics I
STP 502 Theory of Statistics II
STP 525 Advanced Probability
STP 526 Theory of Statistical Linear Models
STP 532 Applied Nonparametric Statistics
STP 533 Applied Multivariate Analysis
STP 534 Applied Discrete Data Analysis
STP 535 Applied Sampling Methodology

Graduate Certificate in Supply Chain Management
SCM 502 Operations and Supply Management
SCM 520 Strategic Procurement
SCM 521 Supplier Management and Negotiations
SCM 532 Supply Chain Cost and Design Issues
SCM 541 Logistics in Supply Chain

Graduate Certificate in Sustainable Technology and Management
SOS 515 Industrial Ecology and Design for Sustainability
SOS 550 Introduction to Sustainability and Organizational Strategies
SOS 559 Sustainable Technology and Management Capstone
Choose two from the following:
SOS 510 Perspectives on Sustainability
SOS 511 Methodology of Sustainability Research and Problem Solving
SOS 512 Sustainable Resource Allocation
SOS 513 Science of Sustainability
SOS 514 Human Dimensions of Sustainability
SOS 516 Science, Technology, and Public Affairs
SOS 517 Sustainability and Enterprise
SOS 518 Uncertainty and Decision Making
SOS 534 Sustainable Energy and Material Use
SOS 535 Sustainable Ecosystems
SOS 540 Statistical Modeling for Sustainability
SOS 551 Water Policy and Management
SOS 552 Advanced Earth Systems Engineering and Management
SOS 598 Earth Systems Engineering
SOS 598 Sustainable Transportation Systems
SOS 598 Urban Infrastructure Anatomy and Sustainable Development

Graduate Certificate in Sustainable Tourism
TDM 520 Sustainable Thinking in Tourism I
TDM 521 Sustainable Thinking in Tourism II
TDM 530 Sustainable Destination Planning and Management I
TDM 531 Sustainable Destination Planning and Management II
TDM 561 Best Practices Workshop Preparation
TDM 562 Best Practices Workshop Presentation
TDM 570 Sustainable Tourism
Choose one from the following:
TDM 540 Sustainable Food Management in Tourism
TDM 550 Managing the Sustainable Tourism Business

<u>Capella University, Minneapolis, Minnesota</u>
Distance Technology – Recertification
Bachelor of Science in Business
Courses Added:
BUS 3021 Fundamentals of Business Law
BUS 3022 Fundamentals of Supply Chain Management
Course Deleted:

BUS 3020 Fundamentals of E-Business
New Concentration
Health Care Management
BUS 4121 Ethics and Decision Making in Health Care
BUS 4122 Health Care Economics
BUS 4123 Quality Assurance and Risk Management
BUS 4124 Health Care Marketing and Strategic Planning
BUS 4125 Legal Aspects of Health Care Management
BUS 4126 Health Care Information Management
BUS 4127 Evidence-Based Health Care Management

Bachelor of Science in Information Technology
Courses Added:
IT 2230 Introduction to Database Systems
IT 2240 Introduction to Programming
IT 3125 Introduction to Network Technology
IT 3210 Web Systems and Technologies
IT 3225 Business Goals for the Information Technology
Courses Deleted:
IT 3120 Fundamentals of Project Management
IT 3200 Enterprise Architecture

Health Informatics Specialization Changed to Health Information Technology
Course Added:
IT 4670 Health Care Organization and Management

Network Technology Specialization Changed to Network Technology Cisco Minor and Network Technology Microsoft Minor
Network Technology Cisco Minor
IT 4150 Internetworking Architectures 1
IT 4155 Internetworking Architectures 2
IT 4160 Internetwork Analysis and Design
IT 4165 Internetwork System Assurance and Security
IT 4170 Wireless Networks
IT 4560 Converging Technologies and Telecommunications
IT 4570 Network Operating Systems
IT 4580 RFID Technologies

Network Technology Microsoft Minor
IT 4510 Network Infrastructures Administration
IT 4520 Advanced Network Infrastructures Administration
IT 4530 Enterprise Administration
IT 4540 Active Directory Administration
IT 4550 Virtualization
IT 4560 Converging Technologies and Telecommunications
IT 4570 Network Operating Systems
IT 4580 RFID Technologies

Software Architecture Specialization Changed to System Development: Mobile Minor and System Development: Web Application Minor

System Development: Mobile Minor
IT 4711 Software Requirements
IT 4731 Database Development
IT 4733 Advanced Database Development
IT 4772 Software Design and Modeling
IT 4781 Introduction to iPhone/iPad App Development
IT 4783 Advanced iPhone/iPad App Development
IT 4785 Application Development for Modern Devices 1
IT 4787 Application Development for Modern Devices 2

System Development: Web Application Minor
IT 4711 Software Requirements
IT 4731 Database Development
IT 4733 Advanced Database Development
IT 4772 Software Design and Modeling
IT 4791 Fundamentals of Website Design
IT 4793 Advanced Website Design
IT 2795 Web Application Development
IT 4797 Advanced Web Application Development

Master of Business Administration
Courses Added:
MBA 6004 Foundational Skills for Business Leaders
MBA 6006 Leading Innovation in the Global Organization
MBA 6008 Global Economic Environment
MBA 6012 Integrated Global Marketing
MBA 6014 Financial Accounting
MBA 6016 Finance and Value Creation
MBA 6018 Data Analysis for Business Decisions
MBA 6022 Strategic Operations Management
MBA 6024 Organizational Strategy
MBA 6026 The Global Leader
MBA 6028 Business Integration Skills
Courses Deleted:
MBA 6010 Professional Effectiveness: Stretch, Impact, Reposition
MBA 6020 Leading for Results
MBA 6110 Marketing and Brand Management
MBA 6130 Operations and Process Management
MBA 6140 Applied Managerial Statistics
MBA 6150 Accounting
MBA 6160 Financial Management
MBA 6180 Managing Information Assets and Technology
MBA 6190 Strategy

New Concentrations
Business Intelligence
MBA 6131 Statistical Methods
MBA 6133 Management Decision Methods
MBA 6135 Data Mining and Reporting
MBA 6137 Primary Data Collection

Entrepreneurship
MBA 6141 Entrepreneurial Ventures
MBA 6143 Entrepreneurial Leadership
MBA 6145 Venture Financing
MBA 6147 Entrepreneurial Strategy

Global Operations and Supply Chain Management
MBA 6121 Foundations of Supply Chain Management
MBA 6123 Supply Chain Design and Management
MBA 6125 Logistics
MBA 6127 Effective Global Strategic Sourcing

Master of Science in Information Technology changed to Master of Science in Information Systems and Technology Management
Courses Added:
ISTM 5004 Fundamentals of Information Systems
ISTM 5006 Databases and Programming
ISTM 5008 Networking Fundamentals
ISTM 5002 Communication Skills for Today's Information Technology Leader
ISTM 5010 Integration of Information Technology and Business
ISTM 5015 Complex Information Technology Global Enterprise Systems: Planning and Management
ISTM 5020 Leading a Global Information Technology Enterprise: Systems and Security
ISTM 5025 Analytics, Data Management, and Knowledge Management
ISTM 5030 Innovation, Leadership, and Ethics
Courses Deleted
TS 5004 Technical Communications
TS 5010 Introduction to Enterprise Application Architecture
TS 5011 Managing People and Technology
TS 5130 System Development Theory and Practice
TS 5160 Business Foundations
TS 5536 Ethical and Legal Considerations in Information Technology
TS 5999 Current Trends in Information Technology

Network Architecture Specialization changed to Network Management Focus
Course Added:
ISTM 5110 Strategic Management of Network Technology
ISTM 5112 Global Network Policy, Regulation, and Governance
ISTM 5114 Enterprise Network Analysis, Architecture, and Design
Courses Deleted:
All elective courses

Doctor of Philosophy in Organization and Management
Courses Added:
OM 8020 Quantitative Research Techniques
OM 8031 Design Science Research Methods OR
PHB 8024 Advanced Research: Mixed-Methods Research Designs
Courses Deleted:
OM 7080 Statistical Research Techniques
OM 8910 Teaching Practice Seminar
OM 8920 Leadership Practice Seminar

Chamberlain College of Nursing, Addison, Illinois
Distance Technology
Master of Science in Nursing Course Changes
MIS 566 Informatics and Application Systems in Healthcare changed to NR 512 Fundamentals of Nursing Informatics
Executive Specialty Track Course Changes
MGMT 550 Managerial Communication changed to NR 531 Nursing Leadership in Healthcare Organizations
HRM 587 Managing Organizational Change changed to NR 532 Healthcare Operational Planning and Management
MGMT 591 Leadership and Organizational Behavior changed to NR 533 Financial Management in Healthcare Organizations
MGMT 530 Organizational Decision-Making changed to NR 534 Healthcare Systems Management
Educator Specialty Track and Graduate Certificate in Nursing Education
NR 521 Theoretical Foundations of Teaching and Learning changed to NR 525 Theoretical Foundations and Instructional Strategies in Teaching and Learning
Course Added:
NR 526 Advanced Pathophysiology, Health Assessment, and Pharmacology for Nurse Educators
Course Deleted: NR 522 Instructional Methods

Colorado Technical University, Colorado Springs, Colorado
Distance Technology
Associate of General Studies
New Concentration
Military Sciences
CJUS 254 Introduction to Homeland Security
HLS 110 Terrorism: Origins, Ideologies and Goals
MILT 120 American Foreign Policy
MILT 130 Introduction to Military and Naval Science
MILT 140 Introduction to Military Leadership
MILT 220 Conflict Resolution and Peacemaking
MILT 230 International Relations
SCM 210 Introduction to Logistics/Supply Chain Management

Bachelor of Science in Business Administration
Information Technology Concentration

Courses Added:
CS 251 Fundamentals of Database Concepts
CSS 150 Introduction to Computer Security
IT 106 Introduction to Programming Logic
IT 110 Introduction to Programming
IT 190 Introduction to IT
IT 245 Introduction to Network Management
IT 375 IT Management Strategy

New Concentrations
Business Development
BADM 475 Small Business Management and Entrepreneurship
BHVS 316 Psychology and Mass Media
CB 460 Sales and Advertising
CB 475 Consumer Behavior: Groups and Society
PSYC 305 Psychology of Entrepreneurship/Intrepreneurship
PSYC 325 Psychology and Social Media
PSYC 426 Leadership
PSYC 434 Stress Management

Organizational Behavior
BHVS 215 Motivation and Emotion
BHVS 315 Interpersonal Communication and Dynamics
HRM 345 Building Effective Teams
OB 460 Creating Change in Individuals and Organizations
OB 470 Developing Human Resources
PSYC 310 Organizational Psychology
PSYC 424 Diversity
PSYC 426 Leadership

Bachelor of Science in Criminal Justice
Courses Added:
PSYC 337 Abnormal Psychology in the Workplace
CJFI 360 Intro to Criminalistics
CJUS 430 Data Analysis for Criminal Justice
CJUS 434 Terrorism and Organized Crime
CJUS 460 Interview and Interrogation
CJUS 475 Internship OR
CJUS 484 Criminal Justice Capstone
Added Electives:
CJFI 430 Medico-Legal Death Investigations
CJHS 311 Study of Alcohol Use and Abuse
CJHS 315 Child Abuse
CJUS 350 Community Corrections
CJUS 352 Community Policing
CJUS 354 Criminal Courts
CJUS 356 Loss Prevention
CJUS 360 Legal Elements of Fraud

CJUS 380 White Collar and Financial Crimes
CJUS 385 Fraud Prevention and Deterrence
CJUS 420 Family and Domestic Violence
CJUS 422 Probation and Parole
CJUS 424 Constitutional Law
LANG 100 Survival Spanish

New Concentration: Cybercrime and Security
CJUS 240 Introduction to Cybercrime
CJUS 340 Cybersecurity Law and Policy
CJUS 434 Terrorism and Organized Crime
CJUS 474 Internship OR
CJUS 485 Cybercrime Capstone
CS 126 UNIX Fundamentals
CSS 150 Introduction to Computer Security
CSS 200 Principles of Network Security
CSS 200 Principles of Network Security
CSS 250 Security Risk Management
CSS 280 Ethical Hacking
CSS 340 Operating Systems Security
CSS 350 Computer Forensics I
CSS 351 Computer Forensics II
HLS 305 Understanding Critical Infrastructures
IT 106 Introduction to Programming Logic
IT 205 Fundamentals of Networking

Human Services Concentration
Course Added:
PBAD 301 Grant Writing Basics

Bachelor of Science in Information Technology
Data Management Specialization
Course Added:
MKTG 330 Marketing Research
Courses Deleted:
MKT 350 Marketing Research Practices
IT 417 Data Extraction, Transformation, and Loading

Security Specialization
Course Added:
CSS 332 Database and Web Vulnerabilities
Course Deleted: CSS 330 Database Security

<u>Columbia College, Columbia, Missouri</u>
Distance Technology
Certificate in Crime Scene Investigation
CJAD 201 Criminal Investigation
CJAD 203 Crime Scene Investigation

CJAD 303 Crime Scene Photography
Choose 2 courses from the following:
CJAD 305 Forensic Anthropology
CJAD 327 Fingerprinting Evidence
CJAD 328 Shooting Incidents
CJAD 413 Bloodstain Evidence
CJAD 333/433 Topics (Departmental Approval Required)
CJAD 445 Forensic Pathology

Drexel University, Philadelphia, Pennsylvania
Distance Technology
Certificate in Medical Billing and Coding
MBC 201 Medical Billing I
MBC 202 Medical Billing II
MBC 301 Physician-Based Medical Coding I
MBC 302 Physician-Based Medical Coding II
MBC 303 Hospital-Based Medical Coding I
MBC 304 Hospital-Based Medical Coding II

Grand Canyon University, Phoenix, Arizona
Distance Technology
Bachelor of Arts in History
Courses Added:
HIS 110 World History Themes
HIS 144 U.S. History Themes
HIS 306 Historians in Theory and Practice
HIS 386 War and Revolution
HIS 325 Ancient Mediterranean History
HIS 463 Women in History
HIS 426 20th Century Europe
HIS 450 U.S. History Since 1945
HIS 380 Renaissance and Reformation
HIS 466 Southwest Borderlands
HIS 350 Survey of Asian Empires
Courses Deleted:
HIS 109 Themes in World Civilization
HIS 221 Themes in U.S. History
HIS 247 History and Historians
HIS 310 Civil War and Reconstruction
HIS 318 Near Eastern History
HIS 320 Modern Middle East
HIS 331 20th Century World
HIS 344 Colonial and Revolutionary America
HIS 354 England to 1688
HIS 460 Russian History
HIS 465 History of Modern East Asia
PHI 305 Ethical Thinking in the Liberal Arts
New Emphasis Area

Public History
HIS 255 Historical Research and Applied Methods
HIS 327 Community History
HIS 337 Material Culture and Museums
HIS 347 Historic Preservation
HIS 387 Public History Seminar
HIS 477 Historical Administration

Master of Science in Accounting
Courses Added:
ACC 622 Accounting Information Systems
ACC 667 Advanced Audit
ACC 668 Advanced Taxation
ACC 690 Capstone I
ACC 691 Capstone II

Grantham University, Lenexa, Kansas
Distance Technology
New Certificates
Cybersecurity Concepts Certificate
GU 100 Student Success
CS 216 Computer Networks
CS 316 TCP/IP Network
IS 211 Introduction to Information Systems Security
IS 311 Security Operations
IS 411 Network Security

Human Resources Certificate
GU 100 Student Success
BA 101 Introduction to Business
BA 260 Business Law I
BA 340 Human Resources Management
BA 370 Employment Law
BA 471 Developing Human Resources

Project Management Certificate
GU 100 Student Success
BA 150 Principles of Business Management
BA 215 Business Statistics
BA 365 Introduction to Operations Management
BA 432 Quality Management
BA 450 Project Management

Johns Hopkins University, Baltimore, Maryland
Distance Technology
Post-Baccalaureate Certificate in Environmental and Occupational Health
180.601 Environmental Health OR
180.609 Principles of Environmental Health I

Choose two from the following:
182.625 Principles of Occupational and Environmental Hygiene
187.610 Public Health Toxicology
188.680 Fundamentals of Occupational Health
Choose electives up to 18 semester credit hours:
180.628 Introduction to Environmental and Occupational Health Law
180.629 Environmental and Occupational Health Law and Policy
180.611 Global Environment and Public Health
180.620 Food Production, Public Health and the Environment
180.640 Molecular Epidemiology Biomarkers in Public Health
180.650 Fundamentals of Clinical Oncology for Public Health Practitioners
180.655 Baltimore Food Systems: A Case Study of Urban Food Environments
180.670 Introduction to Public Health Emergency
182.615 Airborne Particles
182.621 Introduction to Ergonomics
182.622 Ventilation Controls
182.623 Occupational Safety and Health Management
182.625 Principles of Occupational and Environmental Hygiene
182.626 Issues for Water and Sanitation in Tropical Environmental Health
182.631 Principles of Occupational Safety
182.637 Noise and Other Physical Agents in the Environment
182.638 Environmental and Health Concerns in Water Use and Reuse
182.640 Food and Water-borne Diseases
183.631 Fundamentals of Human Physiology
183.641 Health Effects of Indoor and Outdoor Air Pollution
187.610 Public Health Toxicology
187.625 Animals in Research: Law, Policy and Human Sciences
187.641 Immunology of Environmental Disease
188.680 Fundamentals of Occupational Health
188.682 Buildings, Land Use, Transportation and Public Health
188.686 Clinical Environmental and Occupational Toxicology
188.681 Occupational Health
188.694 Occupational Health and Vulnerable Worker Populations

Post-Master's Certificate in Environmental Engineering and Science
Choose six from the following:
575.401 Fluid Mechanics
575.415 Ecology
575.419 Principles of Toxicology, Risk Assessment, and Management
575.426 Hydrogeology
575.429 Modeling Contaminant Migration through Multimedia Systems
575.443 Aquatic Chemistry
575.445 Environmental Microbiology
575.704 Applied Statistical Analyses and Design of Experiments for Environmental Applications
575.708 Open Channel Hydraulics
575.713 Field Methods in Habitat Analysis and Wetland Delineation
575.716 Principles of Estuarine Environment: The Chesapeake Bay Science

Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner
NR 110.573 Neurobiology of Mental Disorders
NR 110.574 Clinical Psychopharmacology
NR 110.575 Differential Diagnosis of Mental Disorders
NR 110.576 Psychotherapeutic Frameworks and Modalities
NR 110.577 Psychiatric Mental Health Nurse Practitioner Practicum: Adult
NR 110.536 Health Assessment and Measurement: Adult/Geriatric Variations
NR 110.537 Health Assessment and Measurement: Pediatric Variations
NR 110.578 Psychiatric Mental Health Nurse Practitioner Practicum: Peds/Family

Liberty University, Lynchburg, Virginia
Distance Technology
Accounting Certificate
ACCT 211 Principles of Accounting I
ACCT 212 Principles of Accounting II
ACCT 301 Intermediate Accounting I
ACCT 302 Intermediate Accounting II
BUSI 301 Business Law
BUSI 310 Principles of Management

Application Development Certificate
BMIS 200 Enterprise Business Applications and Communications
BMIS 208 Application Programming
BMIS 209 C# Programming
BMIS 212 Object-Oriented Programming
BMIS 312 Advanced Object-Oriented Programming
BMIS 375 Introduction to Human-Computer Interaction

Business Administration Certificate
BUSI 301 Business Law
BUSI 310 Principles of Management
BUSI 330 Principles of Marketing
BUSI 340 Organizational Behavior I
BUSI 342 Human Resource Management
BUSI 472 Organizational Ethics

Criminal Justice Certificate
CJUS 200 Introduction to Criminal Justice
CJUS 230 Criminal Justice Writing and Research
CJUS 300 Administration of Justice Organization
CJUS 320 Corrections
CJUS 330 Judicial Process
CJUS 340 Criminology

Database Certificate
BMIS 200 Enterprise Business Applications and Communications
BMIS 208 Application Programming
BMIS 212 Object-Oriented Programming

BMIS 325 Database Management Systems
BMIS 326 Introduction to Oracle
BMIS 327 Advanced Oracle

Data Networking Certificate
BMIS 200 Enterprise Business Applications and Communications
BMIS 330 Business Data Communication Systems
BMIS 331 Networks
BMIS 335 Network Security
BMIS 430 Advanced Networking and Communication Systems
BMIS 470 Executives Perspective on E-Commerce Technology

Healthcare Management Certificate
BUSI 310 Principles of Management
BUSI 340 Organizational Behavior I
HLTH 252 Drugs in Society
HLTH 349 Public and Community Health for Business
HLTH 419 Wellness and Behavior Change Theories for Business
HLTH 491 Grantsmanship

Health Sciences Certificate
HLTH 105 Introduction to Health Professions
HLTH 216 Personal Health
HLTH 252 Drugs in Society
HLTH 330 Human Nutrition
HLTH 350 Introduction to Public and Community Health
HLTH 420 Principles of Behavior Change and Health Counseling

Information Assurance Certificate
BMIS 200 Enterprise Business Applications and Communications
BMIS 330 Business Data Communication System
BMIS 331 Networks
BMIS 335 Network Security
BMIS 341 Information Security Planning
BMIS 342 Cyber Security

International Business Certificate
BUSI 310 Principles of Management
BUSI 340 Organizational Behavior I
BUSI 360 Contemporary Issues in International Business
BUSI 365 Global Industries and Operations
BUSI 464 International Market Integration and Trade Agreements
BUSI 465 Export Management Strategy

Military Resilience Certificate
MILT 275 The Resilient Warrior
MILT 325 Resilient Marriage and Family
MILT 375 Military Career and Community Transition

MILT 475 Military Mental and Behavioral Health
CRIS 302 Foundational Principles of Crisis Response
CRIS 304 PTSD and Combat Related Trauma

Paralegal Studies Certificate
PLAW 200 Introduction to Paralegal Studies
PLAW 205 Foundations of Law
PLAW 210 Legal Research and Writing
PLAW 222 Real Estate Transactions and Property
PLAW 225 Tort Law
PLAW 220 Civil Practice OR
PLAW 230 Criminal Practice and Procedures

Public Administration Certificate
BUSI 310 Principles of Management
BUSI 340 Organizational Behavior I
GOVT 360 Introduction to Public Administration
GOVT 462 Public Finance and Budgeting
GOVT 470 Government Regulation of Business
GOVT 475 Advanced Public Administration

Web Development Certificate
BMIS 200 Enterprise Business Applications and Communications
BMIS 208 Application Programming
BMIS 212 Object-Oriented Programming
BMIS 310 Web Architecture and Development
BMIS 410 Web Enterprise Technologies
BMIS 470 Executive Perspective on E-Commerce Technology

Graduate Certificate in Applied Communication Studies
COMS 532 Media Technologies and Communication Strategies
COMS 542 Communication in Christian Ministry
COMS 622 Organizational Communication

Graduate Certificate in Communication and Business Administration
COMS 532 Media Technologies and Communication Strategies
COMS 560 Communication and Conflict
COMS 658 Strategic Communication Campaigns for the Digital Age

Graduate Certificate in Criminal Justice
CJUS 500 Criminal Justice Integration
CJUS 520 Administration of Justice Organizations
CJUS 550 Topics and Trends in Criminal Justice

Graduate Certificate in Communication and Human Services
COMS 520 Communication Theory and Practices
COMS 542 Communication in Christian Ministry
COMS 622 Organizational Communication

Graduate Certificate in Executive Leadership
LEAD 510 Biblical Foundations of Christian Leadership
LEAD 520 The Life of Leaders
LEAD 610 Team Leadership and Conflict Resolution

Graduate Certificate in General Business
BUSI 520 Strategic Marketing Management
BUSI 561 Legal Issues in Business
BUSI 604 International Business

Graduate Certificate in Global Studies
GLST 500 Global Studies Survey
GLST 620 History of Global Christianity
BLST 650 Intercultural Communication

Graduate Certificate in Healthcare Management
HLTH 551 Christian Ethics and Health Behavior
HLTH 553 Grant Acquisition and Management
HLTH 556 Politics and Health Policy

Graduate Certificate in Management and Leadership
BMAL 500 Organizational Behavior
BMAL 501 Executive Leadership and Management
BMAL 550 Effective Executive Communication

Graduate Certificate in Marketing
BUSI 520 Strategic Marketing Management
BUSI 612 Marketing Promotions
BUSI 614 Marketing Research

Graduate Certificate in Military Resilience
CRIS 605 Crisis and First Responder Training
MILT 525 Advanced Resilience for Leaders and Caregivers
MILT 575 Resilient Marriage and Family
MILT 625 Military Career and Community Transition
MILT 675 Advanced Military Mental and Behavior Health
Choose one from the following:
COUN 504 Social and Cultural Foundations in Counseling
COUN 687 Counseling Women

Graduate Certificate in Middle Grades
EDUC 601 Professional Development in Middle Grades Education
EDUC 602 Young Adolescents, Schools and Communities
Choose one from the following:
EDUC 635 Teaching Science in Middle School
EDUC 637 Teaching Social Studies in Middle School

Graduate Certificate in Music in World Cultures
ETHM 511 Introduction to Ethnomusicology
ETHM 512 Field of Ethnomusicology
ETHM 515 Music, Orality and Storytelling
Choose one from the following courses:
ETHM 540 Seminar in Ethnic Music: Islam
ETHM 541 Seminar in Ethnic Music: India
ETHM 542 Seminar in Ethnic Music: Native America
ETHM 543 Seminar in Ethnic Music: Africa
ETHM 544 Seminar in Ethnic Music: Latin America
ETHM 545 Seminar in Ethnic Music: Middle East
ETHM 546 Seminar in Ethnic Music: China
ETHM 547 Seminar in Ethnic Music: Southeast Asia
ETHM 548 Seminar in Ethnic Music: Indonesia
ETHM 549 Seminar in Ethnic Music: Eastern Europe

Graduate Certificate in Organizational Communication
COMS 520 Communication Theory and Practices
COMS 560 Communication and Conflict
COMS 622 Organizational Communication

Graduate Certificate in Outdoor Adventure Sport
SMGT 611 Foundations of Outdoor Adventure Sport
SMGT 612 Outdoor Adventure Programming
SMGT 613 Leadership and Administration of Outdoor Adventure Sport

Graduate Certificate in Public Administration
PADM 501 Fundamentals of Public Administration
PADM 530 Politics, Strategies, and Initiatives of Community Economic Development
PADM 550 Public Policy Analysis

Graduate Certificate in Public Policy
PPOG 502 Economics and Public Policy
PPOG 503 Political Philosophy
PPOL 501 Foundations of American Governance

Graduate Certificate in Sport Management
SMGT 502 Sport Marketing and Public Relations
SMGT 504 Foundations of Sport Ministry
SMGT 633 Management and Leadership in Sport Organizations

<u>Missouri State University, Springfield, Missouri</u>
Distance Technology
Certificate of Manufacturing Management
TCM 350 Management and Control of Quality
TCM 354 Facility Planning
TCM 355 Production Planning and Control
TCM 359 Principles of Project Management

Graduate Certificate in Educational Technology Specialist
EDT 650 Selection and Utilization of Educational Technology
EDT 763 Administration of Educational Technology
EDT 764 Instructional Design
EDT 767 Educational Technology Practicum
Choose two electives

Graduate Certificate of History, Secondary Education
HST 702 Secondary School Curriculum for the Social Studies
Choose one from the following:
SFR 750 Philosophy of Education
PSY 705 Psychology of Adolescence
Six additional semester credit hours approved by advisor

Graduate Certificate in Education of the Deaf or Hard of Hearing
CSD 762 Speech Development: DHH 1
CSD 766 Counseling: DHH
CSD 765 Reading: DHH
CSD 760 Language Development: DHH I
CSD 759 Early Intervention

Graduate Certificate in Project Management
TCM 611 Product Design and Development
TCM 710 Project Leadership
TCM 651 Cost Analysis for Project Management
TCM 740 Management of Innovation and Technology

Graduate Certificate in Sports Management
KIN 739 Principles of Sports Management
KIN 780 Legal Aspects in Sports, Physical Education, Recreation, and Wellness
KIN 733 Current Problems in Sports Administration
ACC 600 Financial Accounting for Managers
KIN 798 Field Experience

<u>Oregon State University, Corvallis, Oregon</u>
Distance Technology
Graduate Certificate in Wildlife Management
FW 506 Projects (Capstone Project)
Choose two from the following:
FW 519 Natural History of Whales and Whaling
FW 521 Aquatic Biological Invasions
FW 527 Principles of Wildlife Diseases
FW 535 Wildlife in Agricultural Ecosystems
FW 538 Structure Decision Making Lab
FW 540 Vertebrate Population Dynamics
FW 545 Ecological Restoration
FW 551 Avian Conservation and Management
FW 553 Forest Wildlife Habitat Management

FW 562 Ecosystem Services
FW 563 Conservation Biology of Wildlife
FW 575 Wildlife Behavior
FW 579 Wetlands and Riparian Ecology
FW 581 Wildlife Ecology
FS 545 Advanced Forest Community Ecology
FS 538 Biology of Invasive Plants
SNR 530 Ecological Principles of Sustainable Natural Resources
SNR 540 Global Environmental Change
Choose two from the following:
FW 515 Fisheries and Wildlife Law and Policy
FW 537 Structured Decision Making
FW 562 Ecosystem Services
FW 585 Consensus and Natural Resources
FW 620 Ecological Policy
ANTH 581 Natural Resources and Community Values
AREC 532 Environmental Law
AREC 534 Environmental and Natural Resource Economics
AREC 553 Public Land and Resource Law
ES 544 Native American Law: Tribes, Treaties and the U.S.
FS 592 Ecosystem Services Ecology, Sociology Policy
MNR 530 Tropical Forest Ecology and Management
PHL 540 Environmental Ethics
PHL 543 World Views and Environmental Values
PHL 547 Research Ethics
PS 574 Natural Resource Policy and Bureaucratic Politics
PS 575 Environmental Politics and Policy
PS 577 International Environmental Politics and Policy
SNR 520 Social Aspects of Sustainable Natural Resources
SNR 521 Economics of Sustainable Natural Resources Management
SNR 522 Basic Beliefs and Ethics in Natural Resources
SOC 580 Environmental Sociology
SOC 581 Society and Natural Resources
WRP 599 Special Topics
Choose one from the following:
FW 514 Professional Development: Meeting Communications
BOT 540 Field Methods in Vegetation Science
FS 523 Natural Resource Data Analysis
GEO 544 Remote Sensing
GEO 565 Geographic Information Systems and Science
ST 511 Methods of Data Analysis

<u>Remington College, Little Rock, Arkansas</u>
Associate of Applied Science in Business Administration
Course Added:
BN 2999 Business Portfolio
Course Deleted:
BN 1108 Packaged Applications

Savannah College of Art and Design, Savannah, Georgia
Distance Technology
Master of Fine Arts in Graphic Design
Courses Added:
GRDS 701 Graphic Design Seminar: Methodologies
GRDS 702 Graphic Design Studio: Methodological Practices
GRDS 723 Graphic Design Seminar: Media Theory
GRDS 724 Graphic Design Studio: Media Practice
GRDS 733 Graphic Design Seminar: Typographic Theory
GRDS 734 Graphic Design Studio: Typographic Practice
GRDS 753 Graphic Design Seminar: Visual Information Theory
GRDS 754 Graphic Design Studio: Visual Information Practice
GRDS 761 Thesis Preparation
GRDS 783 Graphic Design Seminar: User Experience Theory
GRDS 784 Graphic Design Studio: User Experience Practice
Courses Deleted:
ARTH 701 Contemporary Art
ARTH 702 Art Criticism
GRDS 705 Design Methodologies
GRDS 709 Typography Studio I
GRDS 715 Print Studio I
GRDS 720 Digital Studio I
GRDS 730 3D Graphics Studio
GRDS 755 Typography Studio II
GRDS 759 Print Studio II
GRDS 763 Digital Studio II
GRDS 779F Graduate Field Internship
GRDS 779T Graduate Teaching Internship

South University, Savannah, Georgia
Distance Technology
Change of Course Numbers:
ENG 1001 Composition I to ENG 1100 Composition I
ENG 1002 Composition II/Literature to ENG 1200 Composition II
ENG 2001 Composition III to ENG 1300 Composition III/Literature

Bachelor of Science in Criminal Justice
Courses Added:
CRJ 2100 Introduction to Law Enforcement
CRJ 2200 Introduction to Criminal Courts
CRJ 2300 Introduction to Corrections
CRJ 3003 Juvenile Delinquency and Criminal Justice Systems
Courses Deleted:
CRJ 1102 Introduction to Criminal Courts and Corrections
CRJ 2002 Criminal Law
CRJ 2009 Theories of Crime/Justice
Concentrations deleted, Students now choose Criminal Justice Electives

Bachelor of Science in Healthcare Management
Courses Deleted:
BUS 3041 Managerial Communications
HCM 4008 Leadership-Internship
HSC 3020 Managed Care

Bachelor of Science in Health Sciences
Courses Deleted:
ITS 1101 Foundations of Information Technology
MGT 2037 Principles of Management
HSC 3004 Complementary and Alternative Health
HSC 3070 Medical Informatics
New Concentration
Public Health
PHE 3025 Research Methods in Public Health
PHE 3040 Healthcare Law
PHE 3050 Public Health Policy
PHE 4055 Public Health Planning and Evaluation
PHE 4070 Management and Administration of Public Health Systems
PHE 4095 Special Topics in Public Health

Master of Science in Criminal Justice
Concentrations deleted, students now choose from a list of program electives

University of Cincinnati, Cincinnati, Ohio
Distance Technology
Post-Baccalaureate Certificate in Adult/International Teaching English as a Second Language
LSLS 7053 Foundations of First and Second Language Learning
LSLS 7068 Sociolinguistics and Bilingual Education
LSLS 7060 Applied Linguistics
LSLS 8062 Teaching and Assessing College ESL: Oral
LSLS 8061 Teaching and Assessing College ESL: Reading and Writing
LSLS 7071 Adult/International Practicum

Post-Baccalaureate Certificate in Autism Spectrum Disorders
SPED 6004 Autism Spectrum Disorders
SPED 7055 Autism Spectrum Disorders: Theory to Practice
CSD 7013 Autism and Other Developmental Disabilities
SPSY 8010 Applied Behavior Analysis I
SPSY 8011 Applied Behavior Analysis II

Post-Baccalaureate Certificate in Gifted Education
CI 6060 Gifted: Overview of Teaching Children and Youth Who Are Gifted
CI 6062 Gifted: Assessment of Children and Youth Who Are Gifted, Creative or Talented
CI 6061 Gifted: Creating Learning Environments for Children and Youth Who Are Gifted
CI 6063 Gifted: Collaboration on Behalf of Children and Youth Who Are Gifted
CI 6064 Gifted: Practicum

Post-Baccalaureate Certificate in National Board of Professional Teaching Standards
CI 7012 Connecting Content Knowledge and National Board Standards
CI 7013 Learning Environment and Instructional Resources
CI 7014 Professional Writing for National Board Certification
CI 7015 Assessing Student Growth and Understanding
CI 7016 Family and Community Outreach

Post-Baccalaureate Certificate in Leadership in Online Learning
CI 6086 Methods of Online Course Development
CI 6087 Tools for Online Learning Creation and Assessment
CI 7086 Legal and Ethical Issues in Online Education
CI 7087 Collaboration and Support in Online Education
EDLD 7088 Leadership and Administration in Online Education

Post-Baccalaureate Certificate in Online Learning
CI 6080 Assessment in Online Learning: Beyond Multiple Choice
CI 6082 Universal Design for Online Learning
CI 6084 Fundamentals of Online Teaching and Learning
CI 6086 Methods of Online Course Development
Choose one elective

Post Baccalaureate Certificate in PreK-12 Reading Instruction
LSLS 7026 Literacy Learning and Instruction
LSLS 7027 Theory to Practice: Models of Literacy
LSLS 7028 Literacy Assessment, Instruction, and Practicum I
LSLS 7029 Literacy Assessment, Instruction, and Practicum II
LSLS 7031 Principles of Organizing a Literacy Curriculum
LSLS 7054 Literacy as a Linguistic and Cultural Tool

Post-Baccalaureate Certificate in STEM Teaching and Learning
CI 7032 Science Learning in Laboratory and Inquiry Settings
CI 7010 Improving Instructional Effectiveness: Clinical Experience
CI 6005 Integrating STEM into Practice
CI 8072 Learning Sciences and Technology
CI 7042 Math as an Interdisciplinary Topic

Post-Baccalaureate Certificate in Teacher Leader
CI 7060 Developing and Sustaining Professional Learning Communities
CI 7061 Coaching and Mentoring for Improved Results for Teacher Leaders
CI 7063 Quality Instructional Practices for Teacher Leaders
CI 7064 Practicum I for Teacher Leaders
CI 7065 Practicum II for Teacher Leaders

Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages
LSLS 6061 Theories of Second Language Acquisition
LSLS 6062 TESL Teaching Methods and Strategies
LSLS 6064 Evaluation and Assessment for TESL
LSLS 6065 Sociolinguistics for TESL

LSLS 6063 Applied Linguistics for TESL
LSLS 6066 Practicum for TESL

University of Nebraska-Lincoln, Lincoln, Nebraska
Distance Technology
Graduate Certificate in Business Analytics
GRBA 851 Business Analytics
ECON 817 Intro to Econometrics
MRKT 850 Strategic Database Marketing
MNGT 853 Data Mining Applications

Graduate Certificate in Child Youth and Family Studies, Youth Program Management and Evaluation
CYAF 861 Foundations of Youth Development Seminar
CYAF 863 Youth Professionals as Consumers of Research
CYAF 869 Administration and Program Management
CYAF 873 Program Design, Implementation and Evaluation
CYAF 878 Youth Policy
CYAF 894 Contemporary Youth Issues

Graduate Certificate in Educational Administration and Supervision, Superintendent Endorsement
EDAD 801 Cross-Cultural Leadership Studies
EDAD 906 Issues in System Level Administration
EDAD 835 Business Management of Schools
EDAD 905 Issues in Governance of Educational Institutions
EDAD 901 System-Level School Improvement
EDAD 966 Leadership in Educational Organizations
EDAD 998 Internship in Educational Administration

Graduate Certificate in Supply Chain Management
GRBA 815 Supply Chain Management Systems
SCMS 831 Advanced Enterprise Systems
SCMS 832 Planning and Controlling Supply Chain Systems
SCMS 834 Advanced Topics in Lean Supply Chain Management
S CMS 844 Managing Logistics in the Supply Chain

Master of Arts in German Education changed to Master of Arts in German Language Education

Master of Education in Educational Administration changed to Master of Arts in Educational Administration

University of Phoenix, Phoenix, Arizona
Distance Technology, Little Rock and Rogers Campus
Bachelor of Science in Business
MGT 307 Organizational Behavior and Group Dynamics changed to MGT 311 Organizational Development

MGT 350 Critical Thinking: Strategies in Decision Making and COM 285 Business Communications combined to BCOM 275 Business Communications and Critical Thinking
ACC 280 Principles of Accounting changed to ACC 290 Principles of Accounting I and ACC 291 Principles of Accounting II
ECO 212 Principles of Economics changed to ECO 365 Principles of Microeconomics and ECO 372 Principles of Macroeconomics

Accounting Concentration
Course Added:
ACC 497 Advanced Topics in Accounting Research
Courses Deleted:
ACC 281 Accounting Transaction Analysis
ACC 490 Auditing

Administration Concentration
Courses Added:
Choose three from the following
ACC 340 Accounting Information Systems
BSA 375 Fundamentals of Business Systems Development
EBUS 405 eBusiness Technologies
ISCOM 472 Lean Enterprise
MKT 441 Marketing Research
Courses Deleted from Elective Choices:
ECO 415 Applied Economics in Business
FIN 419 Finance for Decision Making
MGT 437 Project Management
ISCOM 305 Systems Operations Management

Finance Concentration
Courses Deleted from Elective Choices:
FIN 380 Financial Management of Non-Profit Organizations
FIN 385 Government Finance
FIN 403 Global Finance

Global Management Concentration
Courses Deleted from Elective Choices:
MKT 450 International Marketing
FIN 403 Global Finance
OI 312 Global Innovation
GBM 376 Geopolitical Issues in Global Business
BUS 430 International Business Law

Human Resource Management Concentration
Courses Deleted from Elective Choices:
HRM 319 Human Resource Information Systems
HRM 322 Workforce Planning and Employment
ERM 323 Employee Relations
HRM 350 International Human Resource Management

HRM 360 Sustainable Human Resource Practices
HRM 445 Legal Environment of Human Resource Management

Management Concentration
Course Added:
PHL 458 Creative Minds and Critical Thinking
HRM 300 Fundamentals of Human Resource Management
HRM 326 Employee Development
LDR 300 Innovative Leadership
MGT 426 Managing Change in the Workplace
MGT 411 Innovative and Creative Business Thinking
Courses Deleted:
MGT 431 Human Resources Management
MGT 445 Organizational Negotiations
MGT 448 Global Business Strategies
MGT 449 Quality Management and Productivity
MGT 308 Managing Diversity
MGT 309 Organizational Development
MGT 317 Critical Skills in Management
MGT 380 Organizational Change Management

Marketing Concentration
Courses Added:
MKT 435 Consumer Behavior
COM 340 Mass Communication
COM 400 Media and Society
Courses Deleted from Elective Choices:
BCOM 426 Media and Advertising
MKT 411 Green Marketing
MKT 431 Small Business Marketing
MKT 435 Consumer Behavior
MKT 445 Sales, Tools, and Strategies,
MKT 447 Advertising and Creativity Strategy
MKT 450 International Marketing
MKT 453 Product Development
MKT 455 Internet Marketing

Project Management Concentration
Course Deleted:
CPMGT 304 Leading Projects in Organizations

Public Sector Concentration
Courses Added:
ACC 460 Government and Non-Profit Accounting
FIN 380 Financial Management of Non-Profit Organizations
MKT 438 Public Relations
Courses Deleted:
BPA 302 Politics and Citizenship: The Public Policy Environment

MGT 434 Employment Law
FIN 390 Public Finance: Sources, Management, and Reports

Service Sector Concentration
Courses Added:
OI 365 Knowledge Management and Intellectual Capital
OI 466 Organizational Innovation Integrated Project
HM 370 Hospitality Management
HM 486 Trends and Emerging Issues in Hospitality
MGT 371 Lodging Management
MGT 372 Food and Beverage Management
MGT 373 Events and Recreation Management
HM 322 Gaming Management
Course Deleted:
BRM 451 Strategic Retail Management
BIS 318 Technology in Retail Management
BRM 440 Online Retailing
BUS 418 Retail Pricing Strategies
ISCOM 355 Retain Operations: Technology and Finance
MGT 387 Retail Management for Small Business
MGT 425 Employment Law in Retail Management
MKT 435 Consumer Behavior
MKT 438 Public Relations
MKT 452 Retail Marketing
MKT 455 Internet Marketing

Small Business Management and Entrepreneurship Concentration
Courses Deleted:
MGT 300 Survey of Small Business Management and Entrepreneurship
LDR 301 Small Business Leadership
MGT 306 Family Business Management
BUS 401 Business Law for Entrepreneurs
ISCOM 422 Operations Management for Small Business

Sustainable Enterprise Management
Courses Deleted:
BUS 360 Corporate and Social Responsibility
HRM 360 Sustainable Human Resource Practices

University of Phoenix, Phoenix, Arizona
Distance Technology
Associate of Arts
New Concentration
Retail Management
COM 295 Business Communications
BRM 226 Customer Service Management
BRM 236 Sales, Tools, and Strategies
BRM 246 Retail Marketing: Merchandising

BRM 256 Retail Personnel Management
BRM 266 Retail Operations: Supply Management

New Certificates
Advanced Cloud Computing Certificate
NTC/300 Cloud Technologies
NTC/302 Network Web Services
WEB/407 Advanced Web Development
WEB/436 Mobile Commerce
WEB/437 Website Commercialization
VCT/340 Web Design with Dreamweaver

Advanced Mobile Development Certificate
CIS 207 Information Systems Fundamentals
MBL 400 Mobile Fundamentals
Choose four from the following:
MBL 402 Android Mobile Development
MBL 404 Android Mobile Implementation
MBL 406 iOS Mobile Development
MBL 408 iOS Mobile Implementation
MBL 410 Windows Mobile Development
MBL 412 Windows Mobile Implementation

Advanced Virtualization Certificate
NTC/362 Fundamentals of Networking
NTC/340 Desktop Virtualization
NTC/345 Cloud Virtualization
NTC/350 Data Center Virtualization
NTC/412 Data Center Virtualization Administration
NTC/414 Data Center Virtualization Design

Cisco Networking Certificate
CIS 207 Information Systems Fundamentals
CMGT 245 IS Security Concepts
CIT 245 Local Area Networking Fundamentals
CIT 249 Wide Area Network Environment
CIT 274 Routing and Switching Implementations
CIT 276 Routing and Switching Management

Communication and Technology Certificate
BSCOM/330 Computer Mediated Communication
BSCOM/435 Creativity and Communication
VCT/300 Image Editing
VCT/305 Digital Design
VCT/320 Electronic Publishing
VCT/420 Multimedia Development

Cultural Studies and Communication Certificate
CSC/390 Culture and Communication
CSC/391 Geography, Culture, and Communication
CSC/392 Ethnic and Cultural Diversity
CSC/475 Contemporary Communication in a Diverse Society
CSC/476 Gender Communication
CSC/477 Race and Class in the Media

Desktop Support Certificate
CIS 207 Information Systems Fundamentals
CIS 211 Office Software Support Fundamentals
CIS 290 Personal Computer Hardware Support
CIS 292 Personal Computer OS Support
CIS 294 Personal Computer Customer Support
CIS 296 Computer Systems Maintenance

Graduate Business Analytics Certificate
BSA/530 IT Architecture
BSA/540 Data Relationship Management
BSA/550 Customer Relationship Management
BSA/570 Analytic Programming
BSA/580 Statistical Business Analytics
CIS/568 Information Systems Concepts
DBM/502 Database Management
MTH/540 Statistics

Graduate Information Systems Audit and Control Certificate
ACC/537 Financial Accounting
BSA/505 IS Auditing Processes
BSA/510 IT Governance and Management
BSA/515 Acquisition, Development and Implementation of IS
BSA/520 Operations, Maintenance, and Support of IS
BSA/525 Information Assets Protection
CIS/568 Information Systems Concepts

Graduate Information Systems Management Certificate
BSA/500 Business Systems I
BSA/502 Business Systems II
CIS/532 Information Systems Leadership
CIS/568 Information Systems Concepts
CSS/562 Programming Concepts
DBM/502 Database Management

Human Resource Management Certificate
HRM 300 Fundamentals of Human Resource Management
MGT 434 Employment Law
HRM 324 Total Compensation
HRM 420 Human Resource Risk Management

HRM 326 Employee Development
HRM 498 Strategic Human Resource Management and Emerging Issues

Journalism Certificate
JRN/310 Introduction to Journalism
JRN/320 Research for Journalism
JRN/330 Journalistic Writing I
JRN/340 Journalistic Writing II
JRN/350 Controversial Issues in Journalism
JRN/360 Storytelling: A Multimedia Approach

Leadership Communication in Organizations Certificate
LCO/360 Leadership Communication
LCO/336 Organizational Communication Theory
LCO/372 Leadership Communication Ethics
LCO/348 Advanced Group Communication and Leadership
LCO/465 Conflict Management
LCO/480 Social Media and the Organization

Marketing and Sales Communication Certificate
BSCOM/384 Marketing Communications
PSY/322 Consumer Psychology and Research
BSCOM/300 Advertising and the Media
BSCOM/385 Public Relations and Message Management
BSCOM/386 Sales Communications
BSCOM/470 Marketing and Sales Message Management

Network Support Certificate
CIS 207 Information Systems Fundamentals
NTC 245 Foundation of Local Area Networks
NTC 247 Wireless Networking Concepts
NTC 249 Wide Area Networking Concepts
CMGT 245 IS Security Concepts
POS 221 Windows Server Configurations

Web Administration Certificate
CIS 207 Information Systems Fundamentals
VCT 236 Introduction to Image Editing and Formatting
CMGT 245 IS Security Concepts
CIT 277 Website Development Foundations
CIT 278 Internet Business Concepts
CIT 279 Network Technology Foundations

ARKANSAS COLLEGES AND UNIVERSITIES

PROGRAM/DEGREE CURRICULA (New Programs, Program Modifications, Name Changes)

Arkansas State University – Beebe

Certificate of Proficiency in Multi-Skills Technology (CIP 47.0101; 12 credit hours; Fall 2014)

MUL	1003	Workplace Electricity I
MUL	1013	Processes & Quality Control I
MUL	1023	Fluid & Mechanical Power I
MUL	1033	Metalworking I

Technical Certificate in Multi-Skills Technology (CIP 47.0101; 30 credit hours; Fall 2014)

MUL	1003	Workplace Electricity I
MUL	2003	Workplace Electricity II
MUL	1013	Processes & Quality Control I
MUL	2013	Processes & Quality Control II
MUL	1023	Fluid & Mechanical Power I
MUL	2023	Fluid & Mechanical Power II
MUL	1033	Metalworking I
MUL	2033	Metalworking II
COM	1003	Career Communications
MATHA	1013	Technical Mathematics A

(No new courses; meet needs of industry; service area has employers with need of employees with these basic skills to go to work.)

Arkansas State University – Jonesboro

Master of Science in Molecular Biosciences (CIP 26.0204; 30 credit hours; Fall 2014)

MBS	6213	Advanced Cell Biology
MBS	6233	Specialized Biochemistry
MBS	6243	Molecular Genetics and Genomics
MBS	6251-3	Techniques in Molecular Biosciences
MBS	7111	Seminar in Molecular Biosciences
MBS	7251	Responsible Conduct in Research
MBS	689V1-6	Thesis
MBS	6001	Fundamentals of Entrepreneurship for Scientists
MBS	7121-3	Topics in Molecular Biosciences
MBS	6/7131-9	Independent Research in Molecular Biosciences

Arkansas State University – Newport

Associate of General Studies (CIP 24.0102; 60 credit hours; Fall 2014)

General Education Core – 29 credit hours

ENG	1003	Freshman English I
ENG	1013	Freshman English II
ENG	2003	Introduction to Literature of the Western World I (or)
ENG	2013	Introduction to Literature of the Western World II
HIST	1013	World Civilization to 1660 (or)
HIST	1023	World Civilization since 1660
POSC	2103	Introduction to U.S. Government

MATH	1023	College Algebra (or)
MATH	1113	Quantitative Literacy
ART	2503	Fine Arts Visual (or)
MUS	2503	Fine Arts Musical (or)
THEA	2503	Fine Arts Theatre
	XXX8	Lab Science

Institutional Requirements – 10 credit hours

MIS	1033	Introduction to Computers
PE	1623	Concepts of Fitness (Advisor Approved)
SPCH	1203	Oral Communication
UNIV	1001	Freshman Seminar

Major Discipline – 21 credit hours

Certificate of Proficiency in Basic Welding (CIP 48.0508; 13 credit hours; Fall 2014)

WELD	1304	Introduction to SMAW
WELD	1002	Welding Fundamentals
WELD	1404	Introduction to TIG Welding
WELD	2513	Blueprints Reading

(No new courses; meet needs of industry; service area has employers with need of employees with basic welding skills.)

Black River Technical College

Certificate of Proficiency in Aircraft General (CIP 47.0608; 16 credit hours; Fall 2014)

AVA	1016	Aircraft General

College of the Ouachitas

Certificate of Proficiency in Industrial Industrial Robotics (CIP 15.0405; 13 credit hours; Spring 2015)

IEMT	1303	Fundamentals of Electricity
IEMT	1213	Mechanical Devices and Systems
DATA	1123	Fundamentals of Information Technology
MECH	*1104*	*Industrial Robotics*

Certificate of Proficiency in CNC Machining and Fabrication (CIP 48.0501; 14 credit hours; Spring 2015)

ELCT	1203	Motors and Motor Controls
IEMT	1303	Fundamentals of Electricity
DATA	1123	Fundamentals of Information Technology
MECH	*1013*	*Introduction to Computer Numerically Controlled (CNC) Machining and Fabrication*
MACH	1102	Basic Blueprint Reading

Technical Certificate in Industrial Maintenance Technology (CIP 47.0399; 36-37 credit hours; Spring 2015)

ENGL	1113	Composition I
MATH	1113	Math for the Workplace (or)
MATH	1143	College Algebra
IEMT	1303	Fundamentals of Electricity

ELCT	1203	Motors and Motor Controls
IEMT	1213	Mechanical Devices and Systems
IEMT	1203	Fluid Power
DATA	1123	Fundamentals of Information Technology
MECH	1103	Principles of Mechatronics
IEMT	2313	Industrial Safety
ELCT	2324	PLC and PLC Applications

Choose one from below:

IEMT	1103	Wiring Methods (or)
CISS	1103	Network Essentials (or)
MECH	*1104*	*Industrial Robotics (or)*
MECH	*1013*	*Introduction to Computer Numerically Controlled (CNC) Machining and Fabrication*

(Certificates part of SWACCC; 2 new courses)

Cossatot Community College of the University of Arkansas

Certificate of Proficiency in Hydraulics/Pneumatics (CIP 47.0106, 8 semester credit hours, Fall 2014)

MAIN	1001	Safety for Industry
MAIN	1003	Construction Fundamentals
MAIN	1104	Hydraulics/Pneumatics

Certificate of Proficiency in Lubrication (CIP 47.0301, 7 semester credit hours, Fall 2014)

MAIN	1003	Construction Fundamentals
MAIN	1604	Lubrication

Certificate of Proficiency in Industrial Motors and Controls (47.0105, 8 semester credit hours, Fall 2014)

MAIN	1304	Basic Electricity
MAIN	1404	Industrial Motors and Controls

Certificate of Proficiency in Heating, Ventilation, and Air Conditioning (47.0201, 16 semester credit hours, Fall 2014)

MAIN	1304	Basic Electricity
HVAC	1504	Gas and Electric Heat Service and Installation
HVAC	1514	Air Conditioning and Heat Pump Service and Installation
HVAC	1524	Air Distribution and Indoor Air Quality

Certificate of Proficiency in Mechanical Devices (47.0104, 8 semester credit hours, Fall 2014)

MAIN	1001	Safety for Industry
MAIN	1003	Construction Fundamentals
MAIN	1004	Mechanical Devices

Certificate of Proficiency in Programmable Controls (47.0302, 8 semester credit hours, Fall 2014)

MAIN	1304	Basic Electricity
MAIN	1304	Programmable Controls

National Park Community College

Technical Certificate in Industrial Technology (CIP 47.0303; 28 credit hours; Fall 2014)

TECH	1101	Computer Technology
TECH	1102	Technical Communications
TECM	1103	Technical Math
INDT	*1012*	*Industrial Safety*
INDT	*1022*	*Blueprint Reading*
INDT	*1013*	*Mechanical Devices & Systems*
INDT	*1023*	*Fluid Power (Hydraulics/Pneumatics)*
INDT	*1033*	*Fundamentals of Electricity*
INDT	*1043*	*Industrial Motor Controls (Co/Prerequisite: Fundaments of Electricity)*
INDT	*1053*	*Programmable Logic Controllers (Co/Prerequisite: Industrial Motor Controls)*
INDT	*1063*	*Electronic Digital Devices (Prerequisite: Fundamentals of Electricity)*
WLD	1023	Introduction to Welding
WLD	1043	Metallurgy

(Certificate part of SWACCC; 8 new courses)

North Arkansas College

Certificate of Proficiency in Manufacturing Technology (CIP 48.0501; 17 credit hours; Fall 2014)

ET	1001	Technical Mathematics I and
ET	1002	Technical Mathematics II (or)
MAT	1123	Mathematics for Career & Technology III or higher
CT	1021	Industrial Safety
CAD	1233	Engineering Graphics
MT	1004	Computer Numerical Control
MT	1214	Manufacturing Processes I
MT	1102	Quality Control

Technical Certificate in Manufacturing Technology (CIP 48.0501; 35-36 credit hours; Fall 2014)

ET	1001	Technical Mathematics I and
ET	1002	Technical Mathematics II (or)
MAT	1123	Mathematics for Career & Technology III or higher
CT	1021	Industrial Safety
CAD	1233	Engineering Graphics
MT	1004	Computer Numerical Control
MT	1214	Manufacturing Processes I
MT	1102	Quality Control
CIS	1103	Introduction to Information Technology
MT	2004	Computer Assisted Machining
MT	2614	Manufacturing Processes II
ET	1003	Introduction to Electronics (or)
ET	1014	Principles of Electronics
TECH	1102	Technical Communications
MT	1002	Metallurgy

Certificate of Proficiency in Network Systems Administration (CIP 11.0901; 15-16 credit hours; Fall 2014)

CIS	1103	Introduction to Information Technology
CIT	1103	Network Fundamentals (CCNA 1)
CIT	1143	PC Repair/A+
CIT	2113	Unix/Linux Operating Systems
CIT	1101	Computer Troubleshooting I
ENGL	1013	English Composition (or)
TECH	1102	Technical Communications

Rich Mountain Community College

Technical Certificate in Health Information Technology Billing and Coding (51.0707, 26 semester credit hours, Fall 2014)

ACC	101	Quickbooks I
ACC	111	Quickbooks II
BUS	*213*	*Business Communications (New)*
CST	*113*	*Introduction to Computers (New)*
CST	*273*	*Spreadsheet Applications (New)*
AHIM	*1003*	*Medical Terminology (New)*
AHIM	*1033*	*Basic Human Anatomy and Physiology (New)*
AHIM	*1051*	*Legal Aspects of Healthcare (New)*
AHIM	*1013*	*Medical Coding (New)*
AHIM	*1023*	*Medical Billing and Reimbursement (New)*
AHUM	*1042*	*Electronic Health Information Management (New)*

Certificate of Proficiency in Health Information Billing and Coding (51.0707, 8 semester credit hours, Fall 2014)

AHIM	1003	Medical Terminology
AHIM	1033	Basic Human Anatomy and Physiology
AHIM	1042	Electronic Health Information Management

Southern Arkansas University –Tech

Technical Certificate in Supply Chain Management (CIP 52.0203; 30 credit hours; Fall 2014)

MIS	1003	Introduction to Computers
MO	1003	Principles of Inventory Control
MO	1013	Principles of Planning
MO	1023	Principles of Manufacturing Control
MO	1033	Principles of Operations Management
MO	1043	Principles of Material Handling & Warehousing
MD	2603	Industrial Safety
SCM	1003	Supply Chain Management
SCM	2013	Logistics in Manufacturing
	XXX3	Technical Elective

University of Arkansas, Fayetteville

Graduate Certificate in Criminal Law (CIP 22.0101, 15-18 credit hours; Fall 2014)

Choose four from below (at least three must be non-externships)

LAWW	6633	Criminal Procedure II
LAWW	500V	Advanced Criminal Law Clinic
LAWW	500V	Capital Punishment

LAWW	406V	Crime and the Supreme Court
LAWW	500V	Federal Criminal Law
LAWW	500V	International Criminal Law
LAWW	7012	Juvenile Justice
LAWW	406V	Police Discretion Seminar
LAWW	500V	Prisoners' Rights Seminar
LAWW	6733	Criminal Defense Externship
LAWW	6833	Criminal Prosecution Externship

(This certificate is designed to provide essential training and skills to students with a general background in law or legal studies who wish to pursue careers in the practice of criminal law or in criminal law policy. No new courses.)

University of Arkansas – Fort Smith

Certificate of Proficiency in Professional Sales (CIP 52.1804, 9 credit hours; Fall 2014)

MKTG	*3003*	*Introduction to Professional Selling*
MKTG	*3103*	*Advanced Professional Selling*
MKTG	*3173*	*Sales Management*

(CP developed to help students gain professional selling skills and competencies. 3 new courses)

Bachelor of General Studies (CIP 24.0102; 120 credit hours; Fall 2014)

ENGL	1203	Composition I (and)
ENGL	1213	Composition II (or)
ENGL	1233	Honors Composition (and)
RHET	2863	Advanced Composition
SPCH	1203	Introduction to Speech
MATH	1303	College Math (or)
MATH	1403	College Algebra

Select two lab courses from the following

BIOL	1153	Biological Science
BIOL	1151	Biological Science Lab
BIOL	1523	Anatomy and Physiology I
BIOL	1521	Anatomy and Physiology I Lab
BIOL	1533	Anatomy and Physiology II
BOL	1531	Anatomy and Physiology II Lab
BIOL	2303	General Botany
BIOL	2301	General Botany Lab
BIOL	2503	General Microbiology
BIOL	2501	General Microbiology Lab
BIOL	2703	General Zoology
BIOL	2701	General Zoology Lab
CHEM	1303	Chemical Principles
CHEM	1301	Chemical Principles Lab
CHEM	1403	College Chemistry I
CHEM	1401	College Chemistry I Lab
GEOL	1253	Physical Geology
GEOL	1251	Physical Geology Lab
PHSC	2653	Earth Science

PHSC	2651	Earth Science Lab
PHYS	2784	Physics Concepts & Applications
PHYS	2803	College Physics I
PHYS	2811	College Physics I Lab
PHYS	2823	College Physics II
PHYS	2831	College Physics II Lab
PHYS	2903	University Physics
PHYS	2931	University Physics Lab

Select one course from the following

ART	2863	Survey of Art History I
ART	2873	Survey of Art History II
HUMN	2563	Humanities through the Arts
MUSI	2763	Music Appreciation

Select one course from the following

ENGL	2783	American Literature to 1865
ENGL	2793	American Literature 1865 to present
ENGL	2803	World Literature to 1750
ENGL	2813	World Literature 1750 to present
PHIL	2753	Introduction to Philosophy

Select one course from the following

HIST	2753	U.S. History I
HIST	2763	U.S. History II
POLS	2753	American National Government

Select two courses from different areas from the following

ANTH	2803	Cultural Anthropology
ECON	2803	Principles of Macroeconomics
ECON	2813	Principles of Microeconomics
GEOG	2753	World Regional Geography
HIST	1123	Civilizations of the World to 1500
HIST	1133	Civilizations of the World since 1500
HIST	2753	U.S. History I (if not used above)
HIST	2763	U.S. History II (if not used above)
POLS	2753	American National Government (if not used above)
PSYC	1163	General Psychology
SOCI	2753	Introduction to Sociology

Select one course from the following (additional General Education Requirement)

PHIL	3103	Reasoning Across the Disciplines
PHIL	3203	Ethics Across the Disciplines
	XXX6	Electives

Emphasis Requirements 52 credit hours:

Primary Emphasis – 33 credit hours

Select a primary emphasis from **one** of the groups listed below. Select 18 credit hours from courses within the emphasis group & 15 credit hours of upper level hours (3000-4000) within the group.

Group I **Humanities and the Arts** (Courses from Art, Communication, English, World Languages, Graphic Design, History, Humanities*, Music, Philosophy, Speech, Religion*, Rhetoric and Writing, Theatre

Group II **National Sciences & Mathematics** (Courses from Biology, Chemistry, Geology, Mathematics, Physical Science*, Physics, Statistics*, Information Technology
Group III **Social Sciences** (Courses from Anthropology, Criminal Justice, Geography, Political Science, Psychology, Sociology
Group IV **Business** (Courses from Accounting, COBI*, Economics, Finance, Management, Marketing, Law
*Disciplines may not be used for the 18 credit hour requirement, but will count in the group requirement.

Secondary Emphasis – 18 credit hours
Select 18 credit hours from a different emphasis area above.

IDS	3001	Career Readiness
	XX24	Electives – must select courses to ensure a minimum of 45 credit hours at the upper level to meet university graduation requirements.

(Flexible program allows students who have accumulated hours in several areas to receive a degree while studying several disciplines. No new courses.)

Bachelor of Business Administration with a major in Finance (DC 2320; 120 credit hours; Fall 2014)
Business Core Requirements – 42 credit hours

ACCT	2803	Principles of Financial Accounting
ACCT	2813	Principles of Managerial Accounting
LAW	2003	Legal Environment of Business
MGMT	1203	Foundation of Business
MGMT	2203	Introduction to International Business
MGMT	2863	Business Communications
MGMT	2963	Business Statistics
FIN	3713	Business Finance
MKTG	3013	Principles of Marketing Management
MGMT	3133	Social Responsibility and Ethics in Business
MGMT	3153	Organizational Behavior
MGMT	3523	Operations Management
MGMT	3913	Decision Support Systems
MGMT	4813	Strategic Management

Finance Major Requirements – 24 credit hours

FIN	3723	Investments
FIN	3813	Money, Banking, and Financial Markets
FIN	4203	International Finance
FIN	4743	Advanced Financial Management
FIN	XXX6	Upper level FIN electives
	XXX6	Upper level College of Business electives outside of FIN

(Prepares students for careers in financial management and analysis. No new resources, equipment, supplies, or facilities needed to offer the BBA in Finance. COB has 2 FT Finance and 1 FT Economics faculty who are academically qualified by UAFS and AACSB standards for the program.)

Bachelor of Business Administration with a major in International Business (DC 2320; 120 credit hours; Fall 2014)

Business Core Requirements – 42 credit hours

ACCT	2803	Principles of Financial Accounting
ACCT	2813	Principles of Managerial Accounting
LAW	2003	Legal Environment of Business
MGMT	1203	Foundation of Business
MGMT	2203	Introduction to International Business
MGMT	2863	Business Communications
MGMT	2963	Business Statistics
FIN	3713	Business Finance
MKTG	3013	Principles of Marketing Management
MGMT	3133	Social Responsibility and Ethics in Business
MGMT	3153	Organizational Behavior
MGMT	3523	Operations Management
MGMT	3913	Decision Support Systems
MGMT	4813	Strategic Management

International Business Major Requirements – 24 credit hours

MGMT	*3533*	*Cross Cultural Relations*
MGMT	4203	International Management
MKTG	4203	International Marketing
ECON	4203	International Economics
FIN	4203	International Finance
FORL	*3503*	*Languages of the World*
COMM	4203	Culture and Communication
	XXX3	Upper level College of Business electives and/or relevant University electives

(Prepares graduates for careers in organizations having a global perspective. The program will enable graduate to take positions with companies where an understanding of international business issues are relevant. 3 new courses added to the COB. No new resources, equipment, supplies, or facilities needed to offer the BBA in Int'l Business. COB has 3 FT faculty members who will have the primary responsibility for delivering the core courses required for the major. All are considered academically qualified by UAFS and AACSB standards for the program.)

University of Arkansas at Little Rock

Bachelor of Applied Science (CIP 30.9999; 120 credit hours; Fall 2014)

General Education (35 credit hours)

RHET	1311	Composition I
RHET	1312	Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra (or)
MATH	1321	Quantitative and Mathematical Reasoning
	XXX8	Science with Lab
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Technical Area (45 AAS hours or 40 hours military credit)

Concentration (36 hours related to the managerial, social, and behavioral aspects of organizational leadership.)

Required Organizational Leadership Courses – 18 credit hours (choose six courses)

MGMT	3300	Principles of Management
MGMT	3340	Applied Organizational Behavior
MGMT	3320	Human Resources Management
MKTG	3350	Principles of Marketing
SPCH	3330	Professional Communication
RHET	3316	Writing for the Workplace

Professional Course Electives – 18 credit hours (choose six courses)

BINS	3352	Data Analysis and Visualization
ERSC	4421	Introduction to Geographic Information Systems (GIS)
ITEC	3610	Introduction to Information Technology and Applications
MGMT	3362	Small Business Management
MGMT	4377	International Management
MKTG	3385	Consumer Analysis and Behavior
MKTG	4370	Business-to-Business Marketing
PSYC	3370	Industrial Psychology
PSYC	4325	Personal Psychology
PSYC	4363	Organizational Psychology
RHET	3301	Editing for Use and Style
RHE T	3315	Persuasive Writing
SPCH	3340	Communication Ethics for the Professional
SPCH	3320	Advanced Public Speaking
SOCI	3334	Social Problems
SOCI	3330	Racial and Minority Groups
SOCI	4365	Sociology of Organizations

Unrestricted General Electives

	XXXX	Remaining hours to reach 120 total credit hours (45 hours of upper-level courses and/or 30 hours in residence)

(Bachelor of Applied Science is an interdisciplinary degree completion program designed for students with an earned AAS or its equivalent who want to move into leadership/management-related positions. Degree also will be offered at UACCH/Texarkana)

Bachelor of Professional Studies with Concentration in Information Assurance (CIP 30.9999; 120 credit hours; Fall 2014)

General Education (35 credit hours)

RHET	1311	Composition I
RHET	1312	Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra (or)
MATH	1321	Quantitative and Mathematical Reasoning
	XXX8	Science with Lab
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Professional Core – 15 credit hours

MGMT	3300	Principles of Management
MGMT	3340	Applied Organizational Behavior
MGMT	3320	Human Resources Management
SPCH	3320	Advanced Public Speaking
RHET	3316	Writing for the Workplace

Professional Core Electives (Select 6 hours)

ITEC	3610	Introduction to Information Technology and Applications
PSYC	3370	Industrial Psychology
PSYC	4325	Personal Psychology
PSYC	4363	Organizational Psychology
RHET	3301	Editing for Use and Style
RHE T	3315	Persuasive Writing
SPCH	3340	Communication Ethics for the Professional
SPCH	3330	Professional Communication
SOCI	3334	Social Problems
SOCI	3330	Racial and Minority Groups
SOCI	4365	Sociology of Organizations

Concentration (Select 18 credit hours)

CPSC	1175	Introduction to Computer Science
CPSC	1375	Programming I
IFAS	2300	Introduction to Information Assurance
IFAS	3300	Computer Forensics
CPSC	2376	Programming II (or)
CPSC	2377	Introduction to Game Programming
CPSC	2380	Data Structures and Algorithms
CPSC	2382	Introduction to Computer Systems and Assembly Language
CPSC	3370	Net-Centric Computing: Systems Concepts
CPSC	4360	Computer Security
CRJU	3309	Cyber Crime and the Law

Concentration/Electives

MATH	1311	Applied Calculus I (or)
MATH	1451	Calculus I (or the equivalent)
IFSC	2200	Ethics in the Profession
STAT	3352	Applied Statistics I
CPSC	4376	Applied Cryptography

Unrestricted General Electives (Remaining hours to reach 120 SCH, 45 SCH must be upper-level courses and/or 30 hours in residence)

(Bachelor of Professional Studies with Concentration in Information Assurance will allow students to acquire fundamental knowledge and skills associated with the field of Information Assurance within a team environment. No new courses.)

Bachelor of Science in Environmental Engineering (CIP 14.1401; 128 credit hours; Fall 2014)

General Education (35 credit hours)

RHET	1311	Composition I
RHET	1312	Composition II
MATH	1451	Calculus I
CHEM	1402	General Chemistry I
PHYS	2321	Physics for Sci/Eng I
PHYS	2121	Physics for Sci/Eng I Lab
POLS	1310	American National Government
	XXX6	Fine Arts/Humanities – choose 6 hours*
MATH	1452	Calculus II**
MATH	2453	Calculus III**

*ARHA 2306 Introduction to Visual Art; MUHL 2305 Introduction to Music; THEA 2305 Introduction to Theatre and Dance; PHIL 2320 Ethics and Society; ENGL 2337 World Literature; ENGL 2338 World Literature Themes; SPCH 1300 Speech Communication or any CHIN, FREN, GERM, INTR or SPAN course.
**Six hours of higher math are being substituted for six hours of humanities and social sciences)
Degree Requirements (93 credit hours)

CNMG	1305	Drawings & Specifications
CNMG	2313	Construction Materials and Methods
CNMG	1313	Civil Engineering Materials with Lab
CNMG	2314	MEP Systems
CNMG	2370	Engineering Statistics
ERSC	3372	Surficial Hydrology
CNMG	2316	Construction Surveying with Lab
CNMG	3371	Engineering Dynamics
STAT	3352	Applied Statistics I
CHEM	3350	General Organic Chemistry I
CHEM	3150	General Organic Chemistry I Lab
BIOL	2401	Microbiology
ENHS	2320	Introduction to Environmental Health Sciences
ENHS	2120	Introduction to Environmental Health Sciences Lab
CNMG	3376	Engineering Structural Mechanics
CNMG	3378	Engineering Thermodynamics
CHEM	1403	General Chemistry II
ERSC	1302	Physical Geology
ERSC	1102	Physical Geology Lab
BIOL	1400	Evolutionary & Environmental Biology
MATH	3322	Introduction to Differential Equations
CHEM	2310	Analytical Chemistry I
CNMG	3347	Engineering Soil Mechanics with Lab
CNMG	3374	Hydraulic Engineering
CNMG	3285	Civil Engineering Lab
CHEM	4342	Environmental Chemistry
ENHS	3310	Environmental Regulations
ENHS	3340	Introduction to Water Resources Management
CNMG	4357	Water & Wastewater Engineering
ENHS	3350	Principles of Air Pollution
ENHS	4320	Introduction to Industrial Hygiene
ERSC	4373	Hydrogeology
CNMG	4185	Professional Engineering Seminar
ENHS	4410	Environmental Planning
ERSC	4322	Environmental Geology
CNMG	3302	Engineering Economy
CNMG	4285	Civil/Construction Engineering Design Project

Certificate of Proficiency in User Experience Design and Web/Mobile Development (CIP 11.0401; 18 credit hours; Fall 2014)

IFSC	1310	Internet Technologies

ARST 2318 Computer Applications in Art
REHT 4372 Usability Testing and Design
MGMT 4361 New Venture Creation
IFSC 4396 Capstone Project I
Choose 3 credit hours from below:
IFSC 4399 Mobile Web Design
CPSC 4399 Mobile Applications
ARST 4348 Web Design
RHET 4305 Document Design
RHET 4307 Writing Software Documentation
RHET 4371 Writing for the Web
(Addresses strong employer and student demand for a multi-disciplinary teams of students to learn to design, build, test and launch responsive websites and mobile apps. Students will be taught in a team- and project-based format, and will develop an actual portfolio of working products during the course of their academic career.)

University of Central Arkansas
Bachelor of Science in Religious Studies (CIP 38.0201; 120 credit hours; Fall 2014)
Added courses
Choose two courses in Mathematics
MATH 1392 Plane Trigonometry
MATH 1395 Business Calculus
MATH 1491 Calculus for Life Sciences
MATH 1580 Algebra & Trigonometry
MATH 1496 Calculus I
(Or) two courses in Lab Science from below
PHYS 1401 Descriptive Astronomy
CHEM 1450 College Chemistry I
PHYS 1405 Applied Physics
PHYS 1410 College Physics I
PHYS 1441 University Physics
BIOL 1440 Principles of Biology I
Deleted courses
XXX6 2000-level foreign language
(BS in Religious Studies is a reconfiguration of the BA in Religious Studies. UCA BS requirements: delete 6 SCH of foreign language; add 6 SCH in Mathematics or 8 SCH in Lab Science; additionally electives may need to be adjusted to keep SCH at 120 for degree.)

University of Arkansas Community College at Hope
Certificate of Proficiency in Supply Chain Management
Total Semester Credit Hours – 15
CISS 1013 Introduction to Computers
ECON 2103 Microeconomics
MATH 1063 AAS Math Business
SCMT 1013 Introduction to Supply Chain Management
SCMT 1023 Logistics

Technical Certificate in Supply Chain Management

Total Semester Credit Hours – 30

Fall Semester –15 credit hours

CISS 1013 Introduction to Computers
ECON 2103 Microeconomics
MATH 1063 AAS Math Business
SCMT 1013 Introduction to Supply Chain Management
SCMT 1023 Logistics

Spring Semester – 15 credit hours

ACCT 2103 Principles of Accounting
CISS 1353 Electronic Spreadsheet
ENGL 1013 Composition I
SCMT 1113 Inventory
SCMT 1123 Transportation

Associate of Applied Science in Supply Chain Management
Total Semester Credit Hours – 60

Fall Semester –15 credit hours

CISS 1013 Introduction to Computers
ECON 2103 Microeconomics
MATH 1063 AAS Math Business
SCMT 1013 Introduction to Supply Chain Management
SCMT 1023 Logistics

Spring Semester – 15 credit hours

ACCT 2103 Principles of Accounting
CISS 1353 Electronic Spreadsheet
ENGL 1013 Composition I
SCMT 1113 Inventory
SCMT 1123 Transportation

Fall Semester – 15 credit hours

BUSS 1203 Introduction to Business
BUSS 1213 Business Communications
BUSS 1253 Records Management
ENGL 2253 Technical Writing
PSYC 2303 General Psychology (or)
SOCI 2413 Sociology

Spring Semester – 15 credit hours

BUSS 2023 Business Organization & Management
BUSS 2103 Human Resource Management
BUSS 2203 Business Law
BUSS 2223 Database Management
ECON 2003 Macroeconomics

Italics-new courses

(The Supply Chain Management is designed to provide students with skills in the concepts of transportation, logistics, and inventory management. Graduates will have a thorough understanding of inventory management and be able to manage materials from the raw stage to the consumer. Due to the managerial nature of the program, the proposed programs will be housed in the Business, Technology, and Education Division. The proposed certificates afford students stop out options for those who do not wish to complete the 60 semester credit hour AAS program. Four new courses in supply chain management have been developed for implementation of the proposed programs. A survey of employers in the transportation, manufacturing, and food services industry indicated a need and have positions as production managers, receiving/shipping supervisors/managers, inventory control coordinators, parts managers, purchasing agents, import/export managers, director of logistics, warehouse supervisors, and general managers. Salaries for these positions average $35-40,000 annually. Some employers indicated they would offer tuition incentives for their employees who enroll in the programs.)

Program – New - Minor

Arkansas State University – Jonesboro

Writing Studies Minor-General (CIP 23.1301; 18 credit hours; Fall 2014); Creative Writing Minor (CIP 23.1302; 18 credit hours; Fall 2014); Professional Writing Minor (CIP 23.1303; 18 credit hours; Fall 2014)

Writing Studies Minor-General:

ENG	*3033*	*Introduction to Writing Studies*
ENG	*4711*	*Preceptorship in Writing Studies*
ENG	*4722*	*Internship in Writing Studies*
ENG	XXX3	Elective from Professional Writing Track
	XXX3	Elective from Creative Writing Track
	XXX6	Electives from Writing Studies

Creative Writing Minor:

ENG	*3033*	*Introduction to Writing Studies*
ENG	3023	Creative Writing
ENG	4023-3	Advanced Creative Writing
THEA	4313	Fundamentals of Playwriting or
CMP	3403	Screenwriting for Narrative Motion Pictures
ENG	*4711*	*Preceptorship in Writing Studies*
ENG	*4722*	*Internship in Writing Studies*
	XXX3	Electives in Writing Studies

Professional Writing Minor:

ENG	*3033*	*Introduction to Writing Studies*
ENG	3043	Technical Writing
ENG	3013	Practical Writing
ENG	3003	Advanced Composition
ENG	*4711*	*Preceptorship in Writing Studies*
ENG	*4722*	*Internship in Writing Studies*
XXX3	Electives in Writing Studies	

University of Central Arkansas

Minor in Cognitive Neuroscience (CIP 42.0101; 22 credit hours; Fall 2014)

PSYC	1300	General Psychology
BIOL	1400	Principles of Biology

Choose 15 credit hours from below:

BIOL	3310	Neuroethology: The Neural Basis of Natural Behaviors
BIOL	3370	Introduction to Neuroscience
BIOL	4425	Experimental Neurobiology
CSD	2306	Neuroscience for Communication
CSD	3311	Fundamentals of Speech and Hearing Science
CSD	3321	Language Acquisition and Literacy
CSD	4311	Introduction to Audiology
CSD	4330	Neurogenic Communication Disorders
PHIL	3341	Theories of Knowledge
PHIL	3375	Philosophy of Mind
PHIL	4330	Philosophy of Language
PSYC	3325	Cognitive Psychology
PSYC	3330	Sensation and Perception
PSYC	4325	Physiological Psychology

Minor in Innovation and Entrepreneurship in Bachelor of Business Administration in Innovation and Entrepreneurship (CIP 52.0701; 18 credit hours; Fall 2014)

MGMT	3310	Fundamentals of Entrepreneurship
MGMT	3349	Small Business Management
MGMT	4376	New Venture Creation
	XXX9	Choose 9 credit hours of 3000-4000 level courses from Accounting, Marketing, Management, Insurance and Risk Management, Finance, Economics, Management Information Systems, and Quantitative Methods. At least 1 course should be outside of Marketing and Management

Minor in Sports Psychology (CIP 42.0101; 21 credit hours; Fall 2014)

PSYC	1300	General Psychology
PSYC	3370	Sport Psychology
KPED	4395	Sport in American Society

Choose 12 credit hours from below:

NUTR	4315	Sports Nutrition
KPED	2340	Motor Development and Learning
KPED	3331	Care and Prevention of Athletic Injuries
PSYC	2370	Developmental Psychology
PSYC	3305	Health Psychology
PSYC	3350	Social Psychology
PSYC	3351	Psychology of Learning
PSYC	4300	Personality Psychology
PSYC	4351	Behavior Modification

Program – New – Option/Emphasis/Concentration/Focus Area

Arkansas State University – Jonesboro

Emphasis in Interpersonal Communication in Bachelor of Arts in Communication Studies (DC 1830; CIP 09.0100; 12 credit hours; Fall 2014)

COMS	4243	Interpersonal Communication
COMS	4323	Communication in Personal Relationships
COMS	4373	Conflict Resolution
COMS	4403	Seminar in Health Communication

Emphasis in Organizational Communication in Bachelor of Arts in Communication Studies (DC 1830; CIP 09.0100; 12 credit hours; Fall 2014)

COMS	3203	Business and Professional Communication
COMS	4203	Small Group Communication
COMS	4263	Organizational Communication
COMS	*4433*	*Leadership and Communication*

Emphasis in Public Communication in Bachelor of Arts in Communication Studies (DC 1830; CIP 09.0100; 12 credit hours; Fall 2014)

COMS	3243	Principles of Persuasion
COMS	3433	Communication Criticism
COMS	4253	Intercultural Communication
COMS	43V1	Special Problems

<u>Arkansas State University - Mountain Home</u>

Mechatronics Emphasis in Associate of Applied Science in Workforce Technology (DC 4886; CIP 15.0403; 60 credit hours; Fall 2014)

General Education Requirements – 18 credit hours

CIS	1203	Introduction to Computers (or)
CIS	1503	Computer Essentials
ENG	1003	Composition I
ENG	1503	Composition II
SPCH	1203	Oral Communications
	XXX3	Social Science Elective (choose from GEOG, HIST, POSC, PSY or SOC)
MATH	1103	Technical Math

Applied Technology Core (Choose 3 credit hours from below)

TECH	1021	Industrial and Shop Safety
TECH	1012	Employment Strategies

Mechatronics Emphasis – 39 credit hours

TECH	1504	DC Electronics
TECH	1514	AC Electronics
TECH	2314	Programmable Logic Controllers
TECH	2424	Hydraulic and Pneumatic Systems
TECH	2444	Robotic Technology
TECH	2134	Industrial Electronic Devices (or)
TECH	2154	Industrial Mechanical Systems
TECH	2014	Digital Electronic I
TECH	2144	Industrial Electricity (or)
TECH	2164	Fundamentals of Industrial Maintenance
TECH	1032	Blueprints and Layouts
TECH	1042	Computer Aid Design (CAD)
SPC	XXX3	Special Topics

Southern Arkansas University – Tech

Emphasis in Supply Chain Management in Associate of Science in General Technology (DC 0840; 24 credit hours; Fall 2014)

MO	1003	Principles of Inventory Control
MO	1013	Principles of Planning
MO	1023	Principles of Manufacturing Control
MO	1033	Principles of Operations Management
MO	1043	Principles of Material Handling & Warehousing
MD	2603	Industrial Safety
SCM	XXX6	Supply Chain Management Elective

University of Arkansas, Fayetteville

Concentrations in General Animal Science (24 credit hours), Pre-Professional/Science (35 credit hours), and Equine (14 credit hours) in Bachelor of Science in Animal Science (DC 3380; CIP 01.0901; Fall 2014)

Animal Science Concentration (24 credit hours)

ANSC	1001L	Introductory Animal Sciences Laboratory
ANSC	1032	Introductory Animal Sciences
ANSC	1041	Introduction to Companion Animal Industry (or)
ANSC	1051	Introduction to the Livestock Industry
ANSC	2252L	Introduction to Livestock and Meat Evaluation
ANSC	2781	Career Preparation and Development
ANSC	3133	Animal Breeding and Genetics
ANSC	3143	Principles of Animal Nutrition
ANSC	3433	Fundamentals of Reproductive Physiology
ANSC	4142	Advanced Animal Handling Techniques

Choose 6 credit hours from the following

ANSC	4252	Cow-Calf Management
ANSC	4262	Swine Production
ANSC	4272	Sheep Production
ANSC	4283	Horse Production
ANSC	4452	Milk Production
ANSC	4482	Companion Animal Management
ANSC	4652	Stocker-Feedlot Cattle Management

Pre-Professional/Science Concentration (35 credit hours)

ANSC	3032	Animal Physiology I
ANSC	3042	Animal Physiology II
BIOL	1603	Zoology
BIOL	1601L	Zoology Lab
BIOL	2013	General Microbiology
BIOL	2011L	General Microbiology Lab
CHEM	1103	University Chemistry I
CHEM	1011L	University Chemistry I Lab
PHYS	2013	College Physics I
PHYS	2011L	College Physics I Lab
PHYS	2033	College Physics II
PHYS	2031L	College Physics II Lab

CHEM	3603	Organic Chemistry I
CHEM	3601L	Organic Chemistry I Lab
CHEM	3613	Organic Chemistry II
CHEM	3611L	Organic Chemistry II Lab
CHEM	3813	Biochemistry

Disciplined-related Electives (10 credit hours)

BIOL	2533	Cell Biology
MATH	2254	Calculus I
STAT	2023	Biostatistics (or)
STAT	2303	Principles of Statistics

Equine Concentration (14 credit hours)

ANSC	2003	Introduction to the Equine Industry
ANSC	3723	Horse & Livestock Merchandising
ANSC	3072	Equine Selection and Evaluation
ANSC	4173	The Thoroughbred Horse Industry
ANSC	4283	Horse Production

Disciplined-related Electives (choose 13 credit hours)

	XX13	Animal Science, Biology, Chemistry, Physics

(These changes will allow students flexibility in meeting educational and career goals and will present a clearer path for students to follow through the degree program. The availability of the three concentrations will also improve and simplify student advising.)

University of Arkansas at Little Rock

Concentration in Information Assurance in the Bachelor of Professional Studies (CIP 30.9999; 48 credit hours; Fall 2014)

Concentration in Information Assurance

CPSC	1175	Introduction to Computer Science Laboratory
CPSC	1375	Programming I
IFAS	2300	Introduction to Information Assurance
IFAS	3300	Computer Forensics
CPSC	2376	Programming II (or)
CPSC	2377	Introduction to Game Programming
CPSC	2380	Data Structures and Algorithms
CPSC	2382	Introduction to Computer Systems and Assembly Language
CPSC	3370	Net-Centric Computing: Systems Concepts
CPSC	4360	Computer Security
CPSC	3309	Cyber Crime and the Law

Recommended concentration electives

MATH	1311	Applied Calculus I (or)
MATH	1451	Calculus I (or the equivalent)
IFSC	2200	Ethics in the Profession
STAT	3352	Applied Statistics I
CPSC	4376	Applied Cryptography
	XXX9	Additional electives identified by the academic advisor

(The BPS in Information Assurance will allow students to acquire fundamental knowledge and skills associated with the field of Information Assurance within a team environment. No new courses.)

Education Program Revisions to Meet New Teacher Licensure Requirements

Henderson State University

Bachelor of Science in Education in Special Education K-12 (CIP 13.1001; 127 credit hours; Fall 2014)

General Education/Institutional Requirements (45 credit hours)

GEN	1031	Henderson Seminar
ENG	1463	English A
ENG	1473	English B
PSC	1013	American National Government (or)
HIS	2053	U.S. History to 1865 (or)
HIS	2063	U.S. History since 1865
ECO	2013	Principles of Macroeconomics (or)
GEO	1023	Introduction to Geography (or)
GEO	2163	World Geography
HPR	XXX1	PE Activity
MTH	1213	Algebra for Elementary and Middle Grades
PSY	1013	General Psychology
COM	2013	Oral Communication
BIO	1013/L	Biology/Lab (or)
BIO	2104/L	General Botany/Lab (or)
BIO	2114/L	General Zoology/Lab
CHM	1034/L	General Chemistry/Lab (or)
PHY	2034	General Physics/Lab (or)
PHS	3154	Physical Science for Teachers
HPR	1011	Life Fitness
ENG	2013	World Literature I (or)
ENG	2023	World Literature II (or)
ENG	2683	Masters of Western Literature
ART	2033	Hum Art (or)
MUS	2023	Hum Music
	XXX3	Social Science LAC Course
ENG	3313	University Writing (or)
ENG	4453	Advanced Composition (or)
ENG	3613	Technical Writing (or)
MMC	4223	Magazine/Feature Writing
EDU	4543	Teaching People of Other Cultures (or)
GEN	4083	Study Abroad

Principles of Learning and Teaching (PLT) Core Courses 30 credit hours

PLT Module 1 (chose 6 credit hours from below)

EDU	2000	Teacher Education Orientation
EDU	2423	Introduction to Education
EDU	2043	Educational Technology

PLT Module II 6 credit hours

SPE	3013	Psychology of the Exceptional Child
SPE	3503	Special Education Law

PLT Module III 6 credit hours (must be admitted to Teacher Education Program)

SPE	3513	Behavior Management
SPE	4403	Assessment and Programming

Professional Semester 12 credit hours

SPE	4116	K-12 Internship Content
SPE	4126	K-12 Internship Content

Special Education K-12 Curriculum 52 credit hours

EDE	2063	Child Development
EDE	3242	Arts Integration in the Classroom
EDE	3113	Literature for Elementary Students
RDG	3103	Emergent and Development Literacy
HIS	4263	Arkansas and Southwest History
HPE	4072	Adaptive Physical Education
MTH	1053	Number Sense and Operations
MTH	2483	Geometry I for Elementary and Middle Grades
MTH	2543	Data Analysis, Statistics and Probability
PHS	1053	Earth Systems and Environment
RDG	3203	Reading & Writing in the Content Areas
EDE	4283	Literacy & Language Arts in the Elementary Classroom
EDE	4433	Math/STEM in the Elementary Classroom
EDE	4423	Science/STEM in the Elementary Classroom
EDE	4413	Social Studies in the Elementary Classroom
SPE	4103	Advanced Methods Mild/Moderate Disabilities
SPE	4393	Advanced Methods Severe/Profound Disabilities
SPE	4213	Introduction to Autism Spectrum Disorders

Master of Science in Education in School Counseling, K-12 (DC 6680; CIP 13.1101; 48 credit hours) Fall 2014)

Core Curriculum (30 credit hours)

CED	6083	Research and Program Evaluation
CED	5713	Advanced Human Development
CED	6733	Theories of Counseling
CED	6743	Group Procedures
CED	6953	Social & Cultural Foundations of Counseling
CED	5033	Marriage Counseling and Family Systems
CED	5723	Assessment in Counseling
CED	6043	Psychopathology
CED	6753	Career Counseling
CED	6093	Pre-Practicum

School Counseling (18 credit hours)

CED	6023	Professional School Counseling
CED	6063	Counseling Children and Adolescents & Play Therapy
CED	6773	Case Management: Elementary
CED	6803	Counseling Internship: Elementary
CED	6783	Case Management: Secondary

CED	6813	Counseling Internship: Secondary

University of Central Arkansas

Bachelor of Science in Education in Special Education K-12 (CIP 13.1001; 122 credit hours; Spring 2015)

General Education requirement – 38 credit hours

WRIT	1310	Introduction to College Writing
WRIT	1320	Academic Writing and Research
SPCH	1300	Basic Oral Communication
MATH	1390	College Algebra
PSCI	1300	U. S. Government
HIST	2301	American Nation I (or)
HIST	2302	American Nation II
BIOL	1400	Biology for General Education
PHYS	1400	Physical Science for General Education
	XXX3	Critical Inquiry Elective (UCA Core-Math, Science)
	XXX3	Diversity in Creative Works Elective (UCA Core-Fine Arts/Humanities)
	XXX3	Diversity in World Culture Elective (UCA Core-Social Science/Humanities)
	XXX3	Responsible Living Elective (UCA Core-Social Science/Humanities)

*ENGL 2370 Introduction

Teacher Education Preparation Program – 84 credit hours

MATH	3351	Number Systems
ECSE	3300	Foundations for Elementary and Special Educators
ECSE	3320	Foundations of Inclusive Education
ECSE	3305	Integrated Approaches to Child and Young Adult Literature
SCI	4410	Concepts in Science
ECSE	3301	Development and learning Theories
ECSE	3309	Development and Characteristics of Diverse Learnings
EDUC	4210	Integration of Technology into Teaching and Learning
ECSE	4315	Workshop Approach to Teaching Writing in the K-12 Classroom
ECSE	4307	Instructional Programming for Diverse Learnings
ECSE	4309	Positive Classroom Environments
ECSE	4311	Foundations of Reading
ECSE	4331	Data Driven Instructional Planning
MATH	3364	Concepts of Geometry and Measurement
ECSE	4306	Educational Programming for Middle and Secondary Learners with Mild Disabilities
MSIT	4325	Strategies for Content Literacy: Development and Curriculum Integration
ECSE	4303	Current Issues and Trends in Special Education
ECSE	4343	Special Education Practicum: Secondary
MATH	4335	Concepts of Advanced Mathematics
ECSE	4302	Behavior Guidance for the Diverse Classroom
ECSE	4308	Educational Programming for Students with Significant Disabilities
ECSE	4301	Math and Science for Diverse Learners
ECSE	4305	Literacy Assessment & Intervention
ECSE	4324	Special Education Practicum: Elementary
ECSE	4603	Internship II
ECSE	4604	Internship II

(BSE in Special Ed, K-12; Approved by ADE as an initial licensure area; Curriculum satisfies the requirements for the new Special Education license.)

Deleted Programs
Arkansas State University – Jonesboro
Advanced Certificate in Cardiac Sonography (DC 4511; Spring 2014)
Master of Science in Education in Business Technology (DC 6660; Fall 2014)

Arkansas Tech University
Bachelor of Arts in Art (DC 1250; Spring 2014)
Master of Education in Physical Education (DC 5820; Fall 2015)

Henderson State University
Master of Science in Education in Early Childhood, Special Education (DC 6720, Fall 2015)
Master of Science in Education in Instructional Specialist, Special Education (DC 7000; Fall 2015)
North Arkansas College
Certificate of Proficiency in Wood Manufacturing Technology (DC 1460; Fall 2014)

University of Arkansas at Pine Bluff (Summer 2014)
Bachelor of Arts in Political Science (DC 1690)
Bachelor of Arts in History (DC 1500)
Bachelor of Arts in Sociology (DC 1780)
Bachelor of Arts in Gerontology (DC 1490)
Bachelor of Science in Social Studies Education (DC 3180)
Bachelor of Science in Physics (DC 3030)
(Degree programs in history, sociology, gerontology, and social studies education combined with political science for program viability purposes to create one degree in Social Sciences. Degree in physics combined with degree in chemistry to create one degree in Chemistry/Physics.)

Deleted Minor
University of Arkansas, Fayetteville
Minor in Agricultural, Food and Life Sciences in Master of Science in Agricultural, Food and Life Sciences (DC 6240; Fall 2014)

Deleted Emphasis/Concentration
University of Arkansas at Little Rock
Track in Computer Engineering in PhD in Integrated Computing (DC 1702; Fall 2014)

University of Central Arkansas
P-4 Early Childhood Education track in the Master of Arts in Teaching (MAT) (DC 5543; Spring 2014)

Program – Inactive Status
Mid-South Community College
Certificate of Proficiency in Non-Destructive Testing Specialist-Eddy Current (DC 1414; Fall 2014)

Certificate of Proficiency in Non-Destructive Testing Specialist-Eddy Current II (DC 1415; Fall 2014)
Certificate of Proficiency in Non-Destructive Testing Specialist-Ultrasonic (DC 1412; Fall 2014)
Certificate of Proficiency in Non-Destructive Testing Specialist-Ultrasonic II (DC 1413; Fall 2014)
Certificate of Proficiency in Non-Destructive Testing Specialist-Penetrant I and II (DC 1410; Fall 2014)
Certificate of Proficiency in Non-Destructive Testing Specialist-Magnetic Particle I and II (DC 1411; Fall 2014)
Certificate of Proficiency in Chemical Plant Operations and processes (DC 3116; Fall 2014)
Certificate of Proficiency in Web Design (DC 4325; Fall 2014)
Certificate of Proficiency in Advanced Manufacturing Technology (DC 4719; Fall 2014)
Technical Certificate in Advanced Manufacturing Technology (DC 5719; Fall 2014)
(No students in above programs)

University of Arkansas at Little Rock
Graduate Certificate in Marriage and Family Therapy (DC 5195; Spring 2014)
(Courses will be offered as electives in the School of Social Work. Program is no longer viable due to low enrollment. This is probably due to students not being able to receive FA for the GC.)

Program – Reactivation
Bachelor of Science in Nursing-RN to BSN (CIP 51.3801; DC 2940; 124 credit hours; Spring 2015)
General Education - 35 semester credit hours

ENGL	1311	English Composition I
ENGL	1321	English Composition II
ENGL	2300	World Literature I or higher
MCOM	2390	Speech or Oral Communication
MATH	1330	College Algebra
CHEM	1430	General Chemistry I
BIOL	3470	Microbiology
PSYC	2300	General Psychology
SOCI	2310	Sociology
HIST	2315	U.S. History I (or)
HIST	2318	U.S. History II (or)
PSCI	2312	American Government
ART	2340	Art History Appreciation (or)
MUSI	2330	Music History Appreciation

Liberal Arts & Sciences Pre-requisite Courses – 23 credit hours

PSYC	2301	Developmental Psychology
BIOL	2451	Anatomy and Physiology I
BIOL	2452	Anatomy and Physiology II
MATH	2370	Statistics
HUMN	2301	Humanities
HUMN	2340	Effective Thinking and Logic
HUSC	1311	Nutrition

University Requirements – 3 credit hours

PE	1110-1125	Physical Education
SOCI	1210	Personal and Social Development

Nursing Core – 33 credit hours

NURS	*3201*	*Professional Development I: Introduction to Professional Nursing*
NURS	*3312*	*Nursing Informatics*
NURS	*3301*	*Health Assessment*
NURS	*4XXX*	*Professional Development II: Role and Ethics*
NURS	*4311*	*Nursing Care of Older Adults Theory*
NURS	*4213*	*Nursing Care of Older Adults Practicum*
NURS	*4301*	*Professional Development III: Leadership and Management Theory*
NURS	*4XXX*	*Professional Development III: Leadership and Management Practicum*
NURS	*4XXX*	*Evidence-Based Practice and Nursing Research*
NURS	*4306*	*Nursing Care of Communities and Populations Theory*
NURS	*4XXX*	*Nursing Care of Communities and Populations Practicum*
NURS	*4312*	*Professional Development IV: Role Integration Theory*
NURS	*4212*	*Professional Development IV: Role Integration Practicum*

Nursing credit for RN license – 30 credit hours
(Reactivation of RN to BSN program only. Initially, only RNs with an Arkansas license will be admitted.)

Program/Unit Name Changes

Arkansas Northeastern College
Option in Business Management in the Associate of Applied Science in Business Technology (DC 0307; 60 credit hours; Fall 2014)
(Option in Business Administration in the AAS in Business Tech changed to Option in Business Management in AAS in Business Tech)

Black River Technical College
Technical Certificate in Auto Body Repair changed to Technical Certificate in Auto Collision Repair Technology (DC 4330; Fall 2014)
The name change better reflects the curriculum taught and with the industry standards in Auto Collision Technology.

Southern Arkansas University – Magnolia
College of Science & Engineering (Fall 2014)
(College of Science & Technology being changed to College of Science & Engineering. The name change will better reflect the programs and emphases within the college. The present name omits several areas of importance within the college.)

Department of Biochemistry & Chemistry (Fall 2014)
(Department of Biochemistry, Chemistry & Physics being changed to Department of Biochemistry and Chemistry)

Department of Engineering & Engineering Physics (Fall 2014)

(Department of Biochemistry, Chemistry & Physics being changed to Department of Engineering and Engineering Physics.)

University of Arkansas, Fayetteville
Crop Science minor (Fall 2014)
(Name change of minor from Crop Management Minor to Crop Science Minor. The minor name change will be consistent with the associated major which was changed to Crop Science in 2013.)

Master of Science in Food Safety (DC 6240; Fall 2014)
(MS in Agricultural, Food, and Life Sciences is being changed to MS in Food Safety to better reflect the more focused curriculum content of the program.)

Bachelor of Science in Human Environmental Sciences (BSHES) in Apparel Merchandising and Program Development (DC 4150; Fall 2014)
(BSHE in Apparel Studies is being changed to BSHES in Apparel Merchandising and Product Development. This change will better reflect what the program focuses on and is in direct alignment with apparel industry terms and channels. Also was a recommendation by the Apparel Studies Advisory Board.)

Bachelor of Science in Human Environmental Sciences (BSHES) in Human Nutrition and Hospitality Innovation with concentrations in Nutrition and Hospitality Innovation (DC 4160; Fall 2014)
(BS in Food, Human Nutrition, and Hospitality will change name to BS in Human Nutrition and Hospitality Innovation. The name change better reflects the program's focus and is in direct alignment with hospitality and human nutrition industry terms and channels. Both the Nutrition and Hospitality Advisory Boards recommended the changes.)

Master of Science in Statistics and Analytics (DC 6530; Fall 2014)
(Name changed from MS in Statistics to MS in Statistics and Analytics and will be moved from Fulbright College of Arts and Sciences to an interdisciplinary program housed in the Graduate School and International Education as are all other interdisciplinary programs.)

University of Arkansas – Fort Smith
College of Student Success (Fall 2014)
(Deleting the College of Student Success. Remediation at UAFS has declined. Remediation can be addressed at the discipline level, e.g., reading & writing will be referred to faculty in the College of Languages & Communication; math to faculty in the College of Science, Technology, Engineering and Mathematics.)

College of Science, Technology, Engineering, and Mathematics (Fall 2014)
(Education will not be part of the name for the College of STEM. College of Education will become the School of Education within the College of STEM.)

School of Education (Fall 2014)
(College of Education becomes the School of Education and will become part of the College of STEM.)

University of Arkansas at Little Rock
Master of Science in Computer Science (DC 6170; Fall 2014)
(Master of Science in Computer and Information Science is being changed to Master of Science in Computer Science. The name change will better reflect the nature of the curriculum and focus of the program.)

College of Arts, Letters, and Sciences (Fall 2014)
College of Education and Health Professions (Fall 2014)
College of Social Sciences and Communication (Fall 2014)
(College of Arts, Humanities, and Social Sciences (CAHSS); College of Education; College of Professional Studies (CPS); and the College of Science are being reorganized to form: College of Arts, Letters, and Sciences; College of Education and Health Professions; and the College of Social Sciences and Communication. The College of Science is being combined with Arts and Humanities. The college of Professional Studies is being divided between the College of Education and Health Professions; and the College of Social Sciences and Communication. The College of Education is being combined with some departments in College of Professional Studies to create the College of Education and Health Professions. Social Sciences, formerly housed in CAHSS is being combined with Communication, former department in CPS, to create the College of Social Sciences and Communication.)

Associate Degrees for Transfer and Bachelor's Degree Completion
North Arkansas College
Associate of Science in Criminal Justice (CIP 45.0401; 60 credit hours; Fall 2014) transfer to Arkansas State University – Jonesboro (Bachelor of Arts in Criminology - DC 1370)
AS in Criminal Justice – 60-61 credit hours to be completed at North Arkansas College

ENGL	1013	English Composition I
ENGL	1023	English Composition II
MAT	1223	College Algebra
BIOL	1004	General Biology (or)
BIOL	1304	General Botany
CHEM	1214	Chemistry for Health Related Professions (or)
CHEM	1415	College Chemistry (or)
GEOL	1014	General Geology (or)
PHSC	1004	Fundamentals of Physical Science (or)
PHYS	2144	University Physics (or)
PHSC	1044	Introduction to Astronomy
PHIL	1003	Introduction to Philosophy (and)
ART	1003	Art Appreciation (or)
DRAM	1003	Theatre Appreciation (or)
MUS	1003	Music Appreciation
HIST	2003	U.S. History I (or)
HIST	2013	U.S. History II (or)
PLSC	2003	American National Government

Select one course from below not used elsewhere

SOC	2013	Introduction to Sociology
PLSC	2003	American National Government
PSYC	2003	General Psychology

Select two courses from below not used elsewhere

SOC	2013	Introduction to Sociology
PLSC	2003	American National Government
PSYC	2003	General Psychology
ANTH	2023	Cultural Anthropology
ECON	2313	Principles of Macroeconomics
HIST	1003	History of Western Civilization I
HIST	1013	History of Western Civilization II

Criminal Justice core – 25 credit hours

AJ	1003	Introduction to Criminal Justice
AJ	2263	Criminal Evidence & Procedure
FL	2313	Intermediate Spanish II
AJ	1053	Introduction to Criminology

Select 13 credit hours from below

AJ	2033	Introduction to Juvenile Delinquency
AJ	2043	Community Relations in Law Enforcement
AJ	2253	Criminal Investigation
FL	1303	Beginning Spanish I
FL	1313	Beginning Spanish II
FL	2303	Intermediate Spanish I
SOC	2203	Social Problems

ASUJ BA in Criminology

60 semester credit hours to be completed at ASUJ

CRIM	1023	Introduction to Criminal Justice (or) NAC AJ 1003
CRIM	3183	Institutional Corrections (or)
CRIM	3193	Community Corrections
CRIM	3223	Police & Society
CRIM	3263	Criminology
CRIM	4103	Criminal Justice Systems
SOC	3293	Social Behavior
SOC	3383	Social Statistics
SOC	3381	Social Statistics Lab
SOC	4293	Methods, Social Research
POSC	3183	Criminal Law & the Constitution
	XX21	Select 21 semester credit hours from Criminology, Sociology, Geography, History, Political Science, and Health
	XX12	up to 12 credit hours of upper level ASUJ electives or NAC lower level courses for 120 semester credit hours

NAC/ASUJ Transfer Agreement

- Students completing the Associate of Science (AS) in Criminal Justice at North Arkansas College will be accepted as transfer students into the Arkansas State University-Jonesboro Bachelor of Arts (BA) in Criminology.
- Sixty (60) credit hours of course work from NAC, not including technical, duplicate/repeat, or remedial/developmental hours, will be accepted toward the 120 credit hours required at ASUJ for the BA in Criminology.
- All courses taken to satisfy the AS in Criminal Justice degree at NAC must have a grade of “D” or higher for credits to count toward the ASUJ BA in Criminology program.

- Both institutions will notify the corresponding institution in a timely manner of substantial changes in their curricula.
- NAC will make every effort to inform students of the transferability of the AS in Criminal Justice degree to ASUJ. Statements about this partnership agreement will also appear in the NAC catalog and the NAC website.

Associate of Science in Pre-Engineering (CIP 14.0101; 62 credit hours; Fall 2014) transfer to the University of Arkansas, Fayetteville (Bachelor of Science in Biological Engineering - DC 3505; or Bachelor of Science in Biomedical Engineering – DC 6501)
AS in Pre-Engineering – 62 credit hours to be completed at North Arkansas College

ENGL	1013	English Composition I
ENGL	1023	English Composition II
MAT	2205	Analytical Geometry & Calculus I
CHEM	1415	College Chemistry I (and)
PHYS	2054	University Physics I
CHEM	1425	College Chemistry II (or)
BIOL	1004	General Biology (or)
GEOL	1014	General Geology (or)
BIOL	2014	Microbiology
ART	1003	Art Appreciation (or)
DRAM	1003	Theatre Appreciation (or)
MUS	1003	Music Appreciation
HIST	2003	U.S. History I (or)
HIST	2013	U.S. History II (or)
PLSC	2003	American National Government
ECON	2313	Principles of Macroeconomics

Select two courses from below

ANTH	2023	Cultural Anthropology
ECON	2323	Principles of Microeconomics
GEOG	2003	Human Geography
HIST	1003	History of Western Civilization I
HIST	1013	History of Western Civilization II
PSYC	2003	General Psychology
SOC	2013	Introduction to Sociology
SOC	2203	Social Problems

Pre-Engineering Core

GNEG	1103	Introduction to Engineering

Select one course from below

ENGL	2213	World Literature I
ENGL	2223	World Literature II
FL	2303	Intermediate Spanish I
FL	2313	Intermediate Spanish II
PHIL	1003	Introduction to Philosophy
PHIL	1103	Critical Thought
SPCH	1313	Fundamentals of Oral Communications

Select 21 semester credit hours from below not used elsewhere

PHYS	2054	University Physics I
CHEM	1425	College Chemistry II

BIOL	1004	General Biology
GEOL	1014	General Geology
BIOL	2014	Microbiology
MAT	2305	Analytical Geometry and Calculus II
MAT	2503	Analytical Geometry and Calculus III

University of Arkansas, Fayetteville (UAF) BS in Biological Engineering

71 semester credit hours to be completed at UAF

BENG	2632	Biological Engineering Design Studio
	XXX4	Sophomore Science Elective
MEEG	2003	Statistics
BENG	2643	Biological Engineering Methods
MATH	2584	Differential Equations and Laplace Transform
MEEG	2403	Thermodynamics (or)
CHEG	2313	Thermodynamics of Single-Component Systems
BENG	3733	Transport Phenomena in Biological Systems
BENG	3653	Global Bio-Energy Engineering
CHEM	3603	Organic Chemistry I
CHEM	3601L	Organic Chemistry I Lab
CVEG	3213	Hydraulics (or)
MEEG	3503	Mechanics of Fluids (or)
CHEG	2133	Fluid Mechanics
ELEG	3903	Electric Circuits and Machines
BENG	3723	Unit Operations in Biological Engineering
BENG	3113	Measurement and Control for Biological Systems
CHEM	3613	Organic Chemistry II
CHEM	3611L	Organic Chemistry II Lab
BIOL	3863	General Ecology
CVEG	3223	Hydrology
BENG	4813	Senior Biological Engineering Design I
BENG	4743	Food and Bio-Product Systems Engineering
BENG	4933	Sustainable Watershed Engineering
BENG	4822	Senior Biological Engineering Design II
BENG	4663	Sustainable Biosystems Designs
	XXX3	Engineering Elective
	XXX3	Technical Elective

University of Arkansas, Fayetteville (UAF) BS in Biomedical Engineering

72 semester credit hours to be completed at UAF

BMEG	2613	Introduction to Biomedical Engineering
	XXX4	Sophomore Science Elective
BMEG	2813	Biomechanics
BMEG	2904	Biomedical Instrumentation with lab
MATH	2584	Differential Equations and Laplace Transform
BIOL	2533	Cell Biology
BMEG	3634	Biomaterials with lab
CHEG	2313	Thermodynamics of Single-Component Systems (or)
MEEG	2403	Thermodynamics

ELEG	3124	System & Signal Analysis with lab
CHEM	3613	Organic Chemistry II
CHEM	3611L	Organic Chemistry II Lab
BMEG	3653	Biomedical Modeling & Numerical Methods
BMEG	3824	Biomolecular Engineering
CHEG	2133	Fluid Mechanics (or)
MEEG	3503	Mechanics of Fluids
BIOL	2213	Human Physiology
BIOL	2211L	Human Physiology Lab
CHEM	3613	Organic Chemistry II
CHEM	3611L	Organic Chemistry II Lab
BMEG	4813	Biomedical Engineering Design I
BMEG	4623	Biomedical Transport Phenomena
BMEG	4823	Biomedical Engineering Design II
BMEG	XXX9	Electives

NAC/UAF Transfer Agreement

- Students completing the Associate of Science (AS) in Pre-Engineering at North Arkansas College will be accepted as transfer students into the University of Arkansas, Fayetteville Bachelor of Science in Biological Engineering or Bachelor of Science in Biomedical Engineering.
- Sixty-two to sixty-three (62-63) credit hours of course work from NAC, provided they are a "C" or higher, will be accepted toward the 128 credit hours required at UAF for the BS in Biological Engineering or BS in Biomedical Engineering.
- The UAF operates under a selective admissions policy. Transferring students are subject to all procedures relative to this policy. These procedures are available on the UAF Admissions website.
- The UAF College of Engineering will provide NAC with current copies of catalogs/curricular requirements as they are available.
- Both institutions will notify the corresponding institution in a timely manner of substantial changes in their curricula.
- Information regarding transfer scholarships will be made available to students while attending NAC.
- This Agreement is governed by the laws of the State of Arkansas and is subject to applicable policies of the respective institutions.

Course Name Changes

Arkansas State University – Beebe

MUL	1003	Workplace Electricity A changed to Workplace Electricity I
MUL	2003	Workplace Electricity B to Workplace Electricity II
MUL	1013	Concepts of Manufacturing & Quality Control Principles A to Processes & Quality Control I
MUL	2013	Concepts of Manufacturing & Quality Control Principles B to Processes & Quality Control II
MUL	1023	Concepts of Fluid & Mechanical Power A to Fluid & Mechanical Power I
MUL	2023	Concepts of Fluid & Mechanical Power B to Fluid & Mechanical Power II
MUL	1033	Metalworking A to Metalworking I
MUL	2033	Metalworking B to Metalworking II

(Course name changes only)

College of the Ouachitas (Spring 2015)
Certificate of Proficiency in Electrical Apprenticeship, Basic (DC 4595; 9 credit hours)
Certificate of Proficiency in Electrical Apprenticeship, Advanced (DC 4596; 9 credit hours)
Certificate of Proficiency in Mechatronics Practice (DC 1152, 14 credit hours)
Technical Certificate in Mechatronics Technology (DC 2150; 39 credit hours)
Technical Certificate in Electrical Apprenticeship (DC 3595; 34 credit hours)
Associate of Applied Science in Mechatronics (DC 3150; 61-62 credit hours)

IEMT	1104	Fundamentals of Electricity (old)
IEMT	1303	Fundamentals of Electricity (new)
ELCT	1204	Motors and Motor Controls (old)
ELCT	1203	Motors and Motor Controls (new)
IEMT	2412	Industrial Safety (old)
IEMT	2313	Industrial Safety (new)
ELCT	2325	PLC and PLC Applications (old)
ELCT	2324	PLC and PLC Applications (new)

(Course credit hours changes will affect the above CP's, TC's and AAS degrees listed above)

NorthWest Arkansas Community College
Certificate of Proficiency in Child Advocacy Studies (CAST) (DC 1498; 9 credit hours; Summer 2014; credit hours reduced from 16 to 9)
Deleted courses

CMJS	2474	Response to Child Maltreatment
SCWK	2633	Problems of Child Welfare

Technical Certificate in Child Advocacy Studies (CAST) (DC 2496; 23 credit hours; Summer 2014; credit hours reduced from 32 to 23)
Deleted courses

CMJS	2474	Response to Child Maltreatment
SCWK	2633	Problems of Child Welfare
COMM	1303	Fundamentals of Communication
ENGL	4156	English Composition
SCWK	2071L	Aresp. Survivor Child Abuse Lab

Rich Mountain Community College
Associate of Applied Science in Business and Information Technology with Emphasis in Information Systems Technology; Business Administration; and Office Systems-Business (CIP 52.1206; 60 credit hours; Fall 2014)
General Education – 15 credit hours

ENG	113	English Composition I
ENG	123	English Composition II (or)
ENG	133	Technical Writing
MTH	113	Technical Math (or)
MTH	203	College Algebra

ECN	203	Microeconomics
SPC	203	Oral Communications

Business Core – 12 credit hours

BUS	203	Leadership and Ethics
BUS	213	Business Communications
CST	113	Introduction to Computers
CST	273	Spreadsheet Applications

Emphasis in Information Systems Technology - 33 credit hours

CST	123	Network and Data Security
CST	153	Concepts of Operating Systems
CST	103	Computer Maintenance I
CST	124	Introduction to Java
CST	283	Database Applications
CST	293	Networking Essentials
CST	254	System Analysis and Design
CST	233	Linux/Unix
CST	134	Website Design
CST	XX3	Elective

Emphasis in Business Administration – 33 credit hours

ACC	203	Accounting I
ACC	213	Accounting II
BUS	123	Organizational Behavior
BUS	243	Human Resource Management
BUS	153	Entrepreneurship
BUS	253	Marketing
BUS	223	Business Law I
BUS	233	Business Law II
BUS	263	Business Statistics
BUS	273	Money and Banking
BUS	213	Macro Economics

Emphasis in Office Systems-Business – 33 credit hours

ACC	203	Accounting I
ACC	213	Accounting II
BUS	123	Organizational Behavior
BUS	243	Human Resource Management
BUS	293	Personal Finance
CST	153	Concepts of Operating Systems
BUS	223	Business Law I
CST	283	Database Applications
ACC	101	Quickbooks I
ACC	111	Quickbooks II
AHIM	1003	Medical Terminology
CST	104	Computer Maintenance I (or)
CST	134	Web Design

Southern Arkansas University – Tech

Associate of Applied Science in Computer Information Systems Technology. Network & System Administrator Emphasis and Computer Technician Emphasis in Computer (DC 3521; 60 credit hours; Fall 2014)

Network & System Administrator Emphasis

Added courses

MIS	1003	Introduction to Computers
CS	1001	CISCO Lab I
CS	1011	CISCO Lab II
MIS	2003	Business Information Systems
CS	2004	IT Internship
CS	2284	Cloud Computing

Deleted courses

CS	1204	CISCO III
CS	1304	CISCO IV
CS	2334	Active Directory
CS	2014	Enterprise Security

Computer Technician Emphasis

Added courses

MIS	1003	Introduction to Computers
CS	1001	CISCO Lab I
CS	2284	Cloud Computing

Deleted course

CS	2014	Enterprise Security

Technical Certificate in Office Software Specialist (DC 4635; 27 credit hours; Fall 2014)

Added Courses

ECON	1003	American Enterprise System
ENGL	1113	Comp I

Deleted Courses

BA	1133	Business Math
OS	2113	Capstone Project
OS	1113	Records & Database Management
OS	2153	Transcription
OS	1222	Microcomputer E-Mail

Technical Certificate in Industrial Maintenance (DC 4617; 30 credit hours; Fall 2014)

Deleted Courses

EM	2213	Industrial Electricity
MATH	1003	Technical Math
MD	1313	Advanced Writing

Certificate of Proficiency in CISCO Networking (DC 0119; 10 credit hours; Fall 2014)

Added courses

CS	1001	CISCO Lab I
CS	1011	CISCO Lab II

Deleted Courses

CS	1204	CISCO III

CS 1304 CISCO IV

Certificate of Proficiency in Microsoft Certified IT Professional Technology (DC 4426; 8 credit hours; Fall 2014)
Deleted Courses
NT 2114 Support Network Infrastructure
CS 2334 Active Directory

Certificate of Proficiency in Medical Professions (DC 0104; 9 credit hours; Fall 2014)
Added Course
OS 1013 Essentials of Anatomy & Physiology
Deleted Courses
NA 1103 Medical Procedures
NA 1207 Nursing Assistant

CIP Code Changes
College of the Ouachitas
Certificate of Proficiency in Early Childhood Education (CIP 13.1210; DC 4919; Fall 2014)
Associate of Applied Science in Early Childhood Education (CIP 13.1210; DC 0437; Fall 2014)
(CIP Code changed from 19.0708-Child Care and Support Services Management to 13.1210-Early Childhood Education & Teaching)

Existing Certificate or Degree Program Offered at Off-Campus Location
Arkansas State University – Jonesboro
Bachelor of Science in Sports Management offered at ASU-Mountain Home (DC 2207; CIP 31.0504; Fall 2014)

Specialist in Education (EdS) in Reading offered at ASU-Mountain Home, ASU-Beebe, Mid-South Community College (DC 6915; CIP 13.1315; Fall 2014)

Master of Arts in Teaching Middle Level offered at ASU-Mountain Home, ASU-Beebe, Mid-South Community College (DC 5542; CIP 13.1299; Fall 2014)
Master of Science in Education in Reading offered at ASU-Mountain Home, ASU-Beebe, Mid-South Community College (DC 6910; CIP 13.1315; Fall 2014)

Southern Arkansas University – Tech
SAUT Mechanical Maintenance Program Facility
2185 Highway 79 North, Camden, AR
(Five year lease agreement, July 2014; Facility for Mechanical Maintenance programs)

Existing Program via Distance
Southern Arkansas University-Magnolia
Master of Education in Educational Administration and Supervision (DC 5670, Fall 2014; 100% online)
Professional Education Core (3 credit hours)
EDUC 6003 Educational Research
Educational Administration and Supervision Courses (24 credit hours)
EDUC 6403 School law

EDAS 6193 School Organization and Administration
EDAS 6013 School Community Relations
EDAS 6023 Instructional Development and Supervision
EDAS 6033 Organizational Development and Evaluation
EDAS 6093 The Principalship
EDAS 6233 Leadership of Special Programs & Services
EDAS 6223 Administrative Internship & Ed Leadership Portfolio
Emphasis Area – Elementary (3 credit hours)
EED 6013 Elementary School Curriculum
Emphasis Area – Secondary (3 credit hours)
SED 6213 Secondary School Curriculum

District Level Licensure (24 credit hours)
EDAS 6113 School Finance
EDAS 6123 The Superintendency
EDAS 6133 Governance Groups
EDAS 6143 Management of Human Resources
EDAS 6153 Practicum in Educational Facilities
EDAS 6173 Administration and Assessment of Curricular Programs
EDAS 6183 Educational Leadership Seminar
EDAS 6303 Superintendency Internship and Portfolio
(ADE approved for program to be offered by distance on 6/25/2014)

University of Arkansas, Fayetteville
Graduate Certificate in Enterprise Systems (DC 6930; 12 credit hours; Fall 2014; 100% online)
ISYS 5833 Data Management (or)
WCOB 5213 ERP Fundamentals
Choose 9 credit hours from below:
ISYS 5113 IT Toolkit
ISYS 5503 Decision Support Analytics
ISYS 5843 Business Intelligence & Knowledge Management
ISYS 5423 Seminar in Systems Development
WCOB 5223 Configuration and Implementation
WCOB 5233 ERP Development
(The proposed online offering of this GC will provide opportunities to develop knowledge and skills in Enterprise Information Systems, Enterprise Analytics, or Enterprise Resource Planning Systems through hands-on experience with large-scale enterprise systems and real-world data sets. An online certificate will afford access to students who wish to enhance their skills in preparation for the workplace. No new courses.)

University of Central Arkansas
Concentration in Finance in Master of Business Administration (DC 5580; 21 credit hours in concentration; Fall 2014; 80% online)
Courses not offered online
MBA 5331 Bank Management
MBA 5333 International Finance
MBA 5334 Financial Derivatives
MBA 5376 Entrepreneurial and Small Business Finance

Concentration in Health Care Administration in Master of Business Administration (DC 5580; 9 credit hours in concentration; Fall 2014; 100% online)

Degree Modification – Credit Hour Reduction (Act 747 of 2011)

Arkansas Northeastern College

Associate of Applied Science in Office Technology (DC 3520; 60 credit hours; Fall 2014)

Courses Added

PY	13002	Academic & Career Enrichment
CE	21041	Career Management
EC	21023	Survey of Economics

Courses Deleted

SP	22063	Human Relations
BU	11003	Introduction to Business

(Credit hours reduced from 63 to 60)

Arkansas State University – Beebe

Associate of Science in Agriculture (DC 0191; 60 credit hours; Fall 2014)

Courses Deleted

	XXX1-3	Electives

(Credit hours reduced from 61-63 to 60)

Arkansas State University – Jonesboro

Associate of Applied Science in Law Enforcement (DC 0600; 62 credit hours; Fall 2014)
(Credit hours reduced from 62-64 to 62)

Bachelor of Arts in Art (DC 1250; 120 credit hours; Fall 2014)
(Credit hours reduced from 124 to 120)

Black River Technical College

Associate of Applied Science in Aviation Maintenance (DC 0240; 92 credit hours; Fall 2014)

Courses added

AVA	1013	Airframe I
AVA	1017	Airframe II
AVA	2014	Powerplant I
AVA	2017	Powerplant II

Courses deleted

AVA	1005	Airframe Structures I-A
AVA	1105	Airframe Systems & Components I-A
AVA	1106	Airframe Systems & Components II
AVA	1108	Airframe Systems & Components I-B
AVA	1110	Airframe Structures I-B-I
AVA	2103	Powerplant Systems & Components I-A
AVA	2108	Powerplant Systems & Components I-B
AVA	2208	Powerplant Systems & Components II
AVA	2214	Powerplant Theory & Maintenance

Credit Hours were reduced from 101 to 92. Amount exceeds 60 SCH, but with FAA requirements regarding components, this is the lowest amount that can be achieved and meet

the requirement number of clock hours required by FAA. The revision puts BRTC closer to other AR 2-yr colleges who offer this degree (90-98 SCH). Many of the deleted courses were combined to form the new added courses.

Associate of Applied Science in Respiratory Care (DC 0810; 80 credit hours; Spring 2015)
Course added

COLL	1002	Student Success for Health Professionals

Courses deleted

GSP	1004	Physical Science with Lab
NRS	2203	Basic Human Nutrition

Credit hours were reduced from 85 to 80. Amount exceeds 60 SCH, but with accreditation standards regarding contact hours in didactic and clinical practicum components, this is the lowest amount that can be achieved without compromising the academic integrity of the program and continuing to meet the requirements of the CARC. The revision puts BRTC closer to other AR 2-year colleges who offer this degree (81-86 SCH). The new Student Success for Health Professionals course was designed specifically for students entering the health professions to enable them to be successful. The course was recommended by the advisory committee, program director, and faculty members.

<u>East Arkansas Community College</u>
Associate of Applied Science in Medical Assisting Technology; Emphasis in Coding (DC 1120; 62 credit hours; Fall 2014: credit hours reduced from 71 to 62 credit hours)
Courses added

HSC	2012	Introduction to Pathophysiology
HSC	2022	Introduction to Pharmacotherapy
MAT	2043	Reimbursement Methodologies
PSY	1003	General Psychology

Courses deleted

HSC	1023	Pharmacology
BUS	2423	Machine Transcription
MAT	2062	Professional Concepts
PSY	2003	Developmental Psychology

<u>University of Arkansas – Fort Smith</u>
Bachelor of Science in Imaging Science; Diagnostic Medical Sonography option (DC 1375; 120 credit hours; Summer 2015: credit hours reduced from 135 to 120 credit hours)
<u>Diagnostic Medical Sonography Option</u>
Deleted courses

BIOL	1523	Anatomy and Physiology I
BIOL	1521	Anatomy and Physiology I Lab
BIOL	1533	Anatomy and Physiology II
BIOL	1531	Anatomy and Physiology II Lab
	XXX3	Social Sciences
HLTH	3103	Pathophysiology
ISS	4402	Special Applications and Pathological Considerations
	XX40	Credit for having American Registry of Radiologic Technologists certification

Added courses

BIOL	2203	Human Anatomy
BIOL	2201	Human Anatomy Lab
BIOL	2213	Human Physiology
BIOL	2211	Human Physiology Lab
ISS	4403	Pathophysiology and Special Applications
	XX30	Credit for having American Registry of Radiologic Technologists certification

Management option

Deleted courses

BIOL	1523	Anatomy and Physiology I
BIOL	1521	Anatomy and Physiology I Lab
BIOL	1533	Anatomy and Physiology II
BIOL	1531	Anatomy and Physiology II Lab
RHET	3603	Writing for the Workplace
RHET	4603	Technical Reports
ISM	4303	Quality Management in Diagnostic Imaging

Added courses

BIOL	1153	Biological Science
BIOL	1151	Biological Science Lab
BIOL	2203	Human Anatomy
BIOL	2201	Human Anatomy Lab
BIOL	2213	Human Physiology
BIOL	2211	Human Physiology Lab
ISL	4223	Contemporary and Critical Topics in Healthcare: A Global perspective
ISL	4303	Technological Advancements in Medical Imaging

Certificates and Degrees offered through Institutional Partnerships

Arkansas Delta Training and Education Consortium (ADTEC)

Certificate of Proficiency in Construction Technology (CIP 46.0000, 16-17 semester credit hours, August 2014)

Participating Institutions:

Arkansas Northeastern College

CT 17003	Construction Craft Skills	3 credits
CT 17014	Construction Technology I	4 credits
CT 17024	Construction Technology II	4 credits
WE 17001	Oxygen/Acetylene Safety & Orientation	3 credits
WE 17094	SMAW Structural Welding (Partial Joint Penetration	3 credits
		17 credits

East Arkansas Community College

CON 1003	Construction Craft Skills	3 credits
CON 1014	Construction Technology I	4 credits
CON 1024	Construction Technology II	4 credits
MCH 1061	Welding Principles	1 credit
MCH 1071	Welding Operations	1 credit
MCH 2213	Maintenance Welding	3 credits
		16 credits

Mid-South Community College

CONS 1003 Construction Craft Skills	3 credits
CONS 10044 Construction Technology I	4 credits
CONS 1024 Construction Technology II	4 credits
WELD 1103 Introduction to Welding	3 credits
WELD 1123 Shielded Metal Arc Welding: SMAW	3 credits
	17 credits

Italics – new courses

(Four of the five ADTEC institutions are providing construction technology skill training to individuals applying for construction and construction related jobs building the Big River Steel facility. It is anticipated that over 2,000 construction jobs will be needed over the next several years. PCCCUA is not offering the construction technology program due to the institution's distance from the proposed company site.)

Southwest Arkansas Community College Consortium (SWACCC)
South Arkansas Community College – SWACC Lead Institution ($3,904,256)
College of the Ouachitas ($1,801,912.80)
Cossatot Community College of the University of Arkansas ($450,000)
National Park Community College ($1,003,800)
Rich Mountain Community College ($300,000)
Southern Arkansas University – Tech ($417,800)
University of Arkansas Community College at Hope ($541,622)

SWACCC Agreement
The U.S. Department of Labor (DOL) Employment and Training Administration (ETA) awarded an $8,419,390.80 Trade Adjustment Assistance Community College and Career (TAACCCT) grant to the colleges above to provide instruction and other educational services to students seeking credentials that lead to employment in the manufacturing industries.

- Grant awarded October 1, 2013; terminates September 30, 2017.
- SACC, lead college, assumes certain fiscal reporting and management responsibilities on behalf of the SWACCC.
- Each institution will target an area in the advanced manufacturing occupations industry.
- Each institution will have its own faculty.
- Institutions who have Industrial Technology agreed to an 18 credit hour common core curricula. New programs will use the 18 credit hour common core curricula; those with existing programs will redesign their TC curriculums to the 18 credit hour common core.
- All 7 institutions agree that the TC in Industrial Technology will transfer to any of their AAS in General Technology or AAS in Industrial Technology or related field.

General Education Core:

Math (Technical or College Algebra)	3 SCH
Comp I	3 SCH
Computer Course	3 SCH
Subtotal	9 SCH

Industrial Technology/Mechatronics Common Core

Safety for Industry	3 SCH

Basic Electricity	3 SCH	
Fluid Power (Pneumatics/Hydraulics)	3 SCH	
Blueprint Reading	2 SCH	
Electrical Motor Control	3 SCH	
Programmable Logic Controls (PLC)	4 SCH	
Subtotal	18 SCH	
Mechanical Devices	3 SCH	
Industrial Related Elective	3 SCH	(welding, quality, network essentials, etc.)
Subtotal	6 SCH	
Total for TC	33 SCH	

- All 7 institutions agree that if a student starts TC in Industrial Technology and does not complete at their institution that passing credits will transfer to another of the 7 institutions. Students will not take courses at multiple institutions at same time.
- Consortium members agree to communicate regularly and will share information and technical assistance provided by the DOL/ETA.
- A Consortium member can terminate the MOU for material cause 90 days after written notice is given.
- The MOU shall be governed by and construed in accordance with the laws of the State of Arkansas.

LETTERS OF INTENT

The following notifications were received through July 11, 2014.

College of the Ouachitas
Certificate of Proficiency in Digital Media
Certificate of Proficiency in Film and Theatre Arts
Technical Certificate in Film and Theatre Arts
Technical Certificate in Entrepreneurial Design
Associate of Applied Science in Innovation and Entrepreneurial Design

Cossatot Community College of the University of Arkansas
Technical Certificate in Digital Media

Henderson State University
Associate of Arts (for reverse transfer and degree completion purposes only)

University of Arkansas at Little Rock
New Off-Campus Instruction Center – Texarkana, Arkansas

University of Arkansas at Pine Bluff
Bachelor of Science in Elementary Education, K-6
Bachelor of Science in Health and Physical Education, K-12
Bachelor of Science in Middle Childhood Education
Bachelor of Science in Secondary Science Education
Bachelor of Science in Special Education: Mildly Disabled, K-12
Master of Education in Elementary Education
Master of Education in Special Education: Mildly Disabled, K-12

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

American College of Education, Indianapolis, Indiana
Initial Certification – Distance Technology
Master of Education in Elementary Education
Master of Education in Educational Leadership
Master of Education in Educational Technology
Master of Education in Curriculum and Instruction, Specializations in Bilingual Education, English as a Second Language
Master of Arts in Teaching – Elementary, Secondary
Education Specialist in Leadership
Doctor of Education in Leadership

American College of Healthcare Sciences, Portland, Oregon
Initial Certification – Distance Technology
Associate of Applied Science in Complementary Alternative Medicine
Associate of Applied Science in Health and Wellness
Master of Science in Aromatherapy
Master of Science in Complementary Alternative Medicine
Master of Science in Herbal Medicine
Master of Science in Holistic Nutrition

American InterContinental University, Schaumburg, Illinois
Initial Certification – Distance Technology
Master of Education

American Public University, Charles Town, West Virginia
Initial Certification – Distance Technology
Associate of Arts in Criminal Justice
Bachelor of Arts in Reverse Logistics Management
Bachelor of Science in Information Technology Management
Master of Arts in Reverse Logistics Management
Master of Arts in Transportation and Logistics Management

American Sentinel University, Aurora, Colorado
Initial Certification – Distance Technology
Bachelor of Science in Health Informatics
Master of Science in Health Systems Management

American University, Washington, D.C.
Initial Certification – Distance Technology
Graduate Certificate in Non-Profit Monitoring and Evaluation
Master of Arts in Nutrition Education
Master of Arts in Public Administration
Master of Arts in Strategic Communication
Master of Arts in Teaching English as a Foreign Language

Argosy University, Orange, California
Initial Certification – Distance Technology
Associate of Science in Health Information Technology
Bachelor of Science in Business Administration
Bachelor of Science in Health Informatics Information Management
Master of Arts in Clinical Mental Health
Master of Arts in Education in Curriculum and Instruction
Master of Arts in Education in Education Administration
Master of Arts in Education in Educational Leadership
Master of Law in Compliance
Master of Science in Accounting
Doctor of Education in Pastoral Community Counseling
Recertification – Distance Technology
Master of Science in Non-Profit Management

Arizona State University, Scottsdale, Arizona
Initial Certification – Distance Technology
Bachelor of Arts in Business
Bachelor of Arts in Global Health
Bachelor of Science in Software Engineering
Master of Arts in History
Master of Arts in Homeland Security and Emergency Management
Master of Legal Studies
Master of Science in Business Analytics
Master of Science in Family and Human Development
Master of Science in Human Nutrition
Master of Science in the Science of Health Care Delivery
Master of Science in Technology in Graphic Information Technology

Baker College, Flint, Michigan
Initial Certification – Distance Technology
Associate of Applied Science
Associate of Business
Bachelor of Business Administration
Bachelor of Computer Science
Bachelor of General Studies
Bachelor of Information Systems
Bachelor of Science
Bachelor of Web Development
Master of Business Administration
Master of Science

Baptist Health Schools Little Rock, Little Rock, Arkansas
Initial Certification – Little Rock Campus and by Distance Technology
Associate of Applied Science in Nursing
Associate of Applied Science in Occupational Therapy Assistant
Certificate in Histotechnology
Certificate in Medical Technology
Certificate in Nuclear Medicine Technology
Certificate in Practical Nursing
Certificate in Radiography
Certificate in Sleep Technology
Certificate in Surgical Technology

Baptist Memorial College of Health Sciences, Memphis, Tennessee
Recertification – Distance Technology
RN to Bachelor of Science in Nursing Degree Completion

Belhaven University, Jackson, Mississippi
Initial Certification – Distance Technology
Undergraduate Certificate in Biblical Studies
Associate of Arts in Biblical Studies
Bachelor of Arts in Biblical Studies

Bachelor of Science in Accounting
Bachelor of Science in Interdisciplinary Studies
Graduate Certificate in Health Administration
Graduate Certificate in Human Resources
Graduate Certificate in Leadership
Graduate Certificate in Sports Administration
Recertification – Distance Technology
Associate of Arts in Business
Bachelor of Business Administration
Bachelor of Health Administration
Master of Health Administration
Master of Sports Administration

Bellevue University, Bellevue, Nebraska
Initial Certification – Distance Technology
Bachelor of Science in Business
Bachelor of Science in Behavioral Science
Bachelor of Science in Marketing Management
Bachelor of Science in Supply Chain Management
Bachelor of Science in Security Management
Master of Business Administration
Master of Healthcare Administration
Master of Public Administration
Master of Science in Clinical Counseling
Master of Science in Leadership and Coaching

Benedictine College, Atchison, Kansas
Initial Certification – Distance Technology
Bachelor of Arts in Liberal Studies

Bethel University, McKenzie, Tennessee
Initial Certification – Distance Technology
Master of Business Administration
Recertification – Distance Technology
Bachelor of Science in Organizational Leadership

Boise State University, Boise, Idaho
Initial Certification – Distance Technology
Master of Adult Gerontology Nursing Practice – Acute Care
Master of Adult Gerontology Nursing Practice – Primary Care
Master of Business Administration
Doctor of Nursing Practice
Certificate in Adult Gerontology Nursing Practice – Acute Care
Certificate in Adult Gerontology Nursing Practice – Primary Care
Recertification – Distance Technology
Master of Science in Educational Technology
Master of Science in Organizational Performance and Workplace Learning (formerly Instructional and Performance Technology)

Boston University, Boston, Massachusetts
Initial Certification – Distance Technology
Bachelor of Liberal Studies Degree Completion
Master of Arts in Art Education
Master of Laws in Taxation
Masters of Music, Music Education
Doctor of Musical Arts, Music Education

California Institute of Integral Studies, San Francisco, California
Initial Certification – Distance Technology
Master of Arts in Transformative Leadership
Doctor of Philosophy in Transformative Studies

Capella University, Minneapolis, Minnesota
Recertification – Distance Technology
Master of Science in Marriage and Family Counseling/Therapy
Master of Science in Mental Health Counseling

Central Michigan University, Mount Pleasant, Michigan
Initial Certification – Distance Technology
Master of Arts in Educational Technology
Master of Science in Administration
Graduate Certificate in Human Resources Administration
Recertification – Distance Technology
Graduate Certificate in General Administration
Master of Science in Nutrition and Dietetics
Master of Science in Administration with a concentration in General Administration

Centura College, Virginia Beach, Virginia
Initial Certification – Distance Technology
Associate of Applied Science in Aviation Maintenance Management
Associate of Applied Science in Business
Associate of Applied Science in Paralegal Law
Associate of Occupational Science in Criminal Justice
Associate of Occupational Science in Medical Assisting
Bachelor of Science in Business

Chamberlain College of Nursing, Addison, Illinois
Initial Certification– Distance Technology
Doctor of Nursing Practice

Chicago School of Professional Psychology, Chicago, Illinois
Initial Certification – Distance Technology
Master of Arts in Forensic Psychology
Master of Arts in Industrial/Organizational Psychology
Master of Arts in Psychology
Doctor of Philosophy in International Psychology
Doctor of Philosophy in Organizational Leadership

Doctor of Philosophy in Business Psychology
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

Colorado State University-Global Campus, Greenwood Village, Colorado
Initial Certification – Distance Technology
Bachelor of Science in Accounting
Bachelor of Science in Communication
Bachelor of Science in Criminal Justice and Law Enforcement Administration
Bachelor of Science in Healthcare Administration and Management
Bachelor of Science in Human Resource Management
Bachelor of Science in Interdisciplinary Professional Studies
Bachelor of Science in Management Information Systems and Business Analytics
Bachelor of Science in Marketing
Bachelor of Science in Project Management
Recertification – Distance Technology
Bachelor of Science in Applied Social Sciences
Bachelor of Science in Business Management
Bachelor of Science in Information Technology
Bachelor of Science in Organizational Leadership
Bachelor of Science in Public Management
Master of Science in Management
Master of Science in Organizational Leadership

Colorado Technical University, Colorado Springs, Colorado
Initial Certification – Distance Technology
Master of Science in Cybersecurity Policy

Colorado State University - Pueblo, Pueblo, Colorado
Initial Certification – Distance Technology
Bachelor of Arts in Sociology
Bachelor of Arts in Social Science
Bachelor of Science in Sociology
Bachelor of Science in Social Science

Columbia College, Columbia, Missouri
Initial Certification – Distance Technology
Bachelor of Science in Nursing

Columbia Southern University, Orange Beach, Alabama
Initial Certification – Distance Technology
Associate of Applied Science in Criminal Justice

Associate of Applied Science in Fire Science
Associate of Arts in General Studies
Bachelor of Science in Environmental Management
Bachelor of Science in Fire Administration
Bachelor of Science in Fire Science
Bachelor of Science in Human Resource Management
Bachelor of Science in Organizational Leadership
Bachelor of Science in Psychology
Graduate Certificate in Environmental Management
Graduate Certificate in Finance
Graduate Certificate in Health Care Management
Graduate Certificate in Human Resource Management
Graduate Certificate in Marketing
Graduate Certificate in Occupational Safety and Health
Graduate Certificate in Project Management
Master of Public Administration
Master of Science in Criminal Justice Administration
Master of Science in Organizational Leadership
Doctor of Business Administration
Certificate in Industrial Hygiene Management
Certificate in Environmental Management
Certificate in Finance
Certificate in Fire Science
Certificate in Hospitality and Tourism
Certificate in Human Resource Management
Certificate in Information Technology
Certificate in International Management
Certificate in Management
Certificate in Marketing
Certificate in Occupational Safety and Health
Certificate in Project Management
Certificate in Sport Management

Concorde Career College, Kansas City, Missouri
Initial Certification – Distance Technology
Associate of Applied Science in Health Information Management
Bachelor of Science in Healthcare Administration

Concordia College New York, Bronxville, New York
Initial Certification – Distance Technology
Master of Science in Accounting
Master of Science in Business Leadership

Concordia University, Portland, Oregon
Initial Certification – Distance Technology
Bachelor of Science in Education in Career and Technical Education
Bachelor of Science in Education in Early Childhood Education
Bachelor of Science in Homeland Security

Master of Business Administration
Master of Education
Doctorate in Education

Concordia University Wisconsin, Mequon, Wisconsin
Initial Certification – Distance Technology
Bachelor of Science in Rehabilitation Services to Master of Occupational Therapy
Master of Science in Education, Teaching and Learning
Master of Science in Education, Educational Design and Technology
Master of Science in Curriculum and Instruction
Master of Science in Educational Leadership
Master of Science in Education, Counseling
Master of Science in Education, Education Administration
Master of Science in Education, Literacy
Master of Science in Education, Special Education

Drexel University, Philadelphia, Pennsylvania
Initial Certification – Distance Technology
Master of Business Administration
Master of Science in Library and Information Science
Master of Science in Science of Instruction

Ecclesia College, Springdale, Arkansas
Initial Certification – Distance Technology
Associate of Arts
Associate of General Studies
Associate of Sciences
Bachelor of Arts in Communications
Bachelor of Arts in Cross-Cultural Communications
Bachelor of Arts in Leadership
Bachelor of Arts in Musical Arts
Bachelor of Arts in Religious Education
Bachelor of Science in Behavioral Sciences
Bachelor of Science in Business Administration
Bachelor of Science in Counseling
Bachelor of Science in Organizational Communications

Emory University, Atlanta, Georgia
Initial Certification – Distance Technology
Bachelor of Medical Science in Medical Imaging
Master of Business Administration, Modular Executive
Master of Public Health
Doctor of Nursing Practice

Everest University, Orlando, Florida
Recertification – Distance Technology
Associate of Applied Science in Applied Management
Associate of Applied Science in Computer Information Science

Associate of Applied Science in Homeland Security
Bachelor of Science in Applied Management
Bachelor of Science in Computer Information Science
Bachelor of Science in Criminal Justice
Bachelor of Science in Homeland Security

Everest College, Phoenix, Arizona
Recertification – Distance Technology
Bachelor of Science in Business Administration

Excelsior College, Albany, New York
Initial Certification – Distance Technology
Associate of Applied Science in Technical Studies
Bachelor of Professional Studies in Business and Management
Bachelor of Science in Criminal Justice
Bachelor of Science in Cyber Operations
Bachelor of Science in Electrical Engineering Technology
Bachelor of Science in Health Care Management
Bachelor of Science in Health Sciences
Bachelor of Science in Information Technology
Bachelor of Science in Nuclear Engineering Technology
Masters of Science in Health Sciences

Faulkner University, Montgomery, Alabama
Initial Certification – Distance Technology
Bachelor of Arts in Humanities
Bachelor of Science in Criminal Justice
Bachelor of Science in Business
Master of Arts in Teaching
Master of Arts in Humanities
Master of Business Administration
Master of Education
Master of Justice Administration
Master of Science in Counseling
Doctor of Humanities

Frontier Nursing University, Hyden, Kentucky
Initial Certification – Distance Technology
Master of Science in Nursing
Post Master's Certificate for Family Nurse Practitioner
Post Master's Certificate for Nurse-Midwifery
Post Master's Certificate for Women's Health Nurse Practitioner
Doctor of Nursing Practice

Fuller Theological Seminary, Pasadena, California
Initial Certification – Distance Technology
Master of Arts in Global Leadership
Master of Arts in Intercultural Studies

Master of Arts in Theology and Ministry

George Washington University, Washington, D.C.
Initial Certification – Distance Technology
Executive Master of Healthcare Administration

Georgetown University, Washington, D.C.
Initial Certification – Distance Technology
Certificate in Project Management
Certificate in Digital Marketing
Certificate in International Business Management
Certificate in Social Media Management
Master of Science in Finance
Recertification – Distance Technology
Master of Science in Nursing

Grand Canyon University, Phoenix, Arizona
Initial Certification – Distance Technology
Bachelor of Arts in Digital Film: Production
Bachelor of Arts in Digital Film: Screenwriting
Bachelor of Arts in Government
Education Specialist
Master of Arts in Autism Spectrum Disorders
Master of Arts in Reading
Master of Divinity
Master of Science in Organizational Growth and Sales
Doctor of Nursing Practice

Heritage Christian University, Florence, Alabama
Initial Certification – Distance Technology
Associate of Arts in Biblical Studies
Bachelor of Arts in Biblical Studies
Master of Arts in Biblical Studies
Master of Ministry
Master of Divinity

Indiana University, Bloomington, Indiana
Initial Certification – Distance Technology
Bachelor of General Studies
Bachelor of Science in Business Administration
Bachelor of Science in Nursing
Certificate in Histotechnology
Master of Business Administration
Master of Library Science
Master of Social Work
Master of Science in Global Supply Chain Management
Master of Science in Finance
Master of Science in Language Education

ITT Technical Institute, Carmel, Indiana
Initial Certification – Little Rock campus
Accounting Diploma
Business Management Diploma
Criminology and Forensic Technology Diploma
Drafting and Design Technology Diploma
Electrical Engineering Technology Diploma
Network Systems Administration Diploma
Software Development Diploma
Associate of Applied Science in Accounting
Recertification – Distance Technology
Associate of Applied Science in Information Systems Administration
Master of Business Administration

Jefferson Regional Medical Center School of Nursing, Pine Bluff, Arkansas
Initial Certification – Pine Bluff Campus
Associate of Applied Science in Nursing

Johns Hopkins University, Baltimore, Maryland
Initial Certification – Distance Technology
Post-Baccalaureate Certificate in School Administration and Supervision
Master of Public Policy
Master of Science in Public Health, Child and Adolescent Health and Development
Master of Science in Public Health, Global Disease Epidemiology and Control
Master of Science in Public Health, Health Education and Health Communication
Master of Science in Public Health, Health Policy
Master of Science in Public Health, Health Systems
Master of Science in Public Health, Human Nutrition
Master of Science in Public Health, Occupational and Environmental Hygiene
Master of Science in Public Health, Population and Health
Master of Science in Public Health, Reproductive, Perinatal and Women's Health

Jones International University, Centennial, Colorado
Initial Certification – Distance Technology
Graduate Certificate in Financial Management
Graduate Certificate in Health Care Administration
Graduate Certificate in Project Management
Recertification – Distance Technology
Master of Arts in Business Communication
Master of Business Administration
Doctorate in Business Administration

Kansas State University, Manhattan, Kansas
Initial Certification – Distance Technology
Master of Science in Family Studies and Human Services
Master of Science in Electrical Engineering
Master of Science in Dietetics
Master of Science in Education Curriculum and Instruction

Master of Science in Apparel and Textile Design

Kaplan University, Davenport, Iowa
Initial Certification – Distance Technology
Executive Juris Doctor
Juris Doctor
Recertification – Distance Technology
Associate of Applied Science in Early Childhood Development
Associate of Applied Science in Public Administration
Bachelor of Science in Nursing
Master of Science in Finance
Master of Science in Nursing

Lesley University, Cambridge, Massachusetts
Recertification – Distance Technology
Bachelor of Arts in Psychology Degree Completion
Bachelor of Science in Business Management Degree Completion

Liberty University, Lynchburg, Virginia
Initial Certification – Distance Technology
Associate of Applied Science in Medical Office Assistant
Bachelor of Science in Applied Web Technologies
Master of Arts in Ethnomusicology
Master of Arts in Music Education
Master of Arts in Music and Worship
Master of Arts in Strategic Communications
Master of Arts in Worship Studies
Master of Science in Cyber Security
Master of Science in Marketing
Doctor of Nursing Practice
Doctor of Worship Studies
Recertification – Distance Technology
Associate of Arts in Accounting
Associate of Arts in Management Information Systems
Bachelor of Science in Accounting
Bachelor of Science in Interdisciplinary Studies
Bachelor of Science in Management Information Systems
RN to Bachelor of Science in Nursing
Master of Science in Nursing

Lindenwood University, St. Charles, Missouri
Initial Certification – Distance Technology
Bachelor of Arts in Business
Bachelor of Arts in Criminal Justice
Bachelor of Arts in General Studies
Bachelor of Science in Nursing
Master of Arts in Education Technology
Master of Arts in Gifted Education K-12

Master of Arts in Leadership
Master of Arts in Nonprofit Administration
Master of Arts in Public Administration
Master of Business Administration
Master of Fine Arts in Writing

Mid-America Christian University, Oklahoma City, Oklahoma
Initial Certification – Distance Technology
Bachelor of Business Administration in Accounting and Ethics
Bachelor of Business Administration in Ethics
Bachelor of Science in Christian Ministries
Bachelor of Science in Criminal Justice Corrections and Ethics
Bachelor of Science in Management Information Systems and Ethics
Master of Science in Counseling

Missouri State University, Springfield, Missouri
Initial Certification – Distance Technology
Bachelor of Science in Communication
Doctor of Nursing Practice

Missouri Southern State University, Joplin, Missouri
Initial Certification – Distance Technology
Bachelor of Science in Environmental Health

National American University, Rapid City, South Dakota
Recertification – Distance Technology
Associate of Applied Science in Accounting
Associate of Applied Science in Business Administration
Associate of Applied Science in Business Logistics
Associate of Applied Science in Computer Security
Associate of Applied Science in Criminal Justice
Associate of Applied Science in Information Technology
Associate of Applied Science in Management
Associate of Applied Science in Medical Administrative Assistant
Associate of Applied Science in Medical Staff Services Management

National University, La Jolla, California
Initial Certification – Distance Technology
Master of Arts in Teaching

The New School, New York, New York
Initial Certification – Distance Technology
Master of Arts in Teaching English to Speakers of Other Languages

Northcentral University, Prescott Valley, Arizona
Initial Certification – Distance Technology
Bachelor of Business Administration
Bachelor of Education

Master of Arts in Marriage and Family Therapy
Master of Business Administration
Master of Education
Education Specialist
Doctor of Business Administration
Doctor of Education
Doctor of Philosophy in Business Administration
Doctor of Philosophy in Education
Doctor of Philosophy in Marriage and Family Therapy

Nova Southeastern University, Fort Lauderdale, Florida
Initial Certification – Distance Technology
Master of Health Science
Doctor of Health Science
Doctor of Philosophy in Health Science
Doctor of Philosophy in Physical Therapy

Oklahoma Wesleyan University, Bartlesville, Oklahoma
Initial Certification – Distance Technology
Master of Arts in Theology and Apologetics
Master of Science in Nursing
Master of Science in Strategic Leadership

Oregon State University, Corvallis, Oregon
Initial Certification – Distance Technology
Bachelor of Science in Sustainability
Master of Education
Master of Education in Adult Education
Master of Health Physics
Master of Science in Counseling
Master of Science in Science or Mathematics Education-School Based Learning for K-12 Teachers
Master of Science in Science or Mathematics Education-Free Choice Learning
Master of Science in Radiation Health Physics
Master of Science in Natural Resources
Masters of Science in Fisheries and Wildlife Administration
Doctor of Philosophy in Counseling
Certificate in Geographic Information
Certificate in Public Health

The Pennsylvania State University, University Park, Pennsylvania
Initial Certification – Distance Technology
Bachelor of Arts in Letters, Arts, and Sciences
Bachelor of Science in Business
Bachelor of Science in Information Sciences and Technology
Bachelor of Science in Organizational leadership
Bachelor of Science in Psychology
Master of Business Administration

Master of Engineering Management
Master of Geographic Information Systems
Master of Professional Studies in Homeland Security-Homeland Security Base Program
Master of Public Administration

Post University, Waterbury, Connecticut
Initial Certification – Distance Technology
Associate of Science in Criminal Justice
Bachelor of Science in Instructional Design and Technology
Bachelor of Science in Interactive Communications
Bachelor of Science in International Business
Graduate Certificate in Corporate Innovation
Graduate Certificate in Alcohol and Drug Counseling
Graduate Certificate in Entrepreneurship
Graduate Certificate in Finance
Graduate Certificate in Leadership
Graduate Certificate in Marketing
Graduate Certificate in Non-Profit Management
Graduate Certificate in Online Teaching
Graduate Certificate in Performance Management
Graduate Certificate in Professional Counseling
Master of Education

Prescott College, Prescott, Arizona
Initial Certification – Distance Technology
Master of Education in Educational Leadership, Principalship
Master of Education in Elementary Education
Master of Education in Secondary Education
Master of Science in Counseling
Post-Master Certificate in Counseling/Ecopsychology
Post-Master Certificate in Counseling/Adventure-based Psychotherapy
Post-Master Certificate in Counseling/Equine-Assisted Mental Health
Post-Master Certificate in Counseling/Expressive Arts Therapy
Post-Master Certificate in Counseling/Somatic Psychology
Doctor of Philosophy in Education/Sustainability Education

Rasmussen College, Bloomington, Minnesota
Initial Certification – Distance Technology
Associate of Applied Science in Graphic Design
Bachelor of Science in Graphic Design
Recertification – Distance Technology
Associate of Applied Science in Criminal Justice
Associate of Applied Science in Human Services
Associate of Applied Science in Information Systems Management
Associate of Applied Science in Paralegal
Associate of Applied Science in Software Application Development
Bachelor of Science in Business Management
Bachelor of Science in Business Systems Analysis

Bachelor of Science in Computer Science
Bachelor of Science in Cyber Security
Bachelor of Science in Digital Design and Animation
Bachelor of Science in Entrepreneurship
Bachelor of Science in Finance
Bachelor of Science in Game and Simulation Programming
Bachelor of Science in Human Resources and Organizational Leadership
Bachelor of Science in Information Technology Management
Bachelor of Science in International Business
Bachelor of Science in Marketing
Bachelor of Science in Nursing

Rutgers, the State University of New Jersey, New Brunswick, New Jersey
Initial Certification – Distance Technology
Bachelor of Science in Labor and Employment Relations
Bachelor of Science in Public Health
Bachelor of Science in Nursing (RN to BSN)
Master of Accountancy in Governmental Accounting
Master of Arts in American Studies
Master of Arts in Criminal Justice
Master of Arts in French Literature
Master of Arts in Global Affairs
Master of Arts in Jazz History
Master of Arts in Liberal Studies
Master of Arts in Political Science
Master of Arts in Teaching in Global Languages
Master of Arts in Teaching in Science
Master of Arts in Teaching in Spanish
Master of Business and Science in Drug Discovery and Development
Master of Business and Science in Supply Chain Management
Master of Engineering in Biomedical Engineering
Master of Engineering in Pharmaceutical Engineering and Science
Master of Education in Adult Education
Master of Education in Language Education
Master of Education in Learning, Cognition, and Development
Master of Library and Information Sciences
Master of Music in Music Education
Master of Public Administration
Master of Science in Behavioral and Neural Sciences
Master of Science in Earth and Environmental Science
Master of Science in Economics
Master of Social Work
Doctor of Nursing Practice

Samford University, Birmingham, Alabama
Initial Certification – Distance Technology
Master of Science in Nursing
Doctor of Nursing Practice

Southeast Missouri State University, Cape Girardeau, Missouri
Initial Certification – Distance Technology
Bachelor of General Studies
Bachelor of Science in Business Administration
Bachelor of Science in Interdisciplinary Studies
Bachelor of Science in Nursing
Bachelor of Science in Technology Management
Master of Arts in Educational Technology
Master of Arts in Teaching of English as a Second Language
Master of Business Administration
Master of Science in Business, Organizational Management
Master of Science in Criminal Justice

Southern Adventist University, Collegedale, Tennessee
Initial Certification – Distance Technology
Master of Business Administration
Master of Global Community Development
Master of Nursing
Master of Science in Nursing/Master of Business Administration (Dual Degree)
Master of Social Work
Doctor of Nursing Practice

South University, Savannah, Georgia
Initial Certification – Distance Technology
Associate of Science in Paralegal Studies
Bachelor of Science in Public Relations
Doctor of Ministry
Initial Certification – Little Rock Campus
Associate of Science in Accounting
Associate of Science in Criminal Justice
Associate of Science in Information Technology
Associate of Applied Science in Occupational Therapy Assistant
Associate of Applied Science in Physical Therapist Assistant
Master of Arts in Clinical Mental Health Counseling
Master of Public Health
Master of Science in Information Systems Technology
Master of Science in Leadership
Master of Science in Nursing (RN to MSN)
Doctor of Business Administration
Doctor of Nursing Practice

Stratford University, Fairfax, Virginia
Initial Certification – Distance Technology
Associate of Applied Science in Business Administration
Associate of Applied Science in Medical Billing and Coding

Texas Wesleyan University, Fort Worth, Texas
Initial Certification – Distance Technology

Master of Science in Nurse Anesthesia
Doctorate of Nurse Anesthesia

Trident University International, Cypress, California
Initial Certification – Distance Technology
Master of Arts in Education
Master of Science in Emergency Disaster Management
Master of Science in Information Technology
Doctor of Philosophy in Business Administration
Doctor of Philosophy in Educational Leadership
Doctor of Philosophy in Health Sciences

Union University, Jackson, Tennessee
Initial Certification – Distance Technology
Doctor of Nursing Practice

University of California, Berkeley, Berkeley, California
Initial Certification – Distance Technology
Master of Information and Data Science

University of Central Missouri, Warrensburg, Missouri
Initial Certification – Distance Technology
Bachelor of Science in Criminal Justice
Bachelor of Science in General Studies
Bachelor of Science in Kinesiology
Master of Arts in Teaching
Master of Science in Criminal Justice

University of Cincinnati, Cincinnati, Ohio
Initial Certification – Distance Technology
Bachelor of Science in Respiratory Care Degree Completion
Bachelor of Science in Substance Abuse Counseling
Master of Arts in Speech Language Pathology
Master of Business Administration
Master of Science in Health Informatics
Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner

University of Florida, Gainesville, Florida
Initial Certification – Distance Technology
Bachelor of Science in Interdisciplinary Studies-Environmental Management
Bachelor of Science in Microbiology and Cell Science
Bachelor of Science in Business Administration
Bachelor of Science in Fire and Emergency Services
Bachelor of Science in Sport Management
Bachelor of Science in Health Education and Behavior
Bachelor of Science in Criminology and Law
Bachelor of Science in Communication Sciences and Disorders
Master of Architectural Studies

Master of Arts in Art Education
Master of Arts in Latin
Master of Arts in Mass Communication
Master of Arts in Urban and Regional Planning
Master of Business Administration
Master of Family, Youth, and Community Sciences
Master of Fisheries and Aquatic Science
Master of Music in Music Education
Master of Science in Entomology and Nematology
Master of Education in Curriculum and Instruction
Master of Education in Educational Leadership
Master of Engineering in Aerospace Engineering
Master of Engineering in Electrical and Computer Engineering
Master of Engineering in Environmental Engineering Sciences
Master of Engineering in Materials Science and Engineering
Master of Engineering in Industrial and Systems Engineering
Master of International Construction Management
Master of Science in Aerospace Engineering
Master of Science in Agricultural Education and Communication
Master of Science in Agroecology
Master of Science in Civil Engineering
Master of Science in Computer Engineering
Master of Science in Electrical and Computer Engineering
Master of Science in Environmental Engineering Sciences
Master of Science in Materials Science and Engineering
Master of Science in Mechanical Engineering
Master of Science in Industrial and Systems Engineering
Master of Science in Forest Resources and Conservation
Master of Science in Soil and Water Science
Master of Latin
Master of Science in Nursing
Master of Science in Pharmaceutical Sciences
Master of Public Health
Master of Science in Veterinary Medical Sciences
Specialist in Education in Curriculum and Instruction
Specialist in Education in Special Education
Doctor of Audiology
Doctor of Education in Curriculum and Instruction
Doctor of Education in Educational Leadership
Doctor of Education in Higher Education Administration
Doctor of Nurse Practice
Doctor of Pharmacy
Doctor of Philosophy in Classical Studies with a specialization in Classical Civilization
Doctor of Philosophy in Classical Studies with a specialization in Latin and Roman Studies

<u>University of Kansas, Lawrence, Kansas</u>
Initial Certification – Distance Technology

Certificate in Administration of Special Education
Master of Science in Education Early Childhood Unified Education
Master of Science in Pharmaceutical Chemistry

University of Missouri, Columbia, Missouri
Initial Certification – Distance Technology
Master of Education in Counseling Psychology
Master of Education in Gifted Education
Master of Education in Math or Science
Master of Education in Teaching English to Speakers of Other Languages
Master of Education in Special Education with an emphasis in Early Childhood Education
Educational Specialist

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

University of Nebraska at Kearney, Kearney, Nebraska
Initial Certification – Distance Technology
Bachelor of Arts in Early Childhood
Bachelor of Science in Organizational and Relational Communication
Bachelor of Science in Sociology
Master of Arts in Education, Art Education
Master of Arts in Education, Curriculum and Instruction
Master of Arts in Education, Curriculum Supervisor of Academic Area
Master of Arts in Education, Music Education
Master of Arts in Education Physical Education
Master of Arts in Education, Reading
Master of Arts in Education, School Principalship
Master of Arts in Education, Special Education
Master of Arts in Education, Supervisor of Special Education
Master of Science in Education, Instructional Technology
Master of Science in Education, Science/Math Education
Doctor of Education in School Superintendent

University of Nebraska-Lincoln, Lincoln, Nebraska
Initial Certification – Distance Technology
Bachelor of Science in Child, Youth and Family Studies with emphasis in Early Childhood Education in a Mobile Society

University of Nebraska Medical Center, Omaha, Nebraska
Initial Certification – Distance Technology
RN to Bachelor of Science in Nursing
Master of Science in Nursing

University of Nebraska at Omaha, Omaha, Nebraska
Initial Certification – Distance Technology
Bachelor of Science in Criminology and Criminal Justice
Bachelor of Science in Education, School Library Media
Bachelor of Science in Education, Library Science
Bachelor of Science in General Administration
Bachelor of Science in Information Technology
Bachelor of Science in Library Science
Bachelor of Science in Management Information Systems
Bachelor of Science in Nonprofit Administration
Bachelor of Science in Political Science
Bachelor of Science in Sociology
Master of Arts in Social Gerontology
Master of Fine Arts in Creative Writing
Master of Science in Child, Youth and Family Studies
Master of Science in Criminology and Criminal Justice
Master of Science in Elementary Education
Master of Science in Political Science
Master of Science in Reading
Master of Science in Secondary Education
Master of Science in Special Education

University of Phoenix, Phoenix, Arizona
Initial Certification – Little Rock Campus, Rogers Campus
Master of Science in Nursing
Recertification – Distance Technology, Little Rock, Rogers, Arkansas Campuses
Cisco Networking Fundamentals Certificate
Network + Certificate
Bachelor of Arts
Bachelor of Science
Master of Health Administration
Master of Information Systems
Master of Public Administration
Accounting Graduate Certificate
Human Resource Management Graduate Certificate
Marketing Graduate Certificate

University of Saint Mary, Leavenworth, Kansas
Initial Certification – Distance Technology
Master of Science in Nursing

University of South Dakota, Vermillion, South Dakota
Initial Certification – Distance Technology
Associate of Arts in General Studies
Bachelor of General Studies
Bachelor of Science in Health Sciences
Master of Arts in Educational Administration/Adult and Higher Education
Master of Business Administration
Master of Professional Accountancy
Doctorate in Physical Therapy

University of Southern California, Los Angeles, California
Initial Certification – Distance Technology
Certificate in Gifted Education
Certificate in Special Education
Master of Arts in Teaching
Master of Education in School Leadership
Doctor of Education in Organizational Change and Leadership

University of Southern Indiana, Evansville, Indiana
Initial Certification – Distance Technology
Bachelor of Science in Health Services
Bachelor of Science in Nursing
Bachelor of Science in Radiologic and Imaging Sciences
Master of Business Administration
Master of Science in Health Administration
Master of Science in Nursing
Doctor of Nursing Practice

University of West Alabama, Livingston, Alabama
Initial Certification – Distance Technology
Master of Education in School Counseling
Master of Science in Continuing Education in Guidance and Counseling

University of Wisconsin-Green Bay, Green Bay, Wisconsin
Initial Certification – Distance Technology
Bachelor of Applied Science in Interdisciplinary Studies
Bachelor of Arts in Interdisciplinary Studies
Bachelor of Business Administration
Bachelor of Science in Health Information Management and Technology
Bachelor of Science in Nursing
Master of Science in Nursing
Master of Science in Sustainable Management

University of Wisconsin-Stout, Menomonie, Wisconsin
Initial Certification – Distance Technology
Bachelor of Science in Engineering Technology
Bachelor of Science in Human Development and Family Studies
Bachelor of Science in Management
Bachelor of Science in Golf Management
Master of Science in Education
Master of Science in Career and Technical Education
Master of Science in Information and Communication Technology
Master of Science in Training and Development
Master of Science in Technical and Professional Communication
Master of Science in Vocational Rehabilitation

Utah Valley University, Orem, Utah
Initial Certification – Distance Technology
Associate of Applied Science in Aviation
Bachelor of Science in Aviation
Bachelor of Science in Emergency Services Administration Management

Vista College, Richardson, Texas
Initial Certification – Fort Smith campus
Medical Assistant Diploma
Medical Insurance Billing and Coding Diploma
Information Technology Diploma
Business Administration Diploma
Heating, Ventilation, and Air Conditioning Diploma
Massage Therapy Diploma
Patient Care Technician Diploma
Electrical Technician Diploma

Walden University, Baltimore, Maryland
Initial Certification – Distance Technology
Master of Science in Education
Master of Arts in Teaching
Doctor of Education
Educational Specialist
Recertification – Distance Technology
Doctor of Business Administration
Doctor of Philosophy in Health Services
Doctor of Philosophy in Human Services
Doctor of Philosophy in Public Health

Western Governors University, Salt Lake City, Utah
Initial Certification – Distance Technology
Bachelor of Arts in Science (Teaching Grades 5-12)
Bachelor of Science in Health Informatics
Bachelor of Science in Nursing (RN to BSN)
Bachelor of Science in Information Technology

Post-Baccalaureate Teacher Preparation
Master of Arts in Mathematics Education
Master of Arts in Science Education
Master of Business Administration in Management and Strategy
Master of Education in Instructional Design
Master of Science in Curriculum and Instruction
Master of Science in Information Security and Assurance
Master of Science in Learning and Technology
Master of Science in Nursing
Master of Science, Nursing Education
Master of Science in Nursing, Leadership and Management

Western International University, Tempe, Arizona
Recertification – Distance Technology, Little Rock and Rogers campuses
Associate of Arts in Business
Bachelor of Arts in Behavioral Science
Bachelor of Arts in Criminal Behavior
Bachelor of Arts in Human Resource Management
Bachelor of Arts in Legal Studies
Bachelor of Arts in Professional Communication
Bachelor of Science in Accounting
Bachelor of Science in Business
Bachelor of Science in Business Administration
Bachelor of Science in Informatics Information Technology
Bachelor of Science in Management
Master of Arts in Human Dynamics
Master of Arts in Innovative Leadership
Master of Business Administration
Master of Public Administration
Master of Science in Information Systems Engineering

Westminster College, Fulton, Missouri
Initial Certification – Distance Delivery
Courses:
ACC 216 Principles of Managerial Accounting
BUS 220 Fundamental Management
BUS 230 Personal Finance
BUS 250 Principles of Marketing
BUS 326 Human Resource Management
BUS 330 Advertising
CHM 105 Introduction to Chemistry
CLA 215 Mythology
CLS 100 College Learning Strategies
ECN 110 Introduction to Economics
ECN 211 Principles of Macroeconomics
ECN 300 Introduction to Health Economics
EDU 221 Educational Psychology
EDU 230 Child Growth and Development

EDU 231 Education of Exceptional Individual
EDU 385 Diversity in Education
GOG 101 Introduction to Geography
HES 240 Introduction to Global Public Health
HES 251 Introduction to Nutrition
HIS 103 History of US to 1890
HIS 200 Introduction to Museum Work
HUM 277 Spanish Civilization
MUS 205 Music in West World
NSC 305 Survey History of Science
PHL 101 Introduction to Philosophy
POL 300 National Security Law
REL 102 World Religions
SEC 300 Issues in Homeland Security
SPE/WGS 203 Interpersonal Communication
WGS 210 Introduction to Women's Studies

William Woods University, Fulton, Missouri
Initial Certification – Distance Technology
Bachelor of Science in American Sign Interpretation-English

Wright Career College, Overland Park, Kansas
Initial Certification – Distance Technology
Associate of Applied Science in Personal Training and Fitness
Associate of Applied Science in Business Administration
Associate of Applied Science in Health Care
Associate of Applied Science in Network and Security
Associate of Applied Science in Computer Information Systems
Bachelor of Science in Business Administration
Bachelor of Science in Health Care Administration
Bachelor of Science in Computer Information Systems & Analysis

Pending Review by Arkansas State Board of Nursing
ITT Technical Institute, Indianapolis, Indiana
Initial Certification – Little Rock Campus
Associate of Applied Science in Nursing

Pending Review by Arkansas Department of Education
Oklahoma Wesleyan University, Bartlesville, Oklahoma
Initial Certification – Distance Technology
Master of Education

Pending Review by Arkansas State Board of Examiners in Counseling
University of South Dakota, Vermillion, South Dakota
Initial Certification - Distance Technology
Master of Arts in Addiction Studies

Pending Review by the Arkansas State Medical Board

Independence University, Salt Lake City, Utah
Initial Certification – Distance Technology
Associate of Science in Respiratory Therapy
Bachelor of Science in Respiratory Care Degree Completion

Western New Mexico University, Silver City, New Mexico
Initial Certification – Distance Technology
Master of Occupational Therapy

GRANT COUNTY OFF-CAMPUS EDUCATION CENTER
COLLEGE OF THE OUACHITAS

The administration and Board of Trustees of the College of the Ouachitas (COTO) request Arkansas Higher Education Coordinating Board recognition of an off-campus institutional site in Sheridan, Arkansas, to be called the College of the Ouachitas-Grant County Center and commonly referenced as COTO-Sheridan, and Coordinating Board approval to offer remedial/developmental education courses and a limited number of general education core courses and business courses leading to associate degree programs. Since 2009, COTO has offered an Adult Education program in Sheridan that allows Grant County residents to complete the GED. This adult education program will be relocated to the proposed prime location for COTO on Rock Street (directly across from Walmart) which will allow adults completing the GED to enroll in college courses at the same site. There will be modest costs for the renovation of the Sheridan facility. One administrative staff person will be housed at the Sheridan site, and adjunct faculty will be employed. Annual enrollment for the first year is projected to be 50-100 students and increase to 500 students in 10 years. Tuition will cover the cost of instruction.

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board (AHECB) approves the establishment of the College of the Ouachitas, Grant County Center in Sheridan, Arkansas (COTO-Sheridan), and the offering of selected courses leading to associate degree completion along with the offering of remedial/developmental education courses effective immediately; contingent on off-campus center accreditation or recognition by the Higher Learning Commission.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education (ADHE) to inform the President and the Chair of the Board of Trustees of the College of the Ouachitas of the approval.

FURTHER RESOLVED, That the Coordinating Board instructs the ADHE Director to notify the administrations of the College of the Ouachitas and Southeast Arkansas College that the unnecessary duplication of courses is to be avoided; and that the ADHE Director must inform the AHECB of disputes that arise between any Arkansas public colleges and universities regarding off-campus course offerings.

Agenda Item No. 18
Higher Education Coordinating Board
July 25, 2014

ROLE AND SCOPE CHANGE
DOCTOR OF EDUCATION IN SCHOOL LEADERSHIP
ARKANSAS TECH UNIVERSITY

Role and Scope Review Process

Arkansas Higher Education Coordinating Board (AHECB) Policy 5.20 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 Department 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 <u>for information and discussion purposes only</u> 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

In March 2012, a review team visited the ATU campus to evaluate the institution's request for a change in role and scope from an institution offering degrees up to the specialist degree to one that also offers doctoral degrees. The reviewers' requested additional information from ATU related to institutional readiness and identified topics for further consideration by the ATU faculty and administrators. Over an 18-month period, ATU addressed the areas identified by the reviewers and the reviewers' final report was favorable to the ATU request. Two Arkansas universities questioned the need for another doctoral degree program in educational leadership.

<u>ATU Review Team Members</u>
Dr. Jay Gatrell
Dean of the College of Graduate and Professional Studies
Professor of Geography
Indiana State University

Dr. William Person
Dean of the Graduate School
Professor of Curriculum and Instruction
Alabama State University

Dr. Judith Walker de Felix
Vice Provost for Academic Affairs
and Dean of the Graduate School
Professor of Education
University of Missouri-St. Louis

A recommendation to approve the ATU role and scope change request was presented for information and discussion only at April 2014 Coordinating Board meeting. No further concerns or objections were expressed about the ATU role and scope request or proposed doctoral degree during this Board meeting.

Following the discussion, the Board considered and approved an amendment to AHECB Policy 5.20 to allow one external review panel to consider the role and scope change request and the new program proposal that prompted the change request during a single on-campus visit which allows the ADHE staff to present a recommendation on both the role and scope change and new program proposal in one agenda item. This policy amendment allows the role and scope review process to be completed in two rather than three Board meetings.

Doctoral Proposal Review
Based on the policy change, ADHE employed Dr. Judith Walker de Felix to review the ATU program proposal for a doctoral degree in school leadership. Dr. Walker de Felix was a member of the ATU Role and Scope Review Panel that met with ATU administrators, faculty, and students during the March 2012 on-campus visit. After reading the program proposal and updated information provided by ATU, the reviewer 1) agreed that moving the existing courses in the Education Specialist (EdS) degree to an online format with optional seminars and the delivery of the remaining 33 hours for the proposed doctoral degree in a weekend-college format would provide flexibility for working professionals; 2) acknowledged that the appointment of a new Education Dean with a strong research record is commendable; and 3) concluded that prior to implementation of the Doctor of Education (EdD) in School Leadership, ATU must develop the policies governing research requirements for doctoral faculty with a status report submitted to ADHE on how the campus has addressed the basic standards and practices required for doctoral programs that are outlined in the reviewers' reports.

Program Justification
ATU states that the Doctor of Education (EdD) in School Leadership is needed for educator professionals to expand their opportunities for leadership roles as superintendents, deputy superintendents, central office leaders, principals, educational consultants and administrators in education–related organizations and government agencies. The proposed EdD program is intended for scholar/practitioners who will be involved in field-based action research in partnership with schools, or other education-related entities, and apply new knowledge and skills at work, thus learning in the

context of school. The scholar/practitioner will examine real problems and issues in their schools to learn about creating more effective schooling.

Doctoral students will focus on understanding change; how to shape and align what people in the schools value in order to promote the learning of all students; the obstacles that have stopped reform efforts in schools; and how to work together to create positive lasting change for effective schooling. They will learn how instructional leaders make creative use of all resources.

The proposed EdD builds upon the existing master's and specialist degrees in educational leadership. The specialist degree consists of 30 semester credit hours above the master's degree and will serve as the pre-doctoral cognitive core with the addition of 33 additional semester credit course hours that culminates with the EdD. The proposed doctoral degree will include an emphasis on cultural and ethical study, scholarly writing, quantitative and qualitative research, synthesis and dissertation hours can be completed in a nine semester weekend college format and all course work for the EdD must be completed within eight years.

Students will enter the program in a cohort of 15 students. The delivery format will include a limited amount of distance learning options that will not exceed 50 percent of the doctoral course requirements. There will be no more than three cohorts of students served at any given time by this model.

Arkansas Institutions Offering Similar Program
Arkansas State University-Jonesboro
University of Arkansas, Fayetteville
University of Arkansas at Little Rock
University of Central Arkansas

Program Viability
Required Graduates by Summer 2022–6 students total, based on AHECB viability standard

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the role and scope change for Arkansas Tech University to offer the Doctor of Education in School Leadership (CIP 13.0401, 33 semester credit hours beyond the Educational Specialist) effective August 2014. Program continuation contingent on Higher Learning Commission accreditation/recognition of doctoral degrees at ATU.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of Arkansas Tech University of the conditions of the role and scope approval for the offering of doctoral degree programs.

Degree Requirements
Doctor of Education in School Leadership (9 Semester Weekend College Format)
30 credit hours in EdS (6 semesters); 33 credit hours in EdD (9 semesters)

Summer – 6 hours		**3 hours**
EDLD 7013 Superintendency and Central Office EDLD 7113 Seminar in Current Issues		• EDD 8003 Applied Research
Fall – 5 hours		**3 hours**
EDLD 7023 School Board Relations EDLD 7022 Building a Leadership Community		• EDD 8013 Scholarly Writing
Spring- 6 hours Ed.S. Candidacy Approval		**3 hours**
EDLD 7003 Seminar in Systems Issues EDLD 7122 Educational Facilities EDLD 7101 Administrative Internship in Ed. Facilities		• EDD 8023 Quantitative Research
Summer – 5 hours		**3 hours**
EDLD 7143 School Accountability Systems EDLD 7132 School Finance for District Administrators		• EDD 8033 Qualitative Research
Fall – 5 hours		**3 hours**
EDLD 7202 Administrative Internship in School Accountability Systems EDLD 7201 Administrative Internship in District Level Finance EDLD 7112 Advanced Legal Issues		• EDD 8043 Cultural Influences
Spring – 3 hours		**3 hours**
EDLD 7033 School Personnel and Business Management Portfolio Review		• EDD 8053 Ethics
Summer –		**6 hrs**
		• EDD 8063 Dis I—Proposal Writing • EDD 8073 Synthesis Seminar
Fall –		**3 hrs**
		• **EDD 8083 Dis. II Proposal Defense - Chairs
Spring		**6 hrs**
		• ***EDD 8093, 8103 Dis. III, IV - Chairs

**Synthesis written portfolio, oral presentation; successful completion, submit Application to Candidacy
**Dissertation II – defend proposal by October 15, IRB Approval, Advance to Candidacy; collect data
***Dissertation III, IV – Defend by March 15 for May graduation

Doctoral Program Admission Requirements

Students should be currently or previously involved in an education-related field. Educational leadership experience is preferred. Admission recommendations will be made by the EdD Executive Advisory Council to the Graduate Dean. The following factors will be considered:

1. Completion of official Graduate College application and submission of $50 application fee.
2. Official transcripts providing evidence of a completed master's degree from an accredited university with a minimum grade point average of 3.00 on a 4.00 scale.
3. Official reports from either the Miller's Analogies Test or the Graduate Record Exam.
4. Successful completion of writing requirements such as research papers, term papers, studies, or articles.
5. An essay of approximately 500 words on the applicant's background, professional career goal, and reason for pursing a doctorate degree.
6. Three letters of recommendations addressing the applicants' professional and academic background along with assessment of the candidates' potential for scholarly work.
7. Interview with EdD program faculty.

ROLE AND SCOPE CHANGE
MASTER OF SCIENCE IN HEALTHCARE ADMINISTRATION
UNIVERSITY OF ARKANSAS – FORT SMITH

In April 2014, the Arkansas Higher Education Coordinating Board (AHECB) approved an amendment to AHECB Policy 5.20 to allow one external review panel to consider the role and scope change request and the new program proposal that required the change request during a single on-campus visit which allows the Arkansas Department of Higher Education (ADHE) staff to present a recommendation on both the role and scope change and new program proposal in one agenda item. In accordance with AHECB policy, the ADHE Executive Staff recommendation on the role and scope designation and initial master's degree for the University of Arkansas-Fort Smith is presented at this Coordinating Board meeting for information and discussion purposes only. AHECB members will vote on the recommended role and scope designation and proposed master's degree program at the next regularly scheduled meeting.

Role and Scope Change/Program Proposal Review
In June 2014, a review team visited the UAFS campus to evaluate the institution's request for a change in role and scope from an institution offering certificates, associate and bachelor's degrees to one that also offers master's degrees. After meeting with administrators at the two Fort Smith hospitals and with UAFS administrators, faculty and students, the external review panel concluded that the University of Arkansas-Fort Smith is well-positioned to offer the master's degree in healthcare administration and other master's degrees when the need and demand have been documented. The reviewers noted that UAFS must 1) develop the policies governing graduate faculty status that include the increased expectations for faculty research and faculty workload; 2) develop a marketing and recruiting plan for the proposed program; and 3) designate a coordinator for the master's degree program.

UAFS Review Team Members
Dr. Bill McHenry
Dean of Graduate Studies and Research
Texas A&M University, Texarkana

Dr. Mary Carol Pomatto, Director
Irene Ransom Bradley School of Nursing
Pittsburg State University, Kansas

Dr. Tia Strait
Dean of Health Sciences
Missouri Southern State University

Dr. John Vassar
Interim Provost and Vice Chancellor for Academic Affairs
Louisiana State University-Shreveport

Program Justification
The proposed Master of Science in Healthcare Administration degree is needed to address the shortage of health managers in Arkansas and nationally. Healthcare administrators are responsible for the business and financial aspects of hospitals, clinics, and other health services organizations. They are partners with other healthcare providers in providing care and serving the needs of patients, their families, and communities. Employment of medical and health services managers is expected to grow faster than the average for all occupations. As people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services. Managers will be needed to organize and manage medical information and healthcare staffs in all areas of the industry.

Desiring to have a positive impact on UAFS students and on healthcare in the community, the Benefit Bank and an anonymous donor have funded three endowed professorships in nursing. These endowed professorships will help the College of Health Sciences recruit superior new faculty and/or retain faculty whose research, teaching and or practice uniquely contributes to the mission of the University. These professorships will also create stronger economic development ties between the private sector and UAFS. Two new faculty will be employed for the proposed master's degree in healthcare administration.

According to the Harvard Business School, healthcare administrators must understand science, medicine, information technology, economics, and finance to be innovative in how they approach outcomes of care and maintain financial viability.

During the development of the healthcare administration degree program, UAFS discussed issues related to course content with a variety of industry leaders. UAFS will appoint an advisory committee to engage in ongoing discussions related to content of the curriculum along with other critical topics and meet at least bi-annually. Institutional representatives will include the Provost/Senior Vice Chancellor, Associate Provost, and Dean of the College of Health Sciences.

Arkansas Institution Offering Similar Program
University of Arkansas for Medical Sciences

Program Viability
Expected Initial Student Enrollment – 12 students
Required Graduates by Summer 2022–12 students total, based on AHECB viability standard

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the role and scope change for the University of Arkansas-Fort Smith to offer the Master of Science in Healthcare Administration (CIP 51.0701, 33 semester credit hours, 100 percent by distance technology) effective January 2015. Program continuation contingent on Higher Learning Commission accreditation/recognition of master's degrees at UAFS.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas-Fort Smith of the conditions of the role and scope approval for the offering of master's degree programs. A status report must be submitted to ADHE on how the campus has addressed the basic standards and practices required for graduate instruction as outlined in the reviewers' report.

Degree Requirements
Master of Science in Healthcare Administration; Total semester credit hours – 33

FALL SEMESTER: 9 hours			
Credit Hours	**Courses**		
3	MHCA 5003 Healthcare Systems		
3	MHCA 5013 Healthcare Policy and Governance		
3	MHCA 5023 Human Behavior in Healthcare Organizations		
SPRING SEMESTER: 9 hours			
Credit Hours	**Courses**		
3	MHCA 5033 Healthcare Law and Ethics		
3	MHCA 5043 Research in Healthcare Administration		
3	MHCA 6003 Budgetary Issues in Healthcare Services		
SUMMER SEMESTER: 3 hours			
Credit Hours	**Courses**		
3	MHCA 6013 Information Systems Management in Healthcare		
FALL SEMESTER: 9 hours			
Credit Hours	**Courses**		
3	MHCA 6023 Managed Care and Reimbursement Systems		
3	MHCA 6033 Healthcare Quality Improvement		
3	MHCA 6043 Healthcare Administration Internship		
SPRING SEMESTER: 3 hours			
Credit Hours	**Courses**		
3	MHCA 6053 Graduate Project in Healthcare Administration		
Total Hours: 33			

A comprehensive examination will be administered at the completion of MHCA 6053 Graduate Project in Healthcare Administration. Three faculty members must read the examination and score the examination against a rubric. Students must achieve at least 90 percent (averaging the scores from each faculty member) on the comprehensive examination to graduate from the program.

Program Admission Requirements
Students seeking admission to the online Master of Science in Healthcare Administration program must adhere to the following requirements:

1. Submit a completed application with official transcripts. The application must include a 500-word statement outlining reasons for seeking the degree, any previous work experience in the healthcare field, and educational goals and objectives.

2. Possess an earned bachelor's degree in nursing, healthcare administration, or other related healthcare field from an accredited regional institution with at least a 3.0 GPA. Students with an earned Bachelor of Business Administration degree from a regionally accredited institution will be considered as well.

3. Complete the Graduate Record Examination (GRE). Students must have a total score of 1000 on the verbal and quantitative sections of the GRE, or a combined score of 1500 on all three portions, or a score of 410 on the Miller Analogies Test (MAT). The test score must not be more than five years old. The GRE requirement is waived for applicants who have earned an advanced degree from a regionally accredited university.

4. Achieve a minimum score of 550 on the written Test of English as a Foreign Language (TOEFL) or 213 on the computer based TOEFL if an international applicant whose native language is not English. The TOEFL may be waived for any applicant who has graduated from an accredited college or university in the United States.

5. Submit three letters of reference which comments on the student's potential for success in a graduate program.

6. Provisional Admission: A student failing to meet one or more of the standards required for admission as a regular student may be eligible for provisional admission if space in the program is available. Students who fail to make progress under provisional admission will be withdrawn from the program.

Agenda Item No. 20
Higher Education Coordinating Board
July 25, 2014

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE RESOLUTIONS

ADHE Executive Staff Recommendation

Initial Program Certification-Distance Technology

RESOLVED, That pursuant to ACA §6-61-301, the Arkansas Higher Education Coordinating Board grants initial program certification to the institutions listed on pages 2-7 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2017.

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

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

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

<u>Argosy University, Orange, California</u>
State Authorization: California Bureau for Private Postsecondary Education
Institutional Accreditation-Regional: Western Association of Schools and Colleges

Competency Master of Business Administration

<u>Arizona State University, Scottsdale, Arizona</u>
State Authorization: Arizona Board of Regents
Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools
Program Accreditation: Commission on Collegiate Nursing Education

Master of Advanced Studies in Sustainable Tourism
Master of Engineering

Master of Science in Clinical Research Management
Master of Science in Construction Management
Master of Science in Engineering: Electrical Engineering
Master of Science in Engineering in Engineering Science
Master of Science in Information Management
Master of Science in Materials Science and Engineering
Doctor of Nursing Practice

Boise State University, Boise, Idaho
State Authorization: Idaho State Board of Education
Regional Accreditation: Northwest Commission on Colleges and Universities
Program Accreditation: Committee on Accreditation Respiratory Care

Registered Respiratory Therapist (RRT)-Bachelor of Science in Respiratory Care Degree Completion Program

(Acknowledgment by the Arkansas State Medical Board that the RRT-BSRC degree completion program is not an advanced practice licensure program; Bachelor's degree admission limited to RRTs licensed in Arkansas; *Contingent on submission of program admission, student disclosure, and program administration statements for Arkansans*.)

Colorado Technical University, Colorado Springs, Colorado
State Authorization: Colorado Department of Higher Education
Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools

Bachelor of Science in Cyber Security

Concordia University Wisconsin, Mequon, Wisconsin
State Authorization: Wisconsin Association of Independent Colleges and Universities
Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools

Associate of Arts in Health Care Management
Associate of Arts in Human Resource Management
Associate of Arts in Management of Criminal Justice
Bachelor of Arts in Health Care Management
Bachelor of Arts in Human Resource Management
Bachelor of Arts in Management of Criminal Justice
Master of Science in Information Technology

Johns Hopkins University, Baltimore, Maryland
State Authorization: Maryland Higher Education Commission
Institutional Accreditation-Regional: Middle States Commission on Higher Education
Program Accreditation/Approval: Commission on Collegiate Nursing Education, Council for the Accreditation of Educator Preparation/National Council for Accreditation of Teacher Education, Maryland State Department of Education

Master of Health Administration
Master of Science in Biotechnology
Master of Science in Computer Science
Master of Science in Education (non-licensure)
Post-Master's Certificate in Clinical Nurse Specialist

Liberty University, Lynchburg, Virginia
State Authorization: Virginia Council of Education
Regional Accreditation: Southern Association of Colleges and Schools
Program Approval: Arkansas State Board of Examiners in Counseling

Master of Arts in Marriage and Family Therapy
Master of Arts in Professional Counseling
Doctor of Philosophy in Counseling

Mid-America Christian University, Oklahoma City, Oklahoma
State Authorization: Oklahoma State Regents for Higher Education
Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools

Master of Arts in Leadership
Master of Business Administration

Missouri State University, Springfield, Missouri
State Authorization: Missouri Department of Higher Education
Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools

Bachelor of Applied Science in Technology Management
Bachelor of Science in Technology Management
Master of Science in Administrative Studies
Master of Science in Project Management

Oregon State University, Corvallis, Oregon
State Authorization: Oregon State Board of Higher Education
Institutional Accreditation-Regional: Northwest Commission on Colleges and Universities

Bachelor of Science in Agricultural Science
Bachelor of Science in Computer Science
Bachelor of Science in Environmental Economics and Policy
Bachelor of Science in Fisheries and Wildlife Science
Bachelor of Science in Human Development and Family Sciences
Bachelor of Science in Natural Resources

Simmons College, Boston, Massachusetts
State Authorization: Massachusetts Board of Higher Education
Institutional Accreditation-Regional: New England Association of Schools and College
Program Accreditation: Council on Social Work Education

Master of Social Work

University of Cincinnati, Cincinnati, Ohio
State Authorization: Ohio Board of Regents
Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools
Program Accreditation/Approval: Council for the Accreditation of Educator Preparation/National Council for Accreditation of Teacher Education, Ohio Department of Education

Master of Education in Foundations in Behavioral Analysis (non-licensure)
Master of Science in Pharmaceutical Science with an emphasis in Cosmetic Science

University of Kansas, Lawrence, Kansas
State Authorization: Kansas Board of Regents
Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools
Program Accreditation/Approval: Council for the Accreditation of Educator Preparation/National Council of Accreditation for Teacher Education, Kansas State Department of Education

Master of Science in Education, Transition Education and Services

University of Nebraska at Kearney, Kearney, Nebraska
State Authorization: Nebraska Coordinating Commission on Postsecondary Education
Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools
Program Accreditation/Approval: Council for the Accreditation of Educator Preparation/National Council for Accreditation of Teacher Education, Nebraska Department of Education

Master of Arts in Education, Spanish Education

University of Nebraska-Lincoln, Lincoln, Nebraska
State Authorization: Nebraska Coordinating Commission on Postsecondary Education
Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools
Program Accreditation: Accreditation Board for Engineering and Technology

Master of Engineering

University of Saint Mary, Leavenworth, Kansas
State Authorization: Kansas Board of Regents
Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools
Program Accreditation/Approval: Council for the Accreditation of Educator Preparation/National Council for Accreditation of Teacher Education, Kansas State Department of Education

Master of Arts in Teaching

Institutions offering Initial Programs in Arkansas by Distance Technology
Ashland University, Ashland, Ohio
State Authorization: Ohio Board of Regents
Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools

Associate of Arts in General Education

Boston University, Boston, Massachusetts
State Authorization: Commonwealth of Massachusetts
Institutional Accreditation-Regional: New England Association of Colleges and Schools
Program Accreditation: Council on Social Work Education

Master of Criminal Justice
Master of Science in Computer Information Systems
Master of Science in Health Communication
Master of Science in Management
Master of Social Work

Columbia Southern University, Orange Beach, Alabama
State Authorization: Alabama Department of Postsecondary Education
Institutional Accreditation-National Career-Related: Distance Education and Training Council Accrediting Commission

Associate of Applied Science in Business
Associate of Applied Science in Occupational Safety and Health
Bachelor of Science in Business Administration
Bachelor of Science in Criminal Justice Administration
Bachelor of Science in Health Care Administration
Bachelor of Science in Information Technology
Bachelor of Science in Occupational Safety and Health
Master of Business Administration
Master of Science in Emergency Services Management
Master of Science in Occupational Safety and Health

Drexel University, Philadelphia, Pennsylvania
State Authorization: Pennsylvania Department of Education
Institutional Accreditation-Regional: Middle States Commission on Education
Program Accreditation: Commission on Collegiate Nursing Education

Bachelor of Science in Business Administration Degree Completion
Bachelor of Science in Health Services Administration
RN to Bachelor of Science in Nursing Degree Completion
Master of Laboratory Animal Science
Master of Science in Clinical Research Organization and Management
Master of Science in Engineering Management
Master of Science in Hospitality Management
Master of Science in Nursing
Master of Science in Nursing for Nurse Practitioners
Post-Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner
Post-Graduate Certificate in Family Health Nurse Practitioner
Post-Graduate Certificate Pediatric Acute Care Nurse Practitioner
Post-Graduate Certificate in Pediatric Primary Care Nurse Practitioner
Post-Graduate Certificate in Psychiatric/Mental Health Nurse Practitioner
Post-Graduate Certificate in Women's Health/Gender Related Nurse Practitioner

Emporia State University, Emporia, Kansas
State Authorization: Kansas Board of Regents
Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools
Program Accreditation/Approval: Council for the Accreditation of Educator Preparation/National Council for Accreditation of Teacher Education, Kansas State Department of Education

Master of Accountancy
Master of Business Administration
Master of Library Science
Master of Science in Early Childhood Unified
Master of Science in Educational Administration
Master of Science in Health, Physical Education, and Recreation
Master of Science in Instructional Design and Technology
Master of Science in Mathematics
Master of Science in Special Education
Doctor of Philosophy in Library and Information Management

Freed-Hardeman University, Henderson, Tennessee
State Authorization: Tennessee Department of Education
Institutional Accreditation-Regional: Southern Association of Colleges and Schools

Master of Business Administration
Church-Related Training, Exempt from Certification: Master of Arts in New Testament, Master of Divinity, Master of Ministry

Grantham University, Lenexa, Kansas
State Authorization: Kansas Board of Regents
Institutional Accreditation-National Career-Related: Distance Education and Training Council Accrediting Commission

Associate of Applied Science in Medical Coding and Billing
Associate of Arts in Business Administration
Associate of Arts in Business Management
Associate of Arts in Criminal Justice
Associate of Arts in Multidisciplinary Studies
Bachelor of Arts in Criminal Justice
Bachelor of Science in Business Administration
Bachelor of Science in Business Management
Bachelor of Science in Multidisciplinary Studies
Master of Business Administration – Project Management

Kansas State University, Manhattan, Kansas
State Authorization: Kansas Board of Regents
Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools

Bachelor of Science in Animal Science and Industry Degree Completion
Bachelor of Science in Dietetics Degree Completion
Bachelor of Science in Food Science
Master of Science in Academic Advising
Master of Software Engineering

Northcentral University, Scottsdale, Arizona
State Authorization: Arizona State Board for Private Postsecondary Education
Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools

Bachelor of Arts in Psychology Degree Completion
Master of Arts in Psychology
Doctor of Philosophy in Psychology

Wake Forest University, Winston-Salem, North Carolina
State Authorization: Board of Governors of the University of North Carolina
Institutional Accreditation-Regional: Southern Association of Colleges and Schools
Program Accreditation: Council for Accreditation of Counseling and Related Education Programs

Master of Arts in Counseling
Master of Arts in Human Services

Initial Program Certification at Off-Campus Location in Arkansas
New York Institute of Technology, Old Westbury, New York
RESOLVED, That pursuant to ACA §6-61-301, the Arkansas Higher Education Coordinating Board (AHECB) grants initial certification for the offering of the Master of Science in Medical/Health Care Simulation, Master of Science in Neuromusculoskeletal Sciences, and the Doctor of Osteopathic Medicine by the New York Institute of Technology at an off-campus facility leased on the campus of Arkansas State University-Jonesboro. This certification is for a period of three years through December 31, 2017; contingent on New York Institute of Technology obtaining and maintaining institutional accreditation for an off-campus location in Arkansas, and the New York Institute of Technology-College of Osteopathic Medicine obtaining and maintaining programmatic accreditation and hospital approval by the American Osteopathic Association-Commission on Osteopathic College Accreditation to meet professional licensing requirements by the Arkansas State Medical Board under Arkansas Code 17-91-101. New York Institute of Technology must provide an update on institutional and program accreditation to the Arkansas Department of Higher Education prior to enrolling students in any degree programs. The projected initial enrollment date is August 2016.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the administration of New York Institute of Technology, Old Westbury, New York, that the certification to offer degree programs to Arkansas residents requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; (3) changes in the method of operation of the institution's programs in Arkansas; (4) change in home state authorization; (5) a change in institutional accreditation status; or (6) a change in program accreditation or hospital approval status.

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify the administration of New York Institute of Technology, Old Westbury, New York, that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

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

New York Institute of Technology, Old Westbury, New York
Arkansas Location: Arkansas State University-Jonesboro
State Authorization: New York State Education Department
Institutional Accreditation-Regional: Middle States Commission on Higher Education
(Approval of Arkansas Location – Pending)

Program Accreditation/Approval: American Osteopathic Association-Commission on Osteopathic College Accreditation
(Approval of Program at Arkansas Location – Pending)

Master of Science in Medical/Health Care Simulation
Master of Science in Neuromusculoskeletal Sciences
Doctor of Osteopathic Medicine

State Authorization for a New Arkansas Independent Institution of Higher Education Institutional Planning and Development to Establish an Arkansas Independent College to Offer Medical and Health Education Degrees

Proposed Arkansas Colleges of Health Education-Arkansas College of Osteopathic Medicine, Fort Smith, Arkansas

RESOLVED, That pursuant to ACA §6-61-301, the Arkansas Higher Education Coordinating Board (AHECB) grants certification for institutional planning and development for the establishment of a new Arkansas independent college to be chartered as the Arkansas Colleges of Health Education in Fort Smith, Arkansas, and doing business as the Arkansas College of Osteopathic Medicine, to offer initially the Doctor of Osteopathic Medicine. This certification for institutional planning and development is for a period of three years through December 31, 2017; which requires the Arkansas Colleges of Health Education, d/b/a Arkansas College of Osteopathic Medicine, to obtain pre-accreditation status for the doctoral program in osteopathic medicine prior to the submission of an application for certification to the Arkansas Department of Higher Education (ADHE) to obtain AHECB authorization/recognition of the proposed Arkansas Colleges of Health Education-Arkansas College of Osteopathic Medicine as an Arkansas independent institution of higher education offering the Doctor of Osteopathic Medicine and other health education degrees.

The application for institutional authorization/program certification must be submitted to ADHE no later than October 1, 2015, for a projected enrollment date of August 2016; or by October 1, 2016, for an enrollment date of August 2017. Prior to admitting or enrolling students in any degree programs, the proposed Arkansas Colleges of Health Education-Arkansas College of Osteopathic Medicine must obtain institutional authorization/recognition as an Arkansas institution of higher education and initial program certification for the Doctor of Osteopathic Medicine from the Arkansas Higher Education Coordinating Board; and must provide written documentation from the Higher Learning Commission of the North Central Association of Colleges and Schools of the status/timeline of institutional accreditation review/approval.

AHECB authorization/recognition is contingent on the proposed Arkansas Colleges of Health Education-Arkansas College of Osteopathic Medicine, Fort Smith, Arkansas, obtaining and maintaining institutional accreditation from a regional accrediting agency recognized by the United States Department of Education such as the Higher Learning Commission of the North Central Association of Colleges and Schools, and the proposed Arkansas College of Osteopathic Medicine obtaining and maintaining program accreditation and hospital approval by the American Osteopathic Association-Commission on Osteopathic College Accreditation to meet the

professional licensing requirements of the Arkansas State Medical Board under Arkansas Code 17-91-101.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the Board of Directors and administration of the proposed Arkansas Colleges of Health Education-Arkansas College of Osteopathic Medicine, Fort Smith, Arkansas, that the certification for institutional planning and development to establish an Arkansas independent institution of higher education to offer medical and health education degree programs requires the proposed institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the proposed institution; (3) changes in the proposed method of operation of the institution and the proposed programs; (4) status of the institution's application and approval for program accreditation by the American Osteopathic Association and other appropriate program accrediting agencies; or (5) status of the institution's application and approval for institutional accreditation from the Higher Learning Commission or other recognized regional accrediting agency.

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify the administration of the proposed Arkansas Colleges of Health Education-Arkansas College of Osteopathic Medicine, Fort Smith, Arkansas, that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

> Arkansas Colleges of Health Education-Arkansas College of Osteopathic Medicine is certified by the Arkansas Higher Education Coordinating Board for the purposes of institutional planning and development only, and state authorization for institutional operations is pending under the rules and regulations implementing Arkansas Code §6-61-301. Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria as defined in Arkansas Higher Education Coordinating Board policy have been met as required under Arkansas law.

<u>Proposed Arkansas Colleges of Health Education-Arkansas College of Osteopathic Medicine, Fort Smith, Arkansas</u>
Institutional Planning and Development for State Authorization to Establish a New Arkansas Independent Institution of Higher Education to offer Medical and Health Education Degrees, including initial program certification for the Doctor of Osteopathic Medicine