

2020-2021

ACADEMIC AFFAIRS HANDBOOK

adhe

ARKANSAS DIVISION OF
HIGHER EDUCATION



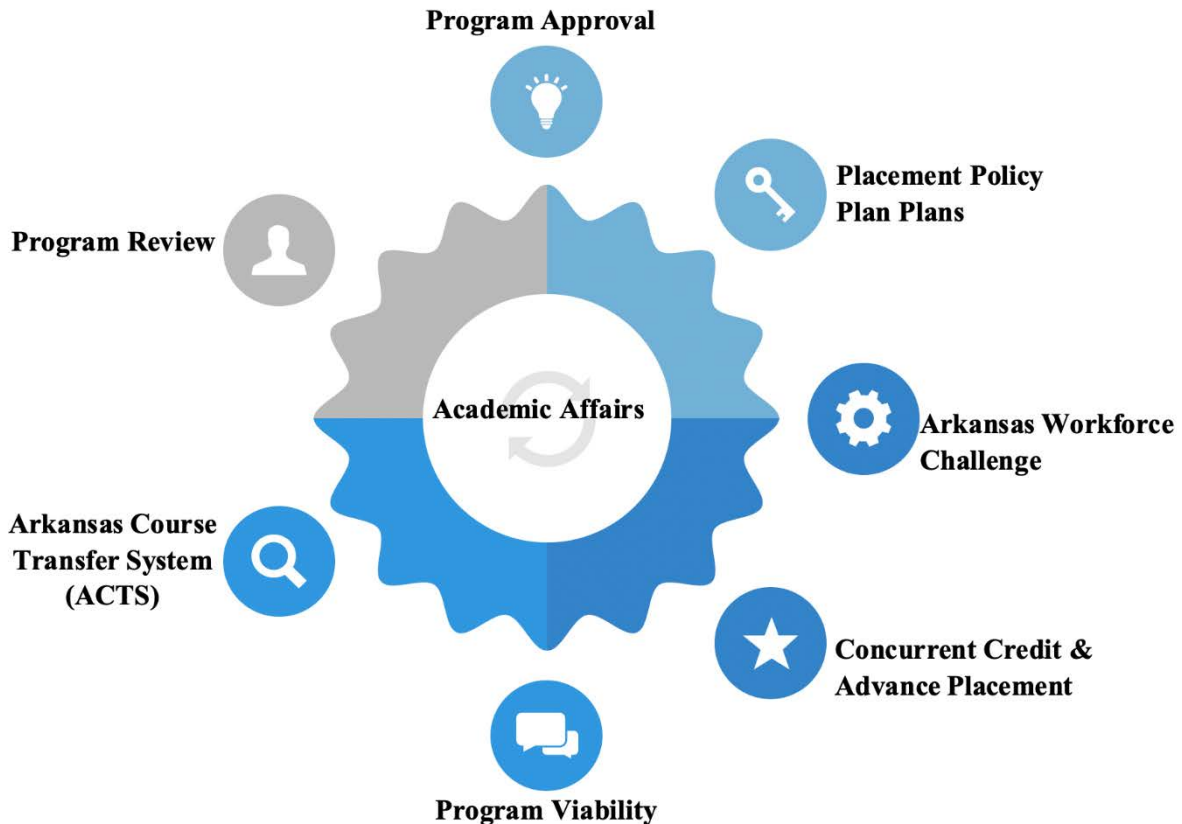
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Academic Affairs Mission & Duties

The Academic Affairs division's main responsibilities include policy development and implementation related to the Coordinating Board's statutory responsibilities and major public policy initiatives, including review of new and existing academic programs for public colleges and universities; transfer and articulation, assessment of general education, and institutional and program certification. The division also maintains liaison relationships with chief academic officers, state, regional and national groups influencing higher education.



Program Proposal and Review

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

AHECB Policy

- [Criteria and Procedures for Preparing Proposals for New Programs in Arkansas](#)
- [Goals and Process for the Review of Existing Programs](#)

This document sets forth the relevant criteria and compliance procedures for the staff of ADHE and administrators and faculty members of the public colleges and universities.

New Academic Proposals

A new unit of instruction, research or public service includes

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

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

Guidelines for Proposals: New Programs

Proposals for new programs must be submitted to ADHE on appropriate forms and include the following information:

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

Guideline for Proposals: New Organizational Units

Proposals for new units must be submitted to ADHE on appropriate forms and include the following information:

- Description of proposed organizational unit

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

A copy of the Workforce Analysis and Program Proposal Form are listed in Appendices A and B.

Proposal Review Process

Program Request & Proposal Submission

A Letter of Intent must be submitted to the Arkansas Division of Higher Education by the established deadline for the proposal to be considered by the Coordinating Board at its regularly scheduled meeting in January, April, July or October. All proposals for new programs and organizational units must be prepared according to published criteria and submitted electronically to ADHE on the appropriate forms by the established deadlines. These deadlines are listed in the section “Deadline for Submission of Letter of Intent, Proposals, and Letter of Notification.” A copy of the Letters of Intent are listed in Appendices C-F.

The Arkansas Higher Education Coordinating Board will not consider proposals for new programs or organizational units that have not been formally approved by the President and Board of Trustees of the proposing institution.

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

Proposal Review by Academic Affairs Officers

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

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

Proposal Review by ADHE Staff

ADHE Academic Affairs staff will review new program proposals before contacting the Academic Affairs Officer and program faculty for additional information. All institutional comments and responses received during the comment period will be considered. ADHE staff also may conduct a conference with the Academic Affairs Officer and program faculty before recommendations are made and reported to the Presidents’ Council. If a proposal must be deferred based on the review by the ADHE staff, the ADHE Associate Director of Academic Affairs will notify the Academic Affairs Officer no later than 20 days before the Coordinating Board meeting.

Consultant Review of Proposals

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

Proposal Review by Presidents' Council

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

Proposals Recommended to the Coordinating Board

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

Limitations on Coordinating Board Approval

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

Follow-up Reviews of Approved Programs

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

Letter of Notification – ADHE Director Approval

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines listed below. All changes in

existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting.

Deadlines for Submission of Letter of Intent, Proposals, & Letter of Notification

Letter of Intent

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

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

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

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

Letter of Notification

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

- Changes in name of degree, certificate, organizational unit
- Establishment of center, division, administrative unit
- New certificate/degree program
- Deletions; inactivation of program
- Reconfiguration of existing degree/certificate program to create new degree/certificate
- Existing program to be offered at off-campus location
- Existing program to be offered by distance technology

A copy of the Letter of Notification form is located in Appendix G.

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

Existing Program Review

Arkansas Code [§6-61-214](#) requires that the Arkansas Higher Education Coordinating Board (AHECB) review existing academic programs.

AHECB Policy

• Goals and Process for the Review of Existing Programs

All certificate and degree programs (both active and inactive) offered by public colleges and universities in Arkansas will be reviewed through the Existing Academic Program Review Process **every 7–10 years**. Academic programs which are not program-specific accredited will be reviewed by external reviewers/consultants. Institutional program review schedules are on file at ADHE, and any schedule change must be submitted to ADHE.

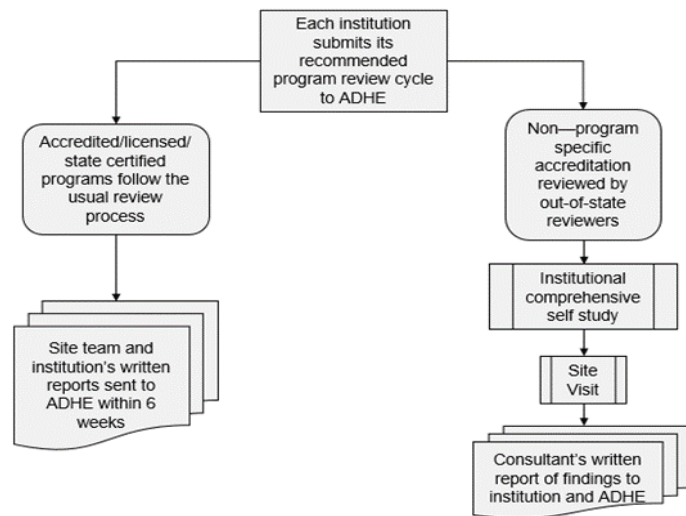


Figure 1. Existing Program Review Process

Accredited Programs

Accredited/licensed/state certified programs will follow the usual review practices and schedule of the accrediting/approval body. The site team's written evaluation and/or approval documentation and institutional response to comments/concerns addressed by the accrediting/licensing/approval body should be sent electronically to ADHE within six weeks of receipt of the written evaluation.

Non-Accredited Programs

Academic programs which are not program-specific accredited/licensed/state certified will be reviewed by external reviewers/consultants. The institution will complete a comprehensive self-study that is reviewed by the program consultants. Components of the self-study will include, but not be limited to, information related to:

- program need/demand,
- curriculum,
- faculty,
- resources,
- course delivery methods,
- student outcomes, and
- recent/planned program improvements

A copy of the Self-Study Guidelines and the External Reviewer Template are listed in Appendices H and I.

Institutions will select a minimum of two out-of-state reviewers affiliated with programs that are similar in mission and scope to the program under review. At least one consultant is required to conduct a site visit and meet with program faculty, students, and administrators. The consultants' written evaluation and institutional response will be sent electronically to ADHE within six weeks of receipt of the written evaluation.

Recommendations to Coordinating Board

The consultant's written evaluation and institutional response will be sent to ADHE within six weeks of receipt of the written evaluation.

A list of the academic programs reviewed by the institutions will be reported every two years to the AHECB. ADHE staff will recommend that the AHECB receive the consultants' reports and acknowledge that the contents may be consulted as a resource when decisions must be made by the Board regarding institutional role and scope, budget requests, new program approval, and statewide funding issues. The staff may propose other general resolutions that address statewide issues.

A further resolution will encourage institutional administrators, faculty members, and boards of trustees to consider implementing the recommendations made by the consultants for program improvement.

If appropriate, a resolution will be offered concerning program deletions, modifications, and/or follow-up. A resolution recommending program deletions will place the program(s) on notice for removal from the AHECB approved programs inventory. At the end of the two-year notice period, those programs still not meeting minimum standards will be deleted from the approved programs inventory. In extraordinary cases, documentation of legitimate extenuating circumstances may prompt the Coordinating Board to extend the notice period. State general revenue funds may not be used for the operation of a program beyond the termination deadline set by the Coordinating Board. ADHE will not include SSCHs generated by major courses of programs removed from the approved program inventory in its funding formula calculations.

The President, Chancellor, or Academic Affairs Officer may respond to ADHE staff recommendations in writing or request a conference to discuss the recommendations prior to consideration by the Coordinating Board. The discussions will be limited to those issues that concern the state's interests, i.e., program closings and broader statewide issues that the Coordinating Board may wish to address. Any recommendations in the consultants' reports that are not included in the ADHE staff recommendations would pertain to matters of campus concern and, therefore, would represent suggestions to be considered locally.

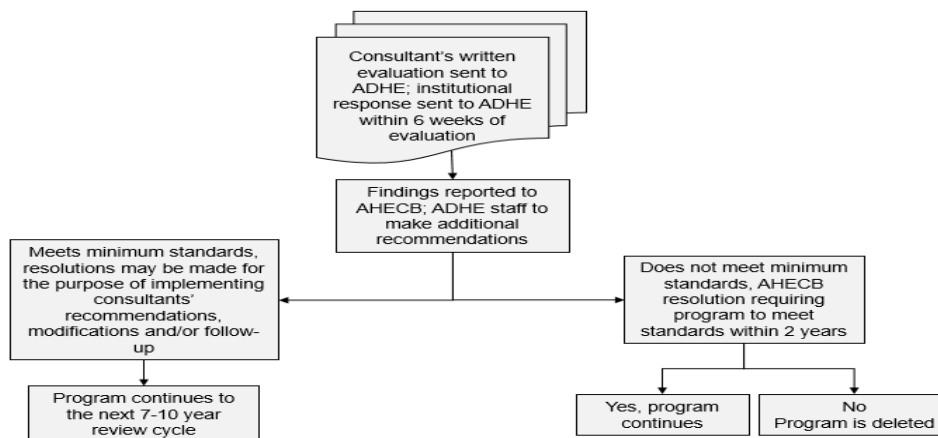


Figure 2. Program Review Submission Process

ADHE Review of Program Viability

The AHECB adopted program productivity standards in 1989 and established benchmarks of an average of 3 graduates per year over five years for undergraduate programs, 2 graduates per year for master's programs, and 1 graduate per year for doctoral programs. This policy revises those benchmark standards and renames them program viability standards.

AHECB Policy

- [Goals and Process for the Review of Existing Programs](#)

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

1. The viability standards, based on a three-year average, are as follows:

- An average of four (4) graduates per year for career and technical education certificates (CTE) and career and technical associate degree programs (AAS);
- An average of four (4) graduates per year for bachelor's degrees in science, mathematics, engineering, foreign languages, middle school education, and secondary education programs for licensure in science and mathematics;
- An average of six (6) graduates per year for transfer associate degrees (AA, AS, and AAT) and bachelor's programs;
- An average of four (4) graduates per year for master's, specialist and first-professional programs;
- An average of two (2) graduates per year for doctoral programs.

2. Cognate, embedded and related programs will be considered one program for program viability purposes.

Clarification: Each doctoral program must meet the program viability standard as a stand-alone program unless a related-doctoral program has been approved by ADHE as a cognate program. In this instance, the related-doctoral programs will be considered as one program for program viability purposes.

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

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

ADHE will inform the campus President, Chancellor *and Academic Affairs Officer* of the programs that will be designated as cognate programs.

Awards of certificates that are embedded within an associate degree program will count toward program viability standard. When calculating the three-year average of a degree program with embedded certificates, a student will only be counted once—either as certificate or an associate completer.

Institutions offering programs that are required by programmatic accreditation to offer a higher-level award *must provide to ADHE* evidence from the accreditor of the need for the higher credential and a program-specific enrollment management plan for meeting the threshold at the higher level.

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

Clarification: The total number of program graduates of statewide degree programs such as the Associate of Arts in Teaching and Associate of Science in Business will be considered for meeting program viability standards at all institutions. Statewide certificate/degree completion programs offered with the Criminal Justice Institute will not be considered for program viability purposes.

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

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

3. Programs discontinued can be reinstated via the new program approval process. Evidence of curricular revision, market demand/analysis, and a student recruitment plan must be provided for each program being reconsidered.

4. When an academic program is identified as below the viability threshold, the institution may request that ADHE reconsider decisions that identified the program as a low viability program. If the request is based on suspected data submission errors, the institution must provide the source, nature, and extent of the data error.

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

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

Institutions submitting programs for reconsideration must follow the appeals process established by the ADHE staff in collaboration with the Academic Affairs Officers.

Arkansas Transfer & Articulation (ATAA)

ATAA is the ADHE's Committee on Transfer and Articulation. Guided by [Act 747](#), its primary responsibilities are to review and make recommendations on transfer issues, study and develop transfer guidelines for traditional and non-traditional credits, and review and recommend resolutions on cases of appeal from institutions or students.

AHECB Policy

- [Criteria and Procedures for Preparing Proposals for New Programs in Arkansas](#)
- [Guidelines for the Arkansas Assessment of General Education](#)
- [Transfer System Policy](#)

[Act 747](#) was state legislation passed by the Arkansas General Assembly in 2011. The goal of [Act 747](#) was to create a transparent, easy-to-understand statewide transfer system that eliminates obstacles to the transfer of credit among Arkansas public higher education institutions. Furthermore, the legislation calls for a seamless transfer of academic credits from a completed designated transfer degree program to a baccalaureate degree program without the loss of earned credits and without the receiving institution requiring additional lower-level general education credits. Finally, it seeks to eliminate unnecessary, duplicative, and/or hard-to-determine degree requirements when a transfer student has completed all courses required for the state minimum general education core and a transfer degree approved by the AHECB.

Breakdown of Associate Degree Types

The following Associate degrees are awarded in the state of Arkansas: (a) Associate of Arts; (b) Associate of Science; (c) Associate of Science in Business; (d) Associate of Science in Liberal Arts & Sciences; (e) Associate of Applied Science; (f) Associate of Applied Science in General Technology; (g) Associate of General Studies; and (h) Associate of Occupational Studies.

Degree Type	Credit Hrs of Gen. Ed	Total Credit Hrs
Associate of Arts	35 (minimum)	60
Associate of Science	35 (minimum)	60-66
Associate of Science in Business	35 (minimum)	62
Associate of Science in Liberal Arts & Sciences	35 (minimum)	60-66
Associate of Applied Science	15 (minimum)	60-72
Associate of Applied Science in General Technology	15 (minimum)	60-72
Associate of General Studies/Professional Studies/Liberal Arts/Fine Arts	15 (minimum)	60-66
Associate of Occupational Studies	15 (minimum)	60-72

Table 1. Summary of Associate Degrees Credit Hours

Transferable Degrees

Associate of Arts

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

Associate of Science

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

Associate of Science in Business

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

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

Associate of Science in Liberal Arts and Sciences

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

Non-Transferable

Associate of Applied Science

The Associate of Applied Science (A.A.S.) degree will be awarded to students who successfully complete a program of collegiate level work, which is primarily designed for direct employment. The program must include a minimum of 15 semester credit hours of general education courses in English/writing, mathematics, social sciences, and computer applications/fundamentals. **A minimum of 30-36 semester hours** must be in a technical area. An additional component of the program of study should be support courses from other related technical disciplines. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The occupational field may be specified in the title of the degree (e.g., Associate of Applied Science in Electronics Technology). **The range of hours is 60-72 semester credit hours.** Selected health-related programs may exceed 72 semester hours, but should not exceed 80 semester hours. *College advisors must document that students have been informed of the universities accepting this associate degree for full transfer to specified bachelor's degrees.*

Associate of Applied Science in General Technology

The Associate of Applied Science in General Technology program will be awarded to students who successfully complete an individualized program of study to fulfill a unique career goal that cannot be met through the completion of a single program offered by the institution. The program must include 15 semester credit hours of general education courses: English/writing, mathematics, computer application/fundamentals, and social sciences. There must be **24-30 semester hours** in a major technical area, and **15-21 semester hours** of support courses from other related technical disci-

plines. A **maximum of 30 semester hours** may be awarded for experiential learning or work experience. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. Typically, the field of study is not specified in the degree title. **The range of hours is 60-72 semester credit hours.**

Associate of General Studies/Professional Studies/Liberal Arts/Fine Arts

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

Associate of Occupational Studies

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

Transfer Contacts

Two Year Institutions

Institution	Name	Email	Phone
Arkansas Northeastern College	Robin Singleton	rsingleton@smail.anc.edu	(870)762-3161
Arkansas State University Beebe	Jason Henry	jmhenry@asub.edu	(501)882-8906
Arkansas State University Mid-South	Leslie Anderson	landerson@asumidsouth.edu	(870)733-6732
Arkansas State University Mountain Home	Mary Haworth	mhaworth@asumh.edu	(870)508-6104
Arkansas State University Newport	Ronda McGrew	ronda_mcgrew@asun.edu	(870)680-8728
College of the Quachitas	Josh Holiman	jholiman@coto.edu	(501)332-0225
Cossatot Community College of the University of Arkansas	Suzanne Ward	sward@ccua.edu	(870)584-1143
East Arkansas Community College	Samantha Sharp	ssharp@eacc.edu	(870)633-4380 ext. 303
National Park College	Yolanda Cox	yoland.cox@np.edu	(501)760-4155
North Arkansas College	Laura Berry	lberry@northark.edu	(870)391-3280
Northwest Arkansas Community College	Transfer Services	transferpathways@nwacc.edu	(479)619-4336
Phillips Community College of the University of Arkansas	Scott Post	spost@pccua.edu	(870)338-6474 ext1235
South Arkansas Community College	Tim Johnson	trjohnson@southark.edu	(870)864-8421
Southeast Arkansas College			
Southern Arkansas University Tech	Valerie Wilson	vwilson@sautech.edu	(870)574-4514
University of Arkansas Community College at Batesville	Van Taylor	van.taylor@uaccb.edu	(870)612-2108
University of Arkansas Community College at Hope	Aimee Hooker	aimee.hooker@uacch.edu	(870)777-5722
University of Arkansas Community College at Morrilton	Bobbi Yarbrough	yarbrough@uaccm.edu	(501)208-5303
University of Arkansas Community College at Rich Mountain	Lisa Rackley	lrackley@uarichmountain.edu	(479)394-7622 ext. 1624
University of Arkansas Pulaski Technical College	Ryan Cox	rcox@uaptc.edu	(501)812-2812

Four Year Institutions

Institution	Name	Email	Phone
Arkansas State University Jonesboro	Adrian Everett	aeverett@astate.edu	(870)972-3001
Arkansas Tech University	Sabrina Billey	tech.enroll@atu.edu	(479)964-0583 ext. 3828
Henderson State University	Carrie Stanley	herronc@hsu.edu	(870)403-8534
Southern Arkansas University	Shelly Whaley	sbwhaley@saumag.edu	(870)235-5175
University of Arkansas- Fort Smith	Julie Mosley	julie.mosley@uafs.edu	(479)788-7400
University of Arkansas at Little Rock	Jennifer Moody	jlmoody@ualr.edu	(501)682-1286
University of Arkansas at Monticello	Carrie Johnson	johnsonc@uamont.edu	(870)460-1633
University of Arkansas at Pine Bluff	Rita Conley	conleyr@uapb.edu	(870)575-8368
University of Arkansas for Medical Sciences	Charlotte Gass	cegass@uams.edu	(501)526-6040
University of Arkansas, Fayetteville	Christopher Robinson or Olga Murcia	transfer@uark.edu	(479)575-5346
University of Central Arkansas	Brian Corbin	bcorbin@uca.edu	(501)852-0806

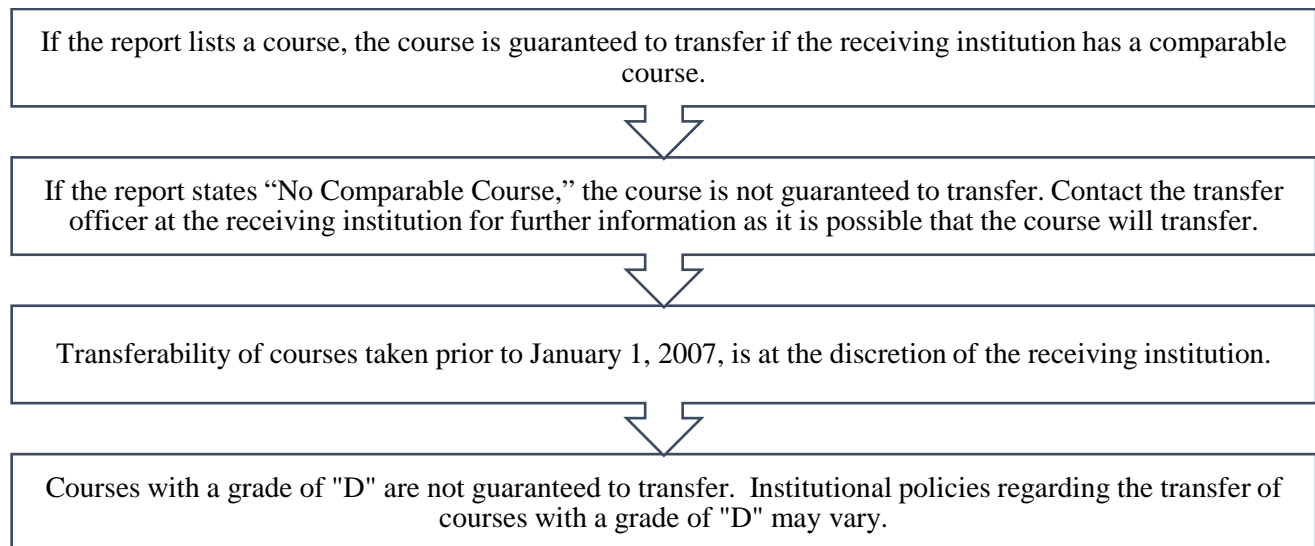
Arkansas Course Transfer System (ACTS)

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and equitable treatment in the application of credits for admissions and degree requirements. Students may complete specified General Education courses anywhere in the public system as well as many courses in the degree/major that have been pre-identified for transfer. We hope this site is helpful for students, parents and campus personnel. This system is designed to assist in planning from the high school level through the adult workforce.

AHECB Policy

- [Transfer System Policy](#)
- [Student Placement into General Education Core Courses](#)
- [Guidelines for the Arkansas Assessment of General Education](#)

Using ACTS, students can review transferable courses by selecting the institution that you are transferring from and the institution that you are transferring to.



Submission of Existing Courses for Inclusion in ACTS

Institutions can submit courses to be included in ACTS twice a year. Submissions are made by May 15 for the fall semester, October 15 for the spring semester. These courses will be evaluated by ADHE based on the course learning outcomes decided by the faculty committees at the beginning of the process.

ACTS is limited to courses that are included in institutions’ core curriculum, although all courses in the institutions’ core curriculum may not be in ACTS. All institutions must submit courses (excluding the business courses) to be considered in ACTS if the institution offers the course. This is required by Arkansas law. ***No junior level, senior level or developmental course can be included in ACTS.***

An institution can submit more than one course to be noted as equivalent to an ACTS course (multiple listing). (Example: An institution’s “Human Geography” and “Introduction to Geography” can be counted as the ACTS “Introduction to Geography” as long as both courses meet the required learning outcomes.)

Business courses (Accounting I and II, Introduction to Business, Business Statistics, Business Communications, Keyboarding, Marketing, and Legal Environment of Business) are included in ACTS if an institution chooses to submit them. In 2008, the course description and expected student learning outcomes for these eight (8) common business courses were approved by ADHE for transfer purposes. Institutional participation is optional for the offering and acceptance of these business courses for transfer purposes. The eight (8) business courses are not ACTS courses, but are listed in ACTS for information purposes only.

Every June, the ACTS database will be reviewed and compared with institutions' catalogs. Institutions will be asked by ADHE to clarify for continued accuracy of the ACTS database. ADHE staff will then make the necessary adjustments to ACTS.

Breakdown of ACTS Course

An ACTS Course Index Number and Course Index Name are assigned to courses by the faculty course review teams during the design phase of ACTS. The Course Index Numbers are all four upper case letters followed by four numbers. The first number indicates whether it is generally considered a freshman (1000) or sophomore (2000) course. The last number indicates the minimum number of credit hours for the course. Institution course numbers are not affected by the ACTS course number and show considerable variation. A current listing of all ACTS courses is located in Appendix J.

A comparable course is defined within ACTS as a course that meets student learning outcomes criteria as determined by faculty across the state. For example, Course "A" is comparable to Course "B" if and only if "A" and "B" both satisfy all course requirements with respect to course content. When a comparable course is offered by a sending and receiving institution, it will transfer for full credit.

Who Determines Criteria for Course Transfer?

[Act 672](#) of 2005 specified that all freshman and sophomore general education courses must be accepted for full transfer credit in the appropriate subject area and that the criteria for course transferability would be determined by faculty teams grouped by discipline. Twenty-two faculty teams composed of college and university faculty met by disciplines in March 2006 to determine course transferability criteria for 88 courses. These faculty review teams determined appropriate course index numbers and index names and established course descriptions and learning outcomes for courses in their disciplines. All faculty who served on review teams were nominated by their institutions and appointed by the Executive Council of Presidents and Chancellors of the Arkansas Higher Education Coordinating Board.

The CAO Transfer Committee will meet at least annually to determine inclusion of additional courses for the Arkansas Course Transfer System (ACTS). All additional courses to be included in ACTS will be governed by the same process as detailed in [Act 672](#) of 2005. Phase II of ACTS added courses from accredited Arkansas private institutions that want to participate and submit syllabi that meet the criteria specified by the faculty review teams. Private institutions invited to participate in ACTS must follow the same guidelines and outcomes as public institutions. Their participation is voluntary.

Colleges and universities will submit syllabi annually by May 15th to be considered for inclusion in the Arkansas Course Transfer System (ACTS) courses. As required by [Act 672](#) of 2005, Arkansas colleges and universities will file a report annually with the Arkansas Department of Higher Education indicating the number of students requesting transfer credit for a completed course listed in ACTS and identifying the number of students denied credit for courses listed in ACTS.

Adding New Courses to ACTS

New general education courses can be considered for inclusion in ACTS only if a majority of Arkansas colleges and universities offer the course or the AHECB has approved the course for the state minimum general education core. ADHE must select a faculty committee to assist in the determination of the general

course description and minimum student learning outcomes as a part of the ADHE course approval process. All institutions will have an opportunity to comment on the course description/learning outcomes prior to ADHE adding the course to ACTS. The decision of ADHE on the course description and learning outcomes for a course listed in ACTS is final.

Placement Policy

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

AHECB Policy

- [Student Placement into General Education Core Courses](#)
- [Guidelines for the Arkansas Assessment of General Education](#)

The mathematics, English composition, and reading placement standards contained in this policy implement Arkansas Code Annotated [§ 6-61-110](#). These standards apply to first-time undergraduate students, as defined in the Arkansas Higher Education Student Information System Manual, who enroll in associate or baccalaureate degree programs at Arkansas public colleges and universities; and to any student who enrolls in college-level courses in English composition and college algebra or other comparable college-level mathematics course.

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

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

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

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

Mathematics

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

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

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

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

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

Course	Below 13	13-15	16-18	19-21	Above 21
College Algebra					
Statistics					
Quantitative Literacy					
College Math					
Other					

English

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

- ACT exam
- Other standardized and normed exams
- High school academic performance
- Assessment of student motivation to succeed

- Writing samples
- Other measures supported by sufficient analysis of predicted student success

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

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

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

ACT Range

Course	Below 13	13-15	16-18	19-21	Above 21
English Composition II					
English Composition I					
Fundamentals of Writing					
Other					

Reading

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

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

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

Using the ACT benchmarks as a standard, assessment measures should approximate the following ACT ranges. The ranges indicated in the matrix are not fixed but can be varied based on institutional

data. For each cell, indicate the placement measure(s) to be employed and the course level/course design in which students will be placed.

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

ACT Range

Discipline	Below 13	13-15	16-18	19-21	Above 21
Geography					
History					
Languages					
Philosophy					
Political Science					
Psychology					
Sociology					
Other					

Guidelines for Development of Placement Plans

The Arkansas Higher Education Coordinating Board approved the policy on Student Placement into General Education Core Courses at its meeting on January 29, 2016. Therefore, all Arkansas institutions must adopt appropriate placement measures which are supported by student success data. Listed below are the guidelines for development of Institutional Placement Plans.

Required Review of Viable Data Metrics

The list below includes nationally normed indicators as a starting point as institutions review key indicators for student success in gateway courses. Institutions are not limited to the sole use of indicators listed; however, reporting of placement exam scores is required by Arkansas code. Consideration of entrance exam scores in conjunction with other predictors is anticipated (as denoted by the inclusion of ACT range tables in the AHECB Placement Policy).

These predictors include the following:

- High School GPA (overall and by subject area)
- High School courses completed by subject area (i.e. consideration of advanced high school math course GPA)
- Successful completion (A or B) of a high school Transitional Course
- Age at entry (years since high school graduation)
- “Grit” tests and other measures of motivation/engagement
- Other evidence based factors may be included and vary by institutional mission.

Institutional Placement Plans

Placement plans are to be developed and submitted with inclusion of 2-4 viable data metrics denoted by the institution after careful and collective examination of gateway course outcomes data. A complete placement plan submitted in conjunction with the metrics affords an institutional narrative to be added to the metrics illuminating practices in student support, curricular design, and ongoing assessment or revision of support interventions.

The plan should include information regarding the following practices supporting students who exhibit an academic risk factor(s) and are placed in pre-requisite developmental courses, co-requisite courses, or gateway courses with support related to academic risk factors:

A. Advising: Outline advising practices including but not limited to placement flowchart, testing procedures with placement minimums, and other placement factors employed.

B. Course Descriptions: List all academic support courses (pre-requisite and co-requisite) for each gateway course to support outcomes in math, composition, and reading learning gains.

C. Support Strategies: Support of student success (i.e. early alert procedures, attendance tracking, tutoring requirements, etc.)

D. Assessment of Outcomes: Briefly describe steps taken to assess the course outcomes, to evaluate curricular revisions, and to measure impact on retention and/or other related factors.

NOTE: Institutions with ADHE Student Success Plans may already have portions of the narrative information developed. Approved placement plans will replace the former ADHE Student Success Plans denoted in the SIS Manual pertaining to post-test scores and ACT 971.

Concurrent Education

Arkansas law allows for the enrollment of high school students in college-level courses under certain conditions. Before going forward, let's provide some distinction between concurrent and dual enrollment in relation to Arkansas law.

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) Concurrent enrollment allows students to obtain credit toward a high school diploma at the same time they earn college credit.

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

Institutional Requirements for Concurrent Course Credit

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

Program Accreditation/Authorization

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

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

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

The instructor teaching the college course for concurrent credit must:

- use the approved college/university course syllabus
- use the same textbook or a textbook with aligned content and course learning outcomes as approved by the college/university
- 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
- use the same course grading/*awarding* standards as those on the college/university campus. If departmental exams are used in college/university campus courses, then those course exams must be used at the high school site.

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

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. (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/concurrent or IB/concurrent courses.

- Colleges and universities that offer blended AP/concurrent or blended IB/ concurrent courses must ensure that these blended courses meet all the requirements of concurrent courses as set forth in this concurrent enrollment policy.
- The AP course guidelines specified by the College Board in its published course description must be incorporated into the blended AP/concurrent course syllabus, and the core IB program requirements must be incorporated into the blended IB/concurrent course syllabus.
- The blended AP/concurrent course syllabus must be submitted by the high school teacher for approval by the College Board AP Course Audit; and the school district must have on file the written documentation of the College Board approval of the blended AP/concurrent course syllabus.
- A copy of the *blended AP/concurrent course syllabus* currently approved by the College Board must be submitted for *college/university approval* during the concurrent instructor/course approval process. A *copy of the blended IB/concurrent course syllabus* also *must be on file at the school district*.
- **All students enrolled in blended AP/concurrent courses are required to take the AP exam;** and the high school must have written documentation on file of the students who took the AP exam with this AP exam data provided to the college/university upon request. There also must be written documentation on file of the students who took the IB assessment with this assessment data provided to the college/university upon request.
- Students can earn at least three semester credit hours of college credit and one unit of high school credit for successful completion of one blended AP/ concurrent or blended IB/concurrent course only if the student registers for concurrent course credit at the beginning of the term. (A minimum score on the AP exam or IB assessment is not required for the student to earn college credit for the blended AP/concurrent or blended IB/concurrent course.) All other students enrolled in the blended AP/concurrent or blended IB/ concurrent course can earn only one unit of high school credit for the course.
- Students enrolled in these blended AP/concurrent or blended IB/concurrent courses must meet all college/university requirements included in this concurrent enrollment policy.
- Any high school that cannot furnish data on blended AP/concurrent or blended IB/concurrent test takers (during an ADE/ADHE concurrent enrollment program audit) will not be approved for the continued offering of blended AP/concurrent or blended IB/concurrent courses. (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.)

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.
- 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.

Teaching Credentials

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

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

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

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 sub-test or equivalent test to enroll in a concurrent general education course. Please refer to the chart (from SIS manual) in Appendix A for ACT equivalency scores to enroll in any general education (ACTS) course. **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, Aspire or PSAT scores.

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/concurrent 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 may be included in ADHE guidelines on institutional data submissions.)

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. 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.***

An institution must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP); or effective August 1, 2015, the college/university must have an AHECB-approved Concurrent Enrollment Program to claim student semester credit hours for courses offered for concurrent credit. **(Note: More details on funding for concurrent enrollment may be included in AHECB institutional finance policy.)**

Career and Technical Education Courses

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

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

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

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

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

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

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. *Courses identified by ADE as math transitions courses will be awarded the same credit as a fourth year math for high school.* 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.

State Authorization for Concurrent Enrollment Program

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

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.

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.

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** the college/university 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.**

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 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:

- **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.
- **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.
- **Syllabi and Textbooks:** Each college/university must have a policy regarding final approval of concurrent syllabi and textbooks.
- **Students:** Each college/university must verify that students have met admission criteria for the college/university and that the process conforms to AHECB guidelines. Each college/university must provide an explanation of how grades are awarded and recorded with the college/university Registrar; and must provide documentation that the college/university course grading/awarding and course recording standards are followed for concurrent courses.

- **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.
- **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.
- **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.
- **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.
- **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:

- a). The names and addresses of the college/university and the participating school district/high school;
- b) Academic calendar with dates the college/university and the high school must comply;
- c). Guidelines and requirements for approval of instructors;
- d) Guidelines for approval and assessment of courses;
- e). Guidelines and requirements for admission and eligibility of students;
- f). Requirements for syllabi;
- g). Non-compliance statement;
- h). Length of time covered by the MOU and procedures for termination of MOU; i).
- i).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 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:

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

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

Based on the CRC review, ADHE will make a recommendation to AHECB for continued authorization *or* a recommendation for discontinuation of the institutional concurrent enrollment program. A college/university with NACEP accreditation must submit written documentation to ADHE of its current accreditation status within 30 days of NACEP notification of reaccreditation to maintain AHECB CEP continued authorization.

Appendix A - Workforce Analysis Request Form

Workforce Analysis Request Form

Directions: An institution shall use this form to request workforce data analysis of a proposed degree program. In completing the form, the institution should refer to the document AHECB Policy 5.11 Approval of New Degree Programs and Units, which prescribes specific requirements for new degree programs. **Note:** This form is required to be submitted by the Chief Academic Officer or individual(s) they designate. Answers need not be confined to the space allotted but may extend to several pages.

Program Information for Analysis

1. Institution:

2. Program Name – Show how the program would appear on the Coordinating Board’s program inventory (e.g., *Bachelor of Business Administration or Associate of Science in Accounting*):

3. Proposed CIP Code: If the proposed program does not fit easily into one CIP Code, provide the code it most closely falls into and explain differences / nuances of your program

4a. Standard Occupational Classification (SOC) from CIP-SOC Crosswalk:

Take SOC codes from NCES Crosswalk of CIP to SOC, ranked in order of relevance (i.e., the degree to which program graduates are expected to desire and/or be qualified to work in each occupation) (**See CIP-SOC Matching & NCES Crosswalk**)

4b. Standard Occupational Classification (SOC) from Expert/Staff Opinion (optional): If you think the standard NCES crosswalk accurately represents the list of occupations in which graduates of the proposed program will be qualified to work, leave this blank. If you think the list of target occupations is longer, shorter, or different, please provide an alternative list here, ranked in order of relevance. Feel free to add qualitative information about the variety of jobs and pay scales that may exist within target occupations, and where you expect graduates to fit in. (**See CIP-SOC Matching & NCES Crosswalk**)

5. Brief Program Description – Describe the proposed program, the costs and investments involved in implementing it, the students you expect to recruit into it, and its educational objectives.

<p>6. North American Industry Classification System (NAICS) – List some industries and/or companies which graduates would be most likely and/or qualified to work in (optional), and feel free to comment on why/in what capacity. Also, a description of the target industry in your region, its relative strength or weakness relative to other regions, and the reasons for that relative strength or weakness, is welcome.</p>
<p>7. <u>Region of Possible Position(s)</u> – Describe the region where you think graduates are most likely to work, e.g., in terms of a list of counties, a metropolitan statistical area, or a commuting radius:</p>
<p>8. <u>Existing Data</u> – Describe any existing anecdotes or data you have that would shed light on the job prospects of graduates from the proposed academic program. This data can be helpful to ADFA in conducting labor market analysis.</p>
<p>9. <u>Proposed Implementation Date</u> – (MM/DD/YY):</p>
<p>10. <u>Contact Person</u> – Provide contact information for the person who can answer specific questions about the program:</p> <p>Name:</p> <p>Title:</p> <p>E-mail:</p>

Email the completed form: Dr. Nathan Smith (doc.workforce.analysis@arkansas.gov). After the labor market analysis has been completed, the institution will be invited to respond, providing further information that might shed light and help to interpret the data provided.

CIP-SOC MATCHING AND THE NCES CROSSWALK (Question 4a & 4b)

Labor market analysis for academic program requires the combination of diverse data sources. The National Center for Education Statistics (NCES) and the Bureau of Labor Statistics (BLS) developed a “CIP-SOC crosswalk” linking fields of study, classified by a well-established classification scheme called Classification of Instructional Programs (CIP), with occupations, classified by a well-established classification scheme called Standard Occupational Classifications (SOC). The CIP-SOC crosswalk is available online, and guidelines on how to use the scheme are posted online.

In question 4a of the form, institutions are asked to copy and paste a list of occupations that match with their instructional programs, taken directly from the NCES CIP-SOC crosswalk, which can be downloaded from the Academic Affairs website.

To use this file to answer question 4a:

1. Select Column A.
2. In the Home ribbon, Editing section of the toolbar, click Find & Select to get a dropdown menu, and select the Find command. As you do this, your screen should look something like this.

CIP2010Code	SOC2010Title	SOC2010Title	OTHER OCCUPATIONS (NO MATCH)		
01.0000	Agriculture, General	19-1011	Animal Scientists	13-1041	Compliance Officers
01.0000	Agriculture, General	19-1012	Food Scientists and Technologists	13-1074	Farm Labor Contractors
01.0000	Agriculture, General	19-1013	Soil and Plant Scientists	13-1131	Fundraisers
01.0000	Agriculture, General	25-1041	Agricultural Sciences Teachers, Postsecondary	13-1199	Business Operations Specialists, All Other
01.0101	Agricultural Business and Management, General	11-9013	Farmers, Ranchers, and Other Agricultural Managers	25-1191	Graduate Teaching Assistants
01.0101	Agricultural Business and Management, General	25-1041	Agricultural Sciences Teachers, Postsecondary	27-1023	Floral Designers
01.0102	Agribusiness/Agricultural Business Operations	11-9013	Farmers, Ranchers, and Other Agricultural Managers	27-1026	Merchandise Displayers and Window Trimmers
01.0102	Agribusiness/Agricultural Business Operations	25-1041	Agricultural Sciences Teachers, Postsecondary	27-9023	Gaming Surveillance Officers and Gaming Investigators
01.0103	Agricultural Economics	19-3011	Economists	27-4009	Media and Communication Equipment Workers, All Other
01.0103	Agricultural Economics	25-1041	Agricultural Sciences Teachers, Postsecondary	31-1015	Orderlies
01.0104	Farm/Farm and Ranch Management	11-9013	Farmers, Ranchers, and Other Agricultural Managers	31-9095	Pharmacy Aides
01.0104	Farm/Farm and Ranch Management	25-1041	Agricultural Sciences Teachers, Postsecondary	31-9096	Veterinary Assistants and Laboratory Animal Caretakers
01.0104	Farm/Farm and Ranch Management	25-9021	Farm and Home Management Advisors	33-3041	Parking Enforcement Workers
01.0104	Farm/Farm and Ranch Management	45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	33-9011	Animal Control Workers
01.0105	Agricultural/Farm Supplies Retailing and Wholesaleing	19-3011	Agricultural Sciences Teachers, Postsecondary	35-2021	Food Preparation Workers
01.0105	Agricultural/Farm Supplies Retailing and Wholesaleing	25-1041	Agricultural Sciences Teachers, Postsecondary	35-3021	Combined Food Preparation and Serving Workers, Including Fast Food
01.0105	Agricultural/Farm Supplies Retailing and Wholesaleing	45-2041	Graders and Sorters, Agricultural Products	35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop
01.0105	Agricultural Business Technology	15-1151	Computer User Support Specialists	35-3031	Waiters and Waitresses
01.0105	Agricultural Business Technology	43-1011	First-Line Supervisors of Office and Administrative Support Workers	35-3041	Food Servers, Nonrestaurant
01.0105	Agricultural Business Technology	11-9013	Farmers, Ranchers, and Other Agricultural Managers	35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers
01.0105	Agricultural Business Technology	25-1041	Agricultural Sciences Teachers, Postsecondary	35-9021	Dishwashers
01.0105	Agricultural Business Technology	45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
01.0105	Agricultural Business Technology	45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	35-9032	Food Preparation and Serving Related Workers, All Other
01.0105	Agricultural Business Technology	49-3041	Farm Equipment Mechanics and Service Technicians	37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners
01.0105	Agricultural Business Technology	49-3041	Farm Equipment Mechanics and Service Technicians	37-2012	Maids and Housekeeping Cleaners

3. In the Find and Replace dialog box, enter the CIP code that you're interested in, and click "Find Next." Your screen should then look like this:

CIP Code	SOC Title	SOC Code	
52.0804	Financial Planning and Services	13-2071	Credit Counselors
52.0804	Financial Planning and Services	25-1011	Business Teachers, Postsecondary
52.0804	Financial Planning and Services	41-3031	Securities, Commodities, and Financial Services Sales Agents
52.0805	International Finance	11-3031	Financial Managers
52.0806	International Finance	13-2051	Financial Analysts
52.0806	International Finance	25-1011	Business Teachers, Postsecondary
52.0807	Investments and Securities	13-2051	Financial Analysts
52.0807	Investments and Securities	25-1011	Business Teachers, Postsecondary
52.0807	Investments and Securities	41-3031	Securities, Commodities, and Financial Services Sales Agents
52.0808	Public Finance	11-3031	Financial Managers
52.0808	Public Finance	13-2031	Budget Analysts
52.0808	Public Finance	13-2061	Financial Analysts
52.0809	Credit Management	11-3031	Financial Managers
52.0809	Credit Management	25-1011	Business Teachers, Postsecondary
52.0809	Credit Management	41-3031	Securities, Commodities, and Financial Services Sales Agents
52.0809	Finance and Financial Management Services, Other	11-3031	Financial Managers
52.0901	Hospitality Administration/Management, General	11-3031	Financial Managers
52.0903	Tourism and Travel Services Management	39-7012	Travel Guides
52.0904	Hotel/Motel Administration/Management	11-9051	Food Service Managers
52.0904	Hotel/Motel Administration/Management	11-9081	Lodging Managers
52.0905	Restaurant/Food Services Management	11-9051	Food Service Managers
52.0905	Restaurant/Food Services Management	11-9081	Lodging Managers
52.0906	Resort Management	11-9081	Lodging Managers
52.0907	Meeting and Event Planning	13-1121	Meeting, Convention, and Event Planners
52.0908	Casino Management	11-9071	Gaming Managers
52.0908	Casino Management	39-1011	Gaming Supervisors
52.0908	Casino Management	39-1012	Slot Supervisors
52.0909	Hotel, Motel, and Restaurant Management	11-9051	Food Service Managers
52.0909	Hotel, Motel, and Restaurant Management	11-9081	Lodging Managers
52.0909	Hotel, Motel, and Restaurant Management	25-1011	Business Teachers, Postsecondary
52.0909	Hospitality Administration/Management, Other	11-9199	Managers, All Other
52.1001	Human Resources Management/Personnel Administration, General	11-3111	Compensation and Benefits Managers
52.1001	Human Resources Management/Personnel Administration, General	11-3121	Human Resources Managers

- Since the CIP-SOC crosswalk file is already sorted by row, you can find all the rows corresponding to your CIP simply by starting from the first cell selected and then reading down in column A until you encounter a different CIP code.
- Select all of these rows, columns A through D, this will form a table that can be pasted directly into the response field for question 4a.

52.0808	Public Finance.	11-3031	Financial Managers
52.0808	Public Finance.	13-2031	Budget Analysts
52.0808	Public Finance.	13-2051	Financial Analysts
52.0808	Public Finance.	25-1011	Business Teachers, Postsecondary

6. If desired, ask a faculty or staff member to sort the matched occupations from the CIP-SOC crosswalk by relevancy/importance, with the occupations that seem most likely to employ your graduates ranked first.
7. Missing occupations from the list should be addressed in question 4b.

Question 4b, is requesting information from your local staff/workforce experts at your institution on the applicability of the NCES list. We are aware that the NCES might be “globally” wrong—the CIP/SOC match may never have been very accurate, or may become obsolete as fields and occupations evolve—or “locally” wrong—the CIP/SOC match may be reasonably robust in general, but fail to capture the role your particular program plays in students’ career paths. Graduates of a particular program may be over or underqualified for some of the matched occupations. Also, there may be SOCs not matched to your CIP by NCES for which, however, your program does help to prepare students, and which are likely to provide gainful employment for your graduates. Question 4b is the place to tell us about those as well.

Appendix B: Program Proposal Form

PROPOSAL – 1 NEW DEGREE PROGRAM

1. **PROPOSED PROGRAM TITLE**

2. **CIP CODE REQUESTED**

3. **PROPOSED STARTING DATE**

4. **CONTACT PERSON**

Name (Provost/Academic Affairs Officer)

Title

Name of Institution

E-mail Address

Phone Number

Name (Program Contact Person)

Title

E-mail Address

Phone Number

5. **PROGRAM SUMMARY**

Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

List degree programs or emphasis areas currently offered at the institution that support the proposed program.

6. **NEED FOR THE PROGRAM**

Download Workforce Analysis Form from ADHE website and follow instructions.

Submit numbers that show job availability, corporate demands and employment/wage projections, not student interest and anticipated enrollment. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.

Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; for graduate programs, focus on state, regional and national needs.

Provide names and types of organizations/businesses surveyed.

Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

Indicate if employer tuition assistance is provided or if there are other enrollment incentives.

Describe what need the proposed program will address and how the institution became aware of this need.

Indicate which employers contacted the institution about offering the proposed program.

Indicate the composition of the program advisory committee, including the number of members, professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.

Indicate the projected number of program enrollments for Years 1 - 3.

Indicate the projected number of program graduates in 3-5 years.

7. **CURRICULUM**

Provide curriculum outline by semester (include course number and title).
(For bachelor's degree program, submit the 8-semester degree plan.)

Give total number of semester credit hours required for the program, including prerequisite courses.

Identify new courses (in italics) and provide course descriptions.

Identify required general education courses, core courses and major courses.

For each program major/specialty area course, list the faculty member assigned to teach the course.

Identify courses currently offered by distance technology (with an asterisk*) and endnote at the end of the document.

Indicate the number of contact hours for internship/clinical courses.

State the program admission requirements.

Describe specified learning outcomes and course examination procedures.

Include a copy of the course evaluation to be completed by the student.

Include information received from potential employers about course content.

Provide institutional curriculum committee review/approval date for proposed program.

8. **FACULTY**

List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)

Indicate lead faculty member or program coordinator for the proposed program.

Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty. **For new faculty, provide the expected credentials/experience and expected hire date.**

For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Also, provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.

9. **DESCRIPTION OF RESOURCES**

Current library resources in the field

Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

New instructional resources required, including costs and acquisition plan

10. **NEW PROGRAM COSTS – Expenditures for the first 3 years**

New administrative costs (number and position titles of new administrators)

Number of new faculty (full-time and part-time) and costs

New library resources and costs

New/renovated facilities and costs

New instructional equipment and costs

Distance delivery costs (if applicable)

Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, program accreditation, etc.)

If no new costs required for program implementation, provide explanation.

11. **SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation**

If there will be a reallocation of funds, indicate from which department, program, etc.

Provide the projected annual student enrollment, the amount of student tuition per credit hour, and the total cost of the program that includes tuition and fees.

Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student).

Other (grants [list grant source & amount of grant], employers, special tuition rates, mandatory technology fees, program specific fees, etc.).

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

Proposed program will be housed in (department/college)

13. **SPECIALIZED REQUIREMENTS**

If specialized accreditation is required for program, list the name of accrediting agency.

Indicate the licensure/certification requirements for student entry into the field.

Provide documentation of Agency/Board review/approvals (education, nursing--initial approval required, health-professions, counseling, etc.)

14. **BOARD OF TRUSTEES APPROVAL**

Provide the date that the Board approved (or will consider) the proposed program.

Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.

15. **SIMILAR PROGRAMS**

List institutions offering program:

Proposed undergraduate program – list institutions in Arkansas

Proposed master’s program – list institutions in Arkansas and region

Proposed doctoral program – list institutions in Arkansas, region, and nation

State why proposed program needed if offered at other institutions in Arkansas or region.

List institution(s) offering a similar program that the institution used as a model to develop the proposed program.

Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to “**Reply All**”.

If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

Note: A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.

16. **DESEGREGATION**

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

17. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

18. **ACADEMIC PROGRAM REVIEW**

Provide scheduled program review date (within 10 years of program implementation date).

19. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**

20. **INSTRUCTION BY DISTANCE TECHNOLOGY**

If the proposed program will be offered by distance technology, provide the following information:

Summarize institutional policies on the establishment, organization, funding and management of distance courses/degrees.

Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.

Summarize the policies and procedures to keep the technology infrastructure current.

Summarize the procedures that assure the security of personal information.

Provide a list of services that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).

Appendix C: Letters of Intent (New Certificate or Degree Program)

LETTER OF INTENT – 1 (New Certificate or Degree Program)

1. Institution submitting request:
2. Education Program Contact person/title:
3. Telephone number/e-mail address:
4. Proposed Name of Certificate or Degree Program:
5. Proposed Effective Date:
6. Requested CIP Code:
7. Program Description:
8. Mode of Delivery (mark all that apply):

_____ **On-Campus**

_____ **Off-Campus Location**

Provide address of off-campus location _____

Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to **“Reply All”**. If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

Submit copy of written notification to Higher Learning Commission (HLC) if notification required by HLC for a program offered at an off-campus location.

_____ Indicate distance of proposed site from main campus.

_____ **Distance Technology** (50% of program offered by distance technology)

Submit copy of written notification to HLC if notification is required by HLC for a program offered by distance technology.

9. List existing certificate or degree programs that support the proposed program:
10. President/Chancellor Approval Date:
11. Academic Affairs Officer: _____ Date: _____

Appendix D: Letter of Intent (New Academic Administrative Unit)

LETTER OF INTENT - 2 (New Academic Administrative Unit)

1. Institution submitting request:
2. Contact person/title:
3. Telephone number/e-mail address:
4. Proposed Name of Academic Administrative Unit:
5. Proposed Effective Date:
6. Proposed Unit will serve as a base for:
____ Faculty Appointments
____ Offering Certificate and Degree Programs
7. Description of Proposed Unit:
8. President/Chancellor Approval Date:
9. Academic Affairs Officer: Date:

Appendix E: Letter of Intent (New Off-Campus Instruction Center)

LETTER OF INTENT - 3 (New Off-Campus Instruction Center)

1. Institution submitting request:
2. Contact person/title:
3. Telephone number/e-mail address:
4. Proposed Name and Location of Off-campus Center:
5. Proposed Effective Date:
6. Fifty (50%) percent of the credits required for a certificate or degree will be offered:
 Off-campus location
 Distance Technology
 Both - Off-campus location and distance technology
7. Justification for Proposed Off-Campus Center:
8. President/Chancellor Approval Date:
9. Academic Affairs Officer: Date:

Appendix F: Letter of Intent (Reactivation of Inactive Program)

LETTER OF INTENT - 4

(Reactivation of Certificate or Degree on Inactive Status for less than 5 Years)

Submit Proposal Form 1

1. Institution submitting request:
2. Contact person/title:
3. Telephone number/e-mail address:
4. Name of Certificate or Degree on Inactive Status:
5. Proposed Name of New Certificate or Degree:
6. Proposed Effective Date:
7. Requested CIP Code:
8. Justification for Program Reactivation:
9. Mode of Delivery:
 On-Campus
 Off-Campus Location
 Distance Technology
10. President/Chancellor Approval Date:
11. Academic Affairs Officer: Date:

Appendix G: Letter of Notification Form



Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

New or Existing Program Modification

- Title or CIP change Joint Bachelor/Master's degree (3+1 or 4+1 Program)
- Program reconfiguration-program created out of closely allied existing program(s) *attach copy of "before and after" curriculum
- Program curriculum revision or existing program offered online *attach copy of "before and after" curriculum
- Establishment of administrative unit or reorganization of existing administrative unit *attach copy of "before and after" organization chart
- New certificate program (e.g. certification of proficiency, technical certificate, or graduate certificate)

Before the Proposed Change			After the Proposed Change or New Program		
Title of Old Program/Certificate	Degree Code	CIP Code	Title of New Program/Certificate	Degree	CIP Code

Attach a copy of the "before and after" curriculum, as applicable

Program Deletion/Inactive or Reactivation

- Delete program(s)/option (s)/emphasis/track
- Place program on "Inactive Status" list
- Reactivation of program from inactive status

<input type="text"/>	<input type="text"/>	<input type="text"/>
Program/Certificate/Option	Degree and CIP Code	Intended Date of Deletion/Inactivation MM/YY

Reason for Proposed Action:

Establishing a New Off-Campus Location

- New Off-Campus Location

Form Approval(s)

<input type="text"/>	<input type="text"/>	<input type="text"/>
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date

Board of Trustee Approval or Notification Date

Institution:

<input type="text"/>	<input type="text"/>	<input type="text"/>
Contact Person/Title	Contact Phone Number	Contact Email Address

SAVE

ATTACH

SUBMIT

SHOW ATTACHMENTS

Appendix H: External Review Self-Study Guidelines

The AHECB Existing Program Review Policy adopted in October 2008 requires the review of all academic programs every 7-10 years. A major component of the policy is an internal review (self-study) by institutions and an external review by consultants of programs that do not have program-specific accreditation/ licensure/certification. The institution's self-study, consultants' written evaluation, and the institution's response to the consultants' findings will be submitted to ADHE.

The institutional self-study to be reviewed by external consultants should contain the following information:

Goals, Objectives, and Activities

1. Describe specific educational goals, objectives, and activities of the program.
2. Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.
3. Document market demand and/or state/industry need for careers stemming from the program.
4. Document student demand for the program.

Curriculum

1. Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).
2. Provide an outline for each program curriculum, including the sequence of courses.
3. State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.
4. Indicate the semester/year the major/program courses were last offered. Exclude general education courses.
5. Provide syllabi for discipline-specific courses and departmental objectives for each course.
6. Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.
7. List courses in the proposed degree program currently offered by distance delivery.
8. Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, instructor response to student assignments).

Program Faculty (full-time/adjunct/part-time)

1. Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.
2. Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.
3. Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.
4. Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.

Program Resources

1. Describe the institutional support available for faculty development in teaching, research, and service.
2. Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.
3. Provide the annual library budget for the program or describe how library resources are provided for the program.
4. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).
5. Provide a list of program equipment purchases for the past three years.

Instruction via Distance Technology

This section should be completed if at least 50% of any program/major course is delivered electronically.

1. Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.
2. Summarize the policies and procedures to keep the technology infrastructure current.
3. Summarize the procedures that assure the security of personal information.
4. Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities:
 - Advising
 - Course registration
 - Financial aid
 - Course withdrawal
 - E-mail account
 - Access to library resources
 - Help Desk
5. Describe technology support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities.
6. Describe the orientation for students enrolled in distance technology courses/programs.
7. Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.

Majors/Declared Students

1. State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.
2. Describe strategies to recruit, retain, and graduate students.
3. Provide the number of program graduates over the past three years.

Program Assessment

1. Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).
2. Describe program/major exit or capstone requirements.
3. Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.
4. Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.
5. Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.
6. Provide aggregate results of student/alumni/employer satisfaction surveys.

7. Describe how the program is aligned with the current job market needs of the state or local communities.
8. Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.
For undergraduate career and technical education programs only, provide the following:
 - Names and location of companies hiring program graduates.
 - Average hourly rate for program graduates.
 - Names of companies requiring the certificate/degree for initial or continued employment.

Program Effectiveness (strengths, opportunities)

1. List the strengths of the program.
2. List the areas of the program most in need of improvement.
3. List program improvements accomplished over the past two years.
4. Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.

Institutional Review Team

List the names/departments of the self-study committee chair and committee members.

Appendix I: External Reviewer-Template

Academic Program Review

External Reviewers Report Template

The report prepared by the External Reviewers will be used by the Arkansas Department of Higher Education (ADHE) to verify the student demand and employer need for the program, the appropriateness of the curriculum, and the adequacy of program resources. The report should not include a recommendation to ADHE on program continuation or program deletion.

The External Reviewers written report must include a summary of each area examined and should provide examples that document the conclusions. The questions below should be used by the reviewers as a guide in preparing the summary for each area. Responses to the questions should not be simply “yes or no”.

- I. Review of Program Goals, Objectives and Activities
 - A. Are the intended educational (learning) goals for the program appropriate and assessed?
 - B. How are the faculty and students accomplishing the program’s goals and objectives?
 - C. How is the program meeting market/industry demands and/or preparing students for advanced study?
 - D. Is there sufficient student demand for the program?
 - E. Do course enrollments and program graduation/completion rates justify the required resources?

- II. Review of Program Curriculum
 - A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?
 - B. Are institutional policies and procedures appropriate to keep the program curriculum current to meet industry standards?
 - C. Are program exit requirements appropriate?
 - D. Does the program contain evidence of good breath/focus and currency, including consistency with good practice?
 - E. Are students introduced to experiences within the workplace and introduced to professionals in the field?
 - F. Does the program promote and support interdisciplinary initiatives?
 - G. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?

- III. Review of Academic Support
 - A. Does the program provide appropriate quality and quantity of academic advising and mentoring of students?
 - B. Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?

- IV. Review of Program Faculty
 - A. Do program faculty have appropriate academic credentials and/or professional licensure/certification?
 - B. Are the faculty orientation and faculty evaluation processes appropriate?
 - C. Is the faculty workload in keeping with best practices?

V. Review of Program Resources

- A. Is there an appropriate level of institutional support for program operation?
- B. Are faculty, library, professional development and other program resources sufficient?

VI. Review of Program Effectiveness

- A. Indicate areas of program strength.
- B. Indicate the program areas in need of improvement within the next 12 months; and over the next 2-5 years.
- C. Indicate areas for program development based on market/industry demands that have not been identified by the institution.

VII. Review of Instruction by Distance Technology (if program courses offered by distance)

- A. Are the program distance technology courses offered/delivered in accordance with best practices?
- B. Does the institution have appropriate procedures in place to assure the security of personal information?
- C. Are technology support services appropriate for students enrolled in and faculty teaching courses/programs utilizing technology?
- D. Are policies for student/faculty ratio, and faculty course load in accordance with best practices?
- E. Are policies on intellectual property in accordance with best practices?

VIII. Review of Program Research and Service

- A. Are the intended research and creative outcomes for each program appropriate, assessed and results utilized?
- B. Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriate assessed and results utilized?

IX. Local Reviewer Comments

- A. How is the program meeting market/industry demands and/or preparing students for advanced study?
- B. What program modifications are needed?

X. Report Summary

- A. Include reviewer comments on the overall need for program graduates/completers in the local area, region and/or nation over the next 5 years.
- B. Include reviewer comments on overall program quality, state program review process, etc.

Appendix J: Listing of ACTS Courses

1. ANTH1013 Introduction to Anthropology
2. ANTH2013 Cultural Anthropology
3. ARTA1003 Art Appreciation
4. ARTA2003 Art History Survey I
5. ARTA2103 Art History Survey II
6. BIOL1004 Biology for Non-Majors
7. BIOL1014 Biology for Majors
8. BIOL1024 Botany for Non-Majors
9. BIOL1034 Botany for Majors
10. BIOL1054 Zoology
11. BIOL2004 Introductory Microbiology
12. BIOL2404 Human Anatomy and Physiology I
13. BIOL2414 Human Anatomy and Physiology II
14. CHEM1004 Chemistry I for General Education
15. CHEM1214 Chemistry for Health Related Professions
16. CHEM1224 Chemistry II for Health Related Professions
17. CHEM1414 Chemistry I for Science Majors
18. CHEM1424 Chemistry II for Science Majors
19. CPSI1003 Introduction to Computers
20. CRJU1023 Introduction to Criminal Justice
21. DRAM1003 Theatre Appreciation
22. ECON2103 Principles of Macroeconomics
23. ECON2203 Principles of Microeconomics
24. ENGL1013 Composition I
25. ENGL1023 Composition II
26. ENGL2013 Introduction to Creative Writing
27. ENGL2023 Introduction to Technical Writing
28. ENGL2113 World Literature I
29. ENGL2123 World Literature II
30. ENGL2213 Western Literature I
31. ENGL2223 Western Literature II
32. ENGL2653 American Literature I
33. ENGL2663 American Literature II
34. ENGL2673 British Literature I
35. ENGL2683 British Literature II
36. ENGL 2713 Introduction to Literature
37. FREN1013 French I
38. FREN1023 French II
39. FREN2013 French III
40. FREN2023 French IV
41. GEOG1103 Introduction to Geography
42. GEOG1113 Human Geography
43. GEOG2103 World Regional Geography
44. GEOG2113 Cultural Geography
45. GEOG2223 Physical Geography
46. GEOL1114 Physical Geology
47. GEOL1124 Environmental Geology
48. GEOL1134 Historical Geology
49. GERM1013 German I
50. GERM1023 German II
51. GERM2013 German III
52. GERM2023 German IV
53. HEAL1003 Personal Health
54. HIST1113 World Civilizations I
55. HIST1123 World Civilizations II
56. HIST1213 Western Civilization I
57. HIST1223 Western Civilization II
58. HIST2113 United States History I
59. HIST2123 United States History II
60. MATH1003 College Math
61. MATH1103 College Algebra
62. MATH1113 Quantitative Literacy/Mathematical Reasoning
63. MATH1203 Plane Trigonometry
64. MATH1305 Pre-Calculus
65. MATH2103 Introduction to Statistics
66. MATH2203 Survey of Calculus
67. MATH2405 Calculus I
68. MATH2505 Calculus II
69. MATH2603 Calculus III
70. MUSC1003 Music Appreciation
71. PHIL1003 Introduction to Critical Thinking
72. PHIL1103 Philosophy
73. PHSC1004 Physical Science
74. PHSC1104 Earth Science
75. PHSC1204 Introduction to Astronomy
76. PHYS2014 Algebra/Trigonometry-Based Physics I
77. PHYS2024 Algebra/Trigonometry-Based Physics II
78. PHYS2034 Calculus-Based Physics I
79. PHYS2044 Calculus-Based Physics II
80. PLSC2003 American National Government
81. PLSC2103 State and Local Government
82. PSYC1103 General Psychology
83. PSYC2103 Developmental Psychology
84. SOCI1013 Introduction to Sociology
85. SOCI2013 Social Problems
86. SPAN1013 Spanish I
87. SPAN1023 Spanish II
88. SPAN2013 Spanish III
89. SPAN2023 Spanish IV
90. SPCH1003 Introduction to Oral Communication

Appendix K: High School Concurrent Placement Test Requirements

Number of Test Scores Required				
Enrollment	Math Score Required	English Score Required	Reading Score Required	Total Test Scores Required
Any General Education Math Course (defined as CIP 27.0101 or 27.0102 and Academic Type = 1 or Course Level = 7/8)	Yes	No	Yes	2
Any General Education English Course (defined as CIP 23.1301 or 23.1304 and Academic Type = 1 or Course Level 7/8)	No	Yes	Yes	2
Any General Education Course (not Math or English and Academic Type = 1 or Course Level = 7/8)	No	No	Yes	1
CTE Course	No	No	No	0
Concurrent and Dual Enrolled High School Students				
High School Students (student level = 13/14 or enroll status = 13/16)				
Course Levels 7, 8, & 9	Math (defined as 27.0101 or 27.0102)	English (defined as 23.1301 OR 23.1304)	Reading (defined as NOT 23.1301, 23.1304, 27.0101, or 27.0102)	
ACT	19	19	19	
SAT	460	450	470	
Asset	39	45	43	
Compass	41	80	83	
PSAT	25	26	26	
Accuplacer - Classic	77	83	78	
Accuplacer – Next Generation	QAS: 249+ <i>or</i> AAF: 218+	251+	251+	
Aspire – 10 th Grade	432	428	428	
Redesigned SAT	500	260	250	
High School Seniors Enrolling in Remedial Courses				
student level = 14				
Course Level 0	Math (defined as 32.MATH, 32.MAEN, 32.MARE, or 32.COMB)	English (defined as 32.ENGL, 32.MAEN, 32.ENRE, or 32.COMB)	Reading (defined as 32.READ, 32.MARE, 32.ENRE, or 32.COMB)	
ACT	17	17	17	
SAT	430	420	420	
Asset	34	44	41	
Compass	26	67	77	
PSAT	23.5	24	23	
Accuplacer - Classic	74	79	74	
Accuplacer – Next Generation	QAS: 237+ <i>or</i> AAF: 200+	249+	249+	
Aspire – 10 th Grade	426	421	422	
Redesigned SAT	470	240	230	
NOTES: Concordances were not found for the numbers shown in green. These were estimated by ADHE. Test Types Explore and Plan were previously accepted by ADHE. However, these tests are no longer being offered. Existing scores may continue to be used while those students remain in high school.				