

## Faculty Senate Meeting

Minutes = approved September 8, 2023

March 31, 2023, | 1:00 PM Synchronous Online

### I. Welcome and Roll Call

The meeting was called to order by President Matson at 1 p.m.

ATTENDING: CHASSE–Hamilton; Cheatham, Blevins-Knabe; Barrio Vilar; Carter; Cox; Hagins; Hunter; Scranton; Groesbeck; CSTEM: Hardeman; Milanova; Street; Khodakovskaya; Deng; Nichols; Sharma; CBHHS: Atkins; Ruhr; Sadaka; Staley; Knight; Golden; Felan; LIBRARY: Macheak, LAW: Woodmansee; Silverstein; EX OFFICIO: Chancellor Drale; Provost and Vice Chancellor Bain; President Matson; Anson; Bradley; Forcum

**Absent:** Solomon; Harris; Boles; Bradley; Forcum; Wright; Woolbright; Woolridge; Lewis; Bajwal Solomon; Blanton; Emmak

### II. Review of [Minutes from January 27, 2023](#), February 24, 2023

Rosalie made a motion to approve the minutes from the January 27 minutes, and Nancy seconded the motion; the Motion passed.

### III. Overview of Faculty Senate meeting structure and procedures -- Joanne Matson

- If legislation pertains to a University policy, please include the policy number on the legislation. See [policy page](#)
- When legislation has been passed and signed, please provide both red-lined and clean copy back to the executive committee.
- See [Robert's Rules of Order](#) material from the Arizona State webinar.
- Add impacted units on any new legislation.
- Implementing the “2 bites at the apple” rule for complicated discussions.

- See the new [Operations and Motions](#) section on the Senate website along the left column.

#### **IV. Announcements**

President Matson reminded the Senate that the University Assembly is Friday, April 14, at 1 p.m. in the EIT Auditorium Room 142, and there will also be a ZOOM link.

She can add amendments to the copy of this agenda if there are amendments.

On the University of Phoenix issue, she spoke to the Chancellor, and she spoke with Michael Moore and shared the motion and letter. He called her back and said he wanted to ensure our letter was not full of inaccuracies like the one from the UAF Senate. She researched and changed the letter related to Greg Cappelli, who has been involved with the University of Phoenix since 2007 and is on their board. He is no longer the CEO of the Apollo Education Group and is now the CEO of Vanta Education, which is a spin-off of Apollo Education. Apollo Management Group and Vistria are currently at the University of Phoenix.

It has been challenging to find out information about the parties involved in the proposed acquisition of the University of Phoenix.

There are three attachments: A, B, and C. Attachment A is the Student Government Association letter; Attachment B is the letter we are proposing to send to President Bobbitt; Attachment C is a report President Matson wrote.

#### **V. Airing of Concerns and Congratulations (2-minute limit)**

**None**

#### **VI. Introduction of New Topics (2-minute limit) None**

**None**

#### **VII. Reports**

## Chancellor's Report – Christy Drale, Chancellor

She started her report by congratulating all the college winners of the Faculty Excellence Awards, and she was also happy to report that we have sponsors for all five of our university-level Awards this year and a couple of those with 5-year commitments. Several of the sponsors will be at the ceremony next week. She hopes that some of you can attend in person or online. It will be held next Thursday evening,

Thanks for completing the JCA Cultural Survey. Report back before the end of each semester. For the Trojan Way Project: there has been a long delay in getting this due to subcontractor bids. The fencing will be up for the rest of the semester. They will begin visible demos before next week unless there are rain delays.

Partnership with UAPTC: Offering UAPTC who have an AA degree or a completed certificate up to two years of tuition at the same rate they would pay at UAPTC. They are the main feeder, so we hope to increase these transfer numbers. Enrollment at two-year colleges has gone down significantly, so this has affected our transfers. They continue to sign up partners; we offer a 10% discount and waived application fee. Now, up to seven partners. They are Amazon, CHI St. Vincent, Saline Memorial, AR BC/BS, Arkansas Surgical Hospital, and North Little Rock School District. In the last day or so, we signed up Galley Support Innovations, an advanced manufacturing facility in Sherwood. There are at least a dozen more that are in process. Kudos to Cody and his team.

The Research and Creative Works Expo is at the Jack Stephens Center in three weeks–April 21. She encouraged attendance.

### **Questions:**

Rosalie Cheatham stated that students have come to her concerned about the dark fabric covering the fences. There are safety concerns from the students about being unable to be seen or to see with this black cloth covering the fences.

Chancellor: Thank you for sharing that. I will see what we can do.

Laura: I have a two part question. First, can we get an update on our current debt as an institution? Second, have there been any conversations with the

President of the UA system, perhaps allocating funds to alleviate our debt rather than investing in acquiring the University of Phoenix?

Chancellor: We have different kinds of debt. Will we be in the hole at the end of the year? The most recent information is that we will be in the red. For several years, we had HEERF money that has helped us create a positive balance. We are working to estimate what the actual revenue will be for the rest of the year. At the time of the second quarter report, we had spent more than we had projected. We are not in trouble now as we have a substantial reserve of over 60 million dollars. We have to figure out how to adjust our budget for two reasons. One is that it will erode our financial system, and the other is that it will affect our credit rating. The second part of your question was about getting money from the system. Apart from the campuses, the system doesn't have much of its own budget. All the money for the proposed University of Phoenix purchase is from a bank. It is borrowed money.

Chancellor: There are different types of debt. The most recent information is that we will be in the red. We are still working to get an estimate.

Laura: Have there been any conversations with the President of the UA system board about allocating funds to alleviate our debt?

Chancellor: Apart from campuses, the system doesn't have much budget. The money they would use to purchase Phoenix would come from a bank...it will be borrowed money.

Report on Workday -- David Montague (Provost Bain is not here today)

Four items will be a part of his report.

**Workday Student:** Live Summer 2024. The workday core leadership team. This group of five people meets every morning to triage who needs to be on Workday Student calls around the university. They make sure homework is doled out and collected. The Workday Student Core Team meets weekly, and there are 70 people involved with this. This group deals with the campus's technical and functional change management people. The major initiative is the data validation team. We are waiting for instructions for data validation. This will be a very large project. The next initiative is the Academic Configuration team. They are working on homework that is due in

September 2023. This group is composed of key people within academic affairs. The other major initiative is the Academic Configuration team. That is a special team being put together by the Provost consisting of people from within academic affairs. Thanks to all who have been involved. There is a dedicated page for UALR Workday Student.

**Higher Learning Conference:** Associate Vice Chancellor Erin Finzer took a team of five faculty and staff to Chicago last week to the annual conference of the HLC. This is the institutional accrediting body for us. It included professional development on a number of topics, such as student learning, employment records, student placement, student success development of support and data analysis, and government in full transparency. In feedback, our team's conference takeback was bleak. Sessions focused on the extreme stressors we are all familiar with and addressed them from every angle our higher education industry faces. Some of you have seen in some of the higher education articles. Some of the topics covered were campus safety, Behavioral Health, faculty and staff burnout, financial strain, increased competition, workforce-driven outcomes, a need to innovate, and increasing federal regulations, contradictory political agenda, negative public perception, remote work and learning, mergers and acquisitions, and the value of higher education.

Starting about a year ago, we have had to get the approval of the UA System Board of Trustees and the Arkansas Higher Education Coordinating Board for many curricular changes. So the red tape has increased. Based on this, in the last few months, our University and our sister Universities have experienced a lot of requests for more data and justifications about approvals dealing with curriculum changes around Workforce demand and industry involvement.

Finally, on HLC, in light of newly announced anticipated Federal regulation this summer and in preparation for the June 2024 midpoint review, our university is going to have The UA Little Rock cabinet consider a proposal to form a working group to monitor the Department of Education Communications and recommend some responses for institutional compliance for those changes. If you have questions about compliance issues with HLC, please contact Associate Vice Chancellor Erin Finzer.

**Faculty onboarding task force**—Montague reported that this is a “really big deal.” The University has a task force whose mission is to help onboard new faculty who have not made it through all the various channels. We want to

make sure that the new faculty can teach their courses by making sure that they are hired in Workday—finance and HR, as well as Blackboard. The following stakeholder roles were identified. For each college: HR person; IT person, the Dean and Associate Dean; the appropriate chair/director, the eLearning Director; Blackboard LMS Administrator; and all of the Associate Vice Chancellors in our office.

**2023 Faculty Excellence Awards**—The chancellor already stole my thunder and did a great job. I wanted to make sure that everyone had the details. The 2023 Faculty Excellence Awards will be held on Thursday, April 6, at 5:30 p.m. in the Donaghey College of Engineering and Information Technology Auditorium. This is year 34 of the awards. This will be face-to-face only. There will be light refreshments. UALR Faculty and the UALR Foundation Board of Directors initiate these awards. It recognized research, creative endeavors, and public service, but we also recognized rising faculty and social justice.

Questions:

Laura: Since she will be one of two people in charge of the new faculty orientation in August, she wanted to know whom we could contact if they see any of the usual problems

- VIII. [Undergraduate Council Report](#), Zac Hagins, Chair
- IX. [Graduate Council Report](#), Nancy Hamilton, Chair President Matson called attention to the undergraduate and graduate Council reports that included information about Simple Syllabus. President Matson said that the Undergraduate Council did not get the material they needed to review this before their meeting. The Graduate Council was able to review Simple Syllabus. Please look at their report. We will defer until the April meeting the full report and discussion of Simple Syllabus.
- X. Governance Committee - [Report on Policies](#): Rosalie Cheatham, Chair, reported that President Matson asked the committee to review a few policies that seem not to be fully updated with respect to recent Senate action. The committee has reviewed those; you'll see the information in the report. The most significant components of the policies relate to Promotion and Tenure and the Roles and Rewards I and II reports approved about a decade ago. The Roles and Rewards reports are significant in that they may set the tone for our understanding of the evaluation of Faculty related to teaching, scholarship, and service. They were never intended to be written in policy language. So what the committee is recommending and that will bring to

the senate for action in April is that RRI and II, be decommissioned as policy and be included in the faculty handbook for historical context and the components of those two reports that are effectively the policy language will become updated policies to include the approved modifications related to promotion and tenure.

Josh: The Tenure Committee was heavily involved in the updates to 403.3 and 403.15 when they were updated over the last few years. He asked if the Governance Committee would be willing to share what they are working on with the Tenure Committee so we can take a look and provide any thoughts..

Rosalie: She does not see a problem with this with the assurance that the already approved legislation is appropriately worded.

XI. **Parking and Traffic Committee** -- [Committee Update](#) Jeremy was absent so Ross Bradley spoke about the report. He reported that the issue of the eStem traffic compliance was discussed, and Chief Carter had suggested that the back side of the Plaza be used for eStem drop-off. The committee was not sure how long the Plaza would be there. Reserve parking applications are being reviewed. They stopped for a while due to the construction on campus. The next issue was the parking deck exit. The solution is another gate. The problem is getting electricity to where the other gate would be. They are working on this issue. Questions: President Matson asked if people waiting in a reserved parking slot would be hearing soon, and Ross said he understood that that was what would happen.

XII. **Joanne Matson, Faculty Senate Report:**

Every couple of years, the Senate must conduct a census, meaning we recount the number of faculty to determine how many senators should be allotted to each college. This is in process. A spreadsheet will be coming out to affirm that this list of each area is correct.

XIII. **Report by Provost on Provost's Ad hoc Committee on Faculty Load**

The Committee has had two large meetings, and it is also divided into three subcommittees, and the subcommittees have had at least one meeting among them. She thinks it was productive. She is unsure where it will be going. The basic point is that the faculty load policy needs to be not just counting beans for an individual faculty member but rather a tool for understanding the resources in terms of teachers and courses within a program so that the issue that has come up is that of under-enrolled courses. She thinks that, pretty much across the board, people agree that the solution is not to pro-rate but rather to use that information at the department level to determine what is causing the low enrollment. Is there a way to

change the curriculum so there are not so many low enrollment classes or is it an anomaly that you work into and over?

- XIV. Senate President's [Report on meeting March 3 on Univ Phoenix](#). (UA CAOs and Faculty Senate representatives were invited by President Bobbitt to a meeting on Friday, March 3, on the UA-affiliated purchase of the University of Phoenix. Carol Macheak and I attended with Provost Bain.) [Here](#) is the UAF Senate statement.

**NOTE: The meeting was adjourned at 2:50 p.m. due to tornado warnings. All business items below, except the University of Phoenix motion, were deferred to the regular April meeting. There will be a special meeting on April 7 at 1:00 p.m. to discuss the University of Phoenix motion.**

XV. **Old Business**

None

IX. **New Business**

- A. They are forming a Workday Student advisory committee with faculty participants. Let Erin Finzer know if you'd like to participate.
- B. I will be creating an ad hoc committee on student evaluations. Let me know if you want to participate. In the meantime, programs that want to revise their current questions may contact Geoff Nash at [courseevaluations@ualr.edu](mailto:courseevaluations@ualr.edu).
- C. I am working with DRC on revising the disability policy which hasn't been reviewed for almost two decades. A new but aligned policy that we'll also be drafting is for pregnancy accommodations, which is required by Title IX. Feel free to send me comments and concerns.

**FS\_2023-03. Executive Committee (Recommendation. Majority vote at one meeting; no second required). Recommend against University of Arkansas System proposal for a UAS-affiliated non-profit to acquire University of Phoenix**

*Whereas* the University of Arkansas System has proposed that a UAS-affiliated non-profit, Transformative Educational Services (TES), acquire the University of Phoenix; and

*Whereas* the members of the University of Arkansas at Little Rock Faculty Senate believe the costs for this acquisition outweigh any potential benefits to the system and its campuses; and



**Whereas** the members of the UA Little Rock SGA have written a letter ([Attachment A](#)) opposing this acquisition;

**Therefore** the members of the UA Little Rock Faculty Senate endorse the SGA's letter; and

**Furthermore** the members of the UA Little Rock Faculty Senate authorize the Senate's Executive Committee to send a letter to President Bobbitt and the UAS Board of Trustees along the lines of the attached draft letter ([Attachment B](#))

**FS\_2023-04. Admissions and Transfer Credit Committee (Legislation. Majority vote at one meeting; no second required). Modify Admissions Deadlines and Criteria title (Policy 502.2).**

**Be it resolved that** Admissions Deadlines and Criteria Policy (502.2; Rev. 02/2022) be changed to Freshman Admission Criteria; and

**Be it further resolved that** if approved, the modifications to this policy would go into effect July 1, 2023.

*Commentary:* This title is more accurate to current policy. The policy no longer outlines deadline requirements and deals solely with freshman student admission standards.

**FS\_2023\_05 Admissions and Transfer Credit Committee (Legislation. Majority vote at one meeting; no second required). Modify Placement and Transfer Credit (Policy 517.1) to include military transfer credit.**

**Be it resolved that** the Placement and Transfer Credit Policy (517.1 Rev. 04/2022) be modified to incorporate military transfer credit as shown in [Attachment C](#) (underline denotes addition, strikethrough denotes deletion); and

**Be it resolved that** the existing Military Service Credit policy ([514.13](#)) be decommissioned; and

**Be it further resolved that** if approved, the modifications to this policy would go into effect July 1, 2023.

*Commentary:* This is updated verbiage [see page 13] for UA Little Rock's existing policy concerning military transfer credit and integration into the Placement and Transfer Credit Policy. Military transfer credit is currently outlined in Military Service Credit (Policy 514.13).

**XI. Open Forum**

**XII. Adjourn**

## Attachment A - SGA Letter

Dear President Bobbitt,\

I am writing on behalf of the University of Arkansas at Little Rock's Student Government Association. We are writing to express our opposition to the acquisition of the University of Phoenix. While we understand that the University of Phoenix has a large presence in the for-profit online education sector, we disagree with the acquisition for the following reasons:

1. The values of University of Phoenix don't align with those of the University of Arkansas System.
  - a. The University of Phoenix has developed a reputation for shockingly low graduation rates and leaving people in debt with no degree
  - b. They also have a reputation of major lawsuits for deceptive practices: from 2 major lawsuits, one in 2009 for \$78.5 million under the False Claims Act and the other a record-breaking lawsuit in 2019 for \$191 million from the FTC for deceptive advertising
2. At its height in 2015, University of Phoenix had an enrollment of 470,000 students, and today University of Phoenix has roughly 75,000 students. There is no reason to expect a halt to this decline.
3. The University of Phoenix does not possess any capabilities that UA campuses do not currently have in-house.
4. This acquisition does not meet your stated goal of providing service to adult Arkansans without college degrees, as fewer than 1,000 University of Phoenix students reside in Arkansas.
5. The resources involved in this deal would be better spent at in-state schools.

We urge you to reconsider.

Sincerely,

Thomas Forcum, President

University of Arkansas at Little Rock Student Government Association

## **Attachment B - Draft of Letter to Bobbitt and BOT**

March 31, 2023

President Bobbitt and the UA System Board of Trustees,

The Faculty Senate at the University of Arkansas at Little Rock urges you to reconsider the proposed acquisition of University of Phoenix by a UA System-affiliated group. Like the UAF Faculty Senate, we understand your desire to find new income streams, but we suspect this is a stream that will run dry.

In less than a decade, University of Phoenix has shrunk from almost half a million students to approximately 75,000 students, and there is no reason to think that trend won't continue. Online education has become normalized, in part because of the pandemic, but also because improved technology has made it possible for "traditional" schools to offer robust online programs. Most of the University of Arkansas campuses, both 4- and 2-year, now offer online coursework and credentials and can serve adult students, non-traditional students, returning students, military students -- all of the demographics the for-profits like University of Phoenix had previously specialized in. Many experts have pointed out that the age of the for-profits is over. The benefits to the UA System that have been touted for the Phoenix deal consist of \$20 million in licensing fees. What happens to those benefits if Phoenix keeps losing enrollment, or if it follows the other for-profits into closure?

As the UAF Senate and the UA Little Rock Student Government Association point out, University of Phoenix has a poor reputation, and this reputation is warranted, since they have actively engaged in deceptive advertising and fraudulent practices leading to multi-million dollar lawsuits and settlements. At the information session led by President Bobbitt and Michael Moore on March 3, it was stated that when Apollo Global Management acquired University of Phoenix in 2017, the new owners were committed to changing those practices. But as the UAF Senate letter points out, reputations are hard to change, and it is likely the bad aura of the University of Phoenix will linger.

More importantly, it is not at all clear that University of Phoenix really has changed. This income stream may not run dry but it certainly keeps running crooked. In early 2020, the US Veterans Administration stopped allowing veterans to use their GI Bill

benefits at the University of Phoenix. Six months later, they lifted the prohibition--but only after Phoenix had made requested changes. The University of Phoenix listing *still* has a cautionary warning on the VA's [School Comparison Tool site](#).

Further evidence of a lack of change is that leadership at Apollo Education Group (now Vanta Education) stayed the same when it was acquired by Apollo Global Management. They still have the same CEO, Gregory Cappelli, who has led the group since 2009. And as recently as February 2022, University of Phoenix [hired a President, George Burnett](#), who had previously led a now-defunct for-profit college called Westwood, which was recently [in the news](#) for its fraudulent practices leading the Biden administration to cancel all its student loan debt. Burnett resigned from the Phoenix presidency after six months when the US Department of Education started an inquiry into his role in the illegal practices.

It has been stated that the decisions regarding eVersity, Grantham University, and now Phoenix University are motivated by the desire to provide educational opportunities to Arkansans who might not be able to attend traditional institutions. We at UA Little Rock support this goal of providing accessible higher education to all Arkansans. Indeed, this is part of our mission as a metropolitan institution. We urge you, though, to stop looking outward for the solution, and instead start looking inward: consider seeking external support to invest in and expand access to courses and programs in the existing University of Arkansas campuses. Building and supporting our existing campuses will provide sustainable benefits for Arkansans and be of much greater long-term value to the System and the state than will an affiliation with University of Phoenix.

Sincerely,

University of Arkansas at Little Rock Faculty Senate

## **Attachment C - Placement and Transfer Credit Policy 517.1**

### **Designated Transfer Degree**

A “designated transfer degree” is an Associate of Arts, Associate of Science, or Associate of Arts in Teaching – or any future associate degree program approved by ADHE—that includes a 35-hour state core curriculum.

The core will be transferred according to the core transfer policy and courses will be transferred according to the course transfer policy. Any additional credits that are not assigned by those two policies shall be awarded as general lower level elective credit up to 60 credit hours.

### **Core Transfer Reciprocity**

1. Transfer students from public Arkansas institutions shall be deemed to have met all UALR core requirements and shall not be required to complete any additional core courses if they transfer in a completed designated transfer degree (an AA, AS, or AAT) or 60 completed hours that include 35 hours of the state minimum core.
2. Transfer students from public Arkansas institutions shall be deemed to have met a specific core requirement and shall not be required to complete an additional core course for that requirement if they transfer in a course included in the state ACT system that matches a course in the UALR core.
3. Transfer students from public Arkansas institutions, including students transferring between UALR colleges, shall be deemed to have met the requirements of a specific core curricular area and shall not be required to complete an additional core course in that area if they transfer in a course taken to meet a core curricular area requirement at the sending institution or UALR college.
4. Transfer students from regionally accredited out of state or private institutions, including those transferring in completed associate degrees, who have completed 35 credit hours of coursework in the following distribution shall be deemed to have met the core requirement in that core curricular area and shall only be required to take coursework from the area(s) they are missing:
  - English/Communications: 6-9 hours
  - Math: 3 hour
  - Science: 8 hours
  - Fine Arts/Humanities : 6-9 hours

- Social Sciences: 9-12 hours, including 3 hours of US History or American National Government
- a. Courses transferred from these institutions go to the office responsible for transfer student services who makes a determination about whether transfer courses met the core curricular area requirement using rubrics approved by the Council on Core Curriculum and Policies.
  - b. In the event of questions the office responsible for transfer student services consults the relevant department or the Council on Core Curriculum and Policies depending on the question.
  - c. The office responsible for transfer student services makes the decision about core course equivalency. These decisions may be appealed to the Council on Core Curriculum and Policies, who makes the final decision. The Council on Core Curriculum and Policies will determine rules by which it will manage appeals.
  - d. The office responsible for transfer student services will meet annually with the Council on Core Curriculum and Policies to review these processes and report on the volume of cases and outcomes.
5. "Core curricular area" refers to one of the five categories established in the State Minimum Core Curriculum by Act 98 of 1989: English/Communications, Math, Science, Fine Arts/Humanities, and Social Sciences.
6. This policy shall not keep individual programs from requiring students to complete specific core courses as (1) degree program requirements, (2) prerequisites for degree program requirements, or (3) licensing requirements.
7. The inter-college reciprocity policy shall only apply to a student who has officially declared a major in the sending college.

### **Transflex**

In order to facilitate the progress of transfer students within their majors toward a baccalaureate degree, departments offering undergraduate degrees are hereby authorized to revise graduation requirements for transfer students within the constraints described below:

1. To be eligible for a Transflex modification, a student must transfer into UALR at least 12 college-level credits.

2. Flexibility will be permitted on the following requirements provided that the intentions of these requirements are kept in mind and honored:

#### Core Requirements\*

\*While students entering UALR with a high number of semester credit hours (75 or more) in transfer should be given the benefit of a broad interpretation regarding satisfaction of core requirements, the state specified 35-hour core would be applicable.

#### Course Transfer Policy

UA Little Rock will grant academic credit for courses transferred from a regionally accredited college or university if a grade of A, B, or C was earned at the transferring institution and if a student would be allowed to earn the same grade if the class were offered at UA Little Rock. Once credit has been assigned, the credit will not be removed should this policy change.

#### Prior Learning Assessment (PLA) Programs and Policies

UA Little Rock recognizes several methods for earning university credit for undergraduate and graduate level learning including rigorous high school curricula, professional or military experience, and work experiences. In order to receive university credit, these competencies must undergo systematic evaluation against established program or course learning outcomes[1]. A student may earn a maximum of 50% of program degree requirements through PLA (excluding the General Education Core), however some academic programs may enforce a lower maximum PLA credits. The PLA credit awarded for a specific program of study may not be recognized should the student change majors, programs, or transfer to another institution. Portfolio and licensure credit may not be applied to the General Education Core. Finally, PLA credit may not be awarded for senior theses or projects, thesis hours, dissertation hours, field research, or field professional experience hours.

To be eligible for PLA, the student must be currently admitted and/or enrolled in the university and in good standing. All PLA credit must be awarded prior to the students' last semester before graduation.

Prior learning credits will be noted on the student's transcript as having been awarded through PLA. Credits through PLA are not recorded as grades on the student's transcript and do not affect the student's GPA.



Further restrictions on PLA credit:

- Credit through PLA cannot replace a failing grade;
- Credit may only be awarded for courses applicable to the student's declared degree plan;
- A student may not receive credit twice for a course that has been awarded through PLA;
- PLA credits do not count toward the residency requirement for the student's degree program; and
- PLA credits do not satisfy eligibility requirements for financial aid or loan deferment.

### **Credit by Examination (Undergraduate only)**

UA Little Rock may award course credit for standardized tests, such as AP, IB, ACT, SAT, Accuplacer, CLEP, and departmentally created examinations. The courses for which such credit, placement, or exemption shall be granted and the grade (credit/no credit or letter grade) which is assigned based on the tests will be determined by the department/program faculty by submitting a request through the curriculum process to the Undergraduate Council. The information in the approved request will be published in the UA Little Rock Undergraduate Catalog, placed on the UA Little Rock website, and available at the appropriate offices within the university.

Course credit from examinations will not count towards residency requirements or gpa calculation. A maximum of 45 hours may be awarded for all forms of Credit by Examination. Because there are a variety of ways whereby a student may achieve credit for a specific course (for instance, IB, AP, CLEP, placement test, concurrent, transfer course, UA Little Rock course), under no circumstances should a student receive multiple credits for the same course. Once credit has been assigned, the credit will not be removed should this policy change or should the test scores by which credit is assigned change.

### **Advanced Placement Program (Undergraduate Only)**

UA Little Rock will award some level of credit, placement, or exemption for AP examination scores of 3 or higher.

The request to the Undergraduate Council should include the name of the examination, the corresponding UA Little Rock course(s), and the amount of credit awarded for acceptable scores on the examination.

### **AP Capstone Diploma**

For students who have successfully completed the AP Capstone Diploma, in addition to awarding credit based on AP examination scores, students will receive credit for the research and seminar components in the AP Capstone Diploma program, with each component awarded three (3) semester credit hours. If these credits cannot be assigned to a specific UA Little Rock course or requirement in an academic program, these components shall be awarded as general lower level elective credits.

### **Standardized Tests for Credit**

Students are allowed to take standardized subject matter tests for credit. Such tests will be adopted by the department/program offering the course.

### **Standardized Placement Tests**

UA Little Rock may authorize credit/placement for a course having similar content to the content covered by a subsection of a standardized placement test such as ACT, SAT, or Accuplacer. The request to the Undergraduate Council should include the name of the test, the subsection, the minimum score on the subsection, and the course number for which credit will be given.

### **International Baccalaureate (Undergraduate only)**

At least twenty-four (24) semester credit hours shall be granted entering freshman students who have successfully completed the International Baccalaureate Diploma Program.

If a student's IB curriculum has a subject at the Standard Level, and, by means other than the IB, the student gains credit for a UA Little Rock course that is mapped to the same subject at the Higher Level, then such credit does not count toward the minimum 24 credits granted for the IB.

Because UA Little Rock awards a minimum of 24 credits when it accepts the IB diploma, any extra credits that are not assigned to specific UA Little Rock courses by other means shall be awarded as general lower level elective credit.

### **Correspondence Credit[2] (Undergraduate only)**

That a maximum of 15 semester hours of credit by correspondence be applied toward an undergraduate degree. To qualify for university credit, a correspondence course must be approved by the UALR department and signed by the chair in which the course is being offered. Applicability of correspondence courses to a specific major or minor will be determined by the department and signed by the department chair in which the major/minor is being offered.

### **Military Transfer Credit**

Military training credit that has been certified by the American Council on Education (ACE) as equivalent to college level courses is accepted for transfer into UA Little Rock if applicable to a student's degree requirements.

Official transcripts must be provided to the university for evaluation. Assistance with requesting official military transcripts is available through the UA Little Rock Military Student Success Center.

### **Transferred courses without credit hours**

In cases where an accredited college or university has granted recognition by no academic credit hours for a course, UALR will not grant academic credit for the transferred course; students may consult the department offering the equivalent course on campus regarding the possibility of a course substitution/waiver.

### **Articulation Agreements**

All articulation agreements regarding transfer of credit beyond the core require approval by the individual academic unit/department level affected by the agreement plus the normal approval process before the approval is official. Academic units/departments shall be as accommodating as reasonably possible when making decisions concerning transfer of credits

### **Credit through Professional Licensure or Certification**

UA Little Rock may award PLA credit to students who hold professional certifications or licenses awarded at the national or state level. The course or courses for which credit may be granted will be determined by the program faculty, who must submit a program change form for approval through the curriculum process. The request must document how all specific learning objectives of the specific course or set of courses are satisfied by the certification/license or set of certifications/licenses.

Once approved through the curriculum process, the PLA opportunity will be published in the UA Little Rock Undergraduate or Graduate Catalogs, placed on the UA Little Rock website, and will be available at the appropriate offices (e.g., Testing Services, Records and Registration, Financial Aid, and the advising offices) within the University. Since the PLA review is based on specific learning objectives, the PLA credit approved for one program may not be accepted by a different program.

To receive the PLA credit, the student must apply for PLA review and provide all required documentation to Testing Services. Testing Services will store all records and provide PLA information as needed for purposes of accreditation and curriculum assessment and review.

### **Credit through Portfolio Assessment**

Subject to specialty accreditation requirements, UA Little Rock may award PLA course credit through portfolio assessment. The portfolio must describe in detail specific and significant learning experiences and demonstrate how those experiences apply to the learning objectives of a specific course. Each program will have specific requirements for portfolio content and evidence of learning. A non-exhaustive list of examples of experiences that may be used as evidence of satisfying specific learning objectives includes: non-transferable courses from accredited institutions, letters from instructors or supervisors, professional certifications and licenses awarded at national or state level, reports, creative works, and other demonstrations of knowledge, skills and abilities. There will be a PLA coordinator responsible for coordinating portfolio assessments.

The student will apply for portfolio review with the PLA coordinator, pay all applicable review fees, and be informed of the program-specific requirements of portfolio assessment. At a minimum, the portfolio will include the PLA application, student resume with relevant information, course syllabus, brief summary statement directly linking the course learning objectives to specific resume information, and a longer narrative with any necessary supporting evidence and documentation demonstrating satisfaction of all course learning objectives.

Portfolios will not be accepted for review until the portfolio application, advising and payment of fees have been completed. The student will submit their portfolio to the PLA coordinator who will ensure the portfolio is ready for final review. If the portfolio is not ready for final review, the portfolio will be returned to the student for revision.

Once the PLA coordinator determines the portfolio is ready for review, the portfolio will be assessed by program faculty trained by the University in portfolio assessment. The portfolio review recognizes that specific course learning objectives may require different levels of mastery. While the different levels of mastery should be reflected in the course learning objectives, the portfolio reviewers will coordinate with the program and course faculty to ensure the appropriate levels of mastery are satisfied.

Students may not revise the portfolio or submit additional documentation after the portfolio review committee has begun portfolio review. Students may appeal the decision of the portfolio review

committee to the program faculty through the school or department's director/chair. The decision of the program faculty is final.

### **Requisite Test**

Individual academic units/departments may choose to develop and administer a requisite test to all students in a course prior to registering for the class and no later than the end of the first week of classes to verify that those enrolled have the skills necessary to successfully complete the class. Students may be administratively withdrawn from the course if they do not demonstrate their grasp of the requisite skills. Departments who choose to initiate a requisite test shall follow the normal curricular approval process using the appropriate curriculum change forms. The requisite test must be accompanied by a syllabus of topics covered on the test and recommended study materials to prepare for the test.

### **Citation and Modification**

This policy must be cited in any curricular documents that excerpt it (such as the Undergraduate and Graduate Catalog) and the Faculty Senate Executive Committee (or their designee) should review those documents before they are finalized. Wherever there is a substantive conflict between the document which quotes this policy and this policy, this policy shall be followed.

The Policy can be modified through legislative action of the Faculty Senate (see Article III of the Constitution of the Assembly of the University of Arkansas at Little Rock).

Unless otherwise specified in the legislation, changes to this policy take effect in the Fall semester of the nine month academic year subsequent to the approval of the legislation.

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**[1]** *Graduate programs will specify if they will accept PLA, what forms of PLA they will accept, and the maximum percentage or number of hours they will accept.*

**[2]** *Correspondence course: A correspondence course is a self-paced course of study, where materials are disseminated through means such as mail or internet, including examinations on these materials. Interaction between instructors and students is limited, is not regular and substantive, and is primarily initiated by the student.*