

University of Arkansas at Monticello

Federal Compliance Report
PEAQ Comprehensive Visit

2014-2015

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Introduction

The University of Arkansas at Monticello (UAM) is fully committed to complying with the requirements of the Higher Learning Commission, federal and state law. In preparation for the institution's upcoming PEAQ Comprehensive Visit on October 20-22, 2014, the University of Arkansas at Monticello provides the following Federal Compliance Report in accordance with the requirements of the Higher Learning Commission which are effective for visits beginning after January 1, 2013.

I. Assignment of Credits, Program Length, and Tuition

Credit Hours

Information regarding assignment of credits and program length is provided in Appendices A and B which include parts 1 through 5 of the *Worksheet for Use by Institutions on the Assignment of Credit Hour and Clock Hours*. Policies and procedures related to assignment of credits and program length are provided below with links to supporting documents.

UAM's [Credit Hour Policy](#) was reviewed, revised, and approved in August 2014. The University's basic definition of a credit hour is adapted from the related federal statute and aligned with the Arkansas Department of Higher Education standards. The credit hour policy formalizes existing procedures to provide consistency throughout the University and to document compliance with federal and accreditation expectations. The policy will be distributed to deans and faculty to ensure a clear understanding of the definition of credit hour.

UAM's credit hour policy for distance education including online and hybrid courses is consistent with the standards for face-to-face course instruction.

Course Descriptions

The [2013-2015 UAM Catalog](#) is available from the University website through the link provided here. Undergraduate course descriptions begin on page 191; graduate course descriptions begin on page 288. The University uses a four-digit course numbering system with the last digit indicating the number of credit hours assigned.

Course descriptions originate with faculty in the academic unit under which the course will be housed. Prior to publication, undergraduate course descriptions must be approved through the University's Curriculum and Standards Committee and the Assembly prior to approval by the Chancellor. Graduate course descriptions must be approved by the Graduate Council and the Dean of Graduate Studies prior to approval by the Chancellor.

Class Schedules

[Fall 2014 Class Schedules](#) and [Spring 2014 Class Schedules](#) are available through these links. The class schedule provides information for each course including name, credit hours,

enrollment, and faculty teaching the course, when and where the course is offered and the course delivery format. The section number for each class also provides information about the location and/or delivery format. For example, classes with section numbers of 200-299 are taught at Crossett; classes with section numbers 90-99 are taught online.

UAM offers classes in a compressed two-week summer intersession, two five-week summer terms, and a ten-week summer term. [Summer I 2014 Class Schedules](#) and [Summer II 2014 Class Schedules](#) are available through these links.

Program Length

As noted on page 58 of UAM’s [2013-2015 Catalog](#), anyone earning a baccalaureate degree must complete a minimum of 120 semester credit hours at the 1000 level or above. Of these, at least 40 semester credit hours must be numbered 3000 or above. UAM also offers associate degrees which require a minimum of 60 semester credit hours; technical certificates, which require a minimum of 34 semester credit hours; and certificates of proficiency, which require a minimum of 7 semester credit hours.

UAM offers master’s degrees which require a minimum of 30 semester credit hours of graduate coursework.

Tuition

Comprehensive information regarding schedule of fees for [Fall 2014](#) and [Spring 2014](#) is published on the University website and in other recruiting and admission documents provided to students. A [Net Price Calculator](#) is also made available to assist constituents in determining the overall costs of attendance. Tuition is summarized in the Table 1.

Table 1: Tuition – Fall 2014				
	In-state tuition		Out-of-state tuition	
	Per Hour	Full-Time 15 Hours	Per Hour	Full-Time 15 Hours
Undergraduate	\$ 141.00	\$ 2,115.00	\$ 340.00	\$ 5,100.00
Technical	\$ 75.00	\$ 1,125.00	\$ 97.00	\$ 1,455.00
Graduate	\$ 250.00		\$ 495.00	

Tuition and fees are assessed to cover the cost of instruction and other student services common to a university setting. Tuition is assessed per credit hour enrolled. Students enrolling in 12 or more hours of undergraduate courses for the fall and spring semesters are considered full time; six hours is considered full time in the summer terms. Graduates students taking six hours are considered full-time status during the fall and spring semesters; three hours of graduate-level courses is considered full time during the summer terms.

All fees and charges to students are approved by the University of Arkansas Board of Trustees. “Out-of-state” tuition applies to students who are not bona fide residents of Arkansas. The non-resident fee is waived for out-of-state students from the contiguous states of Mississippi, Louisiana, Texas, Oklahoma, Missouri, and Tennessee per Board of Trustee resolution dated May 24, 1983. Tuition and fees for residents aged 60 or older are waived. Individuals under this policy must pay all miscellaneous fees that may be required. Enrollment in a class for this group is contingent upon available space.

II. Institutional Records of Student Complaints

UAM is committed to providing high quality academic programs and student-centered services which focus on student success. To ensure that all students are treated fairly and have opportunities to share their concerns, the University maintains processes and procedures through which a student may appeal certain decisions and voice their concerns. Guidelines for submitting appeals are included in the [Student Handbook](#) and students are expected to follow these existing appeal procedures. Procedures are also in place to deal with formal student complaints which fall outside the appeal processes.

Appeal Procedures

Long-standing processes are in place for student appeals related to grades, academic suspension, ADA grievance, decision by an academic officer/board, challenge to an education record, academic integrity misconduct, disciplinary decisions of the Dean of Students, and financial aid denial. Table 2 lists the locations of information about these appeal procedures.

Table 2: Information about Appeal Procedures	
Academic Appeals <ul style="list-style-type: none"> • Appeals of Course Grade • Appeals Due to Suspension for Poor Academic Performance • Appeals of a Decision by an Academic Officer/Board • Academic Conduct Code Violation • Academic Standing & Suspension 	Student Handbook , pages 19-23; and 2013-15 UAM Catalog , pages 40, 53-55, and 57.
Complaints Regarding the Academic Program	Student Handbook , page 25; and on the University website for the Office of Academic Computing – Formal Complaint Process
Challenge to Education Records	Student Handbook , page 29.
Damage to Library Material	Student Handbook , pages 30-31.
Refund Policy	Student Handbook , page 33; and 2013-2015 UAM Catalog , page 21.
Financial Aid Denial Appeals	Student Handbook , page 35; and on the University website for the Office of Financial Aid – Satisfactory Academic Progress Policy
Conduct Code Appeal Procedure	Student Handbook , page 52; and 2013-2015 UAM Catalog , page 37-45.

Sexual Misconduct, Discrimination, Harassment, and Retaliation Complaint/Grievance Procedure	Student Handbook , pages 54-71.
ADA Grievance Procedure	Student Handbook , pages 73-76; and on the University website for the Office of Special Student Services – ADA Student Grievance Procedure
DPS Violation Notification	Student Handbook , page 76; and on the University website for the Office of Public Safety – Traffic and Parking Regulations brochure
Graduate Council Appeals	2013-15 UAM Catalog , pages 276-277; and pages 281-282.

Sexual Misconduct, Discrimination, Harassment, and Retaliation

Policy and procedures are in place for student complaints and concerns related to sexual misconduct, discrimination, harassment, and retaliation. The [Sexual Misconduct, Discrimination, Harassment, and Retaliation](#) policy is available on the University website. The policy provides procedures for the reporting of all complaints or any concerns about conduct that may violate this policy to the Title IX Coordinator or respective Deputy Title IX Coordinator.

Complaint Process for non-Arkansas Resident Distance Learning Students

The University provides information for online students residing outside the State of Arkansas who desire to resolve a grievance. The [complaint process for non-Arkansas resident distance learning students](#) is available on the University website.

Student-Athlete Grievance Policy

The student-athlete grievance policy is located in the [Student-Athlete Handbook](#) on page 15.

Student Government Association

Student complaints and related issues may be brought before the Student Government Association (SGA), the student organization that represents the broadest spectrum of UAM students. All SGA meetings are open to the public and many ideas are brought forward in these forums. Once presented to the SGA, the SGA president will present any complaints, concerns or suggestions to the Director of Student Programs and Activities and the Vice Chancellor for Student Affairs. If necessary, the Vice Chancellor for Student Affairs will notify the appropriate Vice Chancellor and/or the Chancellor of the complaint, concern, or suggestion.

Student Accounts and Perkins Loan

In Arkansas a state tax refund can be taken to satisfy any outstanding liabilities owed to state agencies, including universities, as allowed by provisions for “set-offs” in ACA 26-36-301-26-26-320. Non-enrolled students who owe UAM \$20.00 or more on their student account or who are past due on their Perkins loan are sent to State Set-off. The student is notified by letter by the Director of Financial Aid for Perkins loan or the Account Services Administrator for institutional charges giving the debtor/student 30 days to dispute the validity of their debt before

the account is sent to Arkansas State Set-off. If a debtor/student is eligible for an Arkansas tax refund, a letter is sent from the State of Arkansas when a portion of their Arkansas tax refund is sent to UAM. The student can dispute the debt prior to the account being sent to the State of Arkansas by contacting the Director of Student Accounts. Once the debt has been forwarded to the State, the debtor/student can dispute the placement by contacting the Director of Financial Aid for Perkins loan or the Account Services Administrator for institutional charges. Records of disputes and complaints are maintained by the Director of Financial Aid for Perkins loan or the Account Services Administrator for institutional charges.

Student Grievance Procedure for Non-Academic Matters

Historically, UAM has relied upon a decentralized and informal complaint process for serving student complaints. This approach is appropriate because most complaints are effectively resolved in an informal manner by the individuals working in the department or area closest to the situation. These individuals possess the greatest amount of experience with the policies and procedures that apply to the case at hand, are most familiar with the particulars of the student's circumstances, and can draw from experiences of similar situations to propose options and solutions. In instances where a specific appeal process does not exist, any student may attempt to resolve an issue or express a concern at the applicable level of dispute by contacting the appropriate director, academic department chair, dean, university police, or administrator. Through the informal process, the student can discuss the issue and seek resolution. Should this approach fail or be inappropriate, the student may informally present the matter to and discuss it with the Vice Chancellor with supervisory responsibility for the area where the complaint lies. If the complaint cannot be resolved informally, the student may submit a formal written complaint to the supervising Vice Chancellor. Additional details concerning the formal student grievance procedure for non-academic matters is located in the [Student Handbook](#) on pp. 87-88.

UAM Satisfaction Survey

The [UAM Satisfaction Survey](#) is an online survey used to collect real time customer satisfaction data which is routed electronically to the appropriate administrative level in a timely fashion. From this data, an annual report is presented to the Executive Council for resolutions regarding institutional improvement processes. The University is committed to providing the best possible service to students and all other constituencies. To assist students in accessing this survey, designated departments utilize a self-serve card holder filled with business cards which provide the URL to the survey. In addition, an annual UAM Satisfaction Survey notification is distributed to students via email.

[Institutional records of student complaints](#) are provided in the Resource Room.

III. Publication of Transfer Policies

The University accepts students who transfer from other accredited institutions of higher education who meet the minimum academic standing requirements of the University and are admissible to the institution from which they are transferring. Page 54 of UAM's [2013-2015 Catalog](#) provides information about the undergraduate transfer policy.

Whenever possible, the University uses the Arkansas Course Transfer System (ACTS), <http://acts.adhe.edu/> to determine transfer equivalencies for undergraduate coursework. The Registrar determines transfers of general education courses generally by comparing the course description of the course from the transfer school's catalog or website to the UAM course description found in the UAM catalog to determine sameness. Decisions regarding transfer of courses within a student's major course of study are determined by the dean of the academic unit under which the course falls. A student who is not satisfied with the transfer decision by the Registrar or the academic dean may appeal that decision to the Academic Appeals Committee for a final determination.

UAM's [2013-2015 Catalog](#) provides information about the graduate transfer policy on page 285. The dean of each graduate program determines if a graduate transfer course may be applied toward a master's degree.

The University currently has eight articulation agreements with the seven institutions listed in Table 3.

Cossatot Community College of the University of Arkansas (CCCUA)	University of Arkansas Community College at Batesville (UACCB)
Henderson State University	University of Arkansas Community College at Hope (UACCH)
University of Arkansas Community College at Morrilton (UACCM)	University of Arkansas at Pine Bluff and U.S. Army

Substitution Form

The course [substitution form](#) is available on the Academic Affairs [Forms](#) webpage. The form is used to document similar course content for transferred courses.

IV. Practices for Verification of Student Identity

The University of Arkansas at Monticello has adopted the following practices to ensure its compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315 concerning the verification of student identity in distance learning.

All courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. The University of Arkansas at Monticello verifies the identity of students who participate in courses or programs provided through distance education through one or more of the following methods:

- Distance delivery is provided through the Blackboard learning management system. All students must login to Blackboard using a secure login with user name and password.
- Students may take online exams through the Respondus LockDown Browser which locks the testing environment within Blackboard and prevents students from accessing other applications. When an assessment is started, the student is locked into that assessment until it is submitted for grading.
- Faculty can also use Blackboard SafeAssign to check for plagiarism.

UAM has a system of examination proctoring to assure the identity of the individual taking the examination and to ensure the identity and integrity of the proctor administering the examination. Faculties are allowed to use UAM's Testing Center for distance learning examinations. UAM's Testing Center can negotiate agreements with other testing centers to accommodate students who are located in other regions. Proctors must follow established University practices, communicated in the proctor agreement, to protect the private information of students. Students taking a proctored examination are required to provide government-issued photo identification at the time of examination. The UAM Testing Center also checks student IDs at the time of login to an online course to insure the name on the account matches the identity of the test-taker.

Students incur no additional costs related to using the University's Blackboard system or Respondus LockDown. Additional costs may be incurred at a proctoring site that is not affiliated with the University. Faculty alert students to the requirements for proctored exams and potential costs through one or more of the following channels of communication: Blackboard announcements, course syllabi, course information on the learning management system, and/or emails.

Faculties are encouraged to use performance-based assignments in addition to tests and examinations. Methods of ensuring student identity are included in the [Faculty Handbook for Distance Education](#). Some of these methods include:

- (1.) The assignment of work and tests that are due frequently throughout the semester, assigning work that builds sequentially on prior submitted work such as the revision of drafts.

- (2.) Calling students at random during the semester to administer an unannounced oral exam.
- (3.) Debriefing/interviewing a student concerning his/her test or quiz.
- (4.) Alternative modes such as a portfolio, rubric, self-assessment, peer assessment, or contracts.
- (5.) Delivery of tests/quizzes “orally” through live chat.
- (6.) Requiring students to participate in discussion groups.
- (7.) Using multiple methods of measuring performance such as group projects, case studies, developing a database, solving a problem, etc.
- (8.) Maintaining a log to review the writing styles of students.
- (9.) Using appropriate Blackboard Quiz Settings and Student Tracking including time limitations, dis-allowing return to previous questions, use of only one question per screen, limiting access to a specific web address.
- (10.) Limiting access to a test to a specific computer at a specific Internet address where a proctor can be present.

FERPA standards are maintained, and UAM follows guidelines set forth by Arkansas DIS data classification standards: http://www.dis.arkansas.gov/policiesStandards/Documents/SS-70-001_dataclass_standard.pdf as well as other security standards set forth by the Arkansas Department of Information Systems: <http://www.dis.arkansas.gov/policiesStandards/Pages/Standards.aspx>

V. Title IV Program Responsibilities

1. General Program Responsibilities

The University of Arkansas at Monticello has documented eligibility for Title IV programs beginning on December 19, 1965. The most recent approval was granted on February 12, 2012, with provisional certification until December 31, 2014. The University of Arkansas at Monticello’s Title IV Program Participation Agreement and Eligibility and Eligibility and Certification Approval Report are accessible through the following links:

[Program Participation Agreement](#)
[Eligibility and Certification Approval Report](#)

The University is fulfilling its Title IV responsibilities related to financial management. Universities, like other state agencies in Arkansas, are subject to an annual fiscal audit by the State's Division of Legislative Audit. The audited financial statements for the year ending June 30, 2013, and division's associated opinion letter for this and previous fiscal years are available on that agency's website. The reports issued by the Division are reviewed by the University's Board of Trustees and the Arkansas General Assembly's Legislative Joint Auditing Committee.

Related specifically to Federal compliance, The Single Audit Act, as amended in 1996, was enacted to streamline the effectiveness of audits of federal awards. As a result, the Office of Management and Budget (OMB) issued Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, to establish audit guidelines and policy, providing a consistent and uniform system to audit states, local governments, and not-for-profits that expend federal awards. The A-133 audit is required to determine whether:

- The State's financial statements are presented fairly in all material respects in conformity with generally accepted accounting principles (GAAP).
- The Schedule of Expenditures of Federal Awards (SEFA) is presented fairly in all material respects in relation to the State's financial statements taken as a whole.
- The State has adequate internal controls in place to ensure compliance with the requirements of various federal awards.
- The State has complied with laws, regulations, and the provisions of contracts or grant agreements pertaining to federal awards that may have a direct and material effect on major programs.

The State of Arkansas Single Audit for the fiscal year ended June 30, 2012, as performed by the Division of Legislative Audit met these requirements and was issued by the Division of Legislative Audit on December 20, 2012. The institution had no findings or questioned costs and there were no significant deficiencies or material weaknesses cited with respect to internal controls for Federal programs for year ended June 30, 2012. The institution's [A-133 Audit FY 2013](#) is available in the resource room.

A Program Review was conducted by the U.S. Department of Education in March 2014. The Final Program Review Determination is accessible through the link below: [Final Program Review Determination](#)

A compliance review was conducted by the Student Loan Guarantee Foundation of Arkansas in March 2013. The Final Compliance Review Report is accessible through the following link: [Final Compliance Review Report UAM July 9, 2013](#)

2. Financial Responsibility Requirements

The composite financial index (CFI) of the University of Arkansas at Monticello for fiscal years 2011 – 2013 are presented in Table 4.

Ratio	FY2013	FY2012	FY2011
Primary Reserve	.37	.48	.69
Net Operating Reserve	-.19	-.21	-.01
Return on Assets	-.20	-.18	.76
Viability Calculation	.30	.68	.90
Total Composite Financial Index	.3	.8	2.3

The total CFI identifies three zones in which this score will fall: Above, In and Below. Each zone specifies a range of CFI Scores and the ranges differ between private and public institutions. The Higher Learning Commission will notify any institution which falls in the “Below” zone in a single year or the “In” zone for two consecutive years. In both FY2012 and FY2013, UAM’s scores fell within the range of the “In” category which will require a review of the HLC (see Table 5).

Zones	Private Institutions (-1.0 to 3.0) CFI	Public Institutions (-4 to 10) CFI	Outcomes FY2012
Above	1.5 to 3.0	1.1 to 10	No review
In	1.0 to 1.4	0 to 1.0	Financial Panel Review if “In” for two or more consecutive years
Below	-1.0 to .09	-4.0 to -.01	Financial Panel Review if “Below” in any given year

The University has been monitoring its CFI over the past several years and is aware of the decline of this value. Factors which have contributed to the drop in the CFI include the involuntary replacement of the institution’s telecommunications system, consecutive years in which net assets declined and the addition of bonded debt. The improvement of this financial ratio will be a significant element of UAM’s strategic plan and future year budgeting.

Action that would enhance the CFI and the effect of decisions on the index is a frequent topic of discussion among the executive leadership. This central institutional emphasis has been communicated to the University of Arkansas Board of Trustees which approved the FY2015 budget with the understanding that 20% of requested tuition and fee increases for the upcoming year would be dedicated to replenishing University reserves. The FY2016 budget will be a pivotal year in the efforts to improve CFI and the University will have to examine not only opportunities

for additional revenue but also potential efficiencies in operation.

3. Default Rates

The University of Arkansas at Monticello’s cohort default rates are summarized in Table 6.

Table 6: Cohort Default Rate Table					
	Rate Type	Numerator	Denominator	% Rate	Date Process
2009	3 Year Official	267	947	28.1	8/8/2012
2010	3 Year Official	255	942	27.0	7/28/2013
2011	3 Year Draft	269	1176	22.8	1/11/2014
2009	2 Year Official	191	947	20.1	7/30/2011
2010	2 Year Official	187	947	19.7	8/4/2012
2011	2 Year Official	213	1173	18.1	7/27/2013

The cohort default rates for UAM’s peer institutions are shown in Table 7.

Table 7: Benchmark Peer Institutions 2010 Official Cohort Default Rate	
Institution	Rate
Black Hills State University (Spearfish, SD)	9.7
Bluefield State College (Bluefield, WV)	23.5
Cameron University (Lawton, OK)	18.9
Concord University (Athens, WV)	19.0
Glenville State College (Glenville, WV)	23.9
Henderson State University (Arkadelphia, AR)	17.2
Kentucky State University (Frankfort, KY)	25.0
Northwestern Oklahoma State University (Alva, OK)	20.7
Savannah State University (Savannah, GA)	21.1
Southeastern Oklahoma State University (Durant, OK)	20.0
Southern Arkansas University Main Campus (Magnolia, AR)	20.0
The University of Montana-Western (Dillon, MT)	12.6
University of Arkansas at Pine Bluff (Pine Bluff, AR)	29.2
West Virginia State University (Institute, WV)	16.4

As shown in Table 6, UAM’s cohort default rate is declining. While UAM’s cohort default rate has not exceeded U. S. Department of Education thresholds or triggered a Department of Education review, we recognize that our default rate is higher than our peer institutions. The University of Arkansas at Monticello is dedicated to reducing its default rate. While not required by the U. S. Department of Education to institute a default management plan, the University has

begun taking steps to reduce its default rate. An additional staff member was hired in August 2013 specifically to work with default management. In addition, a default management team consisting of faculty and staff from all areas of the University was created. A review of those borrowers who were included in the 2009 default rate was conducted. The results of that review indicated that a large percentage of borrowers who defaulted were students who required remediation upon admission to the university. UAM's mission as an open enrollment institution is a contributing factor to the higher default rate. It has been our experience that often students do not default because they are unwilling to repay their loans: they are unaware of forbearance, deferment and repayment options available to them. With the addition of a staff member dedicated to default management, we are providing additional financial literacy training to students which should help lower the default rate. In addition, students who officially withdraw from the University are counseled in person about their responsibilities in relation to any student loan debt they may have. At the counseling session, a student is provided information regarding on-line exit counseling, their loan debt and their loan servicer. Updated contact information is gathered so we have the most recent information in the event a student becomes delinquent on their loan payments. We have begun contacting students when they become delinquent on their loan payments and have been successful in keeping many students from defaulting by engaging in three-way phone calls among UAM staff, the borrower and their loan servicer. In June 2014, the University contracted with a third party, Arkansas Student Loan Authority, to provide additional default management measures.

As of June 30, 2013, the Perkins Loan cohort default rate was 38.46%. This rate exceeds a U.S. Department of Education threshold which resulted in the University being provisionally certified for Title IV aid programs. The University of Arkansas at Monticello is currently in the process of liquidating its Perkins Loan portfolio which requires assignment of outstanding Perkins Loans to the U.S. Department of Education. No new Perkins Loans have been made since 2009-10.

The University does not recommend private loans to students, however we do certify applications if requested by a student. In the 2013-14 academic year, 19 students received private loans.

4. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures

The U. S. Department of Education's Dallas School Participation Division conducted a program review on March 24-27, 2014. The review assessed UAM's administration of the Title IV, HEA programs in which it participates. The review covered the 2012-2013 and 2013-2014 award years. The review also assessed the institution's administration of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) included in Section 485(f) of the Higher Education Act of 1965, as amended (HEA), 20 U.S.C. § 1092(f) and the Department's implementing regulations at 34 C.F.R. §§668.41-668.46. The University's compliance with the requirements of the Drug-Free Schools and Communities Act and Part 86

of the Department's General Administrative Regulations were also examined during the program review. The Department's [Final Program Review Determination](#) documents indicated no findings in relation to campus crime information, athletic participation and financial aid and related disclosures. Samples of these disclosures were provided to the Department by submitting the completed [Online Location of University of Arkansas at Monticello Consumer Information/Documents](#) template.

The three campuses of the University of Arkansas at Monticello comply with all disclosure, safety, and security related requirements of the Clery Act, HEOA, and Violence Against Women Reauthorization Act of 2013. The Office of Public Safety publishes and distributes an annual security and fire safety report by October 1st to both current and prospective students and employees.

Campus crime information is located on the University of Arkansas at Monticello website at the [UAM Annual Security and Fire Safety Report](#). The link is located on the following webpages: Administration and Staff, Admissions Application, Employee Staff Handbook, Future Student Information, Human Relations, Public Safety, Site Index, Student Information, UAM-CTC Public Safety, UAM-CTM Public Safety, UAM Employment Opportunities, and UAM Faculty.

The [UAM Annual Security and Fire Safety Report](#) link is also made available in the following documents: [Student Right to Know](#), [UAM Annual Security and Fire Safety Report Acknowledgement Form](#), [UAM Application for Employment](#), [UAM Application Packet](#), [UAM Faculty Handbook](#), [Employee Staff Handbook](#) and [UAM Student Handbook](#). In addition, a printed copy may be obtained by contacting the Department of Public Safety or the Office of Student Affairs.

Information about athletic participation, staffing, and revenues and expenses, by men's and women's teams at UAM is found at [Student Right to Know](#) on the University website. Athletics data is also available on the Web at: <http://ope.ed.gov/athletics/>.

Comprehensive financial aid information is available at <http://www.uamont.edu/FinancialAid/>.

5. Student Right to Know

As indicated in the section above, the U.S. Department of Education's Dallas School Participation Division conducted a Title IV Program Review on March 24-27, 2014. The Department's [Final Program Review Determination](#) documents there were no findings in relation to Student Right to Know disclosures. Samples of these disclosures were provided to the Department by submitting the completed [Online Location of University of Arkansas at Monticello Consumer Information/Documents](#) template.

The university discloses information to students regarding accrediting agencies, academic programs and faculty, refunds, return of Title IV, enrollment, graduation/completion, financial aid, campus security, athletics, and services for individuals with disabilities in the [Student Right to Know](#) found on the University website.

Facilities for Students with Disabilities

The University of Arkansas at Monticello is committed to ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in University programs or activities due to his or her disability. The University is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA) and the Rehabilitation Act of 1973 (Section 504) and to providing equal educational opportunities to otherwise qualified students with disabilities. The University of Arkansas at Monticello has three campuses that provide access through facilities, or makes necessary accommodations for access and services. This includes residential accessibility for on-campus living communities.

Improvements in facilities, accessible parking, campus routes, and safety are on-going projects. A new indoor practice facility with classrooms and elevators added to both Wells and Sorrells Halls as part of building renovations assured accessibility. The new Forest Resource Complex and renovated residential facility, Bankston Hall, are examples of recent projects providing either new or improved accessibility on the main campus. Upgrades have been made at both the McGehee and Crossett campuses for improved handicapped parking, facility and classroom accessibility. All three campuses of the University of Arkansas at Monticello provide access through facilities or makes necessary accommodations for access and services.

Campus checks are completed quarterly to identify any specific facility or campus compliance need such as sidewalk repairs, automatic handicapped accessible door service, tactile sidewalk crossing improvements, building repairs or changes for proper compliance. Any potential problems that are immediately reported are addressed when identified. Services for individual student success are assessed and provided or updated for both immediate and on-going needs. The [Office of Special Student Services](#) works to ensure that students and staff are given the same rights and services as others at the University. Any academic unit or other area on any of the campuses can request an annual presentation regarding ADA compliance.

Study Abroad

The University of Arkansas at Monticello does not participate in study abroad programs as defined under Title IV [34 C.F.R. § 668.43(a)(9)]. However, students are provided opportunities to travel abroad through University credit courses in identified academic areas. Financial aid can be used if these studies apply to the student's chosen program of study.

6. Satisfactory Academic Progress and Attendance Policies

The University monitors Satisfactory Academic Progress at the end of each term on all students regardless of whether or not they received Title IV aid. As required by Title IV [34 C.F.R. § 668.16, 34 C.F.R. § 668.34] the policy contains components which measure both quantitative and qualitative standards. The UAM [Satisfactory Academic Progress Policy](#) is available on the university's website and a copy of the Satisfactory Academic Progress Policy is included with all financial aid award notifications sent to students.

Attendance Policies

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement. Faculty may establish specific attendance requirements that will be stated in the course syllabus. ([2013-2015 UAM Catalog](#), page 51)

At times, a student may participate in a University-sponsored activity that causes the student to miss one or more class meetings. When this occurs, the sponsor of the activity will provide the student with a memo that includes the event, dates and times of the event, and the student's name. The student will individually contact each of his/her instructors to discuss the class(es) to be missed. This discussion should occur at least one week prior to the anticipated absence. The student is responsible for all material covered and any class activities during the absence. The sponsor of the activity will also provide all academic unit heads and the Office of Academic Affairs a description of the activity that includes the location, dates, and a list of campus participants. ([UAM Faculty Handbook](#), page 71; and [2013-2015 UAM Catalog](#), page 51)

The University also maintains an academic alert system. The [UAM Academic Alert System](#) is a retention program that puts a student in contact with the appropriate campus resources in order to assist the student in meeting their educational goals. Faculty and staff members refer students who are doing poorly academically, are chronically absent from class, are exhibiting disruptive behavior or who are having difficulty adjusting to campus life. The [Academic Alert Referral Form](#) is available on the university website.

7. Contractual Relationships

The University of Arkansas at Monticello does not have any contracts with third-party entities.

8. Consortial Relationships

The University of Arkansas at Monticello does not have any consortial relationships with other entities.

VI. Required Information for Students and the Public

The University provides all students and the public with access to fair, accurate, and complete information about the University. Through the University website, students and the public have access through direct links to the following documents. Electronic and hard copies of these documents will be provided in the resource room.

[2013-2015 UAM Catalog](#)

- *Undergraduate section* pp. 1-273
- *Graduate section* pp. 274-303

[2014-2015 UAM Student Handbook](#)

An overview of the University, our mission, accreditation, master plan, strategic plan, and history are available at <http://www.uamont.edu/welcome.htm>.

The University calendar is available in the [2013-2015 UAM Catalog](#), on pages 5-6. The fall 2014 [registration instructions and information](#), [academic calendar](#), [schedule of fees](#), and [final examination schedule](#) are available on the university website.

Information regarding awarding of grades is provided in the [2013-2015 UAM Catalog](#), page 47. The grading system is explained in detail regarding the awarding of grades of *A, B, C, D, F, W, AU, I and CR* with the corresponding grade point values assigned. The explanation further includes remarks noting that grading criteria for specific courses, outlining the biases upon which grades are assigned, can be found in course syllabi. Information regarding the awarding of graduate-level grades can be found in the [2013-2015 UAM Catalog](#), page 276 and follows a similar *A, B, C, D, F, W, I and CR* system.

Admission information for undergraduates is provided in the [2013-2015 UAM Catalog](#) on pages 14-17 and for graduate programs on pages 274-275. Admission information is also available on the university website through the [Admissions office](#).

Academic program requirements are located in the [2013-2015 UAM Catalog](#) and the individual academic unit web pages as a link to their specific section of the University catalog. Graduate program requirements are included in the [2013-2015 UAM Catalog](#) and are also found in the academic units web sites that offer graduate programs ([School of Arts and Humanities](#), [School of Education](#), and [School of Forest Resources](#)).

Refund policies are available in the [Student Handbook](#), pages 33-34; [Fall 2014 Schedule of Fees](#); and [Student Right to Know](#).

VII. Advertising and Recruitment Materials and Other Public Information

The University’s advertising and recruiting materials provide accurate, timely, and appropriate information to current and prospective students and other constituents. This includes items such as Office of Admissions marketing documents, print advertising, press releases, billboards, television ads, movie trailers, UAM webpages, *UAM Magazine*, posters, brochures, and social media. Some recent examples can be found in Table 8.

Campus website	http://www.uamont.edu/
Three (3) ads - on TV and YouTube, and in movie theaters: YES YOU CAN - Tradition, Affordable, College Experience	https://www.youtube.com/user/uamonticello and one located on UAM Home Page, adjacent to Mark of Affiliation: http://www.uamont.edu/
You Tube-106 videos	https://www.youtube.com/user/uamonticello
Short Takes - The UAM Writing Center	https://www.youtube.com/watch?v=XKyBydu7Pos&index=5&list=UUMY0zPAFN6lmw2INrNWBW8g
UAM Admissions website	http://www.uamont.edu/Admissions/
UAM Admissions Twitter	https://twitter.com/UAMAdmissions
Financial Aid website	http://www.uamont.edu/FinancialAid/
Facebook - UAM News	https://www.facebook.com/UAMNews
UAM News's Facebook Wall	https://www.facebook.com/feeds/page.php?format=atom10&id=116937471716513
<i>UAM Magazine</i>	http://www.uamont.edu/Alumni/uammagazines.htm
Dr. Lassiter Speaks about HLC	https://www.youtube.com/watch?v=N7T_bKhkftk&list=UUMY0zPAFN6lmw2INrNWBW8g
Athletics website	http://www.uamsports.com/

The additional examples below are provided in digital format in the resource room.

- [Admissions-2014 Poster](#)
- [Admissions-Application Packet](#) (including costs)
- [Admissions-Colleges of Technology Cards 2014-15](#)
- [Admissions-Pocket Folder 2014-15](#)
- [Admissions-Tri-Fold-Why Choose UAM?](#)
- [Billboard-Football](#)
- [Billboard-School of Education 2014](#)
- [Did You Know Cards 2014-2015](#)
- [Points of Pride-card-Mathematical and Natural Sciences 2014](#)

- [Points of Pride-poster-Mathematical and Natural Sciences 2014](#) (sent to high school counselors)
- [Print Ad-NEXT and Hooten's Arkansas Football 2014](#)
- [Radio Spot-script-Masters of Arts in Teaching](#)
- [Radio Spot-script-Online Programs](#)
- [Radio Spot-script-Rodeo 2014](#)
- [TV-script-Affordable Ad](#)
- [TV-script-College Experience Ad](#)
- [TV-script-Tradition Ad](#)
- [UAM By the Numbers-El Dorado Progress Ad](#)
- [UAM Magazine-Summer 2014](#) (mailed to 16,500 alumni and friends)
- [Visitor's Guide Ad](#)

Information about the institution's accreditation status with the HLC and other accrediting agencies is provided in the University catalog - in print and on the website:

- 2013-15 UAM Catalog: <http://www.uamont.edu/catalog/UAM%20Catalog%2013-15.pdf>

The Mark of Affiliation is provided on the University's home page:

- <http://www.uamont.edu/>

The Mark of Affiliation is also found elsewhere on the UAM website along with additional information about program-specific accreditations:

- **About UAM** tab on Home Page: <http://www.uamont.edu/accreditation.htm>
- **Fast Facts**, accessed from the Institutional Research webpage: <http://www.uamont.edu/research/fastfacts.htm>
- **Resources**, accessed from the Institutional Research webpage: <http://www.uamont.edu/research/resources.htm>

VIII. Review of Student Outcome Data

The University regularly collects and reviews the following information about student outcomes. The information on student outcomes is utilized to assess and improve the University's strategic and program planning in alignment with its mission.

Council on Assessment of Student Academic Achievement

The 2004 report from the HLC indicated that the University of Arkansas at Monticello needed to improve its assessment plan and asked for a follow-up report. The follow up report was accepted by HLC and since that time, the review of student outcome data has continued through the CASAA (Council on Assessment of Student Academic Achievement) Committee.

Each academic unit must submit their annual assessment report by August 1 to the Office of

the Provost. For units that have a graduate component, the graduate program must also be included in the assessment report. The academic unit reports must answer the [Annual Assessment Report – Guiding Questions](#) developed by the CASAA Committee. These Guiding Questions have changed in the years following 2004 as the CASAA Committee worked to define the focus of the assessment reports. After numerous revisions, the current set of Guiding Questions has been in place since 2011. This allows for continuity as well as comparisons from year to year as personnel and programs change.

All unit annual assessment reports are reviewed by the [CASAA Committee](#) membership, which is made up of one faculty member from each of the academic units and one faculty representative each from the Colleges of Technology. The Committee uses the [Assessment Report Rubric](#) as a means of measuring unit effectiveness in responding to the Guiding Questions. The rubric has changed over time with the current version being approved by the CASAA Committee in 2011. The use of the rubric has offered guidance and given the committee a unit of measurement for all academic units and provides the academic unit with a more congruent response from the Committee.

The CASAA committee meets early in each fall semester to develop a timeline and a plan for reviewing all of the assessment reports. Generally meeting six times each semester, the Committee reviews one or two reports at each meeting using the rubric as a point of reference. The Committee agrees on a rubric score for each question. An academic unit response that is less than a rubric score of “3” for a question must be re-submitted to the Committee for review and re-submission at a time set by the CASAA Committee. [Final reports](#) are approved by the CASAA Committee and units are requested to post the final document to their websites. The CASAA Committee sends a report to the Provost after all reports are completed that summarizes the Committee’s findings regarding the evaluation of the reports.

Academic Program Review

Each academic unit is subject to a program review every ten years, or sooner if required by that unit’s separate accrediting agency, as required by the Arkansas Department of Higher Education ([Policy for the Review of Existing Academic Programs](#)). Units holding separate accreditations that require a review every seven years include the School of Education, School of Nursing, the Division of Music, School of Forest Resources, and Division of Social Work. Some technical programs are also subject to state-level review including practical nursing and early childhood education. For units that have the outside accreditation agencies, the Department of Higher Education accepts the report of that accrediting body and the University’s response as having fulfilled the requirements of program review for that unit.

Academic units without an outside accreditation must follow the [Ten Year Schedule of Programs To Be Reviewed](#) approved by the Department of Higher Education for program reviews. Units undergoing program review must use the [Existing Program Review Institutional Self-Study Guidelines](#) established by the Department of Higher Education to complete their

self-study. A [UAM Program Review Committee](#) reviews the self-study, makes recommendations and submits a summary report. Following the Department of Higher Education guidelines noted above, each unit is subject to two outside reviews: (1) a reviewer who comes to the campus to make an in depth review and who makes a report to the Provost that summarizes the review and makes recommendations; and (2) a reviewer who reviews all documents relating to the program review and makes a report to the Provost that summarizes the review and makes recommendations. The University and the unit are provided the opportunity to address any findings. All reports and the University response are forwarded to the Department of Higher Education for a final review.

The University believes strongly in assessment, so much so, that there is a section in the University catalog, page 9 that specifically addresses assessment. Students, faculty, and staff are encouraged to be open and honest in their responses in an effort to improve the educational process at the University.

Division of Student Affairs

Recognizing that student learning outcomes are not limited to academic units, the Division of Student Affairs expanded efforts to demonstrate with hard data that the programs offered, processes implemented, and services provided are effective and contribute significantly to the institution's ability to achieve its goals and fulfill its mission. Specifically, directors in the Division of Student Affairs initiated the process of implementing and evaluating student learning and development outcomes developed by the Council for the Advancement of Standards in Higher Education (CAS). The [SA Program/Event Evaluation](#) is used to measure a student's perceived value of the learning experience and perceived application of learning as it relates to [CAS Learning Outcomes and Development Outcomes](#) at the conclusion of specific events and programming.

Student Health Services, Counseling Services, Intramurals, Residence Life, Student Programs and Activities, Upward Bound and Public Safety continually review departmental mission statements and goals to ensure alignment of and support with the University's mission. Each department also utilized the CAS process to conduct comprehensive self-assessments of these functional units and their services. Completed CAS Self-Assessment Guides will be available to the visiting team in October 2014.

Job Placement and Licensure Results

The Office of Academic Affairs annually conducts a [graduate survey](#) and collects employment information from the participants. While the average response rate is 64%, about 97% of responding graduates either find remunerative employment or placement in a program of further study within their first year after graduation. Two-thirds (n=301) of the students responding to the survey indicated that they were "above average" or "well prepared" by UAM to meet the workforce or continue their education. Data related to job placement is decentralized and maintained by separate academic units.

The UAM School of Education tracks Praxis scores as an assessment measure for program competencies as required for NCATE accreditation and for licensure in the state of Arkansas. For NCATE purposes, the School of Education has a target pass rate of 80 percent. Praxis results data are provided in the [2014 Title II Report for Traditional Programs](#), pages 16-23 and [2014 Educator Preparation Performance Report](#), page 4.

Records of licensure for graduates from the teacher education programs are maintained by the School of Education and the Arkansas Department of Education. A copy of the scores is also maintained in the student's official records in the Registrar's office.

The UAM School of Nursing tracks scores on the Health Education System Incorporated (HESI) exit exam, which is a predictor of passage results on licensure exams for nursing. Results are provided in the [School of Nursing 2013-2014 Annual Assessment Report](#) (BSN, page 7; AASN, page 9).

The School of Nursing also monitors passage rates on the Arkansas State Board of Nursing licensure exam results. The following links provide summary reports for the associate degree in nursing program and the University's B.S. degree in nursing: [Practical Nursing Programs](#), page 2, [Baccalaureate Degree Registered Nursing Programs](#), and [Associate Degree Registered Nursing Programs](#).

The UAM School of Forest Resources monitors student passage rates for the national [Fundamentals of Surveying Exam](#). This exam is required for a student to be considered a Surveyor Intern, which in turn allows them to acquire work experience before being eligible to sit for the Professional Surveyor exam.

Satisfactory Academic Progress

[Satisfactory Academic Progress](#) is evaluated on each student at the end of each term, regardless of whether any aid was received. Students are evaluated on two standards, quantitative and qualitative. The qualitative standard measures term and cumulative GPA. The quantitative standard measures rate of completion and maximum hours attempted. While the information is primarily collected to determine students' financial aid eligibility, the information has also been utilized to improve academic advisement and student support services.

Student academic progress is also evaluated by the Registrar's office at the end of each term. Students may be on Good Academic Standing (maintaining a minimum of 2.00 GPA); Conditional Academic Standing (either term or cumulative GPA is less than 2.00); or the student may be on suspension for one semester (both term and cumulative GPA is below 2.00) or for an academic year (both term and cumulative GPA is below 2.00 and the student has previously been on suspension).

Degrees Conferred

The Registrar’s Office annually provides a Degrees Conferred Report to the Arkansas Department of Higher Education (ADHE) and academic unit heads. These data are utilized in the regular academic program review process and are also examined as a measure of academic program effectiveness. Completions by Major CIP Code data are available in the [UAM Strategic Plan](#), Appendix D, pages 175-177.

Gainful Employment

Each year, UAM provides prospective students and consumers with information required to make good educational choices. Specifically, total program costs, loan repayment rates, graduates' debt-to-earnings ratio and other critical consumer information to help students better choose the [gainful employment program](#) that is right for them.

IX. Standing with State and Other Accrediting Agencies

The University maintains accreditation with the Higher Learning Commission and maintains specialized accreditations for the programs listed in Table 9. Links within the table document the most recent action letter from each accrediting body.

Table 9: Externally Accredited Programs		
Organization	Accredited Programs	Accredited Through
Council for the Accreditation of Educator Preparation (CAEP) formerly known as National Council for the Accreditation of Teacher Education (NCATE) School of Education Action Letter Comprehensive Report	Teacher Education Programs	Fall 2015
*Society of American Foresters (SAF) School of Forest Resources Action Letter	B.S. in Forestry Option	2021
Council on Social Work Education (CSWE) School of Social and Behavioral Sciences Action Letter Comprehensive Report	B.S.W.	Re-accreditation report forthcoming, October 2013
National Association of Schools of Music (NASM) Division of Music Action Letter Comprehensive Report	B.M.E.	2020-2021
*National Alliance of Concurrent Enrollment Partnerships (NACEP) Action Letter	Concurrent enrollment classes	Dec 2014
*Accreditation Commission for Education in Nursing (ACEN) School of Nursing Action Letter	B.S.N.	Spring 2018

*Arkansas State Board of Nursing School of Nursing Action Letter	A.A.S.N.	2017
*Arkansas State Board of Nursing Crossett Practical Nurse Program Action Letter	PN	2017
*Arkansas State Board of Nursing McGehee Practical Nurse Program Action Letter	PN	2014
*Arkansas Department on Human Services Crossett Practical Nurse Program Action Letter	NA	February 2016
*Arkansas Department on Human Services McGehee Practical Nurse Program Action Letter	NA	September 2014
*Council on Occupational Education (COE) College of Technology-Crossett Action Letter		2015
*Commission on Accreditation of Allied Health Education Programs(CAAHEP) College of Technology-McGehee Action Letter	Emergency Medical Technician-Paramedic Program	2016

*NOTE: A hard copy of the most recent comprehensive evaluation report will be available in the resource room.

X. Public Notification of Opportunity to Comment

In accordance with HLC policy, UAM issued public notifications of its PEAQ Comprehensive Visit with instructions for submitting public comments. UAM used a multifaceted approach to inform constituencies about the solicitation of third-party comment on its institutional self-study report. Notice of the third-party comment procedure was distributed through a variety of print and electronic methods including emails, news releases, feedback cards at various events and an advertisement in local and state newspapers. It was also included in two issues of *UAM Magazine* that is distributed to 16,500 alumni, friends and local businesses. Further, the UAM Office of Advancement inserted the comment card in mailed receipts to donors for approximately six months. In addition, notices were distributed by University presenters at various meetings where parents, alumni, taxpayers, donors, community members and groups, local businesses, advisory boards or other constituencies were present. The Office of Media Services created and posted the notices using the suggested text from the HLC. See Table 10 for the locations and methods for posting the public notification. A copy of the notification is inserted on the following page.

Table 10: University of Arkansas at Monticello Distribution of Public Notification of Opportunity to Comment		
Arkansas Democrat Gazette	Little Rock, AR and Pulaski County	July 15, 2014
Pine Bluff Commercial	Pine Bluff, AR and Jefferson County	July 15, 2014
El Dorado NewsTimes	El Dorado, AR and Union County	July 15, 2014
Advance Monticellonian	Monticello, AR and Drew County	July 16, 2014
Dumas Clarion	Dumas, AR and Drew County	July 16, 2014
McGehee Times	McGehee, AR and Desha County	July 16, 2014
Lincoln Ledger	Star City, AR and Lincoln County	July 16, 2014
Fordyce News Advocate	Fordyce, AR and Dallas County	July 16, 2014
Warren Eagle Democrat	Warren, AR and Bradley County	July 16, 2014
Ashley County Ledger	Hamburg, AR and Ashley County	July 16, 2014
Crossett News Observer	Crossett, AR and Ashley County	July 16, 2014
MonticelloLive.com	Internet	July 14-28, 2014
SEARKToday.com	Internet	July 14-28, 2014
SalineRiverChronicle.com	Internet	July 14-28, 2014
<i>UAM Magazine</i> – 2 issues	Each issue mailed nationwide to 16,500 alumni and friends	Winter/Spring 2014 Summer 2014

UAM SEEKS your comments

The University of Arkansas at Monticello is seeking comments from the public about the University in preparation for its periodic evaluation by its regional accrediting agency. UAM will host a visit October 20 to 24, 2014, with a team representing The Higher Learning Commission of the North Central Association.

UAM has been accredited by the Commission since 1940. The team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation.

The public is invited to submit comments regarding the University:

**Third Party Comment on the
University of Arkansas at Monticello
The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411**

The public may also submit comments on the Commission's website at www.ncahlc.org

Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing.

All comments must be received by September 20, 2014.

UAM

THE UNIVERSITY OF ARKANSAS AT MONTICELLO

Appendix A: Assignment of Credit Hours

Part One: Institutional Calendar, Term Length, and Type of Credit

Institutions that use multiple calendars across the institution may need to complete more than one section below. For more information about the terminology and calendaring units referenced in this form, see 2011-2012 Federal Student Aid Handbook, Volume 3, Chapter 1, Academic Calendar, Payment Periods and Disbursements. Definitions in this section are taken from that Handbook.

Name of Institution: _____ University of Arkansas at Monticello _____

Terms		Column 1 Term Length: Number of weeks	Column 2 Number of Starts
Semester / Trimester Calendar	Standard Format: 14-17 week term	15	2
	Compressed Formats: 4, 8 or other week terms within the semester calendar ¹	11, 9, 8, 6, 1	2, 2, 4, 2, 2
	Summer Term	4	2
Quarter Calendar	Standard Format: 10-12 week term		
	Compressed Formats: 2, 5, or other week terms within the quarter calendar ¹		
	Summer Term		

Non-Standard Terms (terms that are not semester, trimesters, or quarters. A non-standard term may have the following characteristics: courses do not begin and end within a set period of time; courses overlap terms, including self-paced and independent study courses or sequential courses that do not begin and end within a term; terms may be of equal or unequal length.)

Term		Column 1 Term Length: Number of weeks	Column 2 Number of Starts	Column 3 Type of Credit
Non-Standard Term Calendar	Term One <u>Intersession</u>	2	1	semester
	Term Two <u>Full Summer</u>	1	1	semester
	Term Three			
	Summer Term			

Part Two. Format of Courses and Number of Credits Awarded
Form for Reporting an Overview of Credit Hour Allocations
and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length:

Fall 2013 15 week

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp. Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship/ Practical Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
0 Credits	# of courses					1		
	# of meetings							
	Meeting length							
1 Credit	# of courses	45		1		17		2
	# of meetings	15-75						
	Meeting length	.75 - 3 hrs						
2 Credits	# of courses	25		1		26		6
	# of meetings	15-30						
	Meeting length	1 - 3 hrs						
3 Credits	# of courses	254	18	63				10
	# of meetings	15-75	15-60					
	Meeting length	.75 - 3 hrs	1-6 hrs					
4 Credits	# of courses	30				1		4
	# of meetings	15-60						
	Meeting length	1 - 4.5 hrs						
5 Credits	# of courses	4						
	# of meetings	30-75						
	Meeting length	.75 – 4.75 hrs						
6 Credits	# of courses			2				3
	# of meetings							
	Meeting length							
7 Credits	# of courses	3						
	# of meetings	15-75						
	Meeting length	1 – 11 hrs						
8 Credits	# of courses	1						
	# of meetings	30						
	Meeting length	8.5 hrs						
9 Credits	# of courses	1						
	# of meetings	30						
	Meeting length	4.5 hrs						
11 Credits	# of courses	2						
	# of meetings	45-75						
	Meeting length	4 – 8 hrs						
12 Credits	# of courses	1						3
	# of meetings	60						
	Meeting length	7 -8 hrs						

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length:

Fall 2013 11 week
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
7 Credits	# of courses	1						
	# of meetings	32						
	Meeting length	3.5 – 4 hrs						
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Fall 2013 9 week
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
7 Credits	# of courses	1						
	# of meetings	27						
	Meeting length	7 – 8 hrs						
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Fall 2013 8 week
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	2				1		
	# of meetings	8						
	Meeting length	1.8 – 3 hrs						
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses		4	2				
	# of meetings		30					
	Meeting length		1 – 2.25 hrs					
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Fall 2013 1 week
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	1						
	# of meetings	2						
	Meeting length	8.5 hrs						
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2014 15 week
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
0 Credit	# of courses					1		
	# of meetings							
	Meeting length							
1 Credit	# of courses	55		2		23		
	# of meetings	15-75						
	Meeting length	1 - 3 hrs						
2 Credits	# of courses	26		2		28		4
	# of meetings	15-75						
	Meeting length	1 – 6 hrs						
3 Credits	# of courses	265	22	71		15		17
	# of meetings	15-75	1-2					
	Meeting length	1 – 3 hrs	1.3 – 6 hrs					
4 Credits	# of courses	21						2
	# of meetings	15-60						
	Meeting length	1- 6 hrs						
5 Credits	# of courses	7						
	# of meetings	30-75						
	Meeting length	1 – 4.75 hrs						
6 Credits	# of courses	1		2				3
	# of meetings	30						
	Meeting length	6 hrs						
7 Credits	# of courses	3						
	# of meetings	30-75						
	Meeting length	2.8 – 3.75 hrs						
8 Credits	# of courses	1						
	# of meetings	15						
	Meeting length	8.5 hrs						
11 Credits	# of courses	2						
	# of meetings	45-60						
	Meeting length	6 – 8 hrs						
12 Credits	# of courses	1						3
	# of meetings	60						
	Meeting length	3.8 – 6 hrs						

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2014 11 week
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
7 Credits ¹	# of courses	1						
	# of meetings	38						
	Meeting length	3.5 – 6 hrs						
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2014 9 week
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
7 Credits ¹	# of courses	1						
	# of meetings	23						
	Meeting length	7 – 8 hrs						
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2014 8 week
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	1						
	# of meetings	16						
	Meeting length	1 hr						
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses	1	2	5				
	# of meetings	24	24					
	Meeting length	1.75 hrs	1hr					
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length:

Spring 2014 6 week
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	2						
	# of meetings	6-12						
	Meeting length	1.3 – 3 hrs						
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length:

Spring 2014 1 week
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	1						
	# of meetings	2						
	Meeting length	8.5 hrs						
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Attachment on courses with six or more credits

Subject	Class Number	Title	Credit Hours	Justification
AUTO	1226	ELECTRICAL SYSTEMS	6.00	All courses that indicate six or more credit hours are field experiences, internships, or student teaching that requires hands-on activities. In some cases, such as SWK 4676 SWK Field Practicum I, the outside accrediting agency, in this case, CSWE, Council for Social Work Education, requires that the student complete a certain number of field experience hours to successfully complete the program. Generally, for courses that are six or more credit hours, the work exceeds the credit hours that a student would generate in a standard course and allows the student to obtain required and relevant work experience.
AUTO	1236	ENGINE PERFORMANCE	6.00	
AUTO	2256	AUTO CLIMATE CTRL	6.00	
EDFD	5606	CAPSTONE/RESEARCH SEMINAR	6.00	
EDUC	5086	INTRO TCHG & MTHDS	6.00	
EIT	2306	INSTRUMENTATION	6.00	
EXSC	399V	SPECIAL TOPIC	6.00	
EXSC	4806	INTERNSHIP-WELLNES	6.00	
HEO	1046	CONSTRUCT EQUIP I	6.00	
HEO	1066	TIMBER EQUIP I	6.00	
HEO	2116	CON EQUIP II FLDWK	6.00	
HEO	2126	CON EQUIP II INTRN	6.00	
HEO	2146	TIM EQUIP II FLDWK	6.00	
HEO	2156	TIMBER EQUIP II INTERNSHIP	6.00	
MLSC	2206	LEADER TRAINING (LTC)	6.00	
NUR	2326	PN CLIN II	6.00	
NUR	2326	PN CLIN II	6.00	
PE	5116	PE/COACHING CAPSTONE RESEARCH	6.00	
SIS	4886	SIS PRACTICUM	6.00	
SWK	4676	SWK FIELD PRACTICUM I	6.00	
SWK	4706	SWK FIELD PRACTICUM II	6.00	
AUTO	1227	ELECTRICAL SYSTEMS	7.00	
AUTO	1237	ENGINE PERFORMANCE	7.00	
EMER	1117	PARAMEDIC I	7.00	
EMER	2217	PARAMEDIC II	7.00	
EMER	2237	PARAMEDIC III	7.00	
EMER	2317	PARAMEDIC IV	7.00	
NA	1017	NURSING ASSISTANT	7.00	
NA	1017	NURSING ASSISTANT	7.00	
NUR	1117	PN NURS PRIN/SKILL	7.00	
NUR	1117	PN NURS PRIN/SKILL	7.00	
NUR	1317	PN ADULT SURG NURS I	7.00	
NUR	1317	PN ADULT SURG NURS I	7.00	
NURS	4057	PROF NURS LEADRSHP	7.00	
NURS	4097	COMMUNITY HEALTH	7.00	
EMER	1138	EMT BASIC	8.00	
EMER	1138	EMT BASIC	8.00	
HEO	1708	HEAVY EQUIP I	8.00	
HEO	2109	CONSTRUCT EQUIP II	9.00	
HEO	2139	TIMBER EQUIP II	9.00	

HEO	172V	CONSTRUCT EQUIP I	10.00
HEO	174V	TIMBER EQUIP I	10.00
NURS	311V	CONCEPTS IN NURS I	11.00
NURS	332V	CONCEPTS IN CARE II	11.00
NURS	444V	CONCEPTS NURS III	11.00
NURS	452V	CNCPTS NURS IV	11.00
EDUC	463V	CLINICAL INTERN II	12.00
MLED	463V	CLN INTERN II	12.00
NURS	124V	PRIN NUR CARE II	12.00
NURS	225V	PRIN NURS CARE III	12.00
HEO	173V	CONSTRUCT EQUIP II	13.00
HEO	175V	TIMBER EQUIP II	13.00
MLSC	479V	INDEPENDENT STUDY	14.00
ECED	463V	CLIN INTERN II (P-4)	15.00

Part Three: Policy on Credit Hours

The institution has a policy specific to the assignment of credit:

Yes* No

The institution has policies specific to the assignment of credit at the following levels (check all that apply):

Institution-wide Delivery format specific
 Department-specific Program specific

**Include the institution's credit hour policy in the attachments to this worksheet.*

Part Four: Total Credit Hour Generation

Identify the typical number of credits of a full-time or part-time undergraduate and graduate student takes during a regular term.

	Full-time	Part-time
Undergraduate	15	6
Graduate	9	6

Provide the headcount of students earning more than this load in the most recent fall and spring semesters/trimesters or the equivalent for quarters or non-standard term institutions.

	Most Recent Fall Term	2013 (identify the year)
	Full-time	Part-time
Undergraduate	433	209
Graduate	3	0
	Most Recent Spring Term	2014 (identify the year)
	Full-time	Part-time
Undergraduate	465	215
Graduate	2	1

Part Five: Clock Hours

IMPORTANT. THIS WORKSHEET DOES NOT APPLY TO ALL INSTITUTIONS. It is not intended for institutions to demonstrate that they have assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes. Institutions that do not have such programs should not complete this worksheet.

Answer YES to the statement below **only if the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs.** For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department. Check with the institution's financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

The institution reports clock hours to the U.S. Department of Education with regard to some programs for Title IV purposes:

Yes

No

If the answer is Yes, complete Appendix B, Clock Hour Worksheet, and attach it to this report.

Supporting Materials

[Credit Hour Policy](#)

[2013-2015 UAM Catalog](#)

[Courses offered in compressed format or non-standard terms](#)

[Fall 2013 Class Schedule without concurrent](#)

[Fall 2013 Class Schedule concurrent only](#)

[Spring 2014 Class Schedule](#)

Appendix B: Clock Hour Worksheet

**Important. Please review the following instructions.
Only certain institutions must complete this worksheet.**

Complete this worksheet **ONLY IF** the institution answered YES in Part 5 of Appendix A indicating that the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department.

Check with the institution's financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)
1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Name of Institution: University of Arkansas at Monticello

Identify the academic programs that are reportable in clock hours based on the information above. (The institution may attach a separate list.)

EMT Paramedic Technical Certificate

The EMT Paramedic Technical Certificate became a clock hour program beginning in Fall 2012. The program information that is reported to the Department of Education is below:

44 credit hours
1335 clock hours
60 weeks

Explain the institution's credit to clock hour conversion policy.

One credit hour of lecture represents an hour (50 minutes) of instruction over a 15- week period. A three credit hour course would meet 45 clock hours during a 15-week period.

One credit hour of laboratory represents two hours of instruction over a 15- week period. A three credit hour lab would meet 90 clock hours during a 15- week period

One credit hour of clinical represents three hours of instruction over a 15-week period. A four credit hour clinical would meet 180 clock hours during a 15- week period.

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

The EMT program meets or exceeds the standards set by the Arkansas Department of Transportation (ADOT) listed below.

600 hours in theory (theory and lab)
300 hours in the hospital
300 hours in the ambulance