

Arkansas Tech University

Please specify the funds you will lose and the language requiring the employment of DEI personnel.

In order for U.S. institutions of higher education to receive federal funds (and for their students to be eligible for federal student aid), institutions must be accredited by a federally recognized accrediting agency. (See #6 & 7) We do not know at this point the total dollar amount of these funds. "If an institution is found to be out of compliance with [Higher Learning Commission] HLC requirements, HLC may also deny or withdraw the institution's candidacy or accreditation." (HLC Sanctions, Show-Cause Orders and Adverse Actions) HLC accreditation is composed of five criteria, each with several core components. Criterion 1. Mission includes two core components that address inclusive and equitable treatment of diverse populations. If the institution is found to "Not Meet" one or more core component the criterion is not met and could incur sanctions or adverse actions. The university must be able to provide evidence that it meets the following points under Core Component 1.C whether through policy or other means. Criterion 1. Mission The institution's mission is clear and articulated publicly; it guides the institution's operations. 1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves. 2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations. 3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives. (HLC Criteria for Accreditation) The educational licensure programs at the undergraduate and graduate levels are all accredited via the Council for the Accreditation of Educator Preparation (CAEP). 1. CAEP). CAEP's Initial Licensure Standard 1: Content and Pedagogical Knowledge states the following: The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families. 2. CAEP's Advanced Licensure Standard A.1: The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families. Please see the excerpts from the Commission on Accreditation of Allied Health Education Programs, the accrediting body for the B.S. in Rehabilitation Science. Section V.B. (pg. 6): "Lawful and Non-discriminatory Practices All activities associated with the program, including student and faculty recruitment, student admission, and faculty employment practices, must be non-discriminatory and in accord with federal and state statutes, rules, and regulations. There must be a faculty grievance procedure made known to all paid faculty." Appendix A: 3.c. (pg. 9): "The sponsor must promptly inform CAAHEP and CoRA of any adverse decision affecting its accreditation by recognized institutional accrediting agencies and/or state agencies (or their equivalent)." Nursing Criterion 2.6 Full-time faculty develop and maintain current expertise in their teaching responsibilities, including (but not limited to): d. principles of diversity, equity, and/or inclusion.-- (How do full-time faculty develop and maintain their expertise in the principles of diversity, equity, and/or inclusion?) Criterion 2.7 Part-time faculty develop and maintain current expertise in their teaching responsibilities, including (but not limited to): d. principles of diversity, equity, and/or inclusion.--(How do part-time

faculty develop and maintain expertise in diversity, equity, and/or inclusion principles?) Criterion 4.7 Emphasizing the role of the nurse at the educational level for which students are being prepared, the curriculum incorporates contemporary concepts in all learning environments, including, but not limited to: a. diversity, equity, inclusion, and/or social determinants of health--(How is diversity, equity, inclusion, and/or social determinants of health incorporated throughout the curriculum consistent with the role of the nurse at the program's educational level? Are there examples of learning activities for these concepts in didactic, laboratory, and/or clinical/practicum?) ***Role-specific Nursing Competencies, General Graduate Level Nursing Competencies and Graduate Level Documents*** All graduate level curricula should incorporate the role responsibilities of each program option as well as the concepts of diversity, equity, inclusion, and/or social determinants of health; evidence-based practice, research, and scholarship; information literacy; interprofessional collaboration and delegation; as well as professional identity and scope of practice related to the role for which the student is being prepared. Equity is one of the strategic directions of the Higher Learning Commission and its member institutions. HLC has included Equity in their Strategic Plan (<https://www.hlcommission.org/News-Reports/evolve-2025-equity.html>) as well as recommendations of peer reviewers (<https://www.hlcommission.org/News-Reports/equity.html>) in its website resources. The Council for the Accreditation for Educator Preparation has one standard that contains language noted below in bullet "a." The accreditor requires us to prepare candidates to work with students from a variety of backgrounds. Please see the following statement below for specifics involving this overarching expectation. The educational licensure programs at the undergraduate and graduate levels are all accredited via the Council for the Accreditation of Educator Preparation (CAEP). CAEP's Initial Licensure Standard 1: Content and Pedagogical Knowledge states the following: The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families. CAEP's Advanced Licensure Standard A.1: The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their fa

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Higher Learning Commission - see previous question Council for the Acceleration of Education Preparation - see previous question. Please note the Arkansas Department of Education is working to finalize our own state review process and move away from CAEP accreditation. Nursing - see previous question Accreditation Board for Engineering and Technology (ABET) - more can be found at <https://www.abet.org/about-abet/diversity-equity-and-inclusion/>

Please specify the funds you will lose and the language requiring DEI policies to access the funds.

It is very possible that without accreditation of the previously mentioned entities, ATU would lose federal funding. See previous responses.

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Please see previous responses.

Please specify the accreditor, provide the language requiring this, and the programs, departments, or colleges, impacted.

To date, the state of Arkansas is planning to move away from CAEP accreditation for educator preparation programs. ABET has also indicated a move in 2024 away from requiring DEI programming. However, I have not heard that HLC or our healthcare accreditors will be moving away from requiring DEI programming.