

The University of Central Arkansas Board of Trustees convened in a regularly scheduled meeting at 10:00 a.m., May 30, 2014, in the Board of Trustees Conference Room in Wingo Hall with the following officers and members present:

Chair:	Ms. Kay Hinkle
Vice Chair:	Mr. Brad Lacy
Secretary:	Ms. Shelia Vaught
	Mr. Bunny Adcock
	Ms. Elizabeth Farris
	Mr. Victor Green
	Mr. Bobby Reynolds

INTRODUCTIONS

Shelley Mehl, vice president for institutional advancement, introduced Hunter Goodman, executive director of development.

STATEMENTS FROM THE PRESIDENTS OF THE STAFF SENATE, STUDENT GOVERNMENT ASSOCIATION AND FACULTY SENATE

Ms. Lindsey Osborne, president of the Staff Senate; Mr. Steven Shook, interim president of the Student Government Association; and Dr. Charles Watson, president of the Faculty Senate made statements to the board. Ms. Osborne's and Dr. Watson's statements are attached to these minutes.

MINUTES

Minutes of the following board meetings were unanimously approved as submitted upon motion by Victor Green and second by Bunny Adcock:

- February 21, 2014;
- March 7, 2014;
- April 2, 2014; and
- April 25, 2014.

REPORTS

Audit Committee meeting – Bunny Adcock, chair of the Audit Committee, reported on the completed audits discussed in the May 29, 2014 committee meeting: (i) mobile device review; and (ii) post-resignation review – Gilbert Baker.

Financial Update – Diane Newton, vice president of finance and administration, updated the board on the financial status of the university. Charts and other information are attached to the original minutes.

ACTION AGENDA

Contract Review Procedures – Board Policy No. 416

Pursuant to Board Policy No. 416, Contract Review Procedures, the administration must seek board approval for (i) any contract which will require the expenditure by the university of funds, at any time, in excess of \$250,000; or (ii) any contract with a term exceeding one year, unless the Office of General Counsel certifies, in writing, that the contract may be terminated by the university on the giving of written notice of 90 days or less.

The administration is seeking board approval for the following contracts:

- Agreement between the University of Central Arkansas and David McFatrach, head volleyball coach.
- Agreement between the University of Central Arkansas and Ketcher & Company, Inc.
- Agreement between the University of Central Arkansas and Crow Paving, Inc.

The following resolution was unanimously adopted upon motion by Brad Lacy and second by Bobby Reynolds:

“BE IT RESOLVED: That the Board of Trustees authorizes the administration to enter into the contracts for the purposes set forth above.”

UNIVERSITY OF CENTRAL ARKANSAS

***REASON FOR REQUIRING BOARD REVIEW AND ACTION
(Board Policy #416)***

Contract with a term of more than one year

SUMMARY

1. Parties: University of Central Arkansas and David McFatrach.
2. Purpose: Agreement to employ David McFatrach as the head volleyball coach for the university.
3. Term: The term of the agreement is for a period of three volleyball seasons, commencing on January 1, 2014, and expiring on December 31, 2016.
4. University Funds to be paid: \$51,500 annual salary paid from university funds.
5. Funds Received: None
6. Public Bid/Purchasing Approval: No bid or purchasing requirements involved.
7. Special Provisions/Terms/Conditions: The university may terminate the coach's employment for cause, as well as for convenience. If the university terminates for convenience, the university must pay the coach 75% of the remaining salary but shall not be responsible for any other sum representing income or benefit. After termination, any amounts paid to the coach shall be reduced by any amount he receives during the remaining term of the agreement from employment by, or compensation from, any other person or entity.

The coach may terminate this agreement by providing written notice to the university. If he terminates the agreement (a) with two years remaining on the term, he must pay the university \$15,000 and (b) with one year remaining on the term, he must pay the university \$10,000. Further, if he terminates the agreement and obtains employment with another participant of the conference within one year, he must make an additional payment to the university of \$50,000.

8. Approval/Notification to UCA Foundation: President of the UCA Foundation must sign the agreement, acknowledging that the president has read the employment agreement and understands there are provisions concerning payments to the coach from private sources.

Form prepared by: Warren Readnour

Date: May 1, 2014

UNIVERSITY OF CENTRAL ARKANSAS
REASON FOR REQUIRING BOARD REVIEW AND ACTION
(Board Policy #416)
Contract involving more than \$250,000

SUMMARY

1. Parties: Agreement between the University of Central Arkansas and Ketcher & Company, Inc.
2. Purpose: The purpose is to replace the roof on Torreyson Library. Funding for the project is from the university's capital reserves funded through the FY13 year-end transfers. The Torreyson Library roof was ranked as a high priority on the critical maintenance list and is fully funded.
3. University Funds to be paid: \$327,000.
4. Funds Received: None
5. Public Bid/Purchasing Approval: A competitive Invitation for Bids ("IFB") was issued to obtain a contractor to replace the roof on Torreyson Library. The IFB was opened on April 9, 2014. Three contractors submitted bids. The low bidder was Ketcher & Company, Inc. with a total bid amount of \$327,000.00.
6. Special Provisions/Terms/Conditions: N/A.
7. Approval/Notification to UCA Foundation: N/A.

Form prepared by: Warren Readnour, General Counsel

Date: May 5, 2014

UNIVERSITY OF CENTRAL ARKANSAS
REASON FOR REQUIRING BOARD REVIEW AND ACTION
(Board Policy #416)
Contract involving more than \$250,000

SUMMARY

1. Parties: Agreement between the University of Central Arkansas and Crow Paving Inc.
2. Purpose: The purpose is to replace the Sowder Street drainage system, also referred to as the Bruce to HPER drainage.
3. Term: N/A.
4. University Funds to be paid: \$437,640.20.
5. Funds Received: None
6. Public Bid/Purchasing Approval: A competitive invitation for bids (“IFB”) was issued, and four responses were opened on May 21, 2014. The Division of Finance and Administration recommended awarding the project to the lowest bidder, Crow Paving, Inc.
7. Special Provisions/Terms/Conditions: Funding for the project is from the university’s capital reserves in the form of a FY13 year-end transfer.
8. Approval/Notification to UCA Foundation: N/A.

Form prepared by: Warren Readnour, General Counsel

Date: May 27, 2014

Audit Committee – Board Policy No. 213

Board Policy No. 213 was adopted by the Board of Trustees in 2009. This policy created an audit committee composed of three trustees. The Office of Internal Audit reports directly to the Audit Committee.

The policy has been amended several times since its adoption. The membership of the Audit Committee consists of the two “newest” trustees (i.e. those trustees who have received the most recent seven-year terms) and then a trustee selected by the board. The member selected by the board serves a one-year term, and the other two trustees serve two-year terms.

After review and discussion, it has been determined that the role and scope of the committee should be expanded to include certain financial and budget matters. By doing so, this would allow the newest trustees to become more familiar with the overall financial situation of the university; the budgeting process; revenues and expenses and other important financial matters. In addition, the meeting would be held at the same time as the Office of Internal Audit presents its reports to the committee.

The proposal being recommended does essentially three things:

1. Changes the name of the committee to the “Audit and Finance Committee.”
2. The vice president for finance and administration and his/her division provides reports to, and meets with, the members of the Audit and Finance Committee.
3. Adds a new Section 7 k setting forth specific responsibilities of the committee in the area of finance to include, but not be limited to, review with the vice president for finance and administration the planning, design and implementation of the financial and business operations of the university, including budgets, monitoring revenues and expenses, analyzing the university’s debt service and capacity, and such other financial matters as the committee may, from time-to-time, direct.

It is important to note that the proposal will not in any way reduce or eliminate the periodic reports to the full board, nor any other activities of the Division of Finance and Administration to keep the full board informed of any and all financial matters of the university.

The following resolution was unanimously adopted upon motion by Bunny Adcock and second by Elizabeth Farris:

“BE IT RESOLVED: That the Board of Trustees approves the following revisions to Board Policy No. 213 as shown on the exhibit attached to this resolution, and the changes set forth in revised Policy No. 213 shall be effective from and after this date.”

**UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY**

Policy Number: 213

Subject: Audit and Finance Committee

Date Adopted: 05/09 Revised: 02/10, 08/11, 09/12, 05/14

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1. **Creation of Audit and Finance Committee.** There is hereby created a committee of the University of Central Arkansas Board of Trustees (“board”) to be known as the Audit and Finance Committee (“committee”).
 2. **Members of the Audit and Finance Committee.** The Audit and Finance Committee shall be composed of three members of the Board.

The members of the Audit Committee shall be elected and shall serve terms as follows:

- (a) For calendar year 2012, two members of the Board of Trustees shall be elected by the board and shall serve a term of one-year. The third member of the Audit Committee shall serve a two-year term and shall be that person appointed by the governor of the State of Arkansas to a full seven-year term on the Board of Trustees beginning January 15, 2012.
- (b) For calendar year 2013 and years thereafter, the Board of Trustees shall elect one person to serve a one-year term on the Audit Committee. The other appointment to the Audit Committee for that year shall be the board appointment made in January of the applicable year by the governor of the State of Arkansas to a full seven-year term on the Board of Trustees and such person shall serve a two-year term on the Audit Committee. The third member shall be the continuing member from the prior year.

Any elections by the Board of Trustees shall occur at the last board meeting of each calendar year with such persons taking office on the first day of the following calendar year. The chair of the Board of Trustees shall never be a member of the Audit and Finance Committee. If for any reason, the chair of the Board of Trustees is in line to be a member of the Audit Committee, a vacancy shall be declared for such position, and the full Board of Trustees shall elect a replacement to serve.

3. **Chair of the Audit and Finance Committee.** The members of the Audit and Finance Committee shall select a chair for the committee. The chair of the Audit Committee shall be responsible for calling meetings of the committee, and shall also meet separately with the vice president of finance and administration, director of the Office of Internal Audit, any independent accountants, and management to discuss any matters the chair deems necessary or required.
4. **Purpose; Scope of Responsibility of the Audit and Finance Committee.** The purpose of this committee shall be to aid and assist the university, the board, and the Office of Internal Audit, and the Division of Finance and Administration. Nothing herein shall be deemed to abrogate any authority or responsibility of the Arkansas Division of Legislative Audit. The Audit and Finance Committee shall consider and recommend to the board matters of policy relating to internal and external audits and such other matters as may be referred to

the committee by the president or the board. Its primary function is to assist the board in fulfilling its oversight responsibilities by reviewing financial information, which will be provided to the legislature and others, the systems of internal controls that management and the board have established, ~~and~~ the audit process, and the financial operations of the university.

The Audit and Finance Committee shall have the power to authorize, oversee and/or conduct investigations into any matters within the ~~Audit C~~ommittee's scope of responsibilities.

5. **Meetings of the Audit and Finance Committee.** The Audit and Finance Committee shall meet at least four times per year, with each such meeting occurring prior to the regularly-scheduled meeting of the board. The ~~Audit C~~ommittee may meet more frequently as circumstances require. The ~~Audit C~~ommittee may ask members of management or others to attend the meetings and provide pertinent information as necessary.
6. **Responsibility for Office of Internal Audit.** The Office of Internal Audit of the University of Central Arkansas shall report directly to the Audit and Finance Committee, and no office, department or employee of the University of Central Arkansas shall have any oversight responsibility for, nor exercise supervisory control over, the Office of Internal Audit. Provided, however, administrative responsibility for salaries, budget, travel, and other operating expenses shall be handled by the general counsel, subject to the approval of the chair. In addition, the Office of Internal Audit shall provide drafts of audits to the general counsel and to the members of the ~~Audit C~~ommittee.
7. **Specific Responsibilities of the Audit and Finance Committee.** In meeting its responsibilities, the Audit and Finance Committee is expected to:
 - a. Provide an open avenue of communication between the internal auditors, any independent accountant (if utilized), management of the university and the Board of Trustees;
 - b. Review and update the responsibility of the ~~Audit C~~ommittee, subject to approval by the Board of Trustees;
 - c. If necessary or required, recommend to the board any independent accountants to be nominated, approve the compensation of the independent accountants, and review and approve the discharge of the independent accountants. Independent accountants are ultimately accountable to the board and to the Audit and Finance Committee;
 - d. Review and concur in the appointment, replacement, reassignment, or dismissal of the director of the Office of Internal Audit, or any staff person of such office;
 - e. Confirm and take or recommend any appropriate actions to assure the independence of the internal auditor, and if required, any independent accountants. Obtain disclosures regarding the accountants' independence as required by generally-accepted government auditing standards and discuss with the accountants all significant relationships to

- determine the accountants' independence;
- f. Inquire of management, the director of internal audit, and the independent accountants about significant risks or exposures and assess the steps management has taken to minimize such risk to the University of Central Arkansas;
 - g. Consider, in consultation with the independent accountants and the director of internal audit, and approve the audit scope and plan of the internal auditors and the independent accountants;
 - h. Review with the director of internal audit and the independent accountants the coordination of audit efforts to assure completeness of coverage, reduction of redundant efforts, and the effective use of audit resources;
 - i. Consider and review with the independent accountants and the director of internal audit the adequacy of internal controls including computerized information system controls and security; ~~and~~
 - j. Review with management, the internal auditors, and if necessary, any independent accountants, any of the following matters following an examination:
 - i. The financial statements and related footnotes and consider whether they are consistent with information known to committee members;
 - ii. The independent accountants' audit of the financial statements and their report thereon;
 - iii. Significant accounting and reporting issues, recent pronouncements, and complex or unusual transactions during the audit period under review;
 - iv. Significant findings and management responses thereto;
 - v. Any significant changes required in the internal auditors' or independent accountants' audit plan;
 - vi. Any serious difficulties or disputes with management encountered during the course of the audit; and/or
 - vii. Such other matters related to the conduct of the audit, which are to be communicated to the Audit **and Finance** Committee under generally accepted auditing standards.
 - k. **Review with the vice president of finance and administration the planning, design and implementation of the financial and business service operations of the university, including the preparation of operating budgets, the monitoring of revenues and expenditures, the analysis of the university's debt service and capacity, both educational**

and general as well as auxiliary, and such other financial matters as the committee may, from time-to-time, direct.

8. **Review with Director of Internal Audit.** Consider and review with management and the director of internal audit:
 - a. Significant findings during the year and management's responses thereto;
 - b. Any difficulties encountered in the course of their audits, including any restrictions on the scope of their work or access to required information;
 - c. Any changes required in the planned scope of their audit plan;
 - d. The internal audit department's budget, staffing and organizational structure of the department;
 - e. The department's compliance with Institute of Internal Auditor's Standards of Professional Practice of Internal Auditing; and
 - f. Review legal and regulatory matters that may have a material impact on the financial statements and related compliance policies.

9. **Report to Board of Trustees.** Report Audit and Finance Committee actions to the board with such recommendations, as the Audit Committee may deem appropriate.

Discretionary Scholarship Program for Students with Exceptional Circumstances - Board Policy No. 710

In 2009, the Board of Trustees adopted Board Policy No. 710, Discretionary Scholarship Program for Students with Exceptional Circumstances. This program was established to assist students who meet well-defined criteria and show an exceptional financial need or extraordinary academic excellence. The program has an annual budget of \$100,000, and a committee reviews all applications and determines who will receive assistance.

The Assistance Program for Students with Exceptional Circumstances (“APSEC”) Committee submitted a memorandum to President Courtway requesting changes to the policy in order to assist as many students in dire financial need as possible. Based on the current criteria, the committee was able to award only seven students a total of less than \$16,000 during the fall of 2013.

A copy of the memorandum from the committee is attached.

The proposed changes to Board Policy No. 710 are summarized as follows:

- The consideration of extraordinary academic excellence is removed because financial need has been the focus of this scholarship.
- The associate provost for assessment and enrollment support has replaced the chief enrollment officer on the committee to reflect current positions.
- The amount of accrued student loans is added as a factor in determining exceptional financial need.
- A requirement of good academic standing has replaced the Extraordinary Academic Excellence category.
- The prohibition on receiving any cash back from any source has been replaced with a prohibition on receiving any amount in excess of the federal Cost of Attendance as determined by the university.

The following resolution was unanimously adopted upon motion by Victor Green and second by Bunny Adcock:

“BE IT RESOLVED: That the Board of Trustees approves the following revisions to Board Policy No. 710, Discretionary Scholarship Program for Students with Exceptional Circumstances, as attached to this resolution.”

**UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY**

Policy Number: 710

Subject: Discretionary Scholarship Program for Students with Exceptional Circumstances

Date Adopted: 05/09 Revised: 02/10, 02/11, 09/12, 12/12, 08/13, 5/14

1. Creation of Scholarship Program

The purpose of this policy is to create a scholarship program to be known as the “Assistance Program for Students with Exceptional Circumstances” (APSEC).

~~The APSEC shall commence with the fall semester of 2009.~~

2. Purpose of the Program

The APSEC program is intended to be a scholarship program to support students who:

- a. exhibit exceptional financial need ~~and/or extraordinary academic excellence~~; and
- b. do not qualify for, or receive, other institutional scholarships or financial aid sufficient to attend the university or continue their education.

In addition, this policy provides for a very limited number of such scholarships for qualifying international students (described below).

3. Establishment of APSEC Committee. There is hereby created a committee to administer the APSEC in accordance with the terms of this policy.

The chair of the committee shall be selected by the president after consultation with the vice president for student services and the vice president for finance and administration. The chair will be an ex-officio member who shall not vote.

The committee shall consist of the following persons:

- ~~associate provost for assessment and enrollment support~~ Chief Enrollment Officer;
- associate provost for instructional support;
- director of financial aid (or designee);

two faculty members selected by the Faculty Senate; and
two student members selected by the Student Government Association.

4. **Budget Amount and Scholarship Guidelines:** The following guidelines shall be followed by the committee when granting scholarships pursuant to this program:

- a. *Budget.* The budget for the APSEC Committee shall be \$100,000. Any increase in the budget shall be approved by resolution of the Board of Trustees.

No more than one-half of such amount may be used for any semester. Any scholarship granted under this program shall be granted on a per-semester basis and shall not exceed one academic year. No aid shall be granted by the committee for a summer session. These amounts shall not be exceeded but may be adjusted, from time-to-time, by resolution of the Board of Trustees.

Notwithstanding the budget amount set forth above, if any student proves by clear evidence that he or she has a letter or other written document granting such scholarship, then such scholarship shall be honored and the amounts shall not be applied against the budget set forth above.

- b. *Exceptional Financial Need.* Each semester, scholarships shall be allocated to students presenting exceptional financial need. For purposes of this policy the term “exceptional financial need” means a clear statement, supported by such evidence as the committee deems appropriate, that the student’s financial situation is such that without assistance from this program the student will be unable to attend the university or continue a course of study. Examples of exceptional financial need could include medical expenses within the family; loss of job by the student or supporting parent/guardian; loss of other financial aid; **amount of accrued student loans;** or such other matters as the committee deems appropriate. The committee should take into account any other scholarships, financial aid, or other support for the applicant.

- c. *Extraordinary Academic **Standing Excellence.*** ~~Each semester, scholarships shall be allocated to students exhibiting extraordinary academic excellence. The term “extraordinary academic excellence” shall be defined by the committee.~~ **A student receiving a scholarship under this program shall be in good academic standing as defined by the applicable *Undergraduate or Graduate Bulletin.***

- d. *Certain International Students.* In addition, the administration may, from time-to-time, include in this program a limited number of international students to receive scholarships. The Board of Trustees grants the authority to the president to designate not more than 12 international students each semester to receive funds under this program. To the extent that such scholarships are granted, those scholarships shall be in addition to the budgeted amounts set forth in this policy. Factors to be taken into account by the administration may include (i) increasing campus diversity; (ii) ensuring or maintaining that multiple cultures are represented on campus; and/or (iii) providing educational opportunities for students from developing countries or those countries in

which famine, genocide or other factors have impeded the educational progress of citizens of that country, and that it is within the best interests of this university, state and nation that such educational opportunities be extended to those students.

- e. Scholarships Required by Contractual Arrangements or Understandings. In addition, the administration may, from time-to-time, include in this program scholarships required to be offered to a student or students pursuant to a grant, program or other contractual arrangement to which the university is a party and the terms thereof which require a scholarship to be offered to one or more of said students. To the extent that such scholarships are granted, those scholarships shall be in addition to the budgeted amounts set forth in this policy.
 - f. Per Student Amount. The aggregate amount of the scholarship shall not exceed \$3,000 per applicant for any semester. Provided, however, that commencing with the 2011 fall semester, this amount may be increased by the administration by the same percentage as the increase in tuition and fees, if any, approved by the Board of Trustees for the next academic year. No student receiving a scholarship under this program shall receive an amount that would result in the student receiving a total aid package that would exceed the federal Cost of Attendance as determined by the university ~~any cash back from any source~~. In determining the amount to be awarded, the committee shall evaluate the applicant's financial aid history including other scholarships and accrued loans, academic records, and any information provided by the applicant detailing their exceptional financial need.
 - g. Application Deadline and Procedure. The committee shall cause notice of the program, the application, and the application deadlines to be published on the university's website, and also, distributed through appropriate university offices so that all students, both incoming and returning, are aware of the program and applicable deadlines. ~~The first notices shall be published not later than two weeks after the adoption of this policy.~~
- The committee shall also develop and publish an application for the scholarship program. The application must be filed by the deadline along with any supporting documentation requested. The applicant must submit a letter or other evidence setting forth the student's exceptional financial need and/or extraordinary academic excellence. The applicant cannot currently owe a past due balance to the university.
- h. Mid-Semester Emergency Grants. Notwithstanding anything in this policy, if the committee has available funds for any semester, it may use such funds, not to exceed the budget amount, to make emergency grants under this program at any time during the semester. The purpose of this provision is to allow students whose circumstances changed after the deadline and who then meet the criteria set forth in the policy to petition the committee.
 - i. Action of the APSEC Committee. After the deadline for each semester, the chair shall convene the committee to review all applications submitted under this program. The

committee shall thereafter grant scholarships for the APSEC under the criteria and budget amounts set forth in this policy and state its reasons for granting the scholarships. Scholarships under this program shall be granted based upon a vote of the committee according to the criteria set forth in this policy. The decision of the committee is final and cannot be appealed.

MEMORANDUM

TO: Tom Courtway, President

FROM: APSEC Committee

Carolyn Baker

Wendy Lucas

Ivana Ilic

Forrest McDougal

Kurt Boniecki

Dan Fisher

Cheryl Lyons

Hank Phelps, Chair

DATE: December 16, 2013

Since the beginning of this academic year, we have been evaluating applications for the Discretionary Scholarship Program for Students with Exceptional Circumstances (APSEC) strictly by the Board Policy (#710). Following these criteria, we awarded five students a total of \$10,613 in August and at mid-term two students were awarded \$4,773.68. Of these seven students, four are international students. The vast majority of the applications we received were not eligible because they were already receiving excess aid (cash back) and/or had declined a loan. Every student who met the qualifications received the maximum award they were eligible to receive.

Upon reviewing this past semester, the Committee has been frustrated by its inability to assist students with exceptional financial need (as defined in the policy) because they are receiving excess aid or had declined a loan. Many of these students already had accumulated over \$35,000 in student loans. After carefully evaluating the policy, the Committee recommends that either: (option 1) the Policy remain basically unchanged in which a very small number of students will receive the scholarship or (option 2) the Policy be changed to allow the Committee greater freedom in determining exceptional financial need and thus awarding the scholarship to a greater number of students. Details of the two options are listed below.

Option 1: If the basic language of the Policy remains unchanged (i.e., the *no cash back* rule remains in place):

- a. The budget for the APSEC should be reduced from the current allocation of \$100,000 to \$40,000. The University could consider providing additional funding for transfer student scholarships which would benefit a large number of students. Consideration should also be given to providing funding to International Programs for special scholarships for international students as those staff members are in a better position to understand the particular diverse financial emergencies that these

students sometimes encounter. Another possibility for this money could be to offset the cost of Study Abroad.

- b. The section outlining *Extraordinary Academic Excellence* (item 4 (c)) should be removed. If there is no flexibility in the policy to award based on merit, then their good grades or achievements do not matter – no awards can be given.
- c. The committee should be disbanded and every student that meets the no cash back criteria receives the maximum allowable award.

Option 2: Changing the policy to include the following:

- a. The student must be in good academic standing with the University.
- b. The student cannot currently owe a past due balance from a previous semester/term.
- c. Striking the last sentence in section 4 (f) and replacing it with the following: *In determining the amount to be awarded, the Committee shall evaluate the applicant's financial aid history including other scholarships and accrued loans, academic records, and any information provided by the applicant detailing their exceptional financial need.*
- d. The section outlining *Extraordinary Academic Excellence* (item 4(c)) should be deleted. The intention of this scholarship seems to be financial need. There are many scholarship opportunities for high-performing students.

Summary:

It is the desire of the Committee to assist as many students in dire financial need as possible. For most of these students the UCA portion of this need is but a small share of their total expenses of attending UCA. The ability of a student to pay rent and buy groceries outside of University housing is just as important as their ability to pay tuition and fees. Thus, it is our desire to have the capability to award excess aid when needed. In addition, many of our students are graduating with large student loan debt and if we can offer even a small amount of relief, we would like to do so.

Once advised on which option we should pursue, the Committee will draft proposed changes to the Board policy.

Concealed Weapons Resolution Pursuant to Act 226 of 2013

Board Policy No. 507, Firearms Possession by Faculty or Staff, states as follows:

The possession, carrying, storage or use of any handgun or firearm of any type is prohibited (a) on the university campus, (b) in any building owned or controlled by the university, and (c) at any university event.

The administration shall develop and publish notices advising all persons of this prohibition. The administration shall also publish such notices on the university's website and in the *Faculty Handbook* and *Staff Handbook*, and shall develop and publish sanctions for violations of this policy consistent with Arkansas law and other university regulations.

These provisions shall not apply to any certified law enforcement officer employed by the University Police Department or any other certified law enforcement officer.

In 2013, the Arkansas General Assembly adopted Act 226 which became effective on August 16, 2013. This act modified the state's concealed weapons law by adding a section (A.C.A. 5-73-322) to allow full-time faculty and staff of a college/university with a concealed carry permit to carry a handgun in the buildings and on the grounds of the campus. However, a provision of A.C.A. 5-73-322 allows the governing body of a college/university to "opt out" of the provision by adopting a resolution that disallows the carrying of a concealed handgun by faculty/staff in the buildings and on the grounds of the university/college, and such institution must post notices as required by Arkansas law. The law also provides that the resolution shall be effective for a period of one year. The following resolution was adopted in May 2013:

"BE IT RESOLVED: That the Board of Trustees (a) hereby ratifies and affirms the provisions of Board Policy No. 507 set forth above; (b) pursuant to the provisions of Act 226 of 2013 and commencing on the effective date of Act 226, hereby disallows the carrying of a concealed handgun by faculty/staff in the buildings or on the grounds of the University of Central Arkansas for a period of one year from such effective date of Act 226; and (c) directs and authorizes the administration to take any and all steps necessary to ensure the compliance with such "opt out" of the provisions of Act 226, including, but not limited to, the posting of any and all signs required or necessary to comply with the foregoing act."

In order to continue the provisions of Board Policy No. 507 and the resolution adopted in 2013, the Board must again vote on a resolution pursuant to A.C.A 5-73-322.

The following resolution was unanimously adopted upon motion by Bunny Adcock and second by Elizabeth Farris:

“BE IT RESOLVED: That the Board of Trustees (a) hereby ratifies and affirms the provisions of Board Policy No. 507 set forth above; (b) pursuant to the provisions of Act 226 of 2013 and A.C.A. 5-73-322 and commencing on August 16, 2014, hereby disallows the carrying of a concealed handgun by faculty/staff in the buildings or on the grounds of the University of Central Arkansas for a period of one year; and (c) directs and authorizes the administration to take any and all steps necessary to ensure the compliance with such “opt out” provisions of Act 226 and A.C.A. 5-73-322, including, but not limited to, the posting of any and all signs required or necessary to comply with the foregoing act.”

Request for Provisional Positions

The State, through the position appropriation process, permits the university to request provisional positions when there is an emergency or an unexpected need.

Provisional positions may be assigned when the university receives temporary and/or unanticipated funding through grants, contract agreements, or increased collections. Provisional positions exist only as long as the funding for those positions is available and do not automatically convert to regular, budgeted positions.

In submitting a request for the allocation of provisional positions, the state process first requires authorization for that request through the university's Board of Trustees.

At this time, the university has funding through federal, state and private grants for 16 additional positions.

Name	Title	Funding Source
Sarah Argue	Pre-K Project Director	Arkansas Department of Education
Matthew Jeffery	Lead Software Developer	Arkansas Department of Education
Belinda Robertson	Mathematics Instructional Specialist	Arkansas Department of Education
Sam Gibson	ARC Director	Arkansas Department of Education
Greg Holland	Director of Research	Arkansas Department of Education
Jacob Walker	Workforce Project Director	Arkansas Department of Education
Melanie Bradford	Technology Projects Coordinator	Arkansas Department of Education

Minnietta Camp-Ready	Science Specialist	Arkansas Department of Education
Nathaniel Gray	Software Developer	Arkansas Department of Education
Christopher Barnes	Assessment and Accountability Director	Arkansas Department of Education
Vacant	Senior Software Developer	Arkansas Department of Education
Vacant	ARC Services Coordinator	Arkansas Department of Education
Michelle Hardin	Upward Bound Project Director	U.S. Department of Education
Jessie Beal	Upward Bound Project Specialist	U.S. Department of Education
Michelle Wynn	Administrative Specialist I	U.S. Department of Education
Robert Arbogast	Administrative Specialist III	U.S. Department of Education
10 positions (TBD)	Academic Counselors	University of Central Arkansas

The following resolution was unanimously adopted upon motion by Victor Green and second by Shelia Vaught:

"BE IT RESOLVED: That the Board of Trustees authorizes the administration to proceed with requests to the State Department of Finance and Administration and the Arkansas Department of Higher Education, as appropriate, for allocation of 26 provisional positions, shown on the above list, which will be funded by institutional funds, federal, state and private grants."

Naming University Facilities – Board Policy No. 402

In accordance with Board Policy No. 402, Naming University Facilities, the Advancement Division and the UCA Foundation recommend the following naming designation in recognition of a gift from Ms. Karen Sullards.

The proposed gift agreement summarizes the mutual understanding of Karen Sullards (donor), the UCA Foundation (foundation) for benefit of the University of Central Arkansas, and the Honors College (college) regarding the gift to name seminar room 303 in McAlister Hall in memory of Ms. Sullards' parents, Fletcher and Sybil Sullards.

The donor has given a gift of \$50,000 received by the foundation on October 5, 2011. The distribution of the gift was as follows:

- \$21,000 to the Schedler Honors College Endowment
- \$4,000 to the Association of Future Alumni Endowment
- \$25,000 to the Alumni 100 fund

Also, in accordance with Board Policy 402, Naming University Facilities, the Advancement Division and the UCA Foundation recommend the following naming designation in recognition of a commitment by Dr. Sue Griffin.

The proposed gift agreement summarizes the mutual understanding of Dr. Sue Griffin (donor), the UCA Foundation (foundation) for benefit of the University of Central Arkansas, and the College of Natural Sciences and Mathematics (college) regarding private gifts to name the new planetarium in memory of her husband, Dr. Ed Griffin, a long-time faculty member and chair of the Biology Department at UCA.

The donor has given a total of \$250,000 received by the foundation through April 2014 and has pledged one additional \$50,000 payment due by June 30, 2014 for a total gift of \$300,000.

The following resolution was unanimously adopted upon motion by Elizabeth Farris and second by Brad Lacy:

“BE IT RESOLVED: That the Board of Trustees approves naming room 303 in McAlister Hall the Fletcher and Sybil Sullards Seminar Room and the new digital planetarium in the Lewis Science Center addition the Dr. Edmond E. Griffin Planetarium.”

Faculty Handbook – Revisions

The UCA *Faculty Handbook* Committee recommends revisions to the opening pages and Chapters 3 and 5 of the current *Faculty Handbook*. Chapters 1, 2, 4, 6, 7, and 8 were not considered by the committee this year. The following is a summary of the recommended revisions:

- Cover Page: text added and deleted to update the date of the document.
- Title Page: text added and deleted to update the date of Board approval.
- Chapter 3: text added and deleted:
 - Chapter 3.III.A. (pg. 13): added text for clarity;
 - Chapter 3.III.A.1. (pg. 13): added and deleted text to revise for clarity;
 - Chapter 3.III.A.2. (pg. 13): added and deleted text to provide clarity of criteria and process for tenured appointments;
 - Chapter 3.IV.A. (pg. 20): revision of title, and added and deleted text for clarification and revised to reference exceptions included in 3.IV.D.;
 - Chapter 3.IV.A.1.(pg. 20-21): added and deleted text for clarification with respect to terminal degree completion;
 - Chapter 3.IV.B.1. (pg. 21-22): complete revision;
 - Chapter 3.IV.D. (pg. 23): added and deleted text for clarification;
 - Chapter 3.V.D. (pg. 24-25): deleted first two paragraphs, and added and deleted text for modification of paragraphs three and four to clarify criteria for promotion;
 - Chapter 3.VI. A.3. (pg. 26): added text for clarification of the process and criteria for probationary period extensions;
 - Chapter 3.VI.D.2. (pg. 29): added and deleted text to modify procedures, specifically timing of procedures, prior to tenure review;
 - Chapter 3.VI.E.1. (pg. 29): added text to modify procedures, specifically timing of procedures, prior to tenure review;
 - Chapter 3.VII (pg. 32): added and deleted text to provide clarification of eligibility for advancement;
 - Chapter 3.VII. A. (pg. 32-33): added and deleted text for clarification of advancement application content requirements;
 - Chapter 3.VII.C. (pg. 33-34): added and deleted text for clarification and modification of the advancement application process;
 - Chapter 3.X.A.2. (pg. 37): added text to opening for clarification;
 - Chapter 3.X.A.2.b. (pg. 37): added text for clarification;
 - Chapter 3.X.A.2.c. (pg. 37): newly created for clarification of notification expectations;
 - Chapter 3.X.D. (pg. 45-46): deleted opening paragraph and added text for modification of the intentions of this section of the handbook;
 - Chapter 3.X.D.1.c. (pg. 46): deleted text; and

- Chapter 3.X.D.1.d. (pg. 46): newly created to provide information regarding appeal of non-renewal decisions.
- Chapter 5: text added:
 - Chapter 5.IV.D.14. (pg. 60): added text to clarify the process for phased retirement program application.

The recommendations of the *Faculty Handbook* Committee have been considered and endorsed by the Faculty Senate, and other appropriate administrators.

The following resolution was unanimously adopted upon motion by Bunny Adcock and second by Elizabeth Farris:

“BE IT RESOLVED: That the Board of Trustees hereby approves the revisions to the UCA *Faculty Handbook*.”

Community Schools and Clinics – Board Policy No. 365

The College of Education proposes to add the existing UCA Reading Success Center to the list of community schools and clinics approved and recognized under Board Policy No. 365, Community Schools and Clinics. The center provides school-aged students in the central Arkansas area with improved achievement and abilities in literacy learning. Three sessions are held each year (fall, spring, and summer), and all center activities are designed to help students increase their reading and writing skills, as well as their engagement and motivation. The Reading Success Center directly supports regular school reading and writing programs and uses varied approaches and materials. Diagnosis and broad-based assessment procedures provide information to identify each student’s strengths and needs. An individual reading success plan is formulated for each student and instruction is provided by experienced teachers who are pursuing advanced degrees in reading and education and/or America Reads tutors (UCA undergraduate students).

Students served at the UCA Reading Success Center represent diverse backgrounds and needs, and many of them are from lower socioeconomic backgrounds. This student population includes students learning the English language, struggling readers, and those with identified learning differences such as dyslexia.

The proposed initial per-term fee for a student’s participation in the center’s programs is indicated in the table below. In accordance with Board Policy No. 365, changes in these fees require approval by the provost and the vice president for finance and administration.

<u>Term</u>	<u>Contact Hours</u>	<u>Participation Fee</u>
Fall	10	\$50
Spring	10	\$50
Summer	30	\$75

These fees will be used for center supplies and materials, student snacks, and the maintenance of the Reading Success Center library.

All appropriate university administrators have recommended approval of this proposal.

The following resolution was unanimously adopted upon motion by Victor Green and second by Bunny Adcock:

“BE IT RESOLVED: That the Board of Trustees hereby approves the addition of the UCA Reading Success Center and the proposed fees to Board Policy 365, Community Schools and Clinics.”

**UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY**

Policy Number: 365

Subject: Community Schools and Clinics

Date Adopted: 05/09 Revised: 08/10, 12/12, 05/14

The Board of Trustees recognizes the benefits to the university and its communities of community schools, established to provide instruction in a discipline or area of practice to members of the community. Similarly, clinics established and operated by the university provide essential services to the university's communities. Such schools and clinics serve to advance knowledge of the discipline or area of practice, to provide settings for practicum experiences for the university's students, to forge beneficial connections between the campus and its communities, and to promote good will for the university among its community constituents. Such schools and clinics do not award academic credit in any form.

Approved community schools and clinics may establish appropriate fees, including application/registration fees and fees for instruction. Such fees and their revision must be approved by the provost and the vice president for finance and administration. Approved fees will be published on the community school's or clinic's web page and in any other appropriate publications.

Any proposed new community school or clinic must receive approval from the Board of Trustees before beginning operation. Normally such a proposal will originate in the academic department with which the community school or clinic will be associated. The proposal will describe the proposed school or clinic and provide evidence of need for the school or clinic and the benefits it will bring to the university and its communities. The proposal will include a plan of operation and a business plan, including any proposed fees.

The proposal must be endorsed by the relevant academic department chair and college dean before being forwarded to the provost. If the provost supports the proposal, he/she will forward it to the president; if the president supports the proposal, he/she will bring it to the Board of Trustees for approval.

Upon approval by the Board of Trustees, the new community school or clinic's name will be added to this board policy. Approved community schools and clinics:

- Community School of Music
- Community Language School
- Addiction Counseling Center
- Psychology and Counseling Training Clinic
- Speech Language Hearing Center
- Reading Success Center

New Degree Program: BSE, Special Education K–12

The Department of Early Childhood and Special Education in the College of Education has proposed a new degree program, the Bachelor of Science in Education (BSE) in Special Education K–12. The purpose of the proposed program is to prepare teachers in the development of knowledge, skills, and dispositions needed to positively impact services and supports for students with special needs. The proposed program is aligned with the *Arkansas Competencies for Special Education K–12 Teachers*, *Arkansas Teaching Standards (InTASC)*, and *Council for Exceptional Children Standards* in an effort to prepare highly qualified, effective, and dedicated special education teachers.

The shortage of qualified special education teachers remains an ongoing challenge both nationally and in the state of Arkansas, as documented by the U.S. Department of Education. In a nationwide listing of teacher shortage areas from 1990–2013 by the U.S. Department of Education Office of Postsecondary Education, four teacher licensure areas in Arkansas were identified every year as being deficient in the area of supply and demand; Foreign Language, Math, Science, and Special Education. Additionally, research conducted by the American Association for Employment in Education (2008) indicates that special education continues to be a strong national job market with limited teacher preparation programs being offered.

In response to special education being consistently identified as a critical academic licensure shortage area in Arkansas, the Arkansas Department of Education approved the transition of special education as an additional licensure area to an initial area of teacher licensure in 2012. As an initial licensure area, undergraduate teacher preparation programs can not only address the state need for special education teachers but also provide a more comprehensive training program to ensure future teachers are better prepared to meet the unique learning and emotional needs of students with disabilities. The University of Central Arkansas has a long history of and an excellent state-wide reputation for preparing special education teachers and currently offers the MSE in Special Education at the graduate level.

The proposed degree program requires 122 semester credit hours, including the UCA Core and all professional education courses. For this reason, the department is requesting that the Board of Trustees, with its approval of the program, also approve a waiver to the Act 747 120-hour rules, based on licensure and accreditation requirements, as provided for in the legislation: Act 747 of 2011 provides that baccalaureate programs may require no more than 120 semester credit hours unless (1) a waiver has been approved by the institution's Board of Trustees and the Arkansas Higher Education Coordinating Board or (2) the greater number of hours is a requirement of an independent licensing or accrediting body.

All appropriate university councils and administrators have recommended approval of the proposed BSE program in Special Education K–12.

The following resolution was unanimously adopted upon motion by Victor Green and second by Bobby Reynolds:

“BE IT RESOLVED: That the Board of Trustees hereby approves the Bachelor of Science in Education, Special Education K–12.

BE IT FURTHER RESOLVED: That the Board of Trustees hereby approves the Act 747 waiver request for the Bachelor of Science in Education, Special Education K–12.”

Supporting materials (following pages): (1) UCA Curriculum Form 3, (2) ADHE Form LOI-E, (3) ADE Professional Education Program Proposal Cover Sheet, (4) Four-year Program of Study for the BSE, Special Education K–12.

UNIVERSITY OF CENTRAL ARKANSAS
New Program Transmittal Form

Department Early Childhood and Special Education Date 12/09/13

Program level: UNDERGRADUATE GRADUATE

Program type: New degree program New certificate program

New option/existing program New minor program

Bulletin title of program (brief):

Bachelor of Science in Education with major in Special Education K-12

Brief description of program (attach additional documentation as required):

The purpose of the Bachelor of Science in Education (B.S.E.) degree with a major in Special Education K-12 is to prepare teachers in the development of knowledge, skills, and dispositions needed to positively impact services and supports for students with special needs. Candidates will gain expertise in the area of special education including foundations, development and characteristics of learners, individual learning differences, instructional strategies and planning, learning environments, guidance and behavior management, communication, working with families, assessment, and professional and ethical practice.

Proposed effective date for new program (term and year): 2014-2015 Academic Year

Program recommended by

Shondray King 1-10-14
 Department Curriculum Committee Date

Diana Bourdeau DB 1/27/14
 Professional Education Council Date

William Kellias 1/10/14
 Director of Assessment Date

General Education Council Date

Kathleen Allen 1-10-14
 Department Chair Date

Sam Seid 2-18-14
 Undergraduate Council Date

Julie Abbott 1-17-14
 College Curriculum & Assessment Committee Date

Graduate Council Date

Diana Bourdeau 1/27/14
 College Dean Date

Robin Voss 2/26/14
 Council of Deans Date

Program approved by

[Signature] 3/3/2014
 Provost Date

Program recorded by

Undergraduate/Graduate Studies, Registrar Date

LETTER OF INTENT – E

**New Education Program
for New State Licensure Requirements**

(LOI and ADE Program Proposal submitted to ADHE)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

Kathleen Atkins
Chair, Department of Early Childhood and Special Education

3. Telephone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Proposed effective date

Spring 2015

5. Proposed program title

Special Education K–12

6. CIP code requested

13.1001

7. Applicable information required in the ADE Program Proposal, Section A

Attached.

Indicate Arkansas licensure area for proposed program: Special Education, K–12

8. Mode of delivery (type “x” as appropriate)

On-Campus

Distance Technology

9. Provide additional program information if requested by ADE/ADHE staff

If requested.

President/Chancellor Approval Date: _____

Board of Trustees Approval Date: Expected 05/30/2014

Chief Academic Officer: _____ Date: 03/03/2014

[UCA form updated 2014-03-24]

ADE Professional Education Program Proposal Cover Sheet

Arkansas Department of Education
Professional Education Program Proposal

COVER SHEET

Institution: University of Central Arkansas **Date submitted:** 01/01/2014
Program contact: Dr. Kathleen Atkins **Position/Title:** Department Chair
Phone: (501) 450-5441 **Email:** katkins@uca.edu
Program name: Special Education K-12 **CIP code:** 13.1001

Degree or award level (BS, MAT, post-baccalaureate, etc.): BSE

Is this program intended to prepare candidates for educator licensure in Arkansas? **Yes** **No**
If yes, indicate the title and grade range of the license for which the candidates will be prepared:

Title: Special Education K-12 **Grade Range:** K-12

Proposal is for:

- New Educator Licensure Program**
(Complete Section A)
- New Educator Licensure Program with Distance Learning Technology ***
(Complete Sections A and D)
- New Educator Licensure Endorsement Program**
(Complete Section B)
- New Educator Licensure Endorsement Program with Distance Learning Technology ***
(Complete Sections B and D)
- Revision(s) to an Approved Licensure Program**
(Complete Section C)
- Revision(s) to an Approved Program to include Distance Learning Technology ***
(Complete Sections C and D)
- Converting a Traditional Program to a Distance Learning Technology Program ***
(Complete Sections C and D)

* At least 50% of the curriculum is delivered via on-line distance learning technology.

The portion of the proposed program to be delivered via on-line distance learning technology: N/A%

Proposed starting date for the program: Spring 2015

Will this program be offered at more than one site? **Yes** **No**

Note: Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.

If yes, list the sites where the program will be offered:

N/A

Program of Study: BSE, Special Education K–12

Year 1

First Semester, Freshman Year (15 hours)	Second Semester, Freshman Year (16 hours)
WRIT 1310 Introduction to College Writing (UCA CORE) PSCI 1300 U.S. Government (UCA CORE) Critical Inquiry Elective (3 hrs. ;UCA CORE) MATH 1390 College Algebra (UCA CORE) SPCH 1300 Basic Oral Communication (UCA CORE) **Educational Technology Prerequisite Requirement: EDUC 1240, CSCI 1300, MIS 2343 or Ed Tech Competency Test**	WRITG 1320 Academic Writing and Research (UCA CORE) HIST 2301 or HIST 2302 (UCA CORE) Diversity/Creative Works Elective (3hrs. ;UCA CORE) Responsible Living Elective (3 hrs.; UCA CORE) BIOL 1400 Biology for General Education (UCA CORE)

Year 2

First Semester, Sophomore Year (16 hours)	Second Semester, Sophomore Year (15 hours)
MATH 3351 Number Systems* ECSE 3300 Foundations for Elementary and Special Educators * PHYS 1400 Physical Science for General Education (UCA CORE) Diversity World Culture Elective(3 hrs.; UCA CORE) ECSE 3320 Foundations of Inclusive Education*	ECSE 3305 Integrated Approaches to Child and Young Adult Literature* SCI 4410 Concepts of Science* ECSE 3301 Development and Learning Theories* ECSE 3309 Development and Characteristics of Diverse Learners * EDUC 4210 Integration of Technology into Teaching and Learning *

Year 3

First Semester, Junior Year (15 hours)	Second Semester, Junior Year (Jr. Block; 15 hours)
ECSE 4315 Workshop Approach to Teaching Writing in the K–12 Classroom ECSE 4307 Instructional Programming for Diverse Learners ECSE 4309 Positive Classroom Environments ECSE 4311 Foundations of Reading ECSE 4331 Data Driven Instructional Planning	Math 3364 Concepts of Geometry and Measurement ECSE 4306 Educational Programming for Middle and Secondary Learners with Mild Disabilities MSIT 4325 Strategies for Content Literacy: Development and Curriculum Integration ECSE 4303 Current Issues and Trends in Special Education ECSE 434325 Special Education Practicum: Secondary

Year 4

First Semester, Senior Year (Internship I; 18 hours)	Second Semester, Senior Year (12 hours)
MATH 4335 Concepts of Advanced Mathematics ECSE 4302 Behavior Guidance for the Diverse Classroom ECSE 4308 Educational Programming for Students with Significant Disabilities ECSE 4301 Math and Science for Diverse Learners ECSE 4305 Literacy Assessment & Intervention ECSE 4324 Special Education Practicum: Elementary	ECSE 4603 Internship II ECSE 4604 Internship II

Total program hours: 122

* In the tables above, an asterisk indicates that an education course is also included in a general education teacher preparation program.

Academic Integrity - Board Policy No. 709

UCA administration proposes the modification of Board Policy 709, Academic Integrity, to remove reference to the “undergraduate dean,” since this position no longer exists at the university.

The following resolution was unanimously adopted upon motion by Elizabeth Farris and second by Bunny Adcock:

“BE IT RESOLVED: That the Board of Trustees hereby approves the proposed modification to Board Policy 709, Academic Integrity.”

**UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY**

Policy

Number: 709

Subject: Academic Integrity

Date Adopted: 02/102/10 Revised: 02/102/13, 05/14

A. Academic Integrity

The mission of the University of Central Arkansas commits all members of the university community to acquiring, sharing, evaluating, and communicating knowledge. Such a commitment includes an expectation of academic integrity, an organizational and individual commitment to honesty and responsibility in teaching and learning. By their affiliation with the University of Central Arkansas, all members of the university community are committed to shared responsibility for maintaining the highest standards of academic integrity. Although this policy focuses on the academic integrity in course-related work, its basis and context is the commitment made by the entire university community.

B. Academic Misconduct

Violation of the expectation of academic integrity is academic misconduct. Examples of misconduct commonly identified by universities include but are not limited to those listed here (definitions are quoted from the *Random House Webster's Unabridged Dictionary*, 1999 ed.):

- *Cheating*: to cheat is, in an academic context, “to take an examination or test in a dishonest way, as by improper access to answers.” Cheating may also occur in the context of other academic assignments.
- *Plagiarism*: “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.” This concept may apply to any kind of intellectual property.
- *Fabrication*: to fabricate is, in this context, “to fake; forge (a document, signature, etc.).” Fabrication is commonly associated with the falsified research findings.

Other forms of academic misconduct may include unauthorized collaboration or submitting the same paper or portions of the same paper to two different courses without the consent of both instructors. The university will provide extensive publicly accessible examples of and information about forms of academic misconduct (see section C, below).

The university's academic integrity policy applies to all students enrolled in courses at the University of Central Arkansas. All forms of academic misconduct at the University of Central Arkansas will be regarded as serious.

C. Requirement to Inform Students

UCA will discuss the academic integrity policy during new student orientation for freshmen, transfer, and graduate students each fall semester. Beginning in fall 2010, first-year freshman students will be required to participate in an official orientation program.

The Divisions of Academic Affairs and Student Services will collaborate in publishing information about academic integrity and misconduct, with explanations and examples intended to help students make informed decisions about how they conduct themselves in their academic work, including the use and presentation of information.

Beginning in the fall semester 2010, every course syllabus, including those for courses offered by distance education, must include the following language: "The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the University's Academic Integrity policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the *Student Handbook*. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy." An instructor may include in the course syllabus additional information about academic integrity if he/she wishes to do so.

D. Notification of Charge of Academic Misconduct

In the event an instructor determines that a student has engaged in academic misconduct, the instructor will notify the student of the allegation and the basis on which it is made and inform him/her of the action or sanction the instructor deems appropriate, consistent with the terms of section E of this policy.

The university registrar will provide a form to be used by instructors in reporting allegations of academic misconduct.

E. Penalties for Academic Misconduct

1. Each instructor will decide on a case-by-case basis what penalty will be given to the student for his/her academic misconduct; such penalty may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Depending on the nature of the misconduct and the context in which it occurs, other penalties may be appropriate; additional penalties, if any, will be recommended by the instructor in consultation with the department chair. The instructor will submit the signed Academic Integrity Violation form to the department chair as notification of the allegation and penalty/penalties. The chair confirms the allegation by signing the form and submitting it to the university registrar

for recording (the “official allegation”).

2. Using the student’s preferred email address listed in Banner, the department chair will inform the student of his/her right to appeal. Within 10 working days of the department chair’s notification, the student has a right to appeal the decision through the procedures set forth below.

Institutional Penalties

Institutional responses to allegations of misconduct fall into two categories: (1) automatic penalties based on an official allegation and (2) additional penalties that will result if the student is not exonerated. The institutional responses seek both to educate and reprimand students while promoting academic integrity. These responses vary based on student classification, previous infractions, and their outcome.

All official allegations against a student, whether undergraduate or graduate, made by the instructor and confirmed by the department chair, will be maintained in a permanent electronic record by the registrar. Similarly, every official allegation made by the instructor and confirmed by the department chair, may result in course-related sanctions determined by the instructor. Other penalties may apply on a first infraction, based on the nature and context of the misconduct. Penalties will escalate on further infractions.

The following escalating consequences apply to *undergraduate students*:

- Second infraction
 - Automatic additional penalties: completion of compulsory Academic Integrity course or workshop as determined by the university to be completed within 45 calendar days of notification of the requirement to complete the course or workshop by the registrar or a registration hold will be placed on the student’s file. The cost of this course/workshop will be paid by the student and charged to their student account.
 - Additional penalty, if not exonerated: meeting with administrator (dean or designee).
- Third infraction
 - Additional penalty, if not exonerated: referral to Academic Integrity and Discipline Committee for possible university sanction (e.g., probation, suspension, expulsion).
- Subsequent infractions
 - Automatic additional penalty: referral to Academic Integrity and Discipline Committee for university sanction (e.g., probation, suspension, expulsion).

The following escalating consequences apply to *graduate students*:

- First infraction
 - Automatic additional penalties: (1) completion of compulsory Academic Integrity course or workshop as determined by the university to be completed within 45 calendar days of notification of the requirement to complete the course or workshop by the registrar or a registration hold will be placed on the student's file; the cost of this course/workshop will be paid by the student and charged to his or her student account; (2) meeting with graduate dean.
- Second infraction
 - Automatic additional penalty: referral to Academic Integrity and Discipline Committee for university sanction (e.g., probation, suspension, expulsion).

Third infraction

- Automatic additional penalty: expulsion from the Graduate School.

F. Academic Misconduct File

All documentation relevant to a student's academic misconduct will be maintained in both electronic and paper files. The electronic files will be created and housed in the Office of the Registrar, based on documentation submitted by a department and, if applicable, developed in an appeal process. Hard paper copies will reside on file in the office of the college dean or administrator in whose college/division the alleged misconduct occurred. Academic misconduct files shall only be used by non-student university employees as necessary in the case of an appeal. If the student makes a formal appeal, it will be decided in accordance with the procedures set forth below.

G. Appeals Process

A student may appeal the charge of academic misconduct and any sanctions or actions taken by the instructor through the procedures set forth below, beginning at the department level and proceeding to the university level if necessary.

1. Appeals at the Department/College Level

- a. The instructor will advise the student of an accusation of academic misconduct and the penalties to be applied. Within 10 working days of receiving this information and the chair's notification of his/her right to appeal (see E.2), a student may meet informally with the instructor to attempt to resolve the matter.

- b. If the student is not satisfied with the action of the instructor, then within 10 working days of the meeting with the instructor, the student may submit a formal written appeal to the department chair. Within 10 working days of receipt of the written appeal, the chair will meet with the student to attempt to resolve the matter.
- c. If the student is not satisfied with the action of the department chair, then within 10 working days of the meeting with the department chair, the student may submit a formal written appeal to the dean of the appropriate college, with copies to the instructor and the department chair.
- d. Within 10 working days of receipt of the written appeal, the instructor and department chair must submit the following materials to the dean of the college: a description of the academic misconduct and any penalties assigned, and all pertinent documentation concerning the academic misconduct. The dean of the college may ask for additional documentation from the student's academic misconduct file if such documentation exists.
- e. Within 10 working days of receipt of the appeal, the dean of the college will submit a written decision to the student with copies to the instructor and to the department chair. The dean of the college will forward the written decision and documentation to the university registrar for the permanent electronic record and retain all pertinent documentation regarding the academic misconduct in the student's academic misconduct file.

2. Appeals at the University Level

- a. If not satisfied with the action of the dean of the college, the student may submit, within 10 working days after receiving notice of the decision, a written appeal to the dean of students for referral to the Academic Integrity and Discipline Committee. Any appeal of course grade as a result of sanctions will follow the procedures outlined in this policy rather than the grade appeal process.
- b. Within 10 working days of receipt of the student's appeal, the dean of students will refer the appeal to the Academic Integrity and Discipline Committee for a hearing and inform the instructor, department chair, college dean, dean of students, and, as appropriate, the associate provost for finance and administration, and graduate dean. The composition of the committee and the procedures to be followed are set forth in Section H below.
- c. The Committee will submit the report of the hearing and the recommendations of the committee to the provost and vice president for student services. The provost and the vice president for student services may choose appropriate designees to act on their behalf. The provost and vice president for student services (or designees) will render the final decision after considering the recommendations and report of the Academic Integrity and Discipline Committee. The provost and vice president for student services (or designees) will send a report of the final decision to the student, instructor, department chair, college dean, dean of students, and, **when appropriate,** the ~~undergraduate or~~ graduate dean. The report, along with the written recommendation of the committee and any additional

documentation developed in the appeals process, is forwarded to the university registrar for completion of the Banner record and permanent electronic archiving.

H. Procedures for the Academic Integrity and Discipline Committee

The following procedures apply to the Academic Integrity and Discipline Committee when it is reviewing cases of academic misconduct.

1. The dean of students will give the committee a copy of the appeal and all pertinent documentation regarding the charge of academic misconduct. Copies of the appeal will also be sent to the instructor, department chair, college dean, dean of students and, **as when** appropriate, the ~~undergraduate~~ and graduate dean.
2. Academic integrity hearings require a quorum, which will be met when 50% plus one of the committee members are present with at least one appointee from the staff, the faculty, and the Student Government Association present. Decisions must be reached by a majority of the members present. The chair may cast a deciding vote in the event of a tie. The number of yes, no, and abstention votes will be recorded without designating individual votes.
3. The student, instructor, department chair, and the relevant deans will be entitled to five working days' notice of the date, time, and place of hearing.
4. After the committee considers the matters referred to it by the dean of students, the student and instructor may present relevant witnesses and documentary evidence. The committee will accept all relevant oral testimony and documentation that it feels to be relevant and material to the issue. The chair has the power to rule on the admissibility of the evidence and on the relevance of questions. The responsibility for questioning witnesses, securing evidence, and determining the degree of proof will be vested in the committee.
5. Strict judicial rules of evidence will not be applied. The student, the instructor, the department chair, and the appropriate deans may be accompanied by an advisor, who may be an attorney. The university general counsel may be present to advise the committee. An attorney will not be provided at university expense. Advisors will only function in an advisory capacity; they will not address the committee, question witnesses, or otherwise actively participate in the hearing.
6. The student and the instructor (and advisors), the department chair, the college dean, the dean of students, and the ~~undergraduate~~ or graduate dean, **as when** appropriate, may be present at any time testimony is presented and be provided copies of all evidence considered by the committee. If any person is unable to attend, that person may submit written information on his/her behalf.
7. The office of the college dean or administrator in whose unit the alleged misconduct occurred will retain and secure copies of all evidence considered by the committee.

8. A copy of the minutes and the committee's recommendation will be provided to the student, the instructor, the department chair, the college dean, dean of students, the ~~undergraduate or~~ graduate dean, as **when** appropriate, the vice president for student services, and the provost within 10 working days of the final meeting of the committee.

9. Within 10 working days of receipt of the committee's recommendation, the provost and the vice president for student services, or their designees, will render a final decision. The provost and the vice president for student services, or their designees, will give the student, the instructor, the department chair, the college dean, and **when appropriate,** the ~~undergraduate and~~ graduate deans ~~(as appropriate)~~ written notice of the final decision. The report, along with the written recommendation of the committee and any additional documentation developed in the appeals process, is forwarded to the university registrar for completion of the Banner record and permanent electronic archiving.

Waiver Request, Act 747 of 2011: Baccalaureate Program Requiring More than 120 Semester Credit Hours

Act 747 of 2011 provides that baccalaureate programs may provide no more than 120 semester credit hours unless (1) a waiver has been approved by the institution's Board of Trustees and the Arkansas Higher Education Coordinating Board or (2) the greater number of hours is a requirement of an independent licensing or accrediting body.

The following program has requested a waiver:

Program name: Bachelor of Music (BM), Music Education Tracks

Former semester hour requirement: 131-33

Proposed semester hour requirement: 123-25

Justification: The Music Education tracks in this program have been significantly reduced from their former size – in every case because of the new, smaller UCA Core; slight adjustments in the professional education courses required; and, in certain cases, slight changes in the Music Professional Core. However, accreditation standards of the National Association of Schools of Music and Arkansas teacher-licensure requirements have made it impossible to reduce these tracks to 120 hours. The components of each track and the reductions achieved are detailed in the next item. Therefore, UCA requests an Act 747 waiver for the Music Education tracks in the Bachelor of Music program.

Supporting documents for the requested waiver – UCA Curriculum Form 2-A and ADHE Form LON11R – are provided on the pages following the resolution below.

If the Board of Trustees approves this waiver request, the program will be noted in Board Policy 321, Maximum Number of Credit Hours – Baccalaureate and Associate Degrees, as required by that policy.

All appropriate university councils and administrators have recommended approval of this waiver request.

The following resolution was unanimously adopted upon motion by Victor Green and second by Bunny Adcock:

“BE IT RESOLVED: That the Board of Trustees hereby approves an Act 747 waiver request for the Music Education tracks in the Bachelor of Music program.”

UNIVERSITY OF CENTRAL ARKANSAS
Proposal for Curriculum Change: Action Item

GENERAL EDUCATION COUNCIL UNDERGRADUATE COUNCIL GRADUATE COUNCIL
 Department/program area BM-Music Education-Instrumental, Piano-Instrumental, Piano-Vocal,
Vocal Date 04/09/2014

Check area of change and supply requested information. Attach required documentation.

- Change in semester credit hour requirements for a major or minor
 Current requirement _____ Proposed requirement _____
- Change course(s) from an elective to a requirement in a major or minor
 Subject prefix _____ Course number(s) _____
- Change course(s) from a requirement to an elective in a major or minor when the change affects total hours and/or affects another department/program area
 Subject prefix _____ Course number(s) _____
- Approval of existing course(s) as General Education course(s). see Curriculum Form 4 for required documentation.
 Subject prefix _____ Course number(s) _____
- Change level of course (e.g. change from 2000- to 4000-level course number)
 Program prefix _____ Current course number(s) _____ Proposed number(s) _____
- Change in credit hour value of course(s) (e.g., change 3-hour to 2-hour course or change to variable credit)
 Current course number _____ Proposed course number(s) _____
- Deletion of course when the change affects total hours and/or affects another department/program area (Note: Once a course is deleted, it can be reinstated only through the new course proposal process.)
 Subject prefix _____ Course number _____
- Prerequisite change increasing total hours for a major or minor and/or affecting another department/program area
 Current hours _____ Proposed hours _____
- Other (specify): **Reduction of total credits to 123-125, accounting for changes to UCA Core. Request Waiver of Act 747 based upon NASM accreditation guidelines and Arkansas Department of Education licensure requirements.**

Required documentation: attach documents detailing and justifying the proposed curricular change.

Proposed effective date of change (term and year): Fall 2014

Change recommended by		Date		Professional Education Council		Date	
		4-22-14					
Department Curriculum Committee		Date		General Education Council		Date	
		04/22/14				4-27-14	
Department Chair		Date		Undergraduate Council		Date	
		4/22/14					
College Curriculum & Assessment Committee		Date		Graduate Council		Date	
		4-22-14				4/30/14	
College Dean		Date		Council of Deans		Date	
Change approved by				Change recorded by			
4/30/2014				Date			
Propost		Date		Undergraduate/Graduate Studies, Registrar		Date	

LETTER OF NOTIFICATION – 11R
REVISION OF EXISTING DEGREE PROGRAM
(Act 747)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn

Associate Provost for Academic Services and Student Success

Email: jona@uca.edu

3. Title of degree program

Bachelor of Music (BM) in Music. This LON refers only to the Music Education tracks within the program:

- Music Education, Instrumental
- Music Education, Piano-Instrumental
- Music Education, Piano-Vocal
- Music Education, Vocal

4. CIP code

50.0903

5. Degree code

2120

6. Effective date

Immediately

7. Reason for proposed change

Act 747 of 2011 specifies that most baccalaureate degrees must require no more than 120 semester credit hours. The Music Education tracks in this program have been significantly reduced from their former size – in every case because of the new, smaller UCA Core; slight adjustments in the professional education courses required; and, in certain cases, slight changes in the Music Professional Core. However, accreditation standards of the National Association of Schools of Music and Arkansas teacher-licensure requirements have made it impossible to reduce these tracks to 120 hours. The components of each track and the reductions achieved are detailed in the next item.

Therefore, UCA requests an Act 747 waiver for the Music Education tracks in the BM, Music, program.

8. Provide current and revised curriculum outline. (Indicate total credit hours for current degree and total credit hours for revised degree.)

Education Track Name	Program Parts and SCH Requirements
Music Education, Instrumental Required SCH before: 132 Required SCH now: 123–24	General Education: 41 UCA Core: 35 Reduction: 6 hours Professional Education before: 28 Professional Education after: 27 Reduction: 1 hour Music Professional Core before: 63 Music Professional Core after: 61–62 Reduction: 1–2
Music Education, Piano-Instrumental Required SCH before: 132 Required SCH now: 125	General Education: 41 UCA Core: 35 Reduction: 6 hours Professional Education before: 28 Professional Education after: 27 Reduction: 1 hour Music Professional Core before: 63 Music Professional Core after: 63 Reduction: 0 hours
Music Education, Piano-Vocal Required SCH before: 133 Required SCH now: 124	General Education: 41 UCA Core: 35 Reduction: 6 hours Professional Education before: 28 Professional Education after: 27 Reduction: 1 hour Music Professional Core before: 64 Music Professional Core after: 62 Reduction: 2 hours
Music Education, Vocal Required SCH before: 131 Required SCH now: 124–25	General Education: 41 UCA Core: 35 Reduction: 6 hours Professional Education before: 28 Professional Education after: 27 Reduction: 1 hour Music Professional Core before: 62 Music Professional Core after: 62–63 Reduction: 0 (in certain scenarios, an addition of 1 hour)

Attached:

Previous curriculum (131–33 SCH): Music Education-Instrumental <mus-bm-ed-instr-before>, Music Education-Piano <mus-bm-ed-piano-before> (note that this track is split into two in the revised curriculum), Music Education-Vocal <mus-bm-ed-vocal-before>

Revised curriculum (123–25 SCH): Music Education-Instrumental <mus-bm-ed-instr-4yr-after>, Music Education-Piano-Instrumental <mus-bm-ed-piano-instr-4yr-after>, Music Education-Piano-Vocal <mus-bm-ed-piano-vocal-4yr-after>, Music Education-Vocal <mus-bm-ed-vocal-4yr-after>

9. Institutional curriculum committee review/approval date for revised degree:

April 24, 2014, Undergraduate Council

April 30, 2014, Council of Deans

10 Provide additional program information requested by ADHE staff.

Upon request.

President/Chancellor Approval Date: _____

Board of Trustees Notification Date: 05/30/2014 (next scheduled BOT meeting)

Chief Academic Officer: _____ Date: 04/30/2014

Student Residency Regulations – Board Policy No. 700

This action item clarifies Board Policy 700, Student Residency Regulations, pertaining to the out-of-state fee waiver for the children or grandchildren of UCA alumni.

An internal audit revealed a potential risk of confusion in granting waivers to dependents of alumni due to slightly different wording in Board Policy 700 and Board Policy 630, Fees – General Registration and Others.

Board Policy 700 currently provides that a student may receive the out-of-state tuition waiver as a “dependent of a person who has earned a degree from the university.” In August 2011, the wording of Board Policy 630 was updated with more specific wording stating students may receive the out-of-state tuition waiver as “children or grandchildren, age 26 or under, of UCA graduates who are dues-paying members of the UCA Alumni Association.”

In addition, the policy has been amended to allow the out-of-state waiver for a UCA graduate who is a dues-paying member of the UCA Alumni Association. This change will primarily benefit out-of-state students who graduate from UCA and then choose to attend graduate school at UCA.

The following resolution was unanimously adopted upon motion by Bunny Adcock and second by Shelia Vaught:

“BE IT RESOLVED: That the Board of Trustees hereby approves the following revisions to Board Policy No. 700, Student Residency Regulations.”

**UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY**

Policy

Number: 700

Subject: Student Residency Regulations

Date Adopted: 11/711/71 Revised: 12/89, 10/95, 06/01, 11/02, 05/14

It is the purpose of this policy to set forth the guidelines pursuant to which the administrative offices of the University of Central Arkansas will comply with the law in classifying students as either “in-state” or “out-of-state” students. In carrying out this policy, it is the intent of the Board of Trustees to accord equity and fairness to the students, while being mindful to protect the interests of the taxpayers of Arkansas and institutions of higher education in Arkansas.

The president is hereby authorized and directed to develop and implement a plan for the classification of students (both domestic and international) as either “in-state” or “out-of-state.”

In the development of the plan for such classification, the following factors shall be taken into account:

1. the length of time a student has lived or otherwise resided in the State of Arkansas;
2. the intentions of the student, as expressed to the university on such forms and/or applications submitted requesting the waiver;
3. if an unemancipated minor, where the minor’s parents and/or legal guardian, resides;
4. other factors, such as voting records; driver’s license; payment of taxes; being employed in Arkansas;
5. whether the student will, if admitted to the university, reside in university-sponsored housing and participate in the board program;
6. whether the student is from counties in states bordering Arkansas; and
7. whether the student is a UCA graduate who is a dues-paying member of the UCA Alumni Association or the dependent of a person who has earned a degree from the University child or grandchild, age 26 or under, of a UCA graduate who is a dues-paying member of the UCA Alumni Association.

The president is authorized to develop any and all forms, applications or other criteria as may be necessary in carrying out this policy.

Notwithstanding any of the foregoing, however, no plan for the classification of students as either “in-state” of “out-of-state” shall contain any provision or be implemented which:

1. violates or contravenes any provision of the Constitutions of the United States or the State of Arkansas, the laws of the State of Arkansas or the regulations of the Arkansas Department of Higher Education; or
2. would result in the diminution of tuition and fees to the university to an extent that existing or future operations of the university would be adversely affected.

Affirmative Action/Equal Opportunity Statement for Inclusion in University Publications
– Board Policy No. 502

Board Policy No. 502, contains the university's Affirmative Action/Equal Opportunity Statement for inclusion in university publications.

For the last year, the various constituency groups on campus (Faculty Senate, Staff Senate and Student Government Association) as well as the university's Diversity Advisory Committee have considered the existing policy, reviewed the university's mission statement, and have considered and proposed revisions to Board Policy No. 502.

The university's mission statement, adopted in May 2011, contains the following diversity language:

“We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective.”

Over the last academic year, each group put forth varying proposals. In addition, university counsel reviewed the non-discrimination/diversity statements of other institutions. Below are excerpts from some of those policies. As demonstrated by the various versions, none of the policies are the same and they differ in some respects.

The following is the statement submitted by the UCA Student Government Association:

“Be it resolved, the Student Government Association of the University of Central Arkansas requests that all hiring documents, nondiscrimination policies, and the University of Central Arkansas Equal Employment Opportunity Commission statements be amended to include sexual orientation, gender identity or gender expression.”

The following is the statement submitted by UCA Faculty Senate:

“Consistent with UCA's overall mission, the term “under represented” in this document denotes persons or ideas that are numerically under-represented in the larger community or historically excluded from institutional power and decision making based on race, ethnicity, religion, spiritual beliefs, national origin, age, gender identity, gender and sexual minorities, socioeconomic status, disability, political affiliation, veteran status, familial status and intellectual perspective.”

The following is the recommendation submitted by the UCA Staff Senate:

“Be it resolved, the Staff Senate of the University of Central Arkansas requests the nondiscrimination statement/policy be amended to remove all verbiage that pertains to individuals or groups.”

The following is the statement submitted by the University Diversity Advisory Committee:

“The University of Central Arkansas is an affirmative action/equal opportunity institution dedicated to attracting and supporting a diverse student, faculty, and staff population through enhanced multicultural learning environments and opportunities. In keeping with its non-discrimination policy in employment, admissions, and other functions and programs, the University considers employees and students on the basis of individual merit. To promote an inclusive environment free from discrimination and harassment, no person shall be denied admission to or participation in any educational program or activity or be denied employment on the basis of any characteristic such as race, ethnicity, religion, spiritual beliefs, national and geographical origin, age, gender identity, gender expression, sexual orientation, socioeconomic status, disability, physical appearance, political affiliation, military status, familial status, intellectual perspectives, and other factors irrelevant to participation in its employment, admissions, and other functions and programs.”

Based upon the discussions, review and recommendation of the three campus groups as well as the Diversity Advisory Committee, the administration recommends additional language be added to the existing policy. This will make the language more consistent with the university’s mission statement adopted in 2011. In addition, the additional language will be similar in some respects to language adopted by public institutions such as UA-Fayetteville, UAMS, and UALR. (Non-discrimination statements from those institutions are set forth as a separate exhibit).

The following resolution was unanimously adopted upon motion by Bobby Reynolds and second by Elizabeth Farris:

“BE IT RESOLVED: That the attached proposed Board Policy No. 502, Affirmative Action/Equal Opportunity Statement for Inclusion in University Publications, is hereby revised and adopted and the administration is authorized and directed to incorporate the provisions of the foregoing policy in university publications, materials and handbooks, as well as take any and all other steps necessary to implement the foregoing policy.”

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY

Policy

Number: 502

Affirmative Action/Equal Opportunity Statement for Inclusion in University
Subject: Publications

Date Adopted: 08/91

Revised: 05/14

The University of Central Arkansas is an affirmative action/equal opportunity institution dedicated to attracting and supporting a diverse student, faculty and staff population through enhanced multicultural learning environments and opportunities. In keeping with its non-discrimination policy in employment, admissions and other functions and programs, the university considers employees and students on the basis of individual merit and will not discriminate against a person on the basis of ~~without regard to sex~~ gender, race or color, ethnicity, religion, spiritual beliefs, national origin, age, familial status, socioeconomic background, sexual orientation, disability, political beliefs, intellectual perspective, genetic information, military status, or other factors irrelevant to participation in its programs.

Sample Non-Discrimination Statements

The following is the Non-Discrimination statement from the University of Arkansas at Fayetteville:

“The University of Arkansas is committed to providing equal opportunity for all students and applicants for admission and for all employees and applicants for employment regardless of race, age, gender, religion, national origin, marital or parental status, disability, veteran status or sexual orientation. In addition, discrimination in employment on the basis of genetic information is prohibited.”

The following is the Non-Discrimination Policy from the University of Arkansas at Little Rock:

“UALR adheres to a policy that enables all individuals, regardless of race, color, gender, national origin, age, sexual orientation, veteran’s status, or disability to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned and any person – student, faculty, or staff member – who violates this policy will be subject to disciplinary action.”

The following is the Anti-Discrimination statement from the University of Arkansas for Medical Sciences:

“UAMS shall recruit, retain, promote and graduate students without regard to race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), status as a protected veteran, sex, age, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation. Specifically, UAMS will not discriminate on the basis of race, color, religion, national origin,

creed, service in the uniformed services, status as a protected veteran, sex, age, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation as a criterion in deciding against any individual in matters of admission, placement, transfer, hiring, dismissal, compensation, fringe benefits, training, tuition assistance and other personnel or educationally-related actions.”

Request for Authorization to Issue Bonds to Finance the Design and Construction of the Lewis Science Center Addition

On February 21, 2014, the Board of Trustees approved a request for the university to proceed with the design and construction of the Lewis Science Center addition.

The Board of Trustees further approved a request to pursue the economic feasibility of the bond financing as required by the Arkansas Higher Education Coordinating Board (AHECB). The bonds are to be in an amount not to exceed \$13,500,000 and an interest rate not to exceed 5.75%. The economic feasibility study was approved at the April 25, 2014 meeting of AHECB.

The administration now requests that the Board of Trustees authorize the issuance of Capital Improvement Bonds in an amount not to exceed \$13,500,000 at a rate not to exceed 5.75%. The debt will be serviced with a facility fee increase of \$3.50 per credit hour, which was also approved at the February 21, 2014 meeting of the Board.

A Request for Qualifications (RFQ) was issued for a general contractor for Lewis Science Center expansion and renovation. The RFQ submittal deadline was April 10, 2014, and 11 firms responded. A committee was selected to evaluate the submissions and select a general contractor for the construction of the project.

This is an alternative delivery method (ADM) project. The general contractor, if approved by the board, will work with the architectural firm on the project design and development of construction documents for the expansion and the roof replacement of the existing building. The project will be bid or negotiated by the general contractor, who will provide the university with a guaranteed maximum price (GMP).

The committee recommended CDI Contractors. The negotiated rate for the expansion and roof replacement is 4.5% with an additional \$112,800 for the preconstruction fee. This contract will be reviewed by Legislative Council in June.

The following resolution was unanimously adopted upon motion by Bobby Reynolds and second by Shelia Vaught:

“BE IT RESOLVED: That the Board of Trustees hereby adopts the bond resolution attached hereto, and authorizes the issuance and delivery of the bonds set forth therein for the terms and rates therein set forth, and further authorizes the administration to take all other steps as may be necessary and required to issue said bonds for the purpose of financing the Lewis Science Center addition.

BE IT FURTHER RESOLVED: That the Board of Trustees authorizes the administration to hire CDI Contractors for the purpose of overseeing and constructing the Lewis Science Center expansion and roof replacement of the existing building and to make contract awards in accordance with applicable law.”

RESOLUTION

A RESOLUTION AUTHORIZING THE ISSUANCE OF NOT TO EXCEED \$13,500,000 BOARD OF TRUSTEES OF THE UNIVERSITY OF CENTRAL ARKANSAS STUDENT FEE REVENUE CAPITAL IMPROVEMENT BONDS, SERIES 2014; AUTHORIZING THE EXECUTION AND DELIVERY OF A SUPPLEMENTAL TRUST INDENTURE SECURING SUCH BONDS; AUTHORIZING THE EXECUTION AND DISTRIBUTION OF AN OFFICIAL STATEMENT; PLEDGING CERTAIN REVENUES TO THE PAYMENT OF THE BONDS; AND PRESCRIBING OTHER MATTERS RELATING THERETO

WHEREAS, the Board of Trustees (the “Board”) of the University of Central Arkansas (the “University”) has determined that there is a need to finance the design, construction and equipping of an addition to the Lewis Science Center and the replacement of the Lewis Science Center roof (the “Project”); and

WHEREAS, the Board has determined that the Project can best be financed by the issuance of Student Fee Revenue Capital Improvement Bonds, Series 2014; and

WHEREAS, by Resolution adopted on February 21, 2014, the Board authorized the administration of the University to request from the Arkansas Department of Higher Education approval for the issuance of bonds to finance the Project, which approval was granted by the Department of Higher Education Coordinating Board on April 25, 2014;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the University of Central Arkansas:

Section 1. The Board hereby authorizes the issuance of its Student Fee Revenue Capital Improvement Bonds, Series 2014, in the aggregate principal amount not to exceed \$13,500,000 (the “Bonds”). The Bonds shall have an average annual interest rate that does not exceed 5.75% and the term of the Bonds shall not exceed thirty (30) years.

Section 2. The Bonds shall have the final principal amount, designations, terms, maturities, bear interest at such rates and shall be secured as set forth in a separate Supplemental Trust Indenture with respect to the Bonds (the “Indenture”). The Indenture shall be in such form and contain such content as approved by the President of the University or his designee, and such Indenture is in all respects authorized, approved and confirmed, and the Chairman of the Board, the Secretary of the Board, and the President of the University, together with one or more vice presidents designated by the President, are hereby authorized, empowered and directed to execute and deliver the Indenture for and on behalf of the Board to the Trustee (identified hereinafter) for the security of the Bonds, and the interest thereon, including necessary counterparts, in such form as shall be approved by the President of the University or his designee, with the advice of Bond Counsel (identified hereinafter), and that from and after the

execution and delivery of the Indenture, the Chairman of the Board, the Secretary of the Board, the President of the University or the President's designees are hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Indenture as executed.

Section 3. In connection with the issuance of the Bonds, it will be necessary to enter into certain additional agreements, and to execute and deliver certain other documents, certificates and instruments, including but not limited to an agreement governing the compliance by the University with certain tax requirements (the "Tax Regulatory Agreement"), an agreement providing for continuing disclosure (the "Continuing Disclosure Agreement"), an agreement specifying the terms of the purchase of the Bonds by the Underwriter (identified hereinafter) (the "Bond Purchase Agreement") and other miscellaneous agreements and instruments (collectively, the "Related Documents"). Upon the completion and approval of the Related Documents to the satisfaction of the President or his designee, the Chairman of the Board, the Secretary of the Board, and the President of the University, together with one or more vice presidents designated by the President, are hereby authorized and directed to execute each of the Related Documents. The Chairman of the Board, the Secretary of the Board, and the President of the University, together with one or more vice presidents designated by the President, are further authorized to execute such other certificates, documents and other writings, and to take such other actions as may be appropriate to cause the Bonds to be issued and otherwise to carry out the terms and purposes of this Resolution.

Section 4. The Bonds shall be secured by a pledge of that portion of the general tuition and fees paid by students attending the University in each Bond Year (as defined in the Indenture) equal to 110% of the aggregate principal and interest due on the Bonds for such Bond Year and on a parity with any prior bonds issued and outstanding and any additional bonds issued in the future.

Section 5. The Board hereby approves the use of a Preliminary Official Statement and final Official Statement, in such forms as shall be approved by the President of the University or the President's designee, in connection with the sale of the Bonds, and the Chairman of the Board, the Secretary of the Board, the President of the University or the President's designee are hereby authorized, empowered and directed to execute and to deem final the final Official Statement in the name and on behalf of the Board to be delivered for use in connection with the sale of the Bonds, and the Chairman of the Board, the Secretary of the Board, the President of the University or the President's designee are hereby authorized, empowered and directed to do all such acts and things necessary to carry out and comply with the provisions of the final Official Statement.

Section 6. The Board hereby ratifies the engagement of Jack Nelson Jones & Bryant, P.A., Little Rock, Arkansas as Bond Counsel ("Bond Counsel"), and Crews & Associates, Inc., Little Rock, Arkansas, as Underwriter ("Underwriter").

Section 7. The Board hereby ratifies the engagement of Bank of the Ozarks, Little Rock, Arkansas as Trustee pursuant to the terms of the Indenture (the "Trustee").

Section 8. The Board hereby authorizes the President or his designee to negotiate the terms and conditions of agreements with, and to the extent already negotiated, hereby ratifies the terms and conditions of agreements with Bond Counsel, the Trustee and the Underwriter, and to execute such documents as they determine are necessary and, in the best interests of the Board, appropriate (execution thereof to constitute conclusive evidence of the Board's approval of any and all agreements, changes, modifications, additions or deletions therein).

Section 9. (a) This Resolution is intended to be the declaration of the official intent of the University in accordance with Treasury Regulation § 1.150-2, wherein the University intends to be reimbursed from the proceeds of the Bonds for a portion of the cost of the Project, which expenditures have been paid by the University from the University's general or other funds not earlier than sixty (60) calendar days before adoption of this Resolution;

(b) The reimbursement will be made by a written allocation before the later of eighteen (18) months after the expenditure was paid or eighteen (18) months after the items of the Project to which such payment relates were placed in service;

(c) The entire amount to be reimbursed is a capital expenditure, being a cost of a type properly chargeable to a capital account under general federal income tax principles; and

(d) The University will not use any reimbursement payment for general operating expenses and not in a manner which could be construed as an artifice or device under Treasury Regulation § 1.148-10 to avoid, in whole or in part, arbitrage yield restrictions or arbitrage rebate requirements.

ADOPTED AND APPROVED this 30th day of May, 2014.

**BOARD OF TRUSTEES OF THE
UNIVERSITY OF CENTRAL ARKANSAS**

By: _____
Kay Hinkle, Chair

ATTEST:

By: _____
Shelia Vaught, Secretary

Fees – Room and Board – Board Policy No. 632

Some students find it necessary to remain on campus for a variety of reasons - athletic events, outside employment, and unable to return home - during break times. International students are particularly impacted due to the cost and time for travel. Although the university, through an application process can provide housing within the residence halls, food service during these break times is limited.

The current break in food service limits the ability for International Engagement to apply for grants where foreign countries partner with the university in sending students to campus. An ad hoc committee including Housing and Residence Life, International Engagement, Office of the Provost and Athletics, found it to be in the best interest of the students to meet the housing and food service needs of those who need to remain in the residence halls during designated break times. Aramark, the university's food service provider, agreed to provide meals over these break periods at a cost of \$16 per student per day with a guaranteed minimum of 100 students per day. The estimated cost to provide food service over the break periods during fall 2014 and spring 2015 semesters is \$49,600. In prior years, the university absorbed the cost when students needed housing over break periods but did not provide food service for the students.

To cover the costs associated with these services, the provost, International Engagement, Athletics, and Housing and Residence Life are recommending that students requesting room and board services over the breaks in the residence halls be assessed charges. The proposed room and board rates for breaks were developed using the approved room rate of \$12.50 per night and the Aramark proposed rate of \$16.00 per day for food service.

The proposed room and board rates were presented to the Student Government Association ("SGA") in May for consideration. The SGA's resolution supporting the approval of the proposed rates is attached.

The following resolution was unanimously adopted upon motion by Brad Lacy and second by Bunny Adcock:

“BE IT RESOLVED: That the Board of Trustees hereby approves the following revisions to Board Policy No. 632, Fees – Room and Board.

BE IT FURTHER RESOLVED: That the Board of Trustees hereby approves the schedule of room and board rates presented below”:

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY

Policy Number: 632
Subject: Fees - Room and Board
Date Adopted: 3/94 Revised: Passim (most recent 2/14)

PROPOSED ROOM RATE SCHEDULE

Fall & Spring Semester Rates	2014-15	(Current)	Change	%
Other Residence Halls:				
Double Occupancy Room Rate	\$1,630.00 per semester	(\$1,560.00)	\$70	4.5%
Single Room Rate	\$2,435.00 per semester	(\$2,330.00)	\$105	4.5%
RA Room	\$1,630.00 per semester	(\$1,560.00)	\$70	4.5%
Greek Room Rate Per Member	\$25.00 per semester	(\$25.00)	\$0	0.0%
Bear Hall:				
Double Occupancy Room Rate	\$1,735.00 per semester	(\$1,660.00)	\$75	4.5%
Single Room Rate	\$2,540.00 per semester	(\$2,430.00)	\$110	4.5%
Residence Halls single room upgrade charge	\$805.00 per semester	(\$770.00)	\$35	4.5%
Apartment – Academic Year Double Room Rate:				
Stadium Park, Oak Tree or other apartments	\$1,839.00 per semester	(\$1,760.00)	\$79	4.5%
Bear Village, Torreyson, Erbach, 321 Western	\$1,949.00 per semester	(\$1,865.00)	\$84	4.5%
Apartment – Academic Year Single Room Rate:				
Stadium Park, Oak Tree or other apartments	\$2,686.00 per semester	(\$2,570.00)	\$116	4.5%
Bear Village, Torreyson, Erbach	\$2,795.00 per semester	(\$2,675.00)	\$120	4.5%
Bear Village Deluxe Single Room Rate	\$2,926.00 per semester	(\$2,800.00)	\$126	4.5%
321 Western Deluxe Single Room Rate	\$2,926.00 per semester	(\$2,800.00)	\$126	4.5%
Apartments single room upgrade charge	\$845.00 per semester	(\$810.00)	\$35	4.3%
Average Overall Room Rate Increase				<u>4.49%</u>
Summer Terms 2015				
Any Double Room Rate	\$423.00 per summer term	(\$405.00)	\$18	4.4%
Any Single Room Rate	\$585.00 per summer term	(\$560.00)	\$25	4.5%
Winter Break - Fall 2014 Designated Residence Halls				
Any Double Room Rate	\$300.00 per term			
Any Single Room Rate	\$552.00 per term			
Spring Break - Spring 2015 Designated Residence Halls				
Any Double Room Rate	\$100.00 per term			
Any Single Room Rate	\$184.00 per term			
Summer Camp & Conferences, Winter Break, May and August Intersessions nightly rate 2015				
Residence Hall Double Occupancy room rate	\$12.50	(\$12.50)	\$0	0.0%
Residence Hall Single room rate	\$23.00	(\$23.00)	\$0	0.0%
Apartment Double Occupancy room rate	\$17.50	(\$17.50)	\$0	0.0%
Apartment Single room rate	\$28.00	(\$28.00)	\$0	0.0%

RENT FOR FAMILY HOUSING

Apartment	2014-15	(Current)	Change	%
Baldrige Apartments	\$559.00	(\$535.00)	\$24	4.5%

Board Rate Schedule

Fall & Spring	2014-15	(Current)	Change	%
*Total Access with \$50 DCB	\$1,259.00	(\$1,205.00)	\$54	4.5%
*Any 15-meals per week with \$100 DCB	\$1,249.00	(\$1,195.00)	\$54	4.5%
*Senior Plan 75 Block + \$500 DCB**	\$1,259.00	(\$1,205.00)	\$54	4.5%
220 Block Plan with \$50 DCB	\$1,359.00	(\$1,300.00)	\$59	4.5%
140 Block + \$160 DCB	\$1,359.00	(\$1,300.00)	\$59	4.5%
*\$925.00 DCB ***	\$925.00	(\$925.00)	\$0	0.0%
*\$775.00 DCB ***	\$775.00	(\$775.00)	\$0	0.0%
*\$625.00 DCB ***	\$625.00	(\$625.00)	\$0	0.0%

Average Overall Board Rate Increase **4.51%**

Winter Break - Fall 2014	
Meal Plan	\$390.00

Spring Break - Spring 2015	
Meal Plan	\$150.00

*The individual percentage increase for the meal plans varies due to rounding or additional DCB added to the base meal plan.

**Students must have completed 90 credit hours to eligible for Senior Plan option.

*** Students in the apartments purchasing the \$925.00 DCB will receive a \$50.00 bonus, \$775.00 DCB will receive a \$40.00 bonus, and the \$625 DCB will receive a \$30 bonus.

A RESOLUTION PRESENTED TO THE STUDENT GOVERNMENT ASSOCIATION
UNIVERSITY OF CENTRAL ARKANSAS

Title: Resolution in Support of Room and Board revisions to Board policy No. 632

Sponsor: UCA Student Government Association

Zach Carter; SGA Executive Vice President

Date presented to Senate: May 13, 2014

Student Life Committee: Adopt Do not Adopt Amend

Whereas, Students staying during break times will have access to food service;

Whereas, This continues to make The University of Central Arkansas more suitable to international students, athletes, and other non-traditional students who may live on campus during break times;

Whereas, The Housing and Residence Life is continuing to make The University of Central Arkansas' campus more useful and comforting to students during the break times;

Resolved, That the Student Government Association of the University of Central Arkansas supports the presented revisions to Board Policy No. 632, 'Fees- Room and Board'."

Fees – Mandatory General Registration and Other – Board Policy No. 630

The administration proposes the following changes in mandatory general tuition and fees:

1. General Registration (Tuition): For undergraduate students, the current tuition rate (the general registration fee) is \$191.50 per credit hour. For graduate students, the current tuition rate is \$235.96 per credit hour.

Based upon a review of the needs of the university and in order to prepare the proposed operating budget for the university for the next academic year, the administration proposes that tuition for undergraduate students be increased by \$5.75 per credit hour, which would make the hourly tuition rate \$197.25.

For graduate students, the administration proposes an increase of \$7.08 per credit hour, which would make the hourly tuition rate \$243.04.

Justification: The proposed general tuition rate reflects a 3% increase. If approved, this increase will generate approximately \$1.6 million in additional revenue for the operating budget, assuming the same enrollment of full-time equivalent students as the previous academic year (2012-13). As described more fully in the budget summary, the additional revenue will be applied toward an overall 2% salary increase.

2. Student Activities Board (SAB): This fee was enacted to provide funding for speakers, entertainers and social activities for the student body. Currently, the SAB fee is \$1.06 per credit hour. This fee will increase by \$0.53 per credit hour, bringing the fee to \$1.59 per credit hour and completes the increase requested in March 2013 to be phased in over two years. The fee increase will provide approximately \$146,810 annually.

Justification: This action was student initiated and, if approved, the additional revenue will be used to expand offerings and provide a better quality of student experiences. The proposed fee will be effective in FY15 (beginning on July 1, 2014).

3. Global Education Project (GEP)

Since 2011, the University of Central Arkansas has entered into agreements with foreign universities to establish the Global Education Project (GEP). The general purpose of the agreements is to establish a specific educational program between participating institutions, which will promote academic linkages and enrich understanding of the cultures of the countries involved.

In order to enter into these agreements in an appropriate timeframe, the university must establish a flat rate that encompasses several estimated costs.

GEP Rate: The GEP rate for fall 2013 and spring 2014 is \$7,250 per semester. This rate includes 12 undergraduate hours, housing, meals, insurance, and other necessary costs.

The GEP rate for each five-week summer session in 2013 was \$3,000. This rate included six undergraduate hours, housing, meals, insurance and other necessary costs.

Justification: Based upon a review of the proposed program costs for the next academic year, the administration proposes that the GEP rate be increased by \$250 for fall 2014 and spring 2015, making the per semester rate \$7,500. The corresponding GEP rate for a five-week summer session will be \$3,050 for summer 2014 and \$3,175 for summer 2015.

With the proposed GEP rate increases, a GEP undergraduate student taking 12 hours will pay an additional \$250 per fall and spring semester. An undergraduate student taking six hours of a five-week summer session will pay an additional \$50 in 2014 and an additional \$125 in 2015.

Conclusion: The proposed tuition and fee increases equal an overall increase of 3.86% for undergraduates and 3.71% for graduate students, including action taken in February 2014, increasing the Facility Fee by \$3.50 per credit hour.

With the proposed general tuition increase and SAB fee increase, and the Facility Fee increase already acted on, an undergraduate student taking 15 hours each fall and spring will pay an additional \$293.40 annually, and a graduate student taking 12 hours each fall and spring will pay an additional \$266.64 annually.

The proposed GEP rate increase equals an overall increase of 3.4% for the fall and spring semesters, an increase of 1.7% for summer 2014, and an increase of 4.1% for summer 2015.

The following resolution was unanimously adopted upon motion by Elizabeth Farris and second by Shelia Vaught:

“BE IT RESOLVED: That the Board of Trustees approves the following schedule of fees as the General Registration and Fee charges, effective fall 2014.”

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY 630 Fee Schedule

UNDERGRADUATE FALL/SPRING	2014-2015	
	Per Hour	15 Hrs.
General Registration	197.25	2,958.75
Athletic	17.00	255.00
Student Ctr/Recreation	4.25	63.75
Facilities Fee	12.50	187.50
HPER	9.12	136.80
Fine/Performing Arts	2.00	30.00
Cooperative Education	0.50	7.50
Technology	7.50	112.50
Library	3.00	45.00
Writing/Retention	0.35	5.25
SAB	1.59	23.85
Activity Fee Sem		15.50
Publicaton Sem		6.00
Radio Station Sem		5.00
Access and Security Sem		27.00
Health Service Sem		65.00
Total Per Hour and Per Sem	255.06	3,944.40
Out-of-State (Note 1)	197.25	2,958.75
Out-of-State Total	452.31	6,903.15

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY 630 Fee Schedule

		2015	
UNDERGRADUATE SUMMER		<u>Per Hour</u>	<u>15 Hrs.</u>
<u>Per Hour Fees</u>			
General Registration		197.25	2,958.75
Athletic		17.00	255.00
Student Ctr/Recreation		4.25	63.75
Facilities Fee		12.50	187.50
HPER		9.12	136.80
Fine/Performing Arts		2.00	30.00
Cooperative Education		0.50	7.50
Technology		7.50	112.50
Library		3.00	45.00
Writing/Retention		0.35	5.25
SAB (Student Activity Board)		1.59	23.85
Total Per Hour		255.06	3,825.90
		Full Term	
<u>Per Semester/Term Fees</u>		<u>May</u>	<u>& 10-Week</u>
Access & Security (Note 2)		15.00	15.00
Health Services (Note 3)		32.50	65.00
Student Activity		3.50	3.50
Total Per Semester/Term Fees		51.00	83.50
		Summer 1	
		15.00	32.50
		3.50	3.50
		51.00	51.00
		Summer 2	
		15.00	32.50
		3.50	3.50
		51.00	51.00
		2014-2015	
ONLINE UG FALL/SPRING		<u>Per Hour</u>	<u>15 Hrs.</u>
Online Registration		197.25	2,958.75
Online Fee		82.81	1,242.15
Access and Security	Sem		27.00
Health Service	Sem		65.00
Total Per Hour and Per Sem		280.06	4,292.90

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY 630 Fee Schedule

		2015	
ONLINE UG SUMMER		<u>Per Hour</u>	<u>15 Hrs.</u>
<u>Per Hour Fees</u>			
Online Registration		197.25	2,958.75
Online Fee		82.81	1,242.15
Total Per Hour		280.06	4,200.90
<u>Per Semester/Term Fees</u>			
		<u>Full Term May</u>	<u>Full Term & 10-Week Summer 1</u>
Access & Security (Note 2)		15.00	15.00
Health Services (Note 3)		32.50	32.50
Total Per Semester/Term Fees		47.50	47.50

		2014-2015	
GRADUATE FALL/SPRING		<u>Per Hour</u>	<u>12 Hrs.</u>
General Registration		243.04	2,916.48
Athletic		17.00	204.00
Student Ctr/Recreation		4.25	51.00
Facilities Fee		12.50	150.00
HPER		9.12	109.44
Fine/Performing Arts		2.00	24.00
Technology		7.50	90.00
Library		3.00	36.00
Writing/Retention		0.35	4.20
SAB		1.59	19.08
Activity Fee	Sem		15.50
Publication	Sem		6.00
Radio Station	Sem		5.00
Access and Security	Sem		27.00
Health Service	Sem		65.00
Total Per Hour and Per Sem		300.35	3,722.70
Out-of-State (Note 1)		243.04	2,916.48
Out-of-State Total		543.39	6,639.18

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY 630 Fee Schedule

GRADUATE SUMMER	2015			
	Per Hour	12 Hrs.		
<u>Per Hour Fees</u>				
General Registration	243.04	2,916.48		
Athletic	17.00	204.00		
Student Ctr/Recreation	4.25	51.00		
Facilities Fee	12.50	150.00		
HPER	9.12	109.44		
Fine/Performing Arts	2.00	24.00		
Technology	7.50	90.00		
Library	3.00	36.00		
Writing/Retention	0.35	4.20		
SAB (Student Activity Board)	1.59	19.08		
 Total Per Hour	 300.35	 3,604.20		
 <u>Per Semester/Term Fees</u>				
	May	Full Term & 10-Week	Summer 1	Summer 2
Access & Security (Note 2)	15.00	15.00	15.00	15.00
Health Services (Note 3)	32.50	65.00	32.50	32.50
Student Activity	3.50	3.50	3.50	3.50
 Total Per Semester/Term Fees	 51.00	 83.50	 51.00	 51.00
 2014-2015				
ONLINE GRAD FALL/SPRING	Per Hour		12 Hrs.	
Online Registration	243.04	2,916.48		
Online Fee	82.31	987.72		
Access and Security Sem		27.00		
Health Service Sem		65.00		
 Total Per Hour and Per Sem	 325.35	 3,996.20		

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY 630 Fee Schedule

		2015	
ONLINE GRAD SUMMER		<u>Per Hour</u>	<u>12 Hrs.</u>
<u>Per Hour Fees</u>			
Online Registration		243.04	2,916.48
Online Fee		82.31	987.72
Total Per Hour		325.35	3,904.20
		Full Term	
<u>Per Semester/Term Fees</u>		May	& 10-Week
Access & Security (Note 2)		15.00	15.00
Health Services (Note 3)		32.50	65.00
Total Per Semester/Term Fees		47.50	80.00
		47.50	47.50

		2014-2015	
GRADUATE FULLY ONLINE PROGRAMS		<u>Per Hour</u>	<u>12 Hrs.</u>
Graduate Fully Online Program Registration		240.00	2,880.00

Program list can be found online at the following link
<http://uca.edu/academicaffairs/files/2013/06/uca-de240.pdf>

		2014	
GEP Summer 2014		<u>Per Hour</u>	<u>6 Hrs.</u>
GEP Flat Rate			3,050.00

		2014-2015	
GEP Fall 2014/Spring 2015		<u>Per Hour</u>	<u>12 Hrs.</u>
GEP Flat Rate			7,500.00

		2015	
GEP Summer 2015		<u>Per Hour</u>	<u>6 Hrs.</u>
GEP Flat Rate			3,175.00

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY 630 Fee Schedule

Explanatory Notes:

Note 1 - Out-of-state fees are waived for:

- Students residing in University housing (housing owned or leased by the University)
- Full-time students receiving a full tuition scholarship provided by unrestricted funds of the University (State Statute 6-82-103)
- UCA graduates who are dues paying members of the UCA Alumni Association
- Children or grandchildren (age 26 or under) of UCA graduates who are dues paying members of the UCA Alumni Association
- Students who are members or dependents of members of the armed forces stationed in the State of Arkansas pursuant to military orders as stated in State Statute 6-60-205
- Undergraduate students whose permanent address is in one of the counties contiguous to the State of Arkansas identified in relation to ACA 6-60-303 and 19-5-1076 which established the Higher Education Tuition Adjustment Fund
- Graduate students whose permanent address is in one of the states contiguous to the State of Arkansas (Texas, Oklahoma, Missouri, Tennessee, Mississippi, and Louisiana)
- Graduate students who have a full-time graduate assistantship
- Courses offered through the Division of Outreach and Community Engagement
- Courses offered online
- Courses offered during the summer

Undocumented students pay out-of-state tuition unless they live in university housing.

There may be exceptions/modifications for international students pursuant to a contract with another entity.

Note 2 - The maximum Access & Security fee is \$15 for summer

Note 3 - The maximum Health Services fee is \$65 for summer

Course, lab, and department fees are not included and vary per individual class schedule.

Operating Budget 2014-15

The following is a summary description of the proposed operating budget for fiscal year 2015 (July 1, 2014 - June 30, 2015).

This proposed operating budget has been prepared based upon the following assumptions:

- (a) approval of the changes for tuition and fees for the next academic year as set forth in the schedule of tuition and fees presented pursuant to Board Policy No. 630;
- (b) enrollment, on a full-time equivalent basis, remains flat based on FY2012-13;
- (c) receipt of an additional \$467,527 in category “B” in state appropriations to be held in contingency; and
- (d) room and board rates as approved by the Board of Trustees in February 2014.

The budget totals \$173,793,799 and is an increase of \$5,964,739 from the current revised budget.

This represents a 3.55% increase.

The departmental expense budgets are generally held to the same levels as the prior fiscal year (FY14) with a few strategic exceptions and minor reallocations.

One of the primary objectives in preparing the proposed operating budget was to address those priorities identified by the strategic budgeting process while continuing the effort to retain stable reserves.

Based upon the priorities established by the Strategic Budget Advisory Committee (SBAC) and working with the university’s Strategic Plan, the following items have been fully or partially funded:

- cost-of-living adjustment of 2% for all positions with faculty rank (SBAC priority 1-partial);
- cost-of-living adjustment of 2% for all non-faculty personnel (SBAC priority 1-partial);
- a “pool” of funds in the amount of \$250,000 for faculty equity increases (SBAC priority 1 partial);
- increases for faculty promotion and advancement of \$171,200 (SBAC priority 4);
- new administrative support position in the DNP program (SBAC priority 6);
- one additional faculty position, entrepreneurship assistant professor, and ten college-based academic advisors (SBAC priority 6);
- funding related to needs associated with the Disability Support Services are provided based on the student needs each year (SBAC priority 8); and
- one major gifts officer in Institutional Advancement (SBAC 9).

In addition, and although not a part of the recommendations of the SBAC, the budget for FY 2015 also includes funds to pay social security taxes for part-time faculty. This amount, \$165,000 is funded through the fringe benefits contingency.

Major Components of Sources

A. The Educational & General (“E&G”) Undergraduate Tuition and Fee budget comprises 43.24% of the total budgeted revenue and is based on stable enrollment. The total increase in tuition and fees is **3.86% or \$9.78 per credit hour.**

B. This \$9.78 increase consists of \$5.75 per credit hour for general tuition, \$3.50 per credit hour for the facility fee (approved in February 2014), and \$0.53 per credit hour for the SAB fee. The general tuition and the facility fee will generate approximately \$2.56 million in revenue to the operating budget while the SAB increase will generate approximately \$147,000 in additional funding for student activities.

C. The State Appropriation budget represents 33.28% of the total budgeted revenue and is comprised of Revenue Stabilization Act (RSA) receipts of \$53,114,705 and Educational Excellence Trust Fund (EETF) receipts of \$4,716,710. RSA funding includes Category B money of \$467,527, all of which is budgeted in a contingency as this money may not materialize. As of May 15, 2014, it is still unknown if our State Appropriation will be reduced due to performance funding formula. The administration anticipates that this amount, if any, will be known by May 30, 2014.

D. The major revenue sources in the auxiliary operation of the university are from Housing and Food Services. Those rates for room and board (meal plans) increased by 4.50% and 4.51% respectively as passed by the Board of Trustees in February of this year.

Major Components of Uses

A. Salaries and benefits together make up 57.53% of the operating budget for E&G and Auxiliary, which is consistent with industry standards. The administration is proposing a cost of living adjustment of 2% for employees for both faculty and staff. In addition to the cost of living increases, the proposed budget also includes \$250,000 for faculty equity; \$171,200 for increases related to faculty promotions and advancement; and \$165,000 for social security taxes for part-time faculty. The budget also includes funding for 13 additional positions, entrepreneurship assistant professor, administrative staff support for DNP program, ten college-based academic advisors, and a major gifts officer for Advancement. In the aggregate, the increases set forth in this paragraph A, with fringe benefits, total \$3,395,626.

B. Scholarships and fee waivers constitute another 13.63% of the budget. This percentage is not the same number as required under Arkansas law (referred to as the 20% rule), but is set at a level to ensure the university remains competitive in scholarship offerings, while at the same time meeting the requirements of state law on institutional scholarship expenditures.

C. Debt service comprises 7.24% of the university’s operating budget and increases \$710,958 for FY14 to allow for the interest on the Greek Village bonds.

The following resolution was unanimously adopted upon motion by Brad Lacy and second by Victor Green:

“BE IT RESOLVED: That the Board of Trustees approves the 2014-15 operating budget totaling \$173,793,799.”

NOTIFICATIONS/DELETIONS

Notification: 120-Hour Baccalaureate Update (Act 747)

The faculty and academic administrators responsible for the Bachelor of Music program, have approved reduction of the hours required in this program’s non-Music Education tracks to 120 semester credit hours as required by Act 747 of 2011, and these changes have been reviewed and approved by all appropriate councils and academic administrators.

See the action agenda for an Act 747 waiver request for Music Education tracts in this program.

The list of 120-hour baccalaureate degree programs previously presented to the Board of Trustees has been updated.

Supporting documentation: (1) UCA Curriculum Form 1-I, (2) ADHE form LON-11R, and (3) updated list of 120-hour baccalaureate programs.

UNIVERSITY OF CENTRAL ARKANSAS
Proposal for Curriculum Change: Information Item

GENERAL EDUCATION COUNCIL UNDERGRADUATE COUNCIL GRADUATE COUNCIL

Department/program area: BM-Composition, Performance (Instrumental, Piano, & Vocal) Date 04/08/14

Check area of change and supply requested information. Attach required documentation.

- Change in course title
 Subject prefix _____ Course number _____
 Current course title _____
 New short title(30) _____
 New long title (100) _____

- Change course(s) from a requirement to an elective in a major or minor when the change does not affect total hours and does not affect another department or program area
 Subject prefix _____ Course number(s) _____

- Deletion of course(s) when the change does not affect total hours and does not affect another department or program area (Note: Once a course has been deleted, it can be reinstated only through the new course proposal process.)
 Subject prefix _____ Course number(s) _____

- Prerequisite change not increasing total hours for a major or minor and not affecting another department or program area (Provide full details of prerequisite change in attached documentation.)

- Nonsubstantive editorial change of course description(s) for *Bulletin* (Provide full details, including current and new course description[s], in attached documentation.)
 Subject prefix _____ Course number(s) _____

- Conversion of existing traditional program to allow electronic delivery (Justify change, verify that the converted program will meet standards in UCA Principles for Electronically Offered Instruction, and include completed ADHE Form LON-13.)
 Identify program (and attach documentation): _____

- Other (specify): Reduction of total program hours to 120, accounting for changes to UCA Core/Arkansas Act 747.

Required documentation: attach additional sheet(s) detailing and justifying the curricular change.

Proposed effective date of change (term and year): Fall 2014

Change recognized by			
	<u>4-22-14</u>	Professional Education Council	Date
Department Curriculum Committee	Date		
	<u>04/22/14</u>	General Education Council	Date
Department Chair	Date		
	<u>4/22/14</u>		<u>4-24-14</u>
College Curriculum & Assessment Committee	Date	Undergraduate Council	Date
	<u>4-22-14</u>	Graduate Council	Date
College Dean	Date		<u>4/30/14</u>
		Council of Deans	Date

Change approved by	Change recorded by
	Undergraduate/Graduate Studies, Registrar
<u>4/30/2014</u>	Date
Provost	Date

NOTE: During the academic year, curriculum change proposals must be received by the appropriate university Council at least one month before the meeting at which action is desired. Summer submissions may not be considered until the fall semester.

Notification: Reconfiguration of the Religious Studies Program

The Department of Philosophy and Religion, in the College of Liberal Arts, proposes to reconfigure the baccalaureate program in Religious Studies by adding a Bachelor of Science (BS) option to the existing Bachelor of Arts (BA) degree program. The curriculum for the major itself does not change: the only difference between the two programs is that the “special degree requirement” of a 2000-level foreign-language requirement for the BA is replaced, in the proposed program, by the BS requirement: “In addition to other requirements for graduation and the UCA Core requirements in mathematics and science, the Bachelor of Science degree requires completion of one year of mathematics ... or two courses in a laboratory science UCA Core science courses ... cannot be used to satisfy the additional year of science” (*Undergraduate Bulletin*).

The interdisciplinary Religious Studies program currently offers a BA in Religious Studies. The proposed BS in Religious Studies offers students the choice of BA or BS. A stronger background in mathematics or lab sciences will benefit some students who continue their education in graduate school or medical school. Faculty advisors in religious studies will advise majors of the relative merits of the BA vs. the BS in Religious Studies and make individualized recommendations. The BS option for religious studies will appeal to students in scientific and social/behavioral scientific disciplines like psychology, sociology, and political science who choose to minor in one of these disciplines or to pursue a double major. Approximately 20% of religious studies majors have expressed interest in the option to pursue a BS in Religious Studies.

All appropriate committees and administrators have supported this reconfiguration.

Supporting documentation: (1) UCA Curriculum Form 3 and (2) ADHE Form LON-11

**UNIVERSITY OF CENTRAL ARKANSAS
New Program Transmittal Form**

Department Philosophy and Religion Date November 20, 2013

Program level: UNDERGRADUATE GRADUATE
 Program type: New degree program New certificate program
 New option/existing program New minor program


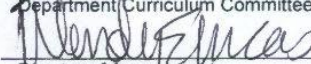
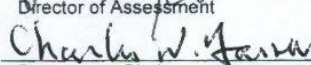
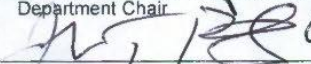
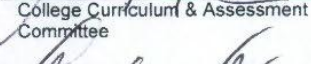


Bulletin title of program (brief):



BS in Religious Studies

Brief description of program (attach additional documentation as required):

The interdisciplinary Religious Studies program currently offers a BA in Religious Studies. The Bachelor of Science in Religious Studies builds off of the existing BA program, and offers students the choice of BA or BS. Students who choose the Bachelor of Science degree will take one additional year in mathematics or two additional lab science courses beyond the UCA Core requirements in math and science in place of a 2000-level or above foreign language (which is required by the BA). Faculty advisors in Religious Studies will advise majors of the relative merits of the BA vs. the BS in Religious Studies and make individualized recommendations. The BS option for Religious Studies will appeal to students in scientific and social scientific disciplines like Psychology, Sociology and Political Science who choose to minor in one of these disciplines or pursue a double major.

Proposed effective date for new program (term and year): Fall 2014

Program recommended by			
	<u>11/20/13</u>	Department/Curriculum Committee	Date
	<u>1/7/14</u>	Director of Assessment	Date
	<u>11-26-13</u>	Department Chair	Date
	<u>11/20/13</u>	College Curriculum & Assessment Committee	Date
	<u>11/21/13</u>	College Dean	Date
		Professional Education Council	Date
		General Education Council	Date
			<u>1-21-14</u>
		Undergraduate Council	Date
		Graduate Council	Date
			<u>1-28-14</u>
		Council of Deans	Date

	<u>1/28/2014</u>	Program approved by	Date
Provost			<u>1-28-14</u>
		Program recorded by	Date
		Undergraduate/Graduate Studies, Registrar	Date

NOTE: During the academic year, program proposals must be received by the Undergraduate and/or Graduate Council at least one month before the meeting at which action is desired. Summer submissions may not be considered until the fall semester.

LETTER OF NOTIFICATION – 11

RECONFIGURATION OF EXISTING DEGREE PROGRAMS

(Consolidation or Separation of Degrees)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

(501) 450-3126
jona@uca.edu

3. Title(s) of degree programs to be reconfigured

Bachelor of Arts (BA), Religious Studies

4. Current CIP code(s), current degree code(s)

CIP code: 38.0201
Degree code: 1120

5. Proposed title(s) of reconfigured program(s)

This reconfiguration adds a Bachelor of Science (BS) option to the existing BA degree program. The title of the program does not change.

BA, Religious Studies (existing)
BS, Religious Studies (new)

6. Proposed CIP code(s) for new program

38.0201 (no change)

7. Proposed effective date

Fall 2014

8. Reason for proposed consolidation or separation

The interdisciplinary Religious Studies program currently offers a BA in Religious Studies. The Bachelor of Science in Religious Studies builds off of the existing BA program, and offers students the choice of BA or BS. Students who choose the Bachelor of Science degree will take an additional lab science or two additional courses in mathematics in place of the third semester of a language (which is required for the BA). A stronger background in mathematics or lab sciences will benefit some students who continue their education in graduate school or medical school. Faculty advisors in Religious Studies will advise majors of the relative merits of the BA vs. the BS in Religious Studies and make individualized recommendations. The BS option for Religious Studies will appeal to students in scientific and social scientific disciplines like Psychology, Sociology and Political Science who choose to minor in one of these disciplines or pursue a double major. Approximately 20% of Religious Studies majors have expressed interest in the option to pursue a BS in Religious Studies.

9. Provide current and proposed curriculum outline.

The major curriculum for the proposed BS in Religious Studies is identical to the BA in Religious Studies and continues to require 33 semester credit hours for the major, with a total of 120 semester credit hours required for the degree. The 2014–15 Program Completion Plan for the existing BA in Religious Studies is included in this notification as Attachment A: it clearly identifies lower-division general education (UCA Core) courses. The only difference between the two programs is that the “special degree requirement” of a 2000-level foreign-language requirement for the BA is replaced, in the proposed program, by the BS requirement: “In addition to other requirements for graduation and the UCA Core requirements in mathematics and science, the Bachelor of Science degree requires completion of one year of mathematics (excluding UNIV 1340, MATH 3351, and MATH 4310) or two courses in a laboratory science (e.g., 2 courses in biology, 2 courses in chemistry, etc.). UCA Core science courses (e.g., BIOL 1400, CHEM 1400, and PHYS 1400) cannot be used to satisfy the additional year of science” (*Undergraduate Bulletin*, Degree Requirements, § 2.2.5: <http://uca.edu/ubulletin2014/general-policies-information/degree-requirements#sec020205>). The BS special degree requirement requires 6–10 hours of course work, depending on the student’s course selections in fulfilling the requirement; general electives will be adjusted to account for the number of hours required.

Major and Minor Program Requirements

In addition to UCA Core (General Education) and other BA or BS requirements, majors must complete 33 semester credit hours of Religious Studies coursework (18 hours of core requirements plus 15 hours of Religious Studies electives).

Core Requirements for the Major and Minor (18 semester credit hours)

Area	Courses
Theory and Method	RELG 3301 Theories and Methods in Religious Studies
Asian Religious Traditions	<i>Choose ONE of the following:</i> HIST 3303 Asian Civilization I PHIL 3352 Asian Philosophy and Religion RELG 3325 Buddhism
Western Religious Traditions	<i>Choose ONE of the following:</i> HIST 3320 History of Christianity I HIST 3321 History of Christianity II HIST 4387 The Islamic Middle East RELG 2300 Religion in the United States RELG 3335 Judaism
Sacred Art, Ritual, and Literature	<i>Choose ONE of the following:</i> ART 2325 Asian Art Survey ENGL 3325 Readings, The Bible as Literature ENGL 4341 Milton RELG 2332 Jewish Scriptures RELG 2333 Christian Scriptures
Religion, Culture, and Society	<i>Choose ONE of the following:</i> ANTH 3310 Anthropology of Magic, Religion, and Witchcraft HIST 4302/5302 History of Witchcraft RELG 3315 Religion and Culture RELG 3330 Religion and Gender RELG 3340 Religion, Science, and Technology SOC 4300 Sociology of Religion

Area	Courses
Religious Thought	<i>Choose ONE of the following:</i> PHIL 3331 Philosophy of Religion PHIL 4340 The Meaning of Life RELG 3320 Modern Religious Thought RELG 3345 African American Religious Thought RELG 4320 Contemporary Religious Thought RELG 4325 Postmodern Theology

Electives

Five additional Religious Studies courses (15 semester credit hours) selected in consultation with the academic advisor.

BA Foreign Language Requirement / BS Mathematics-Science Requirement

Three hours of foreign language at the 2000 level. In the BS degree, this requirement is replaced by the additional mathematics/science requirement noted above.

Religious Studies Courses

Courses not used to fulfill the core requirements (above) may be used as electives.

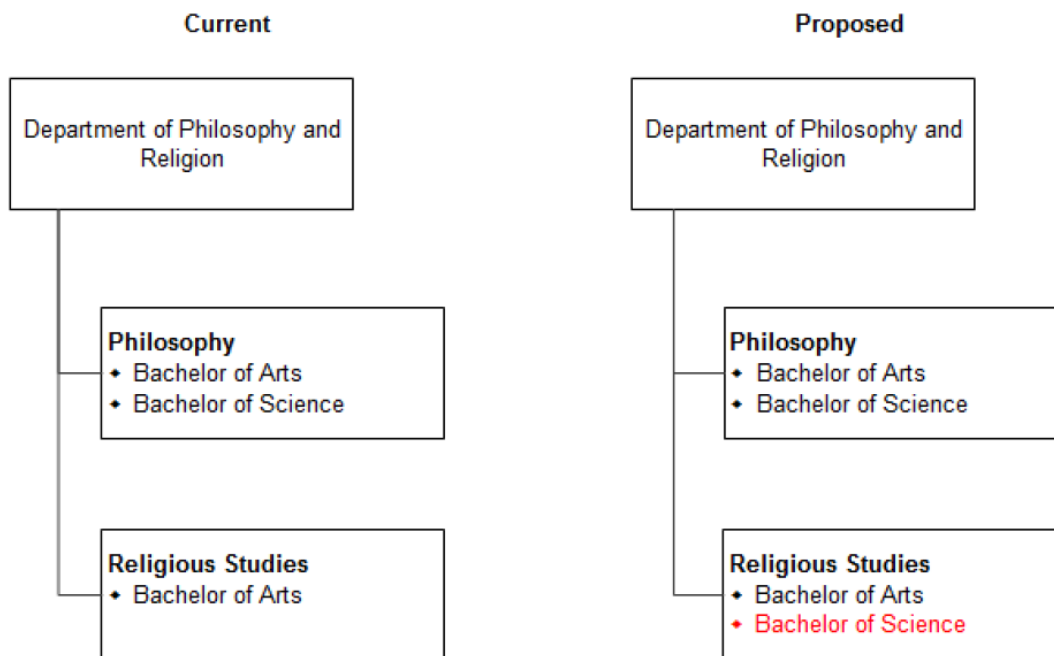
ANTH 3310 Anthropology of Magic, Religion, and Witchcraft
 ANTH 3315 Native American Cultures
 ART 2325 Asian Art Survey
 ENGL 3325 Advanced Readings in World Literature the Bible as Literature
 ENGL 4341 Milton
 HIST 3303 Asian Civilization I
 HIST 3320 History of Christianity I
 HIST 3321 History of Christianity II
 HIST 4302/5302 History of Witchcraft
 HIST 4387 The Islamic Middle East
 PHIL 2300 Existential Problems in Philosophy
 PHIL 3301 Medieval Philosophy
 PHIL 3303 Nineteenth-Century Philosophy
 PHIL 3331 Philosophy of Religion
 PHIL 3343 Philosophy of Sex and Love
 PHIL 3352 Asian Philosophy and Religion
 PHIL 3370 Metaphysics
 PHIL 4340 the Meaning of Life
 RELG 1320 World Religions OR RELG 1330 Exploring Religion OR PHIL 1330 World Philosophies
 RELG 2300 Religion in the United States
 RELG 2332 Jewish Scriptures
 RELG 2333 Christian Scriptures
 RELG 3315 Religion and Culture
 RELG 3320 Modern Religious Thought
 RELG 3325 Buddhism
 RELG 3330 Religion and Gender
 RELG 3335 Judaism
 RELG 3340 Religion, Science, and Technology

REL G 3380 Internship in Religious Studies
 REL G 3345 African American Religious Thought
 REL G 4320 Contemporary Religious Thought
 REL G 4325 Postmodern Theology
 REL G 4330 Readings in Religious Studies
 SOC 4300 Sociology of Religion

10. Provide program budget. Indicate amount of funds available for reallocation.

The addition of the Bachelor of Science option will require no additional resources and involves no budgetary adjustments. It provides students with options within existing programming.

11. Provide current and proposed organizational chart.



12. Institutional curriculum committee review/approval date

Department: 11/20/2013
 College: 11/20/2013
 Undergraduate Council: 01/21/2014
 Council of Deans: 01/28/2014

13. Are the existing degrees offered off-campus or via distance delivery?

No

14. Will the proposed degree be offered on-campus, off-campus, or via distance delivery?

On-campus

15. Identify mode of distance delivery or the off-campus location for the proposed program.

N/A

16. Provide documentation that the proposed program has received full approval by licensure/certification entity.

This program does not need approval by any licensure/certification entity.

17. Provide copy of e-mail notification to other institutions in the area of the proposed program and their responses; include your replies to the institutional responses.

No similar programs exist in Arkansas. UCA's provost has posted notification of the reorganization to the ADHE CAO email list. Should any substantive responses be received, they will be posted here.

18. List institutions offering similar program and identify the institution(s) used as a model to develop the proposed program.

UCA is the only university in the state to offer a baccalaureate degree program in Religious Studies. Eastern New Mexico University offers a BS in Religion, and their program plan is available online here: <http://www.enmu.edu/academics/resources/degrees/current/religion%28requires-minor%29.pdf>. Because the new degree entails no changes to the major, no model was used in this reorganization.

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

The BA/BS in Religious Studies will be cognate/embedded. The reorganized program will be reviewed as currently scheduled in AY 2017-2018.

20. Provide additional program information if requested by ADHE staff.

If requested.

President/Chancellor Approval Date: _____

Board of Trustees Notification Date: 05/30/2014 (the next scheduled BOT meeting)

Chief Academic Officer: _____ Date: 1/28/2014

[UCA form updated 2012-06-01]

Notification: New Mathematics Education Track in the BS Program in Mathematics

The Department of Mathematics, in the College of Mathematics and Natural Sciences, has proposed a new track – Mathematics Education – in the BS program in Mathematics.

The Mathematics Education track replaces the existing Bachelor of Science in Education (BSE) program in Mathematics. The new program for preparing mathematics educators follows the UTeach model, which requires that candidates receive a Bachelor of Science degree in a content area, based on the recognition that changes such as the Common Core State Standards necessitate that candidates have deeper content understanding.

The track consists of 22 hours in addition to the mathematics core and an additional six hours (College Geometry and Functions and Modeling) required for all STEM Education minors seeking a license to teach secondary mathematics. The pedagogy component previously included in the BSE program will be satisfied by the STEM education minor, which will be required of all of those who choose the BS in Mathematics Education. This track will also meet the needs of those who enrolled at the university with the primary focus of earning a license to teach secondary mathematics.

The new track has the support of all appropriate committees, councils, and administrators.

Supporting documentation: (1) UCA Curriculum Form 3 and (2) ADHE Form LON3

UCA Curriculum Form 3:

CURRICULUM FORM 3

UNIVERSITY OF CENTRAL ARKANSAS
New Program Transmittal Form

Department Mathematics Date 12/13/2013

Program level: UNDERGRADUATE GRADUATE
 Program type: New degree program New certificate program
 New option/existing program New minor program

Bulletin title of program (brief):

Bachelor of Science in Mathematics (Mathematics Education Track)

Brief description of program (attach additional documentation as required):

The Bachelor of Science with a major in mathematics education requires successful completion of at least 120 hours including (1) the UCA Core: complete 38 hours to meet lower-division UCA Core requirements and complete upper-division UCA Core requirements using major, minor, or elective courses (see the UCA Core requirements); (2) major requirements listed below; and (3) completion of the STEM Education minor (See STEMteach in Interdisciplinary Programs section.) This program provides candidates with rigorous preparation in mathematics content and the pedagogical skills needed to be a secondary (grades 7-12) mathematics teacher. Upon completion of the major, minor, and Arkansas Department of Education requirements, candidates will receive an Arkansas 7-12 mathematics teaching license.

Proposed effective date for new program (term and year): Fall 2014

Program recommended by			
<i>Linda K. Duffith</i>	<i>3-19-2014</i>		
Department Curriculum Committee	Date	Professional Education Council	Date
Director of Assessment	Date	General Education Council	Date
<i>Randy Hall</i>	<i>3/19/2014</i>	<i>John H. ...</i>	<i>4-15-14</i>
Department Chair	Date	Undergraduate Council	Date
<i>Meloxi Kelly</i>	<i>4-1-14</i>		
College Curriculum & Assessment Committee	Date	Graduate Council	Date
<i>Stephen R. Aaron</i>	<i>4-1-14</i>	<i>Loe Voss</i>	<i>4/30/14</i>
College Dean	Date	Council of Deans	Date

Program approved by		Program recorded by	
<i>[Signature]</i>	<i>4/30/2014</i>		
Provost	Date	Undergraduate/Graduate Studies, Registrar	Date

NOTE: During the academic year, program proposals must be received by the Undergraduate and/or Graduate Council at least one month before the meeting at which action is desired. Summer submissions may not be considered until the fall semester.

LETTER OF NOTIFICATION – 3

NEW OPTION, CONCENTRATION, EMPHASIS, MINOR

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Proposed effective date

Fall 2014

5. Title of existing degree program (indicate if the listed degree program is approved for distance delivery)

Bachelor of Science (BS) in Mathematics

6. CIP code

27.0101

7. Degree code

2870

8. Proposed name of option/concentration/emphasis/minor

Mathematics Education

9. Reason for proposed action

This track will replace the existing Bachelor of Science in Education (BSE) program in Mathematics. The current program for preparing mathematics educators follows the UTeach model, which requires that candidates receive a Bachelor of Science degree in a content area. Changes such as the Common Core State Standards necessitate that candidates have a deeper content understanding. The mathematics education track consists of 22 hours in addition to the mathematics core and 6 hours (College Geometry and Functions and Modeling) required for all STEM Education minors licensing to teach secondary mathematics. The pedagogy component previously included in the BSE program will be satisfied by the STEM education minor, which will be required of all of those who choose the BS in Mathematics Education. This track will also meet the needs of those who enrolled at the university with the primary focus of earning a license to teach secondary mathematics.

10. Provide the following**a. Curriculum Outline – indicate which courses are required by underlining them**

In addition to the UCA Core and completion of the STEM Education minor, a candidate who chooses the Mathematics Education track will complete the following courses to satisfy major requirements:

Mathematics CoreMATH 1496 Calculus IMATH 1497 Calculus IIMATH 2335 Transition to Advanced MathMATH 2471 Calculus IIIMATH 3320 Linear AlgebraMATH 4371 Introduction to Probability Theory**Mathematics Education Track**MATH 2441 Mathematical ComputationsMATH 3360 Abstract AlgebraMATH 3370 Mathematics in the Secondary SchoolsMATH 4301 Secondary Math MethodsMATH 2330 Discrete Structures I OR MATH 3354 Concepts of Discrete MathematicsMATH 4372 Introduction to Statistical Inferences OR MATH 3311 Statistical Methods IIMATH X3XX Upper Division Math Elective**Additional Requirements**MATH 4345 College GeometryMATH 4313 Functions and Modeling**b. Total semester credit hours required for option/concentration/emphasis/minor (option range: 9–24 semester credit hours)**

28 semester credit hours.

c. New courses and new course descriptions

MATH 4313 Functions and Modeling

This course includes explorations and lab activities designed to strengthen and expand students' knowledge of secondary education mathematics topics. Students collect data and explore a variety of situations that can be modeled using linear, exponential, polynomial, and trigonometric functions. Activities are designed to engage students in a deeper look at topics to which they have been previously exposed, to illuminate the connections between secondary and college mathematics, to illustrate good uses of technology in teaching, to illuminate the connections between various areas of mathematics, and to engage in serious, non-routine problem solving, problem-based learning, and applications of mathematics. This course is required for mathematics majors who are completing the STEM Education minor. Prerequisite: Consent of the instructor.

d. Goals and objectives of program option/minor

This track is an option for students to complete the STEMteach program. The goals and objectives of the program include:

- To establish a distinctive program identity that attracts high caliber mathematics and science majors

- To collaborate between College of Education and College of Natural Sciences and Mathematics
- To forge partnerships and collaboration with area school districts and teachers
- To offer compact, efficient, and flexible degree plans
- To provide active candidate recruitment and support
- To support candidates through dedicated master teachers
- To implement rigorous, research-based instruction
- To offer early, integrated, and intensive field experiences in diverse settings
- To practice continuous program improvement through data-driven decision making
- To be an active participant in a network of universities implementing the program

e. Expected student learning outcomes

The expected student learning outcomes of the STEMteach program are listed below. Many of these outcomes depend upon candidates' acquiring a deep understanding of their content through a Bachelor of Science degree in their discipline.

- Students can prepare, practice, implement, and reflect on engaging and effective lessons that are aligned with state and national standards.
- Students can describe and put into practice the implications of learning theories on individual learning, social learning, and within the contexts of larger social justice issues.
- Students can apply theoretical and practical frameworks to analyze various instructional activities, focusing on content development through teacher-student, student-student, and group interactions.
- Students can design and implement problem- and project-based curricula and processes.
- Students can describe historical perspectives that have shaped the content and direction of the sciences and apply that historical content and information to educational contexts.
- Students can engage in problem-solving and problem-based learning through exploration and activities that strengthen, deepen, and expand knowledge of secondary mathematics and science topics.
- Students can design and implement scientific inquiries employing the tools and technology used by scientists.
- Students can use the tools and strategies needed for effective teaching through intensive and integrated field experiences, which allow candidates to put to use their classroom experiences and to form a context by which concepts are better understood.

f. Documentation that program option meets employer needs

The STEMteach program began in response to Governor Beebe's call for increased numbers of math and science teachers. The Arkansas Department of Education (ADE) considers mathematics to be a licensure area in high need based on the shortage of math teachers in our state. In addition, mathematics is a discipline already approved by ADE whose students may participate in STEMteach to earn eligibility for licensure.

g. Student demand (projected enrollment) for program option/minor

In the most recent semester, 27 candidates (53%) who were enrolled in the first STEM Education minor class were seeking mathematics licensure. The program projects 40 candidates per year will be mathematics majors.

h. Name of institutions offering similar program/program option and the institution(s) used as a model to develop the proposed program option

No external institutions provided models for this track. Rather, the current BS degree in pure mathematics and applied mathematics – with Arkansas licensure requirements and UCA's STEMteach program – are the model for the new Mathematics Education track. UCA's STEMteach program (using the STEM Education minor) is modeled after the UTeach program at the University of Texas, Austin.

11. Institutional curriculum committee review/approval date

Department: March 19, 2014
College: April 1, 2014
Undergraduate/Graduate Council: April 15, 2014
Council of Deans: April 30, 2014

12. Will the new option be offered via distance delivery? If so, indicate mode of distance delivery.

No. N/A.

13. Explain in detail the distance delivery procedures to be used.

N/A

14. Specify the amount of the additional costs required, the source of funds, and how funds will be used.

The track anticipates no additional costs since resources from the current BSE program will be shifted to the new option.

15. Provide additional information if requested by ADHE staff.

If requested.

President/Chancellor Approval Date: _____

Board of Trustees Notification Date: 05/30/2014 (next scheduled BOT meeting)

Chief Academic Officer: _____ 04/30/2014
SIGNATURE DATE

[UCA form updated 2014-02-05]

Notification: MBA Program by Distance Learning

The College of Business proposes to offer its Master of Business Administration degree program by distance learning.

Doing so responds to frequent stakeholder requests for the MBA by distance learning. Both current and prospective students/candidates have requested the option of taking the program via distance learning. Additionally, employers have inquired whether we offer the program via distance learning. We are responding to these requests. Further, the university's strategic plan is to increase graduate enrollment, and offering students/candidates the option of distance learning will enhance the attractiveness of the MBA program. Finally, an electronic version of the program reinforces the college's mission of having a "responsive curriculum." Students have easier access to online technology than ever before and are adept at using this technology. Therefore, students can benefit greatly from online offering of the program.

All appropriate committees, councils, and administrators support this development.

Supporting materials (following pages): (1) UCA Curriculum Form 2-I and (2) ADHE Form LON-13

**UNIVERSITY OF CENTRAL ARKANSAS
Proposal for Curriculum Change: Information Item**

GENERAL EDUCATION COUNCIL UNDERGRADUATE COUNCIL GRADUATE COUNCIL

Department/program area: MBA Program Date 1/24/2014

Check area of change and supply requested information. Attach required documentation.

- Change in course title
 Subject prefix _____ Course number _____
 Current course title _____
 New short title(30) _____
 New long title (100) _____
- Change course(s) from a requirement to an elective in a major or minor when the change does not affect total hours and does not affect another department or program area
 Subject prefix _____ Course number(s) _____
- Deletion of course(s) when the change does not affect total hours and does not affect another department or program area (Note: Once a course has been deleted, it can be reinstated only through the new course proposal process.)
 Subject prefix _____ Course number(s) _____
- Prerequisite change not increasing total hours for a major or minor and not affecting another department or program area (Provide full details of prerequisite change in attached documentation.)
- Nonsubstantive editorial change of course description(s) for *Bulletin* (Provide full details, including current and new course description[s], in attached documentation.)
 Subject prefix _____ Course number(s) _____
- Conversion of existing traditional program to allow electronic delivery (Justify change, verify that the converted program will meet standards in UCA Principles for Electronically Offered Instruction, and include completed ADHE Form LON-13.)
 Identify program (and attach documentation): MBA
- Other (specify): _____

Required documentation: attach additional sheet(s) detailing and justifying the curricular change.

Proposed effective date of change (term and year): _____

Change recognized by			
 Department Curriculum Committee	<u>1-24-14</u> Date	Professional Education Council	Date
 Department Chair	<u>1-24-14</u> Date	General Education Council	Date
 College Curriculum & Assessment Committee	<u>1/30/14</u> Date	Undergraduate Council	Date
 College Dean	<u>1/31/14</u> Date	Graduate Council	<u>2/20/14</u> Date
		Council of Deans	<u>4/9/14</u> Date

Change approved by 	<u>4/15/2014</u> Date	Change recorded by	
Provost		Undergraduate/Graduate Studies, Registrar	Date

NOTE: During the academic year, curriculum change proposals must be received by the appropriate university Council at least one month before the meeting at which action is desired. Summer submissions may not be considered until the fall semester.

LETTER OF NOTIFICATION – 13

EXISTING CERTIFICATE OR DEGREE OFFERED VIA DISTANCE TECHNOLOGY

Institutions with at least one certificate or degree program approved for distance technology by the Arkansas Higher Education Coordinating Board must submit Letter of Notification-13 to request approval to offer additional existing (on-campus) certificates or degrees via distance technology. The institution must submit to ADHE a copy of the e-mail notification to the Higher Learning Commission (HLC) about the proposed distance technology program. If HLC requires a focused visit for the proposed distance technology program, please submit the scheduled review date.

DEFINITIONS

- Distance technology (e-learning) – When technology is the primary mode of instruction for the course (at least 50% of the course content is delivered electronically).
- Distance instruction – When a course does not have any significant site attendance, but less than 50% of the course is delivered electronically, e.g., correspondence courses.
- Distance program – When at least 50% of the major courses are delivered via distance technology.

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Name of existing certificate or degree

Master of Business Administration (MBA)

5. Proposed effective date for distance technology delivery

Fall 2014

6. CIP code and degree code

CIP code 52.0201
Degree code 5580

PROGRAM INFORMATION

7. Reason for offering program by distance technology

The reasons for offering the MBA program by distance technology are varied. First, our stakeholders have requested that we so offer it. Both current and prospective students/candidates have requested the option of taking the program via distance learning. Additionally, employers have inquired whether we offer the program via distance learning. We are responding to these requests by creating such a program. Further, the university's strategic plan is to increase graduate enrollment and offering students/candidates

the option of distance learning will enhance the attractiveness of the MBA program. Finally, an electronic version of the program reinforces the college's mission of having a "responsive curriculum." Students have easier access to online technology than ever before, and are adept at utilizing this technology. Therefore, students can benefit greatly from online offering of the program.

8. List of courses (course number/title) in this certificate or degree currently offered by distance. Indicate which existing distance technology courses are taught by adjunct faculty.

MBA 6301 Decision Modeling in Information Systems
 MBA 6308 Marketing Strategy
 MBA 6320 Strategic Management
 MBA 6325 Organizational Behavior
 MBA 6306 Legal Environment of Business for Managers*

*Only MBA 6306 is taught by an adjunct faculty, Ryan Caststeel. This is a law class and is taught by a practicing attorney who also has earned an MBA degree. Mr. Caststeel represents financial institutions and organizations in civil litigation, bankruptcy, and transactional matters.

9. List of new courses and course descriptions for distance technology courses for the degree listed above. Indicate which new distance technology courses will be taught by adjunct faculty.

At this time we are converting existing courses to distance delivery. These courses are indicated by an asterisk ("*") in the list below.

MBA 6302 ACCOUNTING FOR MANAGEMENT DECISIONS*

A required course for all MBA students. Emphasis on the uses of accounting data internally by managers/entrepreneurs in directing the operations of business and non-business organizations.

MBA 6305 FINANCIAL DECISION MAKING

A required course for all MBA students. Covers relevant tools used in financial decision-making. Emphasis on researching current literature, with discussion and problem solving for selected topics: capital budgeting, working capital, and risk management

MBA 6330 OPERATIONS MANAGEMENT*

A required course for all MBA students. This is a study of the concepts and methods of operations management with particular emphasis on quantitative methods. Appropriate attention is afforded to strategic, tactical, and operational planning and control of operations.

MBA 5345 GOVERNANCE OF THE SUSTAINABLE ORGANIZATION*

This is an elective course in the Master of Business Administration program. The course will cover the theoretical, policy, and management implications of corporate governance and sustainability, including efforts at reform and the creation of new standards or norms.

MBA 5346 NEW VENTURE CREATION*

This is an elective course in the Master of Business Administration program. The course has three components: (1) knowledge acquisition and case work; (2) developing a business plan; and (3) preparation and attendance for any guest speakers. This class will be intense and will require meetings outside of class. Developing a business is a dynamic process, as is developing a business plan. The course will require the student acquire in-depth knowledge about markets, product costs, and operating costs, as well as building financial projections and getting feedback from potential customers, investors, employees, and other stakeholders. Prerequisite: Consent of instructor. On demand.

MBA 5332 INVESTMENTS

This is an elective course in the Master of Business Administration program. The mode of instruction is lecture and discussion. Basic theory, concepts, and principles applicable in making investment decisions. Emphasis on investment media, investment analysis, valuation techniques, and portfolio construction and management. Prerequisites: Consent of instructor. On demand.

10. Provide the course syllabus for each distance technology course for the program listed above and indicate the maximum class size for each distance course. Indicate the course delivery mode(s) and class interaction mode(s) for each distance technology course.

A syllabus for each course listed here – except MBA 6330, currently being developed – is included in Appendix A, submitted as a separate PDF file (filename: <uca-LON13-mba-appendix-a.pdf>). The maximum class size is 25 for each of the courses listed.

MBA 6301 Decision Modeling in Information Systems

Course delivery mode(s): online, blended delivery (in-class orientation and exams)

Class interaction mode(s): electronic bulletin boards, email, Blackboard announcements

MBA 6302 Accounting for Management Decisions

Course delivery mode(s): online, blended delivery (Tegrity software available through Blackboard)

Class interaction mode(s): electronic bulletin boards, email, telephone, chat

MBA 6305 Financial Decision Making

Course delivery mode(s): online, audio conference, video conference

Class interaction mode(s): electronic bulletin boards, email, telephone, fax, chat, other (discussion boards)

MBA 6308 Marketing Strategy

Course delivery mode(s): online

Class interaction mode(s): electronic bulletin boards, email,

MBA 6320 Strategic Management

Course delivery mode(s): online (all needed materials are available via Blackboard)

Class interaction mode(s): electronic bulletin boards, email, other (discussion boards)

MBA 6325 Organizational Behavior

Course delivery mode(s): online (all needed materials are available via Blackboard)

Class interaction mode(s): electronic bulletin boards, email, other (discussion boards)

MBA 6306 Legal Environment of Business for Managers

Course delivery mode(s): online

Class interaction mode(s): electronic bulletin boards, email, other (discussion boards)

MBA 6330 Operations Management

Course delivery mode(s): online, compressed video

Class interaction mode(s): electronic bulletin boards, email, telephone, chat, blog, other (Tegrity Lecture Capture)

11. Discuss the provisions for instructor-student and student-student interaction that are included in the program design and the course syllabus.

In the courses, there are usually group exercises where the students will interact via email, blackboard, and phones, and if they so decide, with face-to-face meetings. The instructor-student interaction will be via discussion board assignments, notifications, and feedback on exams and writing assignments.

12. Provide a semester-by-semester degree plan/course schedule for student access to all courses necessary to complete the program.

DEGREE PLAN for University of Central Arkansas Master of Business Administration online program:

The program requires 30 semester credit hours (10 courses).

Required (21 hours):

MBA 6301 Decision Modeling in Information Systems
 MBA 6302 Accounting for Management Decisions
 MBA 6305 Financial Decision Making
 MBA 6308 Marketing Strategy
 MBA 6320 Strategic Management
 MBA 6325 Organizational Behavior
 MBA 6330 Operations Management

Electives (9 hours):

MBA 5332 Investments
 MBA 5345 Governance of the Sustainable Organization
 MBA 5346 New Venture Creation
 MBA 6306 Legal Environment of Business for Managers*
 MBA 6382 Internship in Business (MBA)

Program of study to finish in one academic year:

Many variations are possible, both within a one-year plan of study and in longer scenarios. In the following lists, an asterisk (“*”) indicates a required course, and a double asterisk (“**”) indicates an elective course.

FALL

MBA 6325 Organizational Behavior *
 MBA 6306 Legal Environment of Business for Managers **
 MBA 5346 New Venture Creation **

Alternative course, also available in the Fall:

MBA 6302: Accounting for Management Decisions *

SPRING

MBA 6302 Accounting for Management Decisions *

MBA 6305 Financial Decision Making *
 MBA 6320 Strategic Management *
 MBA 5345 Governance of the Sustainable Organization **

Alternative courses, also available in the Spring:

MBA 6301 Decision Modeling in Information Systems *
 MBA 6306 Legal Environment of Business for Managers **

SUMMER

MBA 6301 Decision Modeling in Information Systems *
 MBA 6330 Operations Management *
 MBA 6308 Marketing Strategy *

Alternative courses, also available in the Summer:

MBA 5332 Investments **
 MBA 6382 Internship in Business (MBA) **

13. Provide a list of services that will be supplied by consortia partners or outsourced to another organization. Include the draft contract/Memorandum of Understanding (MOU) for each partner/organization offering faculty/instructional support for the program. Submit final contract/MOU signed by partner institutions or organizations upon completion of ADHE proposal review.

N/A. There are no agreements to have services to the program provided by third parties. The courses will use the Blackboard venue. All students will have access to UCA resources.

14. Estimate costs for the proposed distance-technology program for the first 3 years. Include faculty release time costs for course/program planning and delivery.

This cost estimate begins in the past because this is where the planning and development costs were actually incurred, for conversion of traditional courses for distance delivery; no faculty release time was used. On-going costs are relatively small, since teaching the distance-delivered courses is primarily a normal part of load for faculty going forward. If significant growth occurs, of course, revenue to cover the cost of instruction will be generated by tuition and fees for the larger program.

First Year (2012–13)

MBA 6325 conversion (salary/stipend)	\$2,500
MBA 6308 conversion (salary/stipend)	\$2,500
MBA 6305 conversion	\$2,500
Total	\$7,500

Second year (2013–14)

MBA 6301 conversion (salary/stipend)	\$2,500
MBA 6302 conversion (salary/stipend)	\$2,500
MBA 6330 conversion (salary/stipend)	\$2,500
MBA 6306 conversion (salary/stipend)	\$2,500
Adjunct faculty.....	\$5,200
Total	\$15,200

Third year (2014–15)

Adjunct faculty.....	\$5,200
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15. Provide institutional curriculum committee review/approval date for proposed distance technology program.

Department: 01/24/2014

College: 01/30/2014

Undergraduate/Graduate Council: 02/20/2014

Council of Deans: 04/09/2014

16. Provide documentation that proposed program has been reviewed/approved for distance technology delivery by licensure/certification board/agency, if required. [HLC review, if required, must follow ADHE review and AHECB program approval.]

No additional approvals are necessary. We are required to notify the Higher Learning Commission in the annual Institutional Update process (not by email).

17. Provide additional program information if requested by ADHE staff.

If requested.

INSTITUTIONAL APPROVAL

President/Chancellor Approval Date: _____

Board of Trustees Notification Date: 05/30/2014 (the next scheduled BOT meeting)

Chief Academic Officer: _____ 04/15/2014

SIGNATURE

DATE

[UCA form updated 2014-02-05]

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

Department: 01/24/2014

College: 01/30/2014

Undergraduate/Graduate Council: 02/20/2014

Council of Deans: 04/09/2014

16. Provide documentation that proposed program has been reviewed/approved for distance technology delivery by licensure/certification board/agency, if required. [HLC review, if required, must follow ADHE review and AHECB program approval.]

No additional approvals are necessary. We are required to notify the Higher Learning Commission in the annual Institutional Update process (not by email).

17. Provide additional program information if requested by ADHE staff.

If requested.

INSTITUTIONAL APPROVAL

President/Chancellor Approval Date: _____

Board of Trustees Notification Date: 05/30/2014 (the next scheduled BOT meeting)

Chief Academic Officer: _____ 04/15/2014

SIGNATURE

DATE

[UCA form updated 2014-02-05]

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

Department: 01/24/2014

College: 01/30/2014

Undergraduate/Graduate Council: 02/20/2014

Council of Deans: 04/09/2014

16. Provide documentation that proposed program has been reviewed/approved for distance technology delivery by licensure/certification board/agency, if required. [HLC review, if required, must follow ADHE review and AHECB program approval.]

No additional approvals are necessary. We are required to notify the Higher Learning Commission in the annual Institutional Update process (not by email).

17. Provide additional program information if requested by ADHE staff.

If requested.

INSTITUTIONAL APPROVAL

President/Chancellor Approval Date: _____

Board of Trustees Notification Date: 05/30/2014 (the next scheduled BOT meeting)

Chief Academic Officer: _____ 04/15/2014

SIGNATURE

DATE

[UCA form updated 2014-02-05]

Notification: New Concentrations in the Master of Business Administration Program

The College of Business has proposed two new concentrations / areas of emphasis within the existing Master of Business Administration (MBA) program. For a number of years MBA candidates have requested that the program create areas of emphasis or concentration. Following a change in the MBA program which now permits the offering of electives, the MBA program is creating areas of emphasis/concentration to meet identified needs. The new concentrations included in this notification are areas requested by MBA candidates and others.

Both concentrations have received recommendations and approvals from all appropriate committees, councils, and administrators.

(1) Concentration in Finance

The MBA with an emphasis in Finance is designed to develop advanced skills in corporate finance and investments. Students study how to select different instruments for investments, financing business activities, and managing financial risk.

The goal of offering the emphasis is to provide students with knowledge and background in finance: basic theory, concepts, and principles applicable to making investment decisions; operating in global and multinational financial markets; managing financial derivatives and their markets; and meeting the differing financial needs of Small and Medium Enterprises (SMEs).

The curriculum for the emphasis comprises – in addition to required MBA core courses – nine hours of elective course work in finance.

(2) Concentration in Health Care Administration

The MBA with an emphasis in Health Care Administration is designed to develop competence for management in a health care environment. The program stresses the development of analytical and decision making skills needed to manage a health care organization and its people in a complex and dynamic business environment. As structured, the program accommodates those who are employed or otherwise unable to attend class during the day. Program candidates can attend part-time or carry a full course load. The program as designed can accommodate active managers or supervisors, persons seeking a career change, and recent graduates interested in advanced study in business and health care administration.

The goal of offering the emphasis is to provide students with knowledge and background in business and management in order to manage private, for-profit and non-profit health care organizations and their people.

The curriculum for the emphasis comprises – in addition to required MBA core courses – three required and six elective hours of course work in health care administration.

Supporting documentation: (1) UCA Curriculum Form 3 for Finance concentration, (2) ADHE Form LON3 for Finance concentration, (3) UCA Curriculum Form 3 for Health Care

Administration concentration, (4) ADHE Form LON3 for Health Care Administration concentration

**UNIVERSITY OF CENTRAL ARKANSAS
New Program Transmittal Form**

Department Master of Business Administration Date January 14, 2014

Program level: UNDERGRADUATE GRADUATE
 Program type: New degree program New certificate program
 New option/existing program New minor program

Bulletin title of program (brief):
Master Of Business Administration Degree with concentration in Finance

Brief description of program (attach additional documentation as required):
 The MBA Program offers a concentration in Finance. This concentration is designed to develop advanced skills in corporate finance and investments. Students study how to select different instruments for investments, financing business activities, and managing financial risk.
 The basic requirements for the MBA degree with a concentration in Finance consist of 30 hours (10 courses): 21 hours (7 courses) of core MBA business classes, and 9 hours (3 courses) of advanced finance. There is no thesis requirement or option.

Proposed effective date for new program (term and year): Fall, 2014

Program recommended by			
	<u>1-16-2014</u>	Department Curriculum Committee	Date
		Professional Education Council	Date
		Director of Assessment	Date
		General Education Council	Date
	<u>1-16-2014</u>	Department Chair	Date
		Undergraduate Council	Date
	<u>1/30/14</u>	College Curriculum & Assessment Committee	Date
		Graduate Council	Date
	<u>1/31/14</u>	College Dean	Date
		Council of Deans	Date

Program approved by	Date	Program recorded by	Date
	<u>4/15/2014</u>	Undergraduate/Graduate Studies, Registrar	

NOTE: During the academic year, program proposals must be received by the Undergraduate and/or Graduate Council at least one month before the meeting at which action is desired. Summer submissions may not be considered until the fall semester.



LETTER OF NOTIFICATION – 3

NEW OPTION, CONCENTRATION, EMPHASIS, MINOR

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Proposed effective date

Fall 2014

5. Title of existing degree program (indicate if the listed degree program is approved for distance delivery)

Master of Business Administration (MBA)

Notification of conversion for distance delivery (LON13) is being submitted simultaneously with this LON3.

6. CIP code

52.0201

7. Degree code

5580

8. Proposed name of option/concentration/emphasis/minor

Finance

9. Reason for proposed action

For a number of years MBA candidates have requested that the program create areas of emphasis or concentration. One area requested has been Finance. Following a change in the MBA program which now permits the offering of electives, the MBA program is creating areas of emphasis/concentration.

10. Provide the following

a. Curriculum Outline – indicate which courses are required by underlining them

The MBA with a concentration in Finance consists of the following core MBA courses (21 hours):

MBA 6301 Decision Modeling in Information Systems

MBA 6302 Accounting For Management Decisions

MBA 6305 Financial Decision Making

MBA 6308 Marketing Strategy

MBA 6320 Strategic Management

MBA 6325 Organizational Behavior

MBA 6330 Operations Management

And three electives (9 hours) from the following:

MBA 5331 Bank Management

MBA5332 Investments

MBA5333 International Finance

MBA5334 Financial Derivatives

MBA5376 Entrepreneurial and Small Business Finance

b. Total semester credit hours required for option/concentration/emphasis/minor (option range: 9–24 semester credit hours)

The MBA total credit hours equal 30. The concentration consists of 9 of the 30 hours, selected from the electives listed above.

c. New courses and new course descriptions

MBA 5331 BANK MANAGEMENT This is an elective course in the Master of Business Administration program. This course provides a broad understanding of commercial banking. Coverage includes the principles and practices of commercial bank lending as well as asset, liability, and capital management. The mode of instruction is lecture and discussion. Prerequisite: FINA 3340 or consent of instructor. Spring.

MBA 5332 INVESTMENTS This is an elective course in the Master of Business Administration program. The mode of instruction is lecture and discussion. Basic theory, concepts, and principles applicable in making investment decisions. Emphasis on investment media, investment analysis, valuation techniques, and portfolio construction and management. Prerequisites: Consent of instructor. On demand.

MBA 5333 INTERNATIONAL FINANCE This is an elective course in the Master of Business Administration program. The mode of instruction is lecture and discussion. Global financial markets and multinational financial operations. International financial relationships, emphasizing the international financial context of business decision-making. Prerequisites: Consent of instructor. On demand.

MBA 5334 FINANCIAL DERIVATIVES This is an elective course in the Master of Business Administration program. The mode of instruction is lecture and discussion. Financial derivatives and markets are examined with an emphasis on their use of hedging and speculative purposes. Major valuation models and term structure models are discussed with applications to problems in financial decision-making process. Prerequisite: FINA 3330. Spring.

MBA 5376 ENTREPRENEURIAL AND SMALL BUSINESS FINANCE This is an elective course in the Master of Business Administration program. The mode of instruction is lecture and discussion. The course emphasizes the differences between large corporations and Small and Medium Enterprises (SMEs). Topics include techniques for estimating financial resource requirements and sources of funds for small businesses in the development, startup, and survival stages of the SME's life cycle. Other topics include venture growth capital and exit strategies. Prerequisites: Consent of instructor. On demand.

d. Goals and objectives of program option/minor

The MBA with an emphasis in Finance is designed to develop advanced skills in corporate finance and investments. Students study how to select different instruments for investments, financing business activities, and managing financial risk.

The goal of offering the emphasis is to provide students with knowledge and background in finance: basic theory, concepts, and principles applicable to making investment decisions; operating in global and

multinational financial markets; managing financial derivatives and their markets; and meeting the differing financial needs of Small and Medium Enterprises (SMEs).

e. Expected student learning outcomes

The College of Business presumes that participants in a master's level degree program possess the base of general knowledge and skills appropriate for an undergraduate degree. Learning in master's level program develops in a more integrative, interdisciplinary fashion than in undergraduate education. Our master's-level graduates shall possess these skills/abilities:

1. Dynamic Thinking Skills in a Global Environment
2. Ethical Reasoning Abilities
3. Effective Communication Abilities
4. Effective Information Management Abilities
5. Effective Leadership/Followership Abilities

Students completing this program should be able to

1. Identify/explain fundamental investment definitions, concepts, and frameworks.
2. Explore and evaluate the dynamics of security markets and market efficiency.
3. Explore and apply the mechanics of industry analysis, financial statement analysis, and stock valuations.
4. Apply economic and financial theory in the analysis of bonds, options, and futures.
5. Review and investigate the different aspects of portfolio management.
6. Explore and evaluate the financial aspects of the dynamics of the decision making process and day-to-day operations of a established and new organizations.
7. Identify the various debt and equity sources of financing available to new and growing businesses.
8. Explore cash flow and pro forma logic and apply the mechanics to income statement and balance sheet analysis and construction.
9. Utilize different valuation techniques to estimate the market value of a venture at various stages.
10. Explore and evaluate the application of derivatives as investment and hedge instruments.

f. Documentation that program option meets employer needs

Finance is currently a field with high demand for employees. The industry will add 854,000 jobs by 2018.¹ Students with a graduate degree face an unemployment rate of only 4.6% – well below the national average of 8.9% for students with only a B.A. degree.^{2 3} The concepts that students learn in finance classes (budgeting, investments, mastering interest rates, derivatives and hedging) are immediately applicable in the business environment, and employers recognize these skills and rely upon employees with postsecondary educations.³ Generally graduate degrees tend to outperform undergraduate degrees on employment because the development of higher levels of human capital are represented by advanced degrees.² Further, advanced degrees tend to be better aligned with career paths in specific industries or positions, such as finance.²

¹ Carnevale, A. P., Smith, N., & Strohl. (2010) Help Wanted: Projections of Jobs and Education Requirements Through 2018. Georgetown University Center for Education and the Workforce.

² Carnevale, A. P., Cheah, B., & Strohl, J. (2012) Hard Times: Not All College Degrees Are Created Equal. Georgetown University Center for Education and the Workforce.

³ See also D. Blundell (May 13,2013) "Don't Let your Kids study these majors."
http://education.yahoo.net/articles/beware_these_five_majors.htm?kid=1O0V3

g. Student demand (projected enrollment) for program option/minor

4–5 students per year. If the MBA program grows, the demand for this concentration should also grow.

h. Name of institutions offering similar program/program option and the institution(s) used as a model to develop the proposed program option

We did not use other universities as a model. We were aware other universities had concentrations in Finance and within our MBA created the concentration without increasing the need for resources.

Schools with an MBA finance concentration:

Arkansas State University has an MBA with a finance concentration (27 + 9)

Louisiana Tech University (21 + 15)

University of Central Missouri

Northeastern State University

Lamar University (24 + 12)

Tennessee Technological University (21 + 9)

Stephen F. Austin University (24 + 12)

Texas A&M University – Kingsville (24 + 9 or 12)

11. Institutional curriculum committee review/approval date

Department: 01/24/2014

College: 01/30/2014

Undergraduate/Graduate Council: 02/20/2014

Council of Deans: 04/09/2014

12. Will the new option be offered via distance delivery? If so, indicate mode of distance delivery.

The finance portion (9 elective hours) of the concentration will not be delivered via distance learning at this time. MBA core courses may be delivered in online sections (Blackboard) or in a traditional class format.

13. Explain in detail the distance delivery procedures to be used.

Reading assignments will be available via e-books, online, or accessible via the Internet. Examinations and quizzes will in most cases be available via Blackboard. Students will participate in discussions posted on Blackboard.

14. Specify the amount of the additional costs required, the source of funds, and how funds will be used.

No additional funds will be required. The graduate courses at the 5000 level are cross-listed with undergraduate courses.

15. Provide additional information if requested by ADHE staff.

If requested.

President/Chancellor Approval Date: _____

Board of Trustees Notification Date: 05/30/2014 (the next scheduled BOT meeting)

Chief Academic Officer: _____ 04/15/2014
SIGNATURE DATE

[UCA form updated 2014-02-05]

**UNIVERSITY OF CENTRAL ARKANSAS
New Program Transmittal Form**

Department Master of Business Administration Date May 23, 2013

Program level: UNDERGRADUATE GRADUATE
 Program type: New degree program New certificate program
 New option/existing program New minor program

Bulletin title of program (brief):

Master Of Business Administration Degree with emphasis in Health Care Administration

Brief description of program (attach additional documentation as required):

The MBA Program offers a concentration in Health Care Administration. The MBA with an emphasis in Health Care Administration is designed to develop competence for management in a health care environment. The program stresses the development of analytical and decision making skills needed to manage a health care organization and its people in a complex and dynamic business environment. As structured the program accommodates those who are employed or otherwise unable to attend class during the day. Program candidates can attend part-time or carry a full course load. The program as designed can accommodate active managers or supervisors, persons seeking a career change, and recent graduates interested in advanced study in business and health care administration.

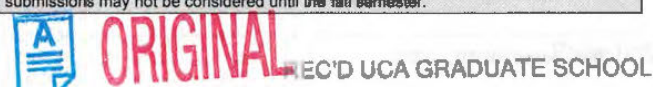
Basic requirements for the MBA degree with an emphasis in Health Care Administration consist of 30 hours (10 courses): 21 hours (7 courses) of core business classes, and 9 hours (3 courses) of Health Care Administration classes. There is no thesis requirement or option.

Proposed effective date for new program (term and year): Spring, 2013 Fall, 2014

Program recommended by			
<u>Michael J Rubach</u>	<u>9-16-13</u>	Department Curriculum Committee	Date
		Professional Education Council	Date
		General Education Council	Date
<u>Michael J Rubach</u>	<u>9-16-13</u>	Department Chair	Date
<u>Stephanie E Wehn</u>	<u>9/18/13</u>	College Curriculum & Assessment Committee	Date
<u>M. B. K.</u>	<u>9/19/13</u>	College Dean	Date
		Undergraduate Council	Date
		Graduate Council	Date <u>2/20/14</u>
		Council of Deans	Date <u>4-9-14</u>

Program approved by	Program recorded by
<u>[Signature]</u>	<u>[Signature]</u>
Provost	Undergraduate/Graduate Studies, Registrar
Date <u>4/15/2014</u>	Date

NOTE: During the academic year, program proposals must be received by the Undergraduate and/or Graduate Council at least one month before the meeting at which action is desired. Summer submissions may not be considered until the fall semester.



LETTER OF NOTIFICATION – 3

NEW OPTION, CONCENTRATION, EMPHASIS, MINOR

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Proposed effective date

Fall 2014

5. Title of existing degree program (indicate if the listed degree program is approved for distance deliver)

Master of Business Administration (MBA)

Notification of conversion for distance delivery (LON13) is being submitted simultaneously with this LON3.

6. CIP code

52.0201

7. Degree code

5580

8. Proposed name of option/concentration/emphasis/minor

Health Care Administration

9. Reason for proposed action

For a number of years MBA candidates have requested that the program create areas of emphasis or concentration. Following a change in the MBA program which now permits the offering of electives, the MBA program is creating areas of emphasis/concentration. Through anecdotal evidence, undergraduate Health Care Administration majors have expressed an interest in further studying business management. An MBA with an emphasis in Health Care Administration would fulfill these needs.

10. Provide the following

a. Curriculum Outline – indicate which courses are required by underlining them

The MBA with an emphasis/concentration in Health Care Administration consists of the following courses (MBA core courses and one required course in the concentration):

MBA 6301 Decision Modeling in Information Systems

MBA 6302 Accounting For Management Decisions

MBA 6305 Financial Decision Making

MBA 6308 Marketing Strategy

MBA 6320 Strategic Management

MBA 6325 Organizational Behavior

MBA 6330 Operations Management

H ED 5370 Administration of Health Programs

And two electives from the following classes:

FACS 5321 Nutritional Services Administration

H ED 5303 Environmental Health Problems

H ED 5320 Health Promotion Interventions

H ED 5343 Health Strategies for Multicultural Populations

H ED 6350 Contemporary Health Problems

H ED 6371 Directed Independent Study

H SC 6379 Research in Health Sciences

SOC 5335 Health Organizations around the World

b. Total semester credit hours required for option/concentration/emphasis/minor (option range: 9–24 semester credit hours)

Total semester credit hours for the MBA equal 30. The concentration consists of 9 hours of the 30 hours (one required course and two elective courses).

c. New courses and new course descriptions

There are no new courses under this emphasis area. The MBA courses in the emphasis program already exist. The other courses which are offered by the Departments of Family and Consumer Science, Health Sciences, and Sociology, respectively, also already exist and will continue to be taught by those departments.

d. Goals and objectives of program option/minor

The MBA with an emphasis in Health Care Administration is designed to develop competence for management in a health care environment. The program stresses the development of analytical and decision making skills needed to manage a health care organization and its people in a complex and dynamic business environment. As structured the program accommodates those who are employed or otherwise unable to attend class during the day. Program candidates can attend part-time or carry a full course load. The program as designed can accommodate active managers or supervisors, persons seeking a career change, and recent graduates interested in advanced study in business and health care administration.

Basic requirements for the MBA degree with an emphasis in health care Administration consist of 30 hours (10 courses): 21 hours (7 courses) of core business classes, 3 required hours (1 course) in health program administration, and 6 elective hours (2 courses) of health-care administration classes. There is no thesis requirement or option.

The goal of offering the emphasis is to provide students with knowledge and background in business and management in order to manage private, for-profit and non-profit health care organizations and their people.

e. Expected student learning outcomes

The College of Business presumes that participants in a master's level degree program possess the base of general knowledge and skills appropriate to an undergraduate degree. Learning in master's level program develops in a more integrative, interdisciplinary fashion than in undergraduate education. Our master's-level graduates shall possess these skills/abilities:

1. Dynamic Thinking Skills in a Global Environment
2. Ethical Reasoning Abilities
3. Effective Communication Abilities
4. Effective Information Management Abilities
5. Effective Leadership/Followership Abilities

Students completing this program should be prepared to assume leadership and supervisory roles in assessing, planning, implementing, and evaluating health programs in community, school, medical care, and work-site settings.

f. Documentation that program option meets employer needs

Health Care Administration is currently a field with high demand for employees with graduate degrees ¹. The boom in health care jobs and low unemployment (2.9%) has been due to our aging population.² The healthcare industry has been a very stable employer of recent graduates.³ The industry will grow over 20% through 2018.⁴ Skills that are important in healthcare such as active learning, critical thinking, oral communication, and problem solving ⁵ are those that are developed and honed in the MBA program.

g. Student demand (projected enrollment) for program option/minor

4-5 students per year. If MBA program grows, the demand for this concentration should also grow.

h. Name of institutions offering similar program/program option and the institution(s) used as a model to develop the proposed program option

We did not use other universities as a model. We were aware other universities had concentrations in Health Care Administration. Within our MBA we created the emphasis area without increasing the need for additional resources.

Selected institutions with a Health Care Administration concentration:

Harding University (Searcy, AR), MBA, Health Care Management Concentration
Lipscomb University (Nashville, TN), MBA, Healthcare Management Concentration
National American University (Austin, TX), MBA, Health Care Administration Emphasis (delivered traditionally and online)
Oklahoma Christian University (Edmond, OK), MBA, Health Services Management
Oklahoma City University (Oklahoma City, OK), MBA, Health Administration Track
Southern Adventist University (Collegedale, TN), MBA, Healthcare Administration Emphasis

¹ Carnevale, A. P., Smith, N., & Strohl. (2010) Help Wanted: Projections of Jobs and Education Requirements. Through 2018. Georgetown University Center for Education and the Workforce.

² D. Blundell (May 13,2013) "Don't Let Your Kids Study These Majors."
http://education.yahoo.net/articles/beware_these_five_majors.htm?kid=100V3

³ Carnevale, A. P., Cheah, B., & Strohl, J. (2012) Hard Times: Not All College Degrees Are Created Equal. Georgetown University Center for Education and the Workforce.

⁴ Carnevale, A. P., Smith, N., & Strohl. (2010) Help Wanted: Projections of Jobs and Education Requirements. Through 2018. Georgetown University Center for Education and the Workforce.

⁵ Carnevale, A. P., Smith, N., Gulish, A., & Beach, B. H. (June 2012) Healthcare. Georgetown University Center for Education and the Workforce.

Southern Nazarene University (Bethany, OK), MBA, Health Care (online)
Tennessee State University (Nashville, TN), MBA, Healthcare Economics and Management
Concentration
The University of Louisiana at Lafayette (Lafayette, LA), MBA, Health Care Administration
Concentration
University of North Texas (Denton, TX), MBA, Health Services Management Concentration
Vanderbilt University (Nashville, TN) MBA, Health Care Specialization
Washington University in Saint Louis (Saint Louis, MO), MBA, Business of Healthcare

11. Institutional curriculum committee review/approval date

Department: 09/16/2013
College: 09/18/2013
Undergraduate/Graduate Council: 02/20/2014
Council of Deans: 04/09/2014

12. Will the new option be offered via distance delivery? If so, indicate mode of distance delivery.

Most of the courses in the program are currently being offered via distance delivery. The courses will be delivered via Blackboard or the HEPNET Network.

MBA 6301 Decision Modeling in Information Systems *
MBA 6302 Accounting For Management Decisions **
MBA 6305 Financial Decision Making *
MBA 6308 Marketing Strategy *
MBA 6320 Strategic Management *
MBA 6325 Organizational Behavior *
MBA 6330 Operations Management **
H SC 5370 Administration of Health Programs *
FACS 5321 Nutritional Services Administration *
H ED 5303 Environmental Health Problems *
H ED 5320 Health Promotion Interventions *
H ED 5343 Health Strategies for Multicultural Populations *
H ED 6350 Contemporary Health Problems *
H ED 6371 Directed Independent Study *
HSC 6379 Research in Health Sciences *
SOC 5335 Health Organizations around the World *

* Approved for online delivery.
** Online conversion in 2013-2014

13. Explain in detail the distance delivery procedures to be used.

Reading assignments will be available via e-books or online. Examinations and quizzes will be available via blackboard. Student will participate in discussions posted on Blackboard.

14. Specify the amount of the additional costs required, the source of funds, and how funds will be used.

No additional funds will be required. The courses in the program are currently being offered by the College of Business and the Departments of Health Sciences, Family and Consumer Sciences, and Sociology.

15. Provide additional information if requested by ADHE staff.

If requested.

President/Chancellor Approval Date: _____

Board of Trustees Notification Date: 05/30/2014 (next scheduled BOT meeting)

Chief Academic Officer: _____ 04/15/2014
SIGNATURE DATE

[UCA form updated 2014-02-05]

Notification: New Minor Program in Cognitive Neuroscience

The Department of Psychology and Counseling, in the College of Health and Behavioral Sciences, proposes a new minor program in Cognitive Neuroscience. The program has been developed and will be delivered in collaboration with the Departments of Biology, Communication Sciences and Disorders, and Philosophy.

Cognitive neuroscience is a young field (Mike Gazzaniga, considered the godfather of cognitive neuroscience, and George Miller, a founder of the field of cognitive psychology, coined the term in 1977) that uses techniques and theories from several disciplines, including cognitive psychology, neuroscience, and philosophy as a means to understand how the human brain creates the mind. Professionals in cognitive neuroscience typically have training and backgrounds in two or more of its constituent fields. Presently, students at UCA that aspire to professional employment or advanced educational training in cognitive neuroscience must take classes that do not contribute to their major or minor. Establishing a minor in cognitive neuroscience enables UCA graduates to demonstrate to employers and graduate school admissions committees that they have multiple interests and skills and can use a variety of intellectual tools to solve complex problems.

The proposed minor requires 22 semester credit hours of minor courses and prerequisites. All the courses are currently taught in the collaborating departments.

All appropriate university councils and administrators have recommended approval of the minor in Cognitive Neuroscience.

Supporting documentation: (1) UCA Curriculum Form 3 and (2) ADHE Form LON-3

**UNIVERSITY OF CENTRAL ARKANSAS
New Program Transmittal Form**


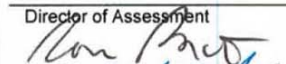
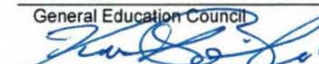



Department Psychology and Counseling Date 10/27/2013


Program level: UNDERGRADUATE GRADUATE
 Program type: New degree program New certificate program
 New option/existing program New minor program

Bulletin title of program (brief):
Minor in Cognitive Neuroscience

Brief description of program (attach additional documentation as required):
 The minor in cognitive neuroscience is a 22 credit hour minor that includes coursework in psychology, philosophy, biology, and communication sciences and disorders. The minor prepares students to work in scientific and technological settings (e.g., as technology analysts, teachers, program managers, web developers, and research assistants) and for graduate work in cognitive psychology, neuroscience, linguistics, philosophy, and other related disciplines.
 The 22 credit hours include:
 PSYC 1300: General Psychology (prerequisite may also be used to fulfill general education requirements)
 BIOL 1440: Principles Of Biology I (prerequisite may also be used to fulfill general education requirements)
 15 hours of electives to be selected from the following (must take classes from at least three different departments):
 BIOL 3310, 3370, 4425
 CSD 2306, 3311, 3321, 4311, 4330
 PHIL 3341, 3375, 4330
 PSYC 3325, 3330, 4325

Proposed effective date for new program (term and year): Fall 2014

Program recommended by			
	Date	Professional Education Council	Date
	<u>11/18/13</u>		
Director of Assessment	Date	General Education Council	Date
	<u>11/18/13</u>		<u>2-18-14</u>
Department Chair	Date	Undergraduate Council	Date
	<u>1/10/14</u>		
College Curriculum & Assessment Committee	Date	Graduate Council	Date
	<u>2/28/14</u>		<u>2/26/2014</u>
College Dean	Date	Council of Deans	Date

Program approved by		Program recorded by	
	Date	Undergraduate/Graduate Studies, Registrar	Date
Provost	<u>3/3/2014</u>		

NOTE: During the academic year, program proposals must be received by the Undergraduate and/or Graduate Council at least one month before the meeting at which action is desired. Summer submissions may not be considered until the fall semester.

LETTER OF NOTIFICATION – 3

NEW OPTION, CONCENTRATION, EMPHASIS, MINOR

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn

Associate Provost

3. Phone number/e-mail address

(501) 450-3126

jona@uca.edu

4. Proposed effective date

Fall 2014

5. Title of existing degree program (Indicate if the listed degree program is approved for distance delivery.)

N/A

6. CIP code

42.0101

7. Degree code

N/A

8. Proposed name of option/concentration/emphasis/minor

Minor in Cognitive Neuroscience

9. Reason for proposed action

Cognitive neuroscience is a young field (Mike Gazzaniga, considered the godfather of cognitive neuroscience, and George Miller, a founder of the field of cognitive psychology, coined the term in 1977) that uses techniques and theories from several disciplines, including cognitive psychology, neuroscience, and philosophy as a means to understand how the human brain creates the mind. Professionals in cognitive neuroscience typically have training and backgrounds in two or more of its constituent fields. Presently, students at UCA that aspire to professional employment or advanced educational training in cognitive neuroscience must take classes that do not contribute to their major or minor. Establishing a minor in cognitive neuroscience enables UCA graduates to demonstrate to employers and graduate school admissions committees that they have multiple interests and skills and can use a variety of intellectual tools to solve complex problems.

10. Provide the following

- a. Curriculum Outline (list of courses in the new option/concentration/emphasis/minor) – indicate which courses are required by underlining them**

Prerequisites:

Prerequisites may count toward general education requirements as well as towards the minor.

PSYC 1300 General Psychology (3 credits)
BIOL 1440 Principles of Biology I (4 credits)

Elective courses:

15 hours required (Students must take courses from 3 different departments)

BIOL 3310 Neuroethology: The Neural Basis of Natural Behaviors (3 credits)
BIOL 3370 Introduction to Neuroscience (3 credits)
BIOL 4425 Experimental Neurobiology (4 credits)
CSD 2306 Neuroscience for Communication (3 credits)
CSD 3311 Fundamentals of Speech and Hearing Science (3 credits)
CSD 3321 Language Acquisition and Literacy (3 credits)
CSD 4311 Introduction to Audiology (3 credits)
CSD 4330 Neurogenic Communication Disorders (3 credits)
PHIL 3341: Theories of Knowledge (3 credits)
PHIL 3375 Philosophy of Mind (3 credits)
PHIL 4330 Philosophy of Language (3 credits)
PSYC 3325 Cognitive Psychology (3 credits)
PSYC 3330 Sensation and Perception (3 credits)
PSYC 4325 Physiological Psychology (3 credits)

- b. Total semester credit hours required for option/concentration/emphasis/minor (option range: 9–24 semester credit hours; typical minor range: 18–25 semester credit hours)**

22 semester credit hours (7 hours of prerequisites; 15 hours of electives)

- c. New courses and new course descriptions**

N/A. No new courses have been created for this minor.

- d. Goals and objectives of program option/minor**

The goal of the minor in cognitive neuroscience is to prepare graduates to approach the study of the mind from multiple perspectives. Students will learn about the history and principal theories in the cognitive neurosciences and develop the conceptual and practical skills needed to conduct theoretical and empirical work in the field.

- e. Expected student learning outcomes**

Students completing the cognitive neuroscience minor will be able to

- Develop strategies to solve complex problems creatively and flexibly.
- Effectively communicate via spoken, written and electronic media the principles and concepts of brain and mind to scientists, other students, and the public.
- Cultivate a basic understanding of the major sub-disciplines of cognitive neuroscience.
- Design behavioral and neuroscientific experiments to reveal mental mechanisms.

- Synthesize research findings from two or more disciplines in the cognitive neurosciences.

f. Documentation that program option meets employer needs

Careers in cognitive neuroscience include telecommunications, medical analysis, computer-human interaction, artificial intelligence, linguistic analysis and human performance testing (Greenwood, 2013). A survey of students that graduated in 2012 from the University of California Berkeley with a major in cognitive science showed that respondents were employed as technology analysts, teachers, program managers, web developers, and research assistants. When “Cognitive Science” was entered into the employment web site Monster.com in October 2013, it returned opportunities with such companies as Travelers Insurance, CompuCom, and Chubb.

Greenwood, B. (2013). What Can You Do With a Master's in Cognitive Neuroscience? *Houston Chronicle*. Retrieved from <http://work.chron.com/can-masters-cognitive-neuroscience-25429.html>.

University of California Berkeley survey retrieved from <https://career.berkeley.edu/Major/CogSci.stm>.

g. Student demand (projected enrollment) for program option/minor

A link to an online survey was sent to students taking courses in the departments associated with the proposed minor (biology, communication sciences and disorders, philosophy, psychology and counseling). Most respondents reported being majors in one of those four departments, with the remainder reporting such majors as family and consumer sciences, health science, or nursing. Out of 299 respondents, 131 reported that they would take the minor if it were available at UCA, and a clear majority (276) agreed or strongly agreed with the statement that “The interdepartmental cognitive neuroscience would be a good addition to UCA.”

h. Name of institutions offering similar program/program option and the institution(s) used as a model to develop the proposed program option

Cornell University*
 Case Western Reserve University*
 Georgetown University
 Lehigh University
 Northwestern University
 Oklahoma State University
 University of Arizona
 University of California Berkeley*
 University of Rochester*

*-used as model program

11. Institutional curriculum committee review/approval date

Department: 11/18/2013
 College: 01/10/2014
 Undergraduate/Graduate Council: 02/18/2014
 Council of Deans: 02/26/2014

12. Will the new option be offered via distance delivery? If so, indicate mode of distance delivery.

No. N/A.

13. Explain in detail the distance delivery procedures to be used.

N/A

14. Specify the amount of the additional costs required, the source of funds, and how funds will be used.

No new funds are required for the implementation of this minor. As the program grows, support for additional faculty to teach cognitive neuroscience minor courses will be required. These funds will be generated through increased enrollment in the courses.

15. Provide additional information if requested by ADHE staff.

If requested.

President/Chancellor Approval Date: _____

Board of Trustees Notification Date: 05/30/2014 (the next scheduled BOT meeting)

Chief Academic Officer: _____ 03/03/2014
SIGNATURE DATE

[UCA form updated 2014-02-05]

Notification: New Minor Program in Innovation and Entrepreneurship

The Department of Marketing and Management, in the College of Business, has developed an interdisciplinary minor program in Innovation and Entrepreneurship. This minor opens the entrepreneurship pipeline for students from academic programs in colleges and departments across UCA as well as for students in the EPIC Residential College. UCA started EPIC (Entrepreneurship, Public Scholarship, Innovation, and Community Engagement) Residential College in fall 2012 as a mechanism to bring students together from multiple colleges at UCA with the intent to (1) improve knowledge transfer across academic areas; (2) enhance job skills in communication, teaming, analytic thought, and problem solving; and (3) provide students with the opportunities to impact their communities by developing ideas, products, and services that lead to economic growth.

The genesis of this program is the fact that a high percentage of the new jobs created and economic growth in Arkansas will be as a result of new business ventures. Moreover, it is becoming increasingly important for students to be able to think innovatively and entrepreneurially within the setting of existing business ventures. To succeed individually and to improve their communities, UCA students need to develop the skills to think and act as innovators and entrepreneurs. The Entrepreneurship minor will (1) teach students the skills necessary to develop innovative and creative business models; (2) prepare students to write effective and persuasive plans and reports; (3) teach students to collaborate and work effectively in project teams to maximize performance; and (4) create hands-on learning opportunities through real-world projects, as students help businesses and community entities develop innovative solutions to problems.

The new minor has been constructed within the framework of the existing BBA degree program in Innovation and Entrepreneurship. The minor requires 18 hours of course work: six hours of foundation courses, a three-hour capstone, and nine hours of electives, at least three of which must be outside the fields of Marketing and Management.

All appropriate committees, councils, and administrations have supported the development and implementation of the minor in Innovation and Entrepreneurship.

Supporting documentation: (1) UCA Curriculum Form 3 and (2) ADHE Form LON3.

**UNIVERSITY OF CENTRAL ARKANSAS
New Program Transmittal Form**

Department Marketing & Management Date 3/7/2014

Program level: UNDERGRADUATE GRADUATE
 Program type: New degree program New certificate program
 New option/existing program New minor program

Bulletin title of program (brief):
Innovation & Entrepreneurship Minor

Brief description of program (attach additional documentation as required):
 The Innovation & Entrepreneurship minor is an 18 hour minor, whose main objective is to extend the concepts of innovation and entrepreneurship across the UCA campus.

 Required/Foundation Courses in Minor
 MGMT 3310: Fundamentals of Entrepreneurship
 MGMT 3349: Small Business Management

 Required Capstone Course in Minor (Should be taken final semester)

 MGMT 4376: New Venture Creation

 Electives (9 hours chosen in consultation with Minor Advisor)
 Electives should include at least one course outside of Marketing and Management.

 The courses will consist of 3000- and 4000- level courses from the traditional business disciplines of Accounting, Marketing, Management, Insurance and Risk Management, Finance, Economics, Management Information Systems and Quantitative Methods

Proposed effective date for new program (term and year): Fall 2015-2014 / Aug. 5/1/2014

Program recommended by			
	3-31-14	Professional Education Council	Date
Stephanie A. Wilson	3/31/14	General Education Council	Date
	3-31-14	Undergraduate Council	Date
	3/31/14	Graduate Council	Date
M. M. B. B.	3/31/14	Council of Deans	Date

Program approved by Provost 4/30/2014 Date	Program recorded by Undergraduate/Graduate Studies, Registrar Date
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LETTER OF NOTIFICATION – 3

NEW OPTION, CONCENTRATION, EMPHASIS, MINOR

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Proposed effective date

Fall 2014

5. Title of existing degree program (indicate if the listed degree program is approved for distance delivery)

N/A. (UCA offers a BBA degree program in Innovation and Entrepreneurship.)

6. CIP code

52.0701

7. Degree code

N/A

8. Proposed name of option/concentration/emphasis/minor

Innovation and Entrepreneurship

9. Reason for proposed action

Entrepreneurship is the mechanism by which a new product, service, and/or organizational process are identified, refined, and introduced as a sustainable part of a business operation. The new minor program in Innovation and Entrepreneurship was conceived through expressed stakeholder interest. Stakeholders ranging from the Conway Chamber of Commerce, UCA administration, and UCA College of Business faculty, alumni, undergraduate students, and the business community were considered and included in the development process. To develop this minor, UCA faculty studied entrepreneurship minors at the world's leading entrepreneurship programs.

This minor opens the entrepreneurship pipeline for students from academic programs in colleges and Departments across UCA as well as to students in the EPIC Residential College. UCA started EPIC (Entrepreneurship, Public Scholarship, Innovation, and Community Engagement) Residential College in Fall 2012 as a mechanism to bring students together from multiple colleges at UCA with the intent to (1) improve knowledge transfer across academic areas; (2) enhance job skills in communication, teaming, analytic thought, and problem solving; and (3) provide students with the opportunities to impact their communities by developing ideas, products, and services that lead to economic growth.

The genesis of this program is the fact that a high percentage of the new jobs created and economic growth in Arkansas will be as a result of new business ventures. Moreover, it is becoming increasingly important for students to be able to think innovatively and entrepreneurially within the setting of existing business ventures. To succeed individually and to improve their communities, UCA students need to develop the skills to think and act as innovators and entrepreneurs. The Entrepreneurship minor will (1) teach students the skills necessary to develop innovative and creative business models; (2) prepare students to write effective and persuasive plans and reports; (3) teach students to collaborate and work effectively in project teams to maximize performance; and (4) create hands-on learning opportunities through real-world projects, as students help businesses and community entities develop innovative solutions to problems.

10. Provide the following

a. Curriculum Outline – indicate which courses are required by underlining them

Required/Foundation Courses in Minor (6 hours)

MGMT 3310 Fundamentals of Entrepreneurship

MGMT 3349 Small Business Management

Required Capstone Course in Minor (Should be taken final Semester) (3 hours)

MGMT 4376 New Venture Creation

Elective Courses in Minor (3 courses/9 hours)

Electives should include at least one course outside of Marketing and Management.

Electives for the Innovation and Entrepreneurship minor should be selected in consultation with the minor advisor. The courses will consist of 3000- and 4000-level courses from the traditional business disciplines of Accounting, Marketing, Management, Insurance and Risk Management, Finance, Economics, Management Information Systems, and Quantitative Methods. Student should also be aware of internship opportunities in several of the aforementioned disciplines. Students should consider classes that complement their specific innovation and entrepreneurship interests. A complete list of available courses is published in the *Undergraduate Bulletin*.

Students will be encouraged to present their work at public or scholarly venues at the completion of the minor.

b. Total semester credit hours required for option/concentration/emphasis/minor (option range: 9–24 semester credit hours)

18 semester credit hours

c. New courses and new course descriptions

No new courses have been developed to support this minor.

d. Goals and objectives of program option/minor

The minor in Entrepreneurship is designed for undergraduates who wish to complement their major area of study with an understanding of what is involved in creating a new venture of any kind. Moreover, this minor is designed to prepare students to launch their own businesses or use their entrepreneurial skills within an extant business to help it become more competitive. The overarching goals of the minor are to provide students with opportunities to

- Bring an entrepreneurial perspective to their major field of study, ranging from the arts and sciences to the health professions, communications, and visual and performing arts.
- Create and build partnerships with local businesses and community service organizations.

In addition, the program provides

- An efficient and flexible degree plan (including the open elective courses).
- Active student recruitment and support
- Improved student learning outcomes by providing hands-on learning opportunities through elective courses, creative consulting courses, independent studies, and other entrepreneurially oriented activities.

Coupled with the Innovation and Entrepreneurship major, the minor facilitates the development of an entrepreneurial campus at UCA, in which innovation and creativity will cut across all disciplines.

e. Expected student learning outcomes

The minor is designed to prepare students with the unique opportunity to learn how to apply their knowledge and major courses of study to. These specific learning outcomes include the following:

- Students will identify their ambitions and talents and learn how to enable those talents and ambitions to flourish.
- Students will acquire the necessary skills to be an entrepreneur.
- Students will develop improved team and business management skills including decision-making, motivation, and leadership.
- Students will explore a wide range of community issues and identify mechanisms (either through science, technology, business, etc.) to help solve problems.
- Students will understand how their major areas of study can lead to important solutions to pressing issues impacting their communities.

f. Documentation that program option meets employer needs

The program will meet the needs of local employers because of the emphasis on improving the following skills: critical thinking, business management and analytics, teaming and leadership, and communication (both written and oral). These skills have been identified as critically necessary from important external stakeholder groups including the Arkansas Legislature and the hiring community (including Acxiom, PrivacyStar, and HP).

g. Student demand (projected enrollment) for program option/minor

This minor is open to any undergraduate student at UCA. 86 students are currently living in EPIC Residential College, and many of these students are likely to be interested in the minor. Additionally, this minor will be open to any other student on the UCA Campus interested in entrepreneurship and economic development.

h. Name of institutions offering similar program/program option and the institution(s) used as a model to develop the proposed program option

This program is modeled after minors in the School of Entrepreneurship at Oklahoma State University, with the following factors considered:

- Having the Innovation and Entrepreneurship major provides an initial structure within which to develop the Innovation and Entrepreneurship minor
- Having an Innovation and Entrepreneurship minor will facilitate cross-campus initiatives
- The minor will create an interdisciplinary emphasis.
- The minor will enhance UCA's chances in business plan competitions.
- Possibilities are endless for the existing major and new minor, culminating with the possibility of a University New Product Development Center.

11. Institutional curriculum committee review/approval date

Department: March 31, 2014

College: March 31, 2014

Undergraduate/Graduate Council: April 15, 2014

Council of Deans: April 30, 2014

12. Will the new option be offered via distance delivery? If so, indicate mode of distance delivery.

No. N/A.

13. Explain in detail the distance delivery procedures to be used.

N/A

14. Specify the amount of the additional costs required, the source of funds, and how funds will be used.

This minor does not require any additional faculty resources at this time as there are no new courses proposed to support this minor. However, should student demand exceed the current course rotation additional faculty will be needed.

15. Provide additional information if requested by ADHE staff.

If requested.

President/Chancellor Approval Date: _____

Board of Trustees Notification Date: 05/30/2014 (next scheduled BOT meeting)

Chief Academic Officer: _____ 04/30/2014

SIGNATURE

DATE

[UCA form updated 2014-02-05]

Notification: New Minor Program in Sports Psychology

The Department of Psychology and Counseling, in the College of Health and Behavior Sciences, proposes a new minor in Sports Psychology. The program has been developed and will be delivered in collaboration with the Department of Kinesiology and Physical Education.

Sports psychology is a growing area of interdisciplinary professional practice in the United States. Professionals working in sports psychology settings are expected to have an understanding of both the psychological and physical aspects of sports performance. Preparing students for professional employment and/or advanced professional training requires students to take a diverse set of classes that do not fit with any current UCA degree or minor program. Accordingly, students currently seeking the foundation needed for a career in sports psychology need to take additional coursework beyond that needed to complete their major, minor, and other requirements. Providing a minor in sports psychology creates a route for students interested in a career in sports psychology to complete the foundation courses as part of the requirements for graduation.

In addition to the benefit of allowing students to complete the sports psychology coursework as part of a recognized minor, students in this minor will benefit from the interdepartmental training provided by the course schedule. Students in the minor must take a minimum of three courses in psychology and two courses in kinesiology. Exposure to the two different perspectives on sports performance creates future professionals with a broader understanding of the relevant topics as well as the needed knowledge and skills to work with health professionals from diverse backgrounds. These abilities are critical to success in the highly diverse and integrated landscape of modern health-care services.

The proposed minor includes 21 hours of prerequisite, required, and elective courses. All the courses in the minor are already taught in the collaborating departments.

All appropriate university councils and administrators have recommended approval of the minor in Sports Psychology.

Supporting documentation: (1) UCA Curriculum Form 3 and (2) ADHE Form LON-3

**UNIVERSITY OF CENTRAL ARKANSAS
New Program Transmittal Form**

Department Psychology & Counseling Date 10/16/2013

Program level: UNDERGRADUATE GRADUATE
 Program type: New degree program New certificate program
 New option/existing program New minor program

Bulletin title of program (brief):

Minor in Sports Psychology

Brief description of program (attach additional documentation as required):

The minor in sports psychology is a 21 credit hour minor that includes coursework in psychology, KPED, and nutrition. The minor prepares students to work in professional sports settings (e.g., school sports programs, health clubs, hospitals) and for advanced studies in sports psychology, health sciences, physical therapy, and other related programs.

The 21 credit hours include:







- PSYC 1300: General Psychology (prerequisite - may also be used to fulfill Core requirements)
- PSYC 3370: Sports Psychology (Required)
- KPED 4395: Sport in American Society (Required)

12 hours of electives to be selected from the following (no more than 2 courses can be taken from the same department):

- NUTR 4315
- KPED 2340, 3331
- PSYC 2370, 3305, 3350, 3351, 4300, 4351

Proposed effective date for new program (term and year): Fall 2014

Program recommended by

 Department Curriculum Committee	Date <u>11/7/2013</u>	Professional Education Council	Date
Director of Assessment	Date	General Education Council	Date
 Department Chair	Date <u>11/7/13</u>	 Undergraduate Council	Date <u>2-18-14</u>
 College Curriculum & Assessment Committee	Date <u>1/10/14</u>	Graduate Council	Date
 College Dean	Date <u>2/25/14</u>	 Council of Deans	Date <u>2/26/2014</u>

Program approved by


Provost Date 3/3/2014

Program recorded by

Undergraduate/Graduate Studies,
Registrar Date

NOTE: During the academic year, program proposals must be received by the Undergraduate and/or Graduate Council at least one month before the meeting at which action is desired. Summer submissions may not be considered until the fall semester.

LETTER OF NOTIFICATION – 3

NEW OPTION, CONCENTRATION, EMPHASIS, MINOR

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Proposed effective date

Fall 2014

5. Title of existing degree program (Indicate if the listed degree program is approved for distance delivery.)

N/A

6. CIP code

42.0101

7. Degree code

N/A

8. Proposed name of option/concentration/emphasis/minor

Minor in Sports Psychology

9. Reason for proposed action

Sports Psychology is a growing area of interdisciplinary professional practice in the United States. Professionals working in sports psychology settings are expected to have an understanding of both the psychological and physical aspects of sports performance. Preparing students for professional employment and/or advanced professional training requires students to take a diverse set of classes that do not fit with any current UCA degree or minor program. Accordingly, students currently seeking the foundation needed for a career in sports psychology need to take additional coursework beyond that needed to complete their major, minor, and other requirements. Providing a minor in sports psychology creates a route for students interested in a career in sports psychology to complete the foundation courses as part of the requirements for graduation.

In addition to the benefit of allowing students to complete the sports psychology coursework as part of a recognized minor, students in this minor will benefit from the interdepartmental training provided by the course schedule. Students in the minor must take a minimum of 3 courses in Psychology and 2 courses in

Kinesiology. Exposure to the two different perspectives on sports performance creates future professionals with a broader understanding of the relevant topics as well as the needed knowledge and skills to work with health professionals from diverse backgrounds. These abilities are critical to success in the highly diverse and integrated landscape of modern health-care services.

10. Provide the following

- a. Curriculum Outline (list of courses in the new option/concentration/emphasis/minor) – indicate which courses are required by underlining them**

Pre-requisite:

PSYC 1300 General Psychology (3 credits)

Required courses:

PSYC 3370 Sport Psychology (3 credits)

KPED 4395 Sport in American Society (3 credits)

Elective courses:

12 hours required (Students may take a maximum of two courses in any one subject area: KPED, NUTR, PSYC)

NUTR 4315 Sports Nutrition (3 credits)

KPED 2340 Motor Development and Learning (3 credits)

KPED 3331 Care and Prevention of Athletic Injuries (3 credits)

PSYC 2370 Developmental Psychology (3 credits)

PSYC 3305 Health Psychology (3 credits)

PSYC 3350 Social Psychology (3 credits)

PSYC 3351 Psychology of Learning (3 credits)

PSYC 4300 Personality Psychology (3 credits)

PSYC 4351 Behavior Modification (3 credits)

- b. Total semester credit hours required for option/concentration/emphasis/minor (option range: 9–24 semester credit hours; typical minor range: 18–25 semester credit hours)**

18 semester credit hours (6 required hours, 12 elective hours). PSYC 1300 is a prerequisite for another required course, so that students who have not taken this course will have to complete another 3 hours.

- c. New courses and new course descriptions**

N/A. No new courses have been created for this minor.

- d. Goals and objectives of program option/minor**

The goal of the minor in sports psychology is to prepare graduates to work with athletes in professional settings (including school sports, health clubs, hospitals, etc.) and/or for advanced studies in sports psychology or related professional programs.

- e. Expected student learning outcomes**

The minor in sports psychology at UCA uses the sports psychology proficiencies outlined by the American Psychological Association as the foundation for their core student learning outcomes (see <http://www.apadivisions.org/division-47/about/sport-proficiency/index.aspx>). Accordingly, students completing the sports psychology minor will be able to:

- Identify and discuss the major psychological principles and theories of sports psychology.
- Describe major motivational and clinical approaches to working with athletes.
- Evaluate the psychological and physical needs of athletes looking to improve sports performance and/or recover from injuries and other setbacks.
- Communicate effectively with professionals from across different health services disciplines, including psychology and kinesiology.

f. Documentation that program option meets employer needs

Nationally, demand for psychologists is high and expected to grow over the next decade. The American Psychological Association (APA) identifies sports psychology as a “hot career” because of the continued increase in sports participation by youth as well as the ability of sports psychologists to work in hospital, health club, and even military settings.

Demand for training in sports psychology is expected to increase over the next decade because of increased opportunities for sports psychologists and median salaries that are higher than for other psychology sub-specialties.

g. Student demand (projected enrollment) for program option/minor

A survey was sent to current psychology majors asking for their input regarding this new minor. Of those who responded (120 students), 75 (63%) stated that they would choose sports psychology as their minor if it were available; 107 of the 120 respondents (89%) agreed or strongly agreed with the statement that “The interdepartmental sports psychology minor would be a good addition to the College of Health and Behavioral Sciences.”

h. Name of institutions offering similar program/program option and the institution(s) used as a model to develop the proposed program option

Texas State University – San Marcos (used as the model program)
West Virginia University
Western State Colorado University
Western Washington University
University of West Florida

11. Institutional curriculum committee review/approval date

Department: 11/07/2013
College: 01/10/2014
Undergraduate/Graduate Council: 02/18/2014
Council of Deans: 02/26/2014

12. Will the new option be offered via distance delivery? If so, indicate mode of distance delivery.

No. N/A

13. Explain in detail the distance delivery procedures to be used.

N/A

14. Specify the amount of the additional costs required, the source of funds, and how funds will be used.

No new funds are required for the development of this minor. As the program grows, support for additional faculty to teach sport psychology minor courses will be required. These funds will be generated through increased enrollment in the courses.

15. Provide additional information if requested by ADHE staff.

If requested.

President/Chancellor Approval Date: _____

Board of Trustees Notification Date: 05/30/2014 (the next scheduled BOT meeting)

Chief Academic Officer: _____ 03/03/2014
SIGNATURE DATE

[UCA form updated 2014-02-05]

EXECUTIVE SESSION

Executive session, for the purpose of reviewing appointments, adjustments, resignations and other personnel matters, was unanimously declared upon motion by Bunny Adcock with a second by Victor Green.

OPEN SESSION

The following motion made by Bunny Adcock with a second by Shelia Vaught was unanimously approved.:

“I move that all of the appointments, adjustments, resignations and other matters set forth on the personnel list discussed in executive session be approved. In addition, I move that President Courtway’s salary be adjusted to \$240,000 per year and his contract extended to June 30, 2016.”

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned upon motion by Victor Green and second by Brad Lacy.

**The University of Central
Arkansas Board of Trustees**

**Kay Hinkle
Chair**

**Shelia Vaught
Secretary**

ATTACHMENTS

The following is Lindsey Osborne's address to the Board:

Thank you, President Courtway, Chairman Hinkle, and members of the Board for providing the opportunity to speak today.

I would like to begin the address by celebrating the successes of Staff Senate this academic year. We have prepared a video with the highlights. [Link to video.](#)

Thirty-one Senators representing all 750+ staff have worked to make these accomplishments happen. Thank you all for everything you have done.

Thank you to the executive officers who have volunteered above and beyond to advocate for the staff and progress the Senate as a whole.

They are: Please stand as I call your name.

Stephanie McBayer - Past President serving as Ex-Officio advisor to the Senate

Lori Hudspeth – Secretary

Meghan Thompson – Parliamentarian/Historian

Tracy Spence – steadfast Treasurer (who will return as Treasurer again this year).

We are also excited about the incoming exec officers who will lead our Senate this upcoming year.

Chad Hearne – President

Colin Stanton – President-Elect

Heather Romine – Secretary

Sandra Hooper – Parliamentarian/Historian (is also a former Senate President)

And I also would like to recognize Senate committee chairs and Senators in the audience today.

We still have a month left before our term ends and even after our terms have concluded, the work of senate will continue.

As recruitment and retention of students is vitally important to the existence of the university, it is also important that we recruit and retain high quality staff to serve these students. As reported in our annual Compensation Plan presented to SBAC, a job audit is needed so the university can request new, higher-level classified positions and authorized job titles for our classified staff.

The vacation accrual policy for our non-classified staff needs to be updated to align with other in-state institutions. Additionally, an annual COLA as well as merit/equity adjustments should continue to be a priority for the university.

Strategic planning and budgeting should also continue to remain a high priority. The staff should be able to clearly understand the goals and objectives as well as be inspired and motivated by the direction they will take us. We will continue to advocate for the evolution of the strategic plan through our representation on the SPARC committees.

To the Board of Trustees, President Courtway, administrators, Dr. Watson and Adam: It has been an honor to collaborate with you all this year. Senate recognizes and appreciates your dedication and openness in serving all the university's constituents. Thank you for continuing to make shared governance a priority and thank you all for your service to the university.

The following is Charles Watson's address to the Board:

UCA Board of Trustees – Friday, May 30, 2014
Charles D. Watson, Ed.D., Faculty Senate President

Madam Chairman, President Courtway and members of the Board

This past year it was my pleasure to serve as President of the Faculty Senate. Thus, I had the opportunity to meet frequently with Provost Runge, President Courtway and to exchange ideas with the President of the Staff Senate and President of the Student Body. All of these I thought were critical for me to stay informed and to do my best work. Perhaps more important was the opportunity that the Board provided our organizations to have direct input at Board meetings. Thank you for the welcome and professional collaboration that I personally enjoyed this year.

As the fall semester began last August, the Senate asked representatives of the six colleges and the unaffiliated faculty to provide ideas or identify areas of concern that would become the Senate's work for the year. We have made significant impact on most of these concerns and you have the opportunity to finalize a number of those recommendations during your deliberations today.

I'd like to list the major points and provide one last bit of input on a couple of the topics.

1. Instructional technology was an overwhelming concern across the colleges. The lack of consistent programming to support instruction, the inadequate e-mail and internet connectivity – especially in some instructional spaces, the ability to support on-line classes with technical assistance as well as support faculty who want to develop and offer new on-line courses. The Senate's position was that none of the above could happen without leadership at the top. We're extremely pleased that a national search has identified a new leader for this department who is slated to begin work soon. This leadership coupled with the financial resources that are allocated for this department have great promise for the future.
2. Another priority is to increase freshman admission requirements – thus not admitting students who have limited or marginal potential for completion of a degree program in six years. Graduation rate will ultimately cost the university if we continue to admit students who are not academically capable. With a recommendation of the Admissions Committee, without Senate consideration, you considered an increased admission requirement from 19 to 20 only beginning 2015. This is a step in the right direction, but it's much too little and it is definitely not quick enough. The Faculty Senate strongly believes that policy should be reconsidered ASAP.
3. The Senate is aware of the need to increase the number and quality of on-line delivered courses. Some colleges (specifically Education) are further along with on-line delivery than other colleges. One of the Senate's standing committees studied this need for most of the year and completed a set of recommendations from which expanded on-line delivered courses can emanate. Again, IT support will be a key ingredient to the success of these recommendations.
4. Part-time faculty teach a significant number of classes across the university. For several years these faculty members have not received Social Security benefits and

- thus they did not earn retirement benefits. Also, should disability occur, they would not qualify, because of no payment had been made into the Social Security System. Another of our standing committees surveyed all part-time faculty to determine their preference for benefits. It was determined that overwhelmingly these faculty wanted to be covered under the Social Security system. You have a recommendation as part of the budget proposal to pay Social Security benefits for this group of faculty members. The Senate requests that you adopt this recommendation.
5. We spent part of three meetings getting input into a revision of the diversity statement. Our version was adopted unanimously by the Senate. Granted there were very different proposals from other organizations, but we believe the proposal before you today represents the Senate's position and we encourage you to adopt the proposed revision.

We had a productive year. It was my pleasure to represent the faculty. The Senate is in good hands with new President Don Bradley from the College of Business.

Thanks to each of you for the time you give to UCA and for your service to the Board.

Respectively Submitted

Charles D. Watson

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Board of Trustees Meeting
May 30, 2014



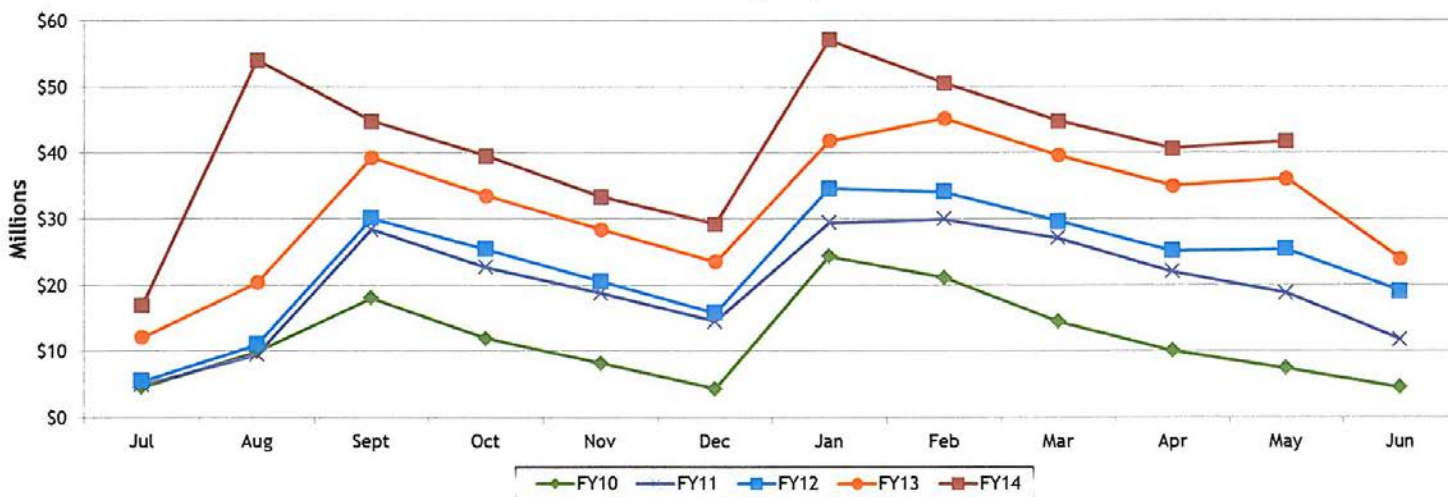
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Finance Report



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Unrestricted / Unallocated Cash
E&G and Auxiliary Only



University of Central Arkansas™

University of Central Arkansas Operating Summary As of May 28, 2014

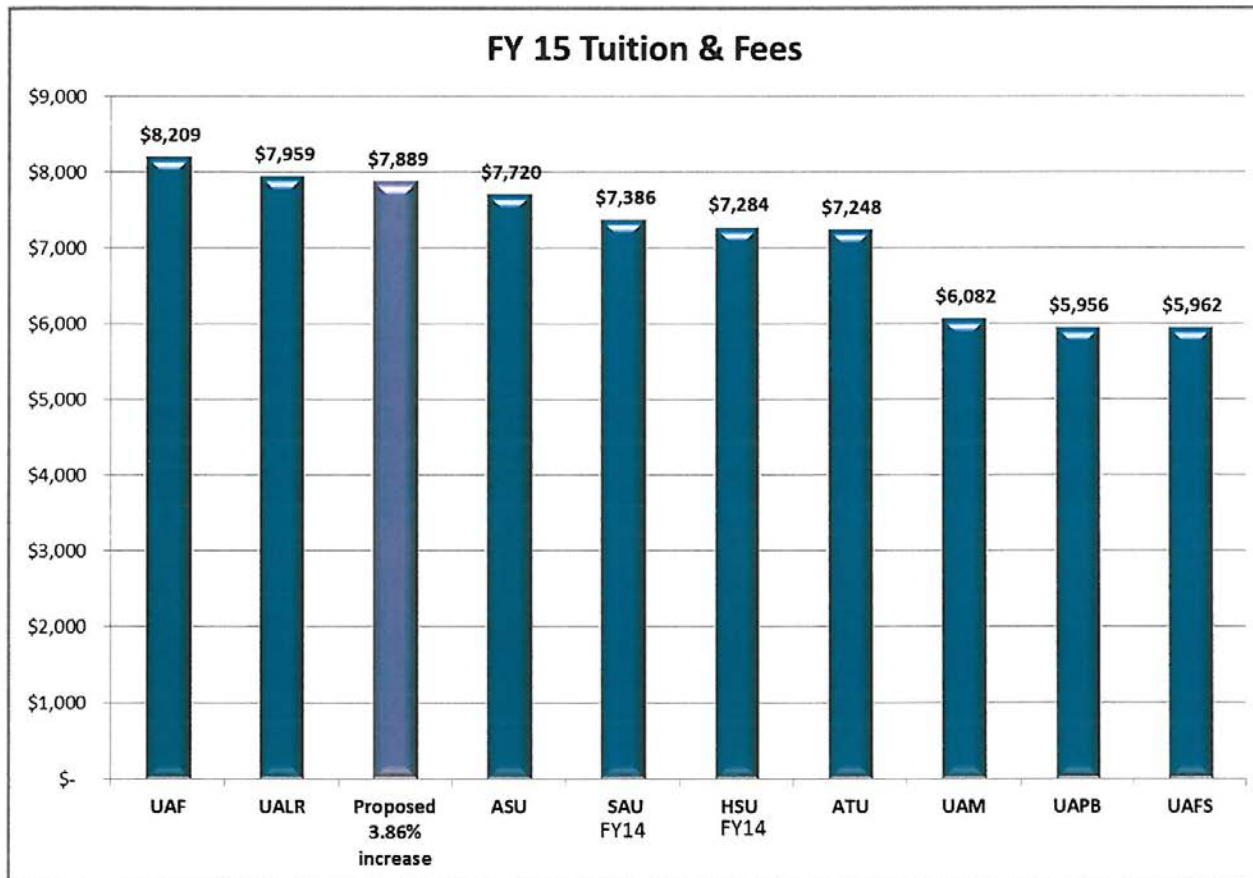
	FY14 Rev. Budget	Estimated YTD as of May 2014	YTD as of May 2013	FY13 Year End	Projected FY 14 Adj
1 Tuition & Fees	73,500,115	75,011,644	70,775,080	70,902,698	75,146,901
2 Appropriations	60,934,273	45,542,232	49,633,000	56,831,814	60,934,273
3 Sales & Services	336,870	360,220	380,553	389,047	368,260
4 Organized Activities	293,928	290,597	302,412	303,501	291,644
5 Grants & Contracts	426,873	220,060	283,604	406,119	315,124
6 Other Sources *	3,807,125	1,531,441	1,604,184	1,531,957	1,670,663
7 Total E&G Revenue	139,299,184	122,956,194	122,978,833	130,365,136	138,726,864
8 Auxiliary Income	37,054,338	37,028,680	35,648,195	37,109,976	38,547,069
9 Total Income	176,353,522	159,984,874	158,627,028	167,475,111	177,273,933
10 Salaries & Wages	75,114,367	68,142,315	67,426,464	71,511,298	72,670,516
11 Benefits	22,149,762	19,564,495	18,918,359	20,036,696	20,845,027
12 M&O *	35,056,206	25,620,520	25,601,259	28,626,714	28,648,251
13 Scholarships & Fee Waivers	23,750,525	21,275,133	20,153,787	20,163,809	21,285,712
14 Purchased Utilities	5,448,264	3,911,424	4,086,044	4,370,448	4,183,674
15 Debt Service	9,820,469	9,777,669	8,472,751	8,508,767	9,820,469
16 Transfers	5,013,929	2,229,060	(1,813,658)	9,664,384	3,500,000
17 Total Expenditures	176,353,522	150,520,616	142,845,006	162,882,114	160,953,649
18 Net Gain/(Loss)	-	9,464,258	15,782,022	4,592,998	16,320,283

* Revised budget column for Other Sources and M&O includes carryover balance for fund 15's from prior years

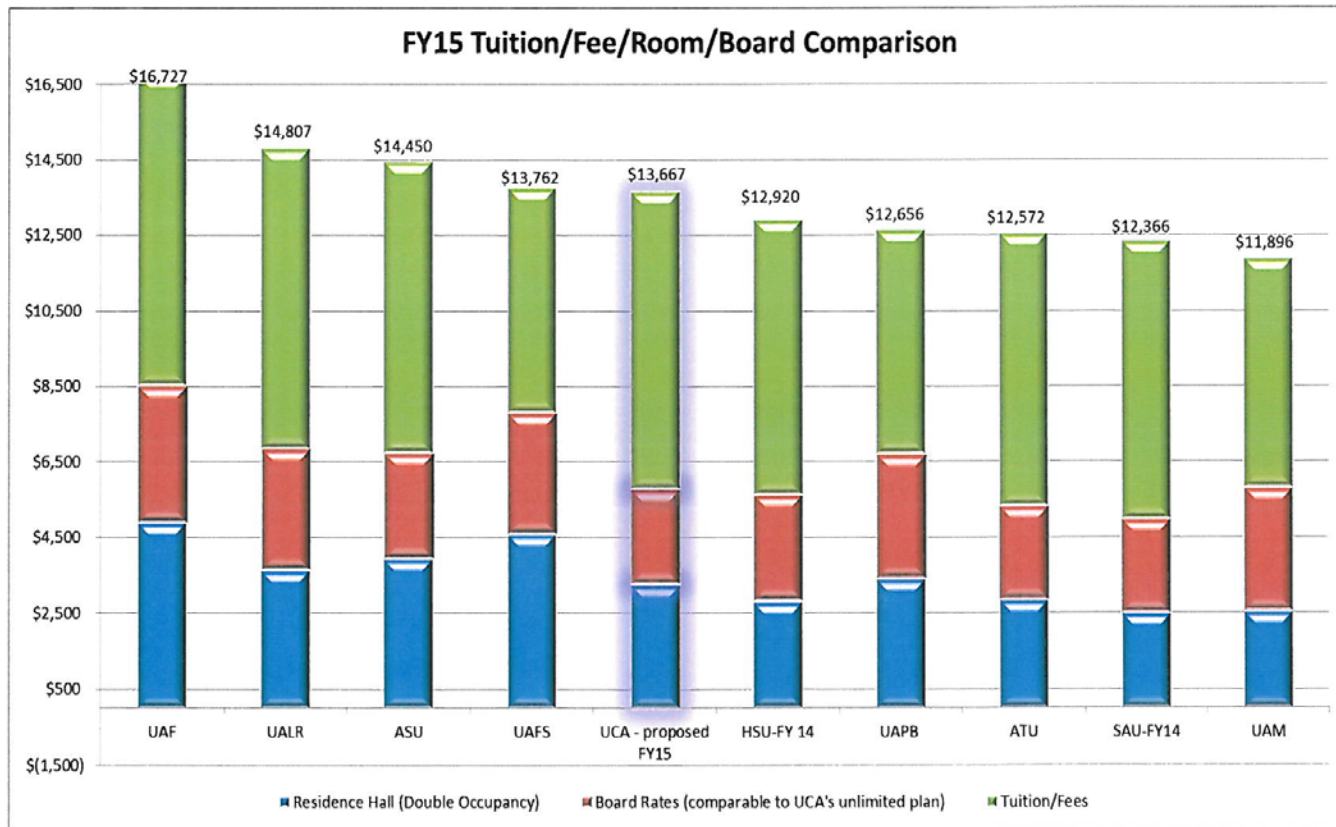
Tuition and Fees



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Note: Proposed rate increases are 3.86% in Tuition/Fees, 4.5% in Room Rate and 4.51% in Board Rate

Breakdown of Tuition and Fee Increase

	UG	GR
• General Registration	5.75	7.08
• SAB	0.53	0.53
• Facility Fee*	<u>3.50</u>	<u>3.50</u>
• Per hour increase	9.78	11.11
• Annual increase	\$293.40	\$266.64
• Percent increase	3.86%	3.71%

* Facility Fee was approved at the February 2014 Board meeting.

Global Educational Project (GEP) flat rates increase:

- 3.4% for Fall/Spring to \$7,500 per semester
- 1.7% for Summer 2014 to \$3,050
- 4.1% for Summer 2015 to \$3,175

Operating Budget



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University of Central Arkansas Proposed Budget FY15 Compared to FY14

		FY14 Revised Base	FY15 Proposed Budget	Change	% Change	% of Budget
1	Tuition & Fees	72,350,278	75,142,275	2,791,997	3.86%	43.24%
2	Appropriations	57,234,273	57,831,415	597,142	1.04%	33.28%
3	Sales & Services	325,000	325,000	-	0.00%	0.19%
4	Organized Activities	250,000	250,000	-	0.00%	0.14%
5	Grants & Contracts	145,000	145,000	-	0.00%	0.08%
6	Other Sources	1,099,685	1,099,685	-	0.00%	0.63%
7	Total E&G Revenue	131,404,236	134,793,375	3,389,139	2.58%	77.56%
8	Auxiliary Income	36,424,824	39,000,424	2,575,600	7.07%	22.44%
9	Total Income	167,829,060	173,793,799	5,964,739	3.55%	100.00%
10	Salaries & Wages	74,609,652	76,861,611	2,251,959	3.02%	44.23%
11	Benefits	22,133,512	23,112,179	978,667	4.42%	13.30%
12	M&O	28,740,912	29,441,355	700,443	2.44%	16.94%
13	Scholarships & Waivers	23,247,432	23,695,991	448,559	1.93%	13.63%
14	Purchased Utilities	5,408,907	5,858,907	450,000	8.32%	3.37%
15	Debt Service	9,820,469	10,531,427	710,958	7.24%	6.06%
16	Transfers	3,868,176	4,292,329	424,153	10.97%	2.47%
17	Total Expenditures	167,829,060	173,793,799	5,964,739	3.55%	100.00%

FY 15 budget assumptions:

1. Approved changes in the tuition/fees/room/board
 2. Enrollment (FTE) remains flat based on FY12
 3. Receipt of \$467,527 in category “B” in state appropriations and \$129,615 in EETF
- State funding based on performance funding is still pending. There are sufficient university contingencies to cover this cut if it happens.

Budget totals \$173,793,799; an increase of 3.55%

Main objectives of the budget:

1. Address those priorities identified by strategic budgeting process
2. Maintain stable reserves

SBAC priorities fully or partially funded -

1. 2% COLA for faculty and staff (classified staff COLA will be held in contingency until the Governor allows it to flow); equity/merit pool of \$250,000 for faculty (SBAC priority 1)
2. Faculty promotion and advancement (SBAC priority 4)
3. New positions; 10 academic advisors, 1 admin support for DNP, 1 asst. professor for entrepreneurship, and 1 major gifts officer for Advancement (SBAC priorities 6 and 9)

Other funded items

1. Part-time faculty: payment of social security tax
2. Scholarships based on tuition and fee increases
3. M&O remains relatively flat, the increase mainly due to the “B” funds contingency. M&O also includes allocated funds of \$10,000 for the president’s residence advisory committee.
4. Debt payment for Greek Village
5. Interest due in FY15 on the Lewis Science Center