

The University of Central Arkansas Board of Trustees convened in a regularly scheduled meeting at 10:00 a.m. Friday, December 11, 2015, in the Board of Trustees Conference Room in Wingo Hall with the following officers and members present:

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|-------------|----------------------|
| Chair: | Mr. Brad Lacy |
| Vice Chair: | Ms. Shelia Vaught |
| Secretary: | Ms. Elizabeth Farris |
| | Mr. Victor Green |
| | Ms. Kay Hinkle |
| | Mr. Bobby Reynolds |
| | Mr. Joe Whisenhunt |

INTRODUCTIONS

President Courtway introduced Ashton Purtle, Miss UCA.

REPORTS

Elizabeth Farris, chair of the Audit and Finance Committee, briefed the trustees on the audits that were reviewed and accepted by the committee at the December 10 committee meeting.

Diane Newton, Vice President for Finance and Administration, gave a financial update. Her report is attached to the original minutes.

TJ Johnston, Director of Special Projects, updated the board on the Donaghey District Task Force. He introduced the members and gave an overview of the task force's first meeting and future plans.

Steve Runge, Provost and Executive Vice President for Academic Affairs, reported on key performance indicators. His power-point presentation is attached to the original minutes.

Dates for regularly scheduled 2016 board meetings were set. They are as follows:

- February 12
- March 31 – retreat/budget workshop
- May 13
- August 19
- October 7
- December 9

Brad Lacy, as chair of the board and in accordance with Board Policy No. 607, allocated \$25,000 to Outreach and Community Engagement (OCE) to be used for infrastructure needs or upgrades, equipment, supplies and other reasonable and necessary expenses associated with the

establishment of data and/or technology certification courses to be delivered through OCE (letter attached to these minutes).

MINUTES

Minutes of the October 9, 2015 board meeting were unanimously approved as submitted upon motion by Kay Hinkle and second by Joe Whisenhunt.

ACTION AGENDA

The following resolution was presented by President Courtway and unanimously approved by the board upon motion by Shelia Vaught and second by Elizabeth Farris:

“BE IT RESOLVED: That the endowed chair in the University of Central Arkansas College of Business shall be known as the Director Scott E. Bennett/Arkansas State Highway Commission Motor Carrier Endowed Chair.”

Request for Authorization to Proceed with Campus Wi-Fi Expansion Project and to Enter into Contracts

The Wi-Fi environment at UCA, particularly in the student areas, is not sufficient to handle current and future demands. In a recent survey of students, the overwhelming response was that the overall experience with campus Wi-Fi was very poor. In order to resolve these issues, a significant investment will be required to increase the baseline performance of the Wi-Fi network.

Current Problems

The main student complaint concerns the campus Wi-Fi network, particularly in the residence halls. A recent survey of over 1,400 UCA residential students revealed that the speed and reliability in the campus residence halls is grossly inadequate. There are three major causes of poor wireless performance - internet bandwidth, wireless saturation, and wireless interference. After careful analysis of the root causes, the IT department, in conjunction with consultants from UCA's wireless provider, believe the most significant cause of UCA's poor performance is wireless saturation. In short, there are far too few wireless access points to handle the load demanded by the users of the network.

Project Details

This project will involve the installation of over 1,300 wireless access points across several campus buildings. Additionally, over 50 additional network switches will be added to accommodate the increased demand for network access. The buildings affected by this overhaul will include:

- **Campus Residence Halls** - Arkansas Hall, Baridon Hall, Bear Hall, Bernard Hall, Carmichael Hall, Conway Hall, Donaghey Hall (redesign of initial wireless layout), Farris Hall, Greek Village (all buildings - redesign of initial wireless layout), Hughes Hall, New Hall, Short/Denney Hall, and State Hall; and
- **University Buildings** - Conway Corporation Center for Sciences (redesign of initial wireless layout), Student Center, Mashburn Hall, Mathematics-Computer Science Technology Building, and Thompson Hall.

Each of these buildings will receive complete wireless coverage using the latest 802.11ac wireless access points to accommodate the high-level demands of students and academic areas. These access points will provide not only more coverage, but higher data access speeds. Further, the expansion of the wireless coverage will add access to common areas, classrooms, offices, and other areas in the buildings that currently do not have wireless access.

The equipment and software will be purchased from IK Network Solutions pursuant to an existing state contract. The total cost for the equipment and software is \$592,181. The cost for cabling and installation is estimated at \$306,000, but the final cost will be determined after receipt of bids for that part of the project.

Financial Considerations

| | |
|--------------------------|---|
| Hardware/software Costs | \$592,181 |
| Cabling and Installation | <u>\$306,000</u> (estimated cost, final cost determined via sealed bid) |
| Estimated Total | \$898,181 |

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

“BE IT RESOLVED: That the Board of Trustees authorizes the administration to proceed with the planning, design and installation of a campus Wi-Fi system, and to take all other steps as may be necessary and required including entering into contracts necessary to facilitate the project.”

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 university to enter into contracts with the following:

- (i) **Windstream**
- (ii) **Reliable Fire Protection, LLC**
- (iii) **Southpaw Express, LLC**
- (iv) **IK Network Solutions**
- (v) **Nabholz Construction Corporation**

The following resolution was unanimously adopted upon motion by Victor Green and second by Joe Whisenhunt:

“BE IT RESOLVED: That the Board of Trustees authorizes the administration to enter into contracts with the companies/organizations listed above.”

UNIVERSITY OF CENTRAL ARKANSAS
REASON FOR REQUIRING BOARD REVIEW AND ACTION
(Board Policy #416)

Contract with a term of more than one year and involving more than \$250,000

SUMMARY

1. Parties: Agreement between the University of Central Arkansas and Windstream.
2. Purpose: This agreement will extend the current telephone contract until September 1, 2017. All terms and conditions, including pricing, will remain the same during this period.
3. Term: January 1, 2016 until September 1, 2017.
4. University Funds to be paid: \$600,000.00 (estimated cost; actual cost based on use).
5. Funds Received: None.
6. Public Bid/Purchasing Approval: This is an extension of an existing contract.
7. Special Provisions/Terms/Conditions: N/A.
8. Approval/Notification to UCA Foundation: N/A.

Form prepared by: Warren Readnour, General Counsel

Date: November 18, 2015

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 Reliable Fire Protection, LLC (North Little Rock).
2. Purpose: Construct and install a fire protection system in McCastlain Hall as part of the renovation.
3. Term: N/A.
4. University Funds to be paid: \$248,159.00. Due to the age of the building, possible change order(s) may cause the project to exceed \$250,000. The final cost of the project cannot exceed 25% of the original bid amount.
5. Funds Received: N/A.
6. Public Bid/Purchasing Approval: A competitive Invitation for Bid (“IFB”) was issued to obtain a contractor to construct and install a fire protection system. The IFB opened on October 29, 2015. The only bidder was Reliable Fire Protection, LLC with a bid amount of \$248,159.00.
7. Special Provisions/Terms/Conditions: N/A.
8. Approval/Notification to UCA Foundation: N/A.

Form prepared by: Warren Readnour, General Counsel

Date: November 18, 2015

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: Lease between the University of Central Arkansas (“Lessor”) and Southpaw Express, LLC, d/b/a Conway Marble Slab Creamery/Great American Cookie.
2. Purpose: Conway Marble Slab is leasing approximately 1,200 square feet in Donaghey Hall on the Donaghey Street side.
3. Term: The lease is 5 years, beginning on the date Conway Marble Slab is able to access the newly constructed Donaghey Hall.
4. University Funds to be paid: N/A.
5. Funds Received: The base rent is an annual amount of \$15.00 per square foot. In addition, the tenant will pay a pro-rata share of the costs of the common area maintenance. Common area maintenance includes taxes assessed against the building and utilities allocated to the common areas of the building. The tenant shall pay for its own utilities and taxes.
6. Public Bid/Purchasing Approval: N/A.
7. Special Provisions/Terms/Conditions: The university will initially provide tenant with up to \$33 per square foot as a tenant finish allowance.
8. Approval/Notification to UCA Foundation: N/A.

Form prepared by: Warren Readnour, General Counsel

Date: November 18, 2015

UNIVERSITY OF CENTRAL ARKANSAS
REASON FOR REQUIRING BOARD REVIEW AND ACTION
(Board Policy #416)

Contract with a term of more than one year and involving more than \$250,000

SUMMARY

1. Parties: Agreement between the University of Central Arkansas and IK Network Solutions.
2. Purpose: This agreement will allow the IT department to replace aging server equipment by providing for the purchase and installation of 16 enterprise class HP Gen9 servers and 2 HP 3PAR storage arrays to be divided between the UCA data center in Burdick Hall and the UCA disaster recovery site. After installation, the IT department will migrate servers and data to the new infrastructure, which will provide a more up-to-date and secure operations center.
3. Term: In addition to equipment and installation costs, this contract includes a five-year service plan for the servers and a three-year service plan for the storage arrays.
4. University Funds to be paid: \$511,942.59 (total cost for the 5 years).
5. Funds Received: None.
6. Public Bid/Purchasing Approval: There is an existing state contract with this vendor.
7. Special Provisions/Terms/Conditions: N/A.
8. Approval/Notification to UCA Foundation: N/A.

Form prepared by: Warren Readnour, General Counsel

Date: November 30, 2015

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 Nabholz Construction Corporation.
2. Purpose: The purpose is to repair the brick, parapet, and roof of Carmichael Hall.
3. Term: N/A.
4. University Funds to be paid: \$591,649. (Amount does not include possible change orders; the final cost of the project cannot exceed 25% of the original bid amount.)
5. Funds Received: N/A.
6. Public Bid/Purchasing Approval: The bid was obtained pursuant to an emergency procurement process because bricks are in jeopardy of falling from the top of the building and constitutes a dangerous situation.
7. Special Provisions/Terms/Conditions: N/A.
8. Approval/Notification to UCA Foundation: N/A.

Form prepared by: Warren Readnour, General Counsel

Date: December 9, 2015

Property Acquisitions – 408 Donaghey Avenue and 2028 Simms Street, Conway, Arkansas

The JELAC Trust owns houses at 408 Donaghey Avenue and 2028 Simms Street, Conway, Arkansas, which were formerly owned by the family of Gene Hatfield. The administration has visited with members of the Hatfield family several times during the past year about purchasing the two houses.

The house at 408 Donaghey Avenue was built in 1927 and is approximately 2,048 square feet. The house at 2028 Simms Street was built in 1932 and is approximately 896 square feet. These properties are in a prime location on the east side of Donaghey Avenue. This is an area that the university needs to acquire for future development. The university has recently acquired four houses on Donaghey Avenue in the vicinity of these two houses.

The university has submitted an offer to the JELAC Trust for \$300,000. A copy of the signed offer is attached. The offer requires that the closing occur by February 1, 2016. The closing of the proposed acquisition is conditioned upon the approval of the Board of Trustees.

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

“BE IT RESOLVED: That the Board of Trustees authorizes the administration to purchase the two houses with street addresses of 408 Donaghey Avenue and 2028 Simms Street, Conway, Arkansas, for a sum not to exceed \$300,000, and the president and other officials of the University of Central Arkansas, as the president may from time-to-time designate, are hereby authorized and directed to enter into and execute such other documents, agreements and instruments as are necessary and required to consummate the foregoing purchase.”



November 10, 2015

JELAC Trust
c/o Mark Hatfield
Via email mhatfield@isiwest.com

RE: OFFER & ACCEPTANCE – 408 Donaghey and 2028 Simms, Conway, AR 72034

Dear JELAC Trust:

Subject to the satisfaction of all of the provisions and conditions set forth herein, the Board of Trustees of the University of Central Arkansas (“**Buyer**”) offers to purchase from the JELAC Trust (“**Sellers**”) the property described below for the sum of Three Hundred Thousand Dollars (\$300,000), plus the Buyer’s share of the closing costs.

The property subject to this offer and acceptance consists of two houses and lots located at 408 Donaghey and 2028 Simms, Conway, Arkansas, 72034, and is more particularly described as follows:

The South 100 feet of Lots 15 and 16, Block 55, Boulevard Addition to the City of Conway, Faulkner County, Arkansas.

Lot 14 and the south ten feet of the closed twenty foot alley on the north boundary of Lot 14, Block 55, Boulevard Addition to the City of Conway, Faulkner County, Arkansas.

The foregoing legal description shall be referred to as the “Property.” If a survey shall establish a different legal description, the parties agree to modify the legal description to conform to the survey, the intent of the parties being that the entire parcel owned by the Sellers is to be conveyed at closing.

The terms and conditions of this offer to purchase are as follows:

1. The closing date will occur at a mutually acceptable date to be agreed upon by both parties, but shall occur not later than **February 1, 2016**;
2. Buyer shall be entitled to possession of the Property at closing;

Wingo Hall, Suite 207 | 201 Donaghey Avenue | Conway, AR 72035
501-450-5286 | FAX 501-450-5003 | uca.edu

3. A policy of title insurance satisfactory to Buyer, insuring unencumbered fee simple title to the Property in Buyer as of closing shall be procured and paid for by Sellers;
 4. Sellers shall deliver at closing (a) a warranty deed in standard form conveying fee simple absolute title to the Property (and any mineral interests owned by Seller), free from all liens, claims or encumbrances of any kind with the grantee being "The Board of Trustees of the University of Central Arkansas" and (b) an assignment of any leases and all rents from the Property, if any;
 5. Any and all taxes or assessments on the Property for the current year will be prorated at closing. Sellers shall be responsible for all real property taxes for previous years;
 6. Buyer and Sellers will share the cost of closing fees and document preparation. No revenue stamps shall be required due to an exemption under Arkansas law for conveyances by or to a state agency (Buyer);
 7. If any personal property shall be stored or situated on the Property, the same shall be removed prior to closing;
 8. Sellers represent and warrant to Buyer that Sellers are the sole owner of the Property, and no other person or entity has any form of ownership interest in, or right to use or occupy the Property, and further, that Sellers are in sole and exclusive possession of the Property, except for leases, copies of which have been delivered to representatives of Buyer;
 9. Sellers represent and warrant to Buyer that all liens against the Property and all money owed on the Property, if any, are the responsibility of Sellers, and if existing will be satisfied and paid in full at, or prior to, closing;
 10. Sellers represent and warrant to Buyer that there are no unrecorded rights-of-way for roadway, utilities or other matters affecting the Property;
 11. Sellers represent and warrant to Buyer that there is no loss arising from oil, gas, or other minerals conveyed, retained, or assigned, or from any other activity concerning sub-surface rights or ownership of the subject property, including but not limited to the right of egress or ingress for said sub-surface purposes;
 12. Sellers represent and warrant to Buyer that there are no proceedings, either pending or threatened, which, if decided adversely to Sellers, would constitute a lien on the Property; nor are there any money judgments entered by a court against Sellers that constitute a lien on the Property.
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13. Sellers represent and warrant to Buyer that there are no unrecorded contracts of sale, options to purchase, or any other kind of agreement with any person or entity, affecting the Property;
14. Sellers shall be responsible for all risk of loss to the Property and improvements thereon (if any) prior to closing;
15. If Buyer desires to have a survey of the Property performed prior to closing, Sellers agree to cooperate in having the survey performed. Any survey shall be at the expense of Buyer;
16. Sellers represent and warrant that to the best of Sellers' knowledge, no hazardous wastes or materials of any kind have been generated, produced or stored upon the Property, and that to the best of Sellers' knowledge, no such hazardous wastes exist today on the Property; and
17. Sellers shall complete and deliver, prior to closing, the attached "Disclosure Form" which will become part of the Offer and Acceptance document. Failure to make any disclosure required by the Governor's Executive Order 98-04, or any violation of any rule, regulation, or policy adopted pursuant to that order, shall be a material breach of the terms of the contract. Any contractors, whether an individual or entity, who fails to make the required disclosure or who violates any rule, regulation, or policy shall be subject to all legal remedies available to the Buyer.
18. Buyer's obligations under this agreement are expressly conditioned upon the prior approval of the Board of Trustees of the University of Central Arkansas. This agreement and Buyer's obligations hereunder shall not be a valid and binding legal obligation of Buyer until approved by resolution duly adopted by the Board of Trustees of the University of Central Arkansas.

If the terms are agreeable to you, please sign and deliver the original to Warren Readnour, General Counsel, University of Central Arkansas, Wingo Hall 207, 201 Donaghey Avenue, Conway, AR 72035. If you have any questions, you may call Mr. Readnour at 501-450-5007.

JELAC Trust
November 10, 2015
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This offer shall terminate and be of no effect unless it is signed by Sellers, and delivered to Warren Readnour, General Counsel, by 4:30 P.M. Central Time on Friday, December 4, 2015.

Sincerely,



Tom Courtway
President

ACCEPTANCE BY SELLERS

The offer set forth above and all terms and conditions are hereby accepted on this _____ day of _____, 2015, at _____ (A.M. or P.M.).

JELAC Trust

By: _____

By: _____

By: _____

Jewel Moore Nature Reserve

In December 2010, the Board of Trustees approved a motion that “The Jewel Moore Nature Reserve will remain undisturbed for five (5) years (December, 2015).” The 2011 UCA Master Plan described this as a five-year moratorium on development of that area.

The Biology Department Jewel Moore Nature Reserve Committee has presented President Courtway with two options regarding the future of the nature reserve.

Background: The following information was presented at the December 2010 board meeting:

In June 1934, the Board of Trustees of Arkansas State Teachers College acquired 40 acres of land on the southwest side of campus. This land, plus additional land already owned by the Board of Trustees, was used for farming and livestock purposes, until sometime in the 1940s.

According to information provided by the dean’s office of the College of Natural Sciences and Mathematics (CNSM), Professor Jewel Moore began using the area as an outdoor classroom for environmental and biological studies in 1977.

On June 18, 1980, the University of Central Arkansas Board of Trustees established the Jewel Moore Nature Reserve (JMNR). The 1980 resolution provides as follows:

“RESOLVED, that the Board agrees to the concept of designating an area on the southwest corner of the campus as a nature reserve. The Biology Department is encouraged to continue to give leadership in this effort.”

“BE IT FURTHER RESOLVED, that it is not possible to forecast future needs with enough accuracy to make irrevocable commitments for this area. The intent of this resolution is that the nature reserve will be maintained so long as the Board of Trustees feels it is in the best interests of the university to do so.”

In 1980, the nature reserve consisted of eight acres, five acres of virgin prairie and three acres of southern Red Oak and Sweet Gum climax forest typical of Arkansas River Valley lowland ecosystems.

In 2004, then President Hardin advised the board he would make a presentation to expand the nature reserve area. This was never brought back before the Board of Trustees, but the president expanded the nature reserve to approximately 19 acres, with an approved trail system encompassing approximately 22 acres. This area is what the CNSM has been using as the nature reserve. The CNSM has established trails and other improvements in the nature reserve and has secured some external funding to help with the ecological restoration of some portions of the nature reserve.

2010 Proposal: The faculty in the CNSM, in partnership with the Arkansas Natural Heritage Commission, proposed that a portion of the existing nature reserve be permanently set aside and used for environmental, scientific and educational purposes. The dean and faculty of the CNSM proposed that the university grant to the Arkansas Natural Heritage Commission a conservation easement for this property. The purpose of the easement would have been to "...assure that the property will be retained forever in its natural condition" and used "solely for recreational, educational, conservation and wildlife purposes." As discussed above, the board ultimately approved a motion that "The Jewel Moore Nature Reserve will remain undisturbed for five (5) years (December, 2015)."

Current Proposal: The Biology Department JMNR Committee has presented two options:

(1) rather than continue with a moratorium on development of the JMNR, the board could make a commitment to maintaining the campus's natural area; or

(2) institute a five-year rolling commitment to maintaining the JMNR as a campus natural area.

The committee indicated that the current five-year moratorium has limited some grant opportunities because of the implication that development is planned but simply on hold at the present time.

The 1980 board resolution provided that the nature reserve be maintained so long as the Board of Trustees feels it is in the best interests of the university. In February 2012, the board authorized the administration to accept the 2011 UCA Master Plan. The Master Plan seeks to preserve and enhance the campus's existing natural resources, including the JMNR.

After review, the administration believes that a commitment to maintaining the campus's natural area and preserving the JMNR is consistent with the Master Plan, and is the better option.

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

"BE IT RESOLVED: That the Board of Trustees is committed to maintaining the campus's natural area and preserving the Jewel Moore Nature Reserve."

Board Elections

Officer for 2016

The following officers were elected for 2016 upon motion by Kay Hinkle and second by Bobby Reynolds:

Shelia Vaught – Chair
Elizabeth Farris – Vice Chair
Joe Whisenhunt – Secretary

Strategic Planning and Resource Council – (election of one board member for 2016)

The Strategic Planning and Resource Council’s membership requires one trustee be elected by the board to serve a one-year term on the Council.

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

“BE IT RESOLVED: That Brad Lacy is hereby elected to serve on the Strategic Planning and Resource Council through December 2016.”

President’s Residence Advisory Committee - Board Policy No. 209

Board Policy No. 209 established the President’s Residence Advisory Committee. It is an advisory committee to the Board of Trustees and is charged with responsibility to review any proposed architectural, structural or landscaping changes to the president’s house and surrounding grounds; and as part of such review, the committee is to consider the costs involved and the sources/uses of any funds to be expended.

The board must fill two positions on the committee. One is a board member to replace Trustee Victor Green. The other is one of the three at-large positions appointed by the Board, and currently held by Ms. Lynne Tiner to expire on December 31, 2015.

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

“BE IT RESOLVED: That Kay Hinkle, a member of the University of Central Arkansas Board of Trustees is hereby appointed as the board’s representative to the President’s Residence Advisory Committee to serve a term of one year beginning January 1, 2016; and

BE IT FURTHER RESOLVED: That Lynne Tiner is hereby appointed by the Board of Trustees to serve on the President’s Residence Advisory Committee, for a term of three years beginning January 1, 2016.”

Audit and Finance Committee - Board Policy No. 213 (election of one board member for 2016)

Board Policy No. 213 established an Audit and Finance Committee of the Board of Trustees.

The Audit and Finance Committee is composed of three members of the board. Under the board policy, the UCA Office of Internal Audit reports directly to the Audit and Finance Committee, and then to the UCA Board of Trustees.

Pursuant to Board Policy No. 213, the Board of Trustees is to select one board member to serve a one-year term on the Audit and Finance Committee.

The other appointments to the Audit and Finance Committee are (a) 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 and Finance Committee and (b) the continuing member from the prior year.

Currently, Ms. Farris is the chair of the Audit and Finance Committee; Ms. Farris is serving her second year; and Mr. Reynolds was elected as the board's appointee for 2015; Mr. Whisenhunt is serving because of his January 2015 appointment to the board and will continue through 2016.

The policy also provides that 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.

It is necessary for the board to select one of its members to serve on the Audit and Finance Committee for 2016. The other two members of the Audit and Finance Committee for 2016 will be (a) Mr. Whisenhunt, who will serve a second year and (b) the trustee appointed by the Governor of Arkansas in January 2016 to serve a full seven-year term on the board.

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

“BE IT RESOLVED: That Kay Hinkle is hereby elected to serve as a member of the Audit and Finance Committee for calendar year 2016.”

New Degree Program: Doctor of Occupational Therapy

The Department of Occupational Therapy and the College of Health and Behavioral Sciences propose to offer the Doctor of Occupational Therapy (OTD) degree. This proposal responds to the university's mission, which commits it “to excellence through the delivery of outstanding undergraduate and graduate education that remains current and responsive to the needs of those it serves.”

The 109-hour degree program is expected to require three years (nine semesters) of enrollment. Course work will be delivered primarily in a traditional face-to-face format and reinforced with practice (clinical and community) experiences. In addition, a residency program will serve as an

integral part of the program's curriculum and will include an in-depth experience in clinical skills, research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development. The curriculum for the OTD degree is based on the accreditation standards established by the Accreditation Council for Occupational Therapy Education (ACOTE, 2012).

The OTD degree program is designed to develop leaders, advocates, researchers, and skilled practitioners competent in providing occupational therapy services to individuals and populations who are limited by physical or psychosocial situations that compromise independence and wellness. Graduates will be prepared to practice in a variety of service delivery models and to develop productive interpersonal and therapeutic relationships with clients, families, communities, populations, organizations, and other health-and-human-services professionals.

The first cohort of 48 students will begin the OTD program in fall 2017. A cohort will be admitted one time each year. The first OTD cohort will graduate in summer 2020. The graduation rate of the occupational therapy master's program has averaged 99% (2013-2015), and those positive rates are expected to continue.

It should be noted that UCA's occupational therapy program has been accredited since 1974 and currently offers an entry-level master's program. This master's program was designed with the proposed OTD degree program in mind, anticipating that the profession would move to a doctoral degree as its single point of entry.

Need for the UCA OTD Program

The demand for occupational therapy services is strong, and the evidence regarding the need for occupational therapy practitioners is abundant. According to the U.S. Bureau of Labor Statistics (2014), employment of occupational therapists is expected to grow 29 percent from 2012 to 2022, much faster than the average for all occupations. Similarly, *U.S. News and World Report* (2015) identified the profession of occupational therapy as one of the best health care jobs based on hiring demand, salary, and job satisfaction.

On April 30, 2014, the American Occupational Therapy Association (AOTA) Board of Directors published a position statement on the entry-level degree for the occupational therapist, stating that "the profession should take action to transition toward a doctoral-level single point of entry for occupational therapists, with a target date of 2025." More recently, ACOTE determined the entry-level degree requirement for the occupational therapist will remain at both the master's and the doctoral degree. The overarching justifications for the council's decision against moving to a doctoral degree as the single point of entry included these factors: (a) the academic infrastructure of many institutions is not sufficient to meet the occupational therapy doctorate standards, and (b) the readiness and capability of institutions to deliver quality fieldwork and experiential components of the program is constrained. The University of Central Arkansas (UCA) does not have these cited constraints. Furthermore, UCA is the flagship occupational therapy program in Arkansas, with a long history of educating exceptional practitioners. Nationally, rationale for the doctoral program includes the following findings:

1. The increased requirements for practice-based scholarship and research in the doctoral accreditation standards result in an occupational therapist who is able to rigorously implement evidence-based practice, understands care delivery models, and is prepared to meet the future occupational needs of society (ACOTE, 2012). This skill will be essential in enabling the profession to address the current changes in health care such as the emphasis on developing frameworks for assessing the efficiency of care – defined as quality and cost – provided to individuals with multiple chronic conditions (National Quality Forum [NQF], 2012).
2. Doctoral-level education will best prepare graduates who can demonstrate professional autonomy. As technical occupational therapy knowledge, skills, and socioeconomic factors change, the need to re-examine the potential challenges to professional autonomy arise and must be addressed to avoid de-professionalization. It is essential that occupational therapists be prepared to accept responsibility and professional autonomy by assuming leadership roles within the health care delivery system (AOTA, 2013).
3. The increased focus on primary care, interprofessional care teams, and specialization in practice has required increased content in the entry-level academic programs (Institute of Medicine, 2010; Interprofessional Education Collaborative Expert Panel, 2011; National Committee for Quality Assurance, 2011, NQF, 2012). The current high credit load in master's programs makes it very difficult to add additional content in specialized areas of practice. At this time, occupational therapy master's programs greatly exceed the average credit load of other master's programs, prompting students to ask why their colleagues in other professions are graduating with a doctorate when, in most cases, they are only in school for one or two more semesters.
4. There has been a trend in health-related professions to transition to the entry-level doctorate. In a small number of academic medical centers, this transition is beginning to impact hiring practices, salary differentials, and leadership appointments.

The proposed program supports the mission and strategic plan of the university. Furthermore, the program will meet the needs of employers. An employer-needs survey for the proposed UCA OTD program was conducted in the spring of 2015. The survey was distributed to employers across Arkansas and surrounding states. Twenty-five potential employers responded. Responses came primarily from owners, managers, and therapy directors. Support for the OTD program was positive.

At the time of the survey, the current number of open positions across the responding institutions was 34 with the expectation to have 52–74 additional openings over the next 3 to 5 years. A third of respondents stated they would give preference to applicants with the proposed degree. Salaries were estimated to range from \$50,000 to \$120,000 per year. Three of the respondents indicated that tuition reimbursement would be provided to their employees. Nineteen of the 25 respondents (76%) indicated they would support the proposed degree program by providing internships.

Additional information about the proposed program appears on following pages.

Further approvals required for UCA to offer this program include the Arkansas Higher Education Coordinating Board and the Higher Learning Commission.

All appropriate university councils and administrators have recommended approval of the Doctor of Occupational Therapy (OTD) degree program.

The following resolution was unanimously adopted upon motion by Shelia Vaught and second by Joe Whisenhunt:

“BE IT RESOLVED: That the Board of Trustees hereby approves the Doctor of Occupational Therapy degree program.”

Additional Information about the Proposed OTD Program

Prerequisites, admissions criteria, and admissions process:

Pending institutional approval for fall 2017 admissions, applicants will be required to meet general admissions requirements for graduate study, including the following:

1. Hold an earned baccalaureate degree from an accredited institution.
2. Meet UCA Graduate School requirements for GPA on all completed graduate and undergraduate courses.
3. Present GRE General Test scores.
4. Present evidence of the completion of the required prerequisite courses with a grade of C or better:

| | |
|---|------------|
| Prerequisite Courses | SCH |
| Anatomy & Physiology (2 semester sequence) | 8 |
| Human Development | 3 |
| Abnormal Psychology..... | 3 |
| Statistics (Psychological/Sociological preferred) ... | 3 |
| Physics | 4 |
| Sociology or Anthropology..... | 3 |
| Medical Terminology..... | 1 |
| Total Prerequisite Credits | 25 |

(Additional courses may be required by other disciplines as prerequisites to courses in this list.)

5. Document volunteer experience under the supervision of a licensed occupational therapist (minimum 20 hours) with confidential evaluation of student performance.

Criteria and process:

1. Completion of a baccalaureate degree by May of the year applying.
2. Completion of an online application through The Centralized Application Service for Occupational Therapy (OTCAS).
3. Submission of GRE revised General Test and GRE Analytical Writing (no minimum required).
4. Possession of a minimum cumulative GPA of 2.75 based on 4-point scale; possess at least a 3.0 GPA on a 4-point scale on the last 60 hours of course work.
5. Completion of an online supplemental application for the Department of Occupational Therapy.
6. For students who have not attended UCA, submission of a non-refundable application fee of \$50 directly to the Department of Occupational Therapy.
7. Completion of a minimum of 20 volunteer/observation experience under the supervision of one occupational therapist and submission of a performance rating from this experience.

8. Completion of the prerequisite course work with a grade of C or better in every course. Prerequisite coursework 10 years old or older will not be accepted.

Admission into the OT program will be a competitive process. That process includes ranking candidates according to GPA from all courses completed. Top-ranked candidates will be invited to participate in an on-campus interview; numerical scores will be derived from the interview. The final ranking of candidates will be based on GRE scores, GPA, prerequisite GPA, interview scores, and volunteer ratings. The top-ranked 48 candidates will be offered positions in the program, with the next 10 offered positions as alternates.

Curriculum:

The proposed program requires 109 graduate semester credit hours. The curriculum design (a) takes into account certain assumptions of the learner and the process of facilitating active learning; (b) addresses developmental and progressive expectations for knowledge, skills, and competency; and (c) stays true to the tenets of the profession as it provides didactic and experiential activities that transform the student into a competent entry level occupational therapy practitioner. The following courses will be required:

- OTHY 6323 Professional Foundations
- OTHY 6324 Art and Science of Occupation
- OTHY 6110 Doctoral Seminar I – Service Learning
- OTHY 6503 Applied Anatomy and Kinesiology
- OTHY 6317 Research
- OTHY 6404 Occupational Therapy Assessments
- OTHY 6326 Conditions Influencing Occupational Performance
- OTHY 6120 Doctoral Seminar II – Problem and Solution Based Learning
- OTHY 6355 Applied Neuroscience
- OTHY 6307 Theories in Occupational Therapy
- OTHY 6102 Level I Fieldwork – OT Process
- OTHY 6321 Administration and Management
- OTHY 6438 Evaluation and Intervention Planning
- OTHY 6190 Formative Competency
- OTHY 7317 Applied Research I
- OTHY 6510 Holistic Interventions – Birth to Young Adult
- OTHY 6511 Holistic Interventions – Adult to End of Life
- OTHY 7318 Applied Research II
- OTHY 6103 Level I Fieldwork – Evaluation and Intervention
- OTHY 6104 Level II Fieldwork Seminar
- OTHY 6651 Level II Fieldwork – Rotation I
- OTHY 6V71 Level II Fieldwork – Rotation II
- OTHY 6309 Population and Community Based Programming
- OTHY 7319 Applied Research III
- OTHY 7311 Leadership and Communication in Healthcare
- OTHY 6310 Occupational Therapy as an Educator
- OTHY 7320 Contemporary Issues and Advocacy in Occupational Therapy
- OTHY 7310 Doctoral Seminar III – Planning and Development

OTHY 7330 Occupational Therapy Practice for Children, Youth, and Families
OTHY 7340 Occupational Therapy in Rehabilitation and Disability
OTHY 7360 Advanced Occupational Therapy Practice in Mental Health
OTHY 7220 Doctoral Seminar IV – Transition to Practice
OTHY 7V50 Doctoral Residency

Essential learning outcomes:

In order to stay true to the tenets of the profession and facilitate transformation from student to occupational therapy practitioner, the following threads are interwoven throughout the curriculum: (a) professionalism, core values, and ethics of occupational therapy; (b) person-/population-centered practice; (c) occupation-based interventions; (d) theory-driven practice; (e) evidence-based practice; (f) contextually relevant practice; and (g) leadership. Graduates will

1. Demonstrate behaviors consistent with the Core Values and Attitudes of Occupational Therapy Practice within all professional relationships.
2. Demonstrate understanding of the history of the profession, its present, and its future potential.
3. Implement the Occupational Therapy Process to clients across the lifespan and in a variety of practice settings using evidence-based approaches and appropriate application of occupational therapy theories and frames of reference.
4. Work in interprofessional teams and families to assure that interventions are holistic and relevant.
5. Document interventions accurately and promptly according to organizational and regulatory policies and requirements.
6. Analyze the health care system environment, identify issues that impact practice and client health and well-being, and advocate in appropriate venues for both the profession and its clients.
7. Use technologies and other resources to support practice, research, and service.
8. Recognize the need to maintain professional competency in relation to the scope of the occupational therapy profession as well as in their specific practice area.
9. Understand the role of the OTA in service delivery; supervise and appropriately delegate tasks to OTAs and other support personnel.
10. Comply with all aspects of the Occupational Therapy Code of Ethics and jurisdictional practice requirements.
11. Apply knowledge and skills necessary to educate, develop programs and policies, lead, and administer occupational therapy programming for individuals, groups, organizations, and populations.
12. Demonstrate advanced clinical skills acquired from didactic and fieldwork experiences for those with occupational needs.
13. Evaluate existing research and participate in collaborative research and scholarly activities for theory development and contribution to the knowledge-base of the profession.

Resources for the proposed OTD program:

Currently 10 faculty support the existing 2-year, 69-hour master’s program in occupational therapy. In order to comply with accreditation standards, four additional faculty will be required.

Projected expenditures for the first three years of program operation are outlined in Table 1. Explanatory notes follow the table.

Table 1: Program Expenditures

| | Year 1 | Year 2 | Year 3 |
|--------------------------------|-------------------|---------------------|---------------------|
| Existing Budgeted Costs | | | |
| Full-time faculty (10) | | | |
| Salary [Note 1] | \$ 717,347 | \$ 731,694 | \$ 746,328 |
| Benefits (31%) | \$ 222,378 | \$ 226,825 | \$ 231,362 |
| M&O [Note 2] | \$ 36,847 | \$ 37,584 | \$ 38,336 |
| Total Existing Costs | \$ 976,572 | \$ 996,103 | \$ 1,016,025 |
| New Costs | | | |
| Full-time faculty | | | |
| Salary (2) [Note 1] | \$ - | \$ 154,000 | \$ 157,080 |
| Salary (2) | \$ - | \$ - | \$ 154,000 |
| Benefits (31%) | \$ - | \$ 47,740 | \$ 96,435 |
| M&O | \$ 2,300 | \$ 14,450 | \$ 31,800 |
| Total New Costs | \$ 2,300 | \$ 216,190 | \$ 439,315 |
| Existing + New | | | |
| Full-time faculty | | | |
| Salary | \$ 717,347 | \$ 885,694 | \$ 1,057,408 |
| Benefits (31%) | \$ 222,378 | \$ 274,565 | \$ 327,796 |
| M&O | \$ 39,147 | \$ 52,034 | \$ 70,136 |
| Total Existing + New | \$ 978,872 | \$ 1,212,293 | \$ 1,455,340 |

Program Costs, Note 1: New faculty salary projections are based on 2015 American Occupational Therapy Association Salary and Workforce Survey. Subsequent years for existing and new faculty salaries assume a 2% increase per year. The OTD program will require the addition of two new faculty members in year 2 and two new faculty in year 3.

Program Costs, Note 2: M&O is assumed to increase by 2% per year. M&O budgeted per faculty member is estimated at \$1,500 per year for supplies, etc., and at \$2,000 per year for faculty development. M&O budgeted for new faculty startup (computer, office, etc.) is estimated at a one-time cost of \$2,000. Estimated M&O per course is \$1,150. It should be noted that the existing master’s program consists of 21 courses (already in the existing M&O budget). The

OTD program will increase the number of courses to 33, so that 12 additional courses must be budgeted.

Projected revenue for the first three years of program operation is outlined in Table 2. Explanatory notes follow the table.

Table 2: Projected Program Revenue

| | Year 1 | Year 2 | Year 3 |
|---|---------------------|---------------------|---------------------|
| Assumptions | | | |
| MS Enrollment (year 1 only) | 48 | | |
| New OTD enrollment | 48 | 48 | 48 |
| Continuing OTD enrollment from year 1 | | 48 | 48 |
| Continuing OTD enrollment from year 2 | | | 48 |
| Total annual enrollment | 96 | 96 | 114 |
| Revenue | | | |
| SSCH (MS) | 1,344 | | |
| SSCH (first-year OTD students) | 1,968 | 1,968 | 1,968 |
| SSCH (second- and third-year students) | | 1,584 | 3,264 |
| Total OTD SSCH [Note 1] | 1,968 | 3,552 | 5,232 |
| Revenue | | | |
| Tuition and course fees, MS students | \$ 350,118 | | |
| Tuition and course fees, new OTD students | \$ 511,711 | \$ 521,277 | \$ 531,034 |
| Tuition and course fees, cont. OTD students | - | \$ 422,531 | \$ 887,107 |
| Tuition and fees (total) [Note 2] | \$ 861,828 | \$ 943,808 | \$ 1,418,141 |
| State general revenue (MS) | \$ 272,552 | | |
| State general revenue (OTD) | \$ 451,000 | \$ 814,000 | \$ 1,199,000 |
| Total state general revenue [Note 3] | \$ 723,552 | \$ 814,000 | \$ 1,199,000 |
| Total revenue, all sources | \$ 1,585,380 | \$ 1,757,808 | \$ 2,617,141 |

Projected Revenue, Note 1: SSCH is calculated with the following annual credit-hour loads: (1) MS students, year 1: 28 CH; (2) OTD students, year 1: 41 CH; (3) OTD students, year 2: 33 CH; (4) OTD students, year 3: 35 CH.

Projected Revenue, Note 2: Tuition and fees projections combine the university's graduate general registration fee (tuition) and per-hour course/lab fees specific to programs in the College of Health and Behavioral Sciences (CHBS). The general registration fee is based on the 2015-2016 fee schedule for in-state students (\$243.04 / graduate credit hour); a 2% tuition increase per year is assumed in these projections. The CHBS fee amounts are calculated from the fees

attached to the courses offered in each year of the projection and the total amount of the fee per student, per year.

Projected Revenue, Note 3: State general revenue subsidy for the master's is calculated using the reported per-FTE subsidy for that program, \$4,867. For the OTD program, an assumption of \$5,500 / FTE student is based on the reported per-FTE subsidy for UCA's most mature professional-practice doctoral program (the Doctor of Physical Therapy). Source: ADHE, Arkansas Academic Cost Accounting, Table A-4, Institution Degree Program Detail, Fiscal Year 2009-2010 (the most recent available report).

New Graduate Program Transmittal Form

Department/program/concentration: Occupational Therapy Date: August 5, 2015

NOTE: PROGRAMS APPROVED BY THE PROVOST BEFORE JANUARY 31 WILL BE PUBLISHED IN THE BULLETIN FOR THE NEXT ACADEMIC YEAR.

Bulletin title of program (brief): Doctor of Occupational Therapy

Check the type of program and supply the requested information. Attach required documentation.

- New degree program.** Attach ADHE Form P-1 and a Continuous Improvement Process plan*.
- New certificate program.** Attach ADHE Form LON-10, a Continuous Improvement Process plan*, and Curriculum Attachment C signed by the Director of Financial Aid**.
- New concentration in an existing program.** Attach ADHE Form LON-3.

* Consult the Director of Assessment early in the development of the Continuous Improvement Process plan.

** Consult the Director of Financial Aid early in the development of the new certificate program to determine whether students enrolled in the program will be eligible for financial aid.

Are any of the prerequisites or requirements of the proposed program offered by another department? _____

If YES, attach a signed letter from each department's chair describing the impact on the department.

| | |
|---|--|
| Recommended by Department and College | |
| 1. <u>Jana Mackay</u> by <u>J Moore</u> <u>9/4/15</u> Department Curriculum Committee Date | 2. <u>Jana Mackay</u> <u>9/4/15</u> Department Chair Date |
| 3. <u>[Signature]</u> <u>9/15/15</u> College Curriculum & Assessment Committee Date | 4. <u>[Signature]</u> <u>10/2/15</u> College Dean Date |
| Recommended by University Councils/Committees | |
| Is this a new degree or certificate program? <u>Yes</u> If NO, then not reviewed by the Academic Assessment Committee | 5. _____ Academic Assessment Committee Date |
| Is this a new teacher education program or option? <u>NO</u> If NO, then not reviewed by the Professional Education Council | 6. _____ Professional Education Council Date |
| <u>[Signature]</u> <u>Oct. 19, 2015</u> Graduate Council Date | <u>[Signature]</u> <u>11/11/15</u> Council of Deans Date |
| Submit proposals to the appropriate university Council at least one month before the meeting in which action is desired. Summer submissions may not be considered until the fall term. | |
| Approved by | |
| 9. <u>[Signature]</u> <u>11/12/2015</u> Provost Date | 10. <u>[Signature]</u> <u>11/15/2015</u> President Date |
| The Office of the Provost sends all required documentation to the AHECB and the Board of Trustees. | |
| 11. Letter of Intent to AHECB (If required) _____ Date | 12. Notification to or Approval by Board of Trustees (as required) _____ Date |
| 13. Notification to or Approval by AHECB (as required) _____ Date | 14. _____ Office of the Provost Date |
| The Office of the Provost sends the signed original to the Office of the Registrar. | |
| Recorded in Banner by | |
| 15. _____ Office of the Registrar Date | Recorded in Degree Works by |
| | 16. _____ Graduate School Date |
| The Office of the Registrar sends the signed original to the Graduate School. The Graduate School retains the original and sends a copy to the originating department. | |

Resolution of Appreciation – Brad Lacy

Upon motion by Shelia Vaught and second by Victor Green the following motion was unanimously adopted:

“I move that we, as a board, commend and thank Brad Lacy for his service as chair during 2015, and that we instruct the president and other members of the administration to draft an appropriate resolution to present to him at our next board meeting.”

Resolution of Appreciation – Bobby Reynolds

Upon motion by Brad Lacy and second by Kay Hinkle the following motion was unanimously adopted:

“I move that we, as a board, commend and thank Bobby Reynolds for his extraordinary service to the students, faculty and staff of the University of Central Arkansas, and also to the citizens of this state, and we instruct the president and other members of the administration to draft an appropriate resolution to present to him at our next board meeting.”

NOTIFICATIONS/DELETIONS

Notification: New Graduate Certificate, Integrated Early Childhood Education

The Department of Elementary, Literacy, and Special Education proposes a Graduate Certificate (GC) credential for the Early Childhood/Special Education Integrated Birth–Kindergarten licensure curriculum. The curriculum for the Graduate Certificate in Integrated Early Childhood Education is consistent with courses required for completion of UCA’s approved graduate Endorsement Program for Early Childhood/Special Education Integrated Birth-Kindergarten. The program will provide candidates with a recognized credential in Integrated Early Childhood Education and provide teachers with formal acknowledgement of their graduate work without the completion of a master’s degree. An approved certificate program will allow the university a more sophisticated method of tracking graduate students who enroll in this program of study.

All appropriate committees, councils, and administrators have recommended implementation of this proposal, and the provost and president have approved it.

Supporting materials (following pages): (1) UCA Curriculum Form 3, (2) ADHE Form LON-10

DEPARTMENT OFFICE

UNIVERSITY OF CENTRAL ARKANSAS
New Program Transmittal Form

Department Elementary, Literacy, and Special Education

Date August 1, 2015

The program is: UNDERGRADUATE

GRADUATE

Bulletin title of program (brief):

Graduate Certificate Program ~~Early Childhood/Special Education Integrated B-K~~ Integrated Early Childhood Education

Brief description of program:

The 15 hour graduate level program is designed to provide advanced knowledge and skills in the discipline of early childhood and early childhood special education. Candidates will gain expertise in the area of early childhood and early childhood 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. The program will provide candidates with a recognized certificate in Early Childhood/Special Education Integrated B-K, as well as give teachers formal acknowledgement of their graduate work without the completion of a masters degree.

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

~~Spring 2016~~ Fall 2016

| | | | |
|---|------------------------|--------------------------------|-------------------------|
| Program recommended by <u>Shondony Ray</u> | Date <u>8-1-15</u> | <u>[Signature]</u> | Date <u>9-29-15</u> |
| Department Curriculum Committee | Date | Professional Education Council | Date |
| <u>Kathleen Atkins</u> | Date <u>8-1-15</u> | | |
| Department Chair | Date | General Education Council | Date |
| <u>Kelly Albert</u> | Date <u>9-14-15</u> | | |
| College Curriculum & Assessment Committee | Date | Undergraduate Council | Date |
| | | <u>Alphonse T. Belton</u> | Date <u>10/15/15</u> |
| Academic Planning & Assessment Committee | Date | Graduate Council | Date |
| <u>Victoria Crowder</u> | Date <u>9-29-15</u> | <u>[Signature]</u> | Date <u>10/28/15</u> |
| College Dean | Date | Council of Deans | Date |

| | | | |
|---|--------------------------|---|------|
| Program approved by <u>[Signature]</u> | Date <u>11/3/2015</u> | Program recorded by | Date |
| 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 – 10
GRADUATE CERTIFICATE PROGRAM

(12–21 Semester Credit Hours)

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 2016

5. Name of proposed graduate certificate program

GC, Integrated Early Childhood Education

6. Proposed CIP Code

13.1001

7. Reason for proposed program implementation

The curriculum for the Graduate Certificate in Integrated Early Childhood Education is consistent with courses required for completion of UCA's approved graduate Endorsement Program for Early Childhood/Special Education Integrated Birth-Kindergarten. The program will provide candidates with a recognized certificate in Integrated Early Childhood Education and provide teachers with formal acknowledgement of their graduate work without the completion of a master's degree. An approved certificate program will allow the university a more sophisticated method of tracking graduate students who enroll in this program of study.

8. Provide the following:

a. Curriculum outline (all courses required)

ELSE 6300 Philosophical, Historical, and Legal Aspects of Special Education
ELSE 6309 Solution-Focused Learning
ELSE 6327 Educational Programming for Young Children
ELSE 6336 Advanced Studies in the Guidance and Management of Young Children
ELSE 6338 Instructional Strategies and Assessment of Young Children

b. Total semester credit hours required for proposed program (program range: 12–21 semester credit hours)

15 semester credit hours

c. New courses with descriptions

N/A

d. Program goals and objectives

The 15-hour graduate-level program is designed to provide advanced knowledge and skills in the discipline of early childhood and early childhood special education. Candidates will gain expertise in the area of early childhood and early childhood 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.

e. Expected student learning outcomes

The curriculum is designed to exit professionals who

- Apply their knowledge of central concepts, tools of inquiry, and structures of early childhood education and early childhood special education to establish learning experiences that are meaningful for all young children.
- Plan curriculum and instruction based on human growth and development, learning theory, and research-based exemplary practices to meet the individual needs of all young children.
- Provide effective instruction to promote development in the areas of cognitive, language, motor, and emotional/behavioral development in different educational settings such as public school classrooms, private preschool centers, parochial preschool centers, and programs designed primarily for young children with disabilities.
- Effectively collaborate and work closely with teachers, related service personnel, administrators, and families to ensure all children are given every opportunity to reach their full potential.
- Effectively integrate technology, instruction and learning.

f. Documentation that program meets employer needs

N/A. Program of study in place already as Endorsement Program.

g. Student demand (projected enrollment) for proposed program

N/A. Program of study in place already as Endorsement Program.

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

N/A. The approved Endorsement Program is designed to meet the licensure requirements for the Arkansas Special Education Integrated Birth-Kindergarten license.

i. Scheduled program review date (within 10 years of program implementation)

AY 2020–21 (the next scheduled comprehensive CAEP review)

9. Provide documentation that proposed program has received full approval by licensure/certification entity, if required.

The Endorsement Program for Early Childhood/Special Education Integrated B-K has been approved by the Arkansas Department of Education. The approval letter, dated May 13, 2015, is reproduced on p. 4 of this LON.

10. Institutional curriculum committee review/approval date

Undergraduate/Graduate Council: 2015-10-15

Council of Deans: 2015-10-28

**11. Will this program be offered on-campus, off-campus, or via distance delivery?
Indicate mode of distance delivery.**

The 15-hour certificate will be offered via distance education using a combination of asynchronous, synchronous (Blackboard Collaborate), and hybrid models. The MSE in Special Education, in which the certificate curriculum is embedded, is already approved for distance delivery.

12. Identify off-campus location, if applicable. Provide a copy of e-mail notification to other institutions in the area of the proposed off-campus program offering and their responses; include your reply to the institutional responses.

N/A

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

If requested.

President/Chancellor Approval Date: _____

Board of Trustees Notification Date: _____

Chief Academic Officer: _____ 2015-11-03

SIGNATURE

DATE

[UCA form updated 2015-08-17]



**ARKANSAS
DEPARTMENT
OF EDUCATION**

Johnny Key
Commissioner

May 13, 2015

**State Board
of Education**

Sam Ledbetter
Little Rock
Chair

Toyce Newton
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Fayetteville

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Dr. Kathleen Atkins, Chair
Department of Elementary, Literacy, and Special Education
Mashburn 150
University of Central Arkansas
201 Donaghey Ave.
Conway, AR 72035

Dear Dr. Atkins,

The Arkansas Department of Education (ADE) has completed its review of the proposal submitted by the University of Central Arkansas to revise the Early Childhood/Special Education Integrated B-K Endorsement Program, leading to an Early Childhood/Special Education Integrated B-K endorsement. I am pleased to inform you that the ADE has approved this program of study, which will be implemented beginning with the fall 2015 semester. Candidates may be recommended for the Early Childhood/Special Education Integrated B-K endorsement upon completion of the prescribed program of study and the required licensure assessments.

Thank you for providing professional education programs in your area of the state to serve the schools and students of Arkansas. Best wishes for the success of your Early Childhood/Special Education Integrated B-K Endorsement program.

Sincerely,

A handwritten signature in black ink that reads "Heather Newsam".

Heather Newsam
Arkansas Department of Education
Program Advisor, Educator Preparation
Office of Educator Licensure

Cc: Dr. Diana Pounder, Dean of the College of Education, UCA
Dr. Steven W. Runge, Provost and Vice President for Academic Affairs, UCA
Ms. Karli Saracini, Director of Educator Licensure, ADE
Ms. Ann Clemmer, Senior Associate Director for Academic Affairs, ADHE
Ms. Jeanne Jones, Program Specialist, Academic Affairs, ADHE

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Notification: New Graduate Certificate, Dyslexia Interventionist

The Department of Elementary, Literacy, and Special Education proposes a Graduate Certificate (GC) credential for the Dyslexia Therapist licensure curriculum. The curriculum for the new graduate certificate is consistent with courses required for completion of UCA's approved Graduate Endorsement Program for Dyslexia Therapist K-12. The graduate certificate will provide candidates with a recognized credential in Dyslexia Interventionist and give individual candidates formal acknowledgement of their graduate work without the completion of a master's degree. An approved certificate program will allow the university a more sophisticated method of tracking graduate students who enroll in this program of study.

Students who wish to seek the 30-hour MSE in Reading may do so by completing 15 hours of specified graduate courses beyond the 15-hour certificate program in Dyslexia Interventionist.

All appropriate committees, councils, and administrators have recommended implementation of this proposal, and the provost and president have approved it.

Supporting materials (following pages): (1) UCA Curriculum Form 3, (2) ADHE Form LON-10

REC'D

CURRICULUM FORM 3

SEP 30 2015

UNIVERSITY OF CENTRAL ARKANSAS
New Program Transmittal Form

GRADUATE OFFICE

Department Elementary, Literacy, and Special Education Date August 1, 2015

The program is: UNDERGRADUATE
 GRADUATE

Bulletin title of program (brief):

Graduate Certificate Program in Dylexia Interventionist

Brief description of program:

The 15 hour graduate level program is designed to provide advanced knowledge and skills in the area of dyslexia. The purpose of the program is to prepare professionals who have a strong understanding of the research defining the nature of dyslexia, the indicators of students with dyslexia, the role of RTI in serving students identified with dyslexia, and effective assessment and intervention strategies designed to meet the educational and social/emotional needs of students with dyslexia and similar reading disabilities. The program will provide candidates with a recognized certificate in Dyslexia Interventionist, as well as give individuals formal acknowledgement of their graduate work without the completion of a masters degree. Students who desire to seek the 30 hour M.S.E. in Reading may do so by completing 15 hr of graduate courses (ELSE 6341, ELSE 6345, ELSE 6346, ELSE 6379, and ASTL 6380 or LEAD 6321) in addition to the 15 hour certificate program in Dylexia Interventionist.

Proposed effective date for new program (term and year): ~~Spring 2016~~ Fall 2016

| | | | |
|---|----------------|--------------------------------|-----------------|
| Program recommended by | | | |
| <u>Shoudong Peng</u> | <u>8-1-15</u> | <u>[Signature]</u> | <u>9-2-15</u> |
| Department Curriculum Committee | Date | Professional Education Council | Date |
| <u>Anderson Allen</u> | <u>8-1-15</u> | | |
| Department Chair | Date | General Education Council | Date |
| <u>Shelly Albert</u> | <u>9-14-15</u> | | |
| College Curriculum & Assessment Committee | Date | Undergraduate Council | Date |
| <u>[Signature]</u> | <u>[Date]</u> | <u>[Signature]</u> | <u>10/15/15</u> |
| Academic Planning & Assessment Committee | Date | Graduate Council | Date |
| <u>Victoria Grousselle</u> | <u>9-29-15</u> | <u>[Signature]</u> | <u>10/28/15</u> |
| College Dean | Date | Council of Deans | Date |

| | | | |
|----------------------------|------------------|---|------|
| Program approved by | | Program recorded by | |
| <u>[Signature]</u> | <u>11/3/2015</u> | | |
| 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 – 10
GRADUATE CERTIFICATE PROGRAM

(12–21 Semester Credit Hours)

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 2016

5. Name of proposed graduate certificate program

GC, Dyslexia Interventionist

6. Proposed CIP Code

13.1315

7. Reason for proposed program implementation

The curriculum for the Graduate Certificate, Dyslexia Interventionist, is consistent with courses required for completion of UCA's approved Graduate Endorsement Program for Dyslexia Therapist. The graduate certificate will provide candidates with a recognized credential in Dyslexia Interventionist, as well as give individual candidates formal acknowledgement of their graduate work without the completion of a master's degree. An approved certificate program will allow the university a more sophisticated method of tracking graduate students who enroll in this program of study.

Students who wish to seek the 30-hour MSE in Reading may do so by completing 15 hours of graduate courses (ELSE 6341, ELSE 6345, ELSE 6346, ELSE 6379, and ASTL 6380 or LEAD 6321) beyond the 15-hour certificate program in Dyslexia Interventionist.

8. Provide the following:

a. Curriculum outline (all courses required)

ELSE 6314 Diagnosis and Intervention of Reading Difficulties
ELSE 6343 Clinical Practicum in Reading
ELSE 6347 Foundations of Dyslexia and the Language
ELSE 6348 Multisensory Approach to Language I
ELSE 6349 Multisensory Approach to Language II

b. Total semester credit hours required for proposed program (program range: 12–21 semester credit hours)

15 semester credit hours

c. New courses with descriptions

No new courses

d. Program goals and objectives

The 15-hour graduate-level program is designed to provide advanced knowledge and skills in the area of dyslexia. The purpose of the program is to prepare professionals who have a strong understanding of the research defining the nature of dyslexia, the indicators of students with dyslexia, the role of RTI (Response to Intervention) in serving students identified with dyslexia, and effective assessment and intervention strategies designed to meet the educational and social/emotional needs of students with dyslexia and similar reading disabilities. Upon the successful completion of the curriculum and the Arkansas state licensure test, candidates holding an initial Arkansas teaching license will be eligible for an Arkansas teaching endorsement in Dyslexia Therapist.

e. Expected student learning outcomes

The curriculum is designed to exit professionals and/or licensed teachers who will gain knowledge, skills, and expertise in the area of dyslexia as it relates to

- Foundations and research of dyslexia and the language
- Diagnosis and interventions of reading difficulties with a focus on dyslexia
- Current research, information, and teaching strategies concerning multisensory approaches to teaching the language in the areas of phonology, phonics, word recognition, handwriting, spelling, and written expression
- Current research, information, and teaching strategies concerning multisensory approaches to teaching the language in the areas of fluency, vocabulary, and text comprehension

f. Documentation that program meets employer needs

N/A. Program of study in place already as Endorsement Program.

g. Student demand (projected enrollment) for proposed program

N/A. Program of study in place already as Endorsement Program.

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

N/A. The approved Endorsement Program is designed to meet the licensure requirements for the new Dyslexia Therapist license.

i. Scheduled program review date (within 10 years of program implementation)

AY 2020–21 (the next scheduled comprehensive CAEP review)

9. Provide documentation that proposed program has received full approval by licensure/certification entity, if required.

The licensure Endorsement Program for Dyslexia Therapist has been approved by the Arkansas Department of Education. The approval letter, dated July 23, 2015, is reproduced on p. 4 of this LON.

10. Institutional curriculum committee review/approval date

Undergraduate/Graduate Council: 2015-10-15
Council of Deans: 2015-10-28

**11. Will this program be offered on-campus, off-campus, or via distance delivery?
Indicate mode of distance delivery.**

The 15-hour certificate will be offered via distance education using a combination of asynchronous, synchronous (Blackboard Collaborate), and hybrid models. The MSE in Reading, in which the certificate curriculum is embedded, is already approved for distance delivery.

12. Identify off-campus location, if applicable. Provide a copy of e-mail notification to other institutions in the area of the proposed off-campus program offering and their responses; include your reply to the institutional responses.

N/A

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

If requested.

President/Chancellor Approval Date: _____

Board of Trustees Notification Date: _____

Chief Academic Officer: _____ 11/03/2015
SIGNATURE DATE

[UCA form updated 2015-08-17]

EXECUTIVE SESSION

Executive session, for the purpose of reviewing appointments, adjustments, resignations and other personnel matters, was unanimously declared upon motion and second.

OPEN SESSION

The following motions made by Bobby Reynolds with a second by Victor Green was unanimously approved:

“First, I move that the appointments, adjustments, resignations, terminations and other matters discussed in executive session and set forth on the personnel lists be approved.”

“Second, I move that the employment agreement between the university and President Courtway be amended as follows:

- **That upon the earlier of (i) the expiration of the contract term, or (ii) the beginning date of the employment of a new president for UCA, that Mr. Courtway be granted a six-months sabbatical at his then current rate of pay;**
- **Remove the provision allowing either party to terminate the agreement for convenience upon 90 days written notice; and**
- **That upon the expiration of such sabbatical period, Mr. Courtway then have a two-year contract to teach in the College of Business (with the courses to be assigned by the dean and/or department chair) at a nine-month salary of \$120,000 per year.”**

ADJOURNMENT

There being no further business to come before the board, the meeting was adjourned upon motion and second.

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

Brad Lacy
Chair

Elizabeth Farris
Secretary