

**AGENDA FOR MEETING OF BOARD OF TRUSTEES
OF
UNIVERSITY OF CENTRAL ARKANSAS
AT
10:00 A.M.
ON
FEBRUARY 12, 2016
BOARD OF TRUSTEES CONFERENCE ROOM – WINGO HALL**

**Ms. Shelia Vaught – Chair
Ms. Elizabeth Farris – Vice Chair
Mr. Joe Whisenhunt – Secretary
Mr. Bunny Adcock
Mr. Victor Green
Ms. Kay Hinkle
Mr. Brad Lacy**

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. INTRODUCTIONS**
- IV. REPORTS**
 - A. Audit and Finance Committee**
 - B. Financial Update**
 - C. Construction Update**
 - Donaghey Hall/Donaghey District
 - Conway Corporation Center for Sciences
 - Other
 - D. Outreach and Community Engagement/Adult Education**
 - E. Concurrent Enrollment**
 - F. President Search Process – Board Policy No. 202**
- V. MINUTES**

VI. ACTION AGENDA

- A. Resolution of Appreciation – Mr. Brad Lacy**
- B. Resolution of Appreciation – Mr. Bobby Reynolds**
- C. Reimbursement of Expenses for Official Board of Trustees Duties – Board Policy No. 211**
- D. Rights-of-way and Easements to City of Conway**
- E. Contract Review Procedures – Board Policy No. 416**
 - Food Service Contract**
- F. Academic Calendar and Critical Dates – Fall 2018 through Summer 2019**
- G. Honorary Degrees – Board Policy No. 363 (Posthumous Degrees)**
- H. Distinguished Professor Emeritus Awards**
- I. Faulkner County Hazard Mitigation Plan**
- J. Request for Authorization to Proceed with Lewis Science Center Renovation Phase I**
- K. Certification of Sufficient Appropriations and Fund Balances**

VII. NOTIFICATIONS/DELETIONS

- A. Notification: New Minor Program, Teaching English to Speakers of Other Languages**
- B. Notification: New Data Science Track in the BS in Mathematics**
- C. Notification: New Mandarin Chinese Option in the Modern Languages Program**
- D. Notification: Deletion of Graduate Certificates in P-4 and 4-12 Special Education**
- E. Notification: Department Name Change: Department of Sociology to Department of Sociology, Criminology, and Anthropology**
- F. Notification: Department Name Change: Department of Kinesiology and Physical Education to Department of Exercise and Sport Science**

VIII. EXECUTIVE SESSION

IX. OPEN SESSION

X. ADJOURNMENT

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V. Minutes

Minutes of the December 11, 2015 board meeting, which can be found on UCA's web site, were distributed to board members for review prior to the February 12, 2016 board meeting.

VI. ACTION AGENDA

A. Resolution of Appreciation – Mr. Brad Lacy

RESOLUTION OF APPRECIATION

WHEREAS, Brad Lacy of Conway, Arkansas, was appointed to the Board of Trustees of the University of Central Arkansas by Governor Mike Beebe in 2012 for a term of seven years; and

WHEREAS, Mr. Lacy graduated from the University of Central Arkansas in 1994 with a Bachelor of Science degree in geography; and

WHEREAS, Mr. Lacy served as chair of the Board of Trustees during calendar year 2015 and attended many university events and functions in his capacity as chair; and

WHEREAS, during his term as chair of the board, the university made significant progress by (a) continuing to experience an increase in enrollment; (b) experiencing a 2.4% increase in freshman/sophomore retention rates; (c) breaking ground on Donaghey Hall and the Conway Corporation Center for Sciences; (d) opening the first phase of Greek Village consisting of five sorority houses and a building for National Pan-Hellenic Council sororities; and (e) not raising tuition or fees for the first time in over twenty years; and

WHEREAS, Mr. Lacy served with honor and distinction and because of his leadership the university had a very successful year in 2015;

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees of the University of Central Arkansas does hereby extend its sincere appreciation and gratitude to Brad Lacy for his service as chair of the Board of Trustees during 2015; and

BE IT FURTHER RESOLVED, that this resolution be made a part of the minutes of the University of Central Arkansas Board of Trustees meeting.

Adopted this 12th day of February 2016 in Conway, Arkansas

Shelia Vaught
Chair of the Board

Joe Whisenhunt
Secretary of the Board

VI. ACTION AGENDA

B. Resolution of Appreciation – Mr. Bobby Reynolds

RESOLUTION OF APPRECIATION

WHEREAS, Mr. John Robert “Bobby” Reynolds was appointed to the Board of Trustees of the University of Central Arkansas (then State College of Arkansas) by Governor Mike Beebe on January 15, 2009; and

WHEREAS, Mr. Reynolds attended the University of Central Arkansas and graduated in 1973 with a Bachelor of Business Administration degree in general management; and

WHEREAS, during his time as a student at UCA, Mr. Reynolds was a member of the Student Government Association and Pi Kappa Alpha Fraternity; and

WHEREAS, Mr. Reynolds served as chair of the Board of Trustees in 2012; and

WHEREAS, during his time on the Board of Trustees, the University of Central Arkansas made significant progress, including (a) restoring the financial health and fund balances of the university; (b) making steady progress in increasing enrollment; (c) focusing on, and improving, retention rates for all students; (d) constructing Bear Hall; an expansion to the Health, Physical Education and Recreation Center; and, the first phase of Greek Village for UCA’s sororities; and (e) planning and beginning construction of Donaghey Hall and the expansion of Lewis Science Center (to be known as the Conway Corporation Center for Sciences); and

WHEREAS, during his term as chair of the board, Mr. Reynolds was instrumental in developing a policy allowing the officers of the Faculty Senate, Staff Senate, and Student Government Association, to have the opportunity to ask questions at meetings of the Board of Trustees and provide input to the board prior to a vote being taken; and

WHEREAS, throughout his seven years as a member of the Board of Trustees, Mr. Reynolds, along with his wife, Diane Reynolds, attended numerous university and student events and functions, and most importantly, Mr. Reynolds attended forty-one of forty-two commencement ceremonies;

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees of the University of Central Arkansas does hereby extend its sincere appreciation and deep gratitude to Bobby and Diane Reynolds for their service, gifts and other contributions to the university, and in addition does hereby extend its sincere appreciation to Bobby Reynolds, for his service as a valued member of the Board of Trustees; and

BE IT FURTHER RESOLVED, that this resolution be made a part of the minutes of the University of Central Arkansas Board of Trustees meeting.

Adopted this 12th day of February 2016 in Conway, Arkansas

Shelia Vaught
Chair of the Board

Joe Whisenhunt
Secretary of the Board

VI. ACTION AGENDA

C. Reimbursement of Expenses for Official Board of Trustees Duties – Board Policy No. 211

Arkansas Code Annotated 25-16-901 et. seq, provides that boards and commissions may, during their first regularly scheduled meeting of each calendar year, authorize expense reimbursement for each board member for performing official board duties. The law states that the expense reimbursement must not exceed the rate established by state travel regulations for state employees. The law covers expense reimbursement for all board functions. This action is consistent with Board Policy No. 211, Reimbursement of Expenses for Official Board of Trustees Duties, and Arkansas Code Annotated 6-67-102.

Therefore, the president recommends to the Board of Trustees the following resolution:

“BE IT RESOLVED: That the Board of Trustees approves the following statement concerning reimbursement of expenses for official board duties for 2016:

The UCA Board of Trustees authorizes reimbursement of expenses for each of its members for performance of official board duties, to include attendance at board meetings, fulfillment of board training requirements, and any other official board duties. The expense reimbursement authorized herein must not exceed the rate established by state travel regulations for state employees, including special travel authorization. The board also authorizes the president to approve the reimbursement of travel expenses of board members that are in conformance with this policy.”

UNIVERSITY OF CENTRAL ARKANSAS BOARD POLICY

Policy Number: 211

Subject: Reimbursement of Expenses for Official Board of Trustees Duties

Date Adopted: 10/92 Revised: 02/96

The UCA Board of Trustees authorizes reimbursement of expenses for each of its board members for performance of official board duties, to include attendance at board meetings, fulfillment of board training requirements, and any other official board duties. The expense reimbursement authorized herein must not exceed the rate established for state employees for state travel regulations, including special travel authorization. The board also authorizes the president to approve the reimbursement of travel expenses of board members that are in conformance with this policy.

VI. ACTION AGENDA

D. Rights-of-way and Easements to City of Conway

Conway Corporation installed utilities during the construction of Donaghey Hall. The City of Conway is now requesting that the university grant 15-foot-wide rights-of-way and easements for purposes of utilities provided by Conway Corporation. The easements are in and near the rights-of-way for Bruce Street, Elizabeth Street, South Avenue, and Donaghey Avenue. The UCA Physical Plant has reviewed the easements and verified that the sewer and water lines and other utilities are located in the designated areas.

Therefore, the president recommends to the Board of Trustees the following resolution:

“BE IT RESOLVED: That the Board of Trustees authorizes the administration to grant to the City of Conway the 15-foot-wide rights-of-way and easements for utilities provided by Conway Corporation, 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 documents, agreements and instruments as are necessary and required to grant the rights-of-way and easements.”

VI. ACTION AGENDA

E. 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 a contract with Aramark Educational Services, LLC.

Therefore, the president recommends to the Board of Trustees the following resolution:

“BE IT RESOLVED: That the Board of Trustees authorizes the administration to enter into a contract with Aramark Educational Services, LLC.”

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 Aramark Educational Services, LLC (“Aramark”).
2. Purpose: Food service agreement.
3. Term: The Board of Trustees approved the original contract in April 2012. The contract was effective June 1, 2012, and is renewable for up to 10 years. The board approved revisions in May 2013, February 2014, and February 2015.
4. University Funds to be paid: Under the terms of the contract, Aramark and UCA mutually agree upon an appropriate increase to the board plan rates, utilizing the most recent 12-month increases in the October Consumer Price Index for All Urban Consumers (CPI-U). If the indices are equal to or greater than 3.0%, Aramark is entitled to a minimum board plan rate increase of 3.5%. The October 2014 CPI-U was only 2.9%; therefore, the proposed agreed upon rate increase is 3.25%. The increases are reflected in the attached schedule.
5. Funds Received: No revisions.
6. Public Bid/Purchasing Approval: N/A.
7. Special Provisions/Terms/Conditions: The administration and Aramark are proposing additional changes to the contract to clarify the existing terms. These clarifications are based on suggestions from UCA’s Office of Internal Audit and a review of current practices regarding implementation of the contract. The changes include procedures with respect to declining-balance plans and calculation of the guaranteed commissions. In addition, the accrual rate on the renovation fund is being reduced from 1.75% to 1.61%.
8. Approval/Notification to UCA Foundation: N/A.

Form prepared by: Warren Readnour, General Counsel

Date: January 29, 2016

UNIVERSITY OF CENTRAL ARKANSAS					
BOARD POLICY					
Policy Number: 416					
Subject: Aramark Food Services contract rates					
Date Adopted: 3/94 Revised: Passim (most recent 2/15)					
TERM		2016-17	2015-16		
Fall & Spring		Proposed	(Current)	Change	%
<i>Semester Meal Rates</i>					
Total Access with \$50 Dining Dollars		\$8.30	(\$8.04)	\$0.26	3.23%
Any 15-meals per week with \$100 Dining Dollars		\$7.79	(\$7.54)	\$0.25	3.32%
Senior Plan 75 Block + \$500 Dining Dollars		\$4.85	(\$4.70)	\$0.15	3.19%
220 Block Plan with \$50 Dining Dollars		\$9.32	(\$9.03)	\$0.29	3.21%
140 Block + \$160 Dining Dollars		\$7.21	(\$6.98)	\$0.23	3.30%
	Overall Average Per Meal Rate Increase				3.25%
GROUP	Meal	2016-17	2015-16		
		Proposed	(Current)	Change	%

Causal Meals	Breakfast*	\$7.82	(\$7.58)	\$0.24	3.17%
	Brunch*	\$9.68	(\$9.37)	\$0.31	3.31%
	Lunch*	\$10.53	(\$10.20)	\$0.33	3.24%
	Dinner*	\$11.24	(\$10.88)	\$0.36	3.31%
	Overall Average Causal Meal Rate Increase				3.25%
Summer Camp Causal Meals	Breakfast*	\$5.41	(\$5.24)	\$0.17	3.24%
	Brunch*	\$6.59	(\$6.39)	\$0.20	3.13%
	Lunch*	\$6.59	(\$6.38)	\$0.21	3.29%
	Dinner*	\$6.60	(\$6.39)	\$0.21	3.29%
	Overall Average Summer Camp Meal Rate Increase				3.24%
Commuter Meal Plans					
Plan I - 75 Block/No Dining Dollars		\$521.00	(\$505.00)	\$16.00	3.17%
Plan II - 50 Block/\$100 Dining Dollars		\$470.00	(\$455.00)	\$15.00	3.30%
Plan III - Straight Spender - Purchase any amount of Dining Dollars in \$25 increments and if you purchase \$400 you receive 10% free.					
Plan IV - 110 Block Plan		\$671.00	(\$650.00)	\$21.00	3.23%
					3.23%

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VI. ACTION AGENDA

F. Academic Calendar and Critical Dates—Fall 2018 through Summer 2019

The academic calendar covering the period fall 2018 through summer 2019 has been reviewed by the University Calendar Committee and has been recommended by all appropriate academic administrators.

The administration requests the authority to make minor adjustments in the calendar as necessary.

Therefore, the president recommends to the Board of Trustees the following resolution:

“BE IT RESOLVED: That the attached schedule, which includes the academic calendar and critical dates, is hereby approved, and the administration is authorized to make minor adjustments as necessary.

Academic Calendar and Critical Dates – Fall 2018 through Summer 2019

FALL SEMESTER 2018

August 23, Thursday	Instruction begins - day and evening classes
September 3, Monday	Labor Day holiday – university closed
October 11- 14, Thurs-Sun	Fall break –no classes, university offices open
November 21, Wednesday	Thanksgiving break – no classes, university offices open
November 22-25, Thurs-Sun	Thanksgiving holiday – university closed
December 7, Friday	Study day – no classes, university open
December 8, Saturday	Final exams for Saturday classes
December 10 -14, Mon-Fri	Final exams for day and evening classes
December 15, Saturday	Winter Commencement

WINTER INTERSESSION 2018

December 17, Monday	Instruction begins for Winter Intercession
December 25, Tuesday	Christmas Day – university closed
January 4, Friday	Final exams for Winter Intercession

SPRING SEMESTER 2019

January 10, Thursday	Instruction begins - day and evening classes
January 21, Monday	Martin Luther King, Jr. holiday – university closed
March 17-24, Sun-Sun	Spring break – no classes, university offices open
April 26, Friday	Study day – no classes, university offices open
April 27, Saturday	Final exams for Saturday classes
April 29, May 3, Mon-Fri	Final exams for day and night classes
May 4, Saturday	Spring Commencement

SUMMER 2019

May 13, Monday	Instruction begins for May Intercession and 13-week Summer Session
May 27, Monday	Memorial Day holiday – university closed
May 31, Friday	Final exams for May Intercession classes

June 3, Monday	Instruction begins for 1st five-week Summer Session and 10-week Summer Session
July 4, Thursday	Independence Day holiday – university closed
July 5, Friday	Final exams for 1 st five-week Summer Session
July 8, Monday	Instruction begins for 2nd five-week Summer Session
August 9, Friday	Final exams for 13-week Summer Session classes, 10-week Summer Session classes, and 2 nd five-week Summer Session classes
August 9, Friday	Summer Commencement

VI. ACTION AGENDA

G. Honorary Degrees – Board Policy No. 363 (Posthumous Degrees)

Board Policy No. 363, Honorary Degrees, has been revised to authorize the president to adopt procedures for awarding an honorary posthumous degree to a student who dies while enrolled in a degree program. An undergraduate student pursuing a bachelor's degree at the time of death may be awarded the Bachelor of Science and Arts degree in University Studies – Posthumous honoris causa, when given an honorary posthumous degree. A graduate student pursuing either a master's or a doctoral degree at the time of death may be awarded the Master of Science and Arts degree in University Studies – Posthumous honoris causa, when given an honorary posthumous degree.

Board Policy No. 363 currently provides for honorary doctorate degrees in recognition of outstanding contributions to society through intellectual, professional, scientific, artistic, or public service efforts. These changes to the policy will not change that process. The revised policy adds an additional section authorizing the president to adopt procedures for awarding an honorary posthumous degree to a student who dies while enrolled in a degree program.

The language to be added is highlighted.

Therefore, the president recommends to the Board of Trustees the following resolution:

“BE IT RESOLVED: That the Board of Trustees approve the following revisions to Board Policy No. 363, Honorary Degrees, as attached to this resolution, and the changes set forth shall be effective from and after this date.”

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY

Policy Number: 363

Subject: Honorary Degrees

Date Adopted: 08/85 Revised: 08/94, 02/01, 12/12, 02/16

Purpose

The honorary doctorate is the highest academic honor awarded by the University of Central Arkansas. It is bestowed in recognition of outstanding contributions to society through intellectual, professional, scientific, artistic, or public service efforts. In granting an honorary degree, the University of Central Arkansas acknowledges excellence and provides an example to members of the university community.

Types of Degrees

Honorary degrees may be conferred by the university, with the most appropriate degree being determined by the candidate's qualifications. Examples include the following:

Doctor of Public Service (D.P.S.);
Doctor of Commerce (Com.D.);
Doctor of Letters (Litt.D.);
Doctor of Science (Sc.D.);
Doctor of Fine Arts (D.F.A.);
Doctor of Humane Letters (L.H.D.); and
Doctor of Pedagogy (P.E.D.)

Eligibility

1. Candidates for honorary degrees must have distinguished themselves through outstanding contributions to society.
2. Members of the Board of Trustees, faculty, staff, or administrators of the university are ineligible for honorary degree consideration.
3. Local, state, or national government officials who currently hold office or who are candidates for office are ineligible for honorary degree consideration.
4. Honorary degrees shall not be awarded in absentia or posthumously except under extraordinary circumstances.

5. Only under exceptional circumstances will the university grant more than one honorary degree during an academic year.
6. The university may choose not to grant an honorary degree in any particular year.

Honorary Degree Committee

A committee consisting of nine members shall be appointed to review nominations for honorary degrees. The committee membership shall include:

1. Four tenured faculty members:
 - a. One appointed by the president;
 - b. One appointed by the provost; and
 - c. Two appointed by the Faculty Senate;

Faculty members will serve staggered four-year terms. No college may have more than one representative.

2. The president of the Faculty Senate, or designee;
3. The president of the Student Government Association, or designee;
4. The president of the Staff Senate, or designee;
5. The president of the Alumni Association; and
6. The dean of the Graduate School.

The dean of the Graduate School will serve as committee chair, but will be a non-voting member.

Procedures for Nomination and Selection of Candidates

The Honorary Degree Committee will establish and publish timelines for the nomination and selection process described in this policy.

1. Nominations shall originate from members of the faculty. A nomination may originate from an individual faculty member, from a department or college, or from the collaborative efforts of two or more departments or colleges within the university.
2. Any recommendations of potential nominees that come from outside the faculty shall be received by the Office of the Provost for referral to the appropriate college.
3. The Office of the Provost will invite faculty to submit nominations for honorary degrees.
4. Nominations shall be written and should include:

- a. A biographical statement containing name, address, professional title, place of birth, educational background, employment history, and other honorary degrees, if any;
 - b. Appropriate written documentation for the nomination, including a list of primary contributions that qualify the individual for the honorary degree; and
 - c. A minimum of three written references from knowledgeable persons in academia, public or private sectors who are familiar with the nominee's contributions.
5. Nominations will be handled with discretion and confidentiality as permitted by law.
 6. The provost will forward complete nomination files to the chair of the Honorary Degree Committee. The chair shall convene the committee to discuss committee procedures and meeting schedules. Support by a majority of the committee's voting membership shall be required to forward the nomination. Nominations not receiving a majority vote will be removed from further consideration.
 7. The Honorary Degree Committee will forward its recommendations to the provost. Positive recommendations will be accompanied by appropriate comments and will include the recommendation(s) of the degree(s) to be conferred. The provost will make appropriate comments and forward the file(s) to the president of the university.
 8. The president may
 - a. reject the nomination(s), ending all action; or
 - b. endorse the nomination(s), with appropriate comments, and forward the file(s) to the Board of Trustees.
 9. At its first meeting after receipt of the nominations, the Board of Trustees may
 - a. approve, by simple majority, the conferring of the honorary degree(s) upon the candidate(s), or
 - b. reject the nomination(s), ending all action.
 10. Upon approval by the Board of Trustees, candidates will be informed by the president of their selection and invited to accept the honorary degree. Following acceptance, a public announcement will be made, and the degree will be conferred at a commencement ceremony of the nominating college or colleges or at another appropriate event.

Honorary Posthumous Degree to a Student

The president is authorized to adopt separate procedures for awarding an honorary posthumous degree to a student who dies while enrolled in a degree program of the university. An undergraduate student pursuing a bachelor's degree at the time of death may be awarded the Bachelor of Science and Arts degree in University Studies – Posthumous honoris causa, when given an honorary posthumous degree. A graduate student pursuing either a master's or a doctoral degree at the time of death may be awarded the Master of Science and Arts degree in University Studies – Posthumous honoris causa, when given an honorary posthumous degree.

VI. ACTION AGENDA

H. Distinguished Professor Emeritus Awards

The Faculty Emeritus Committee has unanimously recommended that two retired UCA professors, Dr. Ben McNew and Dr. Dave Naylor, receive the status of Distinguished Professor Emeritus. The professors were nominated for the honor by faculty in their respective departments and have the support of all appropriate academic councils and administrators.

Therefore, the president recommends to the Board of Trustees the following resolution:

“BE IT RESOLVED: That the Board of Trustees hereby approves the recommendation that Dr. Ben McNew and Dr. Dave Naylor receive the honor of Distinguished Professor Emeritus.”

RESOLUTION

WHEREAS, Dr. Ben McNew, a graduate of the University of Central Arkansas, served as a professor of economics in the Department of Economics, Finance, and Insurance and Risk Management, formerly the Department of Economics and Finance, at the University of Central Arkansas from 1988 to 1998; and

WHEREAS, Dr. Ben McNew, during his tenure, was a leader in the banking industry in the State of Arkansas and throughout the southern region, serving as a consultant for the Arkansas Banking Commission and providing oversight of the faculty and curriculum for the adult education program at the Louisiana State University Graduate School of Banking (formerly the Graduate School of Banking of the South); and

WHEREAS, Dr. Ben McNew held the Carmichael Chair in the College of Business during his tenure at the University of Central Arkansas; and

WHEREAS, Dr. Ben McNew was named a Distinguished Undergraduate Alumnus by the UCA College of Business; and

WHEREAS, Dr. Ben McNew contributed to the future success of the Department of Economics, Finance and Insurance and Risk Management through his establishment of the McNew Banking Lectureship Endowment Fund; and

WHEREAS, Dr. Ben McNew was unanimously recommended by the tenured faculty of the Department of Economics, Finance and Insurance and Risk Management; and

WHEREAS, Dr. Ben McNew was unanimously recommended to receive the Distinguished Professor Emeritus Award by the Faculty Emeritus Committee;

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees of the University of Central Arkansas does hereby bestow the honor and status of Distinguished Professor Emeritus on Dr. Ben McNew in recognition of his leadership in and his service to the Department of Economics, Finance and Insurance and Risk Management at the University of Central Arkansas; and

BE IT FURTHER RESOLVED, that this resolution be made part of the minutes of the February 12, 2016 University of Central Arkansas Board of Trustees meeting.

Shelia Vaught
Chair of the Board

Joe Whisenhunt
Secretary of the Board

RESOLUTION

WHEREAS, Dr. Dave Naylor served as a faculty member in the Department of Elementary, Literacy and Special Education, formerly the Department of Early Childhood and Special Education, at the University of Central Arkansas from 1971 to 2007; and

WHEREAS, Dr. Dave Naylor served as chair of the Department of Elementary, Literacy and Special Education from 1984 to 1991; and

WHEREAS, Dr. Dave Naylor graciously provided his leadership as Interim Assistant Dean of the College of Education from 1994 to 1996; and

WHEREAS, Dr. Dave Naylor was a leader in special education in the state of Arkansas, serving on the Arkansas Governor’s Developmental Disabilities Planning Council and as president of the Arkansas Federation of the Council for Exceptional Children; and

WHEREAS, Dr. Dave Naylor’s leadership and national recognition influenced Dr. J. D. Mashburn’s development of the Mashburn Center for Learning; and

WHEREAS, Dr. Dave Naylor championed children and youth through his significant contributions to teacher preparation and left a great legacy for his colleagues in pursuit of excellence in teacher preparation; and

WHEREAS, Dr. Dave Naylor was unanimously recommended by the tenured faculty of the Department of Elementary, Literacy and Special Education; and

WHEREAS, Dr. Dave Naylor was unanimously recommended to receive the Distinguished Professor Emeritus Award by the Faculty Emeritus Committee;

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees of the University of Central Arkansas does hereby bestow with the honor and status of Distinguished Professor Emeritus on Dr. Dave Naylor recognition of his leadership in and his service to the Department of Elementary, Literacy and Special Education at the University of Central Arkansas; and

BE IT FURTHER RESOLVED, that this resolution be made part of the minutes of the February 12, 2016 University of Central Arkansas Board of Trustees meeting.

Shelia Vaught
Chair of the Board

Joe Whisenhunt
Secretary of the Board

VI. ACTION AGENDA

I. Faulkner County Hazard Mitigation Plan

The purpose of the Faulkner County Hazard Mitigation Plan is to provide guidance for hazard mitigation activities in Faulkner County. The Faulkner County Office of Emergency Management has the responsibility of coordinating all local activities relating to hazard evaluation and mitigation and to prepare and submit to the United States Federal Emergency Management Agency (FEMA) a local mitigation plan. The plan is multi-jurisdictional with a planning area that includes all unincorporated areas of Faulkner County, 11 municipalities, six public school districts, one private school, one university, and two colleges. The plan must be reviewed and approved by each jurisdiction within the planning area. FEMA has approved the plan.

Therefore, the president recommends to the Board of Trustees the following resolution:

**RESOLUTION ADOPTING THE HAZARD MITIGATION PLAN
FOR FAULKNER COUNTY, ARKANSAS**

WHEREAS, certain areas of Faulkner County, Arkansas are subject to periodic flooding and other natural and man-caused hazards with the potential to cause damages to people's properties within the area; and

WHEREAS, Faulkner County and the University of Central Arkansas desire to prepare and mitigate for such circumstances; and

WHEREAS, under the Disaster Mitigation Act of 2000, the United States Federal Emergency Management Agency (FEMA) required that local jurisdictions have in place a FEMA-approved Hazard Mitigation Action Plan as a condition of receipt of certain future Federal mitigation funding after November 1, 2004; and

WHEREAS, to assist cities and counties in meeting this requirement, Faulkner County, with the assistance of Central Arkansas Planning and Development District, has initiated development of a county-wide, multi-jurisdiction Hazard Mitigation Plan for the county and all jurisdictions in the county, specifically including the cities and school districts;

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees of the University of Central Arkansas does hereby adopt those portions of the Plan relating to and protecting its jurisdictional area against all hazards, and

BE IT FURTHER RESOLVED, that the Board of Trustees of the University of Central Arkansas does hereby appoint the Vice President of Finance and Administration (or designee) to assure that the Hazard Mitigation Plan be reviewed at least annually and that any needed adjustment to the Hazard Mitigation Plan be developed and presented to the governing board for consideration; and agrees to take such other official action as may be reasonably necessary to carry out the objectives of the Hazard Mitigation Plan.

Adopted this 12th day of February 2016 in Conway, Arkansas.

Shelia Vaught
Chair of the Board

Joe Whisenhunt
Secretary of the Board

VI. ACTION AGENDA

J. Request for Authorization to Proceed with Lewis Science Center Renovation Phase 1

The administration requests that the Board of Trustees grant authority to proceed with the first phase of the renovation of Lewis Science Center. This is the first of a projected four phase renovation.

The Lewis Science Center was designed in 1965 as a 53,000 square-foot, single-story, flat-roof structure. A 62,000-square-foot, two-story addition to the north side of the structure was added in 1987.

At the December 2013 meeting, the board reviewed the Lewis Science Center assessment detailing the challenges of the existing facility, the preliminary design of the addition, and how these changes will meet the needs of the university within the proposed budget of \$25.5 million for new construction and renovation.

The board approved the project at the February 2014 meeting. The architect, Stuck Architects, and contractor, CDI, were selected through the Request for Qualifications process for the entire project, including the addition, roof replacement and renovation phase. The Stuck Architects contract will be amended to include the additional fees and will require approval by Legislative Council. No action is needed on the CDI contract.

Renovated space opportunities

- Renovation of the existing building offers opportunities to significantly reconfigure the existing spaces. Most areas can be redesigned to add office space. The 1965 portion of the building was designed with sheetrock walls being non-load-bearing. Hence, any wall can be removed to allow for reconfiguration.
- Spaces currently being used as laboratories that have limited or no utility service can be readily converted into classroom spaces or offices. Conversion of these spaces into classroom and office space will largely remove the need for gas, compressed air and ventilation and allow these spaces to be used more appropriately. Only standard electrical and HVAC requirements will need to be met.
- As noted above, Lewis Science Center is currently 100% occupied, and additional offices, classrooms, and seminar rooms will be needed.

Phase 1 of the renovation is divided into two main projects:

1. The initial project will be converting the existing planetarium to office space. This includes adding a second floor in the two-story space with five offices and a work area. The existing basement level will provide space for nine offices. The estimated cost of this initial portion is \$500,000 with work beginning in April and concluding the first week of August.

2. The major portion of phase I of the renovation will be upgrading the mechanical, electrical and plumbing systems for both the 1965 and 1987 sections. This is the backbone of the building and the springboard for future renovations. The construction documents are to be complete in June for pricing. The beginning and end of this portion as well as the scope will be dependent on the pricing.

Funding

Phase I of the renovation will be funded with the \$3 million gift from Conway Corporation. The gift will be paid over five years beginning in 2016. The university reserves will provide the upfront funding for the project and will be reimbursed as the gift installments are received.

Therefore, the president recommends to the Board of Trustees the following resolution:

“BE IT RESOLVED: That the Board of Trustees authorizes the administration to proceed with the planning, design and construction of Lewis Science Center Renovation Phase I, to amend the Stuck Architects contract allowing for additional fees, and to take all other steps as may be necessary and required including entering into contracts necessary to facilitate the project.”

VI. ACTION AGENDA

K. Certification of Sufficient Appropriations and Fund Balances

In accordance with State Accounting and Budgetary Procedures law, the Board of Trustees is required to annually certify that the university will not incur any obligations without having sufficient appropriations and funds available during the fiscal year for the payment of the obligations when they become due.

Therefore, the president recommends to the Board of Trustees that this certification be approved and submitted to the chief financial officer of the State of Arkansas as required by Arkansas law.

“BE IT RESOLVED: That the Board of Trustees will continue to monitor the obligations of the university to insure that sufficient appropriations and fund balances are available to pay all future obligations of the institution when such obligations become due.”

**CERTIFICATION OF SUFFICIENT
APPROPRIATIONS AND FUND BALANCES
TO MEET OBLIGATIONS FOR
UNIVERSITY OF CENTRAL ARKANSAS**

I am aware that the State Accounting and Budgetary Procedures law mandates that in no event shall any obligations be incurred by an institution of higher education unless sufficient appropriations and funds are available, or will become available, during the fiscal year for the payment of the obligations when they become due.

I understand that appropriations authorized by the General Assembly and fund balances shall be monitored by the Board of Trustees and the president of this institution to ensure that resources are available, or will become available, to pay the obligations of this institution and that no obligations are incurred that exceed available appropriations and funds.

Therefore, I certify that as of December 31, 2015, I have verified that sufficient appropriations and funds are available, or will become available, to pay the obligations of this institution of higher education and all other current obligations to be paid from the appropriations and the funds.

I also certify that obligations of this institution of higher education shall continue to be monitored to ensure that sufficient appropriations and fund balances are available, or will become available, to pay all future obligations of the institution when such obligations become due.

Shelia Vaught, Chair
University of Central Arkansas Board of Trustees

Date

Tom Courtway, President
University of Central Arkansas

Date

VII. NOTIFICATIONS/DELETIONS

A. Notification: New Minor Program, Teaching English to Speakers of Other Languages

The Department of Languages, Linguistics, Literatures, and Cultures has proposed a new minor program in Teaching English to Speakers of Other Languages (TESOL) to begin in fall 2016. The new minor will be based on existing courses offered by the Department of Languages, Linguistics, Literatures and Cultures; Writing; and Communication Science Disorders. One new practicum course will be created and offered as an elective. The department has sufficient facilities, equipment, and library resources and has an outstanding faculty with backgrounds in linguistics, foreign languages, first language acquisition, second language acquisition, phonetics, education, and TESOL.

TESOL is a high demand field in Arkansas, in the United States and throughout the world. The minor in TESOL aims to provide students with the knowledge needed to understand how language works, how language functions in society, and how languages are learned and to apply that knowledge effectively in teaching English to speakers of other languages.

Responses to surveys of UCA students in 2008 and 2013, indicated a significant level of interest in a TESOL minor. In both surveys, the majority of students interested in a minor in TESOL came from majors or minors in linguistics, Spanish, Mandarin Chinese, French, German, anthropology, writing, creative writing, English, Asian Studies, and African/African American Studies.

The new minor program has been recommended for approval through the regular curriculum process and the provost and the president have approved the new minor program.

Supporting materials (following pages): (1) UCA Curriculum Form U3, (2) ADHE Form LON-3.

New Undergraduate Program Transmittal Form

Department/program/concentration: Languages, Linguistics, Literatures, & Cultures/Linguistics Date: October 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): Minor in Teaching English to Speakers of Other Languages (TESOL)

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-8 or LON-9, a Continuous Improvement Process plan*, and Curriculum Attachment C signed by the Director of Financial Aid**.
- New concentration, emphasis, option, or track in an existing program.** Attach ADHE Form LON-3.
- New minor 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? NO

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

Recommended by Department and College			
1. <u>[Signature]</u> Department Curriculum Committee	<u>10-13-15</u> Date	2. <u>[Signature]</u> Department Chair	<u>10-14-15</u> Date
3. <u>[Signature]</u> College Curriculum & Assessment Committee	<u>10/20/15</u> Date	<u>[Signature]</u> College Dean	<u>10/27/15</u> Date
Recommended by University Councils/Committees			
Is this a new degree or certificate program? <u>NO</u> ^{KB} If NO, then not reviewed by the Academic Assessment Committee.		5. <u>NA</u> Academic Assessment Committee	Date
Is this a new teacher education program or option? <u>NO</u> ^{KB} If NO, then not reviewed by the Professional Education Council.		6. <u>NA</u> Professional Education Council	Date
7. <u>[Signature]</u> Undergraduate Council	<u>11-17-15</u> Date	8. <u>[Signature]</u> Council of Deans	<u>12/2/15</u> 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> Provost	<u>12/8/2015</u> Date	10. <u>[Signature]</u> President	<u>12/16/2015</u> 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)	<u>N/A</u> Date	12. Notification to or Approval by Board of Trustees (as required)	Date
13. Notification to or Approval by AHECB (as required)	Date	Recorded in Bulletin by	Date
		14. _____ Office of the Provost	Date
The Office of the Provost retains the original and sends a copy to the Office of the Registrar.			
Recorded in Banner by		Recorded in Degree Works by	
15. _____ Office of the Registrar	Date	16. _____ Office of the Registrar	Date
The Registrar returns the signed copy to the Office of the Provost. The Office of the Provost sends a copy to the originating department.			

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 2016

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

N/A

6. CIP code

16.0105 (Applied Linguistics)

7. Degree code

N/A

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

Teaching English to Speakers of Other Languages (TESOL)

9. Reason for proposed action

Teaching English to Speakers of Other Languages (TESOL) is a high demand field in Arkansas, in the United States and throughout the world. There are quite varied requirements depending upon the ages and environments of the student learners. According to [tesol.org](http://www.tesol.org), the premier professional organization whose mission is to advance professional expertise in TESOL, “no single degree, certificate, or license authorizes an individual to teach ESL/EFL in all fields or in all parts of the world”

(<http://www.tesol.org/docs/pdf/2466.pdf?sfvrsn=2>).

Students with degrees closely related to TESOL – those in linguistics, education, English, or languages – are more competitive than those with other liberal arts or fine arts degrees. We see this in the TESOL job market, where increasingly only students with preparation in these fields are finding positions overseas. Furthermore, TESOL is part of the field of applied linguistics, aptly named since applied linguistics is based on knowledge of theoretical linguistics in the areas of phonetics, phonology, morphology, syntax, and research methodology and applied to other disciplines – in this case, the teaching of language. Therefore, students need a basic understanding of theoretical and applied linguistics in order to apply that

knowledge to teaching language. A minor in TESOL will insure that students have that basic understanding in linguistics and applied linguistics.

This minor is not meant to replace the ESL Endorsement program of study, a K–12 teaching endorsement that can only be attached to a teaching license. The minor will offer students who wish to work outside the K–12 system a more competitive edge with 12 additional hours in basic linguistics and English language structure. Students who may be planning to complete alternative licensure in the future will be advised that completing the TESOL minor by taking the elective WLAN 4330 in addition to the required classes and EDUC 3322, *Diverse Learners in Inclusive Settings*, will allow them to add the ESL endorsement to any future teaching license they may acquire in the state of Arkansas.

The BA in linguistics has four tracks, including the TESOL track. About one-third of linguistics majors choose this track with the intention of teaching English overseas or in community literacy centers, or enter fields that create and edit materials for second language learners. However, students who wish to be able to provide a transcript that includes TESOL must major in linguistics: there is currently no other option. Creating the TESOL minor will give students the option to major in a discipline other than linguistics, typically Spanish, French, English, anthropology, or education.

Students who minor in TESOL cannot major in linguistics, Track Two (TESOL), although they may choose one of the other tracks where LING 2320 *Introduction to Languages and Linguistics* is the only overlap.

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**

Required courses (15 hours)

LING 2320 Introduction to Language and Linguistics
LING 4320 Grammatical Structures of English*
WLAN 4325 Second Language Acquisition
LING 3310 Issues in ESL (requires LING 2320 as prerequisite)
WLAN 4315 Methods of Teaching Second Languages

Electives (6 hours selected from the following)

CSD 2322 Applied Phonetics
 LING/WLAN 2350 World Languages (UCA Core Humanities)
 LING 3325 Sociolinguistics (UCA Core Diversity)
 LING 4330 Educational Linguistics (UCA Core Communication)
 WLAN 4330 Second Language Assessment
 LING 4310 Practicum in Tutoring English as a Second Language (ESL) (new course; requires WLAN 4325 as a pre-/co-requisite); OR WRTG 3315 Writing Center Practicum

- 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)**

21 semester credit hours

c. New courses and new course descriptions**LING 4310 PRACTICUM IN TUTORING ENGLISH AS A SECOND LANGUAGE (ESL)**

This course is an elective in the major in linguistics, track two (TESOL), and in the minor in Teaching English to Speakers of other Languages. This course is an intensive observation and learning experience in which students work in a classroom or tutoring setting under supervision. Students will develop competence and effectiveness working with non-native speakers of English through readings, observations, reflection, and specific practicum assignments. Prerequisite or co-requisite: WLAN 4325 and consent of instructor.

d. Goals and objectives of program option/minor

The minor in TESOL aims to provide students with the knowledge needed to understand how language works, how language functions in society, and how languages are learned.

Objectives:

- Students will demonstrate knowledge of the basic linguistics of language including phonetics, morphology, syntax and grammar
- Students will analyze the methods and issues of TESOL
- Students will demonstrate knowledge of the structure and meaning of English
- Students will analyze how culture, language, language learning, and teaching intersect

e. Expected student learning outcomes

Students will be able to

- Demonstrate knowledge of the structure of language syntax, morphology and phonology. (LING 2320, 4320, 4345, 4370, LING/WLAN 2350, CSD 2322)
- Demonstrate knowledge of the structure of English grammar and pronunciation, including lexical, morphological, syntactical components. (LING 2320, 4320, CSD 2322)
- Explain language variation, cross-linguistic differences, and ways in which native language background may affect second language acquisition and performance. (LING/WLAN 2350, LING 3310, 3325, WLAN 3335, 4325, WRTG 4320)
- Critique approaches to teaching ESL and reflect on ethical dilemmas in the field. (LING 3310, 4310, 4330, WLAN 3390)
- Demonstrate knowledge of current theories and research on first and second language literacy development and on development of bilingualism and bi-literacy. (LING 3310, 4330, WLAN 4315, 4325, 4330)
- Use methods of instruction to teach English to speakers of other languages (LING 4310, WLAN 4315, 3390)

f. Documentation that program option meets employer needs

Many of the jobs for students who wish to teach English to speakers of other languages are overseas and do not require teacher licensure but do require a degree in English, Linguistics, TESL (Teaching English as a Second Language), or a related field. We have had many students already who have majored or minored in linguistics find employment teaching English to speakers of other languages in Japan, China, South Korea, Mongolia, France, Spain, Nepal and Morocco or have continued their education in TESOL at the master's level. In addition, many opportunities are available in the United States, particularly in states with high non-native speaker populations, including Arkansas. These positions include adult literacy programs, teaching English as a Second Language (ESL) in programs other than the public schools, and creating and marketing ESL materials.

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

As can be seen from the results of two student surveys below, most of the students interested in a minor in TESOL would come from the Department of Languages, Linguistics, Literatures, and Cultures.

In 2008, UCA considered proposing this minor, but lack of faculty resources at that time prevented us from doing so. However, we did conduct a survey in preparation of that proposal. We sent out 1200 surveys to students on the University of Central Arkansas campus. The populations specifically targeted included first- and second-year students in general education courses as well as all levels in Writing, English, Philosophy, Spanish, French, German and Mandarin courses. Approximately 800 surveys were returned. Students were asked for their current major, minor, and class level. Students were asked, "If it had been available to you, how likely would you have been to choose TESOL as a minor?" Of the respondents, 113 (14%) responded Definitely or Very Likely.

A similar survey, conducted in 2013 on Survey Monkey, targeted students in LING/WLAN 2350 World Languages, and LING 1310 Language, Culture and Society. When asked how likely they would be or would have been to declare TESOL as a minor if it were available, 32 of the 53 respondents (59%) responded Definitely or Very Likely.

In both surveys, the majority of students interested in a minor in TESOL came from linguistics, Spanish, Mandarin Chinese, French, German, anthropology, writing, creative writing, English, Asian Studies, and African/African American Studies. Both surveys indicate a significant level of interest among students for a TESOL minor.

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

Arkansas Tech University (ATU) offers an 18 hour minor in Teaching English as a Second Language. ATU is the only university in Arkansas that also offers an MA in TESOL.

Southern Arkansas University (SAU) offers an 18 hour minor in Teaching English as a Second Language (the 12-hour ESL certificate plus a grammar course and a linguistics course).

University of Arkansas at Little Rock (UALR) offers an MA in Second Languages which includes ESL but has no course specifically focused on teaching English to non-native speakers.

Models considered as we developed a program for UCA: Western Washington University, Missouri State University, California State University Long Beach, and Michigan State University. These universities all have very similar courses and programs with similar goals.

11. Institutional curriculum committee review/approval date

Undergraduate/Graduate Council: 2015-11-17

Council of Deans: 2015-12-02

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

No

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 additional funding is required to implement this minor.

15. Provide additional information if requested by ADHE staff.

If requested.

President/Chancellor Approval Date: 2015-12-16

Board of Trustees Notification Date: 2016-02-12 (next scheduled meeting of Board of Trustees)

Chief Academic Officer: _____ 2015-12-08
SIGNATURE DATE

[UCA form updated 2016-01-05]

VII. NOTIFICATIONS/DELETIONS

B. Notification: New Data Science Track in the BS in Mathematics

The Department of Mathematics in the College of Natural Science and Mathematics has developed a new Data Science track in the BS program in Mathematics. The new track responds to the increasing dependence of corporations, non-profits, government agencies, and other organizations on the use of metrics to streamline their processes, identify emerging markets, and make financial forecasts. In and around Conway, several large corporations such as Acxiom, Dillard's, Blue Cross Blue Shield, and Walmart all establish and manage massive databases that require capable analysts. There is also demand in the public sector at local, state, and national levels to manage large data sets in order to evaluate the impact of public policy decisions. In addition, sophisticated biological datasets in industry and at medical schools such as UAMS have created a shortfall of qualified personnel.

The new track will equip students with the computing, statistical, and analytical skills needed in this field. This mixed toolset will prepare majors to manipulate a wide variety of data sources that will in turn allow students to apply statistical methods and computing algorithms to provide support for existing hypotheses or use innovative approaches to search for previously unidentified patterns. This type of analytical preparation will serve as a strong foundation for data science graduates to understand the mathematical underpinnings of the methods and algorithms allowing them to select the appropriate tools for each specific context.

The Departments of Mathematics, Computer Science, and Management Information Systems already possess the necessary personnel to provide the coursework for majors electing the data science track. Students will learn to use statistics to create models that do not generate overly optimistic predictions or detect false patterns; this is crucial when working with large datasets. The mathematics department has a large contingent of applied mathematicians who will provide a solid analytical background and extensive mathematical modeling experience. The computer science department has the necessary expertise to prepare students to use the latest computing techniques in the data science field, which include the skills necessary to deal with large databases and the ability to apply programming algorithms to classify data, make predictions, and detect new patterns, etc. And the management information systems department has faculty expertise and existing curriculum to provide important ancillary coursework.

The new Data Science track has been recommended for approval through the regular curriculum process, and the provost and the president have approved the new Data Science track.

Supporting materials (following pages): (1) UCA Curriculum Form U3, (2) ADHE Form LON-3

New Undergraduate Program Transmittal Form

Department/program/concentration: Mathematics Date: October 14, 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): BS Mathematics- Data Science Track

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-8 or LON-9, a Continuous Improvement Process plan*, and Curriculum Attachment C signed by the Director of Financial Aid**.
- New concentration, emphasis, option, or track in an existing program.** Attach ADHE Form LON-3.
- New minor 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>[Signature]</u> <u>11-5-15</u> Department Curriculum Committee Date	2. <u>[Signature]</u> <u>11/9/15</u> Department Chair Date		
3. <u>[Signature]</u> <u>11/24/15</u> College Curriculum & Assessment Committee Date	4. <u>[Signature]</u> <u>11/29/15</u> College Dean Date		
Recommended by University Councils/Committees			
Is this a new degree or certificate program? <u>NO</u> If NO, then not reviewed by the Academic Assessment Committee		5. <u>NA</u> 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. <u>NA</u> Professional Education Council Date	
7. <u>[Signature]</u> <u>12-8-15</u> Undergraduate Council Date	8. <u>[Signature]</u> <u>1/13/16</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>1/14/2016</u> Provost Date		10. <u>[Signature]</u> <u>1/14/2016</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. Recorded in Bulletin by _____ Office of the Provost Date	
The Office of the Provost retains the original and sends a copy to the Office of the Registrar.			
Recorded in Banner by _____		Recorded in Degree Works by _____	
15. _____ Office of the Registrar Date		16. _____ Office of the Registrar Date	
The Registrar returns the signed copy to the Office of the Provost. The Office of the Provost sends a copy to the originating department.			

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 2016

5. Title of existing degree program

Bachelor of Science (BS), Mathematics

6. CIP code

27.0101

7. Degree code

2870

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

Data Science

9. Reason for proposed action

Over the last two decades, computing speed, memory, and storage has risen dramatically. Even small businesses collect metrics to streamline their processes, identify emerging markets, and make financial forecasts. In and around Conway, several large corporations such as Acxiom, Dillard's, Blue Cross Blue Shield, and Walmart all establish and manage massive databases that requiring capable analysts. There is also demand in the public sector at local, state, and national levels to manage large data sets in order to evaluate the impact of public policy decisions. In addition, sophisticated biological datasets in industry and at medical schools such as UAMS have created a shortfall of qualified personnel.

In response to this rapidly growing demand, the UCA Mathematics Department has developed a new mathematics track to be called "data science," which will equip students with the computing, statistical, and analytical skills needed in this field. This mixed toolset will prepare majors to manipulate a wide variety of data sources that will in turn allow students to apply

statistical methods and computing algorithms to provide support for existing hypotheses or use innovative approaches to search for previously unidentified patterns. This type of analytical preparation will serve as a strong foundation for data science graduates to understand the mathematical underpinnings of the methods and algorithms allowing them to select the appropriate tools for each specific context.

The mathematics, computer science, and management information systems departments already possess the necessary personnel to provide the coursework for majors electing the data science track. Students will learn to use statistics to create models that do not generate overly optimistic predictions or detect false patterns; this is crucial when working with large datasets. The mathematics department has a large contingent of applied mathematicians who will provide a solid analytical background and extensive mathematical modeling experience. The computer science department has the necessary expertise to prepare students to use the latest computing techniques in the data science field, which include the skills necessary to deal with large databases and the ability to apply programming algorithms to classify data, make predictions, and detect new patterns, etc. The management information systems department has faculty expertise and existing curriculum to provide important ancillary coursework.

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

Students in all undergraduate programs complete the UCA Core (general education) program. Additionally, in common with other options/tracks within the BS in Mathematics, students in the new Data Science track will complete the Mathematics core (18 semester credit hours), electives (6 semester credit hours), and an ancillary requirement (in this case, 6 semester credit hours). These parts of the curriculum are listed here, along with the courses required specifically for the new track.

Mathematics Core Courses (18 hours)

MATH 1496 Calculus I
MATH 1497 Calculus II
MATH 2471 Calculus III
MATH 3320 Linear Algebra
MATH 4371 Introduction to Probability Theory

Data Science Track Required Courses (22 hours)

MATH 2441 Mathematical Computation
MATH 3311 Statistical Methods
MATH 4373 Regression Analysis
MATH 3391 Non-Parametric Statistics (new course)
MATH 3392 Multivariate Analysis (new course)
MATH 4391 Machine Learning (new course)
MATH 4395 Practicum in Data Science (new course)

Electives (6 hours required, chosen from this list)

MATH 4372 Introduction to Statistical Inference

MATH 4374 Introduction to Stochastic Processes
MATH 4392 Time Series and Forecasting (new course)
MATH 4381 Special Topics (may be taken more than once if topics differ)¹

Ancillary Requirement (6 hours)

MIS 4355 Project Management

MIS 4380 Business Intelligence

A minor in Computer Science is strongly encouraged.

Requirements for students in the new track remain within the 120 total semester credit hours required by the BS in Mathematics.

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

c. New courses and new course descriptions

MATH 3391 NONPARAMETRIC STATISTICS This course introduces nonparametric alternatives to parametric testing. Topics include order statistics, empirical distribution functions, rank tests, sign tests, nonparametric ANOVA, and nonparametric correlation. The fundamentals of permutation testing and their practical application is emphasized for scenarios where no known method exists. Diagnostics to detect when parametric or nonparametric assumptions are violated are explored along with practical guidance of the appropriate methods to employ. This course is required for mathematics majors electing the data science track. It is offered in the fall semester. Prerequisites: MATH 3311 (Statistical Methods) or consent of the instructor.

MATH 3392 MULTIVARIATE ANALYSIS This course is an introduction to multivariate analysis in data science, and shows how multivariate statistical techniques can be applied to analyze datasets with many variables. Often all the variables need to be examined simultaneously in order to fully understand the structure and key features of the data collected in many fields including medicine, social sciences, engineering, and management science. Topics include data visualization, principal components analysis, multidimensional scaling, exploratory and confirmatory factor analyses, structural equation models, and analysis of repeated measures data. It is a required course mathematics majors electing data science track. It is offered in the fall semester. Prerequisite: MATH 3311 (Statistical Methods) and MATH 3320 (Linear Algebra) or consent of the instructor.

MATH 4391 MACHINE LEARNING This course is an introduction to commonly used methods and algorithms used in machine learning. Content is broken down into supervised and unsupervised learning with an emphasis on using current cross-validation methods in either setting. Supervised topics include a variety of linear regression methods including ordinary, subset, and shrinkage. Supervised linear models are revisited in the context of classification and extended to quadratic discriminate analysis. Basis expansions and kernel smoothers are also explored in the regression and classification settings along with classification and regression

¹ Topics may include Experimental Design, Six-sigma analysis, and Social Network Analysis

trees, neural networks, and support vector machines. Finally, unsupervised methods include cluster analysis, principal components, and independent component analysis. In all instances, the methods will be applied to data sets with a widely varying number of observations and variables. This course is required for mathematics majors electing the data science track. It is offered in the spring semester. Prerequisites: MATH 4373 (Regression Analysis) or consent of the instructor.

MATH 4392 TIME SERIES AND FORECASTING This course is an introduction to time series analysis and forecasting in data science. Time series data often arise in many applications such as weather, share market, and medicine. Time series data are analyzed to understand the past and to predict the future, enabling managers or policy makers to make properly informed decisions. Topics include autocorrelation analysis, filtering time-series data, basic stochastic models, univariate time-series models, stationary models, non-stationary models, long-memory processes, spectral analysis, multivariate time-series models, and state space models. It is offered in the fall semester. Prerequisite: MATH 4373 (Regression Analysis) or consent of the instructor.

MATH 4395 PRACTICUM IN DATA SCIENCE The practicum serves as the capstone course for the Data Science track within the BS degree. It is a required course for all data science students within the mathematics department. Each student will be assigned a “big data” project under the supervision of a departmental faculty member and (possibly) a mentor from business or industry who possesses expertise in one or more of the requisite skills. The products of the practicum will be a detailed, technical paper that details databases, methods of analyses, findings, and an oral presentation that summarizes the paper. Each student’s work should demonstrate a synthesis of the skills taught in the various classes within the data science curriculum. This class is required for mathematics majors electing the data science track. It is offered in the spring semester. Prerequisites: MATH 4391 (Machine Learning).

d. Goals and objectives of program option/minor

This degree program track is an option for students in our BS Mathematics program. The goals and objectives of the program include the following:

- ◆ Meet the growing demand, both regionally and nationally, to address the needs of education, business, industry, and government for high-level data analysts.
- ◆ Develop in-depth understanding of concepts and key technologies in data mining and analysis, visualization techniques, and predictive statistical modeling.
- ◆ Gain practical, hands-on experience with statistical programming and big data tools through coursework and undergraduate research experience.
- ◆ Provide a path for professionals from other fields to transition to a career in data science.

e. Expected student learning outcomes

Students who have completed the BS Mathematics in the Data Science track will be able to

- ◆ Apply statistical modeling, data mining, and analysis techniques to business problems.
- ◆ Learn cutting-edge tools and technologies to analyze big data.
- ◆ Demonstrate knowledge of data-analysis techniques used in decision making.
- ◆ Develop teamwork, leadership skills, decision making, and organization theory.

f. Documentation that program option meets employer needs

The need to create, maintain, and manage large data sets (referred in the field as “big data”) is prevalent in all aspects of our society. Companies, government agencies, and other organizations track many things including consumer spending, buying trends, market fluctuations, health care needs, and weather patterns, to name a few. This trend will continue and increase in the foreseeable future. Therefore, there is a critical need for skilled professionals who can mine, analyze and interpret big data in decision making. As the number of IT-related companies grows in central Arkansas, there is a definite need to produce a highly skilled workforce locally to satisfy the demand.

A survey was designed for local employers to gauge their interest in hiring data science majors. The survey contains a major over-arching question – Will your company be recruiting individuals with specialization in data science? – with several follow up questions:

- E1. The data science track at UCA would serve an important purpose in the professional advancement of my employees.
- E2. My company has benefited from hiring mathematics graduates from UCA.
- E3. My company would be interested in hiring a UCA graduate with a B.S. in Applied Mathematics–Data Science Track.
- E4. My company would encourage qualified employees to take courses in data science track at UCA.
- E5. I would recommend pursuing an applied math-data science track at UCA to other qualified individuals.

Answers to each statement, except for the over-arching question and E5, were divided into following five levels: Strongly Disagree; Disagree; Neutral/No-Opinion; Agree; and Strongly Disagree. For the over-arching question and E5, the possible answers were “yes” or “no.”

The survey was sent to 20 potential employers. The survey return of 9 (45%) includes responses from major local companies such as Axiom Corporation, ArcBest Technologies, Big Cloud Analytics, Dillard’s IT, Eyanalyze, and Hewlett Packard.

For the over-arching questions, 90% of respondents said “yes” they would recruit individuals with a data science degree.

The responses for the remaining questions are as follows:

- E1. 67% of responding employers strongly agreed, 22% agreed and the remaining 11% were neutral.
- E2. 34% of responding employers strongly agreed, 22% agreed and 40% were neutral.
- E3. 40% of responding employers strongly agreed, 40% agreed and 20% disagreed.
- E4. 60% of responding employers agreed, 20% were neutral and 20% disagreed.
- E5. 80% of responding employers said “yes” and the remaining 20% said “no.”

These survey results indicate support from local employers for this new program and support the belief that it will be sustainable.

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

Enrollment data indicate that the number of students enrolled in applied statistics elective courses related to managing big data has increased from 28 three years ago to 45 this past year. This represents a 60% growth in enrollment in these courses. There is a specific growing demand for courses related to applied statistics and actuarial science from students and professionals who are transitioning to data science careers.

A survey containing the following statements was designed:

- S1. A BS degree in data science will help me achieve my professional goals.
- S2. I am interested in finding a job that requires a degree or courses in data science.
- S3. I think there is an increasing demand in the market for students with data science background.
- S4. In the next five years, I intend to pursue a graduate degree in a technical area related to data science.
- S5. If provided an option, I am interested in pursuing a B.S. degree in Applied Math - Data Science track.
- S6. I would recommend pursuing an applied math-data science track at UCA to other qualified individuals.

Answers to each statement were divided into following levels: None, Low, Moderate, High, Very High.

For this survey, junior and senior students were chosen using stratified sampling by randomly choosing mathematics and computer science faculty members to conduct this survey in their classes. Response to the survey was voluntary. The participants were mostly science, math, or business majors. They were asked not to disclose any personal information in the form to avoid bias in their response. Faculty members were also instructed to briefly talk about this program in their classes before the survey. A total of 118 students participated in this survey in the spring 2015 semester.

Approximately 89% of the students indicated (from moderate to high level) that there is an increasing demand in the market for students with a data science background. This indicates that students perceive the need for a data science track. Of the survey participants about 79% indicated, from moderate to high level, that they would recommend pursuing an applied math-data science track at UCA to other qualified individuals. This is an indication that the data science track could be sustained. About 45% said they intend to pursue a graduate degree in a technical area related to data science, and 38% indicated that if provided an option, they would be interested in pursuing a B.S. degree in Mathematics with a Data Science track at UCA. The most probable reason for the above two low ratings is that the majority of the participants were juniors and seniors and their near-future plans may not include the possibility of pursuing another degree.

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

Arkansas Tech University offers an online bachelor's degree in Business Data Analytics in the College of Business. The University of Arkansas at Fayetteville offers a certificate program in

business analytics and a master's level Business Analytics Degree through its College of Business. The University of Arkansas at Little Rock offers a master's program in Information Quality in its Business College. The only institution that offers a similar program in the southeast is Auburn University. The Kennesaw State University in Georgia offers a program similar to ours, but it awards only a certificate.

11. Institutional curriculum committee review/approval date

Undergraduate/Graduate Council: 2015-12-08

Council of Deans: 2016-01-13

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

No

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.

Once the new track is fully implemented, the department expects to graduate at least 10 students per year. Enrollment in this option's course is expected, therefore, to generate revenue of \$78,888 in tuition money to the university. These funds will provide the source of funding for the new track. If the demand for this program increases as anticipated, there will be a need for at least one additional tenure-track position in applied statistics. (Current projected cost: \$60,000 plus fringes.)

15. Provide additional information if requested by ADHE staff.

If requested.

President/Chancellor Approval Date: 2016-01-14

Board of Trustees Notification Date: 2016-02-11

Chief Academic Officer: _____ 2016-01-14

SIGNATURE

DATE

[UCA form updated 2016-01-05]

VII. NOTIFICATIONS/DELETIONS

C. Notification: New Mandarin Chinese Option in the Modern Languages Program

The Department of Languages, Linguistics, Literatures, and Cultures in the College of Liberal Arts has developed a new Mandarin Chinese option in its BA program in Modern Languages. The new option will allow interested students to major in Mandarin Chinese in one of three tracks: traditional language, K-12 teaching licensure, or business Chinese.

Both employer and student support for the program is evident. In response to a survey conducted by the department, Acxiom commented that the Chinese major option would serve its needs and those of the state by “allow[ing] us greater flexibility to provide our products in China.” Similarly, Walmart noted that the new option would “cultivate cross-cultural savvy, foster a global mindset and elevate communication skills” in potential employees and that “foreign language proficiency enhances the career value in today’s marketplace; global companies appreciate this skill set.” Similarly, enrollment and persistence in Chinese courses and the existing Chinese minor are strong, with a considerable number of those enrolled expressing strong interest in having a Chinese major option available.

Requirements for the new program option are detailed in the supporting materials.

The new Mandarin Chinese option has been recommended for approval through the regular curriculum process, and the provost and the president have approved the new option in Mandarin Chinese.

Supporting materials (following pages): (1) UCA Curriculum Form U3, (2) ADHE Form LON-3

New Undergraduate Program Transmittal Form

Department/program/concentration: Languages and Linguistics: Modern Languages: Chinese Date: September 29, 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): Modern Languages: Mandarin Chinese

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-8 or LON-9, a Continuous Improvement Process plan*, and Curriculum Attachment C signed by the Director of Financial Aid**.
- New concentration, emphasis, option, or track in an existing program.** Attach ADHE Form LON-3.
- New minor 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? NO

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

Recommended by Department and College			
1. <u>Alan [Signature]</u> Department Curriculum Committee	<u>10-15-15</u> Date	2. <u>Philip Bentley</u> Department Chair	<u>10-14-15</u> Date
3. <u>[Signature]</u> College Curriculum & Assessment Committee	<u>10/20/15</u> Date	4. <u>[Signature]</u> College Dean	<u>10/27/15</u> Date
Recommended by University Councils/Committees			
Is this a new degree or certificate program? <u>NO</u> If NO, then not reviewed by the Academic Assessment Committee		5. <u>NA</u> Academic Assessment Committee	 Date
Is this a new teacher education program or option? <u>YES</u> If NO, then not reviewed by the Professional Education Council		6. <u>[Signature]</u> Professional Education Council	<u>11-30-15</u> Date
7. <u>[Signature]</u> Undergraduate Council	<u>12-8-15</u> Date	8. <u>[Signature]</u> Council of Deans	<u>1/13/16</u> 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> Provost	<u>1/14/2016</u> Date	10. <u>[Signature]</u> President	<u>1/14/2016</u> 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. Recorded in Bulletin by _____	_____ Date _____
The Office of the Provost retains the original and sends a copy to the Office of the Registrar.			
Recorded in Banner by		Recorded in Degree Works by	
15. _____	_____ Date _____	16. _____	_____ Date _____
The Registrar returns the signed copy to the Office of the Provost. The Office of the Provost sends a copy to the originating department.			

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 2016

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

Bachelor of Arts (BA), Modern Languages

6. CIP code

16.0101

7. Degree code

1470

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

Mandarin Chinese

9. Reason for proposed action

To allow UCA undergraduates to complete a degree in Modern Languages with a concentration in Mandarin Chinese in one of three tracks: Business, Traditional, or K-12 Teaching Licensure.

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

Linguistics requirement

LING 2320 Introduction to Languages and Linguistics

LING/WLAN 2350 World Languages

Chinese courses

CHIN 1410 ELEMENTARY CHINESE I
 CHIN 1420 ELEMENTARY CHINESE II
CHIN 2310 INTERMEDIATE CHINESE I
CHIN 2320 INTERMEDIATE CHINESE II
 CHIN 2330 INTRODUCTION TO BUSINESS CHINESE (Required only for Business track)
 CHIN 2340 INTENSIVE CHINESE CONVERSATION ABROAD
CHIN 3300 ADVANCED CHINESE GRAMMAR I
CHIN 3303 ADVANCED CHINESE GRAMMAR II
CHIN 3312 CULTURE AND SOCIETY: ADVANCED READINGS ON MODERN CHINA
CHIN 3320 ADVANCED READINGS IN CHINESE LITERATURE
 CHIN 3330 ADVANCED BUSINESS CHINESE (Required only for Business track)
 CHIN 3340 ADVANCED INTENSIVE CHINESE CONVERSATION ABROAD
 CHIN 3360 PRACTICUM IN CHINESE: TEACHING CHINESE TO CHILDREN
 CHIN 3398 TRAVEL SEMINAR IN CHINA
 CHIN 4100 INDEPENDENT STUDY IN
 CHIN 4200 INDEPENDENT STUDY IN CHINESE
 CHIN 4300 INDEPENDENT STUDY IN CHINESE
CHIN 4350 INTRODUCTION TO CHINESE LINGUISTICS
CHIN 4110 SENIOR CAPSTONE PROJECT (new course)

The following table outlines requirements for the three tracks within the new concentration.

Traditional Chinese Language	Chinese K–12 Teacher Licensure	Business Chinese
A minimum of 34 hours in the language of concentration (Chinese) at the 2310 level or above & three hours in either World Languages (WLAN/LING 2350) or Intro. to Linguistics (LING 2320)	A minimum of 34 hours in the language of concentration (Chinese) at the 2310 level or above & three hours in either World Languages (WLAN/LING 2350) or Intro. to Linguistics (LING 2320)	A minimum of 34 hours in the language of concentration (Chinese) at the 2310 level or above & three hours in either World Languages (WLAN/LING 2350) or Intro. to Linguistics (LING 2320)
The 34 hours must include	The 34 hours must include	The 34 hours must include
1. These specified courses: <ul style="list-style-type: none"> ◆ Courses 3300 and 3303 ◆ Three hours of culture and civilization (CHIN 3312) ◆ Three hours of Chinese literature (CHIN 3320) ◆ One course at the 4000 level ◆ Chinese 4110: Senior Capstone Assessment 	1. These specified courses: <ul style="list-style-type: none"> ◆ Courses 3300 and 3303 ◆ Three hours of culture and civilization (CHIN 3312) ◆ Three hours of Chinese literature (CHIN 3320) ◆ Chinese 4350 ◆ Chinese 4110: Senior Capstone Assessment 	1. These specified courses: <ul style="list-style-type: none"> ◆ Courses 2330 and 3330 ◆ Courses 3300 and 3303; ◆ Three hours of culture and civilization (CHIN 3312) ◆ Three hours of Chinese literature (CHIN 3320) ◆ One course at the 4000 level ◆ Chinese 4110: Senior Capstone Assessment
2. 18 hours of electives in Chinese at the 2310 level or higher	2. 18 hours of electives in Chinese at the 2310 level or higher	2. 12 hours of electives in Chinese at the 2310 level or higher

Traditional Chinese Language	Chinese K–12 Teacher Licensure	Business Chinese
3. and <ul style="list-style-type: none"> ◆ Satisfactory performance on proficiency tests upon entrance to and exit from the major program. ◆ A minimum grade of C in each course applying to the major program. 	3. and <ul style="list-style-type: none"> ◆ Satisfactory performance on proficiency tests upon entrance to and exit from the major program. ◆ A minimum grade of C in each course applying to the major program. ◆ Teacher candidates must graduate with a 2.75 G.P.A. overall in major courses. 	3. and <ul style="list-style-type: none"> ◆ Satisfactory performance on proficiency tests upon entrance to and exit from the major program. ◆ A minimum grade of C in each course applying to the major program.
4. Minor (student's choice)	4. Minor: Teaching and Learning (Teacher Education)	4. Minor: General Business

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)

34 semester credit hours in Chinese (16 more hours than the existing Chinese minor)

c. New courses and new course descriptions

CHIN 4110 SENIOR CAPSTONE PROJECT Capstone course required of all students completing a track in the Mandarin Chinese concentration of the Modern Languages degree program. Students must complete a series of comprehensive assessments including proficiency examinations, self-assessments, essays, and a final paper asking students to integrate their linguistic, cultural, and literary knowledge. All students completing the course will be required to complete an official ACTFL Oral Proficiency Interview.

d. Goals and objectives of program option/minor

To allow UCA students to complete a major program of study in Mandarin Chinese. UCA will create the first such major in the state of Arkansas. Students will be able to complete K–12 teaching licensure, a traditional language track, or a business Chinese track.

Students obtaining the Bachelor of Arts degree in Modern Languages with a concentration in Chinese will

- ◆ develop a functional control of the four fundamental language skills: listening, speaking, reading, and writing.
- ◆ expand and deepen their knowledge of Chinese and other Chinese cultures, civilizations, and literatures.
- ◆ demonstrate appropriate knowledge of the Chinese language including self-awareness of proficiency in Chinese.
- ◆ demonstrate appropriate dispositions for acquiring proficiency and for learning about target language varieties.

e. Expected student learning outcomes

Goal 1: Students will be able to communicate in Chinese. Specifically, students will achieve advanced level proficiency in the four skill areas of listening, reading, speaking, and writing as defined by the American Council on the Teaching of Foreign Languages.

Goal 2: Students will gain knowledge and understanding of the cultures of the Chinese-speaking world.

Goal 3: Students will develop insight through Chinese into the nature of language and culture.

Goal 4: Students will use Chinese to participate in communities at home and around the world.

f. Documentation that program option meets employer needs

In July 2015, an employer survey was sent to nine Arkansas businesses and 20 Arkansas School Districts who have hosted a visiting Chinese teacher in the past sponsored by UCA's Confucius Institute. A total of eight responses were received (28%), of which five were from school districts. A summary of responses follows.

Businesses

Axciom listed the following positions among those that Chinese majors could fill: "Solutions Developer, Database Administrator, Software Engineer, Test Engineer, Decision Support Analyst, Network Engineer." 25-35 positions in these areas are expected to be filled at an annual salary of \$35,000-\$50,000. The Axciom response stated that the Chinese major would serve its needs and those of the state by "allow[ing] us greater ability to provide our products to China."

JB Hunt expressed no need for Chinese graduates

Walmart responded that our proposed Chinese major concentration would "Cultivate cross-cultural savvy, foster a global mindset and elevate communication skills" in potential employees. They also stated that "Foreign language proficiency enhances the career value in today's marketplace; Global companies appreciate this skill set."

School districts

Schools districts responding to the survey, number of positions for certified Chinese teachers (in parentheses) and any relevant statements are listed below.

Beebe School District "The Beebe School District supports your proposal to add a major concentration in Mandarin Chinese to the Modern Language Degree program at UCA. We do not foresee hiring a Chinese language teacher in the near future. It would certainly be a consideration in the event we add another language to our curriculum choices."

Hot Springs School District (1)

Lighthouse Academy Charter schools (3) "Mandarin Chinese is spoken by over 1 billion people around the world, about one fifth of the global population and the study of Chinese literature and culture will help bridge the cultural gap and increase cultural competency.

Pulaski County Special School District (multiple) "We are always looking for new programs that will challenge and meet the needs of all of our students. Foreign language is a recruitment item we use to bring advance students to our school and district."

Rogers School District "No need at this time."

In addition to the above survey results, the Chinese major will meet the same employer needs currently met by the French and Spanish concentrations in the Modern Languages undergraduate degree program. Additionally, as with any liberal arts program, UCA students graduating in Chinese will have the cross-

cultural and critical-thinking skills required to work in diverse work environments both within and outside the United States.

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

In fall 2015, undergraduate enrollment in Chinese courses reached an all-time high at UCA. Although still a relatively small program at about 60 FTE students enrolled with 16 declared minors in September 2015, the department has long planned to expand the minor (begun in 2007) to a major concentration. We anticipate that a relatively high percentage of Chinese minors will declare a major because the Chinese program already has about the same number of declared minors as the French and German programs but from a much smaller pool of enrolled students. Currently 27% of enrolled students in Chinese are also minoring compared to 17% of German students. About 14% of French students enrolled in fall 2015 are majoring or minoring, whereas in Spanish 23% of enrolled students are declared minors or majors. Thus, despite comparatively lower overall enrollment, one can expect a higher proportion of students enrolled in Chinese to declare a major.

A survey conducted among currently enrolled UCA students taking a Chinese class in September 2015 confirmed this expectation. Of the 23 students responding to our survey, eight stated that they “would definitely declare a Chinese major if approved while three were “very interested” in doing so. Another six students responded that they “might be interested” and only six that they “were not interested” in majoring in Chinese. Of the 16 declared Chinese minors surveyed, eight were definitely interested in the major. Given that a higher proportion of students currently enrolled in Chinese are declared minors, we believe that the program will grow substantially after the major is approved, since UCA will have the only Chinese major program in the state.

While there is a perception among the public that Chinese is a “difficult” language, our program does include more contact time with 4-credit classes in the first year, and we are seeing that students who enroll in Chinese are perhaps more motivated as evidenced by the higher proportion of students who persist beyond the third semester foreign language requirement course, Chinese Intermediate I.

Accordingly, we project that four graduates will complete the program each year by the end of 2018.

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

There is no other Chinese major program in Arkansas. UCA created the first Chinese minor in the state in 2007, and now the University of Arkansas in Fayetteville has a minor. The following list provides a sampling of similar programs in other states:

- Cal Poly State University
- Colorado State University
- Eastern Illinois University
- Kennesaw State University, Georgia
- The Citadel, South Carolina
- Clemson University, South Carolina
- Oregon State University
- University of Maryland Baltimore County.
- University of Northern Colorado
- Middle Tennessee State, Chattanooga
- University of Tennessee, Martin
- West Virginia University

11. Institutional curriculum committee review/approval date

Undergraduate/Graduate Council: 2015-12-08

Council of Deans: 2016-01-13

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

No

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 University of Central Arkansas houses the only Confucius Institute in the state of Arkansas, so we are uniquely situated to promote and develop this major program. With one tenured and one tenure-track faculty member in Chinese, we have adequate faculty resources. A third visiting lecturer provided by the Chinese Government teaches in the program for a two-year period. No further funding is needed at this time.

15. Provide additional information if requested by ADHE staff.

If requested.

President/Chancellor Approval Date: 2016-01-14

Board of Trustees Notification Date: 2016-02-11 (the next scheduled BOT meeting)

Chief Academic Officer: _____ 2016-01-14

SIGNATURE

DATE

[UCA form updated 2016-01-05]

VII. NOTIFICATIONS/DELETIONS

D. Notification: Deletion of Graduate Certificates in P-4 and 4-12 Special Education

In accordance with an ADE teacher licensure change, the Department of Elementary, Literacy, and Special Education in the College of Education has replaced two graduate certificate programs – the GC in Early Childhood Special Education Instructional Specialist, P-4; and the GC in Special Education Instructional Specialist, 4-12 – with a new graduate certificate, the GC in Special Education K-12. The superseded programs are, therefore, being deleted, effective with the Summer 2016 term.

These deletions have been recommended for approval through the regular curriculum process, and the provost and the president have approved these deletions.

Supporting materials (following pages): (1) UCA Curriculum Form 2-A, (2) ADHE Form LON5

NOV 03 2015

UNIVERSITY OF CENTRAL ARKANSAS
Proposal for Curriculum Change: Action Item

GENERAL EDUCATION COUNCIL UNDERGRADUATE COUNCIL GRADUATE COUNCIL
Department/program area Elementary, Literacy, and Special Education Date 9-2-15

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): Deletion of Graduate Certificate Program in Special Education Instructional Specialist (P-4)

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

Proposed effective date of change (term and year): Spring 2016

Change recommended by	
<u>Shondoye Bey</u> 9-2-15 Department Curriculum Committee Date	<u>Victoria Howe-Scott</u> 10-26-15 Professional Education Council Date
<u>Kathleen Adams</u> 9-2-15 Department Chair Date	<u>Victoria Howe-Scott</u> 10-26-15 General Education Council Date
<u>Shelly North</u> 10-19-15 College Curriculum & Assessment Committee Date	<u>Victoria Howe-Scott</u> 10-26-15 Undergraduate Council Date
<u>Victoria Howe-Scott</u> 10-26-15 College Dean Date	<u>Stephen Bellon</u> 10/17/15 Graduate Council Date
	<u>A. Voss</u> 1/13/16 Council of Deans Date
Change approved by	Change recorded by
<u>[Signature]</u> 1/14/2016 Provost Date	_____ 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.

NOV 03 2015

UNIVERSITY OF CENTRAL ARKANSAS
Proposal for Curriculum Change: Action Item

GENERAL EDUCATION COUNCIL UNDERGRADUATE COUNCIL GRADUATE COUNCIL
Department/program area Elementary, Literacy, and Special Education Date 9-2-15

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): Deletion of Graduate Certificate Program in Special Education Instructional Specialist (4-12)

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

Proposed effective date of change (term and year): Spring 2016

Change recommended by		Change approved by		Change recorded by	
<u>Shoudong Peng</u> Department Curriculum Committee	<u>9-2-15</u> Date	<u>[Signature]</u> Provost	<u>1/4/2016</u> Date	<u>[Signature]</u> Undergraduate/Graduate Studies, Registrar	<u> </u> Date
<u>[Signature]</u> Department Chair	<u>9-2-15</u> Date				
<u>[Signature]</u> College Curriculum & Assessment Committee	<u>10-19-15</u> Date				
<u>Victoria Brown-Scott</u> College Dean	<u>10-26-15</u> Date				
<u>Victoria Brown-Scott</u> Professional Education Council	<u>10-26-15</u> Date				
<u>[Signature]</u> General Education Council	<u> </u> Date				
<u>[Signature]</u> Undergraduate Council	<u> </u> Date				
<u>[Signature]</u> Graduate Council	<u>12/17/15</u> Date				
<u>[Signature]</u> Council of Deans	<u>1/13/16</u> 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 – 5

DELETION

(Certificate, Degree, Option, Minor, Organizational Unit)

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

Summer 2016

5. Title of certificate, degree program, option, minor, or organizational unit

UCA is deleting two related graduate certificates:

- (1) Graduate Certificate (GC), Early Childhood Special Education Instructional Specialist, P-4
- (2) Graduate Certificate (GC), Special Education Instructional Specialist, 4-12

6. CIP codes

13.1001 (both GCs)

7. Degree codes

- (1) 6970 (P-4)
- (2) 6990 (4-12)

8. Reason for deletion

In accordance with an ADE licensure change in Special Education, these two certificate programs (and the endorsements they represent) have been replaced by the GC in Special Education K-12 (representing the new Special Education K-12 license).

9. Number of students still enrolled in program

5

10. Expected graduation date of last student

May 2016

11. Courses (prefix, number, title) to be deleted as a result of this action

ELSE 6306 Family, School, and Community Partnerships

12. How will students in the deleted program be accommodated? Provide documentation of written notification to students currently enrolled in the program.

Students were notified in via email beginning fall 2014; a completion or transition plan was discussed as component of advising.

13. Indicate the amount of funds available for reallocation.

None

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

If requested.

President/Chancellor Approval Date: 2016-01-14

Board of Trustees Notification Date: 2016-02-11 (next schedule meeting of the BOT)

Chief Academic Officer: _____ Date: 2016-01-13

[UCA form updated 2016-01-06]

VII. NOTIFICATIONS/DELETIONS

E. **Notification: Department Name Change: Department of Sociology to Department of Sociology, Criminology, and Anthropology**

With the implementation of new baccalaureate programs in Fall 2015 in Anthropology and Criminology, the Department of Sociology proposes that its name be changed to Department of Sociology, Criminology, and Anthropology. The dean of the College of Liberal Arts has recommended the change, and the provost and president have approved it.

Supporting materials (following pages): ADHE Form LON-1

LETTER OF NOTIFICATION – 1

NAME CHANGE OF EXISTING CERTIFICATE, DEGREE, MAJOR, OPTION, OR ORGANIZATIONAL UNIT

(No change in curriculum, emphasis, or organizational structure)

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

July 1, 2016

5-6. N/A

7. Current title of organizational unit

Department of Sociology (department code: 2100)

8-9. N/A

10. Proposed name of organizational unit

Department of Sociology, Criminology, and Anthropology (no change in department code)

11-12. N/A

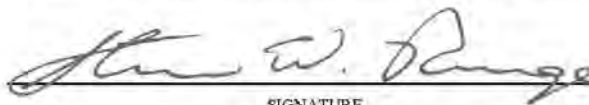
13. Reason for proposed action

The department has added to its degree inventory with the establishment of programs in Criminology and Anthropology in Fall 2015. The new name more adequately reflects the academic programs offered by the department.

President/Chancellor Approval Date: 2016-01-27

Board of Trustees Notification Date: 2016-02-11 (next scheduled meeting of the BOT)

Chief Academic Officer:



2016-01-27

SIGNATURE

DATE

[UCA form updated 2016-01-06]

VII. ACTION AGENDA

F. Notification: Department Name Change: Department of Kinesiology and Physical Education to Department of Exercise and Sport Science

The Department of Kinesiology and Physical Education proposes that its name be changed to Department of Exercise and Sports Science. The change is more reflective of the department's current programs; the expertise of the faculty; and the future aspirations of the department and faculty. The dean of the College of Health and Behavioral Sciences has recommended the change, and it has been approved by the provost and president.

Supporting materials (following pages): ADHE Form LON-1

LETTER OF NOTIFICATION – 1

NAME CHANGE OF EXISTING CERTIFICATE, DEGREE, MAJOR, OPTION, OR ORGANIZATIONAL UNIT

(No change in curriculum, emphasis, or organizational structure)

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

July 1, 2016

5-6. N/A

7. Current title of organizational unit

Department of Kinesiology and Physical Education (department code: 1990)

8-9. N/A

10. Proposed name of organizational unit

Department of Exercise and Sport Science (department code: 1990 [no change])

11-12. N/A

13. Reason for proposed action

The new department name is a more modern name than the existing name and aligns more closely to the department's current programs, the expertise of its faculty, and its future aspirations for both.

President/Chancellor Approval Date: 2016-02-03

Board of Trustees Notification Date: 2016-02-11 (the next scheduled meeting of the BOT)

Chief Academic Officer:


SIGNATURE

2016-02-03

DATE

[UCA form updated 2016-01-06]