

The Board of Trustees of the University of Central Arkansas convened in regular meeting Friday, May 10, 2002, at 2:00 p.m. in the Community Room in College Square with the following officers and members present, to-wit:

Chair:	Mr. Randy Sims
Vice Chair:	Mr. Rush Harding
Secretary:	Mr. Kelley Erstine
	Mr. Scott Roussel
	Dr. Michael Stanton
	Mr. Dalda Womack

and with the following absent, to-wit:

Mr. Rickey Hicks

constituting a quorum of said Board, at which meeting the following business was transacted, to-wit:

### **MINUTES**

Minutes of the March 8, 2002, Board meeting were unanimously approved as circulated upon motion by Mr. Harding with a second by Mr. Roussel.

### **INTRODUCTIONS AND ANNOUNCEMENTS**

Mr. Sims expressed appreciation to the university, athletic department, and ARAMARK for an outstanding job with the All-Arkansas Basketball Classic held in the Farris Center April 12-13.

President Smith introduced the following people:

Brad Calhoon (coach), Natalie Allaby, Mark Wagner, and Tricia Rowland, representatives of the cheerleading squad. The squad recently won a second national championship;

Deloise Mowdy, incoming president of the Staff Senate;

Michael Schaefer, incoming president of the Faculty Senate;

Courtney Shearer, incoming president of the Student Government Association;

Becky Rasnick, SGA's undergraduate adviser of the year and recipient of the National Academic Advising Association (NACADA) 2002 Outstanding Advising Award;

Sharon Ross, Graduate Adviser of the year;

Joyce Reid, Staff Employee of the year;

Gary Wekkin, recipient of the Faculty Research, Scholarship, and Creative Activity Award;

Jane Lammers, recipient of the Public Service Award; and

Pat Desrochers, recipient of the Teaching Excellence Award.

President Smith announced that Dr. Roger Lewis, Director of Institutional Research, will retire effective June 30 after serving 12 years on the president's staff.

### **PRESIDENT'S REPORT**

President Smith expressed appreciation to the Covenant Group for making College Square available for the Board meeting. President Smith reported that 48 of the 100 units in the facility have been leased and full occupancy is expected soon.

**Litigation** - Melissa Rust, Assistant Vice President for Legal Services, presented the following litigation report:

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Paul Pojman v. University of Central Arkansas, (EEOC-251A1178).

Charging party Paul Pojman, a former faculty member, initiated a charge before the Equal Employment Opportunity Commission alleging a supervisor discriminated against him due to his sex in creating a sexually hostile work environment, and retaliated against him for his involvement in a sexual harassment investigation, in violation of Title VII of the Civil Rights Act of 1964, as amended. The university has provided a response denying each and every material allegation of the charge.

Melody Fields v. University of Central Arkansas, (02-0504-CC).

Claimant Melody Fields, a student, has submitted a claim before the Arkansas State Claims Commission alleging she was injured due to the negligence of the university. Claimant is seeking damages in the amount of \$50,000. The university submitted its Answer and First Set of Interrogatories and Request for Production of Documents to claimant. Despite claimant's request for \$50,000, the parties reached a compromise settlement approved by the State Claims Commission in the amount of \$3,250.

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University of Central Arkansas v. Simms and Barry, (UDRP #D2002-0316),  
World Intellectual Property Organization Arbitration and Mediation Center (WIPO).

During a meeting in 1996, the Board requested that the university obtain trademark protection for a number of names, logos, and symbols that represent the university and its programs. Federal trademark protection was accomplished during the past couple of years for the following marks: University of Central Arkansas, UCA, UCA with the bear mascot, and University of Central Arkansas Alumni Association crest.

The university was notified on March 12, 2002, of the improper registration of the domain name [www.universityofcentralarkansas.com](http://www.universityofcentralarkansas.com) by a prospective student who, while searching

the Internet for information about graduate studies, was directed to a graphic anti-abortion web site. Additional searches conducted in the days thereafter revealed that the domain name was registered on February 24, 2002, and had been linked to an on-line prescription service, as well as a political satire site. The university contacted the New York residents requesting that they cease and desist from using the university's name since their actions were a violation of federal trademark law. Although the university received no response from Mr. Simms, Mr. Barry offered to sell the university its name for \$1,000.00, despite the fact that fees associated with registering a domain name are generally \$30.00.

On April 02, 2002, the university submitted an arbitration pleading before the World Intellectual Property Organization's Arbitration and Mediation Center in accordance with the Uniform Policy for Domain Name Dispute Resolution. The university has received notice that an arbitrator has been assigned to the case. It is anticipated that the arbitration proceeding will take approximately six weeks to complete.

It is the university's position that the actions of these individuals abridge the trademark protection afforded by the United States Patent and Trademark Office. The accompanying federal law requires the holder of a trademark to exercise due diligence in protecting the use and/or misuse of its name.

Based upon a review of cases filed by other universities, the university anticipates a favorable decision resulting in either the cancellation or transfer of the domain name.

Since the submission of the arbitration pleading, the university has registered its name and/or variations of names in several of the top-level domains, and will monitor the need for additional filings.

**Financial Report** - Mr. Paul McLendon, Interim Vice President for Financial Services, reviewed the financial report ending March 31, 2002, and responded to questions from Board members.

**Mansard Apartments** - President Smith reported that negotiations to purchase Mansard Apartments have failed. The administration has notified the owner that UCA will no longer lease apartments in the Mansard complex. Arrangements have been made to lease other apartments in the campus area. President Smith stated that he will be working with staff members in the coming year to prepare a proposal regarding housing.

**Commencement Ceremonies** - President Smith announced that undergraduate and graduate commencement ceremonies are scheduled for Saturday, May 18, 2002, at 10:30 a.m. and 3:00 p.m. in the Farris Center. Robing will begin in the Purple Circle Room thirty minutes before each ceremony.

**Presidential Search** - Mr. Bob McCormack, Chair of the Presidential Search Committee, reported that 25 additional applications have been received after re-advertising, making a total of 81 applications as of April 25. Mr. McCormack stated that the pool of applicants has been narrowed to 12.

Mr. McCormack explained that since applications are still being accepted, the short list may continue to change until the committee makes its recommendation to the Board. Mr. McCormack stated that the committee is on schedule and will bring a group of candidates to the campus in September. The committee will then recommend three to five candidates to the Board by October 9.

A brief discussion followed during which Mr. McCormack responded to questions from Board members.

### **ACTION AGENDA**

At President Smith's suggestion, the Board considered the following two items together. President Smith and Mr. McLendon reviewed both items and responded to questions from Board members. Following lengthy discussion, both resolutions were unanimously approved upon motion by Mr. Womack with a second by Mr. Roussel.

**(1) General Registration and Other Fees (Board Policy No. 630) - Undergraduate Students (Full-time)** - As previously approved by the Board of Trustees in May 2001 for the 2002-2003 year, the general registration and other required fees for an undergraduate student enrolled in at least twelve credit hours per semester is \$1,911. Out-of-state students pay an additional \$1,572 in general registration.

It is recommended that the general registration fee be increased an additional 4.5 % to \$1,656 for 2002-2003. When approved, the total increase for general registration and mandatory fees for 2002-2003 will be increased \$126 or 6.74% when compared with the 2001-2002 fees of \$1,869.

It is recommended that the out-of-state general registration fee be increased an additional 5.3% to \$1,656 for 2002-2003. When approved, the total increase for the out-of-state general registration fee for 2002-2003 will be increased \$126 or 8.2 % when compared to the 2001-2002 fees of \$1,530.

**Undergraduate Students (Part-time)** - As previously approved by the Board of Trustees in May 2001 for the 2002-2003 year, the general registration and mandatory fees for an undergraduate part-time student is \$156 per credit hour. In addition each student will pay an AAGE fee, activity fee, radio station fee, health services fee, and publication fee.

It is recommended that the general registration and mandatory fees be increased an additional 4.5% for 2002-2003 to \$163.00 per credit hour. When approved, the total increase in general registration and mandatory fees for 2002-2003 will be \$10.50 per credit hour or 6.9% when compared to the 2001-2002 fees of \$152.50 per credit hour.

It is recommended that the out-of-state tuition general registration fee be increased an additional 5.3% to \$138 per credit hour for 2002-2003.

**Graduate Students** - As previously approved by the Board of Trustees in May 2001 for the 2002-2003 year, the general registration and other required fees for a graduate student is \$173 per credit hour. In addition, a student pays a student activity fee, radio station fee, health services fee, and publication fee. Out-of-state students pay an additional \$175 per credit hour.

It is recommended that the general registration fee be increased an additional 4.3% for 2002-2003 to \$171 per credit hour. When approved, the total general registration and mandatory fees for 2002-2003 will be \$195.50, an increase of \$12 per credit hour or 6.5% when compared to the 2001-2002 fees of \$183.50.

It is recommended that the out-of-state general registration fee be increased an additional 4% to \$182 per credit hour for 2002-2003.

**“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES ADOPTS THE REVISIONS TO SECTIONS OF BOARD POLICY NO. 630, ‘GENERAL REGISTRATION AND OTHER FEES,’ WHICH RELATE TO STUDENT FEES AS CONTAINED IN THE FOLLOWING SCHEDULE OF GENERAL REGISTRATION AND OTHER FEES PER SEMESTER FOR THE 2002-2003 ACADEMIC YEAR, EFFECTIVE FALL 2002;**

**BE IT FURTHER RESOLVED: THAT ALL FEES NOT MODIFIED REMAIN AT THE SAME LEVEL AS THE 2001-02 ACADEMIC YEAR.”**

UNIVERSITY OF CENTRAL ARKANSAS  
BOARD POLICY

Policy Number: 630

Subject: Fees - General Registration and Others

Date Adopted: 3/94

Revised: Passim (most recent 5/02)

**UNDERGRADUATE**

The current and proposed general registration and other required fees for an undergraduate student are as follows:

	<u>2001-2002</u>	<u>2002-2003</u>
<b><u>Current Fees</u></b>		
General Registration	1,530.00	1,572.00
Facilities	36.00	36.00
Cooperative Education	6.00	6.00
Fine/Performing Arts	24.00	24.00
HPER	48.00	48.00
Health Services (See Note 1)	5.00	5.00
AAGE	<u>5.00</u>	<u>5.00</u>
Sub-Total	1,654.00	1,696.00
Student Ctr/Recreation	48.00	48.00
Athletic	138.00	138.00
Student Activity	20.00	20.00
Radio Station*	4.00	4.00
Publication*	<u>5.00</u>	<u>5.00</u>
Total	<u>1,869.00</u>	<u>1,911.00</u>
<u>Out-of-State</u>	1,530.00	1,572.00
<b><u>Proposed Fees:</u></b>		<u>2002-03</u>
General Registration		1,656.00
Facilities		36.00
Cooperative Education		6.00
Fine/Performing Arts		24.00
HPER		48.00
Health Services (See Note 1)		5.00
AAGE		<u>5.00</u>
Sub-Total		1,780.00
Student Ctr/Recreation		48.00
Athletic		138.00
Student Activity		20.00
Radio Station*		4.00
Publication*		<u>5.00</u>
Total		<u>1,995.00</u>
Out-of-State		1,656.00

NOTE 1: Health Services Fee	<u>Fall/Spring</u>	<u>Interession</u>	<u>Summer I &amp; II</u>	<u>10-Week Session</u>
	\$5.00	\$1.00	\$2.50	\$5.00

\*Charged fall and spring semesters only

**GENERAL REGISTRATION AND OTHER MANDATORY FEES:  
UNDERGRADUATE**

The current and proposed general registration and other required fees for an undergraduate student on a per hour basis are as follows:

	<u>2001-02</u>		<u>2002-03</u>	
	<u>Per Hour</u>	<u>Maximum</u>	<u>Per Hour</u>	<u>Maximum</u>
<b><u>Current Fees:</u></b>				
General Registration	127.50	1,530.00	131.00	1,572.00
Facilities	3.00	36.00	3.00	36.00
Cooperative Education	0.50	6.00	0.50	6.00
Fine/Performing Arts	2.00	24.00	2.00	24.00
Student Ctr/Recreation	4.00	48.00	4.00	48.00
Athletic	11.50	138.00	11.50	138.00
HPER	<u>4.00</u>	<u>48.00</u>	<u>4.00</u>	<u>48.00</u>
Total	152.50	1,830.00	156.00	1,872.00

**Per Term/Semester:**

AAGE	N/A	5.00	NA	5.00
Student Activity (1-7 hrs.)	N/A	10.00	NA	10.00
Student Activity (8+ hrs.)	N/A	20.00	NA	20.00
Radio Station*	N/A	4.00	NA	4.00
Health Services	N/A	5.00	NA	5.00
Publications*	N/A	5.00	NA	5.00

Out-of-State	127.50	1,530.00	131.00	1,572.00
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	<u>2002-03</u>	
	<u>Per Hour</u>	<u>Maximum</u>
<b><u>Proposed Fees:</u></b>		
General Registration	138.00	1,656.00
Facilities	3.00	36.00
Cooperative Education	0.50	6.00
Fine/Performing Arts	2.00	24.00
Student Ctr/Recreation	4.00	48.00
Athletic	11.50	138.00
HPER	<u>4.00</u>	<u>48.00</u>
	163.00	1,956.00

**Per Term/Semester:**

AAGE	N/A	5.00
Student Activity (1-7 hrs.)	N/A	10.00
Student Activity (8+ hrs.)	N/A	20.00
Radio Station*	N/A	4.00
Health Services (See Note 1)	N/A	5.00
Publication*	N/A	5.00

Out-of-State	138.00	1,656.00
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NOTE 1: Health Services Fee	<u>Fall/Spring</u>	<u>Interession</u>	<u>Summer I &amp; II</u>	<u>10-Week Session</u>
	\$5.00	\$1.00	\$2.50	\$5.00

\*Charged fall and spring semesters only

## GRADUATE

The current and proposed general registration and other required fees for a graduate student are as follows:

	Current 2001-2002	Current 2002-2003	Proposed 2002-2003
General Registration	159.00	164.00	171.00
Facilities	3.00	3.00	3.00
HPER	4.00	4.00	4.00
Fine/Performing Arts	2.00	2.00	2.00
Sub-Total	168.00	173.00	180.00
Student Ctr/Recreation	4.00	4.00	4.00
Athletic	11.50	11.50	11.50
TOTAL	183.50	188.50	195.50

### Per Term/Semester

Student Activity (1-7 hrs.)	10.00	10.00	10.00
Student Activity (8+ hrs.)	20.00	20.00	20.00
Radio Station*	4.00	4.00	4.00
Health Services (See Note 1)	5.00	5.00	5.00
Publication*	5.00	5.00	5.00
Out-of-State	170.00	175.00	182.00

NOTE 1: Health Services Fee	<u>Fall/Spring</u>	<u>Intersession</u>	<u>Summer I &amp; II</u>	<u>10-Week Session</u>
	\$5.00	\$1.00	\$2.50	\$5.00

\*Charged fall and spring semesters only



## **(2) Operating Budget for 2002-2003**

The proposed operating budget for fiscal year 2002-2003 totals \$87,349,708 as compared with \$85,798,508 for fiscal year 2001-2002. This represents an increase of \$1,551,200 or 1.8 percent.

### **REVENUES**

State General Revenues - Projected state general revenues are based on the assumption that the university will receive 96.06 percent of \$39,071,903 for Allotment "A" under the Revenue Stabilization Act, and 100 percent of \$3,656,632 from the Educational Excellence Trust Fund. The reduction in budgeted state funds is \$1,489,391, a decrease of 3.49 percent over the previous year's estimated state funding. Budget cuts have been made to reflect this decrease.

Student Fees - The increases in general registration fees will produce an additional \$1,939,181 for 2002-2003 year. A registration fee for graduate students in the School of Management, Leadership, and Administration will provide \$25,000, along with \$97,440 generated by the projected increase in enrollment for a total of \$122,440. Student fees are expected to increase by a grand total of \$2,061,621 for 2002-2003.

Continuing Education's revenue budget has decreased by \$51,816 and book sales and rentals by \$25,500 to reflect changes in the programs offered. The income and expense budget reflects a comparable reduction of \$77,316.

Student Fee Transfer - Educational and General support for student health services has been increased by \$12,000.

The 3 percent increase in housing and meal plans along with the increased occupancy rate for both housing and the retirement center should produce \$1,051,283 in revenue.

### **EXPENDITURES**

Salary and related fringe benefits account for \$1.44 million of the increase in expenditures excluding auxiliary enterprises. The Consumer Price Index for the twelve-month period ended March 31, 2002, reflected a 1.5 percent increase.

New positions recommended in E & G are \$534,430 including fringes, this will help meet current market requirements.

Classified Employees - Salaries will be increased by 2.6 percent on July 1, 2002.

Faculty and Non-Classified Employees - Salaries will be increased by 2.6 percent on July 1, 2002.

Fringes - Fringe benefits have been continued at 27% in this budget.

Scholarships - The University's educational and general scholarship budget will increase for 2002-2003. The total increase of \$621,949 reflects a \$400 annual increase per student in several scholarship classifications to compensate for the increase in the general registration fee.

New Positions - Academic departmental adjustments accounted for the majority of new positions due to department chair resignations/reassignments, and new positions in the Colleges of Business Administration and Health and Applied Sciences.

School of Management, Leadership, and Administration - The costs in GSMLA are higher than many other programs due to higher salary requirements in business related fields and due to GSMLA's commitment to team teaching and use of practitioners. This budget reflects an increase of \$122,440 to cover salaries and fringe benefits.

**“BE IT RESOLVED: THAT THE UNIVERSITY OF CENTRAL ARKANSAS BOARD OF TRUSTEES APPROVES THE 2002-2003 OPERATING BUDGET TOTALING \$87,349,708 AS DISTRIBUTED AND DISCUSSED.”**

Mr. Erstine encouraged the Board and the administration to increase efforts to raise private funds for the university. President Smith and Board members agreed with Mr. Erstine. President Smith stated that he will work with staff members to address the issue.

Athletic Ticket Prices (Board Policy No. 641) - The athletic ticket policy adopted in May 2001 did not clarify specific charges for preseason ticket sales when different classifications of seats were obtained. The following policy change is related only to those ticket packets sold for the entire season in advance of the first game.

The following resolution was unanimously adopted upon motion by Mr. Harding with a second by Mr. Erstine:

**“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES HEREBY APPROVES THE FOLLOWING REVISIONS TO BOARD POLICY NO. 641, ‘ATHLETIC TICKET PRICES.’”**

UNIVERSITY OF CENTRAL ARKANSAS  
BOARD POLICY

Policy Number: 641  
 Subject: Athletic Ticket Prices  
 Date Adopted: 5/94 Revised: 10/94, 5/01

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The UCA Board of Trustees adopts the following schedule of ticket prices for UCA football and basketball games:

<del>STUDENTS</del>	<del>\$4.00 PER GAME</del>
<del>ADULTS</del>	<del>\$6.00 PER GAME</del>
<del>RESERVED SEATS - FOOTBALL</del>	<del>\$8.00 PER GAME</del>
	<del>FOR BENCH SEATING</del>
	<del>\$10.00 PER GAME FOR</del>
	<del>CHAIR BACK SEATING</del>
<del>PRE-SEASON TICKETS RESERVED - FOOTBALL</del>	<del>\$ 4.50 PER GAME</del>
<del>PRE-SEASON TICKETS - BASKETBALL</del>	<del>\$20.00 PER SEASON</del>

	<u>Students</u>	<u>Adults</u>	<u>Reserved Seats Bench</u>	<u>Reserved Seats Chair Back</u>
Football:	\$4	\$6	\$8	\$10
Basketball:	\$4	\$6		

**Pre-Season Ticket Sales (Purple Circle Club)**

The University of Central Arkansas will discount season tickets sold to the Purple Circle Club when they are purchased in book format for the entire season. The price of the ticket will be discounted to 75% of the normal cost of the applicable ticket classification for the Purple Circle Club.

**Copyright Ownership - Electronic Distance Learning (Board Policy No. 409)** - Ms. Rust presented this item and responded to questions from Board members with the assistance of Ms. Kim Bradford, Director of Continuing Education.

New technologies in teaching and scholarship are being used to advance the basic functions of the university in order to preserve, augment, and transmit knowledge to foster the abilities of students to learn. Since the demand for distance learning appears to be increasing and the continuing development of electronically developed course materials in various media seems likely, there are a number of issues to address, including but not limited to, the creation, use and distribution of various forms of electronically developed course materials, and the rights and responsibilities of the parties involved. The purpose of the policy is to protect the rights of faculty, students, and the university, and to encourage the offering of quality distance learning programs. The development of the policy was a collaborative effort involving the Distance Education/Extended Learning Advisory Committee, Faculty Senate, Division of Continuing Education, and legal counsel. All appropriate bodies have endorsed this policy for consideration by the Board.

The following resolution was unanimously adopted upon motion by Dr. Stanton with a second by Mr. Erstine:

**“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES HEREBY APPROVES BOARD POLICY NO. 409, ‘COPYRIGHT OWNERSHIP – ELECTRONIC DISTANCE LEARNING.’”**

UNIVERSITY OF CENTRAL ARKANSAS  
BOARD POLICY

Policy Number: 409  
Subject: Copyright Ownership - Electronic Distance Learning  
Date Adopted: \_\_\_\_\_ Revised: \_\_\_\_\_

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New technologies in teaching and scholarship should be used for the purpose of advancing the basic functions of the university in order to preserve, augment, and transmit knowledge and to foster the abilities of students to learn. In particular, distance learning is a delivery system where students receive instruction via electronic transmission, often through the use of electronically developed course materials. Instruction offered through distance learning is expected to be comparable in quality to instruction offered through traditional methods. The curriculum for instruction offered through distance learning will be approved through the departments in the same manner as curriculum for instruction offered through traditional methods.

Since the demand for distance learning appears to be increasing and the continuing development of electronically developed course materials in various media seems likely, it is important to address the issues raised by the creation, use and distribution of various forms of electronically developed course materials, and to clarify the rights and responsibilities of the parties involved. The purpose of this policy is to protect the rights of faculty, students, and the university, and to encourage the offering of quality distance learning programs.

Issues:

- (A) Who owns the copyright in electronically developed course materials and how should such rights be protected?
- (B) What are the responsibilities of faculty members to utilize various technologies to meet the needs of currently enrolled students?
- (C) Under what circumstances should faculty members prepare electronically developed course materials for use by students not currently enrolled in their classes?
- (D) What are the rights of faculty members regarding the continuing use of electronically developed course materials?
- (E) Who may receive royalties from the sale or licensing of electronically developed course materials?

General Guidelines:

A. Copyright Ownership: Board of Trustees Policy No. 410 recognizes that in most instances faculty members own the copyright in scholarly works created by faculty members. Thus,

faculty members generally hold the copyright in electronically developed course materials created on their own initiative. Board Policy No. 410 also recognizes ownership of copyright in works of authorship created pursuant to a contract or as a work-for-hire as residing with the university. Electronically developed course materials created jointly by faculty members and others, whose contributions are works-for-hire, are jointly owned by the faculty member and the university. Any owner of copyright in electronically developed course materials may secure copyright registration. Joint owners may agree to bear responsibility for the enforcement of copyright although there is no requirement to do so.

Ownership of works by students is controlled by copyright law. Students own the copyright in their works. A faculty member must obtain a student's permission to incorporate a student's work in a faculty-authored work.

For the purpose of this policy, the determination of copyright ownership and rights is based on an analysis of effort involved in and support provided for the development of electronically developed course materials. To assist with this analysis, the following descriptive categories are provided:

#### CATEGORY I:

Description of Support Used: The work is created without any direct support from or through the university and without the use of any university resources beyond those usually and customarily provided by the university. Resources usually and customarily provided by the university include office space, library facilities, ordinary access to computers and other equipment, networks, and routine technical support from the Distance Education Office, or salary.

Ownership and Rights: The work is original and results solely from a faculty member's efforts on his/her own personal time. The faculty member owns the intellectual property of works created in this category, may receive royalties for the work, and retains any distribution rights.

Example #1: A faculty member works with a publishing company to create a web-based course. The publishing company provides 500 hours of instructional design and production support and the course is mounted on the company's server. All of the work is done on the faculty member's own time, but some of the development is done on weekends using the faculty member's office computer. University-licensed development software available through the department is also used. The course is mounted on a commercial server.

Example #2: A professor in the biology department is approached by the publishing arm of an organization to create a CD containing images of evidence that the professor has photographed in preparing for classes over the years. The professor took the photographs on weekends using his

own camera and film, but on the department's copy stand. The organization creates and markets the CD.

## CATEGORY II:

Description of Support Used: The work is created with university resources above and beyond those usually and customarily provided by the university. Resources within this category include reassigned time or a summer stipend equivalent to one three-hour course, the use of a graduate assistant, student worker, or other employee for one semester (for no more than 20 hours per week), the use of specialized or unique facilities, equipment, technical support, or other special subventions provided by the university for one semester unless approved as an exception, or additional compensation based on the Guidelines for Extended Study. Use of specialized or unique facilities and equipment, technical support, or other special subventions shall not disrupt the normal course of university business.

Ownership and Rights: The work results from the faculty member's efforts. The faculty member owns the intellectual property and has the right to distribute the work. The faculty member may receive royalties for any distribution made outside of university course delivery. The university has a non-exclusive educational license to use the work as part of course delivery. If the work is used as part of university course delivery, the faculty member who created the course materials will be given the first right of refusal to be the instructor of record either as part of his/her course load or as part of an overload assignment. The university may agree, in its sole discretion, to compensate the faculty member for its use of the work.

Example #1: A faculty member works with a web course publishing company to put a course totally on the web. The university provides funds to purchase time from Channel 6 to videotape two hours of lecture to be streamed as part of the course. In addition, the university checks out to the faculty member one of two digital recording workstations for a period of two weeks. The web course publishing company records the materials provided by the faculty member and creates the web course, and thereafter mounts the course on its server. The faculty member works on the project almost exclusively on his/her own time.

Example #2: A faculty member who teaches a course for the university volunteers to put the course on the web. The university provides thirty hours of focused individual training and/or technical assistance for the faculty member on university courseware. The university also provides assistance in creating a power point presentation to be used as part of the course. The faculty member creates the course on his/her own time. The course is mounted on the university's server.

### CATEGORY III:

Description of Support Used: The work is created with university resources substantially above and beyond those usually and customarily provided by the university. Resources within this category include release time equivalent to more than one three-hour course (this could include a summer stipend), use of a graduate assistant, student worker, or other employee for more than one semester or for more than 20 hours per week during one semester, use of specialized or unique facilities and equipment, technical support, or other special subventions provided by the university for more than one semester, unless approved as an exception.

Ownership and Rights: The work results from the faculty member's efforts. The faculty member owns the intellectual property and has the right to distribute it and receive royalties for any distribution outside of university course delivery. The university has a non-exclusive educational license to use the work as part of course delivery. The university has a non-exclusive commercial license to market the course outside of the university. If licensed for a commercial purpose, either by the university or the faculty member, the university and the faculty member will each receive a percentage of the royalties, as negotiated. In the case of multiple authors, the authors will share the royalty pro rata based upon participation.

Example #1: A faculty member volunteers to make a departmental course available on the web. The faculty member is provided with a course release in the spring semester and is paid for a course in the summer to develop the product, but also contributes some of his/her own time. The university provides a substantial grant to purchase a digital camera to use in the project and a .5 FTE web developer housed in the department for a semester for use by the faculty member. Personnel from the university's Division of Continuing Education and Channel 6 record speakers for the class and digitize audio and video. The course is mounted on the university's server.

Example #2: A graduate school offers a degree by taping courses and allowing employees of two businesses to download the courses to view on their own schedules. Three faculty members from the school will rotate grading and answering questions for each course. A faculty member volunteers to offer the first course. During the next year, the faculty member is given release time each semester and is paid for two courses in the summer. The university funds the production times through Channel 6 for production of the tapes. Computing Services contributes significant hours in digitizing the tapes. The faculty member spends much of his/her own time designing the course for television delivery. The university mounts the course on its server.

### CATEGORY IV:

Description of Support Used: The university provides all of the resources for the work.



Ownership and Rights: An employee of the university is contracted to develop a specific product as a work-for-hire. The work is carried out as a part of the faculty member's assigned duties. The university owns the work, and has exclusive educational and commercial ownership and license authority. The faculty member is not entitled to payment of royalties, except as agreed upon by the university.

Example #1: The Chair of an academic department assigns a faculty member to develop a course that will be videotaped and broadcast the next year to sites in five school districts as part of a new master's program offered by the department. The faculty member is given release time for the fall and spring semesters and is paid full salary. All of the design and production work is done during work hours. The faculty member is assigned a .5 FTE research assistant for the academic year. The Division of Continuing Education and Channel 6 support the design and production of the videotapes.

#### CATEGORY V:

Ownership and Rights: The faculty member is using electronically developed course materials created as part of his/her teaching duties at the university. Ownership will be determined by categories one through four. There will generally be no extra compensation beyond the normal teaching compensation for use of the electronically developed course materials except as agreed upon by the university in its sole discretion.

Example #1: See Category II, Example I above. In this case, the faculty member might offer the course at the university. The university would pay the previously negotiated fee to a web course publishing company for access to the course materials, but this payment would not include compensation to the faculty member beyond the standard compensation for teaching the course.

Example #2: See Category III, Example 2 above. In this case, the faculty member could teach the course to students in the program. There would be no compensation to the faculty member beyond the standard compensation for teaching the course.

A. Administration: The Division of Continuing Education and the Distance Education/Extended Learning Advisory Committee, chaired by the Director of the Division of Continuing Education, shall be responsible for the administration of this policy, applying the policy equitably, and ensuring appropriate agreements are completed prior to mounting web-based courses for full delivery on the university's server. The university's legal counsel will assist with issues relevant to this policy, general copyright law, and attendant contractual agreements.

B. Prior Agreement: A faculty member should meet with the department chair and dean prior to creating electronically developed course materials for distance learning in order to reach an

agreement on ownership, institutional resource commitment, revenue, and the resultant category classification. A copy of the Agreement will be forwarded to the Director of the Division of Continuing Education for distribution to the Distance Education/Extended Learning Advisory Committee for review and assurance that the policy is being applied in an equitable manner. The Director of the Division of Continuing Education shall inform the Provost of any inequitable application of the policy, as observed by the Distance Education/Extended Learning Advisory Committee and of its recommendation to cure the inequities, and it shall be the responsibility of the Provost to resolve the issue with the faculty member. In the event the Provost and faculty member are unable to reach a satisfactory resolution, the matter will be forwarded to the Faculty Grievance Council in accordance with the requirements set forth in the Faculty Handbook. It is understood that in some circumstances the original category classification may change based upon a modification in university support for the project. In such cases, written agreements should be entered into between the university and the faculty member to resolve any issues of ownership.

C. Faculty Responsibility to Currently Enrolled Students: Faculty members have a responsibility to meet the reasonable needs of their currently enrolled students, including those needs best addressed by the use of technologies that make class materials readily available. For example, if recordings are needed by remote or disabled students, they should be created in the ordinary course of teaching and made available under reasonable circumstances. Electronically published course materials such as tape recordings and videotapes created in the ordinary course of instruction and not intended for use beyond the end of the current semester or by students other than those registered for the class, are the property and responsibility of the faculty member who creates or authorizes them. Handouts and other teaching materials created by the faculty member to support such electronically published course materials are also the property and responsibility of the faculty member who creates or authorizes them. Faculty members should be willing to utilize technologies appropriate to the circumstances to make course materials reasonably available to currently registered students. Faculty members may dispose of such materials in the manner they choose at the end of each semester and in accordance with the schedule maintained by the Office of Internal Audit. If the materials are maintained on the university's server, the faculty member may request the Distance Education Office to delete the materials at the end of each semester.

D. Course Development: Faculty members may receive, through usual university processes, reassigned time or extra compensation for duties performed in the best interests of the university's academic program, including electronically developed course materials.

E. Revision Rights: Faculty members should generally retain the right to update, edit or otherwise revise electronically developed course materials that become out of date, or, in certain circumstances, should place a time limit upon the use of electronically developed course materials that are particularly time sensitive, regardless of who owns copyright in these materials. These rights and limitations should be negotiated by the faculty member and the department chair in advance of

the creation of electronically developed course materials and reduced to writing. The *Guidelines for Extended Study* shall govern the development and revision of extended study courses. Absent a written agreement, a faculty member will have the right to modify the work on an annual basis in order to maintain academic standards. If the university believes a modification is necessary based upon university guidelines and/or consultation with faculty within the discipline, and no timely modification is made; or if the modification is made, and in the university's opinion, based upon university guidelines and/or consultation with faculty in the discipline, it does not meet academic standards, the university may refuse to market the product or may select another person to modify the materials.

F. Revenue: Faculty members shall receive all revenue that may accrue from the commercialization of electronically developed course materials created on their own initiative. Otherwise, the university retains all revenue that may accrue from the commercialization of electronically developed course materials created by faculty members pursuant to an agreement or as a work-for-hire, including electronically published course materials.

Copyright law permits joint owners to pursue commercialization either jointly or separately; however, an accounting is required. In instances of joint ownership between faculty members where the university also retains rights to revenue, the parties shall negotiate an allocation. Net fiscal year revenue derived from commercialization of intellectual property covered by this policy shall be shared as follows: 40% to the originator, 20% to the originator's department or immediate administrative unit, 20% to the dean's office of the originator's college, and 20% to the Division of Continuing Education. Where more than one individual is considered to be the originator, such persons will determine among themselves the individual share of the 40% each will receive. In the event an agreement cannot be reached, the determination shall be made by the Distance Education/Extended Learning Advisory Committee. Such determination by the Advisory Committee shall be final.

This policy shall not change income-sharing agreements entered into prior to the adoption of this policy. In certain university units, because of conditions of employment and the nature of work assignments, and the fact that units often assume continuing responsibilities for maintenance and periodic revision of the property, an alternate distribution of net income to the originator may be appropriate. Units wherein these situations may occur should propose appropriate modifications to the distribution scale described in this section. Upon approval by the Distance Education/Extended Learning Advisory Committee, such modifications shall be made as deemed appropriate. The determination of the Distance Education/Extended Learning Advisory Committee shall be final. Such modifications may not increase the combined shares of the originator and the department, as specified, except in unusual and very specific circumstances. The Division of Continuing Education reserves the right to suspend the distribution of income where there is reason

to believe that substantial deductible costs will be incurred in the future. The originator, the department, and the dean of the college shall be informed of such decisions.

The originator's rights to share in net income as stated above, but not including shares to the other named entities, shall remain with the individual or pass to the individual's heirs and assigns for so long as net income is derived from the property.

An annual fiscal year detailed accounting of income and costs shall be made available to the originator, the originator's department, and the dean of the originator's college by the Division of Continuing Education.

Net revenue is defined as gross royalties, license fees, or other such payments received by the Division of Continuing Education on behalf of the originator and the university less necessary direct costs, e.g., development or production, licensing, copyright enforcement, necessary travel, auditing fees, sponsor shares, marketing, packaging and handling, mailing, or courier costs. The phrase "gross royalties, license fees, or other such payments" means agreed upon payments specified in a license or other commercialization agreement usually expressed as a percentage of sales, a fixed dollar amount per unit produced or sold, or a total fixed dollar amount for production in return for the right to use, copy, reproduce, make, or sell an item of intellectual property or product based on such property.

G. Contributed Materials: Liabilities may be incurred with respect to the inclusion of materials in electronically published courses other than materials created by the faculty member, and inclusion of voices or images of persons in electronically developed course materials, including audience members and guest lecturers. It is the policy of the university that all faculty members comply with the law, including copyright and privacy laws. It is the responsibility of the faculty member to obtain all permissions and releases necessary to avoid infringing copyright or invading the personal rights of others.

H. Use of University's Name: Faculty members who create electronically developed course materials identified in categories I, II, and III above shall not represent to outside entities that he/she acts as an agent or representative of the university with respect to the creation of these materials.

I. Protecting the Work: Faculty members will determine whether to register the copyright and take such steps to protect works they own. The university will determine whether to register the copyright and will be responsible for the enforcement of works it owns. Any one of the authors of a joint work may register and enforce copyright in the names of all owners, with an accounting.

J. University Resources Usually and Customarily Provided: When determining ownership and license rights in electronically developed course materials, "university resources usually and customarily provided" includes such support as office space, library facilities, ordinary access to computers and other equipment, networks, routine technical support from the Distance Education Office, or salary. In general, it does not include the use of students or employees as support staff to

develop the materials, or substantial use of specialized or unique facilities and equipment, or other special subventions provided by the university, unless approved as an exception.

K. Retention of Non-exclusive License: Except for a work that is totally faculty generated as reflected in Category I, the university shall retain a non-exclusive educational license to reproduce and use the electronically published course materials in teaching university classes on or off campus. Since intellectual property designated as a work-for-hire in Category IV is owned in all respects by the university, there are no comparable restrictions on the use of these materials whether on or off campus.

L. Conflict of Interest: Faculty members may not create courses, substantial parts of courses or courseware for, or accept teaching assignments from, either a non-profit institution or a commercial enterprise, unless specifically authorized in advance by the provost on the recommendation of the appropriate dean. This policy applies equally to courses taught in person, or via the Internet, or other method of electronic transmittal. This policy is not intended to prevent faculty members from giving guest lectures at another institution or engaging in similar activities. Faculty should be sensitive to the fact that the distinction between occasional lectures, which are a part of academic life, and a teaching assignment for another university, which requires prior approval, is not always clear-cut. When there is a question as to whether an outside engagement falls within the range of allowable activities, a faculty member should first consult with the appropriate dean. The responsibility for recognizing and avoiding conflicts of interest rests primarily with the faculty member.

Dr. Sam Buchanan, Provost, presented the following six items and responded to questions from Board members. All six resolutions were unanimously approved upon motion by Mr. Harding with a second by Mr. Womack.

**(1) PhD in Communication Sciences and Disorders** - Responding to state and national needs, as well as clear interest by Arkansas professionals, a consortium of three programs in the state (representing four institutions of higher education: ASU, UALR/UAMS, UCA) propose a doctoral program in Communication Sciences and Disorders. At UCA, the Department of Speech-Language Pathology in the College of Health and Applied Sciences has been an active member of this consortium. This proposal represents the culmination of almost a decade of discussion among faculty from the degree-granting programs in Arkansas (ASU, UAF, UALR/UAMS, and UCA), with extensive focused planning for this PhD proposal during the past two years. In combination, the consortium commands sufficient resources for a strong core and for several specialty areas that can reach national prominence. The consortium model with shared program resources offers unique advantages, including a broad cadre of faculty across institutions in major departments and in correlate area departments, significant combined library holdings in communication sciences and disorders and related disciplines, adequate physical facilities and equipment including research and clinical laboratories to begin the program, access to varied clinical populations for research, shared costs for administration and recruitment, and accessibility for the majority of Arkansans and prospective students from several surrounding states, both geographically – consortium institutions are located in northeast and central Arkansas – and through distributed learning.

The proposed consortium program is a research-based doctoral program leading to the PhD degree and is intended to prepare personnel to work as faculty and scientists at institutions of higher education. The consortium planners have designed a curriculum rigorous in its research and scientific base, yet sufficiently broadly framed to allow for several different areas of specialization and correlate areas in related disciplines. Students will be prepared for grant writing, teaching, and supervision by pedagogy, mentorship, and internship activities in all three areas. Admission to the program will require a master's degree and a Certificate of Clinical Competence in speech-language pathology (CCC-SLP) or audiology (CCC-A). Students will apply to the consortium for admission; degrees, however, will be awarded by individual institutions in the consortium. The program is structured to balance enrollment across campuses. The curriculum includes 70 credit hours of course work sequenced to allow a full-time student to complete degree requirements in three years.

The proposed program has been reviewed and recommended for approval by all appropriate committees, councils, and administrators.

**“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES HEREBY APPROVES THE PHD PROGRAM IN COMMUNICATION SCIENCES AND DISORDERS.”**

## **Curriculum Outline for the Consortial PhD Program in Communication Sciences and Disorders**

The proposed curriculum is designed to prepare students for the following outcomes:

1. Program graduates will demonstrate competence in research design and dissemination of findings.
2. Program graduates will demonstrate competence in teaching formal classes.
3. Program graduates will demonstrate competence in supervision of students in pre-professional clinical practicums.
4. Program graduates will demonstrate competence in writing grants.
5. Program graduates will demonstrate a level of competence appropriate for doctoral-level degree holders for entry-level positions.
6. Program graduates will demonstrate a commitment to lifelong learning and professional growth.

The primary impetus for and focus of the proposed consortium PhD in Communication Sciences and Disorders has been both state and national needs to prepare doctoral personnel to work as faculty and scientists at institutions of higher education. Given this fact, it is anticipated that graduates will indeed seek employment in universities within and outside of Arkansas. Graduates of the program will receive course work and experiences central to their success as researchers, educators, and supervisors. At the same time, flexibility in areas of specialization and in selection of cognate areas will allow students to design a program of study that will benefit them in work settings other than higher education.

The program curriculum was developed according to principles delineated in the *Handbook of Research Education in Communication Sciences and Disorders*:

Programs leading to the PhD should provide training in research methods and experience in conducting research relevant to the discipline and the profession. Specifically, students pursuing the PhD need (a) criteria by which they can identify strong research training programs, (b) a variety of research-relevant training experiences, in addition to the dissertation, that can span the entire scope of the research process, (c) a curriculum appropriate to research training, and (d) mentoring suitable to the assumption of the career researcher role. (ASHA, 1994)

### **Program Admission Requirements**

There will be a single centralized admissions/acceptance process for all students. A committee comprised of a representative from each of the three consortium programs will select students to be admitted. Applicants must hold a masters' degree and a Certificate of Clinical Competence in speech-language pathology (CCC-SLP) or audiology (CCC-A). Admission will be competitive and based on a compilation of indices for potential success including GPA, standardized test scores (GRE), written application materials, and personal interviews. Students may request assignment at a particular institution; however, each consortium student will be assigned an institution to balance student FTE among participating programs. Students seeking admission into the consortium doctoral

program must meet Graduate School admission requirements at all consortium member institutions. A student will enroll at his/her assigned institution, but will take courses from all other schools in the consortium.

### **Course Requirements**

The core curriculum consists of seventy (70) semester credit hours including the following:

***Statistics and Research*** (18 hours) including parametric, non-parametric, and qualitative research design and analysis; research methodology and experimental design; and programmatic pre-dissertation research and mentoring. The first course will be offered by consortium faculty through distance learning. For the remaining 15 hours, consortium students will enroll in 12 hours of existing graduate courses in statistics and research offered for doctoral students by other departments on their home campus, and 3 hours of mentored pre-dissertation research.

***Doctoral Seminars*** (minimum of 12 hours) including (but not limited to) Voice Disorders, Motor Speech Disorders, Craniofacial Disorders, Neurogenic Language Disorders, Swallowing Disorders, Fluency Disorders, Augmentative and Alternative Communication, Developmental Language Disorders, Developmental Speech Disorders, Speech and Hearing Sciences, Normal Developmental Processes, Middle and Late Auditory Potentials, Binaural Hearing, Neurotransmitters in the Auditory System, Hearing Aid Compression and Speech Perception, Hearing and Aging, Speech Perception in the Hearing Impaired, Auditory Processing Across the Lifespan, Otoacoustic Emissions, Multicultural Issues in Treatment of Speech/Language/Hearing Disorders. Doctoral seminars provide the advanced in-depth focus for students in the broad content areas of hearing, language, and speech. Seminars will be offered at each institution yearly or on demand and content will vary based on students' areas of study and faculty expertise. Seminars may at times be taught collaboratively with faculty from multiple consortium programs.

***Professional Development*** (10 hours) including grant writing, teaching pedagogy, and supervision and clinical management, and four one-hour internships in supervision, grant writing, and teaching.

***Collateral Areas*** (9 hours) such as Gerontology, Deaf Education, Psychology and Counseling, Health Administration, Exercise Physiology, Education, Engineering, or Neurology. These are taught by faculty in departments other than communication disorders and will vary among participating consortium institutions.

***Elective Course Work*** (3 hours) may include an additional doctoral seminar or collateral course work.

***Dissertation*** (18 hours)



## **Course Sequence and Instructional Delivery**

The proposed sequence is designed as a three-year, full-time, intensive program. The curriculum will be offered at four universities (three programs) within Arkansas, with various distance-learning options providing selected core courses to each cohort group and additional specific course work provided on individual campuses to support focused research as well as cognate and specialization areas of study. Each consortium institution will accept course work transferred from the other schools and show those courses on the students' transcripts. Dissertation hours must be taken at the campus of primary enrollment.

The program will be geographically accessible for on-campus studies for many Arkansans and individuals in at least three surrounding states. In addition, distance learning opportunities to include compressed video and on-line instruction will be selected to support the appropriate learning environment for specific courses. The intent of using this technology is to increase teaching efficiency by allowing individual faculty members to teach selected sections of courses to all cohort students simultaneously.

The following new courses have been developed and approved at UCA:

- Advanced Research Methods (3 SCH)
- Grant Writing (2 SCH)
- Supervision and Clinical Management (2 SCH)
- Teaching Pedagogy (2 SCH)
- Doctoral Seminar - Hearing (may be repeated for 15 hours) (3 SCH)
- Doctoral Seminar - Language (may be repeated for 15 hours) (3 SCH)
- Doctoral Seminar - Speech (may be repeated for 15 hours) (3 SCH)
- Grant Writing Internship (1 SCH)
- Teaching Internship (1 SCH)
- Supervision Internship (1 SCH)
- Research Project 1 (1 SCH)
- Research Project 2 (2 SCH)
- Dissertation Research (repeated for 18 SCH) (variable)

Although doctoral seminar courses may be repeated under the same title (e.g., Doctoral Seminar - Speech) the content will vary. The specific content will be dependent on students' areas of study and faculty expertise.

## **Doctoral Academic Advisory Committee and Academic Program Policies**

The student and a selected doctoral academic advisory committee (minimum of Program Director, Department Chair, and one graduate faculty member) will determine the specific program of study for each student in accordance with the sequence described above. Approved graduate faculty in consortium programs may serve on academic advisory committees of any student admitted to the consortium. The chair of the committee must be selected from faculty who meet the qualifications for such service at the assigned home institution. Size and committee composition requirements of

the student's institution of residence will be followed. The Consortium Program Director will ensure that each student meets Graduate School requirements at their assigned institution including residency, satisfactory progress, and time-to-degree policies.

### **Comprehensive Examination**

During the semester of enrollment in which the core curriculum will be completed, students will be required to take a comprehensive examination. The comprehensive examination consists of sections designed to test the student's advanced knowledge of communication disorders and the student's expertise in specialty areas of research and course work. It will consist of both written and oral sections designed to allow the student to demonstrate mastery of knowledge at the doctoral level. Upon successful completion of the comprehensive examinations the student will be granted candidacy status. Students will not be permitted to enroll for dissertation credit until they have received candidacy status.

### **Defense of Dissertation**

The student's doctoral advisory committee must approve both an oral presentation and a written research proposal before the student can proceed with their dissertation research. After the research is completed the student will submit the dissertation to the committee. When the draft is reviewed and found acceptable, the student will be allowed to defend the dissertation orally before the doctoral advisory committee and interested members of the consortium graduate faculty. Policies and procedures for passing, failing, and repeating the dissertation defense will be in compliance with Graduate School requirements at the student's institution of residence.

### **Program Assessment**

An advisory council will be established to assist with continuous program assessment, revision, and quality improvement. The council will consist of academic administrators from consortium institutions, speech-language pathology faculty representatives from the graduate program at the University of Arkansas at Fayetteville and one of the state's undergraduate-only programs in communication disorders, students, graduates, and practicing professionals. Assessment standards will be consistent with those established by the Higher Learning Commission of the North Central Association of Colleges and Schools. Program assessment will be accomplished according to the plan on file in the consortium programs and the consortium institutions at offices responsible for academic assessment. A program assessment plan has been developed.

### **Program Faculty**

The program will have faculty with broad expertise in the specialty areas within the disciplines and will allow cooperative efforts by the consortium faculty to provide mentoring to all students in the program. In describing the faculty, ADHE consultant Dr. Danielle Ripich commented that "few doctoral programs are as large as the one proposed or as strong across the areas of diverse discipline." Approved graduate faculty status at one institution will be recognized by all consortium

institutions. Only doctoral-level faculty who meet the established criteria on their campus may direct dissertations.

**Resources**

A strength of the consortium model is in shared resources. In combination, the consortium commands sufficient resources for a strong core curriculum and several specialty areas that can reach national prominence. A unique advantage is created by significant combined library holdings in communication sciences and disorders and related disciplines, adequate physical facilities and equipment including research and clinical laboratories to begin the program, access to varied clinical populations for research, and shared costs for administration and recruitment.

**Program Costs and Funding**

The three consortium programs will contribute equally to support a full-time consortium program director and a full-time administrative assistant. Because consortium member programs and institutions have differing current resources to offer and different needs for new resources to meet their commitment to the consortium PhD program, each institution has prepared an institutional budget. New program costs include personnel, maintenance and operation, equipment, and student stipends. Student stipends are prorated for each campus based on a base of \$10,000 plus the expected tuition on that campus; thus total stipends vary among institutions.

In addition to student tuition, the consortium will seek external funds to support the first five years of the program. Administrators from consortium institutions have begun preliminary inquiries with private sources to determine the potential for support. If approved by ADHE, the consortium plans to submit a proposal for substantial federal support from the US Department of Education.

The following table summarizes projections of net cost for the total program and for each of the consortium programs through fiscal year 2006:

<b>Year</b>	<b>Total</b>	<b>ASU</b>	<b>UCA</b>	<b>UALR/UAMS</b>
0 (FY2002)	\$226,072	\$62,005	\$65,001	\$99,067
1 (FY2003)	\$316,347	\$84,537	\$87,377	\$144,433
2 (FY2004)	\$387,558	\$109,077	\$112,050	\$166,432
3 (FY2005)	\$388,792	\$109,158	\$112,462	\$167,172
4 (FY2006)	\$384,918	\$106,844	\$110,314	\$167,75

(2) **Master of Accountancy (MAcc)** - The Master of Accountancy program is designed to provide a fifth year of accounting education to prepare students for careers in professional accounting. The American Institute of Certified Public Accountants recommends five years of academic study in order to obtain the professional knowledge for a career in accounting, and more than 42 states (including Arkansas and surrounding states) have laws requiring five years of study as a prerequisite to sit for the CPA examination.

The educational objective of the Master of Accountancy program is to give students significant breadth and depth of accounting knowledge beyond the baccalaureate degree and, if desired, a specialization in taxation. The program will provide the academic background needed to enter a professional accounting career. Outstanding employment opportunities in public accounting, industry, and government await graduates of Master of Accountancy programs.

The Master of Accountancy will require 30 hours of course work beyond the baccalaureate degree. A concentration in taxation may be obtained by completing nine hours of electives in taxation courses offered by the department.

All appropriate university councils and administrators have recommended the program.

**“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES  
HEREBY APPROVES THE MASTER OF ACCOUNTANCY  
PROGRAM.”**

## Curriculum Outline for the Master of Accountancy Program

The Master of Accountancy will require 30 hours of course work beyond the baccalaureate degree. At least 24 of the 30 hours must be courses open only to graduate students. A concentration in taxation may be obtained by completing nine hours of electives in taxation courses offered by the department. (New courses are followed by \* in the following tables.)

Courses required for all students (18 hours):

- ACCT 6309 Tax Research and Planning
- ACCT 6310 Advanced Accounting Theory
- ACCT 6317 Seminar in Auditing \*
- ACCT 6320 Seminar in Accounting Information Systems \*
- ACCT 6340 Seminar in Case Studies in Accounting \*
- ACCT 6350 Seminar in Accounting Leadership \*

Electives chosen from the following approved courses (12 hours):

- ACCT 5312 Advanced Accounting (*Note A*)
- ACCT 5316 Advanced Income Tax (*Note A*)
- MBA 6301 Decision Modeling in Information Systems
- MBA 6302 Accounting for Management Decisions (*Note B*)
- MBA 6303 Managerial Economics
- MBA 6304 Communication in Organizations
- MBA 6305 Financial Decision Making
- MBA 6306 Legal Environment for Business Managers (*Note B*)
- MBA 6307 Entrepreneurship: The Act of Wealth Creation
- MBA 6308 Marketing Strategies
- MBA 6320 Strategic Management
- MBA 6321 Integration of Business Disciplines
- ACCT 6390 Special Problems in Accounting

A concentration in taxation requires that the following electives be completed:

- ACCT 6319 Corporations and Shareholder Taxation \*
- ACCT 6329 Partnership and S-Corporation Taxation \*
- ACCT 6339 Estate and Gift Taxation \*

*Note A:* ACCT 5312 Advanced Accounting and ACCT 5316 Advanced Income Tax are open to graduate and undergraduate students. Students not completing equivalent courses in Advanced Accounting or Advanced Income Tax in their undergraduate program are required to complete ACCT 5312 and ACCT 5316 in their master's program. The courses will be allowed for graduate credit only if the student has not completed a similar course at the undergraduate level.

*Note B:* Not open to students who have completed a similar course in the undergraduate level.

### **Program Costs**

The department will offer the courses in a manner that will allow full-time students to complete the program in one academic year. Offering the additional courses will require one new faculty position. The total estimated new cost of the program (instructional, library, and supply costs) is \$127,952. The projected enrollment of 30 students per year will generate annual revenue of \$143,100 in general registration fees (at current per-credit-hour rates), more than covering new costs of the program.

### **Program Admission**

Admission to the Master of Accountancy program is based on the applicant's undergraduate record and score on the Graduate Management Admission Test (GMAT). A minimum score on the GMAT of 400 is required for admission to the program. Students must have a minimum index score of at least 950 based on the formula  $200 \times \text{GPA} + \text{GMAT score}$  if their undergraduate GPA is 2.7 or above. Applicants with an undergraduate GPA of less than 2.7 must have an index score of at least 1000. International students must score a minimum of 550 on the TOEFL test. A baccalaureate degree in accounting is required; in lieu of a baccalaureate degree in accounting, an applicant may be admitted by presenting a baccalaureate degree in another field and credit in the following undergraduate courses or their equivalents (42 hours total):

- Intermediate Accounting (6 hours)
- Cost Accounting (3 hours)
- Individual Taxation (3 hours)
- Auditing (3 hours)
- Non-Profit and Governmental Accounting (3 hours)
- Microeconomics (3 hours)
- Macroeconomics (3 hours)
- Management (3 hours)
- Marketing (3 hours)
- Principles of Finance (3 hours)
- Statistics (3 hours)
- Business Law (3 hours)
- Introduction to Management Information Systems (3 hours)

**(3) Master of Science in Training Systems** - The College of Education proposes a Master of Science degree program in Training Systems. The proposed program will replace the existing MSE in Business and Marketing Technology and reorganize other existing curricula to form a professional degree program with a common core and four specialized tracks:

- Track 1:* Business and Marketing Technology (existing MSE program)
- Track 2:* Adult Education
- Track 3:* Training and Development
- Track 4:* Educational Technology (existing track in the MS program in Library Media and Information Technologies)

These curricular tracks will meet the needs of four distinct populations: business and marketing teachers, adult education teachers, trainers in the corporate world, and technologists in the corporate and education areas. No new courses will need to be developed. Existing faculty resources, facilities, and equipment including library holdings exist to meet the needs of the program. The new degree will meet the educational and training needs of the academic and business community.

The existing MSE program in Business and Marketing Technology prepares teachers for expanded roles in the public schools. Instructors who are teaching business administration courses in technical colleges, four-year institutions, and technical institutes (licensure is not required for post-secondary faculty) have similar but different needs. The needs of both groups will be met by the proposed program's track in Business and Marketing Technology.

The Adult Education and Training and Development tracks respond to the need for a professional degree program directed toward preparing educational personnel for non-public school educational and teaching positions. Community agencies, youth and adult organizations, labor, business, government, media, and religious organizations are examples of settings where significant educational and training activities occur. Many of these organizations require personnel with technology and training competencies.

Requests are regularly made for a program at the University of Central Arkansas designed to license adult educators. These requests reflect close collaboration between the department of Middle/Secondary Education and Instructional Technology and county/city adult learning centers. Faculty within the department have offered specialized training annually over the past five years to adult educators from local communities across Arkansas. While course work in adult education exists at UCA, no program aimed at licensure has been established. The need exists to capitalize upon the department's resources, course work, and collaboration with adult education agencies to effectively meet the training/licensure needs of the state.

Similarly, a need exists to address the educational training and development needs of business and industry. Current research from The American Society of Training and Development reports that industry spends over \$32 billion annually on training of its workforce. It is estimated that by the year 2020 workers in many industries will need to be retrained as many as 13 times. Personnel at central Arkansas industries and businesses, the Arkansas Economic Development Commission, and representatives from the Department of Workforce Education have confirmed that the above national statistic is representative of Arkansas. There is a need in Arkansas for trainers to provide instruction for initial training as well as re-training.

The track in Educational Technology cuts across each area but is also distinct in itself. The computer specialist for education and training and development must possess the competencies learned in the common core of training systems but must take specialized courses in technology. These students have no particular interest in any of the other three specialized areas but need specialized courses to meet workforce/education institution requirements. The current location of this track in the Library Media and Information Technologies program makes little sense for the track's clientele, who need the competencies offered to meet job requirements but have no interest in the Library Media degree. Moving this track to the proposed program will solve the problem and complement the other Training Systems tracks.

All appropriate university committees, councils, and administrators have recommended the proposed program.

**“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES HEREBY APPROVES THE MASTER OF SCIENCE PROGRAM IN TRAINING SYSTEMS.”**



## **Curriculum Outline for the MS Program in Training Systems**

The Master of Science program in Training Systems is a 36-credit-hour program organized around six three-hour courses. (No new courses have been developed for the proposed curriculum.) Admission into the University of Central Arkansas Graduate Studies program will be required before enrolling in courses. To qualify for admission, students must have an undergraduate degree, GRE scores on file with the Graduate Office before admission, and a GPA of 2.7 in undergraduate work.

### **Core Curriculum (18 hours):**

The following courses are required of all students:

- MSIT 6380 Research Methods
- MSIT 5340 Teaching People of Other Cultures
- BMED 6323 Seminar
- BMED 5325 Applications of Computers in Education
- EMLS 6350 Introduction to Instructional Technology
- BMED 6375 Global Information Resources

### **Specialization (18 hours):**

Students must select one of the four specialization areas listed below:

#### ***Business and Marketing Technology***

Required courses:

- BMED 6326 Curriculum and Supervision in Business and Marketing Technology Education
- BMED 6359 Improvement of Instruction in Vocational Education for the Special Needs Learner

Four electives may be selected from the following courses:

- BMED 5396 Methods and Techniques of Adult Education
- EMLS/BMED 6318 Microcomputer Networking
- BMED 6331 Special Projects
- BMED 6335 Computer Application Software
- EMLS/BMED 6337 Computer Graphics and Animation
- BMED 6340 Advanced Instructional Techniques for Trainers
- BMED 6350 Concepts and Practices of Training and Development
- EMLS/BMED 6354 Multimedia
- BMED 6358 Managing Computer Technology in Educational Settings
- BMED 6368 Role of the Computer Specialists
- BMED 6371 Organization and Administration of Adult Education

### ***Adult Education***

Required courses:

- BMED 5395 Introduction to Adult Education
- BMED 5396 Methods and Techniques of Adult Education
- BMED 6371 Organization and Administration of Adult Education

Three electives may be selected from the following courses:

- PSYC 5352 Adult Psychology
- BMED 6359 Improvement of Instruction in for the Special Needs Learner
- BMED 6335 Computer Application Software
- BMED 6340 Advanced Instructional Techniques for Trainers
- BMED 6350 Concepts and Practices of Training and Development
- BMED 6358 Managing Computer Technology in Educational Settings
- ECSE 6379 Reading in the Content Areas
- EMLS/BMED 6354 Multimedia

### ***Training and Development***

Required courses:

- BMED 6340 Advanced Instructional Techniques for Trainers
- BMED 6350 Concepts and Practices of Training and Development
- BMED 5396 Methods and Techniques of Adult Education

Three electives may be selected from the following courses:

- MBA 6304 Communication in Organization
- MBA 6312 Multicultural Communications
- EMLS/BMED 6337 Computer Graphics and Animation
- EMLS/BMED 6354 Multimedia
- BMED 6368 Role of the Computer Specialist

### ***Educational Technologies***

Required courses:

- EMLS/BMED 6335 Computer Applications Software
- EMLS 6357 Applied Computer Technology
- BMED 6331 Special Projects: Visual Basic

Three electives may be selected from the following courses:

- EMLS/BMED 6337 Computer Graphics and animation
- EMLS/BMED 6354 Multimedia
- EMLS/BMED 6318 Microcomputer Networking
- BMED 6358 Managing Computer Technology in Education Settings
- EMLS/BMED 6368 Role of the Computer Specialist
- BMED 6371 Organization and Administration of Adult Education

(4) **Linguistics Minor** - The College of Fine Arts and Communication and the Department of Writing and Speech proposes a minor in linguistics. The linguistics minor is based on existing courses in the Department of Writing and Speech and in the Departments of English, Philosophy and Religion, Psychology and Counseling, Speech-Language Pathology, and World Languages, Literatures, and Cultures. The department anticipates beginning the program in the fall of 2002. The university has sufficient facilities, equipment, and library resources to offer the program and has an outstanding faculty with backgrounds in linguistics, foreign languages, first and second language acquisition, phonetics, cognitive psychology, speech, and communication.

The purpose of the minor in linguistics is to offer students the opportunity to specialize in the study of language. At 24 hours, the minor will complement many of UCA's majors. The minor will, for example, reinforce a primary study in writing, speech, English, world languages, or speech-language pathology; it will allow students in philosophy or psychology to specialize in their discipline's application to language studies; and it will prepare students in information systems for careers in natural language processing or computational linguistics.

The program has been reviewed and recommended for approval by all appropriate committees, councils, and administrators.

**“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES HEREBY APPROVES THE MINOR IN LINGUISTICS.”**

## Curriculum Outline for the Linguistics Minor

### **Required courses (15 hours):**

WRTG 2320 Introduction to Linguistics

PHIL 4330 Philosophy of Language

WRTG 4315 Semantics

WRTG 4325 Sociolinguistics

One course selected from the World Literature 2310 courses:

FREN 2310 French Conversation and Composition I

GERM 2310 German Conversation and Composition I

JAPN 2310 Japanese Conversation and Composition I

LAT 2310 Intermediate Latin I

RUSS 2310 Russian Conversation and Composition I

SPAN 2310 Spanish Conversation and Composition I

### **Electives (9 hours) selected from the following courses:**

ENGL 3335 Language and Grammar Studies

ENGL 3315 Gender and Language

ENGL 4360 History and Structure of the English Language

WLAN 4325 Second Language Acquisition

WLAN 4330 Second Language Assessment

Approved advanced courses in French, German, or Spanish (FREN 3300, 3303, 4350; GERM 3300, 3303, 4350; SPAN 3300, 3303, 4350)

PHIL 2310 Introduction to Logic

PSYC 3325 Cognitive Psychology

SPCH 3303 Gender Communication

SPCH 3307 Interpersonal Communication

SPTH 2303 Basic Sign Language

SPTH 2322 Applied Phonetics

SPTH 3300 Phonological Acquisition

SPTH 3320 Language Pathologies in Children

SPTH 3321 Acquisition and Development of Normal Speech and Language

SPTH 4303 Intermediate Sign Language

WRTG 4330 Linguistics for Educators

(5) **African/African-American Studies Minor** - The minor in African/African-American Studies joins existing minors in Asian Studies and Latin American Studies as an opportunity for UCA students to expand their global awareness and participate in the twenty-first century international village. A 2001 report by the federally funded National Center on Postsecondary Teaching, Learning and Assessment confirms that nothing enhances critical thinking ability as much as the awareness of difference, knowledge of another culture making a person aware of alternative values, points of views, and ways of thinking. A program of African/African-American study aims to foster a civic culture that respects both racial differences and commonalities.

The African/African-American minor requires twelve hours of core courses in history, cultural history, and issues of race and ethnicity. Students will take an additional nine hours of electives from courses taught in the Departments of English, History, Philosophy and Religion, Sociology, Music, Political Science, and World Languages, Literatures, and Cultures. The introductory course, which is part of the twelve-hour core, is a genuinely interdisciplinary course which uses folklore to help students trace the transformation of key cultural paradigms as African peoples moved from Africa, through the Caribbean, to the continental United States.

The UCA minor in African/African-American Studies is unique among programs offered in the State of Arkansas by giving as much attention to the culture of the Caribbean “middle passage” as to the more traditionally studied fields of African and African-American culture. This emphasis is supported by the presence on the UCA campus of the *Journal of Caribbean Literature*, and by several developing study-travel opportunities that will allow students to experience Afro-Caribbean culture first-hand.

The minor will draw not only students of African-American descent who wish to know more about their culture, but students interested in pursuing careers in education, international business and finance, foreign service, law, social work, and health care.

The proposed minor program has been reviewed and approved by all appropriate committees, councils, and administrators.

**“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES HEREBY APPROVES THE MINOR PROGRAM IN AFRICAN/AFRICAN-AMERICAN STUDIES.”**

## Curriculum for the Minor in African/African-American Studies

### **Core Courses (12 hours):**

Introduction to the Field of Study (3 credits)

WLAN 13XX Introduction to African/African-American Studies

Issues of Race and Ethnicity (3 credits): Choose one.

PHIL 2360 Gender, Race and Class Issues

SOC 3310 Minority Relations

Historical Survey (3 credits): Choose one.

HIST 3353 African-American History, 1619-1868

HIST 3354 African-American History, 1868-present

HIST 4388 African History

Cultural History (3 credits): Choose one.

ENGL 3325 Advanced Readings: Harlem Renaissance

ENGL 3325 Advanced Readings: African and/or African-American Theater

ENGL 4380 African-American Literature

ENGL 4304 Studies in English/American Literature: Race in American Literature

### **Electives (9 hours):**

Elective courses are to be chosen from the following:

ENGL 3325 Advanced Readings: James Baldwin

ENGL 3325 Advanced Readings: Harlem Renaissance

ENGL 3325 Advanced Readings: African and/or African-American Theater

ENGL 4304 Studies in English/American Literature: Race in American Literature

ENGL 4380 African-American Literature

WLAN 2315 Cultural Traditions: Exploring the African Diaspora

WLAN 2315 Cultural Traditions: Folklore of Africans in the New World

WLAN 2315 Cultural Traditions: Francophone Literature

HIST 3353 African-American History, 1619-1868

HIST 3354 African-American History, 1868-present

HIST 4388 African History

HIST 4391 Topics in History: African-American Autobiography

HIST 4391 Topics in History: The Civil Rights Movement

MUS 4301 Jazz, The History

PHIL 2360 Gender, Race and Class Issues

PHIL 3340 African-American Philosophy (new course)

PSCI 4345 Political Systems of Sub-Saharan Africa

RELG 3315 Religion and Culture: The Black Preacher in America

SOC 3310 Minority Relations

(6) **Gender Studies Minor** - The College of Liberal Arts proposes an interdisciplinary minor program in Gender Studies. The proposed program will allow students to examine such issues as the biological and social bases of gender, changes in conceptions of gender over time, and the impact of gender on both society and individual lives. Evolving changes in how the law understands gender equality in the workplace and in the social sphere make this minor a particularly important field of study.

The minor will allow students to take 18 hours from a list of over 20 different courses in the Departments of Biology, Health Science, Art, English, History, Philosophy, Economics, Psychology, Sociology, and Writing and Speech, and Mass Communication and Theatre. Of those eighteen hours, nine must come equally from the following three divisions: Biological Perspectives, Humanities, and Social and Behavioral Perspectives. The remaining nine hours are electives of the student's own choosing. Such a program asks students to explore the extent to which gender occurs naturally or is constructed by society, and how gender has been expressed historically in art and literature.

The Gender Studies minor will provide students with the tools for negotiating an increasingly complex and diverse world in which gender differences play an increasingly important part. It is recommended for students who expect to pursue careers in psychology, law, health care, business and finance – that is, in any field that requires strong communication skills and the ability to view problems from different perspectives.

The proposed minor program has been reviewed and approved by all appropriate committees, councils, and administrators.

**“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES HEREBY APPROVES THE MINOR PROGRAM IN GENDER STUDIES.”**

## Curriculum Outline for the Minor in Gender Studies

Eighteen hours of course work are required, chosen from the following; at least one course must be taken from each area.

### **Area 1: Biological Perspectives: 3 hours**

BIOL 2405 Human Anatomy and Physiology (prerequisite BIOL 1400 or BIOL 1440)

H ED 3305 Human Sexuality

H ED 4395 Contemporary Health Concerns - Women

H ED 4396 Contemporary Health Concerns - Men

### **Area 2: Humanities: 3 hours**

ART 3365 Women in Art

ENGL 3315 Gender and Language

ENGL 3325 Advanced Readings in World Literature (gender topic)

ENGL 4304 Studies in English and American Literature (gender topic)

HIST 4308 American Women's History

HIST 4309 Women in European History

PHIL 2360 Gender, Race, and Class: Philosophical Issues

PHIL 3345 Feminist Philosophy

### **Area 3: Social and Behavioral Perspectives: 3 hours**

ECON 4380 Seminar in Economics (gender topic)

PSYC 2370 Developmental Psychology (prerequisite: PSYC 1300)

PSYC 3350 The Family or SOC 4351 Family Structure and Interaction (prerequisite: SOC 1300)

SOC 3361 Gender Roles (prerequisite SOC 1300)

SOC 4342 Social Inequality (prerequisite SOC 1300)

SPCH 3303 Gender Communication

SPCH 3307 Interpersonal Communication



Dr. Buchanan presented the following two items and responded to questions from Board members. Both resolutions were unanimously adopted upon motion by Dr. Stanton with a second by Mr. Roussel.

(1) **Admission and Retention Standards for the Bachelor of Business Administration (BBA) Degree Program (Board Policy No. 323)** - The College of Business Administration proposes the establishment of a selective admission policy and of retention standards for BBA majors. To better maximize facilities usage and other resources, the college proposes that prospective majors earn an average grade point of 2.0 overall and a 2.0 in 24 hours of business foundation courses prior to admission to the BBA degree program. Further, the college requests Board of Trustees approval to require students to maintain these grade point averages in order to continue as BBA majors.

The BBA admission and retention policy has been endorsed by all appropriate committees, councils, and administrators.

**“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES HEREBY APPROVES ADMISSION AND RETENTION STANDARDS FOR THE BACHELOR OF BUSINESS ADMINISTRATION (BBA) DEGREE PROGRAM AS BOARD POLICY NO. 323.”**

UNIVERSITY OF CENTRAL ARKANSAS  
BOARD POLICY

Policy Number: 323

Subject: Admission and Retention Standards for the Bachelor of Business Administration  
(BBA) Degree Program

Date Adopted: \_\_\_\_\_ Revised : \_\_\_\_\_

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To be eligible to enroll in business core courses a BBA major must:

1. Obtain a 2.0 or higher cumulative grade point average, and
2. Complete at least 24 hours of the business foundation courses, which must include ACCT 2310, 2311, ECON 2320, 2321, 2330 (ECON 2330 can be an equivalent course), and
3. Obtain a 2.0 or higher cumulative grade point average in the business foundation courses completed.

To remain eligible to enroll in the business core or major courses a BBA major must:

1. Maintain a 2.0 or higher cumulative grade point average in the business foundation courses, and
2. Maintain a 2.0 or higher cumulative grade point average in the business core courses, and
3. Maintain a 2.0 or higher cumulative grade point average in his or her major.

Business Education majors, business minors, and others who wish to enroll in courses in the College of Business Administration are not bound by the grade point requirements above but they must complete the prerequisite courses that are stated in the bulletin. Non-BBA majors may not take more than 30 hours in the College of Business Administration.

If a BBA major fails to meet the requirements listed above after being admitted to the upper division business core and major courses for any semester, they will be placed on probation for the following semester. If the student does not satisfy all of the grade point requirements listed above by the conclusion of the probation semester, they will be dropped from the College of Business Administration core and upper division major courses for which they have pre-registered for the next semester. Thereafter a student can enroll in non-business upper division courses in order to raise their GPA to meet admission requirements for the College of Business Administration.

## Transfer of Credit

In addition to the University of Central Arkansas policies controlling the granting of credit for course work taken at other institutions, the following requirements apply to transfer work applied to any undergraduate business program.

Transfer students who are considered for admission to pursue a major in the College of Business Administration must have completed 24 hours of the business foundation courses, which must include ACCT 2310, 2311, ECON 2320, 2321, 2330 (ECON 2330 can be an equivalent course) and have a 2.0 (on a 4.0 scale) cumulative grade point average in the business foundation courses and his or her overall grade point average.

1. The student's records will be evaluated each semester to determine whether he or she should be admitted to a major. After receiving notification that a student has been admitted into his or her major, the student is expected to arrange for a degree check by their College of Business Administration advisor to ascertain remaining degree requirements.
2. A transferred course cannot carry more degree hours than are available in a similar University of Central Arkansas course. For example, a four hour principles of accounting course transfers here as three degree hours.
3. Credit earned at a two-year college cannot be used to meet upper division requirements in the College of Business Administration.
4. Courses taken at any institution of higher education where the course content is remedial are not acceptable for degree credit.
5. The student should be prepared to submit course descriptions, syllabi, or other course-related information for transfer course work if there is any question as to whether the College of Business Administration will grant degree credit for such work.
6. Exceptions: All requests for variations from the rules, regulations, and requirements of the College of Business Administration should be made in writing to the Associate Dean of the College of Business Administration. Consult the Dean's Office of the College of Business Administration for these requests. A committee will be formed with one representative from each department serving on this Exceptions Committee, which will be chaired by the Associate Dean. A student has the right to appeal decisions of the Exceptions Committee to the University Adjustments and Credentials Committee.

(2) **Admission Standards for the Bachelor of Science Degree Program in Professional Athletic Training Education (Board Policy No. 322)** - The number of students who may be admitted to the Bachelor of Science program in Athletic Training must be limited due to the nature of the degree and to meet accreditation guidelines. The Department of Kinesiology and Physical Education and the College of Health and Applied Sciences therefore propose that a new Board Policy establishing selective admission criteria be approved for students who seek admission to the athletic training program. The accreditation report is due to the Joint Review Committee of the Commission on Accreditation of Allied Health Education Programs on June 1, 2002. The proposed selective admission policy is essential for the university to be able to gain accreditation for the program.

The policy has been recommended by all appropriate councils and administrators.

**“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES HEREBY APPROVES THE FOLLOWING SELECTIVE ADMISSION POLICY FOR THE BACHELOR OF SCIENCE DEGREE PROGRAM IN PROFESSIONAL ATHLETIC TRAINING EDUCATION AS BOARD POLICY NO. 322.”**

UNIVERSITY OF CENTRAL ARKANSAS  
BOARD POLICY

Policy Number: 322

Subject: Admission to Professional Athletic Training Education Program (ATEP)

Date Adopted: \_\_\_\_\_ Revised: \_\_\_\_\_

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Admission to the athletic training professional program is selective and enrollment is limited. To apply for admission, a student must meet the following minimum requirements:

1. completion of a minimum of thirty credit hours with a cumulative grade point average of 2.5 on a 4.0 scale;
2. completion of professional courses (H ED 2201, KPED 1320, 2381, and PSYC 1300) with a grade point average of 3.0 on a 4.0 scale;
3. completion of BIOL 1400 or 1440, WRTG 1310, 1320, MATH 1390 or higher, with a grade of C or better;
4. completion of KPED 1350 with a B or better as well as the following course requirements;
  - a. successful completion of a performance assessment on two basic injury evaluations;
  - b. completion of 100 hours of clinical observation;
  - c. completion of the Technical Standards Form;
5. completion of the ATEP application;
6. submission of official transcripts of all college course work completed to date; and
7. completion of a formal interview with the athletic training education admissions committee.

Technical Standards for Admission

Technical standards establish essential qualities considered necessary for students to achieve knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of athletic training education's accrediting agency, the Commission on Accreditation of Applied Health Education Programs. Candidates for selection must demonstrate:

- mental capacity to formulate assessment and therapeutic judgments;
- postural neuromuscular control to perform tasks and safely use equipment;
- strong written and verbal communication skills;
- ability to function in a stressful environment;
- flexibility and perseverance to adjust to changing situations; and
- affective skills related to professional behaviors in the health care field.

In the event a student is unable to fulfill these technical standards, with or without reasonable accommodations, the student will not be admitted into the program.

Transfer students must meet the same academic, clinical, and technical admission standards as other students seeking admission into the program. Prerequisite course work with the exception of KPED 1350 Introduction to Athletic Training may be completed at another regionally accredited college, university, or community college. Courses taken elsewhere must be equivalent to UCA courses. The ATEP program reserves the right to determine appropriateness of transfer work. All college course work must be submitted.

**Baseball Field Improvements** - University property in the area of the baseball field suffers from very poor drainage. Water tends to collect on the baseball field. At times of even moderate rain, the outfield stands in water.

To correct this problem, the playing surface needs to be raised and crowned to create proper drainage. Yard inlets will then be constructed along the perimeter of the field to collect the run-off and new drainage lines will be laid under the Farris Center parking lot to direct water to the underground storm drain system located west of Estes Stadium. These improvements will be sufficient to handle the run-off from all existing and anticipated improvements in this area of the campus.

In addition, the lights at the baseball field do not meet NCAA standards and need to be upgraded. At times even when the current lights are in operation, baseball games have to be called due to darkness.

An engineer was retained to develop the plans for this project and it is estimated that the entire project will cost \$350,000. It is estimated that the initial phase of the project (primarily drainage) will cost \$225,000 and that the second phase of the project (primarily lighting) will cost \$125,000. The administration seeks authorization to proceed with this project. The authorization is contingent on the administration locating appropriate funds.

The following resolution was unanimously adopted upon motion by Mr. Womack with a second by Mr. Erstine:

**“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES AUTHORIZES THE BASEBALL FIELD IMPROVEMENTS DESCRIBED ABOVE AT A TOTAL PROJECT COST OF APPROXIMATELY \$350,000.”**

#### **EXECUTIVE SESSION**

Executive session, for the purpose of considering personnel matters, was unanimously declared upon motion by Mr. Harding with a second by Dr. Stanton.

#### **OPEN SESSION**

Open session was declared by Mr. Sims.

The following resolution was unanimously adopted upon motion by Mr. Harding with a second by Mr. Roussel:

**“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES APPROVES THE FOLLOWING ADJUSTMENTS, APPOINTMENTS, REAPPOINTMENTS, LEAVES WITHOUT PAY, PROMOTIONS, SABBATICAL, TENURE, ADVANCEMENTS, RETIREMENTS, AND TERMINATIONS, PROVIDED HOWEVER, THAT THE ADMINISTRATION IS AUTHORIZED TO MAKE CORRECTIONS AND CHANGES OF A CLERICAL NATURE.”**

(The personnel list is on file in the president’s office.)

**ADJOURNMENT**

President Smith invited Board members to take a tour of College Square following adjournment.

There being no further business to come before the Board, the meeting was adjourned upon motion by Mr. Erstine with a second by Dr. Stanton.

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Mr. Randy Sims, Chair

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Mr. Kelley Erstine, Secretary