

The Board of Trustees of the University of Central Arkansas convened in regular meeting Friday, March 12, 1999, at 3:00 p.m. in the Fireplace Room in McCastlain Hall with the following officers and members present, to-wit:

Chair:	Mrs. Elaine Goode
Secretary:	Mr. Dalda Womack
	Mr. Madison P. Aydelott III
	Dr. Harold Chakales
	Mr. Rush Harding III
	Mr. Randy Sims

and with the following absent, to-wit: Vice Chair: Mr. Rickey Hicks

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

MINUTES

Minutes of the January 22, 1999, Board Meeting were unanimously approved as circulated upon motion by Mr. Womack with a second by Dr. Chakales.

INTRODUCTIONS AND ANNOUNCEMENTS

Introductions - President Thompson made the following introductions:

Dr. Mahir Ali who has joined UCA as Professor and Chair of the Department of Computer Science. Dr. Ali comes to UCA from the University of North Dakota, where he was Associate Professor and Chair of Computer Science. He earned his Ph.D. from Nottingham University, United Kingdom.

Ms. Cheryl Lyons who has been named Director of Financial Aid. Ms. Lyons comes to UCA from East Central University in Ada, Oklahoma, where she was Director of Financial Aid since 1991. She has degrees from Hendrix College and the University of Arkansas at Fayetteville.

Announcements - President Thompson made the following announcements:

The position of Dean of the College of Natural Sciences and Mathematics will be filled by Dr. Ronald B. Toll. Dr. Toll comes to UCA from Wesleyan College in Macon, GA, where he chairs the Division of Natural Sciences and Mathematics and holds the Munroe Professorship in life

sciences. His degrees are from Union College, Rutgers, and the University of Miami. Dr. Toll will arrive this summer.

Bachelors and masters degree programs in the College of Business Administration have received reaccreditation from the American Assembly of Collegiate Schools of Business. President Thompson recognized Dr. Joe Horton, Dean of the College of Business Administration, and commended him and his faculty and staff.

For purposes of meeting requirements of the Arkansas Freedom of Information Act, President Thompson announced that he and several Board members will attend the annual meeting of the Association of Governing Boards in Seattle later this month. No formal meetings will be held and no action will be taken.

PRESIDENT'S REPORT

Litigation Report - At President Thompson's request Melissa Rust, General Counsel, gave the following report:

Melvin E. VanWinkle, et al. v. United States of America, et al. AP-98-3036 (United States Bankruptcy Court). Movants are seeking a discharge of debt pursuant to Chapter 7 of the Bankruptcy Code. Included within the request for discharge is a Federal Perkins Loan of approximately \$5,454.00 plus interest. The University submitted a Complaint objecting to the discharge on September 08, 1998. A hearing on the merits will be held on April 23, 1999.

Earl Croston, Jr. v. University of Central Arkansas. CV99-1893 (Pulaski County Circuit Court). Plaintiff previously initiated legal action against the University in the United States District Court, Eastern District of Arkansas. A decision was rendered in the University's favor. An appeal to the United States Court of Appeals for the Eighth Circuit was later affirmed. Plaintiff seeks to now present the same case in the Pulaski County Circuit Court. A motion to dismiss will be submitted on the university's behalf.

Legislative Update - At President Thompson's request Jack Gillean, Executive Assistant to the President, gave a brief report on the current legislative session.

Mr. Gillean reported that the appropriation bill (Act 482 of 1999) for the university has been signed into law by the Governor; therefore, UCA has authority to spend money for the next biennium although the amount of funding has not yet been decided. This decision will be made after the Revenue Stabilization Act is drafted and adopted by the Legislature.

Mr. Gillean reported that equity and capital funding issues are being monitored closely.

Mr. Gillean stated that he is cautiously optimistic that UCA will fair well in funding issues.

Enrollment Limits in Health Sciences - At President Thompson's request Dr. John Mosbo, Provost, gave the following report:

Faculty and department chairs in Physical Therapy and Speech-Language Pathology have recommended class size reductions for the 1999 entering classes of the entry-level master's degree programs. Physical Therapy has recommended a reduction from 80 to 64, and Speech-Language Pathology from 50 to 35. Two factors led to these recommendations, both result from the recent downturn in the job market for these professionals. A tight job market is projected to continue for a few years as Medicare revenue reductions resulting from the Balanced Budget Act are increased over the next five year period.

- *Placement of students in clinical rotation sites:* Recent personnel reductions in hospitals and other health care facilities have resulted in a dramatic increase in the patient load for physical therapists and speech-language pathologists. The increased workload limits these professionals' abilities to supervise students, resulting in their denying clinical education placements and reducing the number of sites available for UCA students. Without an appropriate number of sites for the number of students enrolled, it will not be possible for our programs to remain compliant with accreditation standards and provide timely graduation for the students.
- *Job market:* Health care facilities are adjusting workforces due to the recent decline in reimbursements from managed care organizations and Medicare. Many full-time positions in physical therapy and speech-language pathology have been eliminated or reduced to part-time status in skilled nursing, long term care, hospitals, outpatient facilities, and schools. Regional practitioners have become critical of universities, believing that institutions are contributing to the current over-supply of clinicians by producing too many graduates. In light of our reliance on the cooperation of regional practitioners to provide supervision for our students, it is important that we reduce the number of students admitted to demonstrate our sensitivity to their concerns. Reducing the number of graduates will also improve the likelihood of our graduates finding suitable employment.

Reducing the entering class sizes to the levels recommended will continue UCA as one of the larger producers of physical therapists and speech-language pathologists. The average number of students admitted to accredited physical therapy programs is 43; an enrollment of 64 students will continue to place UCA among the largest programs nationally. Of four speech-language pathology

programs in Arkansas, UCA's is currently more than double the size of the second largest (ASU), which admits 23 students annually.

A discussion followed during which Dr. Mosbo and President Thompson responded to questions and concerns from members of the Board.

Health, Physical Education, Recreation (HPER) Building - At President Thompson's request Dr. John Smith, Vice President for Administrative Services, reported that the construction contract for this project has been awarded to Cone Construction Company which submitted the low bid of \$3,056,000. Bids ranged from \$3,056,000 to \$3,248,000. Dr. Smith stated that Cone Construction's bid, which was lower than anticipated, should enable several features which had been removed from the project to be reinstated.

ACTION AGENDA

Computing and Information Technology - At President Thompson's request Dr. Mosbo presented this item and responded to questions from members of the Board.

The year 2000 (Y2K) problem is generally considered to be a computer capability and compatibility issue. But the year 2000 is also the gateway to the 21st century, and Y2K is becoming the icon of another problem—a burgeoning information and technology industry with a workforce failing to keep pace.

UCA is committed to providing Y2K workforce solutions. We are targeting the year 2000 for launching several new initiatives, especially through our computer science, information systems, and mass communications programs. These Y2K solutions include:

- Building new facilities for computer technology and mathematics through a two-phase construction plan;
- Increasing student access to computers and digitized information systems;
- Assessing the technological literacy of all incoming students and enrolling them in appropriate courses;
- Modifying existing curricula and developing new programs of study to meet workforce needs;

- Hiring additional faculty in computer science, information systems, and mass communication;
- Providing summer workshops for faculty to learn about emerging technologies and their applications;
- Establishing a residential college with a technology focus; and
- Holding summer workshops and developing mentoring programs for young women, encouraging them to strongly consider technology-based careers. (Our student body is over 60% female.)

The University's Capital Funding Request to the Department of Higher Education for the 1999-2001 biennium included a mathematics and technology building as the highest priority. We requested \$12 million for this high technology building. The Department of Higher Education has recommended \$6.5 million for the project.

In view of this recommendation we propose constructing the mathematics and technology building in two phases. The first phase, for computer science, can be funded through revenues from the 1998 bond issue, approximately \$3.5 million. The second phase, for mathematics, must await the \$6.5 million state appropriation.

The administration recommends that we move forward with construction of a new facility for the computer science department immediately. Computer science is currently housed in the Lewis Science Center with the departments of biology, and physics and astronomy.

Phase I for the Department of Computer Science will provide approximately 20,000 square feet, sufficient space to accommodate departmental and faculty offices, computer laboratories and classrooms and allow for some growth. Phase II will provide greatly improved facilities for the mathematics department at one of several sites now being evaluated. Currently, the department is housed in Main, which needs renovating.

Dr. Chakales suggested that the administration consider the possibility of making computing and information technology training available to older individuals.

Following discussion the following resolution was adopted unanimously upon motion by Mr. Harding with a second by Dr. Chakales:

“BE IT RESOLVED: THE ADMINISTRATION IS AUTHORIZED TO USE APPROXIMATELY \$3,500,000 FROM THE STUDENT FEE, REFUNDING AND CONSTRUCTION REVENUE BONDS, SERIES 1998, FOR CAPITAL IMPROVEMENTS FOR TECHNOLOGY.”

Admissions Policy (Board Policy No. 310) - Over the years, UCA admissions standards have gradually been raised resulting in entering freshman average standardized composite scores being among the highest of public universities in the state. In February 1998, the Board of Trustees approved an interim admissions standards policy for fall 1999. The University, as a result of a recommendation from the University Admissions Committee, proposes a new policy that would become effective fall 2000 for entering freshmen.

Previous admissions policies have relied upon three criteria to determine admission to UCA: high school grade point average, class rank, and composite ACT score. Under the current standards, a student meeting the criterion in any one of the three areas may be admitted.

The University Admissions Committee reviewed research conducted at UCA and other universities concerning criteria that predict student success. Based on that research, the Committee concluded that the following criteria related to academic indicators and one to exceptional special abilities should form the basis for UCA’s admissions policy.

- (1) high school grade point average;
- (2) standardized test score (ACT or SAT);
- (3) academic rigor of high school curriculum; and
- (4) evidence of exceptional special abilities, talents, achievements, leadership or performance.

Evidence gathered and reviewed by the Committee indicated that the single best predictor of student success is high school grade point average, followed by standardized test scores. Although the high school curriculum completed by a student is important, it is less of an indicator of success than the first two. Exceptional special ability is a factor to be considered after evaluating a student’s high school grade point average, standardized test scores, and academic rigor of high school curriculum.

To accommodate the varying importance of these criteria for admission to UCA, a point system is proposed. Points would be assigned for each of the four criterion, with the number of points reflecting the relative importance of each component. Under this recommendation, admission to UCA will be based on the total points assigned from the four criteria.

Although a minimum point total is proposed for admission to UCA, the cut-off may be adjusted to meet student demand, desired class size, and other issues. The point system approach de-emphasizes standardized test scores and provides greater flexibility in identifying students for the entering class, yet maintains high standards.

All appropriate administrators and the University Council have endorsed the proposal.

President Thompson recognized members of the Admissions Committee and commended them for their work on this policy.

Following a discussion during which President Thompson and Mr. Joe Darling, Director of University Relations, responded to questions from members of the Board, the following resolution modifying Board Policy No. 310 was adopted unanimously upon motion by Mr. Aydelott with a second by Mr. Harding:

“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES APPROVES THE CHANGES TO THE ADMISSIONS POLICY FOR ENTERING FRESHMEN BEGINNING WITH THE FALL 2000 CLASS AS AN AMENDMENT TO BOARD POLICY NO. 310.”

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY

Policy Number: 310

Subject: Admission Policy

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Date Adopted: 9/64 Revised: 12/77, 8/82, 4/84, 3/85, 6/86, 12/89, 4/92, 6/93, 3/94, 5/94, 5/95, 10/96

ADMISSION TO UNDERGRADUATE STUDY

The University strives to meet the educational needs of all its students and works continually to improve the quality and reputation of its academic programs. The allocation of resources to meet those goals may limit the number and variety of services and courses of study offered. The University reserves the right to allocate resources to meet academic goals and to limit, when necessary, the number of remediation courses and services available to ~~conditionally admitted~~ students.

University councils, committees, and academic administrators develop, implement, and evaluate policies and programs for the orientation, advisement, enrollment and retention of ~~conditionally admitted~~ students. Those policies and programs are generally described in the current University of Central Arkansas Bulletins, and it is the responsibility of the student to be familiar and comply with program requirements.

Entering Freshmen

To enroll as an undergraduate student at the University of Central Arkansas, an entering freshman must submit an application for admission and supply requested supplemental information, including academic transcripts, standardized test results, proof of residence and other information requested by the Office of Admissions. An entering freshman is defined as any student who has not previously enrolled in college level work, or whose college work was completed during concurrent enrollment in high school, or who has completed fewer than 12 semester hours of college-level credit.

~~UNCONDITIONAL ADMISSION~~

~~An entering freshman applicant will be unconditionally admitted to the University of Central Arkansas if the applicant has graduated from high school and meets the following criteria:~~

- ~~1. A cumulative grade point average of 2.75 or above (on a 4.0 grading scale) on a minimum of six semesters of high school work; and~~
- ~~2. A score of 19 or above on the reading, mathematics, and English sections of the ACT (or equivalent).~~

~~CONDITIONAL ADMISSION~~

~~An entering freshman applicant may be admitted conditionally if the applicant has graduated from high school or has earned a General education Certificate and meets at least one of the following criteria:~~

- ~~1. Composite ACT score of 19 or above (equivalent); or~~
- ~~2. High school grade average of 2.75 or above on a 4.0 grading scale; or~~
- ~~3. Rank in the upper 40 percent of the high school graduating class.~~

Effective fall 2000, admission to UCA for entering freshmen will be based upon the following criteria demonstrating student success: three components related to academic indicators and one to exceptional special abilities. The criteria are designated as follows:

- (1) high school grade point average;
- (2) standardized test score (ACT or SAT);
- (3) academic rigor of high school curriculum; and
- (4) evidence of exceptional special abilities, talents, achievements, leadership or performance.

The single best predictor of student success is high school grade point average, followed by standardized test scores. Although the academic rigor of the high school curriculum is important, it is less of an indicator of success than the first two criteria. Exceptional special abilities should also be considered, but not given more weight than the high school grade point average, standardized test scores and academic rigor of the high school curriculum. To accommodate the varying importance of criteria for admission to UCA, a point system will be implemented. Points will be assigned for each component, with the number of points for each component reflecting its relative importance.

Thus, admission to UCA will be based on the points assigned to each of the four criterion, and totaled using the following formula:

$$\text{HS GPA} + \text{ACT score} + \text{HS curriculum} + \text{Exceptional special abilities} = \text{Total}$$

A minimum point total will be established for admission to UCA; however, the cut-off may be adjusted to meet student demand, desired class size, and diversity issues.

Remediation

In addition to remediation requirements for the State of Arkansas, ~~conditionally admitted~~ any student ~~requiring remediation~~ ~~are~~ ~~is~~ subject to the university's assessment and placement policies and remediation guidelines.

Transfer

Anyone not meeting the above ~~conditional~~ admission criteria may apply as a transfer student after satisfactorily completing all remedial requirements and twelve additional semester hours of transferrable college level credit, with a cumulative grade average of 2.0 or higher.

Admission of International Students

All inquiries about international undergraduate admissions should be addressed to the Center for International Programs. This center receives and processes all international undergraduate applications and issues letters of admission and I-20 Forms (student visa forms) to all qualified candidates.

To be eligible for admission as an undergraduate, an international student must submit an Application Form, official transcripts of all secondary and university work (including English translation), a Confirmation of Financial Resources Form, and a non-refundable application fee of U.S. \$30.00 drawn from a U.S. bank or an international money order. In addition, any prospective international student whose first language is not English must present a minimum TOEFL (Test of English as a Foreign Language) score of 500. Each applicant is asked to contact TOEFL, Educational Testing Services, P. O. Box 6151, Princeton, New Jersey 08541-6151, U.S.A., requesting a Bulletin of Information and registration form.

Admission of International Students to the Intensive English Program

Any applicant to the Intensive English Program (IEP) must submit all of the preceding documents, with the exception of the TOEFL scores. A minimum TOEFL score is not required for students who will study ESL (English as Second Language) in the IEP before enrolling as an undergraduate student. All inquiries about admission to the Intensive English Program should be addressed to the Center for International Programs.

Admission from Secondary Schools

A prospective student should submit an application for admission at least thirty days before the time the student plans to enter. An application form may be obtained from the Office of Admissions. The completed form is to be returned to the Director of Admissions. The application is to be filled out entirely by the candidate. Falsification of any record, including the Application for Admission, is cause for immediate dismissal. Each candidate must be eligible for a diploma from an accredited secondary school. The school record is required at the end of the school year and must be sent directly to the Director of Admissions by the school at the request of the candidate. Officials of the high schools will send an official transcript of credits to the Director of Admissions on request.

Early Admission (Full Time)

To be eligible for early admission (before high school graduation) to the University, a student must have:

- 1) a minimum ACT composite score of ~~23~~ 24 (or equivalent score on the SAT or ASSET exams);
- 2) completed six semesters of secondary school work;
- 3) a "B" or better average; and
- 4) the recommendation of the high school principal.

Early Admission (Part Time, Concurrent with High School Enrollment)

Act 57 of the 1983 Extraordinary Session of the Legislature provides that qualified students enrolled in high school may be admitted concurrently as part time students at the university. The criteria for admission under this program are:

- I. Recommendation by the high school principal.
- II. Satisfaction of the requirements under either A or B below:
 - A. Presentation of Standardized Test Scores and High School Grades.
 1. A score on the portion of the ACT, PSAT, or SAT in the subject matter area of the course(s) at the 80th percentile on national norms. (If the subject matter area is not related to a portion of one of these tests, the composite score at the 80th percentile is to be used.)

and
 2. High School Grades of Either:
 - a. A grade point of 3.500 (on a 4 point system) in high school courses in the subject matter. For ninth grade students, courses in the previous two school years shall be included.
 - b. An overall grade point of 3.500 (on a 4 point system). For ninth grade students, courses in the previous two school years shall be included.
 - B. Individual Evaluation Based on Other Performance Criteria.

A student who does not meet the above standards may be recommended by the high school principal for admission to selected courses based upon other performance criteria (e.g., music, art, etc.). Such criteria must be performance based, appropriate for the desired course, and demonstrable to the university. To be admitted under this category, a student must have the recommendation of the appropriate university department and the Dean of Undergraduate Studies and be approved by the Admissions Committee.

The university will review the admission and enrollment of each high school student each semester.

The university accepts transfer work from other institutions taken when the student was concurrently enrolled in high school, so long as the student met the criteria above at the time the work was taken.

Summer Study for High School Students

Students between their junior and senior years in high school are invited to attend summer school at the University of Central Arkansas.

This special program is an opportunity for all able students to find rewarding learning experiences and at the same time benefit from an early start in their college career.

Students are admitted to regular college courses, attend classes with other students in the University, and earn college credit applicable to a degree.

Upon the successful completion of the special summer program, students may elect to return to their high school for their senior year, or apply for the early admission plan that substitutes the freshman year in college for the fourth year in secondary school. It is understood that all of the requirements of the early admission program must be satisfied before the student is admitted under its provisions.

Admission to the summer program depends upon the satisfaction of the following requirements: completion of twelve (12) college preparatory units in high school, a grade average of "B," and recommendation of the high school principal or counselor.

Admission on an Adult-Special Basis

The Adult-Special classification is for a person twenty-one years of age or older who desires to take undergraduate courses for no credit and who gives satisfactory evidence of preparedness to take these subjects. The special classification must have the consent of the instructor before the student is admitted. Satisfactory completion of the course is recognized by the award of a certificate and a permanent record maintained by the University. The student pays full registration fees.

Admission from Other Colleges

An application for admission form may be obtained from the Office of the Director of Admissions and returned to that office with all required information completed. Falsification of any record, including Application for Admission, is cause for immediate dismissal.

An official transcript of record from each institution of college rank attended, must be sent directly to the Director of Admissions at the request of the candidate.

Students entering this University who have attended a college or university fully accredited by such agencies as the North Central Association of Colleges and Secondary Schools will receive credit on the basis of an official transcript of their records submitted. Work taken in such colleges not comparable to that offered in this institution will be evaluated for possible general elective credit. Credit earned by correspondence or extension from such schools will be accepted subject to the quantitative restrictions described in the Correspondence Study section of the catalog.

No transfer student will be admitted who is ineligible to return to the institution from which the student transfers, or who submits a record below minimum requirements of this University.

Entering transfer students must have at least a 2.0 cumulative GPA and a minimum of 12 semester hours of transferable college level credit. After enrollment at UCA, the GPA accumulated in residence at the university shall be the cumulative grade point average. Only credits with A, B, and C grades are transferable.

Credit for D grades will not transfer for the purpose of fulfilling degree requirements at the University of Central Arkansas.

If a student is readmitted to the University following a period of disqualification, the credit earned during the period of disqualification will be used as evidence that the student has made proper use of time during the period. The credit so earned will not count toward a degree at the University.

Upon acceptance for admission, the student will be sent an official notice of admission. Admission materials will not be released after receipt.

Anyone transferring to the University to pursue courses leading to graduation will be required to earn at least fifteen hours credit in the major and nine hours credit in the minor. In both instances the work must be taken in residence. This regulation is followed even though the student has sufficient hours of credit to meet the requirements of the major and minor. All standards with respect to transfer credit are binding and are not, therefore, subject to appeal.

Admission from a Two-year College

No more than sixty hours may be transferred to the University from a two-year college (exclusive of four activity hours in physical education) and be applicable toward a baccalaureate degree. No more than twelve hours of such work may be transferred after the student has 60 hours of college credit. The student will be required to complete the equivalent of two full years' work of sixty hours in an approved senior college after enrolling as a senior college student.

Entry-level Masters Degree in Occupational Therapy -

Objective: To convert the existing Bachelor of Science (BS) program in Occupational Therapy to an entry-level track in the Master of Science (MS) program in Occupational Therapy, and to replace the BS program in Occupational Therapy with an Occupational Therapy emphasis area within the BS in Health Sciences program.

Overview: The proposed changes will enable UCA to provide a curriculum that addresses the growing complexity of the Occupational Therapy profession. The existing BS in Occupational Therapy requires completion of 146 semester credits, substantially more than the 130 credit hour limit for baccalaureate degrees established by the UCA Board of Trustees. The new program will consist of 126 hours at the undergraduate level leading to a BS in Health Science and 56 hours of graduate-level work culminating in an MS in Occupational Therapy. (Please see attached curriculum.)

By converting the BS degree program to an Occupational Therapy emphasis within the BS in Health Sciences, students will have sufficient time to complete all pre-requisite and basic Occupational Therapy courses. Criteria for admission and selection will remain unchanged; therefore, once undergraduates complete general education course work and program requirements, they will be eligible to apply for the Occupational Therapy track within the BS in Health Sciences curriculum. Upon successful completion of the undergraduate program, students who qualify for admission to the Graduate School and who meet departmental requirements for progression, will be automatically accepted into the Occupational Therapy entry-level track of the MS degree program. An analogous approach for Physical Therapy (Physical Therapy Emphasis in Health Science followed by transition to entry-level track in the Physical Therapy MS degree program) has worked effectively since 1990.

Occupational Therapists in today's health care environment function in a wide range of settings, often without the support of other health care professionals. They are expected to independently evaluate, and, through appropriate research methods, determine the effectiveness of their interventions in patient care. The depth of knowledge and skills required of entry-level therapists today exceed the level that can be reasonably acquired in traditional undergraduate programs. Without implementing the entry-level master's degree, new and more rigorous accreditation standards to be implemented in 1999 likely will require the addition of hours to the existing BS degree. Nationally, Occupational Therapy programs are moving toward the master of science as the entry-level degree to accommodate these changes in accreditation and the profession.

The advanced track in the existing MS degree program in Occupational Therapy will not be affected. It will continue to provide licensed Occupational Therapists with the research skills and advanced techniques needed to function effectively in the future.

These program changes have been reviewed and recommended for approval by all appropriate committees, councils, and administrators.

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

“BE IT RESOLVED: THAT THE UNIVERSITY OF CENTRAL ARKANSAS BOARD OF TRUSTEES APPROVES THE ENTRY-LEVEL TRACK WITHIN THE MS DEGREE IN OCCUPATIONAL THERAPY, THE OCCUPATIONAL THERAPY EMPHASIS WITHIN THE BS IN HEALTH SCIENCES, AND DELETION OF THE BS DEGREE IN OCCUPATIONAL THERAPY EFFECTIVE WITH THE GRADUATION OF THE PRESENT CLASS.”

**Bachelor of Science in Health Science
Occupational Therapy Emphasis**

Requirements for a Baccalaureate degree in Health Science (Occupational Therapy Emphasis)

General Education & Prerequisites

Writing 1310	3
Writing 1320	3
World Cultural Traditions	9
KPED or H ED 1320	3
U.S. Govt & Politics 1330 or U.S. History 2301 or 2302	3
Oral Communications SPTA 1300	3
Art/Music/Theater Apprec. 2300	3
Humanities Elective	3
College Algebra 1390	3
Psychology 1300 (General)	3
Sociology 1300 (General)	3
Statistics (Soc 2321 or Psy2330)	3
Soc 4334 Medical Sociology	3
Soc 4343 Health Strategies for Multicultural Populations	3
Biology for Gen ed or Biology I -BIO 1440 or 1400	4
Structure and Function of the Human Body- BIOL 2406 & 2407	8
Physiological or College Chemistry I- CHEM 1402 or 1450	4
Applied Physics -PHYS 1405	4
Medical Terminology HSC 3123	1
Intro to Neuroscience-BIO 3350	<u>3</u>
 TOTAL	 72 hours

Departmental Courses to complete Undergraduate Degree
(OT Emphasis)

Gross Anatomy- HSC 4400	4
Functional Neuro- HSC 4310	3
Human Development I- OTHY 3316	3
Human Development II- OTHY 3220	2
Functional Kinesiology- OTHY 4317/5317	3
Clinical Psychiatry- OTHY 4325	3
Clinical Conditions I- OTHY 3340	3
Clinical Conditions II-OTHY 3241	2
Pharmacology in Rehabilitation-OTHY 3241	2
Group Process and Communication Skills- OTHY 3215	2
Introduction to Occupational Therapy-OTHY 3223	2
Foundations in Occupational Therapy-OTHY 4308/5308	3
Introduction to Research- OTHY 4330/5330	3
Therapeutic Activities in OT- OTHY 3330	3
Level I Fieldwork, Rotation 1-OTHY 4127	1
Level I Fieldwork, Rotation 2-OTHY 4128	1
Evaluation & Treatment I Courses Mental Health-OTHY 4365	3
Pediatrics- OTHY 4355	3
Physical Dysfunction- OTHY 4321/5321	3
Independent Living Strategies for ADLs OTHY 3125	1
Independent Living Strategies for IADLs OTHY 4125	1
Evaluation & Treatment II Course Physical Dysfunction OTHY 4380/5380	3
Total hours	54

**Master of Science in Occupational Therapy
(Entry-Level Master's Degree)**

E&TII Courses

Mental Health-OTHY 6301	3
Pediatrics- OTHY 6304	3
Research Methods-OTHY 6315	3
Independent Living Strategies for Community Re-Entry-OTHY 6125	i
OT Administration & Management OTHY 6312	3
Level I Fieldwork, Rotation III-OTHY 6100	i
Level I Fieldwork, Rotation IV-OTHY 6101	i
Advanced Methods in Physical Dysfunction OTHY 6308	3
Occupational Therapy in the Community OTHY 6311	3
OT Practice in Geriatrics- OTHY 6314	3
Clinical Reasoning- OTHY 6220	2
Data Analysis- KPED 6316	3
Research II OTHY 6316	3

Thesis-OTHY 6320	3
Electives	6
Electives (non Thesis)	6
Field Experience I&II-OTHY 6621, 6631	<u>12</u>
Total Hours (Thesis)	53
Total Hours (Non-Thesis)	56

Doctor of Physical Therapy Degree - The Department of Physical Therapy proposes the Doctor of Physical Therapy (DPT) degree. The Department currently offers the MS as its entry-level degree. The DPT will provide an alternate entry-level degree with greater depth of study in physical therapy science and practice. It will also serve as a post-professional degree for physical therapists who desire additional course work and credentialing but are not seeking the research-oriented doctor of philosophy degree.

The entry-level curriculum will require completion of 124 credit hours beyond the baccalaureate degree; the post-professional curriculum will require 55 credit hours. Both curriculum options expand course work in physical therapy science and practice consistent with a professional doctorate.

Graduates from DPT programs have greater employment options upon graduation. They are prepared for positions usually reserved for clinicians with experience, and move into administrative and clinical teaching positions more rapidly than other therapists. Nationally, physical therapy education is moving toward the DPT as the entry-level degree. Six programs currently offer the DPT and at least twenty-five have plans to offer the degree soon.

The proposal has been endorsed by all appropriate councils and administrators.

The following resolution was adopted unanimously upon motion by Mr. Aydelott with a second by Mr. Sims:

“BE IT RESOLVED: THAT THE UNIVERSITY OF CENTRAL ARKANSAS BOARD OF TRUSTEES HEREBY APPROVES IMPLEMENTATION OF A DOCTOR OF PHYSICAL THERAPY TO BEGIN AUGUST 1999.”

PROPOSAL FOR A NEW PROGRAM
DOCTOR OF PHYSICAL THERAPY

1. PROPOSED PROGRAM TITLE

The University of Central Arkansas proposes to offer the Doctor of Physical Therapy (DPT) as an entry-level degree into the profession of physical therapy.

2. REQUESTED CIP CODE

51.2308

3. CONTACT PERSON(S)

Dr. Win Thompson, President

Dr. John Mosbo, Provost

Dr. Neil Hattlestad, Dean

College of Health and Applied Sciences

450-3122

Dr. Venita Lovelace-Chandler, Chairperson

Department of Physical Therapy

450-5548

4. PROPOSED STARTING DATE

August, 1999

5. PROGRAM SUMMARY

In keeping with its long-standing commitment to national leadership in physical therapy education and providing degree options to meet students' needs, the Department of Physical Therapy at the University of Central Arkansas (UCA) proposes the Doctor of Physical Therapy (DPT) as an alternative entry-level degree.

Continuously accredited since 1970, UCA's Department of Physical Therapy began offering an entry-level baccalaureate degree program in 1969. A post-baccalaureate entry-level degree was recommended by the profession in 1979 and has been mandated for all programs to receive or continue accreditation in 2002. UCA began offering the entry-level master of science (MS) degree in physical therapy in 1989, and that program has been continuously accredited. In the same year, UCA inaugurated an advanced MS degree option for existing physical therapists with baccalaureate degrees. In January of 1999, the department enrolled the first students in its

recently approved doctor of philosophy (PhD) degree program.

The proposed entry-level DPT degree option will give students the opportunity to achieve greater depth in physical therapy science and practice. The body of knowledge in physical therapy and professional accreditation standards have led to a lengthy curriculum in the existing entry-level MS program, greatly exceeding credit hour requirements for a traditional master's degree (92 credit hours in the professional phase of the curriculum, including a minimum of 33 credit hours of leveling course work and 59 credit hours of graduate course work). The proposed DPT program will require completion of 124 credit hours beyond the baccalaureate degree. The curriculum expands course work in physical therapy science and increases the clinical practicum work commensurate with a professional doctorate.

The proposed DPT program also provides more employment options upon graduation. DPT graduates are prepared for positions usually reserved for clinicians with experience. Physical therapists with the DPT degree typically move into administrative and clinical teaching positions more rapidly than other therapists and are more prepared for isolated rural practice or practice with the medically fragile client. This proposal, then, provides for enhancing skills through preservice education and upon entry into the profession rather than through inservice education following graduation.

Faculty and library resources exceed expectations for the DPT program. Concerning the department's faculty, ADHE staff recently reported that "UCA is positioned to be a national leader. . . . The reputation of the current faculty within the profession is outstanding. The quality of the program has enabled UCA to hire therapists with national reputations. . . . This strengthens the reputation of a faculty which is well-known for their leadership activities within the APTA (American Physical Therapy Association), as well as for their professional writings."

Library resources and support services are adequate and expanding. Online information services provide faculty and students with access to over 600 subject databases offering statistical, bibliographic, and full-text information. In addition, the library maintains a local area network on which students and faculty may search more than 50 CD-ROM databases at no charge to the department or themselves. In addition to book holdings adequate to support doctoral-level instruction and research, Torreyson Library holdings include all existing refereed journals in physical therapy and a strong collection of other health-related journals. During the most recent accreditation site visit for the master's degree program, the library's collection of physical therapy and health-related titles was given an overall rating of excellent by the Commission on Accreditation in Physical Therapy Education of the APTA. The library budget for development of physical therapy holdings has increased substantially and steadily over the past decade.

The proposed program will have only minimal impact on faculty resources: it will maintain enrollment numbers while offering greater choice to students. A minimal increase in program

costs is expected, and part-time faculty whose salaries are offset by the increased tuition generated from additional graduate credit hours will be used. A new building for the department is under way, and completion is expected in December of 1999. Facilities and equipment needed for entry-level education are relatively constant regardless of the degree offered, and those resources exist now or will be present in the new building.

6. NEED FOR THE PROGRAM

This proposal recommends a physical therapy degree not offered elsewhere in the state. The DPT program seeks to fill a void between minimally prepared therapists and experienced therapists by allowing students the option of completing additional course work. Many students desire additional course work and credentialing but are not seeking the research-oriented doctor of philosophy degree.

The DPT proposal does not seek to increase the total number of physical therapists produced by UCA. Rather, it offers students a choice at the time of admission. Since 1992, when the first DPT academic program was established, applicants have sought information about existing DPT programs and have inquired about the possibility of such a program at UCA. Approximately one fourth of the current UCA physical therapy class has expressed an interest in moving to the DPT program if that program is approved. Some of the state's best students are leaving for one of the six currently accredited DPT programs. This proposal seeks to retain the best students in Arkansas.

Physical therapy education is clearly moving toward the DPT as the entry-level degree. The Commission on Accreditation in Physical Therapy Education (CAPTE) reported in September 1998 that six programs are currently accredited at the DPT level and that approximately 25 programs have plans to transition to the DPT level. Approximately fifteen percent of programs are expected to be at the DPT level by the end of 2001, and APTA's Office of Education predicts that fifty percent of physical therapy programs will be at the DPT level by 2005.

7. CURRICULUM OUTLINE

The proposed curriculum has two options: entry-level for the student who wishes to become a physical therapist and post-professional level for the physical therapist who wishes to update and develop advanced skills. The purposes of both options are to serve the public's need for highest quality physical therapy practitioners, to provide opportunities for advancement for physical therapists, to fill advanced clinical roles, and to provide leadership and service related to the profession and society.

OPTION A

The proposed curriculum of 124 credit hours for the entry-level DPT builds upon the existing entry-level curriculum by retaining 29 credit hours of course work. Three areas of study, kinesiology, musculoskeletal physical therapy, and neuromuscular physical therapy will be expanded and lengthened from one- semester to two-semester courses. Six courses are expanded versions of existing offerings. Only the neuroscience course, the seminar courses, and the ethics course developed in collaboration with the Department of Philosophy and Religion (17 credit hours) are completely new.

**DOCTOR OF PHYSICAL THERAPY (DPT) DEGREE
PROPOSED CURRICULUM**

(Entry-level students)

1st Fall Semester

		Credit Hours
*	HSCI 5400 Gross Anatomy	4
	PTHY 6501 Neuroscience	5
	PTHY 6401 Kinesiology I	4
*	PTHY 5370 Pathology I	3
	PTHY 7205 Seminar in Physical Therapy I	2
		18

1st Spring Semester

	PTHY 6402 Kinesiology II	4
	PTHY 7505 Musculoskeletal Physical Therapy I	5
	PTHY 6410 Selected Intervention Techniques I	4
	PTHY 6415 Fundamental Skills in PT Intervention	4
	PTHY 7105 Seminar in Physical Therapy II	1
		18

1st Summer Semester

	PTHY 7405 Musculoskeletal Physical Therapy II	4
	PTHY 6411 Selected Intervention Techniques II	4
	HSCI 5403 Human Physiology	4
		12

2nd Fall Semester

	PTHY 7510 Clinical Electrophysiological Exam & Intervention	5
*	PTHY 6314 Neurophysiological Principles of Motor Control	3
*	PTHY 6240 Pathology II	2
	PHIL 5350 Health Care Ethics	3
	PTHY 7325 Clinical Education Practicum (I)	3
	PTHY 7110 Seminar in Physical Therapy III	1
		17

2nd Spring Semester

	PTHY 7515 Neuromuscular Physical Therapy: Infancy to Adolescence	5
	PTHY 7516 Neuromuscular Physical Therapy: Adult	5
	PTHY 7410 Neuromuscular Physical Therapy: Complex	4
*	PTHY 6336 Psychosocial Aspects of Physical Disability	3
	PTHY 7111 Seminar in Physical Therapy IV	1
		1

		4052
		18
2nd Summer Semester		
*	PTHY 6340 Research Design	3
*	PTHY 6250 Medical Therapeutics in Rehabilitation	2
	PTHY 7520 Cardiopulmonary Principles & Practice	5
	PTHY 7206 Seminar in Physical Therapy V	2
		12
3rd Fall Semester		
	PTHY 7425 Clinical Education Practicum (II)	4
	PTHY 7425 Clinical Education Practicum (III)	4
		8
3rd Spring Semester		
*	PTHY 6353 Independent Studies in Physical Therapy	3
*	PTHY 6324 Clinical Administration and Management	3
*	PTHY 63__ Elective	3
	PTHY 7525 Clinical Education Practicum (IV)	5
	PTHY 7207 Seminar in Physical Therapy VI	2
		16
3rd Summer Semester		
	PTHY 7525 Clinical Education Practicum	5
		5
	Total Credit Hours	124
*	Denotes existing course	

OPTION B

The proposed curriculum of 55 credit hours for the advanced-level DPT is designed for the practicing therapist who holds a minimal entry-level degree and wishes to achieve greater depth in physical therapy science and practice. The student identifies and enhances a focused practice area, participates in a clinical research project, and advances in at least one non-client area (administration, education, or consultation).

**DOCTOR OF PHYSICAL THERAPY (DPT) DEGREE
PROPOSED CURRICULUM**
(Post-professional level students)

Core courses	Credit Hours
* PTHY 6116 Research Seminar I	1
PTHY 7207 Seminar in Physical Therapy VI	2
* PTHY 7310 Professional Leadership in Physical Therapy	3
PHIL 5350 Health Care Ethics	3
* PTHY 6388 Lifespan Motor Development	3
PTHY 6501 Neuroscience	5
* PTHY 6314 Neurophysiological Principles of Motor Control	3
* PTHY 6250 Medical Therapeutics in Rehabilitation	2
* PTHY 6338 Directed Study in Administration, Education or Consultation	3
	25
 Elective courses (at least 21 hours at the 7000 level)	 30
	30
Total Credit Hours	55

* Denotes existing course

(A student may not repeat any course taken for credit for the entry-level degree. Course substitutions must be approved by the advisor and department chairperson.)

8. FACULTY

Venita Lovelace-Chandler, PhD, PT, PCS, Chairperson, Professor, Certified Clinical Specialist in Pediatrics, Adjunct faculty member Department of Pediatrics UAMS

William D. Bandy, PhD, PT, SCS, ATC, Professor, Certified Athletic Trainer, Certified Clinical Specialist in Sports

Gary Soderberg, PhD, PT, Professor

Nancy B. Reese, PhD, PT, Associate Professor, Adjunct faculty member Department of Anatomy UAMS

Glenn Irion, PhD, PT, WCS, Associate Professor, Certified Wound Care Specialist

Loretta Knutson, PhD, PT, PCS, Associate Professor, Certified Clinical Specialist in Pediatrics

Clayton Holmes, EdD, PT, ATC, Assistant Professor, Certified Athletic Trainer

Bruce Mendelson, PhD, PT, Assistant Professor

Reta Zabel, PhD, PT, GCS, Assistant Professor, Certified Clinical Specialist in Geriatrics

Amy McMillan, PhD, PT, Assistant Professor

9. DESCRIPTION OF RESOURCES

UCA's library holdings exceed the instructional and research needs of the DPT program. Torreyson Library makes available 634,231 books, 814,842 microforms, and a subscription list of approximately 2,560 periodical titles. An online Interlibrary Loan Service provides access to about 22 million items in some 800 libraries with use of an international computer network. Torreyson is a fully automated academic library. Online services include Dialog, BRS, STN, Wilsonline, and Carl, providing the UCA community with access to over 600 subject databases offering statistical, bibliographic, and full-text information. In addition the library maintains a local area network on which students and faculty may search over 50 CD-ROM databases. As a government depository library, Torreyson contains over 6,000 U.S. federal government titles.

The physical therapy holdings in Torreyson Library are a rich resource for faculty and students. Physical therapy and health-related titles were judged by the Commission on Accreditation in Physical Therapy Education of the APTA to be excellent. Torreyson houses approximately 37 ongoing physical therapy periodicals and journals (all existing refereed journals in physical therapy) and 347 health-related journals.

A new building is already under construction to accommodate the needs of the Department of Physical Therapy. Those needs are not increased under the DPT proposal. Since the total number of students in all programs remains the same as current level, additional instructional equipment and supplies would not be required.

10. NEW PROGRAM COSTS

No new administrative costs are anticipated to meet the needs of this program. Additional part-time faculty may be required depending upon enrollment in the PhD program. No other new costs are anticipated.

11. SOURCES OF FUNDING

Part-time instructional costs will be met through the increase in tuition generated by students electing to complete an additional 30 hours of graduate study.

12. ORGANIZATIONAL CHART

No organizational changes will occur with the approval of this program.

13. SPECIALIZED REQUIREMENTS

The Department has accredited status from the Commission on Accreditation in Physical Therapy Education (CAPTE). The new proposal requires notification to CAPTE, but no lengthy approval process is involved.

14. BOARD OF TRUSTEES APPROVAL

(The DPT program is being submitted for Board approval at the March 12 Board meeting.)

15. SIMILAR PROGRAMS IN ARKANSAS AND THE NATION

No other DPT program exists in Arkansas. Accredited DPT programs include the University of Southern California, Loma Linda University, Creighton University, Slippery Rock University of Pennsylvania, Finch University of Health Sciences at Chicago Medical School, and New York University.

16. DESEGREGATION

Of students currently in the post-baccalaureate physical therapy program at UCA, 93% are white, and none are African-American (compared to 88% white, 8% African-American, and 4% other minorities in the UCA graduate student population as a whole). Initial enrollment in the DPT program will likely share the current physical therapy profile, roughly reflecting the state of the profession: in Arkansas, only five physical therapists are African-American; nationally, less than one percent of physical therapists represent minority populations, and fewer than ten African-American therapists have doctoral degrees and teach physical therapy.

The department will actively seek qualified African-American candidates for the DPT program, recruiting, for example, from predominantly African-American undergraduate physical therapy programs nationally. In addition, the department's PhD program—also committed to recruiting qualified minority candidates—is well situated to help prepare minority faculty for physical therapy programs.

Non-tenure Track Multi-year Appointments (Board Policy No. 302) - The university proposes to offer three-year non-tenure track appointments for twelve-month faculty positions. These multi-year appointments are in lieu of tenure-track appointments for regular faculty positions. Such appointments allow for flexibility in the development of faculty composition and structure needed to address the mission of the university in a manner that supplements, rather than supplants, the use of tenure-earning and tenured appointments. It is anticipated that these multi-year appointments will initiate a long-term employment relationship between the university and the faculty member. The proposal has been endorsed by the Non-Tenure Track Faculty Senate.

In response to a question from Mr. Sims, President Thompson stated that current tenured faculty members do not have the option of multi-year appointments at this time. President Thompson further stated that the administration would have to consider the financial impact of giving tenured faculty this option before phasing in their participation.

Mr. Sims requested that the administration bring the policy back to the Board if it is unsuccessful.

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

“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES APPROVES THE FOLLOWING POLICY AS BOARD POLICY NO. 302.”

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY

Policy Number: 302

Subject: Non-Tenure Track Multi-Year Appointments Policy

Page 1 of 2

Date Adopted: _____ Revised: _____

The university may offer three-year non-tenure track appointments for twelve month faculty positions consistent with the conditions outlined in this board policy. The offer of a multi-year appointment is in lieu of a tenure-track appointment. The use of such appointments allows for flexibility in the development of faculty composition and structure needed to address the mission of the university in a manner that supplements, rather than supplants, the use of tenure-earning and tenured appointments.

Acceptance of a multi-year appointment imposes a commitment upon a faculty member to exemplify the highest professional and academic standards. Faculty are expected to be effective teachers, productive scholars, and participators in university and community service. A faculty member accepting such an appointment acknowledges an obligation to the institution and its students in order to fulfill the expectations imposed by the *Faculty Handbook* and policies of the Board of Trustees, and further pledges to exercise due diligence in the performance of all faculty duties and responsibilities. Acceptance of a multi-year appointment obligates a faculty member not to become bound by any other agreement or obligation that might interfere with performance of the assigned duties.

It is anticipated that a multi-year appointment will initiate a long-term employment relationship between the university and a faculty member. Each year of the three-year rolling appointment a faculty member will be evaluated to determine whether or not satisfactory service has been rendered to the university. If a faculty member has rendered satisfactory service and if the university anticipates a continuing need for the position, then an additional year will be added to the appointment. Thus, a faculty member employed in this capacity will have two additional years of employment beyond the year in which he/she is currently employed.

In the event it is determined that a faculty member has not rendered satisfactory service, the university reserves the right to notify a faculty member, in writing, giving notice of dismissal no later than March 1 of the first year of employment or December 15 of the second year of employment.

At any point during the term of employment, a faculty member may be dismissed for misconduct as defined in the *Faculty Handbook*.

Faculty members accepting appointment under this policy will be assured of an initial twelve month salary which will be at least equal to 11/9 of the national average salary for faculty members in the same rank and discipline according to the most recent CUPA National Faculty Salary Survey available at the time the appointment is offered. Annual salary adjustments will be based on established evaluation processes. The appointment will indicate the pay rate for the initial year and other special conditions of the position including the terminal date. A multi-year appointment will include the assignment of academic rank, and may also involve a concurrent assignment of administrative responsibilities. Faculty members on multi-year appointments are eligible to earn promotion in academic rank, receive salary increases, and participate in faculty programs and activities offered to other faculty provided eligibility criteria are met.

During the term of a multi-year appointment, a faculty member relinquishes the possibility of receiving tenure; however, the university recognizes and acknowledges that academic freedom is essential to fulfill a faculty member's teaching and scholarship obligations. A faculty member hired pursuant to a multi-year appointment is entitled to academic freedom consistent with that of tenured faculty members, including the ability to redress a grievance with the academic freedom committee.

The normal teaching load may vary from thirty (30) to thirty-six (36) credit hours per annum, depending upon departmental teaching needs. The teaching load will be distributed across the academic year, summer sessions and intersessions in a manner that best meets the teaching needs of the department while taking into account the timing of scholarly and service commitments.

Faculty employed pursuant to a multi-year appointment are eligible for reassigned time, summer stipends (which would buy out a summer course, not provide additional compensation), and external grants that can buy out portions of teaching assignments. Traditional practice for research start-up funds will apply to these positions. Additionally, faculty are eligible for service on all committees, except tenure and Faculty Emeritus committees.

A faculty member accepting a multi-year appointment cannot have his/her position converted to a tenured or tenure-track position. A faculty member accepting a multi-year appointment who on a subsequent date applies for and is appointed to a tenure-track position, cannot count the years served in a multi-year appointment towards tenure.

Pursuant to a multi-year agreement, a faculty member will enjoy the same scheduled university holidays, vacation and sick leave as other twelve (12) month employees.

During the initial year of the appointment, the starting date will be negotiated, typically between July 1 and August 16. Thereafter, the employment period will commence on July 1 and continue through June 30.

In the event the university chooses to discontinue hiring faculty through non-tenure track multi-year appointments, those previously hired would continue on a multi-year appointment subject to satisfactory performance and needs of the university.

An employment agreement of this nature is created in accordance with, and subject to, laws of the State of Arkansas, regulations issued by authorized agencies of the State of Arkansas, policies, directives, and other actions of the Board of Trustees, under the supervision and direction of the President.

The university abides by the guarantees of the constitution and applicable federal and state statutes, and does not discriminate on the basis of race, national origin, gender, age, religion or disability.

Phased Retirement Program Policy (Board Policy No. 357) - The university proposes to implement a voluntary phased retirement program. Over the years the university has offered early retirement incentives for employees meeting certain eligibility criteria. Programs of this nature have resulted in savings to the university, as well as provided incentives for early retirement. It is anticipated that the voluntary phased retirement program will provide a faculty member with multiple options as he/she contemplates full retirement.

The phased retirement program will be available to all full-time tenured faculty members who have completed ten (10) years of continuous service at UCA and who are fifty-five (55) years of age or older on or before October 1 of the year prior to the commencement of phased retirement. The latest point at which a faculty member may apply for phased retirement is one (1) year prior to qualifying for regular retirement at UCA. The voluntary phased retirement program also acknowledges those faculty members who, at the adoption of the policy, have previously completed ten (10) years of continuous service at UCA and who presently qualify for regular retirement. Those faculty members will be given a period of one-hundred and eighty (180) days in which to make a one-time election to enter the phased retirement program. Faculty members interested in the phased retirement program may select a period from one (1) to five (5) years of phased retirement.

During the phased retirement period, a faculty member's teaching load may be divided among the fall and spring semesters, summer sessions, and intercessions. Health and other insurance benefits will continue, tuition remission, payments by the university and by each faculty member into his/her retirement plan will continue with contributions based upon proportional base salary. During the phased retirement period, a faculty member's tenure status will not be altered, and he/she will enjoy all rights and privileges of full-time faculty members not selecting the phased retirement program. Final decisions relative to eligibility and other requirements of the phased retirement program will be made by the provost.

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

“BE IT RESOLVED: THE BOARD OF TRUSTEES APPROVES THE FOLLOWING POLICY AS BOARD POLICY NO. 357.”

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY

Policy Number: 357

Subject: Phased Retirement Program Policy

Page 1 of 3

Date Adopted: _____

Revised: _____

Preface: Under the “Older Workers Benefits Protection Act (OWBPA)”, a person may not waive any right or claim under the “Age Discrimination in Employment Act (ADEA)” unless the waiver is “knowing and voluntary.” The following is provided to meet the “knowing and voluntary” provision of the OWBPA:

1. The phased retirement program is a voluntary program offered by the University of Central Arkansas. The program, adopted by the UCA Board of Trustees on _____, 1999, is initially available to all full-time tenured faculty members who have completed ten (10) years of continuous service at UCA and who are fifty-five (55) years of age or older on or before November 1 of the calendar year prior to the commencement of phased retirement. The latest point by which a faculty member may enter the phased retirement program is one (1) year before qualifying for regular retirement at UCA. A faculty member, who at the adoption of the policy, has completed ten (10) years of continuous service at UCA and who qualifies for regular retirement, will be allotted one-hundred and eighty (180) days to decide whether to enter the phased retirement program. Upon termination of this period, such faculty member is ineligible to participate in the program.

A year of continuous service is defined as a nine-month full-time faculty assignment, twelve-month full-time faculty assignment or twelve-month full-time administrative assignment. The ten (10) year minimum may be achieved using any combination of years of full-time faculty or administrative service. In the event there is a period of time in which a faculty member is on leave without pay, such period of time will not be considered when calculating the number of years of continuous service for eligibility purposes. A period of time in which a faculty member is on leave without pay status will not be construed as disrupting continuous service whereas years of continuous service are disrupted in the case of a faculty member resigning his/her position with the university and returning at a subsequent period in time.

Approval or disapproval of an individual faculty member’s application will be determined by the provost based upon the needs of the institution and fiscal considerations.

2. A faculty member who does not meet the age or service requirements described in paragraph one (1) or who is receiving long-term disability insurance benefits or workers' compensation benefits is ineligible to participate in the program.

3. A faculty member will be given a period of at least forty-five (45) calendar days to consider the Agreement and Waiver.

4. Faculty members interested in the phased retirement program may select a period from one (1) to five (5) calendar years of phased retirement. Upon selection of the number of years of phased retirement, the period may be shortened or lengthened only upon approval of the provost. In no case will the period of phased retirement exceed five (5) calendar years. The decision to participate in phased retirement is irrevocable.

5. Full retirement and cessation of tenure begins with the completion of the last semester of the phased retirement period. During the phased retirement period, the reduction in teaching and/or administrative hours will not be replaced with an increase in Continuing Education assignments or other university employment. Full retirement means termination of all employment with the university.

6. A faculty member selecting the phased retirement program may be able to structure the fractional full-time equivalent (FTE) of his/her load differently each year of phased retirement, but each year the load will be based on one of the following:

<u>FTE Load</u>	<u>Percent of Base Salary</u>
one-quarter (1/4) FTE	up to twenty-five percent (25%)
one-half (1/2) FTE	up to fifty percent (50%)
three-quarters (3/4) FTE	up to seventy-five percent (75%)

7. During the phased retirement period, a faculty member's teaching load may be divided among the fall and spring semesters, summer sessions, and intersessions, as agreed to by the faculty member and provost. The initial agreement will specify FTE load and its timing for each year of phased retirement. Once an FTE load has been defined, it may only be modified with approval of the provost.

8. During the phased retirement period, health and other insurance benefits and the cost/share percentages in force for full-time faculty will continue for a faculty member, as well as any spouse and/or other eligible dependents.

9. During the phased retirement period, payments by the university and by each faculty member into his/her retirement plan will continue under the normal terms of the plans. Contributions will be based upon proportional base salary only. A faculty member's contributions will be limited by plan requirements and by the Internal Revenue Code pre-tax and after-tax maximum annual calculations.
10. During the phased retirement period, tuition remission for a faculty member, as well as any spouse and/or other eligible dependents will be afforded in the same manner as that of full-time faculty members not selecting the phased retirement program.
11. During the phased retirement period, a faculty member will enjoy all rights and privileges of full-time faculty members not selecting the phased retirement program, including but not limited to, parking, sporting events, library, office space, and clerical services. A faculty member in phased retirement, however, will not be eligible for sabbatical leave.
12. During phased retirement period, a faculty member's tenure status will not be altered.
13. During the phased retirement period, a faculty member will be eligible for proportional increases in salary in the manner afforded full-time faculty members not selecting the phased retirement program.
14. To be considered for the phased retirement program, a faculty member must submit an application to the provost by November 1 of the year preceding the calendar year he/she wishes phased retirement to commence. The provost may recommend modification of the proposal and will notify the faculty member of the final approval or disapproval of the application by December 15 following its receipt. The final decision to accept or reject the proposal will be rendered by the provost. Phased retirement will commence at the completion of the spring term following approval by the provost.
15. A faculty member having received approval from the provost to participate in the phased retirement program will be given a period of at least seven (7) working days following the signing of the Agreement and Waiver in which to revoke it. The Agreement and Waiver is not effective or enforceable until the revocation period expires.
16. A faculty member having elected the phased retirement program does not waive rights or claims which may become available after the waiver is executed.

17. A faculty member waives rights or claims only in exchange for the opportunity to participate in the phased retirement program.
18. During the phased retirement period, the university may dismiss a faculty member for cause consistent with the requirements of the *Faculty Handbook*.
19. A faculty member is advised to seek advice and counsel of attorneys, accountants, and others who can aid his/her in making an informed decision about participating in the phased retirement program.

Food Service Contract for 1999-2000 (Board Policy No. 633) - The university has received from ARAMARK, Inc. a food service proposal for the 1999-2000 contract year. The proposed contract provides for a rate increase of 3.4% for the meal plans for fall and spring terms and 3.5% for summer sessions in 2000. The rate increases for summer camps and casual meals in the cafeteria range 2.2% to 6.7%.

When awarded our food service contract last year, ARAMARK, Inc., agreed to invest \$350,000 in our food service program over the next seven years. Some of the changes for fall 1999 will be a minor renovation of Christian Cafeteria, and the food court area of the Student Center and a new carved meat entree in the cafeteria once a week. With the approval of the university, additional improvements will be made in the food service program over the next five years.

The commission paid for off-campus special groups will be approximately 15%. The commission paid on casual meals in the cafeteria and the non-boarders meal plan will remain at 12%. ARAMARK, Inc., will pay the university a 10% commission on all declining balance and inclining balance sales and 13% on catered events.

The university will continue to contract with ARAMARK, In., for the operation of its food court in the Student Center and snack bar in Burdick Business Administration building. ARAMARK, Inc., will pay the university 7% of sales in the Pizza Hut, 10% of sales in Chick-Fil-A, and 13% of sales for all other cash operations.

No change is recommended for the Estes Stadium, Farris Center, and the Farris Field Concessions contract. The university currently grants ARAMARK, Inc., the exclusive right (except for the UCA High School Basketball Tournament) to operate the concessions in these facilities. It is recommended that this contract be extended from June 1, 1999, through May 31, 2000, with payment to the university of 15% of gross sales, which is the same as the 1998-1999 rate.

The following resolution as an amendment to Board Policy No. 633, "Food Service Contract," was adopted unanimously upon motion by Mr. Harding with a second by Mr. Aydelott:

"BE IT RESOLVED: THAT THE BOARD OF TRUSTEES APPROVES THE REVISION OF BOARD POLICY NO. 633, 'FOOD SERVICE CONTRACT' AUTHORIZING THE ADMINISTRATION TO SIGN A ONE-YEAR CONTRACT WITH ARAMARK, INC., WITH RATES AS SHOWN.

BE IT FURTHER RESOLVED: THE ADMINISTRATION IS AUTHORIZED TO SIGN A ONE-YEAR CONTRACT WITH ARAMARK, INC., FOR THE

OPERATION OF THE FOOD COURT IN THE STUDENT CENTER AND SNACK BAR IN BBA, PROVIDING THAT ARAMARK, INC., WILL PAY THE UNIVERSITY 7% OF SALES IN THE PIZZA HUT, 10% OF SALES IN CHICK-FIL-A, 13% OF SALES IN THE JAVA JOINT AND 13% OF SALES FOR ALL OTHER CASH OPERATIONS FOR THE PERIOD OF JUNE 1, 1999, THROUGH MAY 31, 2000, AND SIGN A SIMILAR CONTRACT WITH ARAMARK, INC., FOR THE OPERATION OF THE ATHLETIC CONCESSIONS AT ESTES STADIUM, THE FARRIS CENTER, AND FARRIS FIELD FOR THE PERIOD BEGINNING JUNE 1, 1999, THROUGH MAY 31, 2000, PROVIDING ARAMARK, INC., WILL PAY THE UNIVERSITY 15% OF GROSS SALES DURING THE PERIOD OF THE CONTRACT.”

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY

Policy Number: 633

Subject: Food Service Contract

Page 1 of 2

Date Adopted: 3/94 Revised: Passim

The following rates under the food service contract with ARAMARK, Inc., are approved for the 1999-2000 contract year. UCA will receive the commission listed below on the sales.

<u>TERM</u>	<u>MEAL PLAN</u>	<u>1999</u> <u>RATE</u> <u>PER DAY</u>	<u>2000</u> <u>RATE</u> <u>PER DAY</u>	<u>INCREASE</u> <u>%</u>
1999 Summer	All 19 meals	\$6.74	\$6.98	3.5
Summer I	Any 15 meals	\$5.84	\$6.04	3.5
and Summer II	Any 10 Meals with \$75.00	\$4.90	\$5.07	3.5

<u>TERM</u>	<u>MEAL PLAN</u>	<u>1998/1999</u> <u>RATE</u> <u>PER DAY</u>	<u>1999/2000</u> <u>RATE</u> <u>PER DAY</u>	<u>INCREASE</u> <u>%</u>
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Standard Meal Plans:

Regular Term	All 19 meals	\$4.46	\$4.61	3.4
Fall and Spring	Any 15 meals	\$4.17	\$4.31	3.4
	Any 10 meals	\$4.01	\$4.15	3.4
	Any 7 meals +\$125.00	\$4.23	\$4.34	3.4

Optional Meal Plans:

Regular Term	Unlimited meals	\$4.73	\$4.89	3.4
Fall and Spring	19 meals + \$50.00	\$4.84	\$4.98	2.9
	15 meals + \$50.00	\$4.55	\$4.68	2.9
	10 meals + \$75.00	\$4.57	\$4.70	2.8

<u>GROUP</u>	<u>MEAL</u>	<u>1998-1999</u> <u>RATE</u> <u>PER DAY</u>	<u>1999/2000</u> <u>RATE</u> <u>PER DAY*</u>	<u>2000/2001</u> <u>RATE</u> <u>PER DAY**</u>	<u>AMOUNT</u> <u>TO UCA</u>	<u>INCREASE</u> <u>%</u>
Off-campus	Breakfast	\$3.03	\$3.12	\$3.26	\$.47/.49	2.9/4.5
Special	Brunch	\$3.69	\$3.80	\$3.97	\$.57/.60	3.0/4.5
Groups	Lunch	\$3.69	\$3.80	\$3.97	\$.57/.60	3.0/4.5
	Dinner	\$3.69	\$3.80	\$3.97	\$.57/.60	3.0/4.6
	Other		\$4.25	\$.64	N/A	
Casual	Breakfast	\$3.75	\$3.85	N/A	\$.46	2.7
Meals	Brunch	\$4.20	\$4.50	N/A	\$.54	6.7
	Lunch	\$4.40	\$4.50	N/A	\$.54	2.2
	Dinner	\$4.40	\$4.50	N/A	\$.54	2.2
	Special	\$5.40	\$5.55	N/A	\$.67	2.7
	meals					

<u>GROUP</u>	<u>PLAN</u>	<u>1998-1999</u> <u>RATE</u> <u>PER DAY</u>	<u>1999/2000</u> <u>RATE</u> <u>PER DAY*</u>	<u>AMOUNT</u> <u>TO UCA</u>	<u>INCREASE</u> <u>%</u>
Commuter Meal Plans	Any 50 meals with \$175.00 DCB	\$380.00	\$385.00	\$46.20	2.4
	Any 30 meals with \$125.00 DCB	\$250.00	\$225.00	\$30.60	4.0

Commissions: 15% for off-campus special groups
 13% for catered events
 12% for casual meals in cafeteria
 12% for special meal plan for non-boarders
 †2% 10% for declining/inclining balance

The administration is authorized to sign a one-year contract with ARAMARK, Inc., for the operation of the food court in the student center and snack bar in BBA, providing that ARAMARK, Inc., will pay the university 7% of sales in the Pizza Hut, 10% of sales in Chick-Fil-A, 13% of sales in the Java Joint and 13% of sales for all other cash operations for the period of June 1, 1999, through May 31, 2000, and sign a similar contract with ARAMARK, Inc., for the operation of the athletic concessions at Estes Stadium, the Farris Center, and Farris field for the period beginning June 1, 1999, through May 31, 2000, providing ARAMARK, Inc., will pay the university 15% of gross sales during the period of the contract.

* Effective June 1 of 1999

** Effective June 1 of 2000

Commission on Governance - The Steering Committee for the North Central Association Self-Study recommends the establishment of a Commission on Governance consisting of the Provost, the Vice President for Administrative Services, the Vice President for Student Services, the Vice President for Institutional Advancement, the President of the Faculty Senate, the President of the Non-Tenure Track Faculty Senate, the President of the Staff Senate, the President of the Student Government Association, the University Counsel, and the Director of Governmental Relations.

As the university has grown and matured, various bodies have been established to represent all faculty, staff and students. The result is three senates representing faculty and staff, and the Student Government Association representing students. These constituents are also represented, although unevenly, in the University Council.

These bodies are now providing a voice for most employees and students, but ambiguities have arisen regarding their roles, responsibilities, and constituencies. For example:

- The preliminary report from the NCA Reaccreditation Task Force on Institutional Profile and Governance identifies uncertainty in relationships and roles among the two faculty senates and the University Council.
- Next fall the university anticipates having a new category of faculty, twelve-month employees who are not tenure eligible. Additionally, professional librarians, also twelve-month employees, will soon be recognized as faculty. Appropriate representation for these groups of faculty is unclear.
- Recent efforts to examine and correct discrepancies among various handbooks on campus have illustrated the problem of identifying appropriate jurisdiction for various portions of even a single handbook.

These and similar issues must be resolved.

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

“BE IT RESOLVED: THE UCA BOARD OF TRUSTEES ESTABLISHES A COMMISSION TO STUDY CAMPUS GOVERNANCE WITH THE FOLLOWING MEMBERSHIP: THE PROVOST, THE VICE PRESIDENT FOR ADMINISTRATIVE SERVICES, THE VICE PRESIDENT FOR STUDENT SERVICES, THE VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT, THE PRESIDENT OF THE FACULTY SENATE, THE

PRESIDENT OF THE NON-TENURE TRACK FACULTY SENATE, THE PRESIDENT OF THE STAFF SENATE, THE PRESIDENT OF THE STUDENT GOVERNMENT ASSOCIATION, THE UNIVERSITY COUNSEL, AND THE DIRECTOR OF GOVERNMENTAL RELATIONS. UPON COMPLETION OF THE STUDY, THE COMMISSION WILL REPORT TO THE PRESIDENT OF THE UNIVERSITY AND THE PRESIDENT WILL REPORT TO THE BOARD ANY RECOMMENDATIONS FOR MODIFICATION AND IMPROVEMENT OF THE UNIVERSITY'S GOVERNANCE PROCESSES."

Property Acquisition - For several years, the administration has had discussions with Mrs. Janis Banister about the possible purchase of her property at 405 Western Avenue. Mrs. Banister recently notified the university of her desire to sell the property. The back, undeveloped part of this property borders the Lewis Science Center and could prove very useful for the Biology Department or future expansion of the Lewis Science Center. The house would be used as rental housing for faculty, staff, or student groups until a permanent usage for the property is identified.

The administration obtained appraisals on the property and signed an offer and acceptance agreement with the owner, subject to Board of Trustees and State of Arkansas approval. The legal description of the property is: Lot 3, Block 5, J.E. Little Subdivision, Faulkner County, Conway, Arkansas.

The following resolution was adopted unanimously upon motion by Mr. Aydelott with a second by Mr. Sims:

"BE IT RESOLVED: THAT THE BOARD OF TRUSTEES AUTHORIZES THE ADMINISTRATION TO PURCHASE THE PROPERTY AT 405 WESTERN AVENUE, CONWAY, ARKANSAS, OWNED BY JANIS BANISTER.

THE PROPERTY IS DESCRIBED AS FOLLOWS:

LOT 3, BLOCK 5, J. E. LITTLE SUBDIVISION, FAULKNER COUNTY, CONWAY, ARKANSAS."

Tri-Partite Agreement - At the January 22, 1999, Board of Trustees meeting the Board approved a Tri-Partite Agreement with the Bank of New York Trust Company of Missouri to serve

as trustee for several bond issues they had recently purchased from NationsBank. On February 9, 1999, they notified the university that an agreement is needed for one additional bond issue, Board of Trustees of State College of Arkansas 1971 Physical Education Building Bonds Series B. These bonds mature in 2001.

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

AGREEMENT OF RESIGNATION, APPOINTMENT AND ACCEPTANCE, dated as of 3-12-99 by and among the Board of Trustees of the University of Central Arkansas, a State-supported educational institution duly organized and existing under the laws of the state of Arkansas and having its principal office at 201 Donaghey, Room 105, Conway, Arkansas 72032 (the "Board"), NationsBank, N.A. (F/K/A Union National Bank of Arkansas) (the "Prior Trustee"), a national banking association duly organized and existing under the laws of the United States of America and having its principal corporate trust office at 510 Locust Street, St. Louis, Missouri 63101 and BNY Trust Company of Missouri, a banking corporation duly organized and existing under the laws of the State of Missouri and having its principal corporate trust office at 911 Washington Avenue, St. Louis, Missouri 63101 (the "Successor Trustee").

RECITALS:

WHEREAS, the Board and Prior Trustee entered into a Trust Indenture dated as of January 1, 1971 by and between the Board and the Prior Trustee (the "Indenture");

WHEREAS, the Board of Trustees of State College of Arkansas Physical Education Building Bonds, Series B (the "Bonds") were originally authorized and issued under the Indenture;

WHEREAS, the Board desires to appoint Successor Trustee as Trustee, Paying Agent and Registrar to succeed Prior Trustee in such capacities under the Indenture; and

WHEREAS, Successor Trustee is willing to accept such appointment as Successor Trustee, Paying Agent and Registrar under the Indenture;

NOW, THEREFORE, the Board, Prior Trustee and Successor Trustee, for and in consideration of the premises of other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, hereby consent and agree as follows:

ARTICLE I

THE PRIOR TRUSTEE

SECTION 1.01 Prior Trustee hereby resigns as Trustee under the Indenture.

SECTION 1.02 Prior Trustee hereby assigns, transfers, delivers and confirms to Successor Trustee all right, title and interest of Prior Trustee in and to the trusts of the Trustee under the Indenture and all the rights, powers and trusts of the Trustee under the Indenture. Prior Trustee shall execute and deliver such further instruments and shall do such other things as Successor Trustee may reasonably require so as to more fully and certainly vest and confirm in Successor Trustee all the rights, powers and trust hereby assigned, transferred, delivered and confirmed to Successor Trustee as Trustee, Paying Agent and Registrar.

ARTICLE II

THE BOARD

SECTION 2.01 The Board hereby accepts the resignation of Prior Trustee as Trustee, Paying Agent and Registrar under the Indenture.

SECTION 2.02 All conditions relating to the appointment of BNY Trust Company of Missouri as Successor Trustee, Paying Agent and Registrar under the Indenture have been met by the Board, and the Board hereby appoints Successor Trustee as Trustee, Paying and Registrar under the Indenture with like effect as if originally named as Trustee, Paying Agent and Registrar in the Indenture.

ARTICLE III

THE SUCCESSOR TRUSTEE

SECTION 3.01 Successor Trustee hereby represents and warrants to Prior Trustee and to the Board that Successor Trustee is not disqualified to act as Trustee under the Indenture.

SECTION 3.02 Successor Trustee hereby accepts its appointment as Successor Trustee, Paying Agent and Registrar under the Indenture and accepts the rights, powers, duties and obligations of Prior Trustee as Trustee, Paying Agent and Registrar under the Indenture, upon the terms and conditions set forth therein, with like effect as if originally named as Trustee, Paying Agent and Registrar under the Indenture.

ARTICLE IV

MISCELLANEOUS

SECTION 4.01 This Agreement and the resignation, appointment and acceptance effected hereby shall be effective as of the opening of business on 3-18-99.

SECTION 4.02 This Agreement shall be governed by and construed in accordance with the laws of the State of Arkansas.

SECTION 4.03 This Agreement may be executed in any number of counterparts each of which shall be an original, but such counterparts shall together constitute but one and the same instrument.

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IN WITNESS WHEREOF, the parties hereto have caused this Agreement of Resignation Appointment and Acceptance to be duly executed and acknowledged all as of the day and year first above written.

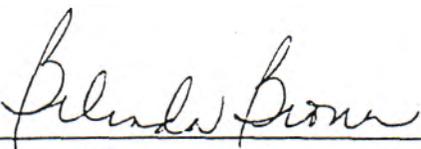
University of Central Arkansas
Board of Trustees of ~~State College of Arkansas~~
as Board

By: 
Name:
Title:

NationsBank, N.A. (F/K/A Union National
Bank of Arkansas)
as Prior Trustee

By: 
Name: **J. KEMPER**
Title: **VICE PRESIDENT**

BNY Trust Company of Missouri,
as Successor Trustee

By: 
Name: **BELINDA BROWN**
Title: **VICE PRESIDENT**

EXECUTIVE SESSION

Executive Session was declared by the Chair.

OPEN SESSION

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

“BE IT RESOLVED: THAT THE UCA BOARD OF TRUSTEES APPROVES THE FOLLOWING ADJUSTMENTS, APPOINTMENTS, RESIGNATIONS, TERMINATION, AND DISTINGUISHED PROFESSOR EMERITUS, PROVIDED HOWEVER, THAT THE ADMINISTRATION IS AUTHORIZED TO MAKE CORRECTIONS AND CHANGES OF A CLERICAL NATURE.”

ADJUSTMENTS:

1. Twala Maresh, Instructor, Physical Therapy, effective August 15, 1999, change salary from \$38,740.00 to \$41,319.00.
2. Mary Ann Schlientz, change title from Head Coach Women’s’ Volleyball, to Interim Director of Women’s’ Athletics, change annual salary from \$34,456.00 to \$60,000.00, effective January 27, 1999 through June 30, 1999.
3. Joe Darling, change title from Director of Admissions to Director of University Relations, Non-faculty position, effective January 1, 1999, change annual salary from \$55,228.00 to \$70,000.00.
4. Jack Gillean, change title from Director Gov. Relations to Exec. Assistant to the President, change salary from \$75,646.00 to \$80,000.00, effective February 1, 1999.
5. Charles Hervey, change title from Asst. Basketball Coach-Mens’ to Interim Mens’ Head Basketball Coach, effective February 1, 1999 through June 30, 1999, change annual salary from \$37,830.00 to \$48,000.00.
6. Arch Jones, change title from Head Basketball Coach-Mens’ to Interim Director of Mens’ Athletics, effective February 1, 1999 through June 30, 1999, change annual salary from \$57,646.00 to \$60,000.00.

APPOINTMENTS:

1. Greg Gliemi, Assistant Professor, Health Sciences, Tenure Track, effective August 16, 1999 through May 13, 2000 @ a salary of \$37,000.00.
2. Shirley Friedman, Lecturer, Foreign Languages, effective August 16, 1999 through May 13, 2000 @ a salary of \$32,000.00.
3. Maurice A. Lee, Dean, College of Liberal Arts, Appointment with Tenure, effective June 1, 1999 @ a salary of \$95,000.00.
4. Sidney Painter, Instructor, Computer Sciences, Non-tenure Track, effective Spring Semester, @ a salary of \$6,300.00.
5. Jennifer Parrack, Instructor, Foreign Languages, Tenure Track, effective August 16, 1999 through May 13, 2000 @ a salary of \$34,000.00.
6. Karen Thessing, Instructor, Computer Science, effective Spring Semester, @ a salary of \$11,000.00.
7. Ronald B. Toll, Dean, College of Natural Science and Mathematics, Appointment with Tenure, effective June 16, 1999 through June 30, 2000 @ an annual salary of \$90,000.00.
8. Craig Wesolowski, Assistant Professor, Chemistry, Tenure Track, effective August 16, 1999 through May 13, 2000 @ a salary of \$37,000.00.

RESIGNATIONS:

- | | | |
|----|---------------------------------|-------------------|
| 1. | Mark Hudspeth, Athletics | February 15, 1999 |
| 2. | Lois Moody, Corporate Relations | February 26, 1999 |
| 3. | Nelda New, Student Health | January 31, 1999 |
| 4. | Thomas Shea, Athletics | February 26, 1999 |

TERMINATION:

1. Barbara Holmes, Psychology & Counseling January 8, 1999

DISTINGUISHED PROFESSOR EMERITUS:

1. Dr. Waddy W. Moore, History

President Thompson requested members of the press to refrain from announcing the Distinguished Professor Emeritus designation until Dr. Moore is notified.

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

Mrs. Elaine Goode, Chair

Mr. Dalda Womack, Secretary