The University of Central Arkansas Board of Trustees convened in a regularly scheduled meeting at 10:30 a.m.. Friday, May 11, 2018, in the Board of Trustees Conference Room in Wingo Hall with the following officers and members present:

<div align="right">

Chair:	Mr. Joe Whisenhunt
Vice Chair:	Mr. Bunny Adcock
Secretary:	Rev. Cornell Maltbia
	Ms. Elizabeth Farris
	Ms. Kay Hinkle
	Mr. Brad Lacy
	Ms. Shelia Vaught

</div>

MINUTES

The board unanimously approved the minutes of the February 9, 2018, board meeting as submitted upon motion by Bunny Adcock and second by Shelia Vaught.

END-OF-YEAR REPORTS FROM THE PRESIDENTS OF THE STAFF SENATE, STUDENT GOVERNMENT ASSOCIATION, AND FACULTY SENATE

Dr. Taine Duncan addressed the board as out-going president of Faculty Senate. An outline of her remarks is attached to the original minutes.

Ms. Hershila Lallu, outgoing president of the SGA made the following remarks:

2017-18 SGA Accomplishments

- Exec
  - 2 Presidential Town Hall events
  - Sexual Assault/Title IX Speaker - Jeffrey Bucholtz (won Campus Wide Program of the Year)
  - Funded treadwall for HPER, several bike racks, picnic tables, and hydration stations around campus
  - Help change latin honors requirements to be more consistent with other universities in our conference
  - Improved shared governance with faculty and staff senate
    - Advising joint collaboration with faculty senate
  - Funded golf cart for Bear Patrol
  - Funded a bus for Bear Boots on the Ground during fall break
  - Funded a portion of the student fee for Bear Boots on the Ground during Spring Break
  - Day of Giving party in front of the Student Center

- ○ Improve visibility of SGA and what we do - hot chocolate and cookies event
- ○ Sexual Assault Awareness campus-wide flyer

- Diversity
  - ○ RSO Mix and Mingle
  - ○ International Candlelight Vigil
  - ○ Working On Knowledge Expansion (W.O.K.E.)
  - ○ 1st ever Campus Wide Diversity Fair
  - ○ 3rd annual Speaking Spirituality

- Campus Interaction
  - ○ Reimplementation of fall convocation (Fall 2018)
  - ○ Tradition Booklets re-implemented for Fall 2018
  - ○ Investiture Reception for President Davis
  - ○ Soccer, Women's Basketball, Volleyball and Football resolutions presented and passed by senate
  - ○ Purple caps and gowns survey
  - ○ Meet Your Senator Campaign

- Housing and Food
  - ○ Held a successful hot dog cookout for the food service workers
  - ○ We expressed our want for more vegetarian options and Mooyah's brought back veggie burgers
  - ○ Completed field research to compare dining services at UCA with other schools (Hendrix and CBC)
  - ○ We created a 50 page word document full of survey questions that other universities use when surveying students about their dining services.
  - ○ Added the following items to the cafeteria
    - ■ spinach and mushrooms to the omelet bar
    - ■ Added black beans to the salad bar to be offered on a daily basis (they were only offered sometimes)
    - ■ Added guacamole to the cafeteria (offered sometimes)
    - ■ Added fish tacos to the cafeteria (offered sometimes)
  - ○ Made it so that the cafeteria alternates between black bean burgers and veggie patties
  - ○ Improved relations between SGA and UCA dining

- Outreach
  - ○ Passed the DACA Resolution
  - ○ More communication between other universities in AR
  - ○ Day at the Capitol
    - ■ Arkansas Tech University
    - ■ UA Little Rock

- - - Henderson State
    - Passed Day at the Capitol Resolution
    - Created and Ordered Day at the Capitol T-shirts
  - Increase voter turnout and candidate visibility
    - PR to Showcase runners
    - Flyer to post in housing to show how to log-on to OrgSync to vote
  - Welcoming new university staff
    - Basket Delivered to Mike Lloyd, new CIO
  - Beautification
    - More recycling bins around campus
  - Passed Veteran's Day resolution thanking veterans for their service and sacrifice
    - Also presented "Thank A Vet" photo album with notes from students around campus thanking veterans for their sacrifice
  - Worked with UCA's recycling coordinator to reallocate some of our existing recycle bins
  - More hydration stations
  - Created recycling video to play at athletic events to encourage recycling
  - Held our second annual Alumni Cookout- created/updated the Facebook info

- Student Resources
  - Zagster bike share
  - Swimsuit policy for the HPER to be more gender inclusive and updated
  - Extended Shuttle Bus hours for Finals week
  - More involvement of RSO's with Bear Facts Day

- Safety
  - Worked with physical plant to update lighting outside of library
  - Asked PD to heighten their bicycle patrols
  - Reviewed the previous campus climate survey for potential safety issues
  - Tabled for sexual assault awareness month in the student center and the "It Starts With Me" Campaign
  - Secured the support from the university needed to better establish and expand Bear Patrol on campus

- Academic Affairs
  - Improved relations between the SGA and Faculty Senate
  - Improved relations between the Academic College Deans, Provost, and SGA AAC
  - Worked with the VA Office to address discrepancies in course credit assignment
  - Worked with physical plant to get a hydration station added to the third floor of the Math and Computer Science building

- ○ Academic Advising Survey to improve advising experience for all students (250+ responses)

- ● SFAC
  - ○ Revived Committee after six years dormant
  - ○ Produced the Student Fee Advisory Committee Report, Spring 2018, following six fee hearings (Technology, Facilities, HPER, Fine/Performing Arts, Library, Health Services).
  - ○ Recommendations/Observations presented to Executive Staff and Board
  - ○ Laid groundwork for upcoming fee hearings

Ms. Erica Ruble, outgoing president of the Staff Senate, made the following remarks:

Good morning & thank you for the opportunity to provide a few Staff Senate highlights.

I want to focus on names & numbers today so let me start by recognizing the staff members who were selected as employee of the quarter over the last year: Kimberly Klotz, Lauren Stout, George McKee, & Cheryl Theall. I would also like to recognize our classified employee of the year winner Kortnee Kalberer & our non classified employee of the year winner Dr. Lesley Graybeal.

Congratulations to these outstanding employees!

I also want to thank Shelby Fiegel & all the members of the employee recognition committee for their time and dedication to this process.

Staff Senate is fortunate to have so many dedicated employees not only serving on senate but working all across the campus. Staff Senate is responsible for coordinating volunteers who assist with ushering & ticket taking at football & basketball games, commencement, & Reynolds Performance Hall events. These opportunities would not be possible without the committed employees across campus. We had more than 50 staff members volunteer at Reynolds shows throughout the season with many of these individuals volunteering on multiple occasions. We also had more than 60 staff members volunteer at our home Basketball games this past season. I would like to recognize some of our top volunteers including: Tiffani Rana, Lauren Zylks, Samuel Davis, Sandra Kemp, & Jennifer Allen. We are certainly appreciative of all our volunteers!

The Professional Development Committee was able to award over $50,000 to 44 employees this fiscal year to assist in their pursuits for continued education. This committee is already accepting applications for quarter one of the 2018/2019 fiscal year.

The Scholarship committee will be meeting soon to award around $3,000 to employees and dependents enrolled in courses here at UCA. The committee is certainly facing some tough decisions this year due to the high number of applications that were received for the three scholarship offerings.

The Spring Picnic committee was able to raise more than $2,000 for the Bear Essentials Food Pantry last month with the help of our generous faculty & staff members across campus. They're already brainstorming on ways to continue upon this success for next year.

I don't have time to thank each committee or the respective chairs and members but I have to say there are many other hard working committees I haven't detailed this morning including Employee Benefits, Compensation, Courtesy, WinterFeast, & the Angel Bear committee. But I really can't mention Angel Bear without acknowledging Tracy Spence because she has been such a strong advocate for this particular program over the past several years. Staff Senate would not be a success without all the volunteers, committee chairs & active committee members.

I would also like to express my gratitude for the opportunity to serve as Staff Senate President this year.

It was an honor to participate in the Investiture ceremony & a very successful Provost search. I'm thankful for the chance to engage in regular meetings with President Davis and our Chief of Staff AND it was certainly a pleasure to work alongside Hershila Lallu and Dr. Taine Duncan.

Thank you to the senate exec team Beth Adair, Jenna Davidson, Diana Burroughs, Kevin Carter & Lesley Graybeal for dealing with me this year & all the support and encouragement you have provided.

I know that Staff Senate has great things ahead with Dr. Lesley Graybeal becoming our Senate President in July.

Thank you for your time.

REPORTS

President's Report – The president recognized the following students:
- Joseph Barnello
- Morgan Bullard
- Jayda Williams

Financial Update – Diane Newton, Vice President of Finance and Administration, gave a financial report, which is attached to the original minutes.

Information Technology – Mike Lloyd, Interim Chief Information Officer, updated the board on the progress of his plan for the Department of Information Technology. His report is attached to the original minutes.

ACTION AGENDA

Contract Review Procedures – Board Policy No. 416

Pursuant to Board Policy No. 416, Contract Review Procedures, the administration must seek board approval for any contract that requires the university to expend funds, at any time, in excess of $250,000 or any contract with a term exceeding one year, unless the Office of General Counsel certifies, in writing, that the contract (a) may be terminated by the university on the giving of written notice of 90 days or less or (b) will not require the university to expend funds in excess of $99,999.

The administration is seeking board approval for the university to enter into contracts with the following:

- Aramark Educational Service, LLC
- StarRez, Inc.
- Simplex Grinnell
- East Harding Inc.
- Nikon Instruments Inc.

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

"**BE IT RESOLVED: That the Board of Trustees authorizes the administration to enter into the contracts with the companies/organizations listed above and on the following pages.**"

UNIVERSITY OF CENTRAL ARKANSAS
REASON FOR REQUIRING BOARD REVIEW AND ACTION
(Board Policy No. 416)

Contract involving more than $250,000

SUMMARY

1. Parties: Agreement between the University of Central Arkansas and Aramark Educational Services, LLC (Aramark).

2. Purpose: Food service agreement.

3. Term: The Board of Trustees approved the original contract in April 2012. The contract was effective June 1, 2012, and is renewable for up to 10 years. The board approved revisions in May 2013, February 2014, February 2015, February 2016, and February 2017.

4. University Funds to be Paid: Under the terms of the contract, Aramark and UCA mutually agree upon an appropriate increase to the board plan rates, utilizing the most recent 12-month increases in the October Consumer Price Index for All Urban Consumers (CPI-U). The October 2017 CPI-U was 2.3%, and the proposed agreed upon rate increase is 3.68%.

5. Funds Received: No revisions.

6. Public Bid/Purchasing Approval: N/A.

7. Special Provisions/Terms/Conditions: Aramark is using the existing funds in the Renovation Fund combined with the remaining funds from the 2012 Financial Commitment for a refresh of the Starbucks located in the library. The refresh is required by Starbucks, and is the last required renovation under the current contract with Aramark. Aramark has also agreed to open two new locations in Donaghey Hall. Aramark is paying for the installation and will be reimbursed from their contributions to the Renovation Fund during the remainder of the contract. Aramark has also agreed to allow the use of declining balance dollars at Marble Slab Creamery/Great American Cookies.

8. Approval/Notification to UCA Foundation: N/A.

Form prepared by: Warren Readnour, General Counsel   Date: April 25, 2018

UNIVERSITY OF CENTRAL ARKANSAS

REASON FOR REQUIRING BOARD REVIEW AND ACTION
(Board Policy No. 416)

Contract with a term of more than one year

SUMMARY

1. Parties: Agreement between the University of Central Arkansas and StarRez, Inc.

2. Purpose: StarRez is a comprehensive student housing solution that includes online housing applications, online roommate and room self-selection, roommate matching, and core staff administrative functions such as bulk room assigning.

3. Term: June 1, 2018 to May 31, 2021.

4. University Funds to be Paid: $145,200 ($90,000 licensing fee, $27,600 maintenance in year two, and $27,600 maintenance in year three).

5. Funds Received: N/A.

6. Public Bid/Purchasing Approval: Agreement utilizes a Request for Proposal issued by the University of Arkansas at Fayetteville.

7. Special Provisions/Terms/Conditions: StarRez has right to modify the annual maintenance fee each year by providing written notice 60 days prior to end of the current annual term.

8. Approval/Notification to UCA Foundation: N/A.

Form prepared by: Warren Readnour, General Counsel   Date: April 23, 2018

UNIVERSITY OF CENTRAL ARKANSAS

REASON FOR REQUIRING BOARD REVIEW AND ACTION
(Board Policy No. 416)

Contract involving more than $250,000

SUMMARY

1. Parties: Agreement between the University of Central Arkansas and Simplex Grinnell.

2. Purpose: Amendment to an existing agreement to provide routine inspection, testing, maintenance, and repair on fire safety systems.

3. Term: July 1, 2017 to June 30, 2019. (Can be renewed through June 30, 2023.).

4. University Funds to be Paid: $241,496 for a two-year period was previously approved. Current amendment is for an additional $20,475, which causes the contract to exceed $250,000 threshold for board approval. Total projected cost if contract is extended for full term is $850,199.

5. Funds Received: N/A.

6. Public Bid/Purchasing Approval: N/A.

7. Special Provisions/Terms/Conditions: N/A.

8. Approval/Notification to UCA Foundation: N/A.

Form prepared by: Warren Readnour, General Counsel   Date: April 26, 2018

UNIVERSITY OF CENTRAL ARKANSAS

REASON FOR REQUIRING BOARD REVIEW AND ACTION
(Board Policy No. 416)

Contract involving more than $250,000

SUMMARY

1. Parties: Agreement between the University of Central Arkansas and East Harding Inc. located in Little Rock, Arkansas

2. Purpose: General contractor for new roof on Snow Fine Arts Center. The project also includes the purchase and installation of a new cooling tower.

3. Term: N/A.

4. University Funds to be paid: $983,200.00 ($959,700.00 plus an alternate addition of $23,500).

5. Funds Received: N/A.

6. Public Bid/Purchasing Approval: A competitive Invitation for Bid ("IFB") was issued to obtain a contractor to install the new roof and cooling tower. The IFB opened on May 10, 2018. Eight contractors submitted bids. The low bidder was East Harding Inc. with a bid amount of $959,700.00 with the alternate addition for applying water repellant, removing existing backer rod/sealant, and providing new backer rod/sealant to existing masonry walls at a cost of $23,500.

7. Special Provisions/Terms/Conditions: N/A.

8. Approval/Notification to UCA Foundation: N/A.

Form prepared by: Warren Readnour, General Counsel   Date: May 10, 2018

UNIVERSITY OF CENTRAL ARKANSAS

REASON FOR REQUIRING BOARD REVIEW AND ACTION
(Board Policy No. 416)

Contract involving more than $250,000

SUMMARY

1. Parties: Agreement between the University of Central Arkansas and Nikon Instruments Inc. ("Nikon").

2. Purpose: Purchase of confocal microscope for College of Natural Sciences and Mathematics.

3. Term: One year service contract and five year warranty.

4. University Funds to be paid: $500,803.93 plus taxes.

5. Funds Received: N/A.

6. Public Bid/Purchasing Approval: Invitation for Sealed Competitive Bids was issued on February 8, 2018, and opened on March 1, 2018.   Three bids were submitted. Nikon was selected as the vendor. Nikon is already on the state vendor list and a member of the Educational and Institutional Cooperative Services, Inc.

7. Special Provisions/Terms/Conditions: N/A.

8. Approval/Notification to UCA Foundation: N/A.

Form prepared by: Warren Readnour, General Counsel   Date: May 9, 2018

Property Acquisition – 2031 Simms Street, Conway, Arkansas

David and Grace Sanders own the house located at 2031 Simms Street. The house was built in the 1930s and is approximately 986 square feet. The house was appraised for $98,000 as of November 10, 2017.

The house is located near the intersection of Donaghey Avenue and Simms Street. This is an area that the university needs to acquire for future development. The university has acquired multiple houses on Donaghey Avenue in the vicinity of this house.

The university has signed an offer and acceptance with the owners for $98,000. A copy of the signed agreement is attached. The agreement requires that the closing occur by May 31, 2018. The closing of the proposed acquisition is conditioned upon the approval of the Board of Trustees.

The board unanimously adopted the following resolution upon motion by Shelia Vaught and second by Kay Hinkle:

"BE IT RESOLVED: That the Board of Trustees approves the transaction described above with David and Grace Sanders for the sale and purchase of a house with a street address of 2031 Simms Street, Conway, Arkansas, for the sum of $98,000, and the president and such other officials of the University of Central Arkansas, as the president may from time-to-time designate, are hereby authorized and directed to enter into and execute such other documents, agreements and instruments as are necessary and required to consummate the foregoing purchase."

February 15, 2018

David and Grace Sanders
5230 Bay Town
Conway, AR 72034

RE: OFFER & ACCEPTANCE – 2031 Simms Street, Conway, AR 72034

Dear Mr. and Mrs. Sanders:

Subject to the satisfaction of all of the provisions and conditions set forth herein, the Board of Trustees of the University of Central Arkansas ("**Buyer**") offers to purchase from David and Grace Sanders ("**Sellers**") the property described below for the sum of Ninety-Eight Thousand Dollars ($98,000), plus the Buyer's share of the closing costs.

The property subject to this offer and acceptance consists of a house and land located at 2031 Simms Street, Conway, Arkansas, 72034, and is more particularly described as follows:

The North Half of Lot 3, Hartley's Subdivision of Block 61, Boulevard Addition to the City of Conway, Faulkner County, Arkansas.

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

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

1.   The closing date will occur at a mutually acceptable date to be agreed upon by both parties, but shall occur not later than **May 31, 2018**;

2.   Buyer shall be entitled to possession of the Property at closing;

3.   A policy of title insurance satisfactory to Buyer, insuring unencumbered fee simple title to the Property in Buyer as of closing shall be procured and paid for by Sellers;

4.   Sellers shall deliver at closing (a) a warranty deed in standard form conveying fee simple absolute title to the Property (and any mineral interests owned by Seller), free from all liens, claims or encumbrances of any kind with the grantee being "The Board of Trustees of the University of Central Arkansas" and (b) an assignment of any leases and all rents from the

Wingo Hall, Suite 207 | 201 Donaghey Ave, Conway, AR 72035
(501) 450-5286 OFFICE | (501) 450-5003 FAX | UCA.EDU/PRESIDENT

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David and Grace Sanders
February 15, 2018
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Property, if any;

5.   Any and all taxes or assessments on the Property for the current year will be prorated at closing. Sellers shall be responsible for all real property taxes for previous years;

6.   Buyer and Sellers will share the cost of closing fees and document preparation. No revenue stamps shall be required due to an exemption under Arkansas law for conveyances by or to a state agency (Buyer);

7.   If any personal property shall be stored or situated on the Property, the same shall be removed prior to closing; *Sellers will remove storg buildings within 60 days of closing. MS*

8.   Sellers represent and warrant to Buyer that Sellers are the sole owner of the Property, and no other person or entity has any form of ownership interest in, or right to use or occupy the Property, and further, that Sellers are in sole and exclusive possession of the Property, except for leases, copies of which have been delivered to representatives of Buyer;

9.   Sellers represent and warrant to Buyer that all liens against the Property and all money owed on the Property, if any, are the responsibility of Sellers, and if existing will be satisfied and paid in full at, or prior to, closing;

10.   Sellers represent and warrant to Buyer that there are no unrecorded rights-of-way for roadway, utilities or other matters affecting the Property;

11.   Sellers represent and warrant to Buyer that there is no loss arising from oil, gas, or other minerals conveyed, retained, or assigned, or from any other activity concerning sub-surface rights or ownership of the subject property, including but not limited to the right of egress or ingress for said sub-surface purposes;

12.   Sellers represent and warrant to Buyer that there are no proceedings, either pending or threatened, which, if decided adversely to Sellers, would constitute a lien on the Property; nor are there any money judgments entered by a court against Sellers that constitute a lien on the Property.

13.   Sellers represent and warrant to Buyer that there are no unrecorded contracts of sale, options to purchase, or any other kind of agreement with any person or entity, affecting the Property;

14.   Sellers shall be responsible for all risk of loss to the Property and improvements thereon (if any) prior to closing;

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15.   If Buyer desires to have a survey of the Property performed prior to closing, Sellers agree to cooperate in having the survey performed. Any survey shall be at the expense of Buyer;

16.   Sellers represent and warrant that to the best of Sellers' knowledge, no hazardous wastes or materials of any kind have been generated, produced or stored upon the Property, and that to the best of Sellers' knowledge, no such hazardous wastes exist today on the Property; and

17.   Sellers shall complete and deliver, prior to closing, the attached "Disclosure Form" which will become part of the Offer and Acceptance document. Failure to make any disclosure required by the Governor's Executive Order 98-04, or any violation of any rule, regulation, or policy adopted pursuant to that order, shall be a material breach of the terms of the contract. Any contractor, whether an individual or entity, who fails to make the required disclosure or who violates any rule, regulation, or policy shall be subject to all legal remedies available to the Buyer.

18.   Buyer's obligations under this agreement are expressly conditioned upon the prior approval of the Board of Trustees of the University of Central Arkansas. This agreement and Buyer's obligations hereunder shall not be a valid and binding legal obligation of Buyer until approved by resolution duly adopted by the Board of Trustees of the University of Central Arkansas.

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

This offer shall terminate and be of no effect unless it is signed by Sellers, and delivered to Warren Readnour, General Counsel, by 4:30 P.M. Central Time on Friday, March 2, 2018.

Sincerely,

Houston Davis
President

David and Grace Sanders
February 15, 2018
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ACCEPTANCE BY SELLERS

The offer set forth above and all terms and conditions are hereby accepted on this ___1ˢᵗ___ day of
___MARCH___, 2018, at __2:00__ (A.M. or P.M.).

David and Grace Sanders

By: _David P. Sanders_____

By: _Grace C. Sanders_____

Request for Provisional Positions

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

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

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

At this time, the university has funding through federal, state, and private grants for 30 additional positions.

Name	Title	Funding Source
Jacob Walker	Workforce Project Director	Arkansas Department of Career Education and DWS
Matthew Jeffery	Lead Software Developer	Arkansas Department of Workforce Services & ACE
Sarah Argue	Pre-K Project Deputy Director	Arkansas Department of Human Services/DCCECE
Greg Holland	Director of Research	Arkansas Department of Human Services/DCCECE and Arkansas Department of Workforce Services
Melanie Bradford	Technology Projects Coordinator	Arkansas Department of Education/EAST-TICAL
Kimberly Calhoon	Director of AALI	Arkansas Department of Education, UCA Foundation
Nicole Martin	Science Specialist	Arkansas Department of Education
Andrew Regester	Software Developer	Arkansas Department of Career Education
Nathaniel Gray	Software Developer	AR Department of Career Education & Department of Workforce Services

Michelle Hardin	Upward Bound Project Director	U.S. Department of Education
Jessie Beal	Upward Bound Project Specialist	U.S. Department of Education
Robert Arbogast	Administrative Specialist III	U.S. Department of Education
Emily Lane	Project Director	Tobacco Settlement
Peter Lorenz	Assistant Professor	UCA Foundation
Terra Votaw	Research and Program Assistant	UCA Foundation
Kathy Carroll	Executive Director	UCA Foundation
Sharon Kuhn	Project Specialist	UCA Foundation
Tracy Spence	Fiscal Support Analyst	UCA Foundation
Christy Horpedahl	Director of Programs	UCA Foundation
Caleb Taylor	Communications Outreach	UCA Foundation
Zachary Donahew	Scholar-In-Residence	UCA Foundation
Vacant	Scholar-In-Residence	UCA Foundation
Alexander Kanode	Research Associate	UCA Foundation
Jacob Bundrick	Research Associate	UCA Foundation
Matthew Martens	Software Developer	Arkansas Department of Human Services & ACE

		Arkansas Department of Human Services & ACE
Gregory Lindstrom	Software Developer	
Binqi Sun	Software Developer	Arkansas Department of Human Services & ACE
Mavuto Kalulu	Research Associate	UCA Foundation
Vacant	Research/Program Assistant	UCA Foundation
Jacob Sisson	Mathematics Instructional Specialist	UCA Foundation

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

"BE IT RESOLVED: That the Board of Trustees authorizes the administration to proceed with requests to the State Department of Finance and Administration for allocation of 30 provisional positions, shown on the above list that will be funded by institutional funds, federal, state and private grants."

Fees – General Registration and Others – Board Policy No. 630

The administration proposes the following changes in mandatory fees:

1. Mandatory Tuition and Fees:
Governor Hutchinson requested all state universities hold general tuition flat for FY19; however, universities may increase fees as needed. The changes proposed in the chart below include **increases for fees only**. Those fees include technology, facilities, student success, and Student Health Center.

Student Status	Hours per sem	Current FY18 Cost Fall/Spring	Proposed FY19 Cost Fall/Spring	Change	
Undergraduate	15	$8,524	$8,751	$227	2.66%
Graduate	12	$8,046	$8,231	$185	2.31%

Justification:
The proposed tuition and fee rate reflects an increase of **2.66%** for undergraduate students and **2.31%** for graduate students. Based on the current year enrollment of full-time equivalent students, this increase will generate approximately $2.1 million in additional revenue for

educational and general (E&G) fund, and $100,000 for auxiliary services fund. The additional revenue will be applied toward the technology refresh, facility maintenance and debt, Student Health Center operations, and student success initiatives.

2. **Study Abroad Flat Rate:**
The administration proposes moving to a **flat per hour rate** of **$260** for undergraduate and **$300** for graduate Study Abroad classes. This proposal brought forth by the Office of International Engagement and approved by the Study Abroad Committee is an effort to simplify the fee structure for those students studying abroad. The administration used the same methodology as with other flat rate programs to establish the rate.

Justification: UCA administration seeks to simplify the cost structure of the study abroad programs to encourage participation and increase opportunities.

3. **Global Education Project (GEP):**
UCA enters into agreements with foreign universities to establish the GEP. The general purpose of the agreements is to establish a specific educational program between participating institutions, which will promote academic linkages and enrich understanding of the cultures of the countries involved. The university establishes a flat rate encompassing several estimated costs, including tuition and fees, housing, meals, insurance and other necessary costs.

Term	Hours	Current (per sem)	Proposed (per sem)	Change
Fall/Spring	12	$8,150	$8,450	$300 3.68%
Summer 5-week	6	$3,475	$3,475	No change

 Justification: The Office of International Engagement and the Office of Student Accounts worked together to determine the best estimate for an all-in rate for students participating in the GEP program. This proposed increase takes into consideration room and board rate increases along with projected costs of insurance and other necessary costs.

The board unanimously adopted the following resolution upon motion by Bunny Adcock and second by Kay Hinkle:

 "BE IT RESOLVED: That the Board of Trustees approves the following schedule of fees as the general registration and fee charges, effective fall 2019."

UNIVERSITY OF CENTRAL ARKANSAS

BOARD POLICY 630 FEE SCHEDULE

| | | **2018-2019** | |
UNDERGRADUATE FALL/SPRING		**Per Hour**	**15 Hrs.**
General Registration		217.43	3,261.45
Athletic		18.00	270.00
Student Center		4.25	63.75
Facilities Fee		14.25	213.75
HPER/Rec		9.12	136.80
Fine/Performing Arts		2.00	30.00
Cooperative Education		0.50	7.50
Technology		12.00	180.00
Library		3.00	45.00
Student Success		1.00	15.00
SAB		1.59	23.85
Activity Fee	Sem		15.50
Publication	Sem		6.00
Radio Station	Sem		5.00
Access and Security	Sem		27.00
Health Service	Sem		75.00
Total Per Hour and Per Sem		283.14	4,375.60
Out-of-State (Note 1)		217.43	3,261.45
Out-of-State Total		500.57	7,637.05

UNIVERSITY OF CENTRAL ARKANSAS

BOARD POLICY 630 FEE SCHEDULE

	2019	
UNDERGRADUATE SUMMER	**Per Hour**	**15 Hrs.**
Per Hour Fees		
General Registration	217.43	3,261.45
Athletic	18.00	270.00
Student Ctr/Recreation	4.25	63.75
Facilities Fee	14.25	213.75
HPER	9.12	136.80
Fine/Performing Arts	2.00	30.00
Cooperative Education	0.50	7.50
Technology	12.00	180.00
Library	3.00	45.00
Student Success	1.00	15.00
SAB (Student Activity Board)	1.59	23.85
Total Per Hour	283.14	4,247.10

Per Semester/Term Fees	**May**	**Full Term & 10-Week**	**Summer 1**	**Summer 2**
Access & Security (Note 2)	15.00	15.00	15.00	15.00
Health Services (Note 3)	37.50	75.00	37.50	37.50
Student Activity	3.50	3.50	3.50	3.50
Total Per Semester/Term Fees	56.00	93.50	56.00	56.00

UNIVERSITY OF CENTRAL ARKANSAS

BOARD POLICY 630 FEE SCHEDULE

ONLINE UG FALL/SPRING

		2018-2019	
		Per Hour	15 Hrs.
Online Registration		217.43	3,261.45
Online Fee		90.71	1,360.65
Access and Security	Sem		27.00
Health Service	Sem		75.00
Total Per Hour and Per Sem		308.14	4,724.10

ONLINE UG SUMMER

		2019	
		Per Hour	15 Hrs.
Per Hour Fees			
Online Registration		217.43	3,261.45
Online Fee		90.71	1,360.65
Total Per Hour		308.14	4,724.10

Per Semester/Term Fees	May	Full Term & 10-Week	Summer 1	Summer 2
Access & Security (Note 2)	15.00	15.00	15.00	15.00
Health Services (Note 3)	37.50	75.00	37.50	37.50
Total Per Semester/Term Fees	52.50	90.00	52.50	52.50

UNDERGRADUATE FULLY ONLINE PROGRAMS

	2018-2019	
	Per Hour	15 Hrs.
Undergraduate Fully Online Program Registration	285.00	4,275.00

UNDERGRADUATE STUDY ABROAD

	2018-2019	
	Per Hour	15 Hrs.
Undergraduate Study Abroad Registration	260.00	3,900.00

Statement of Fees
SF3

UNIVERSITY OF CENTRAL ARKANSAS

BOARD POLICY 630 FEE SCHEDULE

		2018-2019	
GRADUATE FALL/SPRING		**Per Hour**	**12 Hrs.**
General Registration		267.05	3,204.60
Athletic		18.00	216.00
Student Center		4.25	51.00
Facilities Fee		14.25	171.00
HPER/Rec		9.12	109.44
Fine/Performing Arts		2.00	24.00
Technology		12.00	144.00
Library		3.00	36.00
Student Success		1.00	12.00
SAB		1.59	19.08
Activity Fee	Sem		15.50
Publication	Sem		6.00
Radio Station	Sem		5.00
Access and Security	Sem		27.00
Health Service	Sem		75.00
Total Per Hour and Per Sem		332.26	4,115.62
Out-of-State (Note 1)		267.05	3,204.60
Out-of-State Total		599.31	7,320.22

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UNIVERSITY OF CENTRAL ARKANSAS

BOARD POLICY 630 FEE SCHEDULE

	2019	
GRADUATE SUMMER	**Per Hour**	**12 Hrs.**

Per Hour Fees		
General Registration	267.05	3,204.60
Athletic	18.00	216.00
Student Ctr/Recreation	4.25	51.00
Facilities Fee	14.25	150.00
HPER	9.12	109.44
Fine/Performing Arts	2.00	24.00
Technology	12.00	144.00
Library	3.00	36.00
Student Success	1.00	12.00
SAB (Student Activity Board)	1.59	19.08
Total Per Hour	332.26	3,987.12

		Full Term		
Per Semester/Term Fees	**May**	**& 10-Week**	**Summer 1**	**Summer 2**
Access & Security (Note 2)	15.00	15.00	15.00	15.00
Health Services (Note 3)	37.50	75.00	37.50	37.50
Student Activity	3.50	3.50	3.50	3.50
Total Per Semester/Term Fees	56.00	93.50	56.00	56.00

	2018-2019	
ONLINE GRAD FALL/SPRING	**Per Hour**	**12 Hrs.**
Online Registration	267.05	3,204.60
Online Fee	90.21	1,082.52
Access and Security Sem		27.00
Health Service Sem		75.00
Total Per Hour and Per Sem	357.26	4,287.12

UNIVERSITY OF CENTRAL ARKANSAS

BOARD POLICY 630 FEE SCHEDULE

ONLINE GRAD SUMMER

	2019	
	Per Hour	12 Hrs.

Per Hour Fees

	Per Hour	12 Hrs.
Online Registration	267.05	3,204.60
Online Fee	90.21	1,082.52
Total Per Hour	357.26	4,287.12

Per Semester/Term Fees	May	Full Term & 10-Week	Summer 1	Summer 2
Access & Security (Note 2)	15.00	15.00	15.00	15.00
Health Services (Note 3)	37.50	75.00	37.50	37.50
Total Per Semester/Term Fees	52.50	90.00	52.50	52.50

GRADUATE FULLY ONLINE PROGRAMS

	2018-2019	
	Per Hour	12 Hrs.
Graduate Fully Online Program Registration	325.00	3,900.00

The eligible Program List can be found at the following link
http://uca.edu/academicaffairs/files/2015/04/uca-dedis-20152016.pdf

GRADUATE STUDY ABROAD

	2018-2019	
	Per Hour	12 Hrs.
Graduate Study Abroad Registration	300.00	3,600.00

GEP Fall 2018/Spring 2019

	2018-2019	
	Per Hour	12 Hrs.
GEP Flat Rate		8,450.00

GEP Summer 2019

	2018	
	Per Hour	6 Hrs.
GEP Flat Rate		3,475.00

Statement of Fees
SF6

UNIVERSITY OF CENTRAL ARKANSAS

BOARD POLICY 630 FEE SCHEDULE

Explanatory Notes:

Note 1 – Scholarships for Out-of-State Tuition are awarded for:

a. Unconditionally admitted students residing in university housing (housing owned or leased by the University)
b. Full-time students receiving a full tuition scholarship provided by unrestricted funds of the University (State Statute 6-82-103)
c. UCA graduates who are dues paying members of the UCA Alumni Association
d. Children or grandchildren (age 26 or under) of UCA graduates who are dues paying members of the UCA Alumni Association
e. Students who are members or dependents of members of the armed forces stationed in the State of Arkansas pursuant to military orders as stated in State Statute 6-60-205 or Section 702 of the Veterans Access, Choice and Accountability Act of 2014
f. Students who are veterans or dependents of veterans where: 1) the veteran was discharged no more than 3 years prior to enrollment, after a period of service of at least 90 days, and 2) the veteran is using VA education benefits under the Montgomery GI Bill (Chapter 30) or the veteran or dependent is using benefits under the Post 9/11 GI Bill (Chapter 33), and 3) the veteran resides in the state in which the institution is located while the student is attending (pursuant to military orders as stated in the Veterans Access, Choice, and Accountability Act of 2014 (HR 3230))
g. Undergraduate students whose permanent address is in one of the counties contiguous to the State of Arkansas identified in relation to ACA 6-60-303 and 19-5-1076 which established the Higher Education Tuition Adjustment Fund
h. Graduate students whose permanent address is in one of the states contiguous to the state of Arkansas (Texas, Oklahoma, Missouri, Tennessee, Mississippi, and Louisiana)
    i. Graduate students who have a full-time graduate assistantship
    ii. Courses offered online
    iii. Courses offered during the summer

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

Note 3 - The maximum Health Services fee is $75 for summer.

Additional Information:
1. Course, lab, and department fees are not included and vary per individual class schedule.
2. Undocumented students pay out-of-state tuition unless they live in university housing.

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

Fees - Room and Board Rates - Board Policy No. 632

The **current** room and board rate is $6,518 per year (based on a double-occupancy room and the total access meal plan with $50 declining cash balance DCB).

The **recommended** increase in **board** plans is an average of **5.95%**. The increase in the board plans should generate an additional $542,000. These funds will be available to cover the 3.68% increase in the Aramark contract and allow for necessary service enhancements and upgrades. The plans have been simplified to better meet the needs of the students, part of which is including additional DCB to all plans. The Department of Housing and Residence Life completed a review of board plan rates from public institutions within the state, as well as those within the Southland Conference. The proposed 2019 board plan rates will still place UCA near the bottom of the price range for both the Arkansas universities and those within the Southland Conference.

A **4.5%** increase is recommended for **room** rates. This increase is primarily related to the continuing effort to maintain and upgrade housing facilities. Recommended repairs to the residence halls and university-owned apartments exceeds $17 million. The estimated annual revenue from the proposed increase for the housing room rates is $680,000. The proposed 2019 room rates place UCA at the mid-point of other universities' rates for 2018.

The Department of Housing and Residence Life recommends reclassifying Hughes Hall from a traditional hall to a suite/private hall bath facility. Its living arrangements are more comparable to the suite-style offerings in Bear Hall, Farris, New, Baridon and Short/Denney. The reclassification will result in an increased rate for Hughes Hall. Greek Village sorority houses will move from an academic year (AY) lease to a 10-month lease. The rate change reflects the increase and the extended time of the lease.

The proposed **room and board** rate for 2018-19 is $6,854 per year, based on double-occupancy room and the total access meal plan with $100 DCB, for an overall increase of **5.15%**. This increase will result in a student paying an additional **$336** per year.

The proposed room and board rates were presented to the Student Government Association at their April 2, 2018 meeting.

For the 2018-19 academic year housing anticipates a fall occupancy rate of approximately 99% after no-shows and withdrawals. This takes into consideration taking one hall offline for renovation.

The board unanimously adopted the following resolution upon motion and second:

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

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

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY
Policy Number: 632
Subject: Fees - Room and Board
Date Adopted: 3/94 Revised: Passim (most recent 2/14)

PROPOSED ROOM RATE SCHEDULE

Fall & Spring Semester Rates	2018-19		Current	Change	%
Traditional Residence Halls:					
(Arkansas, Bernard, Carmichael, Conway, State)					
Double Occupancy Room Rate	$1,880.00	per semester	$1,799.00	$81.00	4.50%
Single Room Rate	$2,807.00	per semester	$2,685.00	$121.00	4.54%
RA Room	$1,880.00	per semester	$1,799.00	$81.00	4.50%
Suite/Private Hall Bath Residence Halls:					
(Baridon, Bear, Farris, Hughes, New, Short/Denney)					
Double Occupancy Room Rate	$2,001.00	per semester	$1,915.00	$86.00	4.49%
Single Room Rate	$2,928.00	per semester	$2,802.00	$126.00	4.50%
Residence Halls single room upgrade charge	$927.00	per semester	$887.00	$40.00	4.51%
Apartment, Donaghey Hall Double Room Rate:					
Stadium Park, Oak Tree, Georgetown, Elizabeth Place	$2,119.00	per semester	$2,028.00	$91.00	4.49%
Bear Village/Torr/Erbach/Western Heights/Donaghey	$2,247.00	per semester	$2,150.00	$97.00	4.51%
Apartments, Donaghey Hall Single Room Rate:					
Stadium Park, Oak Tree, Georgetown, Elizabeth Place	$3,098.00	per semester	$2,965.00	$133.00	4.49%
Bear Village, Torreyson, Erbach	$3,224.00	per semester	$3,085.00	$139.00	4.51%
Bear Village Deluxe, Western Heights, Donaghey Hall	$3,375.00	per semester	$3,230.00	$145.00	4.49%
Greek Village - 10-month Room Rate:					
Double Occupancy	$2664.00	per semester			
Single Room	$3814.00	per semester			

			Average Overall Room Rate Increase		4.50 %
Summer Terms 2019					
Any Double Room Rate	$467.00	per term	$467.00	$0.00	0.00%
Any Single Room Rate	$645.00	per term	$645.00	$0.00	0.00%
Winter Break - Fall 2018 Designated Residence Halls					
Any Double Room Rate	$330.00	per term	$330.00	$0.00	0.00%
Any Single Room Rate	$607.00	per term	$607.00	$0.00	0.00%
Spring Break - Spring 2019 Designated Residence Halls					
Any Double Room Rate	$110.00	per term	$110.00	$0.00	0.00%
Any Single Room Rate	$203.00	per term	$203.00	$0.00	0.00%
Summer Camp & Conferences,					
May and August Intercessions nightly rate 2019					
Residence Hall Double Occupancy room rate	$15.00		$15.00	$0.00	0.00%
Residence Hall Single room rate	$23.00		$23.00	$0.00	0.00%
Apartment Double Occupancy room rate	$17.50		$17.50	$0.00	0.00%
Apartment Single room rate	$28.00		$28.00	$0.00	0.00%

BOARD RATE SCHEDULE

Fall & Spring	2018-19	Current	Change	%
*Total Access with $100 DCB	$1,547.00	$1,460.00	$87.00	5.95%
*Any 15-meals per week with $150 DCB	$1,547.00	$1,460.00	$87.00	5.95%
*Senior Plan 120 Block + $550 DCB**	$1,570.00	$1,495.00	$75.00	5.02%
*200 Block Plan with $200 DCB	$1,730.00	$1,620.00	$110.00	6.80%
Straight Dining Dollar Meal Plans				
*$1025.00 DD ***	$1025.00	$975.00	$50.00	
*$875.00 DD ***	$875.00	$825.00	$50.00	
*$725.00 DD ***	$725.00	$675.00	$50.00	

Average Overall Board Rate Increase **5.95 %**

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

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

*** Students in the apartments purchasing the $1025.00 DD will receive a $50.00 bonus, $875.00 DD will receive a $40.00 bonus, and the $725.00 DD will receive a $30.00 bonus.

Operating Budget 2018-19

The following is a summary of the proposed operating budget for fiscal year 2019 (July 1, 2018-June 30, 2019).

This operating budget has been prepared based upon the following:

(a) Approval of a **2.66%** increase in FY2018-19 undergraduate and **2.31%** in graduate mandatory student fees as set forth in the schedule of tuition and fees;

(b) Enrollment (on a student semester credit hour basis) remains flat based on FY18;

(c) State Appropriations increase by $531,147 on the base and $64,895 in one-time incentive funding;

(d) Approval of the increase in room rates of **4.5%** and board rates an average of **5.95%**;

(e) Adjustments within existing budgets; and

(f) Commitment of prior year-end funding for use in the FY19 budget. These expenses are included in the FY19 operating budget, offset by a transfer-in from Plant Funds.

The budget totals $192,548,968, an increase of $4,866,652 or 2.59% over the October revised budget.

The departmental expense budgets are generally held to the same levels as the prior fiscal year (FY18) with a few strategic exceptions.

This budget is prepared with cautious optimism based on early indicators of fall 2018 enrollment. Primary objectives are to 1) focus on student success, 2) maintain stable reserves, and 3) minimize the financial impact to students and their families.

Major Components of Sources
A. The educational & general (E&G) tuition and fee budget comprises 45.22% of the total budgeted revenue and is based on FY18 student semester credit hours. The annualized increase in tuition and fees is 2.66% or $227 per year for an undergraduate student enrolled in 15 hours per semester.

B. The State Appropriation budget at $58,746,431 represents 30.51% of the total budgeted revenue and is comprised of Revenue Stabilization Act (RSA) and Educational Excellence Trust Fund (EETF).

C. Auxiliary revenues account for 23.05% of the budgeted revenue. Major sources of income changes include housing and food services. The proposed rate increase for room is 4.5%, board has an average increase of 5.95%. The combined annual financial impact to the student for room and board is $336.

Major Components of Uses

A. Salaries and benefits make up 57.62% of the operating budget for E&G and Auxiliary, which is consistent with industry standards. Salary items include $225,000 for increases related to faculty promotions and advancement and $125,000 for faculty and staff market compression. The increase also includes a faculty growth pool, full-time and part-time faculty positions, positions to support the newly established need based aid office, salary realignment to address the technology refresh, grant writing, facility needs, and other positions to support student success.

B. Maintenance and Operation (M&O) makes up 17.66% and includes increases for technology initiatives, facility maintenance, Student Health Center, Aramark contract, and other smaller adjustments.

C. Scholarships and waivers account for 14.91% of the budget. This percentage is not the same number as required under Arkansas law (referred to as the 20% rule). The change reflects the increase in athletic scholarships based on the change in tuition/fees/room/board and the increase in the entering academic awards.

D. Debt service comprises 6.30% of the university's operating budget and reflects a temporary savings from a recent refinancing of housing revenue bonds.

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

 "BE IT RESOLVED: That the Board of Trustees approves the 2018-19 operating budget totaling $192,548,968."

Arkansas State Highway and Transportation Department Grant - Recreational Trails Program

The university has the opportunity to apply for a grant from the Arkansas Department of Transportation (ADOT) for the purpose of lighting the Stone Dam Creek Trail. The construction of the trail in 2012 was funded by the same source.

As part of the application process, the ADOT requires a resolution from the applicant's governing body. The attached resolution authorizes the administration to submit the grant application. If awarded, the grant provisions require a 20% cash match from the university as the receiving agency. The estimated cost for the project is $300,000.

The board unanimously adopted the following resolution upon motion by Brad Lacy and second by Kay Hinkle:

"BE IT RESOLVED: That the Board of Trustees hereby approves the attached resolution and authorizes the submission of the grant application to the Arkansas State Highway and Transportation Department for the purpose of lighting the Stone Dam Creek Trail, and authorizes the president of the university, or his designee, to take such other steps and execute such other documents as may be necessary or required to carry out the project and the intent of this resolution."

A RESOLUTION EXPRESSING THE WILLINGNESS OF

The University of Central Arkansas

TO USE FEDERAL-AID RECREATIONAL TRAILS PROGRAM FUNDS AND/OR TRANSPORTATION ALTERNATIVES PROGRAMS

WHEREAS, *The University of Central Arkansas* understands federal-aid Recreational Trails Program and Transportation Alternative Program funds are available at 80% federal participation and 20% local match/in-kind labor to install "Lighting of the Stone Dam Creek Trail" and

WHEREAS, *The University of Central Arkansas* understands that federal-aid funds are available for this project on a reimbursable basis, requiring work to be accomplished and proof of payment prior to actual monetary reimbursement, and

WHEREAS, this project, using federal funding, will be open and available for use by the general public and maintained by the applicant for the life of the project.

NOW THEREFORE, BE IT RESOLVED BY *THE BOARD OF TRUSTEES OF THE UNIVERSITY OF CENTRAL ARKANSAS* THAT:

SECTION I: *The University of Central Arkansas* will participate in accordance with its designated responsibility, including maintenance of this project.

SECTION II: *President Houston Davis* is hereby authorized and directed to execute all appropriate agreements and contracts necessary to expedite the construction of the above stated project.

SECTION III: *The University of Central Arkansas* pledges its full support and hereby authorizes the Arkansas Department of Transportation to initiate action to implement this project.

THIS RESOLUTION adopted this 11th day of May, 2018.

Signed: _____
          Mr. Joe Whisenhunt, Chair

Signed: _____
          Mr. Everette Cornell Maltbia, Secretary

Signed: _____
          Dr. Houston Davis, President

ATTEST: _____
(SEAL)

Faculty Handbook- **Board Policy No. 300**

The UCA *Faculty Handbook* Committee recommends revisions to the opening pages and chapters three, four, five and seven of the current *Faculty Handbook*. Chapters one, two, and six were not considered by the committee this year, but may be reviewed by the committee in the upcoming academic year. The following is a summary of the recommended revisions:

- Cover Page: text added and deleted to update the date of the document
- Title Page (pg. i): text added and deleted to update the date of Board approval
- Foreword (pg. iii): addition of definitions of the three classifications of "day" for purpose of clarification

Chapter 3:

° Chapter 3.III.B.2.d. (pg. 16): text added for purpose of clarification of type of day;

° Chapter 3.III.C.1. (pg. 19): text added and deleted for purpose of a) clarification of language for Library Faculty appointments and b) replacing advancement with promotion;

° Chapter 3.III.C.2. (pg. 20): text added and deleted for purpose of replacing advancement with promotion;

° Chapter 3.IV.A.1. (pgs. 21-22): text added and deleted for purpose of clarification of responsible committee as reflected in duties outlined in description;

° Chapter 3.IV.A.3. (pg. 22): text added for purpose of clarification of appropriate degree faculty member must hold for appointment to Associate Professor;

° Chapter 3.IV.A.4. (pg. 23): text added and deleted for purpose of clarification of appropriate degree faculty member must hold for appointment to Professor;

° Chapter 3.IV.B.2. (pg. 23): text added and deleted for purpose of replacing advancement with promotion;

° Chapter 3.IV.B.3. (pg. 24): text added and deleted for purpose of replacing advancement with promotion;

° Chapter 3.IV.D.1.-2. (pg. 24-25): text added for purpose of clarification in exceptional case of hiring faculty member at Associate Professor or Professor without tenure;

° Chapter 3.V. (pg. 25): text added and deleted for purpose of replacing advancement with promotion;

° Chapter 3.VI.A.2. (pg. 26): text added for purpose of clarification of committee responsible for mid-tenure review;

° Chapter 3.VI.B.2. (pg. 27): text added for purpose of clarification of type of day;

° Chapter 3.VI.C.1. (pg. 28): text added for purpose of continuity of last year's decision to link tenure and promotion to associate professor;

° Chapter 3.VI.C.2. (pg. 28): text added for purpose of clarification of file;

- ° Chapter 3.VI.D.2. (pg. 30): text reordered for purpose of clarification of process for dean's application for tenure and/or promotion;
- ° Chapter 3.VI.E.1. (pg. 30): text added for purpose of clarification of process for provost's application for tenure and/or promotion;
- ° Chapter 3.VII. (pg. 31): text added and deleted for purpose of replacing advancement with promotion;
- ° Chapter 3.VII. A. (pg. 31): text added and deleted for purpose of replacing advancement with promotion;
- ° Chapter 3.VII.B. (pg. 32): text added for purpose of clarification of type of day;
- ° Chapter 3.VII.C. (pg. 32): text added and deleted for purpose of replacing advancement with promotion;
- ° Chapter 3.VII.D. (pg. 32-33): text added and deleted for purpose of replacing advancement with promotion;
- ° Chapter 3.X.A.3. (pg. 37): text added and deleted for purpose of clarification of type of day;
- ° Chapter 3.X.C.2.a. (pg. 41): text added and deleted for purpose of clarification of type of day;
- ° Chapter 3.X.C.3.a. (pg. 41): text added and deleted for purpose of clarification of type of day;
- ° Chapter 3.X.C.3.c. (pg. 41): text added and deleted for purpose of clarification of type of day;
- ° Chapter 3.X.C.3.d. (pg. 41): text added and deleted for purpose of clarification of type of day;
- ° Chapter 3.X.C.4.c. (pg. 42): text added and deleted for purpose of clarification of type of day;
- ° Chapter 3.X.C.5.a. (pg. 43): text added and deleted for purpose of clarification of type of day;
- ° Chapter 3.X.C.5.o. (pg. 44): text added and deleted for purpose of clarification of type of day;
- ° Chapter 3.X.C.5.p. (pg. 44): text added and deleted for purpose of clarification of type of day;
- ° Chapter 3.X.C.6.a. (pg. 44): text added and deleted for purpose of clarification of type of day;
- ° Chapter 3.XI.6. (pg. 48): text added for purpose of clarification of type of day;
- ° Chapter 3.XI.12. (pg. 48): text added for purpose of clarification of type of day;

Chapter 4:

- ° Chapter 4.VII. (pg. 53): text added and deleted for purpose of replacing advancement with promotion;

Chapter 5:

- Chapter 5.VI. (pg. 61): text deleted for purpose of clarification of type of day;
- Chapter 5.VIII. (pg. 62): text deleted for purpose of clarification of type of day;

Chapter 7:

- Chapter 7.I.B. (pg. 72): text deleted for purpose of removing committee from Faculty Handbook;
- Chapter 7.I.C. (pg. 72): text deleted for purpose of removing committee from Faculty Handbook;
- Chapter 7.I.D. (pg. 72): text deleted for purpose of removing committee from Faculty Handbook;
- Chapter 7.I.E. (pg. 72): text deleted for purpose of removing committee from Faculty Handbook;
- Chapter 7.I.H.1. (pg. 74): text added and deleted for purpose of clarification of the charge of the Faculty Handbook Committee;
- Chapter 7.I.J. (pg. 75-76): text deleted for purpose of removing committee from Faculty Handbook;
- Chapter 7.I.K. (pg. 76): text deleted for purpose of removing committee from Faculty Handbook;
- Chapter 7.I.L. (pg. 76-77): text deleted for purpose of removing committee from Faculty Handbook;
- Chapter 7.I.M. (pg. 77): text deleted for purpose of removing committee from Faculty Handbook;
- Chapter 7.I.N. (pg. 77): text deleted for purpose of removing committee from Faculty Handbook;
- Chapter 7.I.O. (pg. 77): text deleted for purpose of removing committee from Faculty Handbook;
- Chapter 7.I.P. (pg. 77): text deleted for purpose of removing committee from Faculty Handbook;
- Chapter 7.I.Q. (pg. 77-78): text deleted for purpose of removing committee from Faculty Handbook;
- Chapter 7.II.H. (pg. 81-82): text deleted for purpose of removing committee from Faculty Handbook;
- Chapter 7.II.L.1. (pg. 85): text deleted for purpose of continuity with Honors Council in II.I. on page 82;
- Chapter 7.II.S. and X. (pg. 88 and 91-92): text of Student Course Evaluations (SCE) Committee moved for purpose of continuing alphabetical order;
- Chapter 7.III.B. (pg. 93): text deleted for purpose of removing committee from Faculty Handbook;
- Chapter 7.III.C. (pg. 93): text deleted for purpose of removing committee from Faculty Handbook;

- o Chapter 7.IV.A. (pg. 93): text deleted for purpose of removing committee from Faculty Handbook;
- o Chapter 7.IV.B. (pg. 93-94): text deleted for purpose of removing committee from Faculty Handbook;
- o Chapter 7.IV.C. (pg. 94): text deleted for purpose of removing committee from Faculty Handbook;
- o Chapter 7.IV.D. (pg. 94-95): text deleted for purpose of removing committee from Faculty Handbook;
- o Chapter 7.IV.E. (pg. 95): text deleted for purpose of removing committee from Faculty Handbook;
- o Chapter 7.IV.F. (pg. 95-96): text deleted for purpose of removing committee from Faculty Handbook;
- o Chapter 7.V.A. (pg. 96): text deleted for purpose of removing committee from Faculty Handbook;
- o Chapter 7.VI.A. (pg. 96-97): text deleted for purpose of removing committee from Faculty Handbook.

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

The board unanimously adopted the following resolution upon motion by Shelia Vaught and second by Brad Lacy:

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

Phased Retirement Program – Board Policy No. 528

Board Policy No. 528, Phased Retirement Program, has been revised to add a phased retirement option for full-time continuing non-tenure-track faculty. The change was requested by the Faculty Senate. The revised policy also specifies the initial application is submitted to the chair and incorporates input from the chair and dean in the approval process.

The language to be deleted is stricken through, and language to be added is highlighted.

The board unanimously adopted the following resolution upon motion by Shelia Vaught and second by Brad Lacy:

"BE IT RESOLVED: That the Board of Trustees approve the following revisions to Board Policy No. 528, Phased Retirement Program, as attached to this resolution, and the changes set forth shall be effective from and after this date."

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY

Policy
Number: 528

Subject: Phased Retirement Program

Date Adopted: 03/99   Revised: 05/09, 12/12, <mark>05/18</mark>

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 March 12, 1999, is initially available to all full-time <mark>continuing</mark> tenured faculty members who have completed 10 years of continuous service at UCA and who are 55 years of age or older on or before November 1 of the calendar year prior to the commencement of phased retirement.

    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 10-year minimum may be achieved using any combination of years of full-time faculty or administrative service. Approval or disapproval of an individual faculty member's application will be determined by the provost <mark>a process of review: passing from chair, to dean, to provost. Such approval will be</mark> 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 1, or who is receiving long-term disability insurance benefits or workers' compensation benefits is ineligible to participate in the program. 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 or her position with the university and returning at a subsequent period in time.

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

4. <mark>Tenured</mark> Ffaculty members interested in the phased retirement program may select a period from one to five calendar years of phased retirement. <mark>Full-time continuing non-tenure-track faculty may apply for one year of phased retirement.</mark> 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 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 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 or her load differently each year of phased retirement, but each year the load will be based on one of the following:

FTE Load	Percent of Base Salary
one-quarter FTE	up to 25%
one-half FTE	up to 50%
three-quarters FTE	up to 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 or 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 the 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 ==tenured== faculty member must submit an application to the ~~provost~~ ==chair== by November 1 of the year preceding the calendar year he/she wishes phased retirement to commence. The ==chair, dean, and/or== provost may recommend modification of the proposal and ==the provost== will notify the faculty member of the final approval or disapproval of the application by December 15 following its receipt.

    ==To be considered for the phased retirement program, a continuing non-tenure-track faculty member must submit an application to the chair by March 1 prior to the academic year he/she wishes phased retirement to commence. The chair, dean, and/or provost may recommend modification of the proposal and the provost will notify the faculty member of the final approval or disapproval of the application by April 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 7 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 him/her in making an informed decision about participating in the phased retirement program.

New Program: Bachelor of Science in Cybersecurity

The Department of Computer Science in the College of Natural Sciences and Mathematics—in collaboration with the Department of Management Information Systems (College of Business) and the Department of Political Science (College of Liberal Arts)—has proposed a new Bachelor of Science (BS) degree program in Cybersecurity. The program in Cybersecurity is designed to produce graduates who can identify, assess, and manage cyber threats. UCA's existing programs in Computer Science and Management Information Systems each have very limited coursework related to cybersecurity. While computer/information scientists are in high demand in our area, there is also an unmet need for graduates in cybersecurity who have a greater understanding of the security aspects of cyber-physical systems. What is more, the Bureau of Labor Statistics (BLS) projects 18% growth nationally in employment for information security analysts through 2024, much faster than the average of all occupations. According to the BLS data, information security analysts earned an annual median salary of $92,600 ($44.52/hour) in 2016.

To implement the proposed program, 10 new required courses have been developed. Existing degrees that support the program include the BS in Computer Science, the BS in Management Information Systems, and the BS in Political Science. Additional information about the program proposal is provided on the following pages.

Need for the Program: State, Regional, and National Demand

At the time of this writing, there are nearly 300,000 cybersecurity job openings in the U.S. Total number of jobs, total employed workforce, and supply/demand ratio for cybersecurity jobs in Arkansas and its neighbor states are shown below (Source of data: Cyberseek, http://cyberseek.org/heatmap.html, accessed October 2017). There is currently no baccalaureate degree program in cybersecurity in Arkansas. Considering the number of job openings in the state, region, and nation the need for the proposed program and others like it is evident.

State	Total Jobs	Total Employed Workforce	Supply/Demand Ratio
Arkansas	**868**	**3,129**	**3.60**
Missouri	4,321	13,834	3.20
Oklahoma	1,563	5,031	3.22
Texas	21,214	64,671	3.05
Louisiana	1,680	5,137	3.06
Mississippi	930	2,456	2.64
Tennessee	3,047	8,566	2.81
National	299,335	746,858	2.50

All appropriate university councils and administrators have recommended approval of the BS in Cybersecurity.

The board unanimously adopted the following resolution upon motion by Shelia Vaught and second by Brad Lacy:

"BE IT RESOLVED: That the Board of Trustees hereby approves the BS degree program in Cybersecurity."

Additional Information about the Proposed BS in Cybersecurity

Curriculum

Admission

This program is open to all students who are admitted to the University of Central Arkansas.

Curriculum Summary

The *Undergraduate Bulletin*'s summary description of the new program follows:

> The Bachelor of Science (BS) in Cybersecurity requires successful completion of 120 hours, including (1) the UCA Core: complete 39 hours to meet lower-division UCA Core requirements and complete upper-division UCA Core requirements using major, minor, or elective courses (see the UCA Core requirements); (2) degree requirements; and (3) major requirements outlined below. This program does not require a minor.

Course category requirements are summarized here:

> General Education .... 39 CH
> Mathematics .... 6 CH
> Cybersecurity core....................... 54 CH
> Cybersecurity concentration........ 12 CH
> General electives .... 9 CH

Major in Cybersecurity

Lower-Division UCA Core (general education courses) (39 credit hours)

Students who major in Cybersecurity will be required to take the following lower-division UCA Core courses:

> MATH 1491 Applied Calculus **or** MATH 1496 Calculus I
> MGMT 2301 Business Communications
> PSCI 1330 US Government and Politics (American History/Government) **and/or**
> PSCI 2300 Introduction to International Relations (Social Science)

Note: All majors must take either PSCI 1330 or PSCI 2300; for those in the Cybersecurity Strategic Policy concentration, both courses are required. Both courses may be used to meet the requirements of the UCA Core (general education) program.

Required Cybersecurity Core (54 credit hours)
> CSCI 1470 Computer Science I
> CSCI 1480 Computer Science II

CSCI 2320 Data Structures
CSEC 2300 Introduction to Cybersecurity
CSEC 3300 Introduction to Number Theory and Cryptography
CSCI 3330 Algorithms
CSCI 3335 Networking
CSCI 3360 Database Systems [UD UCA Core: C]
CSCI 3380 Computer Architecture
CSEC 3320 Computer Forensics
CSCI 4300 Operating Systems
CSCI 4315 Information Security [UD UCA Core: R]
MIS 4355 Project Management
PSCI 3316 Cybersecurity Law and Policy
PHIL 3320 Ethics [UD UCA Core: I, R] **or** PHIL 3325 Political Philosophy [UD UCA Core: I, R] **or** PHIL 4320 Applied Ethics [UD UCA Core: D, R]
MIS 4361 Cybersecurity Governance and Policy
CSEC 4490 Cybersecurity Capstone [UD UCA Core: Z]

Cybersecurity Concentration (12 credit hours)

Students majoring in Cybersecurity will be required to complete one of the following concentrations.

Cybersecurity Strategic Policy

PSCI 4301 Civil Liberties [UD UCA Core: I]
PSCI 4340 Seminar in Selected Topics: International Terrorism/Counter-Terrorism
PSCI 3369 Cyber Citizenship
PSCI 4388 American Foreign Policy

Management of Cybersecurity

MIS 3321 Managing Systems and Technology
MIS 4360 Principles of Information Security
MIS 4380 Business Intelligence
MIS 3382 Internship **or** another advanced course approved by the chair

Cyber-Physical Security

CSEC 4320 Ethical Hacking
CSEC 4335 Network Security
CSEC 4345 Cyber-Physical Security
CSCI 3375 Internship in Computer Science **or** another advanced course approved by the chair

Required Statistics/Mathematics Courses (6 credit hours)

MATH 2311 Elementary Statistics **or** QMTH 2330 Business Statistics **or** PSCI 2312 Statistical Methods for Political Analysis
MATH 2330 Discrete Structures I

General electives (9 credit hours)

If the student has taken (or plans to take) PHIL 4320, (s)he needs to select a course with a "UD UCA Core: I" designation. Otherwise, the student needs to select a course with a "UD UCA Core: D" designation.

Specialized Requirements

Cybersecurity programs are accredited by various bodies including NSA/DHS (National Security Agency/Department of Homeland Security), ISACA (Information Systems Audit and Control Association), CompTIA (Computing Technology Industry Association), EC-Council (International Council of E-Commerce Consultants), Escal Institute of Advanced Technologies, and (ISC)[2] (International Information System Security Certification Consortium).

We will seek the National Centers of Academic Excellence in Cyber Defense Education (CAE-CDE) designation sponsored jointly by the NSA and DHS. The CAE-CDE program is open to regionally accredited four-year colleges and graduate-level universities.

The goal of the CAE-CDE program is "to reduce vulnerability in our national information infrastructure by promoting higher education and research in Cyber Defense (CD) and to produce a growing number of professionals with expertise in CD disciplines."

As per the NSA/DHS requirements, the proposed program will not be eligible for initial application for at least three years. The CAE-CDE designation is valid for a period of five academic years, after which point the designated institution must successfully re-apply in order to retain the designation.

Overall CAE-CDE requirements are as follows:

> **Knowledge Unit (KU) Mapping**: Mapping of the institution's curriculum to the 17 core KUs and a minimum of 5 optional KUs (22 total) and demonstrate that a student can reasonably complete the necessary course of study to include all KUs identified. A KU is composed of a minimum list of required topics to be covered and one or more outcomes or learning objectives. As shown below, the proposed program is designed to meet all 17 core KUs and 17 of the 50 optional KUs.
>
> **Program Requirements**: Demonstration of program outreach and collaboration, center for CD education, a robust and active CD academic program, CD multidisciplinary efforts, practice of CD at the institution level, and student and faculty CD efforts. It should be noted that many of these requirements are similar to the ABET (Accreditation Board for Engineering and Technology) requirements. Our current BS degree program in Computer Science has been accredited by ABET since 2006. Therefore, our experience with the ABET accreditation process is expected to be instrumental in obtaining the NSA/DHS CAE-CDE designation.

The following list identifies the 17 core KUs required by the NSA/DHS CAE-CDE designation and the courses in the proposed Cybersecurity program that map to these units:

> Basic Data Analysis: MATH 2311 or QMTH 2330 or PSCI 2312
> Basic Scripting or Introductory Programming: CSCI 1470, CSCI 1480
> Cyber Defense: CSEC 2300, CSEC 4320, CSEC 4345
> Cyber Threats: CSEC 2300, CSEC 4320, CSEC 4345, PSCI 4340
> Fundamental Security Design Principles: CSEC 2300, CSCI 4315, MIS 4360
> IA Fundamentals: CSEC 2300, CSCI 4315
> Intro to Cryptography: CSEC 2300, CSEC 3300, CSCI 4315
> IT Systems Components: CSCI 3335, CSCI 3380
> Networking Concepts: CSCI 3335, CSEC 4320, CSEC 4335
> Policy, Legal, Ethics, and Compliance: MIS 4361, PSCI 4340, PSCI 4388, PHIL 3320, 3325, or 4320

System Administration: CSCI 4300, CSCI 4335
Databases: CSCI 3360
Network Defense: CSEC 4320, CSEC 4335
Networking Technology and Protocols: CSCI 3335, CSEC 4335
Operating System Concepts: CSCI 4300
Probability and Statistics: MATH 2311 or QMTH 2330 or PSCI 2312
Programming: CSCI 1470, CSCI 1480

In addition to the core KUs listed above, a program certified by NSA/DHS CAE-CDE must satisfy at least five optional KUs. There are currently 50 optional KUs defined by NSA/DHS. The following list identifies the optional KUs that will be satisfied by the proposed program and the courses associated with each KU:

Advanced Network Technology & Protocols: CSEC 4335
Advanced Cryptography: CSEC 3300, CSCI 4315
Algorithms: CSCI 3330
Cybersecurity Planning and Management: MIS 4361
Data Structures: CSCI 2320
Databased Management Systems: CSCI 3360
Digital Forensics: CSEC 3320
IA Standards: MIS 4361
Intrusion Detection: CSEC 3320, CSEC 4320, CSEC 4335
Low Level Programming: CSEC 4320
Network Security Administration: CSEC 4335, CSEC 4345
Operating Systems Theory: CSCI 4300
Overview of Cyber Operations: CSEC 2300, CSCI 4315
Penetration Testing: CSEC 4320, CSEC 4335, CSEC 4345
Security Risk Analysis: MIS 4361
Vulnerability Analysis: CSEC 4320, CSEC 4335, CSEC 4345
Wireless Sensor Networks: CSEC 4345

Program Costs and Funding Sources

The BS in Cybersecurity will be housed in the Department of Computer Science. No additional administrative or clerical personnel will be required to support this program. Graduate assistants will not be assigned to this program. As indicated in the New Program Costs table (below), new full-time faculty positions are being added in the three departments most closely involved in the program. (See also the Sources of Funding table: these positions have already been funded and are, therefore, identified as "previously allocated staffing resources."). If enrollment grows as projected, additional faculty resources will be required in the future.

New Program Costs

	Year 1	Year 2	Year 3	Year 4
Staffing [Note 1]				
FT Faculty - Computer Science	$ 75,000	$ 76,425	$ 77,877	$ 79,357
FT Faculty - MIS	$ 98,000	$ 99,862	$ 101,859	$ 103,896
FT Faculty - Political Science	$ 43,000	$ 43,817	$ 44,693	$ 45,587
Fringes (31%)	$ 66,960	$ 68,232	$ 69,573	$ 70,941
Total new staffing costs	$ 282,960	$ 288,336	$ 294,003	$ 299,781
Equipment/Startup	$ 20,000	$ 20,000		
Other Support				
Supplies/Printing	$ 1,000	$ 1,000	$ 1,000	$ 1,000
Travel	$ 2,000	$ 2,000	$ 2,000	$ 2,000
Total New Program Costs	$ 305,960	$ 311,336	$ 297,003	$ 302,781

Note 1: A 1.9% salary increase is assumed for Years 2, 3, and 4, based on a five-year historical average.

The Sources of Funding table projects the program's ability by Year 4 to generate revenue that exceeds its cost.

Sources of Funding

	Year 1	Year 2	Year 3	Year 4
Projected annual enrollment [Note 1]	12	24.6	39.6	57
Tuition revenue/FT student [Note 2]	$ 6,740	$ 6,929	$ 6,893	$ 6,614
Course and lab fees/FT student [Note 3]	$ 159	$ 159	$ 159	$ 159
New Student Tuition/Fee Revenue				
Mandatory registration fees (tuition)	$ 80,884	$ 170,455	$ 272,975	$ 376,992
College/department course fees	$ 1,907	$ 3,908	$ 6,291	$ 9,056
Tuition + Course and Lab Fees	$ 82,790	$ 174,363	$ 279,266	$ 386,047
Previously allocated staffing resources	$ 282,960	$ 288,336	$ 294,003	$ 299,781
Sources of Funding Totals	$ 365,750	$ 462,699	$ 573,269	$ 685,828

Note 1: In this projection it is assumed that students in this program are retained at an 80% rate and that enrollment grows by three students/cohort.

Note 2: A 2.8% tuition increase is assumed for Years 2, 3, and 4, based on a five-year historical average. The base year for these projections is AY 2017-2018 and uses the in-state tuition rate ($217.43/credit hour).

Note 3: For purposes of this proposal, it is assumed that students are equally divided among the three concentrations: average course and lab fee revenue is calculated accordingly by year and, then, further averaged across the four-year curriculum.

New Undergraduate Program Transmittal Form

Department: Computer Science   Date: 10/01/2017

NOTE: UPON COMPLETION OF ALL REQUIRED APPROVALS, NEW PROGRAMS WILL BE PUBLISHED IN THE BULLETIN FOR THE NEXT ACADEMIC YEAR.
If you wish to request a particular effective date, provide details on the following page.

Title of program/concentration/minor: Program in Cybersecurity

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

☒ **New degree program** (Attach ADHE Form P-1 and a Continuous Improvement Process plan.*)

☐ **New degree program by "reconfiguration" of an existing degree program** (Attach ADHE Form LON-11 and a Continuous Improvement Process plan.*)

☐ **New certificate program** (Attach ADHE Form LON-8 or LON-9, a Continuous Improvement Process plan* and Curriculum Attachment C signed by the Director of Financial Aid.**)

☐ **New concentration, emphasis, option, or track in an existing program.** (Attach ADHE Form LON-3.)

☐ **New minor program** (Attach ADHE Form LON-3.)

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

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

Are any of the prerequisites or requirements of the proposed program offered by another department?   Yes
If YES, attach a signed letter from each department's chair describing the impact on the department.

Recommended by Department and College

1. _[signature]_	10.3.17	2. _[signature]_	10/2/17
Department Curriculum Committee	Date	Department Chair	Date
3. _[signature]_	Octob 18, 2017	4. Stephen R Addison	10/19/17
College Curriculum & Assessment Committee	Date	College Dean	Date

Recommended by University Councils/Committees

Is this a new degree or certificate program?   Yes   Is this a new teacher education program or option?   No
If YES, then must be reviewed by the Academic Assessment Committee.   If YES, must be reviewed by the Professional Education Council.

5. _[signature]_	11/20/17	6.	
Academic Assessment Committee	Date	Professional Education Council	Date
7. _[signature]_	12-14-17	8. Alicia Cross	1/24/18
Undergraduate Council	Date	Council of Deans	Date

Submit proposals to the appropriate university Council at least one month before the meeting in which action is desired. Summer submissions may not be considered until the fall term.

Approved by

9. _[signature]_	1/25/2018	10. _[signature]_	1/25/18
Provost	Date	President	Date

The Office of the Provost sends all required documentation to the AHECB and the Board of Trustees.

1#. Letter of Intent to AHECB ___ Date	12. Approval by Board of Trustees ___ Date
13. Notification to or Approval by AHECB (as required) ___ Date	Recorded in Bulletin by 14. ___ Office of the Provost ___ Date

The Office of the Provost retains the original and sends a copy to the Office of the Registrar for changes in Degree Works.

Recorded in Banner by	Recorded in Degree Works by
15. ___ Office of the Provost ___ Date	16. ___ Office of the Registrar ___ Date

The Registrar returns the signed copy to the Office of the Provost. The Office of the Provost sends a copy to the originating department.

<u>Academic Calendar and Critical Dates—Fall 2020 through Summer 2021</u>

The academic calendar covering the period from fall 2020 through summer 2021 has been reviewed by the University Calendar Committee and has been recommended by all appropriate academic administrators.

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

The board unanimously adopted the following resolution upon motion by Shelia Vaught and second by Brad Lacy:

"BE IT RESOLVED: That the Board of Trustees hereby approves the attached schedule, which includes the academic calendar and critical dates, and authorizes the administration to make minor adjustments as necessary."

Academic Calendar 2020–2021

FALL SEMESTER 2020

August 15–19, Saturday–Wednesday .... Welcome Week

August 17, Monday .... Opening Convocation

August 20, Thursday .... Instruction begins for day and evening classes

September 7, Monday .... Labor Day Holiday

October 15-18, Thursday–Sunday .... Fall Break

November 25, Wednesday .... Thanksgiving Break (no classes, university offices open)

November 26-29, Thursday–Sunday .... Thanksgiving Holiday (university closed)

December 4, Friday .... Study Day

December 5, Saturday .... Final Exams: Saturday classes

December 7-11, Monday–Friday .... Final Examinations: day and night classes

December 12, Saturday .... Winter Commencement

WINTER INTERSESSION

December 14, Monday .... Instruction begins for Winter Intersession

December 25, Friday .... Christmas Day (no classes)

January 1, Friday .... Final exams for Winter Intersession

SPRING SEMESTER 2021

January 14, Thursday .... Instruction begins for day and evening classes

January 18, Monday .... Martin Luther King, Jr. Holiday

March 21–28, Sunday–Sunday .... Spring Break

April 30, Friday .... Study Day

May 1, Saturday .... Final exams – Saturday classes

May 3-7, Monday–Friday .... Final exams – day and night classes

May 8, Saturday .... Spring Commencement

SUMMER 2021

May 10, Monday .... Instruction begins for May Intersession and 13-Week Summer Session classes

May 28, Friday .... Final examinations for May Intersession classes

May 31, Monday .... Memorial Day Holiday

June 1, Tuesday ....Instruction begins for 1st Five-Week Summer Session and 10-Week Summer Session classes

July 2, Friday ....Final examinations for 1st Five-Week Summer Session

July 4, Sunday ....Independence Day Holiday

July 5, Monday ....University Closed for Independence Day Holiday

July 6, Tuesday...Instruction begins for 2nd Five Week Summer Session classes

August 6, Friday ....Final examinations for 13-Week Summer Session classes, 10-Week Summer Session classes, and 2nd Five-Week Summer Session classes

August 6, Friday ....Summer Commencement

NOTIFICATIONS/DELETIONS

Notification: Deletion of the BA Degree in Psychology

The University of Central Arkansas currently offers a Bachelor of Arts (BA) in Psychology and a Bachelor of Science (BS) in Psychology. Both require 36 hours of psychology coursework. The difference in the degree requirements is that the BA requires three hours of a foreign language at or above the 2000-level whereas the BS requires six hours of mathematics or two laboratory science courses (above the general education level). Both the BA and BS are acceptable for pursuing a graduate degree or professional employment. We anticipate no change in the overall number of psychology majors due to this change, since most students are not aware of the differences between the two degree options. In recent years, more students have been selecting the BS degree (in fall 2016 there were 322 BS majors and 251 BA majors). In addition, eight of the 10 public universities in Arkansas that offer an undergraduate psychology degree offer either the BA or BS. Only UCA and Henderson State University still offer both the BA and BS. Deletion of the BA degree is consistent with the department's focus on psychological science, student research, and developing students' professional identity as a scientist. Deletion of the BA degree will not change the core coursework for the psychology major.

All relevant committees, councils, and administrators have recommended this deletion.

Supporting materials (following pages): (1) UCA Curriculum Form U3-D and (2) ADHE Form LON-5

Undergraduate Program Deletion Form

Department: __Psychology and Counseling__   Date: __August 30, 2017__

Check the type of program to be deleted.

☒ Degree program

☐ Certificate program

☐ Concentration, emphasis, option, or track in a program

☐ Minor program

Bulletin title of program (brief): __Bachelor of Arts in Psychology__

Complete and attach ADHE form LON-5.

Are any of the prerequisites or requirements of the program to be deleted offered by another department?   __Yes__
If YES, attach a signed letter from each department's chair describing the impact on the department.

Recommended by Department and College (action required)

1. _[signature]_ 10/13/2017   2. _[signature]_ 10/16/17
   Department Curriculum Committee   Date   Department Chair   Date

3. _[signature]_ 11/2/17   4. _[signature]_ 11/7/17
   College Curriculum & Assessment Committee   Date   College Dean   Date

Recognized by University Councils (information only)

Is this a teacher education program or option?   No   5. _____
If YES, must be reviewed by the Professional Education Council.   Professional Education Council   Date

6. _[signature]_ 12-14-17   7. _Alicia Crow_ 1/24/18
   Undergraduate Council   Date   Council of Deans   Date

Submit proposals to the appropriate university Council at least one month before the meeting in which action is desired. Summer submissions may not be considered until the fall term.

Approved by

8. _[signature]_ 1/31/2018   9. _[signature]_ 1/31/18
   Provost   Date   President   Date

The Office of the Provost sends all required documentation to the Board of Trustees and the AHECB.

10. **Notification to Board of Trustees** _____   11. **Notification to AHECB** _____
                                      Date   Date

The Office of the Provost retains the original and sends a copy to the Office of the Registrar for changes in Degree Works.	**Removed from Bulletin by**
	12. _____
	Office of the Provost Date

Ended in Banner by   **Ended in Degree Works by**

13. _____   14. _____
    Office of the Provost   Date   Office of the Registrar   Date

The Registrar returns the copy, signed, to the Office of the Provost. The Office of the Provost sends a copy to the originating department.

LETTER OF NOTIFICATION – 5

DELETION

(Certificate, <u>Degree</u>, Option, Minor, Organizational Unit)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Proposed effective date

Fall 2018

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

Bachelor of Arts (BA) in Psychology

6. CIP code

42.0101

7. Degree code

1710

8. Reason for deletion

The University of Central Arkansas currently offers a Bachelor of Arts (BA) in psychology and a Bachelor of Science (BS) in psychology. Both require 36 hours of psychology coursework. The difference in the degree requirements is that the BA requires 3 hours of a foreign language at or above the 2000-level and the BS requires 6 hours of mathematics (above the General Education level) or two laboratory science courses. Both the BA and BS are acceptable for pursuing a graduate degree or professional employment. We anticipate no change in the overall number of psychology majors due to this change, since most students are not aware of the differences between the two degree options. In recent years, more students have been selecting the BS degree (in fall 2016 there were 322 BS majors and 251 BA majors). In addition, eight of the ten public universities in Arkansas that offer an undergraduate psychology degree offer either the BA or BS. Only UCA and Henderson State University still offer both the BA and BS. Deletion of the BA degree is consistent with the department's focus on psychological science, student research, and developing students' professional identity as a scientist.

Deletion of the BA degree will not change the core coursework for the psychology major.

9. Number of students still enrolled in program

251 (as of fall 2016)

10. Expected graduation date of last student

2022

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

None.

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

Emails regarding the deletion of the BA in psychology have been sent to students currently in the program, and will be sent to Department of Psychology and Counseling faculty, UCA Academic Advising Center staff, and Admissions Office Admissions Counselors. In addition, meetings will be held with Academic Advising Center staff and Admissions Office staff to review the changes and discuss any questions.

See the following page for documentation of the email to current students. No incoming fall 2018 freshmen will be able to declare the BA in Psychology.

13. Indicate the amount of funds available for reallocation.

None.

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

If requested.

President/Chancellor Approval date: 2018-01-31 _____

Board of Trustees Notification Date: 2018-05-11 (next available meeting) _____

Chief Academic Officer: _____ Date: 2018-01-31 _____

[UCA form updated 2016-01-06]

UNIVERSITY OF
CENTRAL
ARKANSAS

Shawn Charlton <scharlton@uca.edu>

Changes in the Psychology Major: Deletion of the BA degree
1 message

Shawn Charlton <scharlton@uca.edu>   Tue, Feb 27, 2018 at 1:19 PM
To: "psychundergrad@list.uca.edu" <psychundergrad@list.uca.edu>

Dear Psychology Majors and Minors,

This email is to inform you that after **August 15, 2018,** the Bachelor of Arts (BA) degree in psychology will no longer be offered at UCA. The last BA in psychology will be awarded in **summer 2022.** All students declaring psychology as a major after **August 15, 2018** will be in the Bachelor of Science (BS) degree program.

Please note, if you are currently working on a BA degree, you _will_ be able to complete that degree. Please make certain that your degree preference is officially noted with the Academic Advising Center (and shows up in Degreeworks as a BA degree) **prior to August 15, 2018.** Again, if you are currently working toward a BA in psychology, this change will not impact your ability to complete that degree.

In addition to other requirements for graduation and the general education requirements in mathematics and science, the Bachelor of Science degree requires completion of one year (6 credit hours) of mathematics (excluding UNIV 1340, MATH 3351, and MATH 4310) or two courses in a laboratory science (e.g., 2 courses in biology, 2 courses in chemistry, etc.). General education science courses (e.g., BIOL 1400, CHEM 1400, PHYS 1400, and PHYS 1410) cannot be used to satisfy the additional year of science. The science courses must have a lab component and both courses must be from the same department. The two science courses do not have to be part of a sequence (e.g., BIOL I, BIOL II).

Please contact your psychology major adviser or the Department of Psychology and Counseling (501-450-3193) if you have any questions.

Best regards,

Dr. Art Gillaspy
Professor and Department Chairperson

Dr. Shawn Charlton
Undergraduate Psychology Coordinator

_____
Shawn R. Charlton, Ph. D.
Associate Professor of Psychology
Department of Psychology & Counseling
University of Central Arkansas

- and -

Vice President for the Southwest Region
Psi Chi, the International Honor Society in Psychology

Notification: New Graduate Certificate in Data Analytics

The Department of Management Information Systems in the College of Business has developed a 12-hour Graduate Certificate (GC) in Data Analytics. The program offers students preparation in the prerequisite skills for any of the several data-analytic techniques: (1) skills related to data collection, storage, and preparation for analysis and (2) skills required for understanding the business context and problem: why are we collecting such data, and what process should be used to try to gain competitive advantage through our data?

One existing course and three new courses comprise the new GC. Importantly, these courses may also be used within the existing MBA and Master of Accountancy programs. Current resources are sufficient to begin the program. If the GC attracts significant numbers of new students, any additional resources required will be offset by additional revenues from student enrollment in the courses comprising the program.

All appropriate university councils and administrators have recommended implementation of the program.

Supporting materials (following pages): (1) UCA Curriculum Form G3 and (2) ADHE Form LON-10.

New Graduate Program Transmittal Form

Department: __Management Information System__   Date: __1/12/2018__

NOTE: UPON COMPLETION OF ALL REQUIRED APPROVALS, NEW PROGRAMS WILL BE PUBLISHED IN THE BULLETIN FOR THE NEXT ACADEMIC YEAR.
If you wish to request a particular effective date, provide details on the following page.

Title of program/concentration: __Graduate Certificate in Data Analytics__

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

☐ **New degree program** (Attach ADHE Form P-1 and a Continuous Improvement Process plan.*)

☐ **New degree program by "reconfiguration" of an existing degree program** (Attach ADHE Form LON-11 and a Continuous Improvement Process plan.*)

☒ **New certificate program** (Attach ADHE Form LON-10, a Continuous Improvement Process plan,* AND Curriculum Attachment C signed by the Director of Financial Aid.**)

☐ **New concentration in an existing program** (Attach ADHE Form LON-3.)

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

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

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

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

Recommended by Department and College

1. *[signature]* 1/18/18	2. *[signature]* 1/18/18	
Department Curriculum Committee Date	Department Chair Date	
3. *[signature]* 2/12/18	4. *[signature]* Ben Griffin 2/18/18	
College Curriculum & Assessment Committee Date	College Dean Date	

Recommended by University Councils/Committees

Is this a new degree or certificate program? _____Yes_____   Is this a new teacher education program or option? _____No_____
If YES, must be reviewed by the Academic Assessment Committee.   If YES, must be reviewed by the Professional Education Council.

5. _____	6. _____
Academic Assessment Committee Date	Professional Education Council Date
7. *[signature]* 3/15/18	8. *[signature]* Alisa Crow 3/28/18
Graduate Council Date	Council of Deans Date

Submit proposals to the appropriate university Council at least one month before the meeting in which action is desired. Summer submissions may not be considered until the fall term.

Approved by

9. *[signature]* 3/28/2018	10. *[signature]* 4/2/18
Provost Date	President Date

The Office of the Provost sends all required documentation to the AHECB and the Board of Trustees.

11. **Letter of Intent to AHECB (if required)** N/A Date	12. **Notification to or Approval by Board of Trustees (as required)** Date
13. **Notification to or Approval by AHECB (as required)** Date	**Recorded in Bulletin by** 14. _____ Office of the Provost Date

Recorded in Banner by	**Recorded in Degree Works by**
15. _____ Office of the Provost Date	16. _____ Graduate School Date

The Office of the Provost sends the signed original to the Graduate School. The Graduate School retains the original and sends a copy to the originating department.

LETTER OF NOTIFICATION – 10

GRADUATE CERTIFICATE PROGRAM

(12–21 Semester Credit Hours)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Proposed effective date

Fall 2018

5. Name of proposed graduate certificate program

Graduate Certificate (GC), Data Analytics.

Note that the courses in the new graduate certificate are embedded as well within two degree programs: the MBA (degree code: 5580) and the MAcc (degree code: 6570).

6. Proposed CIP Code

52.1399 (CIP system title: Management Science and Quantitative Methods, Other)

7. Reason for proposed program implementation

Data analytics is one of the fastest growing technology needs in business organizations today. A plethora of data-gathering occurs in businesses, and this is only increasing. With the advent of the Internet of Things (a name given to the proliferation of sensing devices in products—such as sensors in refrigerators or mobile-accessed doorbells), data collection will continue to grow rapidly. The term "data analytics" (or data science or business analytics) describes fields of study that develop ways to gather, use, and exploit the data for business purposes.

Growth evidence? According to the popular job search website glassdoor.com, four of the top ten college majors in terms of earning potential the first five years out of college are IT majors, including data analysts/statisticians at #8 (#1: computer science; #6: information technology; #10: management information systems). For each of these four, data and data management are inherent skills within the major. Five of the remaining six majors are engineering majors (the last is nursing, at #9). This is also the case at the graduate level: the need for data analytic ability is particularly acute. Managers at all levels are hampered in their decision making if they do not understand how to exploit and apply organizational data to make more appropriate decisions.

Data analytics is a broad field, in that there are multiple ways to collect, examine and use data for business advantage. The field can be classified into three main areas:

1. <u>Descriptive analysis</u>: classifying or characterizing current or historical data. It examines the question, "where are we now?" It summarizes data into meaningful charts or reports and permits drill-down to allow managers to examine trends and patterns.
2. <u>Predictive analysis</u>: seeks to predict future performance by examining historical data and detecting patterns or relationships and tries to answer the question, "what will happen?" Detecting some of these hidden patterns may take advanced statistical or machine-learning techniques (one reason Math/Computer Science are key players).
3. <u>Prescriptive analysis</u>: attempts to answer the question, "what should we do?" It identifies best alternatives to minimize or maximize some objective. Techniques include simulation, optimization, and decision modeling.

There are two prerequisite skills for all of these analytic techniques. The first is data collection, storage, and preparation for analyses. Data management is a broad label that includes these tasks, which are essentially collecting and preparing data for analysis. Frequently preparation includes cleansing data and placing it into a data warehouse. The other prerequisite is understanding the business context and problem: why are we collecting such data, and what process should be used to try to gain competitive advantage through our data? Knowing what data to collect and how to turn it into better decisions through a critical thinking analysis is a key skill for managers. Too often graduate students may have some understanding of the tools, but an insufficient understanding of these prerequisite skills.

The magnitude of the field and the techniques and processes involved suggest that a single degree cannot possibly cover it all. Indeed, there now multiple disciplines that have a piece of the data analytic pie, including business, computer science, and math/statistics. Each of these disciplines proffer some of the analyses and techniques that are useful in using data for business advantage. At the graduate level, however, students should be more focused on broader topics and skills, ones that can apply to a variety of tasks and situations.

This program will be housed in the Department of Management Information Systems (MIS) in the College of Business (COB). This program may be a stand-alone graduate certificate; upon approval, it may also be completed as part of UCA's MBA and Master of Accountancy (MAcc) programs.

7.1 Accreditation

Currently the MBA and Masters of Accountancy (MAcc), as well as all BBA degrees and the BS-Information Systems degree, are accredited by the Association to Advance Collegiate Schools of Business (AACSB). This new program will be accredited in the same way.

7.2 Program Resources

Currently available resources are adequate for implementation the new certificate program. Although there are new courses in this program, these courses were not developed solely for this program; rather, they were developed (at the undergraduate level) for current MIS and Information System majors as a necessary part of IT education and (at the graduate level) for graduate students in the MBA and MAcc programs. Resources such as library and classroom/lab space are sufficient. Currently there is enough capacity in the MIS department to meet the increased demand. As the major evolves, however, additional faculty may be necessary. Should this become necessary, the need will be offset by the revenue from increasing demand for the GC's courses.

7.3 Assessment Information

This program will be assessed in accordance with current directives and policies. Like most of the degrees in the COB, this program will be accredited by AACSB. As such, we will follow the guidelines for both

AACSB as well as our own UCA program. An Academic Assessment Plan (AAP) has been approved for this program at the university level.

8. Provide the following:

8.1 Curriculum outline – list of courses in new program, with required courses underlined

MIS 5340 Critical Thinking and Experimental Design
MBA 5380 Business Intelligence and Data Visualization
MIS 5381 Applied Analytics/Data Mining
MIS 6365 Data Warehousing and Data Management

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

12

8.3 New courses with descriptions

MIS 5340 CRITICAL THINKING AND EXPERIMENTAL DESIGN This course provides a foundation for critical thinking in business. It examines the problem-solving process and applies this process to different cases, using a variety of tools, including root cause analysis and mind mapping. Using this process, students apply it in the design of experiments; including randomization, factorial, and block designs.

MIS 5381 DATA MINING AND APPLIED ANALYTICS This course focuses on development of the quantitative and analytical skills required to model, analyze, interpret, and solve managerial decision-making problems. Students will use current techniques and tools to develop the ability to answer business questions through the analysis of data. Techniques include classification, clustering, text mining, and other appropriate techniques. Tools introduced include the R statistical environment and current graphical data mining tools.

MIS 6365 DATA WAREHOUSING AND DATA MANAGEMENT This course examines data management concepts and techniques via a blended approach of student-led discussions and hands-on directed labs. Topics will range from conceptual discussions of data governance and stewardship to combined concept and application approaches surrounding database administration and data quality management. It will include more advanced topics such as data warehousing, document management, and using structured query language (SQL) statements.

8.4 Program goals and objectives

Students who complete the program will be able to

- Understand the complex role of role data plays in an organization, from what to collect (and why) to its use, maintenance and security.
- Understand the strategic choices and compromises made in collecting and using data.
- Organize, manipulate, and summarize data in various formats.
- Implement analytic solutions on data using a variety of different tools and techniques, including statistical, predictive, and prescriptive software.
- Demonstrate the ability to manage data, using relational and non-relational databases, as well as data warehouses.

- Manage the process of data analytics from start to finish: identify the problem/opportunity, use appropriate experimental design to gather, load and cleanse the data, perform appropriate analyses on the data, communicate and summarize the results.
- Select the appropriate methods and tools for data analysis in specific organizational contexts.
- Implement security measures and ethical practices for collection and storage of data.
- Transfer (and transform) data from different platforms into usable contexts.
- Communicate and summarize results of data analysis in written, oral and visual form.
- Select the appropriate methods and tools for data analysis in specific organizational contexts.

8.5 Expected student learning outcomes

Program graduates will possess

- Ethical decision-making abilities.
- Effective written communication abilities.
- Effective collaboration skills.
- Strong data analytics skills, with an ability to understand how to design solutions to problems and strengths and weaknesses of different tools/techniques in solving analytics problems.

8.6 Documentation that program meets employer needs

The governor of Arkansas has made it quite clear that computer science education is critical for students, at both the high school level and beyond. Data analytics programs and degrees are part of this goal. There is no shortage of employers who desire more data analytic skills for employees, especially managers. At the graduate level, this certificate provides technical data analytics skills to a wide variety of managers and skill workers. This certification is not focused on soft management skills (though this is important); rather, it concentrates on instilling the technical skills to manage and effectively use data in an organizational environment. As part of the MBA program (one potential avenue for completing the certificate), it integrates extremely well with the more managerial focus (softer skills) of the MBA.

In discussing this certificate with employers, all recognize its usefulness and indeed inquire about expanding this to a full master's-level degree.

8.7 Student demand *(projected enrollment)* for proposed program

Significant numbers of current MBA students are interested in this type of program. Additionally, there are many businesses in central Arkansas where this would be very helpful. We have some experience in projecting demand, in that we already have courses that are taken by MBA students, including MIS 5380 Business Intelligence and Data Visualization (formerly MBA 5380), which is part of this certificate program. In MBA 5380, we enrolled on average 26 MBA students the last two times this was taught. Given these data points, we estimate that there will be 20 students participating in the graduate certificate the first year and that this number will rise. We expect cap this at about 40 per year.

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

1. UALR: Graduate Certificate (GC) in Business Analytics (15 hours). While the programs are somewhat similar, the UALR program is more management-oriented, while the UCA program is more technical.

2. University of Arkansas: GC in Business Analytics (12 hours). Also somewhat similar; is more technical like the proposed UCA program. This program serves a different geographical location than central Arkansas, especially for currently employed managers.

8.8 Scheduled program review date *(within 10 years of program implementation)*

This program will be formally reviewed every five years as part of the accreditation with the Association to Advance Collegiate Schools of Business (AACSB).

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

N/A

10. Institutional curriculum committee review/approval date

Undergraduate/Graduate Council: 2018-03-15
Council of Deans: 2018-03-28

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

It will be delivered both on-campus and through online delivery. Therefore students may complete this certification either fully online, fully on-campus, or in some hybrid form. Currently, MBA and MAcc courses are taught in a rotating manner—once online, the next time on-campus (in fact, MIS 5380 is taught in this manner). This certificate program will do the same. All four courses in the certificate program are approved for online deliversy and will be offered annually both online and face-to-face.

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

N/A

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

If requested.

President/Chancellor Approval Date: 2018-04-02

Board of Trustees Notification Date: 2018-05-11 (next scheduled meeting)

Chief Academic Officer: _____ 2018-03-28
SIGNATURE   DATE

[UCA form updated 2016-01-06]

Notification: Graduate Nursing Programs Revisions

The School of Nursing in the College of Health and Behavioral Sciences has proposed a series of modifications to its graduate programs. Because of changing minimum requirements for nurse practitioner entry into practice to include doctoral competencies—affecting accreditation standards for UCA's graduate nursing programs—the School of Nursing is presenting a number of changes to its graduate programs including the two described here.

(1) The RN-to-MSN program of study is being deleted because of the new minimum requirements and concomitant accreditation standards. The small number of students (14) currently in the RN-to-MSN program of study will be able to complete the curriculum and are expected to have completed by December of 2020.

(2) The MSN nurse practitioner tracks (Family Nurse Practitioner and Adult Gerontology Nurse Practitioner) will be deleted for the same reasons. The phase-out of these tracks will accommodate students currently in the program and those admitted fall 2018. All students are expected to graduate December of 2020.

Coming in the future: In a proposal currently under development and to be presented in a later agenda, the School of Nursing will present modifications to its existing DNP program to include a BSN-to-DNP option that will serve those wishing to be licensed and certified as Family Nurse Practitioners.

All appropriate committees, councils, and administrators have recommended deletion of the RN-to-MSN program of study and the MSN nurse practitioner tracks.

Supporting materials (following pages): (1) UCA Curriculum Form G3-D (RN-to-MSN), (2) UCA Curriculum Form G3-D (MSN NP tracks), (3) ADHE Form LON-5 (MSN NP tracks)

University of Central Arkansas

Graduate Program Deletion Form

Department: __School of Nursing__   Date: __12/5/17__

Check the type of program to be deleted.

☐ Degree program

☐ Certificate program

☒ Concentration, emphasis, option, or track in a program

Bulletin title of program (brief): __RN to MSN track__

Complete and attach ADHE form LON-5.

Are any of the prerequisites or requirements of the program to be deleted offered by another department?   __No__

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

201910

Recommended by Department and College (action required)

1. _Pamela F. Ashcraft_   12/5/17   2. _Susan X. Hatto_   12/5/2017
   Department Curriculum Committee   Date   Department Chair   Date

3. _[signature]_   12/7/17   4. _J Raum for JBhee_   12/7/17
   College Curriculum & Assessment Committee   Date   College Dean   Date

Recognized by University Councils (information only)

Is this a teacher education program or option?   __No__   5. _____

If YES, must be reviewed by the Professional Education Council.   Professional Education Council   Date

6. _[signature]_   1/18/18   7. _Alicia Crow_   1/31/18
   Graduate Council   Date   Council of Deans   Date

Submit proposals to the appropriate university Council at least one month before the meeting in which action is desired. Summer submissions may not be considered until the fall term.

Approved by

8. _[signature]_   2/5/2018   9. _[signature]_   2/7/18
   Provost   Date   President   Date

The Office of the Provost sends all required documentation to the Board of Trustees and the AHECB.

10. **Notification to Board of Trustees** _____   11. **Notification to AHECB**   __N/A__
         Date   Date

Removed from the Bulletin by   **Ended in Banner by**

12. _____   13. __N/A__
    Office of the Provost   Date   Office of the Provost   Date

Ended in Degree Works by

14. _____
    Graduate School   Date

The Office of the Provost sends the signed original to the Graduate School. The Graduate School retains the original and sends a copy to the originating department.

REC'D UCA
GRADUATE SCHOOL
DEC 11 2017

A ORIGINAL

University of Central Arkansas

Graduate Program Deletion Form

Department: __Nursing__   Date: __12/03/2017__

Check the type of program to be deleted.

☐ Degree program

☐ Certificate program

☒ Concentration, emphasis, option, or track in a program

Bulletin title of program (brief): __MSN Nurse Practitioner (NP)__

Complete and attach ADHE form LON-5.

Are any of the prerequisites or requirements of the program to be deleted offered by another department?   __No__
If YES, attach a signed letter from each department's chair describing the impact of the deletion on the department.

Recommended by Department and College (action required)

1. _Pamela F. Ashcraft_ 12/3/17   2. _Susan L. Gatto_ 12/5/2017
   Department Curriculum Committee   Date   Department Chair   Date

3. _[signature]_   12/7/17   4. _JRaney for JShen_   12/7/17
   College Curriculum & Assessment Committee Date   College Dean   Date

Recognized by University Councils (information only)

Is this a teacher education program or option?   __No__   5. _____
If YES, must be reviewed by the Professional Education Council.   Professional Education Council   Date

6. _[signature]_   1/18/18   7. _Alicia Crow_   1/31/18
   Graduate Council   Date   Council of Deans   Date

Submit proposals to the appropriate university Council at least one month before the meeting in which action is desired. Summer submissions may not be considered until the fall term.

Approved by

8. _[signature]_   2/5/2018   9. _[signature]_   2/7/18
   Provost   Date   President   Date

The Office of the Provost sends all required documentation to the Board of Trustees and the AHECB.

10. **Notification to Board of Trustees** _____   11. **Notification to AHECB** _____
                                         Date   Date

Removed from the Bulletin by   **Ended in Banner by**

12. _____   13. _____
    Office of the Provost   Date   Office of the Provost   Date

Ended in Degree Works by

14. _____
    Graduate School   Date

The Office of the Provost sends the signed original to the Graduate School. The Graduate School retains the original and sends a copy to the originating department.

REC'D UCA
GRADUATE SCHOOL

DEC 1 1 2017

ORIGINAL

LETTER OF NOTIFICATION – 5

DELETION

(Certificate, Degree, Option/Emphasis/Concentration, Minor, Organizational Unit)

1. Institution submitting request

University of Central Arkansas (UCA)

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Proposed effective date

Fall 2018

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

In the Master of Science in Nursing (MSN), the Adult Gerontology Nurse Practitioner track and Family Nurse Practitioner track are being deleted.

Note: it is the options—NOT the MSN degree program itself—that are being deleted.

6. CIP code

51.3801

7. Degree code

7080

8. Reason for deletion

UCA's School of Nursing is actively developing a new BSN to DNP curriculum that prepares doctoral-level Nurse Practitioners. The National Organization of Nurse Practitioner Faculty (NONPF) has changed the minimum requirements for Nurse Practitioner entry into practice to include doctoral competencies. The MSN Nurse Practitioner tracks, as currently delivered, do not meet the new requirements.

9. Number of students still enrolled in program

MSN Nurse Practitioner tracks = 123

10. Expected graduation date of last student

December 2020

11. Provide curriculum for deleted program/unit

Required Courses

NURS 6301 Research for Evidence-Based Practice I
NURS 6304 Research for Evidence-Based Practice II
NURS 6347 Theoretical Foundations of Nursing Practice
NURS 6315 Advanced Health Assessment
NURS 6320 Advanced Pathophysiology
NURS 6325 Advanced Pharmacology
NURS 6322 Epidemiology for Advanced Nursing Practice
NURS 6332 Health Policy and Economics

Nurse Practitioner (NP) Tracks

NURS 6215 Foundations for Advanced Nursing Practice
NURS 6511 Introduction to Primary Care for Family and Adult Gerontology Nurse
     Practitioners
NURS 6512 Primary Care of Adults for Family and Adult Gerontology Nurse
     Practitioners
NURS 6414 Primary Care of Children for Family Nurse Practitioners [Family NP only]
NURS 6413 Complex Primary Care of Adults for Family and Adult Gerontology Nurse
     Practitioners
NURS 6260 Clinical Immersion for Adult Gerontology Nurse Practitioners [Adult
     Gerontology NP only]

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

Graduate Curriculum Change: Course Deletions

NURS 6V10 Directed Practicum: Selected Population
NURS 6V64 Clinical Immersion for Family Nurse Practitioner
NURS 6215 Foundations for Advanced Nursing Practice
NURS 6260 Clinical Immersion for Adult Gerontology Nurse Practitioners
NURS 6301 Research for Evidence Based Practice I
NURS 6304 Research for Evidence Based Practice II
NURS 6322 Epidemiology for Advanced Nursing Practice
NURS 6327 Healthcare Quality and Leadership
NURS 6347 Theoretical Foundations of Nursing Practice
NURS 6413 Complex Primary Care of Adults for Family and Adult-Gerontology Nurse
     Practitioners
NURS 6414 Primary Care of Children for the Family Nurse Practitioner

NOTE: Some of the Nurse Practitioner courses listed in §11 will not be deleted but will be used
in the new BSN to DNP curriculum.

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

The MSN Nurse Practitioner tracks curricula will be delivered until all admitted students have graduated.

14. Indicate the amount of funds available for reallocation.

All resources and funds will be reallocated to the new post-BSN to DNP program.

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

If requested.

President/Chancellor Approval date: ___2018-02-07_____

Board of Trustees Notification Date: ___2018-05-11 (next available meeting agenda)___

Chief Academic Officer: _____ Date: ___2018-02-05___

[UCA form updated 2017-10-18]

Notification: New Data Science Concentration in the BS, Computer Science

The Department of Computer Science in the College of Natural Sciences and Mathematics has developed a new Data Science concentration in the existing BS degree program in Computer Science. The new concentration will equip students with valuable skills and knowledge, including artificial intelligence, data mining, and machine learning, that are fundamental to data science. Students will be trained to creatively apply essential concepts, principles, and practices to construct effective and efficient solutions to real-world problems. Within the Computer Science degree program, the concentration prescribes a series of data-science specific courses and provides for a data-science focused list of elective options, including more mathematics and MIS options than are available to the general Computer Science major. Only three new courses were developed specifically for the new concentration, and the required courses and electives can be made available to students with no additional resources.

All appropriate university councils and administrators have recommended implementation of the new concentration.

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

New Undergraduate Program Transmittal Form

Department: __Computer Science__   Date: 10/8/2017

NOTE: UPON COMPLETION OF ALL REQUIRED APPROVALS, NEW PROGRAMS WILL BE PUBLISHED IN THE BULLETIN FOR THE NEXT ACADEMIC YEAR.
If you wish to request a particular effective date, provide details on the following page.

Title of program/concentration/minor: __B.S. Computer Science- Data Science Track__

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

☐ New degree program (Attach ADHE Form P-1 and a Continuous Improvement Process plan.*)

☐ New degree program by "reconfiguration" of an existing degree program (Attach ADHE Form LON-11 and a Continuous Improvement Process plan.*)

☐ New certificate program (Attach ADHE Form LON-8 or LON-9, a Continuous Improvement Process plan* and Curriculum Attachment C signed by the Director of Financial Aid.**)

☒ New concentration, emphasis, option, or track in an existing program. (Attach ADHE Form LON-3.)

☐ New minor program (Attach ADHE Form LON-3.)

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

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

Are any of the prerequisites or requirements of the proposed program offered by another department? ___No___
If YES, attach a signed letter from each department's chair describing the impact on the department.

Recommended by Department and College

201910

1. _[signature]_ Department Curriculum Committee Date 10.25.17
2. _[signature]_ Department Chair Date 10/25/17
3. _[signature]_ College Curriculum & Assessment Committee Date Jan 29, 2018
4. _Stephen R Addison_ College Dean Date 1/25/17

Recommended by University Councils/Committees

Is this a new degree or certificate program? Yes/**No**
If YES, then must be reviewed by the Academic Assessment Committee.

Is this a new teacher education program or option? Yes/**No**
If YES, must be reviewed by the Professional Education Council.

5. _____ Academic Assessment Committee Date
6. _____ Professional Education Council Date
7. _[signature]_ Undergraduate Council Date 2-20-18
8. _Alicia Crow_ Council of Deans Date 3/14/18

Submit proposals to the appropriate university Council at least one month before the meeting in which action is desired. Summer submissions may not be considered until the fall term.

Approved by

9. _[signature]_ Provost Date 3/19/2018
10. _[signature]_ President Date 3/26/18

The Office of the Provost sends all required documentation to the AHECB and the Board of Trustees.

11. **Letter of Intent to AHECB (if required)** N/A Date
12. **Notification to or Approval by Board of Trustees (as required)** Date
13. **Notification to or Approval by AHECB (as required)** Date
   Recorded in Bulletin by
14. _____ Office of the Provost Date

The Office of the Provost retains the original and sends a copy to the Office of the Registrar for changes in Degree Works.

Recorded in Banner by
Recorded in Degree Works by

15. _____ Office of the Provost Date
16. _____ Office of the Registrar Date

The Registrar returns the signed copy to the Office of the Provost. The Office of the Provost sends a copy to the originating department.

LETTER OF NOTIFICATION – 3

NEW <u>OPTION, CONCENTRATION, EMPHASIS</u>, MINOR

(Maximum18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Proposed effective date

Fall 2018

5. Title of existing degree program

BS, Computer Science (not approved for distance delivery)

6. CIP code

11.0101

7. Degree code

2410

8. Proposed name of <u>option/concentration/emphasis</u>/minor

Data Science

9. Reason for proposed action

With the proliferation of massive amounts of structured/unstructured data in many application domains, advances in computing technology, and the development of powerful computational techniques, the vast and interdisciplinary field of Data Science has gained great importance in recent years. Large databases and data warehouses exist not only in businesses, but also in virtually every subfield of science and engineering. In the Little Rock-North Little Rock-Conway metro area, a large number of major companies, corporations, healthcare facilities, and research institutes—including, for example, Acxiom, HPE, Dillard's, Walmart, Arkansas Blue Cross and Blue Shield, UAMS, and NCTR—generate and store vast amounts of data on a daily basis. These massive data sets then need to be analyzed by Data Science experts in order to gain insight and discover useful information.

The following excerpt from the report entitled "Recommendations on Advancing the Economic Competitiveness of Data Analytics and Computing in Arkansas" summarizes the importance of

Data Science for Arkansas well: "The future of Arkansas' economic development is tied to our ability to succeed in data analytics and computing. It is a technology that cuts across our leading industries. If we are to succeed in retaining and growing existing jobs and recruiting industry, we have to have the talent and technical capabilities to meet this opportunity." The report dated December 2017 communicates the conclusions and recommendations of the Blue Ribbon Commission, which was charged by Governor Hutchinson to provide guidance to the State on the needs of the business community regarding data analytics and computing. Note that the report uses the terms "Data Science" and "Data Analytics" interchangeably.

To address the demand of the rapidly growing field of Data Science, the Department of Computer Science has developed within the BS degree in Computer Science a new Data Science concentration that will equip students with valuable skills, including Artificial Intelligence, Data Mining, and Machine Learning, that are fundamental to Data Science. Students will be trained to creatively apply essential concepts, principles, and practices to construct effective and efficient solutions to real-world problems.

The departments of Computer Science, Mathematics, and Management Information Systems already possess the experts and courses necessary for the success of the proposed Data Science concentration. In fact, Mathematics has recently started their own Data Science concentration with an emphasis on statistical analysis. The proposed Data Science concentration, on the other hand, emphasizes computational and algorithmic thinking. Existing courses in Computer Science, Mathematics, and Management Information Systems will provide a solid analytical background and extensive hands-on data analytical experiences. In order to train the students for dealing with the "data deluge," the proposed Data Science concentration will focus on the development of Data Science algorithms and the mastery of acquisition, storage, analysis, and visualization of large, complex, and heterogeneous real-world data from various applications domains.

10. Provide the following

10.1 Curriculum Outline (list of courses in the new <u>option/concentration/emphasis</u>/minor) – indicate which courses are required by underlining them

The general Computer Science major includes 39 hours of required courses. The Computer science major with the Data Science concentration includes 38 hours of required computer science courses, including the following four courses not required for the general Computer Science major:

<u>CSCI 3385 ARTIFICIAL INTELLIGENCE</u>
<u>CSCI 4370 DATA MINING</u>
<u>CSCI 4371 MACHINE LEARNING</u>
<u>CSCI 4491 APPLIED DATA SCIENCE</u> [UD UCA Core: Z]

Electives for the Data Science concentration include the following options, not included in the electives available to the general Computer Science major. (Note: 9 elective hours are required of the general Computer Science major, and 15 are required of the major with the Data Science concentration. Of the elective courses available, the following are available only to students in the Data Science concentration.):

MATH 3391 NONPARAMETRIC STATISTICS
MATH 3392 MULTIVARIATE ANALYSIS
MATH 4371 INTRODUCTION TO PROBABILITY [UD UCA Core: R]
MATH 4373 REGRESSION ANALYSIS
MIS 4355 PROJECT MANAGEMENT
MIS 4380 BUSINESS INTELLIGENCE

10.2 Total semester credit hours required for option/concentration/emphasis/minor

13 credit hours of uniquely required Computer Science courses. See §10.1 for differences in the options available and credit hours required in terms of elective courses.

10.3 Provide degree plan that includes new option/emphasis/concentration/minor

In the degree plan that follows, required courses for the new concentration are highlighted.

Year 1

Fall – Semester 1 (15 Credit hours)

SUBJ	NUM	TITLE	SCH
CSCI	1470	Computer Science I	4
MATH	1496	Calculus I	4
WRTG	1310	Introduction to College Writing	3
		Science course	4

Spring – Semester 2 (16 Credit Hours)

SUBJ	NUM	TITLE	SCH
CSCI	1480	Computer Science II	4
MATH	2311	Elementary Statistics	3
WRTG	1320	Academic Writing and Research	3
		LD UCA Core Elective	3
		LD UCA Core Elective	3

Year 2

Fall – Semester 3 (16 Credit Hours)

SUBJ	NUM	TITLE	SCH
CSCI	2320	Data Structures	3
MATH	2330	Discrete Structures I	3
		Science course	4
		LD UCA Core Elective	3
		LD UCA Core Elective	3

Spring – Semester 4 (15 Credit Hours)

SUBJ	NUM	TITLE	SCH
CSCI	3330	Algorithms	3
CSCI	3360	Database Systems [UD UCA Core: C]	3

SUBJ	NUM	TITLE	SCH
MATH	3320	Linear Algebra [UD UCA Core: I]	3
		LD UCA Core Elective	3
		LD UCA Core Elective	3

Year 3

Fall – Semester 5 (14 Credit Hours)

SUBJ	NUM	TITLE	SCH
CSCI	3385	Artificial Intelligence	3
CSCI	3381	Object-Oriented Software Development with Java	3
CSCI	3190	Social Implications of Technology	1
		Science course	4
		LD UCA Core Elective	3

Spring – Semester 6 (15 Credit Hours)

SUBJ	NUM	TITLE	SCH
CSCI	4371	Machine Learning	3
CSCI	4300	Operating Systems	3
MATH	3311	Statistical Methods	3
		Data Science Elective [UD UCA Core: R]	3
		Data Science Elective	3

Year 4

Fall – Semester 7 (15 Credit Hours)

SUBJ	NUM	TITLE	SCH
CSCI	4370	Data Mining	3
		Data Science Elective	3
		Data Science Elective	3
		General Elective [UD UCA Core: D]	3
		General Elective	3

Spring – Semester 8 (14 Credit Hours)

SUBJ	NUM	TITLE	SCH
CSCI	4191	Seminar in Applied Computing	1
CSCI	4491	Applied Data Science [UD UCA Core: Z]	4
		Data Science Elective	3
		General Elective	3
		General Elective	3

10.4 New courses and new course descriptions

CSCI 4371 MACHINE LEARNING An introduction to machine learning. Topics include pattern recognition, computational learning theory, classification and clustering algorithms, data visualization, neural networks, and deep learning with big data. Applications in areas such as

Computer Vision and Biomedical/Bioinformatics will be emphasized. A required course for Computer Science majors in the Data Science concentration and an elective course for other Computer Science majors. Prerequisite: CSCI 3385.

CSCI 4372 DATA CLUSTERING An introduction to data clustering. Topics include proximity functions, attribute normalization, hierarchical algorithms, partitional algorithms, initialization, and validation. An elective course designed for general Computer Science program and for the Computer Science-Data Science concentration. Prerequisite: CSCI 3330.

CSCI 4491 APPLIED DATA SCIENCE A required course for Computer Science majors in the Data Science concentration. Students will apply knowledge learned through the program to solve real world interdisciplinary data science problems. Large projects will be designed for students to work on throughout the semester in a team environment. Students will demonstrate their knowledge and skill and present their results through professional oral presentations and written reports. Prerequisites: CSCI 4370 and 4371.

10.5   Goals and objectives of program <u>option</u>/minor

- Grow as well-educated professionals with integrated high-level understanding of Data Science and the main body of knowledge of Computer Science as a whole;
- Be able to creatively apply essential concepts, principles, and practices to appropriately construct solutions and analyze the processes for real-world Data Science applications with professional judgments in the selection and application of theory, tools and techniques;
- Work productively, as an individual and as a team member, to produce work involving Data Science problem identification, analysis, design, and development of a software system within a professional, legal, and ethical framework; and
- Maintain skills as the field evolves and appreciate the needs for continuing professional growth and development to keep current in the Data Science profession.

10.6   Expected student learning outcomes

All students will possess the following abilities by the time of graduation:

- An ability to apply knowledge of computing and mathematics appropriate to the discipline;
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution;
- An ability to design, implement and evaluate a computer-based system, process, component, or program to meet desired needs;
- An ability to function effectively on teams to accomplish a common goal;
- An understanding of professional, ethical, legal, security, and social issues and responsibilities;
- An ability to communicate effectively with a range of audiences;
- An ability to analyze the local and global impact of computing on individuals, organizations, and society;
- Recognition of the need for, and an ability to engage in, continuing professional development;
- An ability to use current techniques, skills, and tools necessary for real-world Data Science practices;
- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the trade-offs involved in design choices;
- An ability to apply design and development principles in the construction of software systems in Data Science of varying complexity.

10.7 Documentation that the program <u>option</u> meets employer needs

In a recent employer interest survey conducted by the UCA Department of Mathematics, 90% of the companies said that they would hire individuals with a Data Science degree. Survey respondents included major companies and corporations such as Acxiom, ArcBest Technologies, Big Cloud Analytics, Dillard's IT, Eyenalyze, and HP. Of the responding employers, 67% and 22%, respectively, strongly agreed and agreed with the statement: "The Data Science track at UCA would serve an important purpose in the professional advancement of my employees"; 60% agreed with the statement "My company would encourage qualified employees to take courses in Data Science track at UCA." The survey results document a strong need, locally, for Data Science training. (The same need can be documented regionally and nationally.)

10.8 Student demand *(projected enrollment)* for program <u>option</u>/minor

Based on a recent survey of junior and senior Computer Science majors, we expect 20–25 students per year to select the Data Science concentration. A total of 64 students participated in the survey in Fall 2017. Of the participants, approximately 30% indicated that they would complete the Data Science concentration. Extrapolating to the more than 300 current computer science majors suggests that as many as 95 are potential completers of the new concentration.

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

Most of the related Data Science degrees/certificates in the state of Arkansas are business oriented and thus are offered in various Business colleges. These include Arkansas Tech University's online BS degree program in Business Data Analytics, the University of Arkansas at Fayetteville's MS degree program in Statistics and Analytics with Business Analytics concentration and their graduate certificate program in Business Analytics, and the University of Arkansas at Little Rock's MS degree program in Information Quality.

In order to equip the future data scientists with strong computational and algorithmic skills, we believe that the proposed concentration should be offered under the BS in Computer Science degree program. UCA's Department of Mathematics offers a similarly named concentration: BS in Mathematics, Data Science track, which recommends, but does not require a minor in Computer Science. The focus of the Mathematics Data Science concentration is statistical analysis, whereas the proposed Computer Science concentration emphasizes computational and algorithmic thinking.

11. Institutional curriculum committee review/approval date

<u>Undergraduate</u>/Graduate Council: 2018-02-20
Council of Deans: 2018-03-14

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

No

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

N/A

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

The Department of Computer Science already has six tenured/tenure-track faculty who specialize in various aspects of Data Science (M. Emre Celebi, Bernard Chen, Mahmut Karakaya, Sinan Kockara, Olcay Kursun, and Victor Sheng).

Of the required courses (namely, CSCI 3385, 4370, 4371, and 4491), CSCI 3385 and 4370 are offered regularly by Victor Sheng and Bernard Chen, respectively. CSCI 4371 (Machine Learning) will be offered by Olcay Kursun, a new faculty member who specializes in Machine Learning. His thesis advisor is, in fact, the author of the textbook chosen for this course. Olcay's teaching schedule has not been fixed yet, so he is available to teach CSCI 4371 every semester (also, students will be allowed to take MATH 4391 as a substitute). Finally, CSCI 4491 will be offered by Bernard Chen. In the past, three sections of CSCI 2320 accounted for half of Bernard's yearly teaching load, but starting from Fall 2018, this course will be assigned to Mark Doderer and Michelle Talley, thereby making Bernard available to teach CSCI 4491. In summary, no additional resources or funds are required at this stage.

The new concentration in Data Science will, as part of the degree program, share resources with the BS in Computer Science. The Department of Computer Science currently has six instructional labs and six research labs all housed in the Mathematics, Computer Science, and Technology building. Classes for the proposed concentration will also be held in this building. While all of these facilities will be shared, room and resource availability will satisfy the current needs of the program.

15. Provide additional information if requested by ADHE staff.

If requested.

President/Chancellor Approval Date: 2018-03-26

Board of Trustees Notification Date: 2018-05-11 (next meeting of the Board of Trustees)

Chief Academic Officer: _____ 2018-03-19
                              SIGNATURE   DATE

[UCA form updated 2018-04-15]

Notification: New Bachelor of General Studies Program by Reconfiguration

The College of Liberal Arts—in collaboration with the College of Education and the College of Health and Behavioral Sciences—has developed a Bachelor of General Studies (BGS) degree program. This degree will be a broad multidisciplinary degree designed for individuals who have some college credit—an associate degree—but have not completed a bachelor's degree. (A prospective student who has not completed an associate degree will work with an advisor to complete one.) Initially, concentrations available include the following: American Studies, Education, Global Studies, Health Science, Humanities, Social Sciences. The student will complete 36 hours within the concentrations, with the remaining degree hours (24 hours, 60 total) to include electives chosen by the student with his or her advisor. Students must complete the upper-division UCA Core requirements. Students may complete minors, but a minor is not required. Courses—all but one of which are drawn from existing UCA programs—will be offered during the day, in the evening, and through UCA Online. UCA has sufficient faculty resources, especially in the liberal arts, to offer the necessary seats in existing on-campus courses, and UCA Online will deliver many of the needed courses through expanding offerings online. The university has invested considerable resources to reach students who cannot attend on-campus programs, including online-accessible library resources.

All appropriate university councils and administrators have recommended implementation of the new program.

Supporting materials (following pages): (1) UCA Curriculum Form U3 and (2) ADHE Form LON-11 (attachments mentioned in this form are not included here).

New Undergraduate Program Transmittal Form

Department: _College of Liberal Arts_   Date: _8/24/2017_

NOTE: UPON COMPLETION OF ALL REQUIRED APPROVALS, NEW PROGRAMS WILL BE PUBLISHED IN THE BULLETIN FOR THE NEXT ACADEMIC YEAR.
If you wish to request a particular effective date, provide details on the following page.

Title of program/concentration/minor: _Bachelor of General Studies_

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

- [x] New degree program (Attach ADHE Form P-1 and a Continuous Improvement Process plan.*)
- [ ] New degree program by "reconfiguration" of an existing degree program (Attach ADHE Form LON-11 and a Continuous Improvement Process plan.*)
- [ ] New certificate program (Attach ADHE Form LON-8 or LON-9, a Continuous Improvement Process plan* and Curriculum Attachment C signed by the Director of Financial Aid.**)
- [ ] New concentration, emphasis, option, or track in an existing program. (Attach ADHE Form LON-3.)
- [ ] New minor program (Attach ADHE Form LON-3.)

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

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

Are any of the prerequisites or requirements of the proposed program offered by another department? _____ Yes _____
If YES, attach a signed letter from each department's chair describing the impact on the department.

Recommended by Department and College	See attached memos from the participating departments
1. _N/A_ Department Curriculum Committee Date	2. _____ Department Chair Date
3. _Janet K Wilson_ _11-10-17_ College Curriculum & Assessment Committee Date	4. _[signature]_ _11/16/17_ College Dean Date

Recommended by University Councils/Committees

Is this a new degree or certificate program? _____ Yes _____   Is this a new teacher education program or option? _____ No _____
If YES, then must be reviewed by the Academic Assessment Committee.   If YES, must be reviewed by the Professional Education Council.

5. _see form AP-C_ _4/15/17_ Academic Assessment Committee Date		6. _____ Professional Education Council Date	
7. _[signature]_ _12-14-17_ Undergraduate Council Date		8. _Alicia Crow_ _1/24/18_ Council of Deans Date	

Submit proposals to the appropriate university Council at least one month before the meeting in which action is desired. Summer submissions may not be considered until the fall term.

Approved by

9. _[signature]_ _1/25/2018_ Provost Date	10. _[signature]_ _1/25/18_ President Date

The Office of the Provost sends all required documentation to the AHECB and the Board of Trustees.

11. **Letter of Intent to AHECB (if required)** _4/20/2018_ Date	12. **Notification to or Approval by Board of Trustees (as required)** Date
13. **Notification to or Approval by AHECB (as required)** Date	**Recorded in Bulletin by**
	14. _____ Office of the Provost Date

The Office of the Provost retains the original and sends a copy to the Office of the Registrar for changes in Degree Works.

Recorded in Banner by	**Recorded in Degree Works by**
15. _____ Office of the Provost Date	16. _____ Office of the Registrar Date

The Registrar returns the signed copy to the Office of the Provost. The Office of the Provost sends a copy to the originating department.

Form updated July 8, 2016   Page 1 of 2

LETTER OF NOTIFICATION – 11

RECONFIGURATION OF EXISTING DEGREE PROGRAMS

(Consolidation or Separation of Degrees to Create New Degree)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

(501) 450-3126
jona@uca.edu

3. Title(s) of degree program(s) to be consolidated/separated

The Bachelor of General Studies draws courses from existing undergraduate degree programs in the following disciplinary areas (CIP codes and degree codes indicated in nearly all instances).

Criminology (45.0401 / 1371)
English (23.0101 / 1420)
Family and Consumer Sciences (19.0101 / 2565)
Geography (45.0701 / 2650)
Health Education (51.1504 / 2690)
History (54.0101 / 1500)
Philosophy (38.0101 / 1650)
Political Science (45.1001 / 1690)
Undergraduate Professional Education Programs (13.#### / various)
Sociology (45.1101 / 3190)
Spanish (Modern Languages: 16.0101 / 1470)

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

See previous item.

5. Proposed title(s) of consolidated/separated program(s)

Bachelor of General Studies (BGS)

6. Proposed CIP code(s) for new program(s)

24.0102 (CIP system title: General Studies)

7. Proposed effective date

Fall 2018

8. Reason for proposed consolidation or separation

8.1   Description of the Proposed Program

This degree will be a broad multidisciplinary degree designed for individuals who have some college credit but have not completed a 4-year bachelor's degree. (If a student has not completed an associate degree they will work with an advisor to complete one. If a student has not completed the lower-division UCA Core program [general education] that will be included in their course of study.) The student will be required to focus in two or three broad concentrations of 12 or 18 hours each, to include: education, health science, humanities, social sciences, global studies, and American studies. The student will complete 36 hours within the concentrations, with the remaining degree hours (24 hours, 60 total) to include electives chosen by the student with his or her adviser. Students must complete the upper-division UCA Core requirements. Students may complete minors, but a minor is not required. Courses will be offered during the day, in the evening, and through UCA Online. UCA has sufficient faculty resources, especially in the liberal arts, to offer the necessary seats in existing on-campus courses. Our new UCA Online program will deliver many of the needed courses through our expanding offerings online. UCA has invested considerable resources to develop online courses to reach students who cannot attend on-campus programs. UCA's Torreyson Library is also well positioned to support the delivery of this program. (See below for more on resources dedicated to this program.)

8.2   Student Demand for the Program

We surveyed students since 2011 who left UCA without completing a 4-year degree. Those who had not completed a 4-year degree elsewhere were asked their level of interest in a 4-year degree in General Studies. Of 216 responders, 90 (41.7%) indicated strong interest, 65 (30.1%) indicated interest, 31 (14.4%) indicated neutral, and the rest 30 (13.9%) were not interested. We believe that these responses demonstrate significant interest in the program among the target audience of individuals who started but did not complete a 4-year degree.

Given student interest cite above, we believe that at least 36 students will complete a BGS degree in five years. This expectation is based on the following projections about enrollment in the proposed program: it is expected that the program will begin with an enrollment of 20, increasing by 10 students each year for the first four years (Year 1: 20; Year 2: 30; Year 3: 40; Year 4: 50) and that, given that the student population in the program will be motivated adults wishing to complete a degree, attrition year-to-year will be approximately 10%. Based on enrollment patterns in other programs observed during the preparation of this proposal, it is further projected that enrolled students will average enrollment in six semester credit hours per term year round (fall, spring, summer).

8.3   Employer Needs

The ADHE employer survey to 25 potential employers; nine responded after repeated requests. Eight of the nine respondents indicated that this degree program would be valuable, and they encouraged us to develop it.

Attachment 1 lists the employers surveyed and includes the forms/letters from those who responded.

8.4   General Need for the Program

This program is designed for individuals who did not complete a 4-year degree but for various reasons (often career advancement) now wish to complete a degree. According to an AAC&U national survey of leaders, an undergraduate degree such as General Studies is excellent preparation for the world of work.

"It Takes More Than a Major: Employer Priorities for College Learning and Student Success: Overview and Key Findings." This AAC&U survey of business and non-profit leaders in 2013 indicated that nearly all those surveyed (93 percent) say that "a demonstrated capacity to *think critically, communicate clearly, and solve complex problems is <u>more important</u> than [a student's] undergraduate major*." http://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary

9.   Provide <u>current</u> and <u>proposed</u> curriculum outline.

Because the programs from which courses are being drawn for the Bachelor of General Studies are not modified in any way by the courses' use in the new program, no <u>current</u> outline of curriculum is offered here.

The baccalaureate program in General Studies will require 60 hours. Students will be required to focus in two or three broad concentrations of 12 or 18 hours each. These concentration hours must be UCA courses. These concentrations include: education, health science, humanities, social sciences, global studies, and American studies. The student will complete 36 hours within these concentrations, with the remaining degree hours (24 hours, 60 hours total) to include electives chosen by the student with his or her adviser. Appropriate electives may substitute for courses in a concentration with permission of the Director. Students may complete a minor, but a minor is not required. Students must complete UCA's upper division Core requirements; there will be a number of options to fulfill the capstone Core requirement, such as capstone courses in programs that are open to all students, and a General Studies Capstone course. Students will be required to complete 40 upper-division hours. The BGS degree will require a total of 60 hours.

An example of a four-semester degree plan is presented as Attachment 2. The concentrations and course options within each are listed here. From the available options, a student will, in consultation with an advisor, select an appropriate number of courses (a minimum of 12 credit hours, if the student wants to complete three concentrations; a minimum of 18 credit hours, if the student wishes to complete only two concentrations). Additional courses could of course be added to the concentrations as appropriate through normal internal curriculum processes. Creation of additional concentrations would require normal internal approval and notification to ADHE/AHECB.

The delivery mode is noted in parentheses; if "future online," the target for online delivery is indicated as well if know. For each concentration, the number of already online courses, the number of near-future online courses, and the total of the two are indicated. An online percentage based on a 12-hour concentration and an 18-hour concentration is calculated for each. Overall, 54% of the programs available courses are available now or soon will be for distance delivery. The numbers by concentration are, however, more meaningful, since they reflect more accurately a student's experience. (Currently, all concentrations include at least 50% of a 12-hour concentration when online and future online are combined.)

9.1   Concentration in Social Science

	Online (O)	Future Online (FO)	O + FO
Number	5	4	9
% of 12-hour concentration	83.3%	66.7%	150%
% of 18-hour concentration	55.6%	44.4%	100%

CRIM 3370 Criminology (online)
GEOG 3300 World Regional Geography (future online / fall 2018)

GEOG 3315 Geography of Latin America (future online / spring 2018)
HIST 4355 Arkansas and the Nation (online)
HIST 4306 Atlantic Slave Trade (online)
HIST 4302 History of Witchcraft (evenings)
HIST 4333 Immigration History (future online / summer 2018
HIST 4308 Gender in American History (evenings)
HIST 4359 Civil Rights Movement History (evenings)
PSCI 4313 Contemporary Issues in American Politics (online)
PSCI 43XX Political Science and Contemporary Global Politics (new; future online / fall 2018)
SOC 4310 Globalization and Development (online)
SOC 3310 Racial and Ethnic Relations (evenings)

9.2   Concentration in Humanities

	Online (O)	Future Online (FO)	O + FO
Number	2	3	5
% of 12-hour concentration	33.3%	50.0%	53.3%
% of 18-hour concentration	22.2%	33.3%	55.6%

ENGL 4330/4331 Shakespeare I/II (evenings)
ENGL 3325 Advanced Readings in World Lit. (evenings)
ENGL 4304 Studies in English and American Lit. (evenings)
ENGL 4313 American Romanticism and Realism (evenings)
HIST 4304 Material Culture (online)
HIST 4362 Tutor and Stuart England (evenings)
PHIL 2310 Introduction to Logic (future online / summer 2018)
PHIL 3304 American Pragmatism (future online / fall 2018)
PHIL 3340 Critical Theories of Race (evenings)
PHIL 3343 Philosophy of Sex and Love (evenings)
PHIL 3345 Feminist Philosophy (evenings)
PHIL 4320 Applied Ethics (evenings)
PHIL 4350 Healthcare Ethics (online)
PHIL 43XX Living Right and Living Well (new; future online / fall 2018)
SPAN 4395 Advanced Hispanic Literature (evenings)
SPAN 4396 Hispanic Studies (evenings)
SPAN 4397 Topics in Advanced Span. Linguistics (evenings)

9.3   Concentration in American Studies

	Online (O)	Future Online (FO)	O + FO
Number	3	3	6
% of 12-hour concentration	50.0%	50.0%	100.0%
% of 18-hour concentration	33.3%	33.3%	66.7%

ENGL 4304 Studies in English and American Lit (evenings)
ENGL 4313 American Romanticism and Realism (evenings)
HIST 4308 Gender in American History (evenings)
HIST 4304 Material Culture (online)
HIST 4306 Atlantic Slave Trade (online)
HIST 4311 Colonial and Revolutionary America (evenings)
HIST 4333 Immigration History (future online / summer 2018)

HIST 4355 Arkansas and the Nation (future online / summer 2018)
HIST 4336 The South Since 1865 (evenings)
HIST 4359 Civil Rights Movement History (evenings)
PHIL 3340 Critical Theories of Race (evenings)
PHIL 3304 American Pragmatism (future online / fall 2018)
PSCI 4313 Contemporary Issues in American Politics (online)

9.4 Concentration in Global Studies

	Online (O)	Future Online (FO)	O + FO
Number	3	4	7
% of 12-hour concentration	50.0%	66.7%	116.7%
% of 18-hour concentration	33.3%	44.4%	77.8%

ENGL 3325 Advanced Readings in World Literature (evenings)
GEOG 3300 World Regional Geography (future online / fall 2018)
GEOG 3315 Geography of Latin America (future online / fall 2018)
HIST 4306 Atlantic Slave Trade (online)
HIST 4302 History of Witchcraft (evenings)
HIST 4333 Immigration History (future online / summer 2018)
HIST 4362 Tutor and Stuart England (evenings)
HIST 4374 European Renaissance and Reformation (evenings)
HIST 4397 History of Ireland (evenings)
PSCI 43XX Political Science and Contemporary Global Politics (new; future online / fall 2018)
SOC 4310 Globalization and Development (online)
HED 4343 Health Concerns for Multicultural Populations (online)

9.5 Concentration in Education

	Online (O)	Future Online (FO)	O + FO
Number	1	2	3
% of 12-hour concentration	16.7%	33.3%	50.0%
% of 18-hour concentration	11.1%	22.2%	33.3%

ELSE 2300 Foundations for Elementary and Special Educators (future online / unknown)
EDUC 1300 Education as a Profession (future online / unknown)
ELSE 3301 Development and Learning Theories (evenings)
ELSE 3305 Integrated Approaches to Child and Young Adult Literature (evenings)
ELSE 3308 Foundations of Diverse Learners (evenings)
EDUC 3322 Diverse Learners in Inclusive Settings (evenings)
EDUC 4210 Integration of Technology into Teaching and Learning (evenings)
MSIT 3320 Introduction to Teaching at the Middle Level (online)

9.6 Health Science

	Online (O)	Future Online (FO)	O + FO
Number	9	0	9
% of 12-hour concentration	150%	0	150%
% of 18-hour concentration	100%	0	100%

FACS 3311 Resource Management (online, on campus)
FACS 3318 Parenting Issues (online, on-campus)

FACS 3372 Personal, Family Finance (online, on-campus)
HED 3305 Human Sexuality (online, on-campus)
HED 4303 Environmental Health Problems (online)
HED 4312 Drug Education (online)
HED 4343 Health Concerns for Multicultural Populations (online)
HED 4395 Health Concerns for Women (online, on-campus)
HED 4396 Health Concerns for Men (online, on-campus)

9.7   New Course

Only one new course was created for the Bachelor of General Studies.

4380 GENERAL STUDIES CAPSTONE An upper-division elective in the Bachelor of General Studies (BGS) program fulfilling the capstone course requirement in the upper-division UCA Core and, thus, providing an opportunity for students to demonstrate achievement of specific critical inquiry and effective communication learning goals. The course requires students to design and implement a research project that integrates knowledge and skills acquired from courses taken across one or more of the BGS concentrations (Social Science, Humanities, American Studies, Global Studies, Education, and Health Science). A proposal for the research project, including asking a specific research question or articulating a specific research problem, must be approved by the course instructor who serves as a mentor for the project. The research project will culminate in a written report or paper that develops a thesis or provides a response to the research question or problem. Prerequisite: Senior standing. [UD UCA Core: Z]

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

UCA has sufficient faculty resources, especially in the liberal arts, to offer the necessary seats in existing on-campus courses. Our new UCA Online program will deliver many of the needed courses through our expanding offerings online. UCA has invested considerable resources to develop online courses to reach students who cannot attend on-campus programs. UCA's Torreyson Library is also well positioned to support the delivery of this program.

The following table uses the assumptions outlined in § 8.2 (page 2, above) to project revenue from tuition (using the 2017-2018 undergraduate, in-state general-registration fee of $217.43 per semester credit hour) over the first four years—that is until the first enrollees are projected to be graduating. The calculation is ((enrollment × credit hours/term) × 3 terms) × 217 = SSCH revenue.

	Year 1	Year 2	Year 3	Year 4
Total Enrollment	20.0	48.0	83.2	124.9
SCH/Student/Term	6	6	6	6
SSCH/Year	360.0	864.0	1,497.6	2,247.8
Total SSCH Revenue	$78,275	$187,860	$325,623	$488,748

11. Provide current and proposed organizational chart.

The Bachelor of General will be administratively housed in the Office of the Dean, College of Liberal Arts. The Associate Dean, reporting to the Dean, will serve as the director of the program. A committee of faculty from each participating concentration will serve as an advisory board.
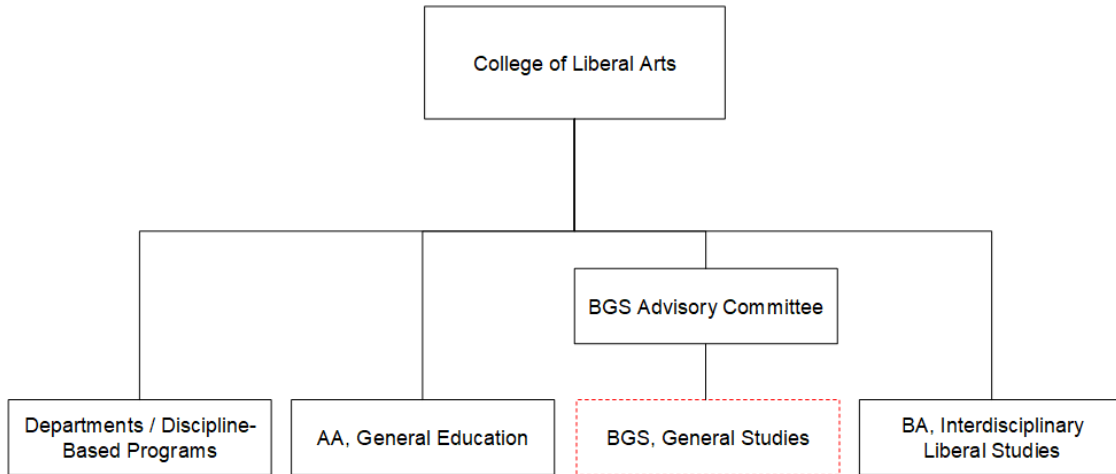
12. Institutional curriculum committee review/approval date

Undergraduate/Graduate Council: 2017-12-14
Council of Deans: 2018-01-24

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

Selected courses are currently offered online. As the curriculum section about indicates, a significant number of additional courses will be converted to online delivery in the near future.

14. Will the proposed degree be offered on-campus, off-campus, or via distance delivery? If yes to distance delivery, indicate mode of distance delivery.

Yes, a significant number of courses will be offered by distance delivery. In only one concentration are all the courses able to be offered online now. As the curriculum section indicates, a significant number of additional courses will be converted to online delivery in the near future. We request that the BGS be approved as a distance delivery program so that as our capacity to offer a greater percentage of it online grows, we can do so without further approval. We believe this request is warranted by our more than a decade of institutional experience in distance delivery of courses and programs.

See Attachment 3 for UCA's "standard model" for distance delivery.

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

N/A

16. Provide copy of e-mail notification to other institutions in the area of the proposed program.

On 2018-04-17, the following email notification was sent to Arkansas CAOs:

> The University of Central Arkansas will submit a reconfiguration of existing courses resulting in the creation of a Bachelor of General Studies (BGS) degree program. This degree will be a broad multidisciplinary degree designed for individuals who have some college credit—an associate

degree—but have not completed a bachelor's degree. (A prospective student who has not completed an associate degree will work with an advisor to complete one.)

The BGS student will be required to focus in two or three broad concentrations of 12 or 18 hours each. Initially, concentrations available include the following: American Studies, Education, Global Studies, Health Science, Humanities, Social Sciences. The student will complete 36 hours within the concentrations, with the remaining degree hours (24 hours, 60 total required) to include electives chosen by the student with his or her adviser.

We welcome any questions, comments, or concerns you wish to share with us. Please do not reply all. Rather, please reply to us with a copy to appropriate ADHE staff.

Any substantive responses received by UCA but not copied to ADHE staff will be forwarded to ADHE staff.

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

17.1 Similar Programs in Arkansas

Arkansas State University: http://degree.astate.edu/Programs/1209/bachelor-general-studies/

University of Arkansas at Monticello: http://uam-web2.uamont.edu/pdfs/gs/bgs.pdf

Southern Arkansas University: https://web.saumag.edu/academics/program/general-studies/

University of Arkansas at Fort Smith:
http://academics.uafs.edu/sites/academics.uafs.edu/files/Departments/Academics/degree_plans/current/BGS-Bachelor%20of%20General%20Studies.pdf

University of Arkansas at Little Rock: The program at UALR is similar to a BGS but is in fact a BA in Interdisciplinary Studies and uses disciplines for the concentrations.
http://ualr.edu/interdisciplinary/undergraduate/degree-requirements/

Other Arkansas institutions do offer a BGS degree, but given our interest survey and feedback from our Academic Advising Center staff, we are convinced that many individuals in the central Arkansas region will choose to pursue this degree with UCA.

17.2 Model Program

Texas Woman's University: http://www.twu.edu/genstudies/

We are following closely the BGS degree program design at TWU. We have consulted with the Director of the program there and recognize the TWU program as successful.

18. Provide scheduled program review date (within 10 years of program implementation).
AY 2022-2023

19. Provide additional program information if requested by ADHE staff.
Will be provided upon request.

President/Chancellor Approval Date: 2018-01-25

Board of Trustees Notification Date: 2018-05-11 (next scheduled Board of Trustees meeting)

Chief Academic Officer: _____   2018-01-25
                          SIGNATURE   DATE

[UCA form updated 2018-01-03]

Notification: New STEM Tracks in the MSE in Advanced Studies in Teacher Leadership

The Department of Teaching and Learning in the College of Education has developed two new STEM education tracks in the existing MSE program in Advanced Studies in Teacher Leadership. The two tracks—elementary and secondary—are designed to train practicing teachers (public school, private school, homeschool, and charter school) with specialized knowledge in the area of STEM education.

All appropriate university councils and administrators have recommended implementation of the new STEM tracks.

Supporting materials (following pages): (1) UCA Curriculum Form G3 and (2) ADHE Form LON-3.

New Graduate Program Transmittal Form

Department: _____Teaching and Learning_____ Date: _____

NOTE: UPON COMPLETION OF ALL REQUIRED APPROVALS, NEW PROGRAMS WILL BE PUBLISHED IN THE BULLETIN FOR THE NEXT ACADEMIC YEAR.
If you wish to request a particular effective date, provide details on the following page.

Title of program/concentration: _____Advanced Studies in Teacher Leadership / Science, Technology, Engineering, and Mathematics (STEM) Track_____

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

☐ **New degree program** (Attach ADHE Form P-1 and a Continuous Improvement Process plan.*)

☐ **New degree program by "reconfiguration" of an existing degree program** (Attach ADHE Form LON-11 and a Continuous Improvement Process plan.*)

☐ **New certificate program** (Attach ADHE Form LON-10, a Continuous Improvement Process plan,* AND Curriculum Attachment C signed by the Director of Financial Aid.**)

X **New concentration in an existing program** (Attach ADHE Form LON-3.)

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

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

Are any of the prerequisites or requirements of the proposed program offered by another department? _____Yes_____
If YES, attach a signed letter from each department's chair describing the impact on the department.

Recommended by Department and College

1. _[signature]_ 4/10/17	2. _[signature]_ 4/10/17	
Department Curriculum Committee / Date	Department Chair / Date	
3. _[signature]_ 4-25-17	4. Victoria Groves-Scott 4-26-17	
College Curriculum & Assessment Committee / Date	College Dean / Date	

Recommended by University Councils/Committees

Is this a new degree or certificate program? _____
If YES, must be reviewed by the Academic Assessment Committee.

Is this a new teacher education program or option? _____
If YES, must be reviewed by the Professional Education Council.

5. _____	6. Victoria Groves-Scott 4-26-17
Academic Assessment Committee / Date	Professional Education Council / Date
7. See following page 2/15/18	8. See following page 2/28/18
Graduate Council / Date	Council of Deans / Date

Submit proposals to the appropriate university Council at least one month before the meeting in which action is desired. Summer submissions may not be considered until the fall term.

Approved by

9. _[signature]_ 3/16/2018	10. _[signature]_ 3/16/2018
Provost / Date	President / Date

The Office of the Provost sends all required documentation to the AHECB and the Board of Trustees.

11. **Letter of Intent to AHECB (if required)** N/A Date	12. **Notification to or Approval by Board of Trustees (as required)** Date
13. **Notification to or Approval by AHECB (as required)** Date	**Recorded in Bulletin by**
	14. _____ Office of the Provost / Date
Recorded in Banner by	**Recorded in Degree Works by**
15. _____ Office of the Provost / Date	16. _____ Graduate School / Date

The Office of the Provost sends the signed original to the Graduate School. The Graduate School retains the original and sends a copy to the originating department.

LETTER OF NOTIFICATION – 3

NEW <u>OPTION, CONCENTRATION, EMPHASIS</u>, MINOR

(Maximum18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Proposed effective date

Fall 2018

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

MSE, Advanced Studies in Teacher Leadership
The existing program **is** approved for distance delivery.

6. CIP code

13.0101

7. Degree code

6750

8. Proposed name of <u>option/concentration/emphasis</u>/minor

Two new concentrations are proposed:

(1) Science, Technology, Engineering, and Mathematics (STEM), Elementary
(2) Science, Technology, Engineering, and Mathematics (STEM), Secondary

9. Reason for proposed action

To expand the offerings of the Advanced Studies in Teacher Leadership program and to meet the demand for a graduate STEM program for elementary and secondary teachers.

10. Provide the following

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

Elementary STEM Track

    BIOL 6395 Special Topics: Science Concepts
    MATH 5300 Professionalized Subject Matter **OR** MATH 6307 Advanced Topics for
        Math Education
    ASTL 6310 Integrating Media and Technology into Teaching and Learning
    GATE 6355 Curriculum and Instruction for Gifted Learners
    GATE 6391 Advanced Practicum in Gifted Education

Secondary STEM Track

    SCI 5410/4410 Concepts of Science
    MATH 5300 Professionalized Subject Matter **OR** MATH 5309 Algebraic Thinking for
        K-8 Teachers **OR** MATH 6307 Advanced Topics for Math Education
    ASTL 6310 Integrating Media and Technology into Teaching and Learning
    GATE 6355 Curriculum and Instruction for Gifted Learners
    GATE 6391 Advanced Practicum in Gifted Education

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

Elementary STEM Track: 15 credit hours

Secondary STEM Track: 16 credit hours

    c. New courses and new course descriptions

N/A

    d. Goals and objectives of program option/minor

The goal of the new tracks is to train practicing teachers (public school, private school, homeschool, and charter school) with specialized knowledge in the area of STEM education.

    e. Expected student learning outcomes

The ASTL program serves candidates who desire to become better teachers. Learner outcomes focus on helping candidates become master teachers in relation to knowledge, dispositions and performance as a teacher.

    f. Documentation that program option meets employer needs

Most ASTL program candidates are currently employed as teachers. The ASTL program is designed for candidates desiring to become master teachers and not transition to other roles such as librarian, counselor, or administrator. The ASTL tracks do make it possible for these teachers to specialize in a specific content area.

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

Most of the Advanced Studies in Teacher Leadership tracks maintain 4-6 majors at any given time. The STEM track is projected to reach that level. There are currently no similar degree offerings in the state of Arkansas. The University of Texas at Austin has a STEM graduate degree and Texas A&M currently has a graduate certificate program in STEM education.

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

There are currently no similar degree offerings in the state of Arkansas. The University of Texas at Austin has a STEM graduate degree and Texas A&M currently has a graduate certificate program in STEM education.

11. Institutional curriculum committee review/approval date

Undergraduate/Graduate Council: 2018-02-18
Council of Deans: 2018-02-28

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

Yes. The GATE and ASTL courses are fully online and delivered through UCA's Blackboard platform.

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

Candidates will be exposed to the integration of technology into instruction in meaningful ways to engage learners. Candidates will use Blackboard for class assignments, emails, projects and tests.

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

The courses in the new tracks are all currently being offered on a regular basis, so no new funds are necessary.

15. Provide additional information if requested by ADHE staff.

If requested.

President/Chancellor Approval Date: ___2018-03-16___

Board of Trustees Notification Date: ___2018-05-11 (next meeting of the Board of Trustees)___

Chief Academic Officer: _____ 2018-03-16
                                              SIGNATURE   DATE

[UCA form updated 2016-01-05]

Notification: New Education Specialist (EdS) Program by Reconfiguration

The Department of Psychology and Counseling in the College of Health and Behavorial Sciences have proposed a reconfiguration of the existing accredited program in School Psychology as an Educational Specialist (EdS) program. UCA currently has a 60-hour graduate program in School Psychology, but required curriculum is spread over two programs and two credentials. Students earn the Master of Science degree after 45 hours; they are then immediately enrolled in the Post-Master's Certificate program to complete the remaining 15 hours. At the completion of all 60 hours, they are eligible for professional licensure by the Arkansas Department of Education. By completing the master's degree and then the certificate program, our students are compensated in the school districts at a level that is more in line with their level of training as compared to attaining only a master's degree, even if it includes all 60 hours (the program's original configuration). A Higher Learning Commission stipulation, added to UCA's Statement of Affiliation Status in the 1980s when the EdS was the university's highest degree, limited UCA's programs at the Education Specialist level. That stipulation has recently been removed, making this reconfiguration possible.

It is a standard nationally that graduate programs in School Psychology include at least 60 graduate hours, and most programs grant the Educational Specialist (EdS) degree upon completion of program requirements. This reconfiguration allows our students to earn an EdS degree after successfully completing 60 credit hours and all other program requirements. This reconfiguration will end our need for the existing programs.

The curriculum for the reconfigured program will be identical to that of the existing pair of programs. No additional resources are required for this change. The same number of faculty will be needed to teach the same number of classes. In fact, it is expected that this change will actually reduce administrative costs for UCA because it will remove the added complexity of having a PMC that requires federal gainful employment reporting and, therefore, involves challenges with financial aid.

All appropriate university councils and administrators have recommended implementation of this reconfiguration.

Supporting materials (following pages): (1) Curriculum Form G3, (2) ADHE Form LON-11.

New Graduate Program Transmittal Form

Department: __Psychology & Counseling__   Date: __March 1, 2018__

NOTE: UPON COMPLETION OF ALL REQUIRED APPROVALS, NEW PROGRAMS WILL BE PUBLISHED IN THE BULLETIN FOR THE NEXT ACADEMIC YEAR.
If you wish to request a particular effective date, provide details on the following page.

Title of program/concentration: __School Psychology__

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

☐ **New degree program** (Attach ADHE Form P-1 and a Continuous Improvement Process plan.*)

☒ **New degree program by "reconfiguration" of an existing degree program** (Attach ADHE Form LON-11 and a Continuous Improvement Process plan.*)

☐ **New certificate program** (Attach ADHE Form LON-10, a Continuous Improvement Process plan,* AND Curriculum Attachment C signed by the Director of Financial Aid.**)

☐ **New concentration in an existing program** (Attach ADHE Form LON-3.)

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

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

Are any of the prerequisites or requirements of the proposed program offered by another department? __Yes/No:__

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

Recommended by Department and College

1. _(signature)_ Date 3/6/18   2. _(signature)_ Date 3/6/18
   Department Curriculum Committee   Department Chair

3. _(signature)_ Date 3/4/18   4. _(signature)_ Date 3/7/18
   College Curriculum & Assessment Committee   College Dean

Recommended by University Councils/Committees

Is this a new degree or certificate program? __Yes__
If YES, must be reviewed by the Academic Assessment Committee.

Is this a new teacher education program or option? __No__
If YES, must be reviewed by the Professional Education Council.

5. _____ Date _____   6. _____ Date _____
   Academic Assessment Committee   Professional Education Council

7. _(signature)_ Date 4/19/18   8. _(signature: alicia Crow)_ Date 5/2/18
   Graduate Council   Council of Deans

Submit proposals to the appropriate university Council at least one month before the meeting in which action is desired. Summer submissions may not be considered until the fall term.

Approved by

9. _(signature)_ Date 5/2/2018   10. _(signature)_ Date 5/2/2018
   Provost   President

The Office of the Provost sends all required documentation to the AHECB and the Board of Trustees.

11. **Letter of Intent to AHECB (if required)** N/A Date

12. **Notification to or Approval by Board of Trustees (as required)** Date

13. **Notification to or Approval by AHECB (as required)** Date

Recorded in Bulletin by

14. _____ Date
    Office of the Provost

Recorded in Banner by

15. _____ Date
    Office of the Provost

Recorded in Degree Works by

16. _____ Date
    Graduate School

The Office of the Provost sends the signed original to the Graduate School. The Graduate School retains the original and sends a copy to the originating department.

Form updated March 1, 2016

REC'D

MAR 08 2018

GRADUATE OFFICE [A] ORIGIN

94

LETTER OF NOTIFICATION – 11

RECONFIGURATION OF EXISTING DEGREE PROGRAMS

(Consolidation or Separation of Degrees to Create New Degree)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

(501) 450-3126
jona@uca.edu

3. Title(s) of degree programs to be consolidated/separated

Master of Science (MS), School Psychology
Post-Master's Certificate (PMC), School Psychology

Please note: The existing MS and PMC programs will be deleted as the transition to the EdS is completed. Deletion paperwork will be submitted at that time.

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

CIPC: 42.2805; degree code: 6480 (MS,School Psychology)
CIPC: 42.2805; degree code: 8452 (PMC, School Psychology)

5. Proposed title(s) of consolidated/separated program(s)

Education Specialist (EdS), School Psychology

6. Proposed CIP code for new program

42.2805

Note that the new program will need a new degree code.

7. Proposed effective date

Fall 2018

8. Reason for proposed consolidation or separation

UCA currently has a 60-hour graduate program in School Psychology, but it is spread over two programs and two credentials. Students earn the Master of Science degree after 45 hours; they are then automatically entered into the Post-Master's Certificate program to complete the remaining 15 hours. At the completion of all 60 hours, they are eligible for professional licensure by the Arkansas Department of Education. By completing the master's degree and then the certificate program, our students are compensated in the school districts at a level that is more in line with their level of training as compared to attaining only a master's degree, even if it includes all 60 hours (the program's original configuration). An HLC stipulation, added to

UCA's Statement of Affiliation Status in the 1980s when the EdS was the university's highest degree, limited UCA's programs at the Education Specialist. That stipulation has now been removed, so that this reconfiguration is now possible.

It is a standard nationally that graduate programs in School Psychology include at least 60 graduate hours, and most programs grant the Educational Specialist (EdS) degree at the completion of their program requirements. This reconfiguration allows our students to earn an EdS degree after successfully completing 60 credit hours and all other program requirements. This reconfiguration would end our need for both a MS degree and a PMC program. (See item 3 above: deletion paperwork will be submitted once the transition to the EdS is complete. The memo sent to current students in the program, informing them of the reconfiguration, is presented as an attachment following page 5.)

Students who are admitted in Fall 2018 will pursue the EdS.

We anticipate that our enrollment will remain steady at 5–8 incoming students each year. Given the intensity of the program requirements and the amount of field-based supervision required, we are only able to accommodate this amount with our current resources. A potential positive outcome of this change is that our program may become more competitive with EdS programs in neighboring states because we will offer a degree that is beyond the MS degree and is valued in the profession of School Psychology.

9. Provide current and proposed curriculum outline.

The reconfigured program will have the identical 60-hour curriculum (courses, field experiences, etc.) as is currently provided across the existing MS+PMC curriculum. The only differences will be (1) that students will earn an EdS degree instead of and MS and the PMC, and (2) that students will begin the program in the summer instead of the fall.

Summer, Year 1
PSYC 6398 Legal and Ethical Issues in Psychology and Counseling
PSYC 7325 Physiological Psychology OR PSYC 6372 Psychopharmacology

Fall, Year 1
PSYC 6375 Professional School Psychology
PSYC 6354 Theories of Psychotherapy and Counseling
PSYC 6330 Advanced Psychological Statistics
PSYC 6370 Advanced Developmental Psychology

Spring, Year 1
PSYC 6314 Psychopathology
PSYC 6331 Research Design
PSYC 6373 Individual and Organizational Consultation
PSYC 6313 Psycho-Educational Assessment I

Summer, Year 2
PSYC 6335 Identification and Remediation of Learning Problems
PSYC 6355 Multicultural Issues in Counseling

Fall, Year 2

PSYC 6332 School Psychology Practicum I
PSYC 6315 Applied Behavior Analysis
PSYC 8305 Psycho-educational Intervention I

Spring, Year 2

PSYC 6376 Psycho-educational Assessment II
PSYC 6356 Group Counseling
PSYC 6333 School Psychology Practicum II

Fall and Spring, Year 3

PSYC 6342 Internship in Psychology (3 hours per semester)

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

No additional funds are required for this change. The same number of faculty will be needed to teach the same number of classes. In fact, it is expected that this change will actually reduce administrative costs for UCA because it will remove the added complexity of having a PMC that requires gainful employment reporting and, therefore, involves challenges with financial aid.

11. Provide <u>current</u> and <u>proposed</u> organizational chart.

All aspects of the 60-hour program will remain the same except for the degree students attain. See Figure 1 and Figure 2, below.
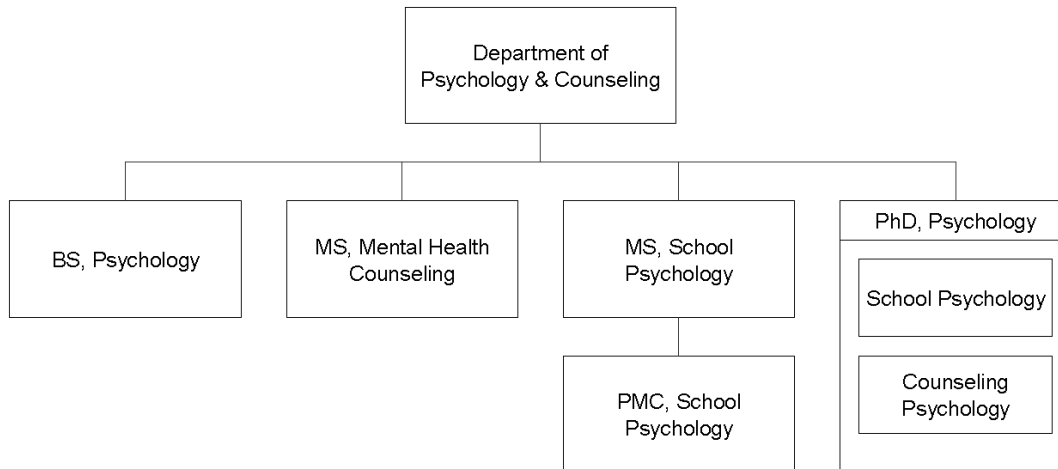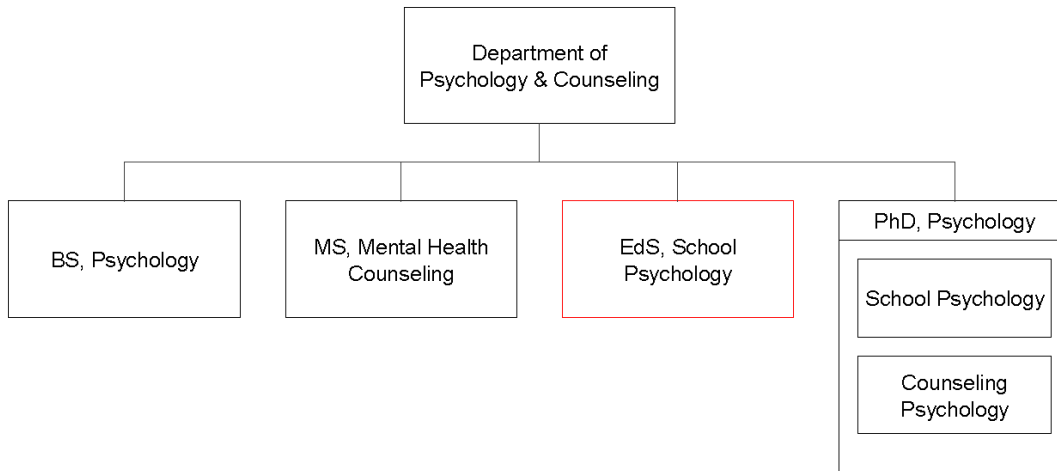
Figure 1: Current Program Organization

Figure 2: Proposed Program Organization

12. Institutional curriculum committee review/approval date

Undergraduate/Graduate Council: 2018-04-19
Council of Deans: 2018-05-02

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

No

14. Will the proposed degree be offered on-campus, off-campus, or via distance delivery? If yes to distance delivery, indicate mode of distance delivery.

On campus, as is the current program.

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

Because there will be no changes in program requirements, the Arkansas Department of Education will continue to license our students once they complete the EdS degree, just as they have with the current MS+PMC configuration.

16. Provide copy of e-mail notification to other institutions in the area of the proposed program.

The following message was emailed to Arkansas CAO's on May 2, 2018.

> The University of Central Arkansas will submit a letter of notification creating, by reconfiguration, an Education Specialist (EdS) program in School Psychology. Our EdS-level curriculum is currently configured as a 45-hour MS program plus a 15-hour post-master's certificate program. The reconfiguration of the existing programs as a single EdS program will bring our program into alignment with the usual practice nationally in such programs and provide the benefit to students and the department of a more streamlined offering. The 60-hour curriculum, accredited by NASP, is not changing.

> We welcome any questions, comments, or concerns you wish to share with us. Please do not reply all. Rather, please reply to us with a copy to appropriate ADHE staff.

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

In addition to the University of Central Arkansas, the only NASP-accredited specialist-level school psychology program in Arkansas is the School Psychology emphasis in Arkansas State University's EdS in Psychology and Counseling.

Because the EdS is based on the accredited curriculum in our current programs (MS+PMC), no external models were used in planning this reconfiguration.

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

Our current program has been continuously accredited by the National Association of School Psychologists since 1994. It is reviewed regularly by NASP and will continue to be reviewed as required. The next review is expected in 2024-2025.

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

Will be provided upon request.

President/Chancellor Approval Date: 2018-05-02

Board of Trustees Notification Date: 2018-05-11 (next scheduled meeting of the Board)

Chief Academic Officer: _____   2018-05-02

                                           SIGNATURE   DATE

[UCA form updated 2018-01-03]

Attachment: Memo to Current Students

MEMORANDUM

To: 1st year school psychology students
Lakyn Beard *Lakyn Beard*
Victoria DeBoef *Victoria DeBoef*
Allison Ford *Allison Ford*
Laura Goodhart *Goodhart*
Alexis Looney *Alexis Looney*
Lindsey McCrory *Lindsey McCrory*
Daniel Remoy *Daniel Remoy*

From: School Psychology Committee
Drs. Murphy, Martens, Bramlett, Simon, Scoles

Date: March 14, 2018

Re: Degree change for 60-hour program

Students:

This memo is to notify you formally that our program has submitted a proposal to reconfigure our degree for the 60-hour program in School Psychology. We anticipate, if our proposal receives "green lights" on its way through our curriculum change process, that we will implement this change starting in Fall 2018.

What will this change mean for you?
1. The curriculum of our 60-hour program will remain exactly the same. No requirements will change in the program that was explained to you in our 2017-18 program handbook.
2. You will take our program's comprehensive exam in Fall 2018, but you will not receive a MS degree at that time.
3. You will not need to move from the MS program to a Post-Masters Certificate program in your 2nd year of the program.
4. You will complete the entire 60 hours of the program, then, following completion of your internship in May 2019, you will be awarded the Educational Specialist or EdS degree.

Why have we proposed to make this change?
1. The majority of entry-level school psychology programs in the US grant the EdS degree at program completion.
2. Your earning potential may increase up to $2,000 per year with an EdS degree as compared to a MS plus 15-hr PMC.
3. The EdS degree will make our program more desirable to applicants seeking this advanced degree.

If you have any questions, now or later, about this change, please let one of us know. We will notify you once the change has been approved all at levels.

EXECUTIVE SESSION

The board unanimously declared an executive session to consider employment, appointments, promotions, demotions, disciplining and resignations of employees, upon motion by Kay Hinkle with a second by Brad Lacy.

OPEN SESSION

The board unanimously approved the following motion made by Elizabeth Farris with a second by Brad Lacy:

"I move that all appointments, adjustments to salary and title, and other matters set forth on the personnel action list discussed in executive session be approved."

ADJOURNMENT

There being no further business to come before the board, the meeting was adjourned upon motion by Brad Lacy and second by Kay Hinkle.

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

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**Joe Whisenhunt
Chair**

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Cornell Maltbia, Secretary