

The University of Central Arkansas Board of Trustees convened in a regularly scheduled meeting at 10:30 a.m. Friday, August 17, 2018, in the Board of Trustees Conference Room in Wingo Hall with the following officers and members present:

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

Ms. Kay Hinkle was absent.

MINUTES

The board unanimously approved the minutes of the May 11, 2018, board meeting, June 28, 2018 teleconference meeting, and August 2, 2018 teleconference meeting, as submitted upon motion by Bunny Adcock and second by Brad Lacy.

REPORTS FROM THE INCOMING PRESIDENTS OF THE STAFF SENATE, STUDENT GOVERNMENT ASSOCIATION, AND FACULTY SENATE

Dr. Lesley Graybeal, incoming president of the Staff Senate, and Dr. Rahul Mehta, incoming president of Faculty Senate, addressed the board. Their remarks are attached to the original minutes.

Mr. Joshua Eddinger-Lucero, incoming president of the Student Government Association, also addressed the board.

REPORTS

President's Report – an outline of President Davis' report is attached to the original minutes.

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

Information Technology – Mike Lloyd, Vice President and Chief Information Officer, updated the board on the progress of his plan for the Department of Information Technology. An outline of his report is attached to the original minutes.

ACTION AGENDA

The following resolution was unanimously approved upon motion by Elizabeth Farris and second by Brad Lacy:

RESOLUTION OF APPRECIATION

WHEREAS, Don Jones has served with distinction as a faculty member in the History Department at the University of Central Arkansas for fifty years, first coming to the university as an instructor in 1968 when the institution was still known as State College of Arkansas; and

WHEREAS, Dr. Jones was promoted to Assistant Professor in 1975 and Associate Professor in 1988, and Dr. Jones has served as Interim Department Chair, as Interim Director of the Humanities and World Cultures Institute, as a member of the Faculty Senate, and on numerous department, college, and university committees; and

WHEREAS, Dr. Jones completed his dissertation while serving as a faculty member and earned his doctorate in 1994 at the University of Kansas in Lawrence; and

WHEREAS, Dr. Jones' wife, Judy, retired in 2010 after working for thirty-one years at the university; and

WHEREAS, Dr. Jones' service as a professor and mentor has positively impacted the lives of enumerable students during his tenure, including Elizabeth Farris, Kelley Erstine, Warren Readnour, Amber Wilson, Jimmy Bryant, and Ken Barnes; and

WHEREAS, Dr. Jones has served with honor and distinction and is the longest serving professor in the history of the university; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the University of Central Arkansas does hereby extend its sincere appreciation and gratitude to Dr. Don Jones for his service as a faculty member from 1968 to 2018; and

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

Adopted this 17th day of August 2018 in Conway, Arkansas.

Joe Whisenhunt
Chair of the Board

Everette Cornell "E.C." Maltbia
Secretary of the Board

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:

- Blackboard

The board unanimously adopted the following resolution upon motion by Cornell Maltbia and second by Bunny Adcock:

“BE IT RESOLVED: That the Board of Trustees authorizes the administration to enter into the contract with the company/organization listed above and on the following page.”

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

Contract exceeds \$250,000 or with a term of more than one year

Vendor: Blackboard Inc.

Amount: \$407,888

Summary of Contract Information: Blackboard is an existing vendor. This contract combines Blackboard Learn, Collaboration, and Managed hosting services into one contract. The combined two-year expense for all Blackboard modules was previously \$459,098, which included Blackboard Support. Based on usage reporting and analytics, we elected to terminate the Blackboard Support contract on June 30, 2018 and provide that service in-house. This change yielded a savings of \$51,212 over the two-year term.

Term: Two years ending June 30, 2020

Identify Theft Prevention Program

The Federal Trade Commission's Red Flags Rule requires financial institutions and creditors to develop and implement a written identify theft prevention program that is designed to detect, prevent, and mitigate identify theft. The available guidance indicates that a university constitutes a creditor by offering such services as federal student loans, dining dollars, and student account refunds. Other universities in the State of Arkansas have adopted similar identify theft prevention programs.

The program must be appropriate for the size and complexity of the financial institution or creditor and the nature and scope of its activities. The program must include reasonable policies and procedures to identify and detect relevant Red Flags. Red Flag is a pattern or activity that indicates the possibility of identity theft. The federal regulations provide in part that the financial institution or creditor must obtain approval of the initial written program from its board of directors.

The board unanimously adopted the following resolution upon motion by Bunny Adcock and second by Shelia Vaught:

"BE IT RESOLVED: That the Board of Trustees approves the attached Identify Theft Prevention Program as the initial written program for the University of Central Arkansas."

IDENTITY THEFT PREVENTION PROGRAM

I. PROGRAM ADOPTION

The following Identity Theft Prevention Program (“Program”) was developed by the University of Central Arkansas (“UCA”) in response to the Federal Trade Commission’s (“FTC”) Red Flags Rule (“Rule”) and to comply with Part 681 of the Code of Federal Regulations implementing Section 114 of the Fair and Accurate Credit Transactions Act of 2003. The UCA Board of Trustees (the Board) met on August 17, 2018 and approved all aspects of this Program. The Board agreed that based on the size and complexity of UCA, this Program’s purpose is to establish processes that:

1. Identify relevant Red Flags for new and existing Covered Accounts and incorporate those Red Flags into the Program.
2. Detect Red Flags that have been incorporated into the Program.
3. Respond appropriately to any Red Flags that are detected to prevent and mitigate Identity Theft.
4. Ensure the Program is updated periodically to reflect changes in risks to students or to the safety and soundness of the student from Identity Theft.

II. DEFINITIONS

The Rule defines the following that are used in the Program:

“Identity Theft” is a “fraud committed or attempted using the identifying information of another person without authority.”

A “Red Flag” is a “pattern, practice, or specific activity that indicates the possible existence of Identity Theft.”

A “Covered Account” includes all student accounts or loans that are administered by the University.

“Program Administrator” is the individual designated with primary responsibility for oversight of the program described in Section VI.

“Identifying information” is any name or number that may be used, alone or in conjunction with any other information, to identify a specific person, including name, address, telephone number, social security number, date of birth, government issued driver’s license or identification number, alien registration number, government passport number, employer or taxpayer identification number, student identification number (UCA ID), computer’s Internet Protocol (IP) address, or routing code.

III. IDENTIFICATION OF RED FLAGS

In order to identify relevant Red Flags, UCA considers the types of accounts that it offers and maintains, methods it provides to open its accounts, methods it provides to access its accounts, and its previous experiences with Identity Theft. UCA identifies the following Red Flags in the listed categories below:

A. Notifications and Warnings from Credit Reporting Agencies

1. Report of fraud accompanying a credit report;
2. Notice or report from a credit agency of a credit freeze on an applicant;
3. Notice or report from a credit agency of an active duty alert for an applicant;
4. Receipt of a notice of address discrepancy in response to a credit report request; and
5. Indication from a credit report of activity that is inconsistent with an applicant's usual pattern or activity.

B. Suspicious Documents

1. Identification document or card that appears to be forged, altered or inauthentic;
2. Identification document or card on which a person's photograph or physical description is not consistent with the person presenting the document;
3. Other document with information that is not consistent with existing student information; and
4. Application for service that appears to have been altered or forged.

C. Suspicious Personal Identifying Information

1. Identifying information presented that is inconsistent with other information the student provides (e.g., inconsistent birth dates);
2. Identifying information presented that is inconsistent with other sources of information (e.g., an address not matching an address on a loan application);
3. Identifying information presented that is the same as information shown on other applications that were found to be fraudulent;
4. Identifying information presented that is consistent with fraudulent activity (e.g., an invalid phone number or fictitious billing address);
5. Social security number presented that is the same as one given by another individual;
6. An address or phone number presented that is the same as that of another person;
7. A person fails to provide complete personal identifying information on an application when reminded to do so; and
8. A person's identifying information is not consistent with the information that is on file for the student.

D. Suspicious Covered Account Activity or Unusual Use of Account

1. Change of address for an account followed by a request to change the student's name;
2. Payments stop on an otherwise consistently up-to-date account;
3. Account used in a way that is not consistent with prior use;
4. Mail sent to the student is repeatedly returned as undeliverable;
5. Notice to UCA that a student is not receiving mail sent by UCA;
6. Notice to UCA that an account has unauthorized activity;
7. Breach in UCA's computer system security; and
8. Unauthorized access to or use of student account information.

E. Alerts from Others

1. Notice to UCA from a student, Identity Theft victim, law enforcement or other person that UCA has opened or is maintaining a fraudulent account for a person engaged in Identity Theft.

IV. DETECTING RED FLAGS

A. Student Enrollment

In order to detect any Red Flags identified in the Program associated with the enrollment of a student, UCA personnel will take the following steps to obtain and verify the identity of the person opening the account:

1. Require certain identifying information such as name, date of birth, academic records, home address or other identification; and
2. Verify the student's identity at the time of issuance of student identification card (review of driver's license or other government-issued photo identification).

B. Existing Accounts

In order to detect any of the Red Flags identified above for an existing Covered Account, UCA personnel will take the following steps to monitor transactions on an account:

1. Verify the identification of students if they request information (in person, via telephone, via facsimile, via email);
2. Verify the validity of requests to change billing addresses by mail or email and provide the student a reasonable means of promptly reporting incorrect billing address changes; and
3. Verify changes in banking information given for billing and payment purposes.

C. Consumer ("Credit") Report Requests

In order to detect any of the Red Flags identified above for an employment or volunteer position for which a credit or background report is sought, UCA personnel will take the following steps to assist in identifying address discrepancies:

1. Require written verification from any applicant that the address provided by the applicant is accurate at the time the request for the credit report is made to the consumer reporting agency; and
2. In the event that notice of an address discrepancy is received, verify that the credit report pertains to the applicant for whom the requested report was made and report to the consumer reporting agency an address for the applicant that UCA has reasonably confirmed is accurate.

V. PREVENTING AND MITIGATING IDENTITY THEFT

In the event UCA personnel detect any identified Red Flags, such personnel shall take one or more of the following steps, depending on the degree of risk posed by the Red Flag:

1. Continue to monitor a Covered Account for evidence of Identity Theft;
2. Contact the student or applicant (for which a credit report was run);
3. Change any passwords or other security devices that permit access to Covered Accounts;
4. Not open a new Covered Account;
5. Provide the student with a new student identification number;
6. Notify the Program Administrator for determination of the appropriate step(s) to take;
7. Notify law enforcement;
8. File or assist in filing a Suspicious Activities Report (“SAR”); and
9. Determine that no response is warranted under the particular circumstances.

In order to further prevent the likelihood of Identity Theft occurring with respect to Covered Accounts, UCA will take the following steps with respect to its internal operating procedures to protect student identifying information:

1. Ensure that its website is secure or provide clear notice that the website is not secure;
2. Ensure complete and secure destruction of paper documents and computer files containing student information per UCA’s Document Retention Guidelines;
3. Ensure that office computers with access to Covered Account information are password protected (UCA IT Network Password Policy, UCA IT Safeguarding System Passwords Policy);
4. Avoid use of social security numbers when possible;
5. Ensure computer virus protection is up to date; and
6. Require and keep only the kinds of student information that are necessary for UCA purposes.

VI. PROGRAM ADMINISTRATION

A. Oversight

Responsibility for developing, implementing and updating the Program lies with the Program Administrator, the Vice President for Finance and Administration. The Program Administrator may delegate responsibilities to and/or consult with other offices as necessary to ensure appropriate training of UCA staff on the Program, to review any staff reports regarding the detection of Red Flags and the steps for preventing and mitigating Identity Theft, to determine which steps of prevention and mitigation should be taken in particular circumstances, and to consider periodic changes to the Program.

B. Staff Training and Reports

UCA staff responsible for implementing the Program shall be trained by or under the direction of the Program Administrator or designee(s) in the detection of Red Flags and the responsible steps to be taken when a Red Flag is detected. UCA staff shall be trained, as necessary, to effectively implement the Program. UCA employees are expected to notify the Program Administrator or designee(s) once they become aware of an incident of Identity Theft or of UCA's failure to comply with this Program. At least annually or as otherwise requested by the Program Administrator, UCA staff responsible for development, implementation, and administration of the Program shall report on compliance with the Program. The report should address such issues as effectiveness of the policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts, service provider arrangements, significant incidents involving identity theft and management's response, and recommendations for changes to the Program.

C. Service Provider Arrangements

In the event UCA engages a service provider to perform an activity in connection with one or more Covered Accounts, UCA will take the following steps to ensure the service provider performs its activity in accordance with reasonable policies and procedures designed to detect, prevent and mitigate the risk of Identity Theft:

1. Require, by contract, that service providers have such policies and procedures in place; and
2. Require, by contract, that service providers review the Program and report any Red Flags to the Program Administrator or designee(s) or the office with primary oversight of the service provider relationship.

D. Non-disclosure of Specific Practices

For the effectiveness of the Program, knowledge about specific Red Flag identification, detection, mitigation, and prevention practices may be limited to the Program Administrator and those employees with a need to know them. Any documents that may have been produced or are produced in order to develop or implement this Program that list or describe such specific practices and the information those documents contain are considered "confidential" and should not be shared with other UCA employees or the public unless required by the Arkansas Freedom of Information Act. The Program Administrator or designee(s) shall inform employees with a need to know the information of those documents or specific practices which should be maintained in a confidential manner.

E. Program Updates

The Program Administrator or designee(s) will periodically review the Program to ensure it addresses risks to students and the soundness of UCA from Identity Theft. In doing so, they will consider UCA's experiences with Identity Theft situations, changes in Identity Theft methods, changes in Identity Theft detection and prevention methods, and changes in UCA's business arrangements with other entities. After considering

these factors, the Program Administrator or designee(s) will determine whether changes to the Program, including the listing of Red Flags, are warranted. If warranted, the Program will be updated accordingly.

F. Effective Date

The Program is effective August 17, 2018.

Diversity; Diversity Advisory Committee – Board Policy No. 525

Board Policy No. 525 establishes the Diversity Advisory Committee in order to carry out the diversity language in the university mission statement.

Pursuant to the board policy, the Board of Trustees must make three appointments to the committee. They are as follows:

- One member of the university’s Board of Trustees; and
- Two persons, at least one of whom shall be a person holding an administrative position at the university.

Cornell Maltbia and Karen Lasker are the members whose appointments have expired, so the board must make two appointments at this time. Cornell Maltbia was appointed in 2017 to a one-year term as the member of the board, and Karen Lasker was appointed in 2016 to serve a two-year term. Vickie Groves-Scott was appointed in 2017 to serve a two-year term that does not expire until 2019.

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

“BE IT RESOLVED: That Cornell Maltbia, a member of the Board of Trustees, is hereby appointed to serve on the Diversity Advisory Committee for a one-year term; and that Frank Holbrook is hereby appointed to serve for a two-year term (2018-20 academic years) on the Diversity Advisory Committee.

Maximum Number of Credit Hours – Baccalaureate and Associate Degrees– Board Policy No. 321

Board of Trustees Policy No. 321, Maximum Number of Credit Hours – Baccalaureate and Associate Degrees, specifies that “the maximum number of credit hours required by the University of Central Arkansas for the baccalaureate degree shall be 120. Any course of study requiring more than 120 credit hours for the completion of the baccalaureate degree must be specifically approved by the Board of Trustees.”

In 2014, the Board of Trustees approved such an exception for the Music Education emphases within the Bachelor of Music degree, allowing 123–25 hours for these emphases based on licensure and accreditation requirements. These emphases are being removed from the Bachelor of Music degree to form a standalone Bachelor of Music Education degree, as detailed in a notification item in this agenda. This “reconfiguration” entails no change in curriculum for these courses of study.

The administration requests approval of the same exception for the newly formed Bachelor of Music Education degree, to allow a 123–25 credit hour limit for this program. Approval by the Board of Trustees will result in the modification of the listing of the program in Board of Trustees Policy 321 as indicated on the following page.

All appropriate university councils and administrators have recommended approval of the modifications for these programs.

The board unanimously adopted the following resolution upon motion by Shelia Vaught and second by Cornell Maltbia:

“BE IT RESOLVED: That the Board of Trustees hereby approves waiver of the 120-hour rule for the Bachelor of Music Education, allowing it to require 123–25 credit hours.”

**UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY**

Policy Number: 321

Subject: Maximum Number of Credit Hours—Baccalaureate and Associate Degrees

Date Adopted: 10/95 Revised: 05/97, 12/12, 05/14, 05/17, 08/18

The maximum number of credit hours required by the University of Central Arkansas for the baccalaureate degree shall be 120. Any course of study requiring more than 120 credit hours for the completion of the baccalaureate degree must be specifically approved by the Board of Trustees.

The maximum number of credit hours required by the University of Central Arkansas for the associate degree shall be 60. Any course of study requiring more than 60 credit hours for the completion of the associate degree must be specifically approved by the Board of Trustees.

Associate degrees requiring more than 60 semester credit hours:

- AAS, Law Enforcement Administration, 63 hours (CJI higher education partnership)

- AAS, Crime Scene Investigation, 62 hours (CJI higher education partnership)

Baccalaureate degrees requiring more than 120 semester credit hours (the date included with each entry indicates the date of approval for inclusion in this list):

- ~~BME, Music~~, Music Education Tracks, 123–25 hours (05/30/2014-08/17/2018)
- BS, Computer Engineering, 126 hours (05/12/2017)
- BS, Physics, Engineering Physics Track, 126 hours (05/12/2017)
- BS, Radiologic Technology, 121 hours (02/21/2014)
- BSE, Elementary Education K–6, 123 hours (02/21/2014)
- BSE, Middle Level Education, 121–22 hours (02/21/2014)

NOTIFICATIONS/DELETIONS

Notification: Reconfiguration of Music Education Tracks—BME, Music Education

The Department of Music in the College of Fine Arts and Communication proposes to reconfigure the existing Bachelor of Music degree to create a standalone Bachelor of Music Education degree from the existing program’s music education emphases. No changes in curriculum are proposed at this time.

This reconfiguration is undertaken primarily to accommodate the need to track the Credits at Completion metric in the Productivity Funding model, something that cannot be done for individual emphases or concentrations under a larger degree umbrella. Our Music Education curriculum requires more than 120 credit hours (up to 125 credit hours, depending on the particular combination of vocal/instrumental emphases chosen by the student); creating the standalone program will allow UCA to request for this program an exception to the 120-hour cap for baccalaureate programs.

Making this change will require minor modification to the list, in Board Policy 321, of baccalaureate degrees requiring more than 120 semester credit hours. An action item to make that change is included in the agenda.

All appropriate university councils and administrators have recommended approval of this reconfiguration of the undergraduate music education curriculum.

Supporting materials (following pages): (1) UCA Curriculum Form U3 and (2) ADHE Form LON-11

New Undergraduate Program Transmittal Form

Department: Music02/05/18

Date: 02/05/18

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 Music - Music Education

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	
1. <u>[Signature]</u> <u>2-7-18</u> Department Curriculum Committee Date	2. <u>[Signature]</u> <u>02/05/18</u> Department Chair Date
3. <u>[Signature]</u> <u>3/2/18</u> College Curriculum & Assessment Committee Date	4. <u>[Signature]</u> <u>4-3-18</u> College Dean Date
Recommended by University Councils/Committees	
Is this a new degree or certificate program? <u>Yes/No</u> If YES, then must be reviewed by the Academic Assessment Committee.	
Is this a new teacher education program or option? <u>Yes/No</u> If YES, must be reviewed by the Professional Education Council.	
5. _____ Date _____ Academic Assessment Committee	6. <u>[Signature]</u> <u>4-24-18</u> Professional Education Council Date
7. <u>[Signature]</u> <u>4-17-18</u> Undergraduate Council Date	8. <u>[Signature]</u> <u>5/2/18</u> Council of Deans Date
Submit proposals to the appropriate university Council at least one month before the meeting in which action is desired. Summer submissions may not be considered until the fall term.	
Approved by	
9. <u>[Signature]</u> <u>5/7/2018</u> Provost Date	10. <u>[Signature]</u> <u>5/16/18</u> President Date
The Office of the Provost sends all required documentation to the AHECB and the Board of Trustees.	
11. Letter of Intent to AHECB (if required) Date _____	12. Notification to or Approval by Board of Trustees (as required) Date _____
13. Notification to or Approval by AHECB (as required) Date _____	14. Recorded in Bulletin by Office of the Provost Date _____
The Office of the Provost retains the original and sends a copy to the Office of the Registrar for changes in Degree Works.	
15. Recorded in Banner by Office of the Provost Date _____	16. Recorded in Degree Works by 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 – 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

BM, Music

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

CIP code: 50.0903
Degree code: 2120

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

BM, Music (unchanged in title and CIPC, except for the removal of the Music Education tracks)
BME, Music Education

6. Proposed CIP code for new program

13.1213 (again: the BM program's CIPC will remain unchanged)

7. Proposed effective date

Fall 2019

8. Reason for proposed consolidation or separation

The proposed separation will make it possible for the Music Education program to be appropriately tracked in relation to the productivity funding model's Credits at Completion Metric. The Music Education curriculum requires up to 125 semester credit hours—depending on the particular combination of vocal/instrumental emphases—in order to meet Arkansas licensure and NASM accreditation standards. For this reason an exception to the 120-hour rule has been requested for this curriculum. Without separating it from the general Music program, it cannot be separately tracked.

9. Provide current and proposed curriculum outline.

There is no change in curriculum, since this separation merely makes the Music Education program accessible to tracking. The existing curriculum is detailed here as currently described in the UCA *Undergraduate Bulletin*, with the only changes being reference to the curriculum as

BME, Music Education—the designation that will result from this reconfiguration. (Section numbers refer to section numbers in the 2018–2019 bulletin: <http://uca.edu/ubulletin/colleges-departments/college-of-fine-arts-and-communication/departments-of-music/>.) See Attachment 1 for an Academic Map (eight-semester degree plan) for each of the Music Education tracks.

[3.1.1] Music Education

The Bachelor of Music Education degree requires successful completion of 123–125 semester credit hours, including (1) the UCA Core: complete 38 credit hours to meet lower-division UCA Core requirements (see the [UCA Core requirements](#)) and complete upper-division UCA Core requirements using designated courses; (2) degree/licensure requirements in the College of Education [see Note 1]; (3) degree requirements in music as listed below; (4) complete all courses in Pedagogy, Technology, Internships, and Professional Education with a “C” or better; (5) maintain a 2.70 cumulative GPA or higher; and (6) ensemble experiences as required. Piano concentration majors must pursue a choral or an instrumental degree track. A minor is not required.

Note 1

For information about teacher education Admission, Exit, and Retention Requirements, see the [College of Education page](#) in the *Undergraduate Bulletin*.

[3.1.1.1] Major in Music Education

Music Core courses are used to satisfy the lower-division UCA Core requirement in Diversity in Creative Works and the upper-division UCA Core requirements in Diversity, Critical Inquiry, and Communication. MUS 1340 should be selected within the lower-division UCA Core because it fulfills a UCA Core requirement and a program requirement. BME students will be taking MUS 4690 and 4691, Internship II, as the required UCA Core capstone experience.

Applied Music (13–15 credit hours):

Major applied: 10 credit hours (instrumental) or 12 credit hours (vocal)

Recital or Project: 1 credit hour

MUS 4102 Senior Recital

or

MUS 4108 Senior Project

Minor applied: 2 credit hours

MUS 2133 Piano Class III

MUS 2134 Piano Class IV or other applied if piano proficiency is passed

Ensemble Credit (7–8 credit hours):

Students must participate in a large ensemble for a minimum of 7-8 semesters; seven credits or semesters if the student completes Int. II during the 8th semester. Beginning in the 3rd year of study, students should register in 4000-level large ensembles. See specific requirements below.

Theory (18 credit hours):

Required Courses: 16 hours

MUS 1230 Harmony I
MUS 1231 Ear Training I
MUS 1232 Harmony II
MUS 1233 Ear Training II
MUS 2430 Theory III
MUS 2431 Theory IV

Choose One (2-3 hours):

MUS 2233 Composition
MUS 3210 Counterpoint
MUS 3230 Form and Analysis
MUS 4210 Instrumental Arranging
MUS 4215 Choral Arranging
MUS 4311 Introduction to Linear Analysis [UD UCA Core: I]

History and Literature (9 credit hours):

MUS 1340 Introduction to Music Literature
MUS 3302 Music History I [UD UCA Core: C, D]
MUS 3303 Music History II [UD UCA Core: C, D]

Pedagogy (11-14 credit hours):

Vocal concentration:

MUS 1141 Diction I
MUS 1142 Diction II
MUS 3201 Instrumental and Choral Conducting
MUS 3305 Elementary Methods of Music Education
MUS 3306 Secondary Choral Methods in Music Education
MUS 4160 Vocal Pedagogy

Piano concentration choral track:

MUS 3201 Instrumental and Choral Conducting
MUS 3305 Elementary Methods of Music Education
MUS 3306 Secondary Choral Methods in Music Education
MUS 4160 Vocal Pedagogy
MUS 4202 Piano Pedagogy

Piano concentration instrumental track:

MUS 2150 String Methods
MUS 2170 High Brass Methods **or** MUS 2171 Low Brass Methods
MUS 2180 Double Reed Methods **or** MUS 2181 Single Reed-Flute Methods
MUS 2199 Percussion Methods
MUS 3201 Instrumental and Choral Conducting
MUS 3305 Elementary Methods of Music Education

MUS 3306 Secondary Choral Methods in Music Education
MUS 4202 Piano Pedagogy

Instrumental brass concentration:

MUS 2150 String Methods
MUS 2170 High Brass Methods or MUS 2171 Brass Low Brass Methods
MUS 2180 Double Reed Methods
MUS 2181 Single Reed/Flute Methods
MUS 2199 Percussion Methods
MUS 3201 Instrumental and Choral Conducting
MUS 3305 Elementary Methods of Music Education
MUS 3304 Secondary Instrumental Methods in Music Education or MUS 3308 Orchestral Methods and Materials

Instrumental woodwind concentration:

MUS 2150 String Methods
MUS 2170 High Brass Methods
MUS 2171 Low Brass Methods
MUS 2181 Single Reed/Flute Methods
MUS 2199 Percussion Methods
MUS 3201 Instrumental and Choral Conducting
MUS 3305 Elementary Methods of Music Education
MUS 3304 Secondary Instrumental Methods in Music Education or MUS 3308 Orchestral Methods and Materials

Instrumental percussion concentration:

MUS 2150 String Methods
MUS 2170 High Brass Methods
MUS 2171 Low Brass Methods
MUS 2180 Double Reed Methods
MUS 2181 Single Reed/Flute Methods
MUS 3201 Instrumental and Choral Conducting
MUS 3305 Elementary Methods of Music Education
MUS 3304 Secondary Instrumental Methods in Music Education or MUS 3308 Orchestral Methods and Materials

Instrumental string concentration:

MUS 2150 String Methods
MUS 2170 High Brass Methods or MUS 2171 Low Brass Methods
MUS 2180 Double Reed Methods or MUS 2181 Single Reed/Flute Methods
MUS 2199 Percussion Methods
MUS 3201 Instrumental and Choral Conducting
MUS 3305 Elementary Methods of Music Education
MUS 3304 Secondary Instrumental Methods in Music Education or MUS 3308 Orchestral Methods and Materials

Technology (2 credit hours):

MUS 2211 Integration of Music Technology into Teaching and Learning

Internships (15 credit hours):

MUS 4340 Internship I [UD UCA Core: I, C]

MUS 4690 Internship II [UD UCA Core: Z]

MUS 4691 Internship II [UD UCA Core: Z]

Professional Education (12 credit hours):

EDUC 1300 Education as a Profession (for music majors)

MUS 2311 Musical Development and Learning

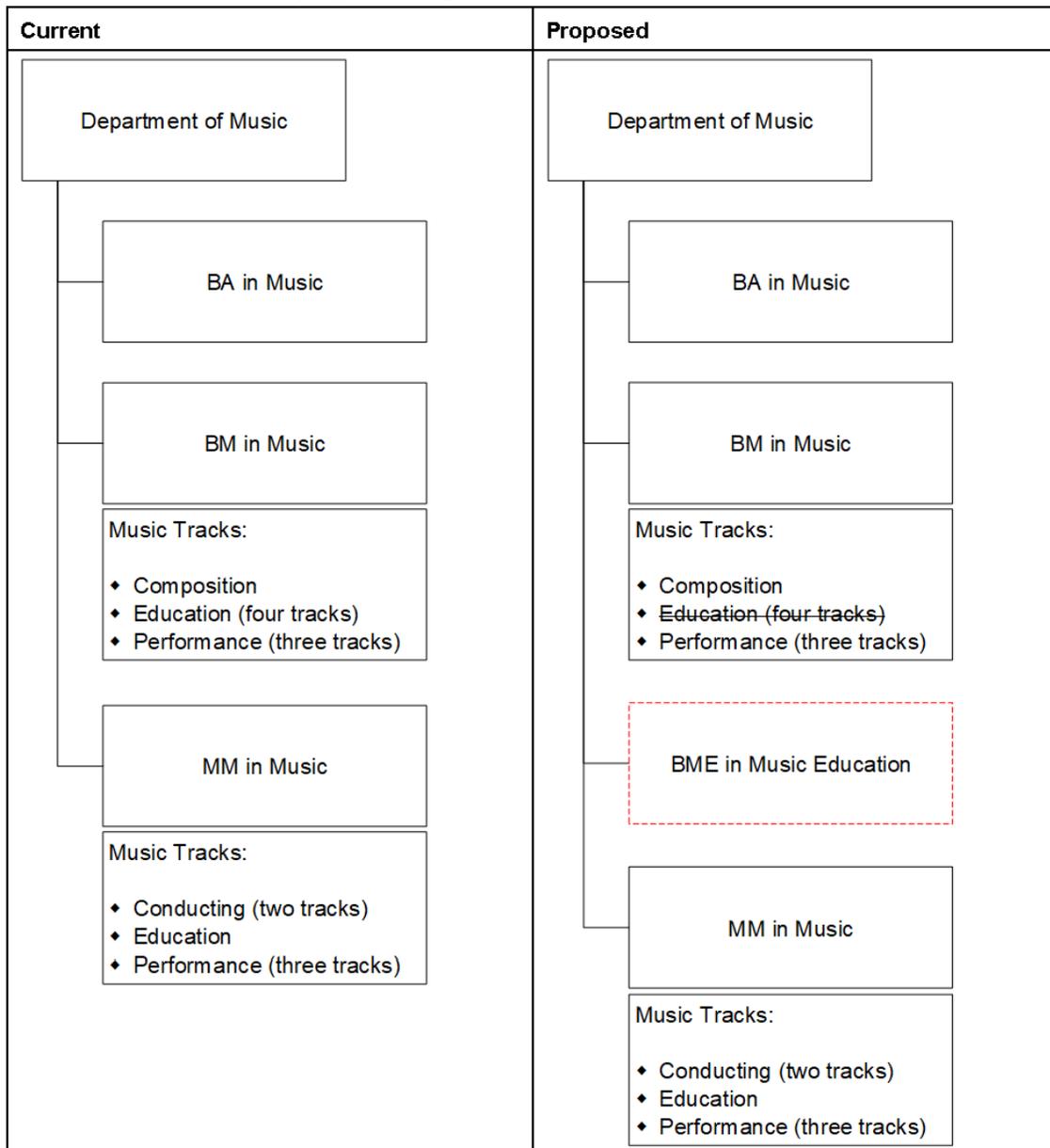
MSIT 4305 Classroom and Behavior Management

EDUC 3322 Diverse Learners in Inclusive Settings

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

No changes in budget will result from this reconfiguration.

11. Provide current and proposed organizational chart.



12. Institutional curriculum committee review/approval date

Undergraduate/Graduate Council: 2018-04-17

Council of Deans: 2018-05-02

13. Is the existing degree 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.

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

See Attachment 2 for the current ADE approval (2014) of the Music Education curriculum.

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

The following message was sent to Arkansas CAOs by the UCA provost in July 2018. Any substantive responses will be shared with ADHE staff.

University of Central Arkansas is creating, by reconfiguration of its existing Bachelor of Music degree program, a Bachelor of Music Education degree. That is, we are pulling the Music Education emphases from the existing program and creating a standalone Music Education program. This reconfiguration is undertaken primarily to accommodate the need to track the Credits at Completion metric in the Productivity Funding model, something that cannot be done for individual emphases or concentrations under a larger degree umbrella. Our Music Education curriculum requires more than 120 credit hours (up to 125, depending on the particular combination of vocal/instrumental emphases); creating the standalone program will allow us to request for this program an exception to the 120-hour cap for baccalaureate programs.

We welcome your questions or concerns. If you do choose to reply, please do not Reply All; rather, respond individually to us with a copy to ADHE staff.

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

N/A. The curriculum has not been changed and remains compliant with licensure and accreditation standards.

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

Will be reviewed on both the CAEP and NASM schedules (2020–2021).

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

If requested.

President/Chancellor Approval Date: 2018-05-16

Board of Trustees Notification Date: Expected 2018-0-17 (next scheduled meeting of the BOT)

Chief Academic Officer:  2018-05-07
SIGNATURE DATE

[UCA form updated 2017-10-06]

Notification: Deletion of the MS in Community and Economic Development

The Department of Geography and the College of Natural Science and Mathematics have proposed deletion of the Master of Science (MS) program in Community and Economic Development. Demand for the degree has dropped steadily, and many other institutions offer somewhat similar community development master's degrees. The university will reallocate human and financial resources to other areas in the department. A program-director role will be returned to a full-time faculty position, and approximately \$45,000 savings in administrative and adjunct faculty costs will be realized annually. The program stopped accepting new students at the end of the Fall 2016 semester and all students will have graduated no later than August 2019.

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

Supporting materials (following pages): (1) UCA Curriculum Form G3-D, (2) ADHE Form LON-5

Graduate Program Deletion Form

Department: Geography Date: 12/08/2016

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): MS of Community and Economic Development

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. <u>[Signature]</u> <u>December 8, 2016</u> Department Curriculum Committee Date	2. <u>[Signature]</u> <u>12/8/16</u> Department Chair Date		
3. <u>[Signature]</u> <u>3/31/17</u> College Curriculum & Assessment Committee Date	4. <u>[Signature]</u> <u>4/6/17</u> College Dean Date		
Recognized by University Councils (information only)			
Is this a teacher education program or option? <u>No</u>		5. _____ Professional Education Council Date	
If YES, must be reviewed by the Professional Education Council.			
6. <u>[Signature]</u> <u>4/20/17</u> Graduate Council Date	7. <u>[Signature]</u> <u>5/10/17</u> Council of Deans Date		
Submit proposals to the appropriate university Council at least one month before the meeting in which action is desired. Summer submissions may not be considered until the fall term.			
Approved by			
8. <u>[Signature]</u> <u>5/10/2017</u> Provost Date	9. <u>[Signature]</u> <u>5/16/17</u> 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 _____ Date	11. Notification to AHECB _____ Date		
Removed from the Bulletin by		Ended in Banner by	
12. _____ Office of the Provost Date	13. _____ 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.			

LETTER OF NOTIFICATION – 5

DELETION

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

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Proposed effective date

Fall 2019

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

MS, Community and Economic Development

6. CIP codes

44.0201

7. Degree codes

6485

8. Reason for deletion

Demand for this degree has dropped steadily, and many other institutions offer somewhat similar community development master's degrees. The university has decided to phase out this program and reallocate primarily human resources (but see item 13) to other areas in the department. The program stopped accepting new students at the end of the Fall 2016 semester.

9. Number of students still enrolled in program

As of July 2018, six students are enrolled in the program.

10. Expected graduation date of last student

August 2019

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

CED 6101 Community and Economic Development Institute I
CED 6102 Community and Economic Development Institute II
CED 6103 Community and Economic Development Institute III
CED 6301 Project Management

- CED 6302 Leadership and Community Organizations
- CED 6305 Introduction to Community and Economic Development
- CED 6310 Community and Economic Development Seminar
- CED 6311 Leadership and Decision-Making
- CED 6313 Transportation and Infrastructure
- CED 6315 Applied Research Methods and Data Analysis
- CED 6318 Budgeting
- CED 6320 Holistic Planning and the Community
- CED 6330 Community Development Policy Analysis
- CED 6335 Grant Writing
- CED 6340 Economic and Industrial Development
- CED 6350 Financing Community and Economic Development
- CED 6360 Cultural Differentiation and Outreach
- CED 6370 Community and Economic Development Internship
- CED 6V16 Research Projects

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

1. Initial letter of program termination, attached (see page 3).
2. Follow up emails and phone calls by program Director, Dr. Michael Yoder, will be individualized for each student based upon what courses they have remaining and when they will be offered.
3. Additional graduate level courses from other disciplines are being considered to allow for additional completion options. Example: currently CED students may take two courses from the MGIS program, but this will be increased to five, so they can earn a GIS Graduate Certificate while completing their MSCED degree.

13. Indicate the amount of funds available for reallocation.

The program director position will be eliminated, with a savings of \$16,439. Additionally, the annual cost of adjunct instruction in the program—\$29,172—will no longer be incurred. These funds (a total of \$45,611) will be used to support the growing MGIS program in the Department of Geography.

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

If requested.

President/Chancellor Approval date: 2017-05-16

Board of Trustees Notification Date: expected 2018-08-17 (next scheduled meeting)

Initially approved by the provost in May 2017, the decision to delete the program was reaffirmed as indicated below.

Chief Academic Officer: Michael B. Hanzl Date: 2018-06-28

[UCA form updated 2016-01-06]

Attachment: Letter to Students



UNIVERSITY OF
CENTRAL
ARKANSAS™

COLLEGE OF NATURAL
SCIENCES & MATHEMATICS

28 November 2016

Dear MSCED Student:

The University of Central Arkansas has decided to phase out the Master of Science in Community and Economic Development (MSCED) Program. This letter is to inform you of this decision, and to assure you that you have a path to finish the program. The phase out will be completed by the end of the Fall Semester of 2018. The Department of Geography will cease to admit students after December 21, 2016. Course work will be offered through the fall of 2018 according to the schedule that follows this letter. Therefore, you should plan your schedule accordingly, such that you complete the program by that time.

Rest assured that the Department of Geography will provide the course work and advising support for you to complete the program in accordance with the time line described above. Please contact me with any questions you may have.

Sincerely,

A handwritten signature in black ink that reads "Michael S. Yoder".

Dr. Michael S. Yoder
Director, MSCED and Associate Professor of Geography

Cc: Dr. Jeff Allender, Dr. Steve Addison, Dr. Jonathan Glenn

DEPARTMENT OF GEOGRAPHY
Burdick 318 | 201 Donaghey Ave, Conway, AR 72035
(501) 450-3164 OFFICE | (501) 852-2926 FAX | UCA.EDU/GEOGRAPHY

MSCED Course Offerings, 2017, 2018

Spring 2017

CED 6302 Leadership Communication in Organizations
CED 6310 Community and Economic Development Seminar
CED 6313 Transportation and Infrastructure
CED 6315 Applied Research Methods and Data Analysis
CED 6370 Community and Economic Development Internship

Summer 2017

CED 6335 Grant Writing
CED 6350 Financing Community and Economic Development

Fall2017

CED 6102 Community Development Institute II
CED 6103 Community Development Institute III
CED 6305 Introduction to Community and Economic Development
CED 6311 Leadership and Decision-Making
CED 6320 Holistic Planning and the Community
CED 6330 Community Development Policy Analysis
CED 6340 Economic and Industrial Development

Spring 2018

CED 6310 Community and Economic Development Seminar
CED 6313 Transportation and Infrastructure
CED 6315 Applied Research Methods and Data Analysis
CED 6360 Cultural Differentiation and Outreach
CED 6370 Community and Economic Development Internship

Summer2018

CED 6335 Grant Writing
CED 6350 Financing Community and Economic Development

Fall 2018

CED 6103 Community Development Institute III
CED 6305 Introduction to Community and Economic Development
CED 6311 Leadership and Decision-Making
CED 6320 Holistic Planning and the Community
CED 6330 Community Development Policy Analysis
CED 6340 Economic and Industrial Development

Notification: New Undergraduate Minor in Data Analytics

The Department of Management Information Systems in the College of Business proposes a new undergraduate minor program in Data Analytics. Data analytics is one of the fastest growing technology needs in business organizations today. Data gathering occurs everywhere in businesses today, and is only increasing. With the advent of the Internet of Things (a name given to the proliferation of sensing devices in products today—such as mobile programming of refrigerators), data gathering will continue to grow rapidly. The term “data analytics” (or “data science” or “business analytics”) describes fields of study that develop ways to exploit the data for business purposes.

The proposed minor will require 18 credit hours designed to provide students with the skills and expertise necessary to carry out most analyst tasks. (See supporting materials for details.) The minor will be open to any student, including business students.

All appropriate university councils and administrators have recommended approval of the minor in Data Analytics.

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

New Undergraduate Program Transmittal Form

Department: Management Information Systems Date: 2/14/2018

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/minor: Minor in Data Analytics

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

- Checkboxes for New degree program, New certificate program, New concentration, and New minor program.

*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...

Are any of the prerequisites or requirements of the proposed program offered by another department? No

Table with 4 rows and 2 columns: Recommended by Department and College. Includes signatures and dates for Department Curriculum Committee, Department Chair, College Curriculum & Assessment Committee, and College Dean.

Table with 2 columns: Recommended by University Councils/Committees. Includes checkboxes for new degree/certificate and new teacher education programs, and signatures/dates for Academic Assessment Committee, Undergraduate Council, and 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.

Table with 2 rows and 2 columns: Approved by. Includes signatures and dates for Provost and President.

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

Table with 4 rows and 2 columns: 11. Letter of Intent to AHECB (if required), 12. Notification to or Approval by Board of Trustees (as required), 13. Notification to or Approval by AHECB (as required), 14. Recorded in Bulletin by.

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

Table with 2 rows and 2 columns: Recorded in Banner by, Recorded in Degree Works by. Includes signatures and dates for Office of the Provost and Office of the Registrar.

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

LETTER OF NOTIFICATION – 3

NEW OPTION, CONCENTRATION, EMPHASIS, MINOR

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Proposed effective date

Spring 2019

5. Title of existing degree program

N/A

6. CIP code

11.0104

7. Degree code

N/A

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

Data Analytics

9. Reason for proposed action

Data analytics is one of the fastest growing technology needs in business organizations today. Data gathering occurs everywhere in businesses today, and is only increasing. With the advent of the Internet of Things (a name given to the proliferation of sensing devices in products today—such as mobile programming of refrigerators), data gathering will continue to grow rapidly. The term “data analytics” (or data science or business analytics) describes fields of study that develop ways to exploit the data for business purposes.

There is evidence of significant growth. According to Forbes (<https://www.forbes.com/sites/jennagoudreau/2012/05/15/best-top-most-valuable-college-majors-degrees/#3e9f5d494dcc>), four of the top fifteen “most valuable” college majors are IT related; this includes starting salaries as well as mid-career earnings, including data analytics/statisticians at #15 (the others: computer science #3, software engineering #4, management information systems #8). For each of these four, data analytics and data management are inherent skills within the major. While salaries the

first five years from graduation do not prove need and growth, they are a solid indicator of future employment trends. Based on these factors, we believe that this field is one that will be soon be present in most universities. 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.

The magnitude of the data analytics/data science field and the techniques and processes involved suggest that a single degree or program cannot possibly cover it all. Indeed, there are now multiple disciplines that have a piece of the analytics 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 more technical end, data scientists attempt to find hidden relationships or patterns in the data, and this is supported by degree programs or concentrations in the math/statistics/computer science fields. For example, some math departments (including UCA's) offer a concentration program for "data scientists," which includes a variety of advanced statistics courses. At the less technical end, data analysts extract, cleanse, and examine data for descriptive, predictive, and prescriptive analyses, using at times sophisticated software. These analysts understand the business context, which techniques are most appropriate given the circumstances, and have the expertise to carry out much of the analyses required.

The proposed minor program will be housed in the College of Business, in the Department of Management Information Systems (MIS). It will provide students with the skills and expertise necessary to carry out most analyst tasks. It will be open to any student, including business students.

10. Provide the following

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

Required courses (15 hours):

<u>MIS 3321</u>	<u>Managing Systems and Technology</u>
<u>MIS 3343</u>	<u>Advanced Spreadsheet Applications</u>
<u>QMTII 4341</u>	<u>Quantitative Analytical Methods</u>
<u>MIS 4380</u>	<u>Business Intelligence and Data Visualization</u>
<u>MIS 4381</u>	<u>Data Mining and Applied Analytics</u>

Choose one (3 hours):

<u>QMTII 3325</u>	<u>Data Analysis</u>
<u>MIS 3335</u>	<u>Programming in Python I</u>
<u>MIS 4340</u>	<u>Critical Thinking & Experimental Design</u>
<u>MIS 3382</u>	<u>Internship</u>

10.2 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)

18 hours total

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

As is usually the case with minor programs, courses in the minor in Data Analytics will be taken by students in patterns dictated by their major program(s). No degree plan can be usefully outlined in advance.

10.4 New courses and new course descriptions

Only one course is new; the other courses exist in the MIS major. The new course is an optional one (in the “Choose one” category).

MIS 4340 CRITICAL THINKING AND EXPERIMENTAL DESIGN. This course lays 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. Based on this framework, the course includes an orientation to the design of experiments covering randomization and factorial and block designs; such experiments are critical in designing data analytic solutions.

10.5 Goals and objectives of program option/minor

Students who complete the minor will be able to

- ◆ 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.
- ◆ 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.
- ◆ 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.

10.6 Expected student learning outcomes

Students who complete the minor 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

10.7 Documentation that program option/minor 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; indeed, analytics may be the most important skill needed in businesses today. There is no shortage of employers who desire more data analytic skills for employees, especially managers. In discussing this minor with employers, all recognize its usefulness and indeed inquire about expanding this to an additional full bachelor’s-level degree. Employers have made it clear that the ability to do data analytics is a new norm. Like the ability to use spreadsheets and

text editing programs, data analytics is a skill that in the future all college grads should have. For some, it is very important now (e.g., business majors). The ability to display organizational data in a useful format (descriptive analytics) is critical for managers of any type. Using software to make predictions, such as potential future sales, based on past data is critical in business today. The ability to do analytics, even in this program as a minor, is extremely useful to employers.

10.8 Student demand (projected enrollment) for program option/minor

While it is somewhat difficult to predict projected enrollment, we estimate that demand will be high. Data analytics is a skillset that can apply to any discipline. Almost all organizations require employees who can manipulate, use, and exploit data for better decision making. Therefore, it would be very useful in almost any discipline to receive the training required in the minor. We anticipate that twenty students will initially sign on for the minor, and we expect that number to grow.

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

Three institutions in the state have similar programs, though there are differences. One is a certificate, the other two are minors.

UALR: Undergraduate Certificate in Business Analytics. This is similar to our curriculum but is slightly less technical and more business oriented (Business vs. Data Analytics). 18 credit hours.

University of Arkansas: Minor in Business Analytics; this minor is much more business oriented, but still similar. 15 credit hours.

Arkansas Tech University: Minor in Business Data Analytics; like the other two, this is a similar program but is more business oriented. 18 credit hours (nine of these hours are lower-division hours).

11. Institutional curriculum committee review/approval date

Undergraduate/Graduate Council: 2018-04-17

Council of Deans: 2018-05-02

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

This minor will be offered both online (distance delivery) as well as face-to-face. One course is currently taught only online (MIS 3343); all the others rotate between online and face-to-face. This will allow students the option of either delivery method.

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

See attachment (following p. 5) for UCA's standard distance delivery model.

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

No additional funds are required to offer this minor: all courses (save one) are already being taught as part of the MIS program. The new course, MIS 4340, is currently cross-listed with an

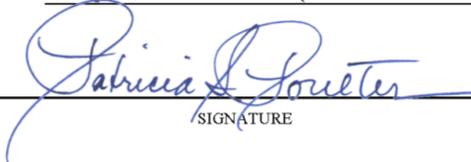
existing MBA elective (MIS 5340), and so is already scheduled for teaching. Should the demand outstrip current capacity, it is possible more faculty resources might be needed.

15. Provide additional information if requested by ADHE staff.

If requested.

President/Chancellor Approval Date: 2018-05-16

Board of Trustees Notification Date: Expected 2018-08-17 (next scheduled BOT meeting)

Chief Academic Officer:  2018-05-07
SIGNATURE DATE

[UCA form updated 2018-04-15]

Attachment: Distance Delivery Details

The following information is pulled from our version of ADHE Form P-1 and constitutes UCA’s general response to the information requested in that form.

20. INSTRUCTION BY DISTANCE TECHNOLOGY

Will the proposed program be offered by distance technology? Type “X” as appropriate:

Yes X No

Since the program in this LON-3 is a minor rather than a self-standing degree or certificate program, the information here should be understood as applying to the general context for distance delivery of courses and programs.

20.1 Institutional policies: establishment, organization, funding, management of distance courses/degrees

20.1.1 UCA Online, Director of Online Learning, and UCA Online Program Coordinator

UCA Online was established from funding provided by the UCA Board of Trustees. A startup fund of \$500,000 was earmarked to launch an online learning initiative. UCA Online is now supported with base budget funding each fiscal year.

Under the direction of the Associate Provost for Instructional Support, the Director of Online Learning leads the strategic initiatives and the day-to-day operations of UCA Online. The Director of Online Learning collaborates closely with the Vice President for Information Systems and Technology, the Director of Transfer Services, the Director of the Center for Teaching Excellence, the Director of Admissions, the Associate Vice President for Communications, Public Relations and Marketing, and the Online Learning Advisory Committee to support the mission and goals of UCA Online.

Under the direction of the Director of Online Learning, the Program Coordinator’s primary responsibility is assisting interested students in enrolling and retaining enrolled online students. This position serves as an online success coach assisting faculty in achieving student success. Additionally, he/she focuses on ensuring that the admissions process for online students is efficient and runs smoothly.

20.1.2 Center for Teaching Excellence

Under the direction of the Associate Provost for Instructional Support, the Director of the Center for Teaching Excellence collaborates with UCA Online in supporting faculty professional development.

Instructional designers are located in the Center for Teaching Excellence and are responsible for working with faculty to ensure that the quality standards established by UCA Online are met in online courses and programs. The instructional designers are a resource for faculty and work with them collaboratively to design and develop online courses that allow students to have a high-quality and consistent experience.

20.1.3 Online Learning Advisory Committee

The Online Learning Advisory Committee consists of faculty, administrators, and students and serves as an advisory group to the Director of Online Learning regarding issues concerning online learning including academics, student enrollment, course technology, trends in online learning, finance, and strategic planning.

20.2 Internal organizational structure coordinating distance courses or programs

20.2.1 Overview

The UCA Director of Online Learning has established a process for UCA Online that provides a robust and holistic approach for quality course design while encouraging an enriched teaching and learning experience for faculty and students. The UCA Online Course Development Process, the Course Planning Grid, the Checklist for Online Courses, and the UCA Online Interface comprises the foundation of the process.

20.2.2 Design and Development Process, Course Planning Grid, Online Interface

The goal of the UCA Online Course Development Process is to provide a collaborative approach to online course design and development that combines sound online pedagogy with the academic rigor and excellence expected of University of Central Arkansas courses. A UCA faculty member will work with an instructional designer to progress through a step-by-step design and development process that is based on best practices and research.

The Course Planning Grid is an integral part of the Online Course Development Process. The Course Planning Grid allows faculty to establish module level learning outcomes and align them with the activities and assignments, the resources, instructional materials, and technology, and the assessment and measurement of student learning. Establishing learning outcomes help clarify learning expectations and content for the students.

The UCA Online Interface enables faculty to construct courses in conjunction with the UCA Online Course Development Process that are easily customized without requiring advanced web design/development or technology skills. The UCA Online Interface is built into Blackboard Learn, UCA's Learning Management System (LMS). The Online Interface provides consistency in both navigation and structure, while offering continuity for learners regardless of the course discipline. This approach empowers faculty to focus on the content, the learning outcomes, and the instructional strategies, rather than being concerned about graphic design elements, layout, navigation, typography, and usability.

20.2.3 UCA Online Quality Assurance Process

To ensure quality and consistency in online courses and programs at UCA, all new and existing courses once converted using the UCA Online Course Development Process and the UCA Online Interface progress through a two-step quality assurance process. The first step is completing the Checklist for Online Courses before the course is taught for the first time. After the course has been taught at least two times, the second step is a review of the online course by a designated team using the UCA Online Course Quality Rubric. The UCA Online Course Quality Rubric covers the following elements: Course Overview and Information, Course Technology and Tools, Design and Layout, Content and Activities, Interaction, Assessment, and Feedback.

20.3 Policies/procedures to keep technology infrastructure current

Managed hosting of UCA’s LMS through Blackboard ASP Solutions provides appropriate patches, hot fixes, and upgrades that are available in a timely manner.

20.4 Procedures to assure security of personal information

20.4.1 Information Security

Of primary importance in the context of distance/online learning is the security of student information in our LMS. UCA has a contract with Blackboard ASP Solutions to provide an instance of Blackboard Learn. Blackboard ASP Solutions maintains administrative, technical, and physical procedures to protect student information stored in Blackboard maintained servers. Security safeguards include but are not limited to data encryption, firewalls, data use and access limitations, intrusion detection, and physical access controls to buildings. Student data is governed by Blackboard’s contract with UCA and by the provisions of the Family Educational Rights and Privacy Act (FERPA) and applicable state laws, and by other state, federal, and international laws as applicable.

20.4.2 Verification of the Identity of Students in Distance Education Courses

In compliance with the Higher Education Opportunity Act (HEOA) of 2008 and Higher Learning Commission Policy FDCR.A.10.050, the University of Central Arkansas (UCA) has established and periodically reviews processes to determine that the student who originally enrolled in a distance education course or program is the same student submitting assignments, taking exams, and receiving academic credit. UCA meets or exceeds applicable standards through the following procedures:

- Every student enrolled at UCA is given a network username, a personal identification number, and a password; to access their myUCA account, the student must use the username and password. Current university rules require a strong password and that the password be changed every ninety (90) days.
- To enroll in courses, students must use their secure myUCA username and password.
- The use of username and password is required to access all distance-education courses offered through UCA’s course management system. The username and password combination provides basic security and privacy for all course work and exams.
- Additional security tools include the following:
 - Video recording capability during non-proctored online exams
 - Writing style software for anti-plagiarism
 - A custom browser that locks down the online testing environment within UCA’s course management system

UCA will implement new or additional technologies and practices that are effective in verifying student identity in accordance with federal and state regulations when financially feasible and available. UCA makes every possible attempt to protect student privacy and reports students who falsify their identity on any UCA documentation. Incidents will be reported to the Office of the Inspector General of the U.S. Department of Education.

20.5 List of services that will be outsourced to other organizations

Blackboard ASP Solutions is the application service provider (ASP) for the Learning Management System

Notification: Program Title Change, MS, Applied Computing, to MS, Computer Science

The Department of Computer Science in the College of Natural Sciences and Mathematics proposes to change the title of the MS in Applied Computing to MS in Computer Science. The current name of the program (Applied Computing) refers to a broader degree program that incorporates science, applied math, applied physics, applied chemistry, and software systems. More specifically, applied computing is the application of mathematical models to computations for scientific disciplines. Our master's program is, in terms of its content and its objectives and outcomes, a Computer Science program—that is, all the coursework and related learning experiences are clearly within the domain of Computer Science rather than Applied Computing.

All appropriate university councils and administrators have recommended adoption of this title change.

Supporting materials (following pages): (1) UCA Curriculum Form G2-A and (2) ADHE Form LON-1

Graduate Curriculum Change: Action Item

Computer Scie

Department/program/concentration: Computer Science MS Applied Computing Date: 01/12/2018

NOTE: CHANGES APPROVED BY THE PROVOST BEFORE JANUARY 31 WILL BE PUBLISHED IN THE BULLETIN FOR THE NEXT ACADEMIC YEAR. If you wish to request an effective date earlier or later than this deadline stipulates, provide details in section III below.

Check all that apply and supply requested information. Attach required documentation.

- Change in total semester credit hour requirements for a degree or certificate program
 Current requirement: 34 Proposed requirement: 30/33
- Add/remove required course(s) or change course(s) from an elective to a requirement in a degree or certificate program. (List prefix and number; list multiple course on following pages.)
 Add: _____ Remove: _____ Change: _____
- Add/remove elective course(s) or change course(s) from a requirement to an elective in a degree or certificate program when the change affects total hours and/or affects another department.* (List prefix and number; list multiple courses on the following page.)
 Add: _____ Remove: _____ Change: _____
- Add or remove course prerequisite(s) when the change affects total hours for a degree/certificate program and/or affects another department/program area.*
 Course prefix and number: _____ Remove: _____
 Add: _____
- Change level and/or credit value of course. Do the course expectations warrant the change in level or credit value? Justify on page 2 and attach relevant documentation (e.g., syllabus).
 Course prefix: _____ Current course number: _____ Proposed course number: _____ (Consult the registrar for available course number.)
- Remove course(s) from the Bulletin when the change affects total hours and/or affects another department or program area.* (Note: The course(s) will be inactive for a period of five years, and can be reinstated by submitting Curriculum Form G2-1. After five years, the course(s) will be deleted, and can be reinstated only through the new course proposal process.)
 Course(s) (list prefix and number): _____
- Other (specify): Changes to degree requirements and ~~no~~ title of degree program

*If the change affects another department, attach a signed letter from the department's chair describing the impact on the department.

Does the change affect student financial aid? No Consult Curriculum Attachment C for qualifying changes. If YES, attach Curriculum Attachment C signed by the Director of Financial Aid.

Recommended by Department and College			
1. <u>[Signature]</u>	Date <u>1/28/2018</u>	2. <u>[Signature]</u>	Date <u>2/8/18</u>
Department Curriculum Committee	Date	Department Chair	Date
3. <u>[Signature]</u>	Date <u>March 17, 2018</u>	4. <u>[Signature]</u>	Date <u>2/17/18</u>
College Curriculum & Assessment Committee	Date	College Dean	Date
Recommended by University Councils			
Does this change affect a teacher education program? <u>No</u>			
If YES, must be reviewed by the Professional Education Council.			
5. _____	Professional Education Council	_____	Date _____
6. <u>[Signature]</u>	Date <u>4/19/18</u>	7. <u>[Signature]</u>	Date <u>5/2/18</u>
Graduate Council	Date	Council of Deans	Date
Submit proposals to the appropriate university Council at least one month before the meeting at which action is desired. Summer submissions may not be considered until the fall term.			
Approved by		Recorded in the Bulletin by	
8. <u>[Signature]</u>	Date <u>5/16/2018</u>	9. _____	Date _____
Provost	Date	Office of the Provost	Date
Recorded in Banner by		Recorded in Degree Works by	
10. _____	Date _____	11. _____	Date _____
Office of the Provost	Date	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 – 1

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

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

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Proposed effective date

Fall 2019

5. Current title of degree/certificate program

MS, Applied Computing

6–7. N/A

8. Proposed name of certificate/degree

MS, Computer Science

9–10. N/A

11. CIP code

11.0701

12. Degree/department code

6175

13. Reason for proposed action

Changing the name of the MS in Applied Computing to MS in Computer Science will better reflect the content and intent of the program. The current name of the program (Applied Computing) refers to a broader degree program that incorporates science, applied math, applied physics, applied chemistry, and software systems. More specifically, applied computing is the application of mathematical models to computations for scientific disciplines. Our master's program is, in terms of its content and objectives/outcomes, a Computer Science program—that is, all the coursework and related learning experiences are clearly within the domain of Computer Science rather than Applied Computing. In addition, a Computer Science degree is widely recognized both by the students and the industry. The proposed name (MS in Computer Science) will help in recruiting students and also make our graduates more marketable. For these reasons—and

because Computer Science employment is the intent of our students—we have decided that a name change would be beneficial.

President/Chancellor Approval Date: 2018-06-04

Board of Trustees Notification Date: Expected 2018-08-17 (next scheduled BOT meeting)

Chief Academic Officer:  2018-05-16
SIGNATURE DATE

[UCA form updated 2017-10-04]

Notification: Program Title Change, MS, Health Sciences, to MS, Health Promotion

The Department of Health Sciences in the College of Health and Behavioral Sciences proposes to change the title of the MS in Health Sciences to MS in Health Promotion. The title change reflects the degree program's specific focus on teaching and enhancing the skills for health education specialists, as articulated in the Seven Areas of Responsibility of Health Education Specialists developed by the National Commission for Health Education Credentialing (NCHEC), the professional certification program that establishes a national standard for individual health education practitioners.

All appropriate university councils and administrators have recommended adoption of this title change.

Supporting materials (following pages): (1) UCA Curriculum Form G2-A, (2) ADHE Form LON-1

Graduate Curriculum Change: Action Item

Department/program/concentration: Department of Health Sciences/ Masters of Science in Health Sciences Date: 3.9.18

NOTE: CHANGES APPROVED BY THE PROVOST BEFORE JANUARY 31 WILL BE PUBLISHED IN THE BULLETIN FOR THE NEXT ACADEMIC YEAR. If you wish to request an effective date earlier or later than this deadline stipulates, provide details in section III below.

Check all that apply and supply requested information. Attach required documentation.

- Change in total semester credit hour requirements for a degree or certificate program
Current requirement: _____ Proposed requirement: _____
- Add/remove required course(s) or change course(s) from an elective to a requirement in a degree or certificate program. (List prefix and number; list multiple course on following pages.)
Add: _____ Remove: _____ Change: _____
- Add/remove elective course(s) or change course(s) from a requirement to an elective in a degree or certificate program when the change affects total hours and/or affects another department.* (List prefix and number; list multiple courses on the following page.)
Add: _____ Remove: _____ Change: _____
- Add or remove course prerequisite(s) when the change affects total hours for a degree/certificate program and/or affects another department.*
Course prefix and number: _____ Remove: _____
Add: _____
- Change level and/or credit value of course. Do the course expectations warrant the change in level or credit value? Justify on page 2 and attach relevant documentation (e.g., syllabus).
Course prefix: _____ Current course number: _____ Proposed course number: _____ (Consult the registrar for available course number.)
- Remove course(s) from the Bulletin when the change affects total hours and/or affects another department.*
(Note: The course(s) will be inactive for a period of five years, and can be reinstated by submitting Curriculum Form G2-1. After five years, the course(s) will be deleted, and can be reinstated only through the new course proposal process.)
Course(s) (list prefix and number): _____
- Other (specify): Program name change from Health Sciences to Health Promotion and to add additional Exit Exam exemption

*If the change affects another department, attach correspondence from the department's chair describing the impact on the department.

Does the change affect student financial aid? No Consult Curriculum Attachment C for qualifying changes. If YES, attach Curriculum Attachment C signed by the Director of Financial Aid.

Recommended by Department and College			
1. <u>[Signature]</u>	<u>3/12/18</u>	2. <u>[Signature]</u>	<u>3/12/18</u>
Department Curriculum Committee	Date	Department Chair	Date
3. <u>[Signature]</u>	<u>4/6/18</u>	4. <u>[Signature]</u>	<u>4/6/18</u>
College Curriculum & Assessment Committee	Date	College Dean	Date
Recommended by University Councils			
Does this change affect a teacher education program? <u>No</u>		5. _____	
If YES, must be reviewed by the Professional Education Council.		Professional Education Council Date	
6. <u>[Signature]</u>	<u>4/19/18</u>	7. <u>[Signature]</u>	<u>5/2/18</u>
Graduate Council	Date	Council of Deans	Date
Submit proposals to the appropriate university Council at least one month before the meeting at which action is desired. Summer submissions may not be considered until the fall term.			
Approved by		Recorded in the Bulletin by	
8. <u>[Signature]</u>	<u>5/16/2018</u>	9. _____	_____
Provost	Date	Office of the Provost	Date
Recorded in Banner by		Recorded in Degree Works by	
10. _____	_____	11. _____	_____
Office of the Provost	Date	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 – 1

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

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

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Proposed effective date

Fall 2019

5. Current title of degree/certificate program

MS, Health Sciences

6–7. N/A

8. Proposed title of degree/certificate program

MS, Health Promotion

9–10. N/A

11. CIP code

51.1504

12. Degree/department code

6260

13. Reason for proposed action

The proposed program title will more accurately reflect the program's curriculum and purposes and is expected to increase the marketability of the program. The term "Health Sciences" is vague and fails to convey the degree program's specific focus on teaching and enhancing the skills for health education specialists, as articulated in the Seven Areas of Responsibility of Health Education Specialists developed by the National Commission for Health Education Credentialing (NCHEC), the professional certification program that establishes a national standard for individual health education practitioners. Based on results of an extensive 2015 study, NCHEC revised each of the Seven Areas of Responsibility for the health education

specialist to include “health promotion.” (See <https://www.nchec.org/responsibilities-and-competencies> for details and rationale.) This adjustment to the terminology was effected to better reflect the current health education model. NCHEC indicates that “[t]he rationale for this terminology change ... was because it adds clarity to the scope of the Health Education Specialist’s role both within and external to the profession and would more comprehensively describe the profession.” The health sciences graduate faculty have embraced this change and, therefore, propose to reflect it in the title of the degree program, thereby more accurately conveying the current status and goals of the profession.

President/Chancellor Approval Date: 2018-06-04

Board of Trustees Notification Date: Expected 2018-08-17 (next scheduled BOT meeting)

Chief Academic Officer:  2018-05-16
SIGNATURE DATE

[UCA form updated 2017-10-04]

Notification: New BSN-to-DNP Track in the Doctor of Nursing Practice Program

The School of Nursing in the College of Health and Behavioral Sciences proposes a BSN-to-DNP track in the existing Doctor of Nursing Practice (DNP) program. Currently, the only entry into the DNP program is post-MSN. 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 presents this change.

The BSN-to-DNP track will require 73 hours of post-BSN graduate work and is anticipated to require 11 semesters for completion. The track is designed for BSN-prepared nurses seeking Nurse Practitioner preparation at the DNP level. The new track meets all standards for nurse-practitioner education established by the American Association of Colleges of Nursing and the National Organization of Nurse Practitioner Faculties.

The BSN-to-DNP track is expected to enroll its first class for the fall 2019 semester.

All appropriate committees, councils, and administrators have recommended approval of the new BSN-to-DNP program of study.

Supporting materials (following pages): (1) UCA Curriculum Form G3 and (2) ADHE Form LON-11C

New Graduate Program Transmittal Form

Department: School of Nursing Date: April 18, 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: Adding another point of entry into the DNP program (BSN to DNP)

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.*)
- ^{OPTION} New degree program by "reconfiguration" of an existing degree program (Attach ADHE Form LON-11 and a Continuous Improvement Process plan.**) LON-11C 1
- 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. <u>Paralela Ashcraft</u>	Date <u>4/24/18</u>	2. <u>Susan D. Gallo</u>	Date <u>4/24/18</u>
Department Curriculum Committee	Date	Department Chair	Date
3. <u>David Khooz</u>	Date <u>4/25/18</u>	4. <u>[Signature]</u>	Date <u>4/25/18</u>
College Curriculum & Assessment Committee	Date	College Dean	Date
Recommended by University Councils/Committees			
Is this a new degree or certificate program? <u>No</u>		Is this a new teacher education program or option? <u>No</u>	
If YES, must be reviewed by the Academic Assessment Committee.		If YES, must be reviewed by the Professional Education Council.	
5. _____	Date _____	6. _____	Date _____
Academic Assessment Committee	Date	Professional Education Council	Date
7. <u>Cheryl Brown</u>	Date <u>5/10/18</u>	8. <u>Alicia Crow</u>	Date <u>5/22/18</u>
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. <u>[Signature]</u>	Date <u>5/23/2018</u>	10. <u>[Signature]</u>	Date <u>4/4/18</u>
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)	Date _____	12. Notification to or Approval by Board of Trustees (as required)	Date _____
13. Notification to or Approval by AHECB (as required)	Date _____	14. Recorded in Bulletin by	Date _____
Recorded in Banner by		Recorded in Degree Works by	
15. _____	Date _____	16. _____	Date _____
Office of the Provost	Date	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 – 11C

CURRICULUM REVISION OF EXISTING CERTIFICATE OR DEGREE PROGRAM

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 of certificate/degree program

Doctor of Nursing Practice (DNP)

Please note: The curriculum revision reported here involves a number of related processes that might use different letters of notification: (1) it results in a second track in the DNP program, and so might have used LON-3 to report a new option; (2) with some modifications, it uses elements previously deleted from the MSN program (the nurse-practitioner tracks) in forming the second track, and so might have used LON-11 to report reconfiguration; and (3) it modifies courses and creates new ones for use in the second track as well as the existing track. For this reason, we chose to complete LON-11C as having the broadest reach. The two tracks that will exist after this change are

- (1) BSN-to-DNP (proposed additional entry into DNP program with the BSN degree).
- (2) Post-Master's DNP (existing entry into DNP program with the MSN degree).

4. CIP code

51.3801

5. Degree code

7393

6. Effective date

Fall 2019

7. Reason for proposed change

Currently, UCA's Doctor of Nursing Practice (DNP) program is open to nurses who hold a master's degree in Nursing regardless of current role or specialty preparation. The DNP program is designed to meet professional standards for the practice doctorate developed by the American Association of Colleges of Nursing (AACN). The Post-Master's DNP degree is designed for individuals seeking preparation at the highest level of nursing practice. The plan of study is offered online with two intensive on-campus days

each year. Coursework is completed over 6 semesters (including summers) and establishes the foundation for the Doctoral Project in the final two semesters.

Currently, the AACN and the National Organization of Nurse Practitioner Faculties (NONPF) support the DNP degree as the terminal degree for entry into practice for Nurse Practitioners (NP). Until recently, the School of Nursing delivered a master's degree in Nursing with two Nurse Practitioner tracks (Adult Gerontology Nurse Practitioner track and Family Nurse Practitioner track). The MSN Nurse Practitioner tracks have been deleted in anticipation of the proposed BSN-to-DNP Nurse Practitioner track within the DNP program. The existing UCA School of Nursing DNP program is not designed for BSN-prepared students seeking to become Nurse Practitioners. In order to adequately prepare students for this role, all courses included in this proposal are required.

For the reasons outlined above, the School of Nursing is proposing a second entry into the DNP through the proposed BSN-to-DNP Nurse Practitioner (NP) track for BSN-prepared nurses seeking Nurse Practitioner preparation at the DNP level. The proposal includes an 11-semester plan of study that is online and requires 73 total program credit hours.

Supporting rationales include the following:

- ◆ In December 2017, the American Association of Colleges of Nursing and the National Organization of Nurse Practitioner Faculties (NONPF) recommended moving all entry-level NP education to the DNP degree by 2025.
- ◆ In early 2017, NONPF released new NP Core Educational Competencies include necessary content focusing on quality improvement processes, population health, organizational and systems theory, ethics, information technology, and leadership. UCA's recently deleted MSN NP tracks had limited or no content covering the new competencies.
- ◆ The goal of educating DNP Nurse Practitioners is to develop a clinical scholar who will guide improvements in the quality of healthcare, health outcomes, and healthcare systems. The NONPF 2016 Executive Summary of the DNP NP clinical scholar supports the transition to a terminal degree. Currently, the UCA School of Nursing MSN-prepared nurse practitioner is not prepared to be a clinical scholar. Preparing NPs at the doctoral level will prepare students to practice at the highest level of clinical practice.
- ◆ Within Arkansas at this time, the University of Arkansas system offers the BSN to DNP Family Nurse Practitioner track (FNP). The Fayetteville campus offers the BSN-DNP, FNP track with a part time study and the University for Medical Science campus offers the BSN-DNP, FNP track with full time study. The State of Arkansas has a primary care provider shortage, particularly in rural areas. In 2016, the Arkansas Center for Research in Economics (ACRE) published a detailing how Nurse Practitioners are well educated to fill the primary care provider shortage. Establishing the proposed BSN-to-DNP track with UCA's DNP program will enable us to help fill the primary care provider shortage.
- ◆ In today's education market, many proprietary online, out-of-state universities exist, allowing students to obtain the MSN with a nurse practitioner specialty. According to data from the Arkansas State Board of Nursing (ARSBN), in 2016-17, 208 out of 424 Nurse Practitioner license applications were granted to students who completed a degree from a proprietary university. The top five proprietary universities tracked by the ARSBN prepare NPs at the Master's degree level only. As national nursing organizations push for entry-level NP education to be at the doctoral level, the proposed BSN-to-DNP track will allow UCA's School of Nursing to be competitive in preparing doctoral-level Nurse Practitioners.

The proposed DNP NP plan of study will consist of 73 credit hours to be delivered part time over 11 semesters. Most semesters, students will take two courses. According to the AACN, *Essentials of Doctoral Education for Advanced Nursing Practice*, program lengths should range between 36 or 48 months. The current proposed program plan meets this criterion.

The AACN DNP Essentials document also supports obtaining of a minimum of 1,000 hours of clinical practice post-baccalaureate. In the proposed plan of study, students will meet this criterion, obtaining 1,125 clinical practice hours.

The NONPF 2016 *Criteria for Evaluation of Nurse Practitioner Programs*, 5th ed., states that NP programs must have a minimum of 500 supervised direct patient care hours with clinical hours distributed to support NP core competencies and population focus competencies. The proposed program meets this criteria, having 810 direct patient care hours.

References:

<http://www.aacnursing.org/Portals/42/Publications/DNPEssentials.pdf>

http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/competencies/2017_NPCoreComps_with_Curric.pdf

<http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/Docs/EvalCriteria2016Final.pdf>

<http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/docs/ClinicalScholarFINAL2016.pdf>

8. **Current and proposed curriculum outline**

8.1 **Current curriculum: MSN with NP Tracks**

Total credit hour required: 34-44 (see below)

The **Master of Science in Nursing (MSN)** degree required 39–44 hours depending on specialty track, including the now-deleted NP tracks.

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

Courses for the Nurse Practitioner (NP) Tracks (these tracks have now been deleted)

- 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]

8.2 Current curriculum: Post-Master's DNP

The Post Master's Doctor of Nursing Practice (DNP) degree requires 34 or more hours of planned sequential graduate nursing course work. Students must also successfully complete a DNP Capstone Project in the last year of study and meet all UCA Graduate School requirements for graduation. This DNP track is not being deleted.

Required Courses

- PSYC 6330 Advanced Psychological Statistics
- NURS 7310 Philosophical and Theoretical Foundations for Advanced Nursing Practice
- NURS 7320 Health Economics and Finance
- NURS 7330 Advanced Healthcare Informatics
- NURS 7340 Leadership and Organizational Systems
- NURS 7350 Translational Research Methods
- NURS 7360 Population Health and Public Policy
- NURS 7370 Applied Clinical Genetics and Genomics
- NURS 7V15 Clinical Internship (variable credit; minimum of 6 clinical internship hours required)
- NURS 7220 DNP Project Capstone I
- NURS 7225 DNP Capstone Project II

8.3 Proposed curriculum: BSN-to-DNP Nurse Practitioner Track

Total Program Hours: 73 semester credit hours (6000-level courses = 31 hours; 7000-level courses = 42 hours)

Total Program Clinical Practice hours: 1,125 (810 direct patient care hours and 315 DNP Essentials hours)

Required courses

- NURS 6306 Research Methods for Advanced Nursing Practice
- NURS 6315 Advanced Health Assessment
- NURS 6320 Advanced Pathophysiology
- NURS 6325 Advanced Pharmacology
- NURS 6332 Health Policy for Advanced Nursing Practice (45 DNP Essentials hours)
- NURS 6360 Philosophical and Theoretical Foundations for Advanced Nursing Practice

NURS 6390 Statistical Methods and Data Analysis
NURS 6511 Introduction to Primary Care for Nurse Practitioners (135 direct patient care hours)
NURS 6512 Care of Adults Across the Lifespan I (135 direct patient care hours)
NURS 7110 DNP Project Planning (course is taken a total of 3 semesters)
NURS 7120 DNP Project (45 DNP Essentials hours; this course is taken a minimum of 2 semesters and may be repeated as needed)
NURS 7230 Advanced Clinical Decision Making I
NURS 7235 Advanced Clinical Decision Making II
NURS 7315 Healthcare Quality and Organizational Systems for Advanced Nursing Practice (45 DNP Essentials hours)
NURS 7320 Healthcare Economics and Finance for Advanced Nursing Practice
NURS 7325 Ethics for Advanced Nursing Practice
NURS 7330 Healthcare Informatics for Advanced Nursing Practice (45 DNP Essentials hours)
NURS 7340 Leadership Principles for Advanced Nursing Practice (45 DNP Essentials hours)
NURS 7350 Translational Research Methods for Advanced Nursing Practice
NURS 7365 Population Health and Epidemiology (45 DNP Essentials hours)
NURS 7513 Care of Adults Across the Lifespan II (180 direct patient care hours)
NURS 7514 Care of Children for Family Nurse Practitioners (180 direct patient care hours)
NURS 7V20 Residency for Doctor of Nursing Practice (variable credit; 90 direct patient care hours per 1 credit hour; course is taken a minimum of 2 semesters and may be repeated as needed)

Program of Study by Semester: BSN-to-DNP Nurse Practitioner Track

Fall, Academic Year 1: August 2019, 6 credit hours

NURS 6320 Advanced Pathophysiology
NURS 6306 Research Methods for Advanced Nursing Practice

Spring, Academic Year 1: January 2020, 6 credit hours

NURS 6315 Advanced Health Assessment
NURS 6325 Advanced Pharmacology

Summer, Academic Year 1: June 2020, 6 credit

NURS 7365 Population Health and Epidemiology (45 DNP Essentials hours)
NURS 6360 Philosophical and Theoretical Foundations for Advanced Nursing Practice

Fall, Academic Year 2: August 2020, 8 credit hours

NURS 6511 Introduction to Primary Care for Nurse Practitioners (135 direct patient care hours)
NURS 7315 Healthcare Quality and Organizational Systems for Advanced Nursing Practice (45 DNP Essentials hours)

Spring, Academic Year 2: January 2021, 8 credit hours

NURS 6332 Health Policy for Advanced Nursing Practice (45 DNP Essentials hours)

NURS 6512 Care of Adults Across the Lifespan I (135 direct patient care hours)

Summer, Academic Year 2: June 2021, 7 credit hours

NURS 7340 Leadership Principles for Advanced Nursing Practice (45 DNP Essentials hours)

NURS 6390 Statistical Methods and Data Analysis

NURS 7110 DNP Project Planning (course is taken a total of 3 semesters)

Fall, Academic Year 3: August 2021, 8 credit hours

NURS 7513 Care of Adults Across the Lifespan II (180 direct patient care hours)

NURS 7350 Translational Research Methods for Advanced Nursing Practice

Spring, Academic Year 3: January 2022, 9 credit hours

NURS 7514 Care of Children for Family Nurse Practitioners (180 direct patient care hours)

NURS 7320 Healthcare Economics and Finance for Advanced Nursing Practice

NURS 7110 DNP Project Planning

Summer, Academic Year 3: June 2022, 7 credit hours

NURS 7330 Healthcare Informatics for Advanced Nursing Practice (45 DNP Essentials hours)

NURS 7325 Ethics for Advanced Nursing Practice

NURS 7110 DNP Project Planning

Fall, Academic Year 4: August 2022, 4 credit hours

NURS 7230 Advanced Clinical Decision Making I

NURS 7V20 Residency for Doctor of Nursing Practice (at least 1 credit hour; 90 direct patient care hours per 1 credit hour; course is taken a minimum of 2 semesters and may be repeated as needed)

NURS 7120 DNP Project (45 DNP Essentials hours; course is taken a minimum of 2 semesters and may be repeated as needed)

Spring, Academic Year 4: January 2023, 4 credit hours

NURS 7235 Advanced Clinical Decision Making II

NURS 7V20 Residency for Doctor of Nursing Practice (at least 1 credit hour; 90 direct patient care hours per 1 credit hour)

NURS 7120 DNP Project (45 DNP Essentials hours)

8.4 New Courses and Descriptions

Note: Of the 11 courses listed here as “new,” five are in fact revisions/combinations of existing courses, and six are actually new. Each revision/combination may be recognized by an annotation at the end of the course description: “[Replaces ...].”

NURS 6306 RESEARCH METHODS FOR ADVANCED NURSING PRACTICE The course focus is on learning the research process, identifying a clinical question, accessing research evidence, appraising

research evidence for scientific merit and clinical relevance, and synthesizing evidence. [Replaces NURS 6301 and NURS 6304]

NURS 6360 PHILOSOPHICAL AND THEORETICAL FOUNDATIONS FOR ADVANCED NURSING PRACTICE The course focus is on critique, evaluation, and use of philosophical and theoretical perspectives foundational to nursing and other disciplines. [Replaces NURS 6347 and NURS 7310]

NURS 6390 STATISTICAL METHODS AND DATA ANALYSIS FOR ADVANCED NURSING PRACTICE This course focuses on developing knowledge of and skills for using statistical methods, matching statistical methods to research designs, and data analysis. Computer software will be used to conduct appropriate statistical analyses and reporting findings.

NURS 7V20 RESIDENCY FOR DOCTOR OF NURSING PRACTICE (Variable credit: 1–2 credit hours) This clinical residency focuses on meeting the competencies of the DNP prepared APRN. The DNP Residency course is designed to meet the individual needs of DNP students through collaboration with healthcare mentors. The course requires students to integrate evidence-based practice, comprehensive assessment, advanced diagnosis, therapeutic intervention, and evaluation in a variety of sites and conditions. Each credit hour requires 90 supervised, direct patient care hours. [Replaces NURS 6V64]

NURS 7110 DNP PROJECT PLANNING This course facilitates development of the DNP scholarly project. Students will be guided in the application of the DNP Essentials to design an evidence-based practice initiative. Students must complete a minimum of three DNP Project Planning courses to complete the degree. At least one DNP Project Planning course must be taken prior to enrolling in NURS 7350.

NURS 7120 DNP PROJECT This course facilitates the completion of the DNP scholarly project. The DNP scholarly project is derived from practice experience in which DNP students apply the DNP Essentials to complete an evidence-based practice initiative. Students must complete two DNP Project courses to complete the degree.

NURS 7230 ADVANCED CLINICAL DECISION MAKING I The course integrates clinical knowledge and experiences from previous courses with complexities seen in primary care settings. Core content includes extensive application of advanced pathophysiology and pharmacotherapeutics and reinforcement of health promotion and disease prevention. The course is a combination of online and on campus instruction. This is part one of a two part course.

NURS 7235 ADVANCED CLINICAL DECISION MAKING II The course integrates clinical knowledge and experiences from previous courses with complexities seen in primary care settings. Core content includes extensive application of advanced pathophysiology and pharmacotherapeutics and reinforcement of health promotion and disease prevention. The course is a combination of online and on campus instruction. This is part two of a two part course.

NURS 7315 HEALTHCARE QUALITY AND ORGANIZATIONAL SYSTEMS FOR ADVANCED NURSING PRACTICE The course focus is on application of systems theory to organizations and performance improvement initiatives. Emphasis is on methodologies to improve quality

of care, safety and outcomes within the health care environment. This course includes 45 hours of fieldwork. [Replaces NURS 6327]

NURS 7325 ETHICS FOR ADVANCED NURSING PRACTICE This course presents an overview of ethical and legal issues facing the health care industry. It provides a basic knowledge of health law and ethics. A realistic knowledge of health law and ethics, and their application to the real world is emphasized.

NURS 7365 POPULATION HEALTH AND EPIDEMIOLOGY FOR ADVANCED NURSING PRACTICE This course focuses on population health theory, epidemiologic methods, and theories of health promotion. In addition, this course introduces the basic principles and methods of epidemiology, with an emphasis on critical thinking, analytic skills, and application to clinical practice and research. [Replaces NURS 6322 and NURS 7360]

9. Institutional curriculum committee review/approval date for revised certificate/degree

Undergraduate/Graduate Council: 2018-05-10
Council of Deans: 2018-05-22

11. Additional program information requested by ADHE staff

If requested.

President/Chancellor Approval Date: 2018-06-04

Board of Trustees Notification Date: Expected 2018-08-17 (next scheduled BOT meeting)

Chief Academic Officer:


SIGNATURE

2018-05-23
DATE

[UCA form updated 2018-03-07]

EXECUTIVE SESSION

The board unanimously declared an executive session to consider employment, appointments, promotions, demotions, disciplining and resignations of employees, upon motion by Cornell Maltbia with a second by Shelia Vaught.

OPEN SESSION

The board unanimously approved the following motion made by Shelia Vaught 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 Elizabeth Farris.

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

**Joe Whisenhunt
Chair**

Cornell Maltbia, Secretary