The University of Central Arkansas Board of Trustees convened in a regularly scheduled meeting at 10:30 a.m., August 16, 2019, with the following officers and members present:

> Mr. Bunny Adcock, Chair
> Rev. Cornell Maltbia, Vice Chair
> Ms. Kay Hinkle, Secretary
> Ms. Elizabeth Farris
> Dr. Terry Fiddler
> Ms. Shelia Vaught
> Mr. Joe Whisenhunt

MINUTES

The board unanimously approved the minutes of the May 10, 2019, board meeting, and the June 20, 2019, teleconference meeting as submitted upon motion by Cornell Maltbia and second by Shelia Vaught.

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

Statements from the incoming president of the Faculty Senate, Staff Senate, and the Student Government Association are attached to the original minutes.

REPORTS

The president's report and financial update are attached to the original minutes.

ACTION AGENDA

Contract Review Procedures – Board Policy No. 416

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

The administration is seeking board approval for the university to enter into a contract with the following company:

- Campus Labs, Inc.

The board unanimously adopted the following resolution upon motion by Elizabeth Farris and second by Kay Hinkle:

"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

1. **Vendor/Party:** Campus Labs, Inc.

   Amount: $220,178 for the five-year period.

   Summary of Contract Information: This is a license agreement for a student engagement software platform that is currently being used by Recognized Student Organizations, Housing/Resident Life, Service Learning, and several academic departments. The extended contract includes tools to document individual student involvement and create a verified co-curricular transcript.

   Term: Upon approval to June 30, 2024.

Property Acquisition – 128 Baridon Street, Conway, Arkansas

The D&F Prince Family Limited Partnership (Denver and Freda Prince) owns the house located at 128 Baridon Street, which is on the east side of Baridon Street between South Boulevard and Robins Street. The house was built in the 1940s and is approximately 1,620 square feet. It is divided into two units for rental purposes.

This property is in a prime location on Baridon Street. The university owns the adjacent property to the south (120 Baridon Street) and the five duplexes on the west side of Baridon Street. The university owns the paved parking lot at the southwest corner of the South Boulevard and Baridon Street intersection. The house initially will be used for staff housing.

The university has signed an offer and acceptance with the owner for $125,000. A copy of the signed agreement is attached. The agreement requires that the closing occur by August 30, 2019.

The closing of the proposed acquisition is conditioned upon the approval of the Board of Trustees.

The board unanimously adopted the following resolution upon motion by Shelia Vaught and second by Joe Whisenhunt:

"BE IT RESOLVED: That the Board of Trustees approves the transaction described above with the D&F Prince Family Limited Partnership for the sale and purchase of a house with a street address of 128 Baridon Street, Conway, Arkansas, for the sum of $125,000, and the president and such other officials of the University of Central Arkansas, as the president may from time-to-time designate, are hereby authorized and directed to enter into and execute such other documents, agreements and instruments as are necessary and required to consummate the foregoing purchase."

July 15, 2019

D&F Prince Family Limited Partnership
Dr. Denver and Freda Prince
3840 Friendship Road
Conway, AR 72032

RE: OFFER & ACCEPTANCE – 128 Baridon Street, Conway, AR 72034

Dear Dr. and Mrs. Prince:

Subject to the satisfaction of all of the provisions and conditions set forth herein, the Board of
Trustees of the University of Central Arkansas ("**Buyer**") offers to purchase from D&F Prince
Family Limited Partnership ("**Seller**") the property described below for the sum of One Hundred
Twenty-Five Thousand Dollars ($125,000), plus the Buyer's share of the closing costs.

The property subject to this offer and acceptance consists of a house and land located at 128
Baridon Street, Conway, Arkansas, 72034, and is more particularly described as follows:

> **Lot 4 and the north 21 feet of Lot 5, Block 75, Boulevard Addition to the City of
> Conway, Faulkner County, Arkansas.**

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

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

1.   The closing date will occur at a mutually acceptable date to be agreed upon by both
parties, but shall occur not later than **August 30, 2019**;

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

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

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

Property, if any;

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

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

7.   If any personal property shall be stored or situated on the Property, the same shall be removed prior to closing;

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

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

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

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

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

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

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

15.   If Buyer desires to have a survey of the Property performed prior to closing, Seller agrees

D&F Prince Family Limited Partnership
July 15, 2019
Page 3

to cooperate in having the survey performed. Any survey shall be at the expense of Buyer;

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

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

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

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

This offer shall terminate and be of no effect unless it is signed by Seller, and delivered to Warren Readnour, General Counsel, by 4:30 P.M. Central Time on Friday, July 26, 2019.

Sincerely,

Houston D. Davis, Ph.D.
President

D&F Prince Family Limited Partnership
July 15, 2019
Page 4

ACCEPTANCE BY SELLER

The offer set forth above and all terms and conditions are hereby accepted on this _/7 th_. day of July, 2019, at _2:40_ (A.M. or P.M.)

D&F Prince Family Limited Partnership

By: _Denver L Prince_

By: _Freda Prince_

Rights-of-way and Easements to City of Conway

The City of Conway is making utility improvements and planning for road construction on Donaghey Avenue. As part of the project, utilities will be extended from Donaghey Avenue to the site of the Integrated Health Sciences Building. The City of Conway is now requesting that the university grant multiple rights-of-way and easements between College Avenue and Bruce Street for purposes of utilities. The easements are for various areas including the northeast corner of Donaghey Avenue and Bruce Street, the east and west sides of Donaghey Avenue from Bruce Street to College Avenue, the northeast corner of Martin Street and Donaghey Avenue, the southeast corner of Donaghey Avenue and College Avenue, the southwest corner of Donaghey Avenue and College Avenue, and the north side of Bruce Street from Donaghey Avenue to Augusta Street. A survey and drawings have been obtained, and the UCA Physical Plant has reviewed the easements and verified that the utilities will be located in the designated areas.

The board unanimously adopted the following resolution upon motion by Joe Whisenhunt and second by Kay Hinkle:

"BE IT RESOLVED: That the Board of Trustees authorizes the administration to grant to the City of Conway the rights-of-way and easements for utilities, and the president and other officials of the University of Central Arkansas, as the president may from time-to-time designate, are hereby authorized and directed to enter into and execute such documents, agreements and instruments as are necessary and required to grant the rights-of-way and easements."

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 Vicki Groves-Scott are the members whose appointments have expired, so the board must make two appointments at this time. Cornell Maltbia was appointed in 2018 to a one-year term as the member of the board, and Vicki Groves-Scott was appointed in 2017 to serve a two-year term. Frank Holbrook was appointed in 2018 to serve a two-year term that does not expire until 2020.

The board unanimously adopted the following resolution upon motion by Joe Whisenhunt and second by Shelia Vaught:

"BE IT RESOLVED: T h a t 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 Tom Williams is hereby appointed to serve for a two-year term (2019-21 academic years) on the Diversity Advisory Committee.

New Graduate Program: Educational Specialist Degree in Digital Age Teaching and Learning

The Department of Teaching and Learning has proposed a new Educational Specialist (EdS) program in Digital Age Teaching and Learning. The proposed program will be a 30-hour post-master's degree program with the purpose of preparing educators to transform face-to-face learning with active student-centered pedagogy that is enhanced through mobile technology. The program is geared toward the education professional who wants to go beyond his or her master's degree with a focus on how to transform the face-to-face classroom into an environment where students have increased voice and choice in their learning and where students are provided learning opportunities with ensured equity and accessibility for all.

The intended recruitment scope for the program is a global audience, specifically focused on teachers who want to remain in the classroom and teach in a face-to-face context (rather than teach online or serve as an instructional designer). While other schools have a similar focus in digital age learning at the master's level (e.g., University of Oklahoma, Lamar University), there does not seem to be an EdS option currently available in the local or national context. We expect that the program will also attract students from within the state, but the number of students from Arkansas will likely be limited by the fact that there is no licensure or certification currently associated with the proposed program.

The capacity—human, financial, library—already exists at UCA to implement this program. No new investments will be needed. The Department of Teaching and Learning expects enrollments of 10–15 students in the program each semester.

All appropriate university councils and administrators have recommended approval of the EdS in Digital Age Teaching and Learning.

The board unanimously adopted the following resolution upon motion by Kay Hinkle and second by Cornell Maltbia:

"BE IT RESOLVED: That the Board of Trustees hereby approves the EdS in Digital Age Teaching and Learning."

Supporting material (following pages): (1) UCA Curriculum Form G3 and (2) ADHE Form P-1

New Graduate Program Transmittal Form

Department: __Teaching and Learning__   Date: __09/17/18__

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: __Digital Age Leading and Learning__

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

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

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

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

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

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

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

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

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

Recommended by Department and College

1. _Rachel Miller_ 9/25/18
Department Curriculum Committee   Date

2. _[signature]_ 9/25/18
Department Chair   Date

3. _[signature]_ 10-17-18
College Curriculum & Assessment Committee   Date

4. _Victoria Groves Scott_ 11-12-18
College Dean   Date

Recommended by University Councils/Committees

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

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

5. _____
Academic Assessment Committee   Date

6. _____
Professional Education Council   Date

7. _[signature]_ 2/21/19
Graduate Council   Date

8. _Alicia Crow_ 3/6/19
Council of Deans   Date

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

Approved by

9. _[signature]_ 3/14/2019
Provost   Date

10. _[signature]_ 3/15/19
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

Recorded in Bulletin by

14. _____
Office of the Provost   Date

Recorded in Banner by

15. _____
Office of the Provost   Date

Recorded in Degree Works by

16. _____
Graduate School   Date

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

REC'D UCA
GRADUATE SCHOOL

NOV 15 2018

Form updated March 1, 2016   Page 1 of 2

PROPOSAL – 1

NEW DEGREE PROGRAM

1. PROPOSED PROGRAM TITLE

Educational Specialist (EdS), Digital Age Teaching and Learning

2. CIP CODE REQUESTED

13.0607 (Learning Sciences)

3. CONTACT PERSONS

3.1 ACADEMIC AFFAIRS CONTACT

Jonathan A. Glenn
Associate Provost

University of Central Arkansas
201 Donaghey Ave.
Conway, AR 72035

(501) 450-3126
jona@uca.edu

3.2 PROGRAM CONTACT

Michael S. Mills
Associate Professor and Department Chair, Department of Teaching and Learning
(501) 590-4823
mmills@uca.edu

4. PROPOSED STARTING DATE

January 2020 (Spring Semester 2020)

5. PROGRAM SUMMARY

The proposed EdS in Digital Age Teaching and Learning will be a 30-hour post-master's degree program with the purpose of preparing educators to transform face-to-face learning through active student-centered pedagogy that is enhanced through mobile technology. The program is geared toward the education professional who wants to go beyond his or her master's degree with a focus on how to transform the face-to-face classroom into an environment where students have increased voice and choice in their learning and where students are provided learning opportunities with ensured equity and accessibility for all.

The intended recruiting intention for the program is a global audience, specifically focused on teachers who want to remain in the classroom and teach in a face-to-face context (rather than teach online or serve as an instructional designer). While other schools have a similar focus in digital age learning at the master's level (e.g., University of Oklahoma, Lamar University), there does not seem to be an EdS option currently available in the local or national context. We expect that the program will also attract students from within the state, but the numbers of students from Arkansas will likely be limited by the fact that there is no Arkansas licensure or certification currently associated with the proposed program.

6.   NEED FOR THE PROGRAM

A teacher's professional growth in the field depends on his or her ability to access resources and scaffolds to be successful and to create equitable and supportive classroom environments and instruction for all learners (Bullough, 2012; Goldrick, Osta, Barlin, & Burn, 2012; Feiman-Nemser, 2012; Ingersoll, 2012; Ingersoll & Strong, 2012). Teacher attrition is a topic of serious concern to the education profession. Twenty percent of teachers leave the profession within five years (Borman & Dowling, 2008; Gray & Taie, 2015).

Teachers who excel at their jobs may receive some opportunities to extend their roles to include serving as model teachers, mentoring preservice or novice teachers, writing curriculum, and leading professional development opportunities. However, often these same teachers find advancement by moving into administrative roles.

For those teachers who remain in the classroom and wish to positively impact learners in the classroom, there are limited opportunities for their continued learning and development outside of existent programs designed to provide them with advancement opportunities into other school roles, such as counseling, library media, administration, school psychology, and so forth. Teachers are simply not provided many degree-based options to expand their influence, deepen their practice, or continue their learning without leaving the classroom.

Thus, the goal of this program is to give teachers an opportunity to advance in their skills and leadership without necessarily preparing for an administrative or support role in the district.

This may prove even more valuable as the new tiered teacher licensing rules from the Arkansas Department of Education go into effect in 2019. The rules specifically establish a "Lead Professional Educator License" and a "Master Professional Educator Licensure," which are distinct from the standard "Career Professional Educator" license. The program concentration offered in this proposal is specifically geared toward empowering educators to move from the Career level license to the Master level license.

The University of Central Arkansas College of Education is poised to become a national leader in digital-age training, and this has been borne out with its nationally award-winning Bug-in-Ear virtual supervision model and being recently recognized as an Apple Distinguished School, which is awarded to only a few universities globally.

A Qualtrics survey was disseminated through social media (Facebook on December 14, 2017, and Twitter on December 14 and 15), as well as the UCA MAT program listserv (December 16, 2017) to ascertain the public's interest in the Digital Age Teaching and Learning program. The Facebook post was sent from the personal profile page of Michael Mills as a "Public" post (as opposed to "Friends Only"). This allowed all other users of Facebook to access the post in the search and for the post to be shared freely. The post was shared by 11 other Facebook users. The Qualtrics survey link sent through Twitter was sent twice, one with the #ISTE18 and #adechat hashtags, which allows the survey tweets to be viewed by a global audience following or searching for one of those hashtags.

These hashtags are metaphorically equivalent to a "listserv," providing direct email blast to an intended audience. The hashtags represent those following the ISTE 2018 Annual Conference and the global audience of Apple Distinguished Educators, both of whom are the targeted audience for the proposed EdS program. According to analytics measured by Buffer.com, the reach for the tweets was approximately 4,900 other Twitter users.

Of the international respondents, **87.5%** indicated an interest in the program, with **69.2%** indicating a strong interest. The average level for interest for all respondents was **80.48** out of 100. The results were disaggregated by roles in the community and can be viewed in the accompanying table and chart.

Table 1: Interest in EDDL by Role

n	Role	Level of Interest (Out of 100)
4	Building Administrator (K–12)	95.0
6	Central Office Administrator (K–12)	73.3
5	Community Member/Parent	93.8
7	Faculty (Higher Ed)	83.7
52	Faculty (K–12)	81.8
2	Instructional Support (Higher Ed)	100.0
12	Instructional Support (K–12)	71.3
12	Student (Higher Ed)	76.8
4	Student (K–12)	66.3

Figure 1: Interest in EDDL by Role, Charted
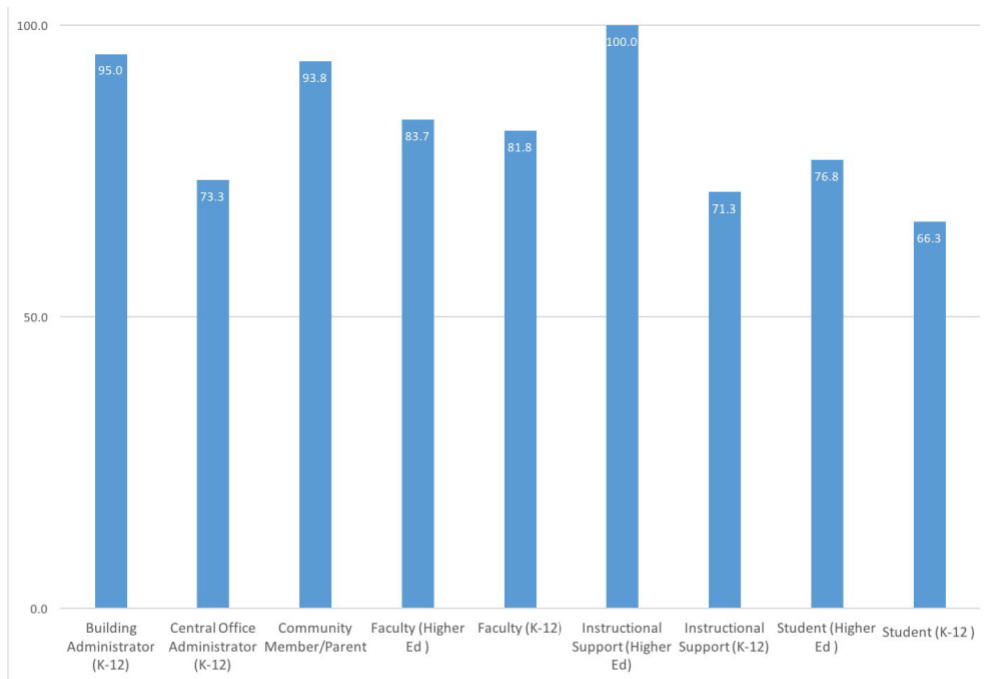
All comments are included below. Qualitative coding was done on the provided comments using a grounded theory approach. Data was coded and categorized as presented here. Several comments left by respondents indicate a strong need for and interest in the Digital Age Teaching and Learning program:

- LOVE this idea. Its very foundation is inclusive design. Everyone has the opportunity to succeed-wish it was offered here in Canada.
- I am currently enrolled at UCA as an undergrad pursuing a degree in FACS Education. This kind of higher education would benefit so many students, other teachers, parents, and the community. I would love to have this kind of opportunity.
- Integrating and using digital in a digital world better prepares those who will use the product!
- Please do this!
- I think this would be beneficial!
- I would be very interested in pursuing a post masters degree in Digital Age leading and Learning. I have been researching looking for programs similar to this and they seem few and far between especially locally. I would apply if you started it.
- Excellent and vital sphere of pursuit. Focus on tools and technique.
- I think of each degree program as a path to a future position. My district has limited resources, so the personnel we hire would need to have the appropriate certifications for the positions currently available: LMS would need to be certified in LMS. Admins in district or building level administration, teachers in whatever they are teaching, etc. So I am thinking in my particular district, we currently have one instructional facilitator, but we might hire another. This degree or program of study would currently only affect one potential hire unless the candidate has additional certification. On the other hand, last year we talked about hiring an instructional facilitator for educational technology, and this degree or program would have been perfect for that candidate. A graduate of this program would definitely have better opportunities at a larger district. The courses sound beneficial, but more like something I would want graduates of your teacher ed program to have. I also would love to see all of those offered as PD my teachers could attend.
- Very excited and well needed. I am seeing online citizenship and social media addiction as being a major issue with our students and adults as well.
- I would definitely enroll in this program.
- I think this program could have a lot of value as technology is everywhere, but most don't know how to utilize it appropriately to enhance student learning.

Two comments were particularly constructive and helped add insight to the what other possibilities could emerge from this program:

- Ed. S. Is great, but most seeking their specialization has to do with a specific district level position. What if some digital literacy classes were offered as an additional "certificate" of digital literacy in education, so more public school faculty could gain exposure and take it back to the classroom, rather than the administration hub? Not all good news trickles down to teachers.
- Only if it has an endorsement for my license

Another comment emphasized the need to distinguish the Digital Age Teaching and Learning program from traditional graduate technology (ITEC) programs, as the EdS program being proposed here is one that focuses on classroom learning that can be augmented through mobile technology and digital age teaching approaches.

- Does UCA already have an instructional technology program?

The development of this program was based on an analysis of local higher education offerings for teachers. An analysis of local higher education offerings for classroom teachers wishing to remain in the classroom indicates a need for a post-master's program in Digital Age Teaching and Learning, which is primarily aimed at improving classroom learning.

While the scope for recruiting in this program will be global, there is a chance that students graduating from the UCA Master of Arts in Teaching (MAT) program (as well as any other content master's program) may be looking for an additional level of training, specific to the needs of digital age learners and illustrated by the survey described earlier. One such student spoke with the chair of the Department of Teaching and Learning about a general need for an opportunity to participate in a practitioner-based program to continue his learning, growth, and development in pedagogy to better serve his students. Unfortunately for this student, there currently does not exist a program beyond the master's degree he earned at UCA that would align with his desire to stay in the classroom. The EdS program proposed here could address that need.

Other reputable universities offer master's-level programs in digital age curriculum and leading but no EdS programs. These programs are striking in that they are distinctly separate from the instructional technology programs offered at the same university or college.

- The University of Oklahoma (Norman, Oklahoma) offers both a "21st Century Teaching and Learning" degree and two other technology-mediated master's degree programs: "Integrating Technology in Teaching" and "Instructional Design and Technology."
- Loyola, The University of Maryland (Baltimore, Maryland) offers both a "Teaching and Learning in the Digital Age" degree and two other technology-mediated master's degree programs, an MA and an MEd in "Educational Technology."
- Johns Hopkins, School of Education (Baltimore, Maryland) offers a master's degree with either a Digital Age Learning or an Educational Technology specialization.
- Lamar University (Beaumont, Texas) offers both a "Digital Leading and Learning" degree and a degree in "Educational Technology Leadership."

No other university in Arkansas offers the options already present at the schools listed above, and no other university in the nation (based on much research) offers an EdS degree for either specialization. This serves as an opportunity for UCA to be a pioneer and leader in offering the only EdS degree option in digital age teaching and learning.

The EdS program should not be mistaken for an extension of the existing instructional technology (ITEC) program at UCA, which has traditionally prepared professionals to support teachers or other educators in the field as an instructional facilitator. (The program has recently been significantly revised, but remains distinct from the goals of the proposed EdS program.) To reiterate, the EdS in Digital Teaching and Learning focuses, rather, on expanding pedagogical approaches in the classroom and increasing student engagement in face-to-face contexts, and in such a way that the technology is a means to effect transformational learning—but technology is not the focus itself.

7. CURRICULUM

7.1 CURRICULUM SUMMARY

The program requires 30 graduate semester credit hours beyond the master's degree, including 18 hours in required courses, six hours selected from approved electives, and a six-hour capstone course. No more than six approved graduate hours from a previous degree can be applied to the EdS program in Digital Age Teaching and Learning. All the courses listed in this section are new, as indicated by the leading asterisk.

Required courses (18 hours)
*EDDL 7300 Empowering Digital Age Learners through Mobile Technology
*EDDL 7342 Digital Equity and Culturally Responsive Teaching in the Digital Age

*EDDL 7390 Approaches to Digital Age Thinking & Learning
*EDDL 7312 Professional Learning in the Digital Age
*EDDL 7362 Impact of Digital Literacy and Citizenship on Teaching and Learning
*EDDL 7380 Intermediate Research Methods

Electives (6 hours)

*EDDL 7335 Professional Learning Communities and Social Media
*EDDL 7375 Digital Authorship and Cultivating Open Educational Resources
*EDDL 7399 Emerging and Disruptive Technology in Learning
*EDDL 7328 Digital Age Learning Environments
*EDDL 7388 Redefining Roles in the Digital Age

Capstone (6 hours)

*EDDL 7699 Capstone

7.2 NEW COURSE DESCRIPTIONS

EDDL 7300 EMPOWERING DIGITAL AGE LEARNERS THROUGH MOBILE TECHNOLOGY The emphasis of this course is how mobile technology can help educators create learning environments that are empowering, engaging, and accessible to all students.

EDDL 7312 PROFESSIONAL LEARNING IN THE DIGITAL AGE This course provides an in-depth approach to creating and executing dynamic professional learning activities that are enhanced through mobile technology and personalized delivery. The overarching goal of this course is to prepare educators to empower their students and their colleagues to learn in ways more suited to the digital age.

EDDL 7328 DIGITAL AGE LEARNING ENVIRONMENTS This course empowers students to evaluate, design, and facilitate a variety of digital learning environments to support teaching and learning. Examines theories of social interaction, multimodal learning, and digital literacy as they support the development of digital learning environments to address specific instructional goals. Digital learning environments, such as MOOCs, learning management systems, makerspaces, flipped learning, and social networks, will be evaluated and designed to meet teaching and learning goals that are socially and culturally appropriate to all learners.

EDDL 7335 PROFESSIONAL LEARNING NETWORKS AND SOCIAL MEDIA IN TEACHING AND LEARNING This course will explore connectivist and constructivist approaches as well as the practical application of developing and evolving professional learning networks among professionals through social media as well as using social media as a collaborative tool for teaching and community-building.

EDDL 7342 DIGITAL EQUITY AND CULTURALLY RESPONSIVE TEACHING IN THE DIGITAL AGE This course provides a foundation for understanding the inherent need of access to digital services and media by learners and stakeholders. Students will examine social, economic, and political issues involved in digital equity and universal access, especially as they pertain to the empowerment of all learners, regardless of disability, race, ethnicity, or socioeconomics.

EDDL 7362 IMPACT OF DIGITAL LITERACY AND CITIZENSHIP ON TEACHING AND LEARNING This course provides a framework for understanding what it means to be an educator who is an empowered digital citizen and what steps one can take to cultivate and model principles of digital learning that empower learners as responsible digital citizens and consumers of digital media.

EDDL 7375 DIGITAL AUTHORSHIP AND CULTIVATING OPEN EDUCATIONAL RESOURCES This course provides a foundation for analyzing, evaluating, and cultivating a variety of digital media, specifically for the purpose of promoting open-access resources to support and enhance learning opportunities. The overarching goal of this course is to prepare educators to empower their students as authors, curators, and critical analysts of multimodal digital media.

EDDL 7380 INTERMEDIATE RESEARCH METHODS IN THE DIGITAL AGE The emphasis of this course is research design and methodologies used in educational research studies, including qualitative, quantitative, and mixed methods. Students will develop a research proposal and mini-study to help inform their program capstone project, which will center on how educators can shape learning experiences that are personalized, engaging, and critically tied to state standards and core competencies in the digital age.

EDDL 7388 REDEFINING EDUCATOR ROLES IN THE DIGITAL AGE This course provides a framework for articulating and evaluating the changing roles of the educator in the digital age. Specific focus will be on how society has created a need for educators to redefine their responsibilities, and how teachers can use this redefinition as an opportunity to better empower themselves and their students through resource management and structured change.

EDDL 7390 APPROACHES TO DIGITAL AGE THINKING AND LEARNING This course will prepare educators to critically evaluate and subsequently execute learning activities centered around the principles of digital age thinking and learning. Specific focuses will be on brain-based learning, neuromyths, growth mindset, computational thinking, motivation theories, and design thinking.

EDDL 7399 TEACHING AND LEARNING WITH EMERGING AND DISRUPTIVE TECHNOLOGY This course delves into the capacity and potential of teaching and learning relative to emerging and disruptive technology. The emphasis of this course is on meeting the needs of all learners through a critical evaluation of mobile technology apps and hardware to better differentiate fads from cutting edge pedagogical approaches and tools.

EDDL 7699 CAPSTONE As a capstone course, students will demonstrate the collected knowledge and skills they have learned while in the Digital Age Teaching and Learning program in a single, original action research project of the student's choice and with departmental approval. Prerequisite: All required EDDL coursework.

7.3 PROGRAM ADMISSION

Requirements to enter the program are a 3.0 graduate GPA, a master's degree from an accredited university, and submission of a "Statement of Professional Goals." Prospective students can come from any field, K–12 or university level, and this program will not grant licensure or endorsement in teaching in Arkansas.

7.4 PROGRAM OUTCOMES

Students will be expected to evaluate a variety of instructional strategies and assessment types by using mobile technology. The ultimate purpose of the subsequent expectations is for educators to design learning experiences that empower and engage students while making learning opportunities accessible to all.

Students will be expected to articulate and execute learning experiences that address the specific needs of digital age learners, particularly with respect to interactions through mobile technology. The ultimate purpose of this expectation is for educators to create opportunities for teacher and students to craft

personalized and engaging learning experiences that maintain fidelity with state standards and core competencies while harnessing specific principles of digital age thinking and learning.

Students will be expected to design and implement a variety of formative and summative assessments, in particular, those enhanced by mobile technology. The ultimate purpose of this expectation is for educators to create opportunities for teacher and students to reflect on and implement purposeful assessments in an effort to craft a personalized and engaging learning experiences that maintain fidelity with state standards and core competencies.

Students will be expected to evaluate and design approaches to teaching digital citizenship to students and the responsible use of digital media as an empowered professional. The ultimate purpose of this expectation is for educators to create opportunities for teacher and students to reflect on digital citizenship in an effort to craft a personalized and engaging learning experiences that maintain fidelity with state standards and core competencies.

An advisory board composed of global educators and digital age learning experts will review the program and assessment data for continuous improvement. Potential advisory board members have already been contacted about the possibility of serving.

8.   FACULTY

Dr. Michael S. Mills, EdD, University of Arkansas at Little Rock

Dr. Donna Wake, EdD, Temple University

Dr. Deborah Dailey, EdD, University of Arkansas at Little Rock

Dr. Jason Trumble, PhD, Baylor University

9.   DESCRIPTION OF RESOURCES

Instructional costs. No new instructional costs will be incurred. The program will draw upon current literature in the field and will be delivered online. The Department of Teaching and Learning gained a new faculty line last year, and with a slight decrease in MAT enrollment, the department has the current faculty resources available for this program. Further, the department will offer highly desirable courses in the summer and use summer incentive money to offset the cost of additional adjunct instructors.

Library resources in the field. Torreyson Library allows access to a wide range of resources, particularly peer-reviewed books and journals, both on-site and also off-campus, which will prove useful to this wholly online program. The Iliad interlibrary loan system gives students digital access to resources at other institutions and can be accessed from anywhere in the world and at any time. The full list of multidisciplinary databases, publication finders, and access to the interlibrary loan system can be found at the Torreyson Library Graduate Student Resources website, found here: http://uca.edu/library/graduate-student/.

Facilities. While the proposed program is to be wholly online, no classroom resources will be needed. However, students would have access to existing resources, should they need them. For example, the Technology Learning Center in Mashburn offers students instructional support both on and off campus, including Chalk & Wire portfolio support; the IT Help Desk in Burdick offers technical support for technology issues, including Blackboard learning management (LMS) support, and can be accessed both on campus and off. The Blackboard LMS also includes for students its own technical support resources, which supplement what UCA already offers.

The Center for Technology Excellence provides instructional design support for full-time faculty and adjuncts.

10. NEW PROGRAM COSTS – EXPENDITURES FOR THE FIRST 3 YEARS OF PROGRAM OPERATION

No new program costs are anticipated.

11. SOURCES OF FUNDING – INCOME FOR THE FIRST 3 YEARS OF PROGRAM OPERATION

The existing College of Education budget will be the source of funding for the new program (see items 9 and 10 above). An anticipated enrollment of 10–15 students per semester will provide tuition revenue ($19,500–$29,250); no special program fees will be required.

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

The proposed program will be housed in the Department of Teaching and Learning in the College of Education.

Figure 2: Program Organizational Chart
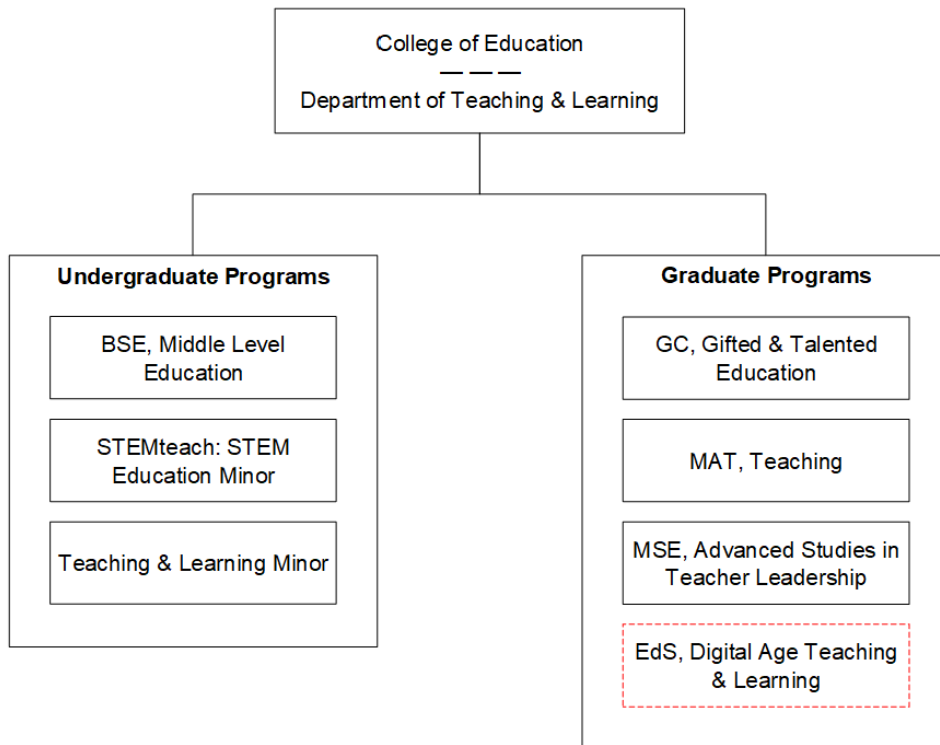
13. SPECIALIZED REQUIREMENTS

No specialized requirements.

14. BOARD OF TRUSTEES APPROVAL

August 16, 2019 (expected: next schedule meeting)

15. SIMILAR PROGRAMS

There is no other regional EdS program in digital age teaching and learning, one that focuses on the development of pedagogical and leadership skills of classroom teachers. Most technology-based programs at other universities (as well as UCA) are geared toward preparing administrators to address issues of leadership as they relate to technology or to prepare those who wish to design online teaching experiences or provide technical support at the district level.

While advanced degree programs in leadership are valuable in their own right, there still remains an absence of advanced degree options for those who wish to develop their pedagogical and leadership skills from the locus of the classroom rather than the administrator's office.

The closest approximations to this type of degree program are the MEd in Learning and Leading at Lamar University in Beaumont, Texas, and the MEd in 21st Century Teaching and Learning at the University of Oklahoma in Norman, Oklahoma. Both have course selections similar to courses being proposed at UCA (e.g., Digital Citizenship, Open Educational Resources, Assessing Digital Learning), but they are limited to a master's degree. Additionally, the programs do not include courses that fully cover the ISTE Standards for Students, nor do they include courses focused on the vision of increased accessibility and equity through digital-age learning. These programs serve as acceptable, if somewhat lacking, options for those seeking to augment their their pedagogical skills, but only if a master's degree is the desired academic goal. These institutions do not offer a specialist's option.

16. DESEGREGATION

In Fall 2018, UCA reported a graduate student body of 1,752. Members of all minority groups comprised 16.1% of graduate students at UCA; black students comprised 8.8% of the graduate student body in this term. Within the College of Education, the graduate student body was 657 in Fall 2018. Members of minority groups comprised 16.9% and black students comprised 11.9% of the College of Education graduate student body in this term. These numbers have been fairly steady within the College of Education over a number of years—averaging 16.5% minority and 12.3% black Fall 2014 through Fall 2018—and we expect that enrollment in the proposed program will reflect the overall profile of the student body enrolling in graduate programs in the College of Education.

17. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)

N/A

18. ACADEMIC PROGRAM REVIEW

We expect to conduct the first post-implementation program review during AY 2025-2026.

19. ADDITIONAL INFORMATION REQUESTED BY ADHE STAFF

If required.

20. INSTRUCTION BY DISTANCE TECHNOLOGY

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

Yes   X   No

If Yes, please review the information included below in items 20.1–20.5 and add any additional information you believe to be important to include. If No, delete items 20.1–20.5.

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

Under the direction of the Associate Provost for Academic Success, 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 Technology/CIO, the Director of Transfer Services, the Director of the Center for Teaching Excellence, the Director of Admissions, University Marketing and Communications, and the Online Learning Advisory Committee to support the mission and goals of UCA Online.

Under the direction of the Director of Online Learning, UCA Online's Program Coordinator has a primary responsibility for assisting interested students in enrolling and for 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 Academic Success, 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, the UCA Online Course Review Rubric, 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 three times, the second step is a review of the online course by a designated team using the UCA Online Course Review Rubric. Given continuous advances in online technology and pedagogy, the purpose of this review is to provide the instructor/developer with constructive feedback to improve student success in the course. The UCA Online Course Review Rubric has a total of 48 objectives throughout six sections. The sections include Course Overview and Information, Course Technology and Tools, Course Design and Layout, Course Materials and Activities, Course Interaction, and Course 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.

NOTIFICATIONS/DELETIONS

Notification: Deletion of Post-Master's Certificate, Adult Nurse Practitioner

The School of Nursing has requested that its Post-Master's Certificate (PMC), Adult Nurse Practitioner, be deleted, based on low enrollment—no students are enrolled—and changes in the workforce. The corresponding track within the Master of Science in Nursing (MSN) was deleted in August 2018, and courses were deleted or repurposed at that time.

All appropriate councils and administrators have recommended approval of this deletion.

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

Graduate Program Deletion Form

Department: __School of Nursing - Post Master's Certificate__   Date: __February 22, 2019__

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): __Adult Nurse Practitioner Post Master's Certificate (not listed in Bulletin; listed in Banner)__

Complete and attach ADHE form LON-5.

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

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

Recommended by Department and College (action required)		
1. _Pamela Ashcraft_ 2/22/19	2. _Susan L. Gatto_ 2/22/19	
Department Curriculum Committee Date	Department Chair Date	
3. _Alice Hardy by J Raw_ 2/26/19	4.	
College Curriculum & Assessment Committee Date	College Dean Date	

Recognized by University Councils (information only)		
Is this a teacher education program or option? No	5.	
If YES, must be reviewed by the Professional Education Council.	Professional Education Council Date	
6. _____ 4/18/19	7. _Alicia Crow_ 5/1/19	
Graduate Council Date	Council of Deans Date	

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

Approved by		
8. _____ 5/17/2019	9. _____ 5/20/19	
Provost Date	President Date	

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

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

Removed from the Bulletin by	**Ended in Banner by**
12. _____	13. _____ 6/7/2019
Office of the Provost Date	Office of the Provost Date
Ended in Degree Works by	
14. _____	
Graduate School Date	

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

Rec'd by
Graduate SCHOOL
FEB 2 7 2019 AB

ORIGINAL

LETTER OF NOTIFICATION – 5

DELETION

(Certificate, Degree, Option/Emphasis/Concentration, 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

Upon notification

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

PMC, Adult Nurse Practitioner

6. CIP code

51.3801

7. Degree code

8516

8. Reason for deletion

Deletion of the Adult Nurse Practitioner track in the Master of Science in Nursing (MSN), 08/08/2018; lack of enrollment in the program; and changes in the workforce.

9. Number of students still enrolled in program

None

10. Expected graduation date of last student

N/A

11. Provide curriculum for deleted program/unit

All courses specific to the PMC were deleted when the corresponding MSN track was deleted in August 2018.

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

N/A. See item 11.

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

N/A. See item 9.

14. Indicate the amount of funds available for reallocation.

No funds are available for reallocation.

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

If requested.

President/Chancellor Approval date: 2019-05-20

Board of Trustees Notification Date: 2019-08-16 (expected; next scheduled meeting)

Chief Academic Officer: _Patricia L. Poulter_   Date: 2019-05-17

[UCA form updated 2017-10-18]

Notification: New Program by Reconfiguration of Existing Curricula: Bachelor of Science in Cybersecurity Management

The Department of Management Information Systems in the College of Business has, by reconfiguration of existing curricula, a new Bachelor of Science (BS) degree in Cybersecurity Management. This reconfiguration draws technical curriculum from existing programs in Cybersecurity and Information Systems and business/management/strategy curriculum from business core and foundation curricula and from existing programs in Management, Management Information Systems, and Political Science. Only one new course was needed to create the new degree program.

The new program will, in comparison with UCA's existing BS in Cybersecurity, concentrate more on cybersecurity strategy and management than on the highly technical application focus. It will still include significant technical skills from Computer Science or technical Information Systems content. The technical content is somewhat different than the other two cybersecurity degrees in Arkansas, because it concentrates more on network and network architecture rather than computer architecture and associated software. But the primary difference is that this degree focuses on managing and leading the cybersecurity operation, from ethical and legal considerations, to strategic planning, risk assessment, and response techniques.

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

Supporting materials (following pages): (1) UCA Curriculum Form U3 and (2) selected program information. Note that attachments identified in the program information are not included here.

New Undergraduate Program Transmittal Form

Department: Management Information Systems _____ Date: 1/28/2019

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: Cybersecurity Management

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

☒ New degree program (Attach ADHE Form P-1 and an Academic Assessment Plan.*)

☐ New degree program by "reconfiguration" of an existing degree program (Attach ADHE Form LON-11 and an Academic Assessment Plan.*)

☐ New certificate program (Attach ADHE Form LON-8 or LON-9, an Academic Assessment 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 Academic Assessment Plan.

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

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

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

Recommended by Department and College

1. _____	28 JAN 2019	2. _____	1/28/19
Department Curriculum Committee	Date	Department Chair	Date
3. _____	2/15/19	4. _____	2/25/19
College Curriculum & Assessment Committee	Date	College Dean	Date

Recommended by University Councils/Committees

Is this a new degree or certificate program? _____ Yes _____   Is this a new teacher education program or option? _____ No

If YES, then must be reviewed by the Academic Assessment Committee.   If YES, must be reviewed by the Professional Education Council.

5. _____		6. _____	
Academic Assessment Committee	Date	Professional Education Council	Date
7. _____	3-26-19	8. Alicia Crow	4/10/19
Undergraduate Council	Date	Council of Deans	Date

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

Approved by

9. _____	4/22/2019	10. _____	4/24/19
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	**Recorded in Bulletin by**
		14. _____
		Office of the Provost Date

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

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

REASON FOR DEVELOPING THE PROPOSED PROGRAM

The motivation for this new program was derived directly from stakeholder input, including students and employers. One of the largest stakeholders in this case was the State of Arkansas. The state provided a grant of about $500,000 to set up the Cyber Range at the UCA campus. The governor has provided positive direction in seeking an enhanced technology posture in the state, from high school through higher education. In addition, all related programs within the state as well as published curricula guidelines were examined (such as www.cyberseek.org).

Probably the most important impetus for this program came from employers who hire technology graduates from UCA. We discussed with many employers their security needs and the skills graduates should possess. According to employers, the field has changed significantly in the past few years. Cybersecurity professionals have been somewhat common in government and in large technology companies, but smaller companies typically outsourced this activity. This is no longer the case; companies of all size now are hiring cyber specialists. This stems mostly from the new and daunting cyber threats that are growing rapidly. For many, especially smaller companies, the need is for someone to manage and lead the process, including risk assessment, training, and recovery. Larger companies require more technical personnel, who actively monitor and guard against threats, including traffic analysis, defense in depth, system administration, etc.

This degree program is designed to prepare graduates to both undertake these technical roles as well as be capable of managing the cybersecurity process. This differs from the goal of the other two cybersecurity degree programs in the state, where the aim is technical competence. This program has fewer technical courses, by design; it includes instead several required courses on managing and leading the effort. This includes understanding standards, legal guidelines, ethical considerations, risk analyses, change, strategic policies, etc.

The following companies provided expressed support for the new degree program in their responses to our survey:

- Acxiom Corporation: Mr. Paul Montrose, Senior Manager of Learning and Development
- ArcBest Technologies: Mr. Byron Paschal, Associate Director, Information Security
- Dillard's IT: Nancy Jordan, Security Director
- Euronet Worldwide: Rob Brakensiek, Development & Security

In addition, discussions were held with other employers, who provided input via other means (meetings and phone conversations). This included Zack King (Metova), Craig Spohn (Executive Director and President of Cyber Innovation Center in Bossier, LA), Allison Nicholas (First Orion), and Summer Bartczak (CEO of AMTR), as well as others. Employers suggest that cybersecurity will be ever more important in the future, as data becomes more critical and useful, and the need to protect it becomes more vital. This includes technical proficiency, as well as managerial expertise. As Paul Montrose, Senior Security Manager at Acxiom Corporation stated, "The need is not just for technical analysts who monitor traffic; the need is for graduates who can manage the process of cyber defense."

PROGRAM CURRICULUM

The degree of Bachelor of Science with a major in Cybersecurity Management requires successful completion of 120 hours including (1) the UCA Core: complete 38 hours to meet lower-division UCA Core requirements (not detailed in the curriculum list below); (2) 15 hours of business requirements; (3) 6 hours of statistics/math; (4) 28 hours of technology courses; (5) 21 hours of strategy/management courses; and (6) electives to bring total credit hours to 120. Only one new course has been created for the proposed program: MIS 4375 Cybersecurity Strategy and Management (identified in the curriculum table by a pre-pended asterisk).

Required courses that may be taken as part of the UCA Core:

ECON 2310 Global Environment of Business
ECON 2320 Macroeconomics
MGMT 2301 Business Communications
PSCI 1330 US Government and Politics

Business requirements [15 credit hours]:

ACCT 2310 Accounting I
ECON 2321 Microeconomics
MIS 3321 Managing Systems and Technology
FINA 3330 Managing Finance and Capital
MGMT 3340 Managing People and Work

Mathematics/statistics requirement [6 credit hours]:

QMTH 2330 Business Statistics **or** MATH 2311 Elementary Statistics
MATH 1395 Applied Mathematics for Business (or higher)

Technology requirement [28 credit hours]:

CSCI 1470 Computer Science I
CSEC 2300 Introduction to Cybersecurity
CSEC 3320 Computer Forensics
MIS 3328 Systems Analysis and Design
MIS 3363 Networking I
MIS 3365 Database Applications
MIS 4360 Information Security
MIS 4363 Networking II
MIS 4364 Computer and Network Security

Strategy/management/policy requirement [21 credit hours]:

PSCI 2300 International Relations
PSCI 3316 Cybersecurity Law and Policy

PSCI 3369 Cybersecurity Citizenship
MGMT 3305 Business Ethics
MIS 4361 Cybersecurity Governance and Policy
*MIS 4375 Cybersecurity Strategy and Management
MIS 4355 Project Management

PROGRAM RESOURCES

1. Summary: No New Investments Required

The university's investment in the existing BS in Cybersecurity prepared the way for the proposed, related program, because additional faculty have already been hired in the Departments of Computer Science, Management Information Systems, and Political Science, thereby creating the human resource capacity to support both the existing program and the proposed program in Cybersecurity Management. No additional funds are required to implement the program. At the same time, no funds are becoming available for reallocation because of this change, although the university will see additional revenue from the existence of the new program. (See item 4, below.)

2. Faculty/Staffing

Current faculty within the Department of Management Information Systems (MIS), the Department of Computer Science (CS), and the Department of Political Science (PSCI) are sufficient for this program. All three departments received a new faculty line to support this program and the existing BS in Cybersecurity. MIS hired a new faculty member with a PhD in Information Systems from Oklahoma State and a career in the US Air Force as a Cybersecurity officer (Dr. Joe Thomas). Network and infrastructure security is well-manned in the MIS Department by two PhD faculty who worked for years as network managers in organizations (Dr. Jeff Hill and Dr. Shuaifu Lin). This program only includes one new course (MIS 4375 Cybersecurity Strategy and Management); all the others are existing courses. This new course will be offered once per year, so the additional resource requirement will be minimal.

3. Other Resources

As noted, the proposed program cannot be considered without understanding the existing program for cybersecurity, housed in the Computer Science (CS) Department and formally started in Fall 2018. While the two programs are significantly different (as discussed throughout this proposal), they will share some of the same resources. Funding for these programs was done through UCA's Strategic Budget Advisory Committee, which strategically allocated funds for three additional full-time faculty positions for cybersecurity, one in Computer Science, one in MIS and one in Political Science. These positions are now filled with the expectation that they will be used for both cybersecurity programs—the existing BS in Cybersecurity and the proposed BS in Cybersecurity Management. The new program initially will not cost anything extra; all resources are currently in place.

There are three courses in this program which belong to the Department of Computer Science, including CSCI 1470 Computer Science I, CSEC 2300 Introduction to Cybersecurity, and CSEC 3320 Computer Forensics. UCA has in place a Cyber Range, which will be used in a few classes. The Department of Political Science has courses in this program and has capacity for these students. The MIS Department has the majority of courses in this program, and has sufficient capacity as well. Existing faculty, plus the three new lines that have already been hired, will sufficiently support this program. The facilities that will be used in this program are already present and used in other programs, including classrooms and labs.

4. Revenue Projections

The revenue projections in this section are based on the following two assumptions: (1) that eight students will enter the program in the first year who have not previously attended UCA, cohorts will grow by three students each year, and students will be retained at a 78% rate; and (2) that, starting from the AY 2019-20 undergraduate in-state tuition rate of $227.00/credit hour, tuition will grow on average by 2.98% per year (based on a ten-year average of tuition increases, AY 2010-11 through AY 2019-20).

The table below projects tuition revenue only over the four-year ideal lifecycle of a student cohort; for simplicity's sake, course and lab fees associate with some courses in the program are not included in these calculations, and other university fees are similarly excluded from the projection.

	Year 1	Year 2	Year 3	Year 4
Projected annual enrollment	8	17.24	28.82	42.74
Tuition Revenue/FTE student	$ 6,810.00	$ 7,012.94	$ 7,221.92	$ 7,437.14
New student tuition revenue	$ 54,480.00	$ 120,903.05	$ 208,135.84	$ 317,863.23

Notification: New Concentration in the MSE in Advanced Studies in Teacher Leadership: Digital Age Teaching and Learning

The Department of Teaching and Learning in the College of Education has proposed a new concentration in the existing Master of Science in Education (MSE) program in Advanced Studies in Teacher Leadership. The new 15-hour MSE concentration—Digital Age Teaching and Learning—has been created from courses related to or developed for the proposed EdS program of the same name (see the action item in this agenda). The new concentration will provide teachers who wish to earn a master's degree the opportunity to expand their influence, deepen their practice, or continue their learning without leaving the classroom, with a focus on transforming face-to-face learning through active student-centered pedagogy that is enhanced through mobile technology. The department has the capacity to offer the new concentration without additional investments in faculty, equipment, or facilities.

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

Supporting materials (following pages): (1) UCA Curriculum Form 3G, (2) Curriculum and Course Descriptions.

New Graduate Program Transmittal Form

Department: __Department of Teaching and Learning__   Date: __03/04/19__

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: MSE __ASTL Program/Digital Age Teaching & Learning (EDDL)__

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

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

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

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

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

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

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

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

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

Recommended by Department and College

1. _Rochelle Mills_ 3/8/19
Department Curriculum Committee / Date

2. _[signature]_ 3/8/19
Department Chair / Date

3. _[signature]_ 3-26-19
College Curriculum & Assessment Committee / Date

4. _Victoria Groves Scott_ 3-26-19
College Dean / Date

Recommended by University Councils/Committees

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

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

5. _____
Academic Assessment Committee / Date

6. _____
Professional Education Council / Date

7. _[signature]_ 5-9-19
Graduate Council / Date

8. _Alicia Crow_ 5/22/19
Council of Deans / Date

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

Approved by

9. _[signature]_ 5/24/2019
Provost / Date

10. _[signature]_ 5/28/19
President / Date

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

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

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

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

Recorded in Bulletin by

14. _____
Office of the Provost / Date

Recorded in Banner by

15. _____
Office of the Provost / Date

Recorded in Degree Works by

16. _____
Graduate School / Date

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

REC'D

MAR 2 9 2019

GRADUATE OFFICE

Curriculum: Required Courses

EDDL 6353 Responsible Use of Social Media in Education
EDDL 6369 Designing Authentic Learning Opportunities through PBL
EDDL 6388 Sparking and Sustaining Creativity and Innovation
EDDL 7342 Digital Equity and Culturally Responsive Teaching in the Digital Age
EDDL 7390 Approaches to Digital Age Thinking and Learning

Course Descriptions

EDDL 6353 RESPONSIBLE USE OF SOCIAL MEDIA IN EDUCATION Digital age learners access information and communicate and learn through a myriad of media tools. This course will explore issues related to teaching and learning with and through social media, including educators' ethical use of and responsibilities in relation to social media, capitalizing on new forms of communication for learning, social media fluency, and social media communication strategies.

EDDL 6369 DESIGNING AUTHENTIC LEARNING OPPORTUNITIES THROUGH PBL This course will prepare educators to design and subsequently execute authentic learning activities that are enhanced through the effective use of mobile technology and critical evaluation of digital media. The driving force of this class is the process of developing student-centered learning experiences through project/problem-based learning pedagogies that support digital age learners' continued growth.

EDDL 6388 SPARKING AND SUSTAINING CREATIVITY AND INNOVATION Students in this course will learn how to manage learning opportunities that allow for innovation and creativity within the spectrum of mobile technology available today. Today's learners have easy access to a wealth of digital content, but the current consumption-driven interaction with online media can hamper students' ability to realize their potential for creativity and innovation. Students will be required to design a systematic approach to giving digital age learners an opportunity to articulate their innovative or creative vision.

EDDL 7342 DIGITAL EQUITY AND CULTURALLY RESPONSIVE TEACHING IN THE DIGITAL AGE This course provides a foundation for understanding the inherent need of access to digital services and media by learners and stakeholders. Students will examine social, economic, and political issues involved in digital equity and universal access, especially as they pertain to the empowerment of all learners, regardless of disability, race, ethnicity, or socioeconomics.

EDDL 7390 APPROACHES TO DIGITAL AGE THINKING AND LEARNING This course will prepare educators to critically evaluate and subsequently execute learning activities centered around the principles of digital age thinking and learning. Specific focuses will be on brain-based learning, neuromyths, growth mindset, computational thinking, motivation theories, and design thinking.

<u>Notification: New Undergraduate Minors: Multicultural Psychology, Legal Studies, and Insurance and Risk Management</u>

Three new undergraduate minors have been developed, available to students fall 2019.

The Department of Psychology and Counseling in the College of Health and Behavioral Sciences has developed a 21-hour minor in Multicultural Psychology, Diversity, and Inclusion. The minor in Multicultural Psychology, Diversity, and Inclusion will benefit students by increasing their multicultural competence and improving their ability to integrate empirical tools and findings regarding diverse populations.

The Department of Political Science in the College of Liberal Arts has developed a 24-hour minor in Legal Studies. The Legal Studies Minor provides an interdisciplinary academic foundation for students interested in legal systems and their roles in society. It serves students interested in law as a social phenomenon or in pursuing careers in which some grounding in legal studies is helpful—fields such as media, business, human resources, government service, and communication.

The Department of Economics, Finance, and Insurance and Risk Management in the College of Business has developed an 18-hour minor in Insurance and Risk Management. The program is expected to be particularly useful to students in majors requiring foundational knowledge and skills in risk management and insurance—for example, students majoring in health service administration. Students completing the minor are expected to be able to assess life, health, property, business, and financial risk; and to evaluate and create alternatives to mitigate the consequences of adverse events.

All appropriate councils and administrators have recommended approval of these minors.

Supporting materials (following pages): for each of the minors, (1) UCA Curriculum Form U3 and (2) Minor Curriculum.

Curriculum Form U3: Minor in Multicultural Psychology, Diversity, and Inclusion

University of Central Arkansas

New Undergraduate Program Transmittal Form

Department: __Psychology and Counseling__   Date: __3/7/2019__

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 Multicultural Psychology, Diversity, and Inclusion__

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

- ☐ New degree program (Attach ADHE Form P-1 and Curriculum Attachment D.*)
- ☐ New degree program by "reconfiguration" of an existing degree program (Attach ADHE Form LON-11 and Curriculum Attachment D.*)
- ☐ New certificate program (Attach ADHE Form LON-8 or LON-9, Curriculum Attachment D,* 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 and Curriculum Attachment D.)
- ☒ New minor program (Attach ADHE Form LON-3.)

*Consult the Director of Assessment before completing Curriculum Attachment D. This attachment, signed by the Director of Assessment, must accompany the curriculum proposal throughout the internal curriculum process.

**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. Attachment C must accompany the proposal throughout the internal curriculum process.

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

Recommended by Department and College

1. _____	3/11/19	2. _____	3/12/19
Department Curriculum Committee	Date	Department Chair	Date
3. _Alicia Landry_	3/11/19	4. _____	3/12/19
College Curriculum & Assessment Committee	Date	College Dean	Date

Recommended by University Councils

Submit proposals to the appropriate university Council(s) at least one month before the meeting in which action is desired.

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

5. _____		6. _____	4-16-19
Professional Education Council	Date	Undergraduate Council	Date
7. _Alicia Crow_	5/1/19		
Council of Deans	Date		

Approved by

8. _____	5/17/2019	9. _____	5/20/19
Provost	Date	President	Date

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

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

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

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

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

Form updated February 15, 2019   Page 1 of 2

Curriculum: Minor in Multicultural Psychology, Diversity, and Inclusion

Prerequisites

(Prerequisites may count toward general education requirements as well as towards the minor.)

*PSYC 1300 General Psychology (3 hours)

Required courses

PSYC 3333 Multicultural Psychology (3 hours)
PSYC 3360 Social Psychology (3 hours)

Elective courses

(12 hours required. No more than two elective courses may be taken from the same department.)

AFAM 1330 Introduction to African/African-American Studies (3 hours)
ENGL 3315 Gender and Language (3 hours)
H ED 3305 Human Sexuality (3 hours)
H ED 4310 Health Concerns of the Aging (3 hours)
H ED 4395 Contemporary Health Concerns: Women (3 hours)
H ED 4396 Contemporary Health Concerns: Men (3 hours)
PHIL 2360 Gender, Race, and Class: Philosophical Issues (3 hours)
PHIL 3340 Critical Theories of Race (3 hours)
PHIL 3345 Feminist Philosophy (3 hours)
PSYC 3350 Psychology of Women (3 hours)
RELG 1320 World Religions (3 hours)
RELG 3320 Modern Religious Thought (3 hours)
RELG 3330 Religion and Gender (3 hours)

*Note: Psychology majors must take one additional 3-hour psychology course to substitute for the PSYC 1300 prerequisite because PSYC 1300 must be used for the psychology major

Curriculum Form U3: Minor in Legal Studies

University of Central Arkansas

New Undergraduate Program Transmittal Form

Department: __Political Science__   Date: 2/22/19

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 Legal Studies__

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

☐ New degree program (Attach ADHE Form P-1 and Curriculum Attachment D.*)

☐ New degree program by "reconfiguration" of an existing degree program (Attach ADHE Form LON-11 and Curriculum Attachment D.*)

☐ New certificate program (Attach ADHE Form LON-8 or LON-9, Curriculum Attachment D,* 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 and Curriculum Attachment D.)

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

*Consult the Director of Assessment before completing Curriculum Attachment D. This attachment, signed by the Director of Assessment, must accompany the curriculum proposal throughout the internal curriculum process.

**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. Attachment C must accompany the proposal throughout the internal curriculum process.

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

Recommended by Department and College

1. _Stephanie Bellar_ 2/27/19		2. _Clay Arnold_ 2/27/19	
Department Curriculum Committee Date		Department Chair Date	
3. _Stephanie Bellar_ 3/26/19		4. _____ 3/28/19	
College Curriculum & Assessment Committee Date		College Dean Date	

Recommended by University Councils

Submit proposals to the appropriate university Council(s) at least one month before the meeting in which action is desired.

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

5. _____		6. _____ 4-16-19	
Professional Education Council Date		Undergraduate Council Date	
7. _Alicia Crow_ 5/1/19			
Council of Deans Date			

Approved by

8. _____ 5/17/2019		9. _____ 5/2/19	
Provost Date		President Date	

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

10. **Letter of Intent to AHECB (if required)** _N/A_ Date

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

12. **Notification to or Approval by AHECB (as required)** _N/A_ Date

Recorded in Bulletin by

13. _____ Date
Office of the Provost

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

Recorded in Banner by   **Recorded in Degree Works by**

14. _____ Date   15. _____ Date
Office of the Provost Date   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.

Curriculum: Minor in Legal Studies

Required Courses (12 hours)

PSCI 1330 U.S. Government and Politics
PSCI 3375 The American Judicial System (prerequisite: PSCI 1330)
ACCT 2321 Legal Environment of Business I
CRIM 2300 Foundations for Criminal Justice

Electives (12 hours)

(At least nine elective credits must come from one of the following concentrations.)

Public Law and Institutions

This concentration familiarizes students with the various institutions and mechanisms that influence the legal system.

PSCI 3315 International Law and Organizations (prerequisite: PSCI 1330, 2300, or consent)
PSCI 3316 Cybersecurity and Law (prerequisite: PSCI 1330, 2300, or consent)
PSCI 3361 Public Policy Analysis (prerequisite: PSCI 1330, 2305)
PSCI 4300 Constitutional Law (prerequisite: PSCI 1330)
PSCI 4301 Civil Liberties (prerequisite: PSCI 1330)
PSCI 4335 The American Congress (prerequisite: PSCI 1330)

Law and Society

This concentration focuses on law in relation to various groups within society.

CRIM 3381 Police and Society (prerequisite: CRIM 2300, or consent)
CRIM 3370 Criminology (prerequisite: CRIM 2300, or consent)
SOC 4321 Social Policy Analysis (prerequisite: SOC 1300, or consent)
CRIM 4355 Victimology (prerequisite: CRIM 2300, or consent)
PHIL 3330 Philosophy of Law
PHIL 4350 Health Care Ethics (prerequisite: one philosophy course or consent)
MCOM 3301 Media Law and Ethics (prerequisite: JOUR 2300 or consent)

Law and Markets

This concentration focuses on how the law influences business, economic, and financial institutions and their decision-making.

ACCT 3316 Individual Taxation (prerequisite: ACCT 2330 with a C or better)
ACCT 4316 Advanced Income Tax (prerequisite: ACCT 3316 with a C or better)
ACCT 4322 Legal Environment for Business II (prerequisite: ACCT 2321)
ECON 3310 Public Finance
INSU/MGMT 4315 Employee Benefits
FINA 3323 Real Estate
HIST 4336 Work, Wealth, & Power in United States History

Curriculum Form U3: Minor in Insurance and Risk Management

University of Central Arkansas

Curriculum Form U-3

New Undergraduate Program Transmittal Form

Department: ___Economics, Finance, Insurance & Risk Management (EFIRM)___   Date: _03/04/2019_

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: ___Risk Management & Insurance Minor___

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

- ☐ New degree program (Attach ADHE Form P-1 and Curriculum Attachment D.*)
- ☐ New degree program by "reconfiguration" of an existing degree program (Attach ADHE Form LON-11 and Curriculum Attachment D.*)
- ☐ New certificate program (Attach ADHE Form LON-8 or LON-9, Curriculum Attachment D,* 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 and Curriculum Attachment D.)
- ☒ New minor program (Attach ADHE Form LON-3.)

*Consult the Director of Assessment before completing Curriculum Attachment D. This attachment, signed by the Director of Assessment, must accompany the curriculum proposal throughout the internal curriculum process.

**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. Attachment C must accompany the proposal throughout the internal curriculum process.

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

Recommended by Department and College

1. _(signature)_ Department Curriculum Committee Date 3/7/19	2. _(signature)_ Department Chair Date 3/6/19	
3. _(signature)_ College Curriculum & Assessment Committee Date 3/11/19	4. _(signature)_ College Dean Date 3/14/19	

Recommended by University Councils

Submit proposals to the appropriate university Council(s) at least one month before the meeting in which action is desired.

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

5. _____ Professional Education Council Date	6. _(signature)_ Undergraduate Council Date 4-16-19
7. _Alicia Crow_ Council of Deans Date 5/1/19	

Approved by

8. _(signature)_ Provost Date 5/17/2019	9. _(signature)_ President Date 5/2/19

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

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

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

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

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

Form updated February 15, 2019

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Curriculum: Minor in Insurance and Risk Management

Required Courses (12 hours)

INSU 3324 Risk & Insurance
INSU 3315 Life and Health Insurance
INSU 3320 Property and Liability Insurance
FINA 3350 Personal Financial Planning

Electives (6 hours. Choose two)

INSU 4315 Employee Benefits
INSU 4320 Corporate Risk Management
INSU 4330 Insurance Operations and Regulations
INSU 4395 Special Topics (topics vary)
3000- or 4000-level insurance or finance course approved by the advisor

EXECUTIVE SESSION

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

OPEN SESSION

The board unanimously approved the following motion made by Terry Fiddler with a second by Shelia Vaught:

"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 Cornell Maltbia and second by Kay Hinkle:

The University of Central Arkansas Board of Trustees

_____
Bunny Adcock
Chair

_____
Kay Hinkle
Secretary