

The University of Central Arkansas Board of Trustees convened at 3:00 p.m., May 27, 2021, with the following officers and members present:

Ms. Kay Hinkle – Chair
Dr. Terry Fiddler – Vice Chair
Mr. Curtis Barnett – Secretary
Mr. Bunny Adcock
Ms. Amy Denton
Rev. E.C. Maltbia
Mr. Joe Whisenhunt

MINUTES

The board unanimously approved the minutes of the February 19, 2021, board meeting and the April 22, 2021, teleconference meeting as submitted upon motion by Joe Whisenhunt and second by Curtis Barnett.

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

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

REPORTS

President's Report – President Davis recognized Greta Hacker as the 2020 Newman Civic Scholar and Emma Davis as the 2021 Newman Civic Scholar. He also recognized Trevis Belle and the School of Nursing as the recipients of the Bear C.L.A.W.S. awards. President Davis and Dr. Randy Pastor provided a COVID-19 update.

Audit and Finance Committee Update - Curtis Barnett, chair of the Audit and Finance Committee, informed the trustees on the audits that were reviewed by the committee.

Financial Update - Diane Newton provided a financial update.

ACTION AGENDA

Contract Review Procedures – Board Policy No. 416

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

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

1. Eric Rob & Isaac, Inc.

On-Call Services

2. Entegrity (formerly Viridian)
3. Environmental Enterprise Group (EEG)

The board unanimously adopted the following resolution upon motion by Joe Whisenhunt and second by Curtis Barnett:

“BE IT RESOLVED: That the Board of Trustees authorizes the administration to enter into the contracts with the companies/organizations listed above and on the following 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: Eric Rob & Isaac, Inc.

Amount: \$800,000 per year.

Summary of Contract Information: This is a renewal of an existing agreement to provide advertising and marketing services.

Term: July 1, 2021 to June 30, 2022.

SUMMARY OF ON-CALL CONTRACTS

2. Vendor: Entegrity (formerly Viridian)

Amount: Increase of \$200,000

Summary of Contract Information: Amendment of existing contract to provide “on-call” LEEDS Commissioning services for various campus projects.

Expiration Date: June 30, 2022.

3. Vendor: Environmental Enterprise Group (EEG)

Amount: Increase of \$200,000

Summary of Contract Information: Amendment of existing contract to provide “on-call” environmental services for various campus projects.

Expiration Date: June 30, 2022.

Right-of-way and Easement to City of Conway

The City of Conway is planning for road construction on College Avenue and making utility improvements to the water infrastructure at the corner of College Avenue and Western Avenue. The City of Conway is requesting that the university grant a 29-foot right-of-way and easement along College Avenue to the west of Western Avenue for purposes of utilities. A survey and drawings have been obtained, and the UCA Physical Plant has reviewed the easement and verified that the utilities will be located in the designated areas.

The board unanimously adopted the following resolution upon motion by Bunny Adcock and second by Joe Whisenhunt:

“BE IT RESOLVED: That the Board of Trustees authorizes the administration to grant to the City of Conway the right-of-way and easement 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 right-of-way and easement.”

Extracurricular Camps – Board Policy No. 653

Board Policy No. 653, adopted pursuant to Ark. Code Ann. 6-62-401, authorizes the Board of Trustees to grant permission to employees to conduct, on and in campus facilities, certain outside work for private compensation, which is to be engaged in only after their employment responsibilities to the university have been fully discharged. These camps are designed to bring future students to campus who might decide to enroll as a result of their exposure to university facilities, personnel, and programs.

In order to approve these private camps, the Board must determine that:

- (i) the activity in question involves no conflict of interest with the mission and purpose of the university;
- (ii) the activity proposed will bring to the campus a significant number of persons who are potentially future students who might tend to enroll as a result of their exposure to the university’s facilities and personnel while engaged in this activity; and
- (iii) the activity will, as a part thereof, generate funds to be paid to the university for housing, meals, and for the use of other university resources which will produce significant revenues in support of the auxiliary functions of the university serving enrolled students.

The camps will pay the same costs and fees for use of facilities, housing, food services, and other resources as established by the university for other camps. The exact dates, times, requirements, agreement terms, and policies shall be determined by the administration in accordance with existing university policy. The proposed camps are listed on the following page. These camps are distinct from university-sponsored camps and private camps operated by entities other than employees.

The board unanimously adopted the following resolution upon motion by Curtis Barnett and second by Joe Whisenhunt:

“BE IT RESOLVED: That the Board of Trustees makes the above findings and authorizes the administration to enter into agreements with employees to conduct the private camps listed below on and in campus facilities, effective through June 30, 2022.”

| Program | Employees | Facilities |
|----------------------|---------------------------|-------------------------------------|
| Baseball | Baseball coaching staff | Bear Stadium |
| Football | Football coaching staff | Estes Stadium and Practice Facility |
| Men’s Basketball | Basketball coaching staff | Farris Center |
| Women’s Basketball | Basketball coaching staff | Farris Center |
| Men’s/Women’s Golf | Golf coaching staff | |
| Men’s/Women’s Soccer | Soccer coaching staff | Bill Stephens Field |
| Softball | Softball coaching staff | Farris Field |
| Tennis | Tennis coaching staff | Tennis Courts |
| Volleyball | Volleyball coaching staff | Prince Center |
| Beach Volleyball | Volleyball coaching staff | Beach Courts and Prince Center |

| | | |
|-----------------------|--------------------------------------|-----------------------|
| Strength/Conditioning | Strength/Conditioning coaching staff | Indoor Center |
| ACC Choir Camp | Music faculty and staff | Snow Fine Arts Center |

*Each camp may utilize housing, food services, student health clinic, meeting spaces, HPER, and other campus facilities and resources at applicable rates and subject to university policies.

Request for Provisional Positions

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

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

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

At this time, the university has funding through federal, state and private grants for 35 additional positions.

| Name | State Title | Funding Source |
|--------------|---|---|
| Jacob Walker | Research Associate | Arkansas Dept. of Career Education, Arkansas Dept. of Human Services, Arkansas Dept. of Education |
| Vacant | Director of Computer Services | Arkansas Dept. of Career Education, Arkansas Dept. of Human Services, Arkansas Dept. of Education |
| Greg Holland | Director of Corp & Foundation Relations | Arkansas Dept. of Career Education, Arkansas Dept. of Human Services, Arkansas Dept. of Education |
| Vacant | Project/Program Specialist | Arkansas Dept. of Human Services |

| | | |
|-------------------|--------------------------------|---|
| Melanie Bradford | Project/Program Manager | Arkansas Department of Education/EAST-TICAL |
| Binqi Sun | Project/Program Specialist | Arkansas Dept. of Career Education, Arkansas Dept. of Human Services, Arkansas Dept. of Education |
| Michelle Hardin | Project/Program Director | U.S. Department of Education |
| Jessie Beal | Project/Program Specialist | U.S. Department of Education |
| Vacant | Administrative Specialist III | U.S. Department of Education |
| Emily Lane | Project/Program Manager | AR Tobacco Settlement |
| Collin Hodges | Assistant Professor – 9 Month | Arkansas Center for Research in Economics (ACRE) |
| Terra Votaw | Project/Program Manager | Arkansas Center for Research in Economics (ACRE) |
| Christy Horpedahl | Project/Program Director | Arkansas Center for Research in Economics (ACRE) |
| Caleb Taylor | Project/Program Specialist | Arkansas Center for Research in Economics (ACRE) |
| Joyce Ajayi | Project/Program Director | Arkansas Center for Research in Economics (ACRE) |
| Vacant | Assistant Professor – 12 Month | Arkansas Center for Research in Economics (ACRE) |
| Alexander Kanode | Research Associate | Arkansas Center for Research in Economics (ACRE) |
| Nathanial Smith | Research Associate | Arkansas Center for Research in Economics (ACRE) |
| Mavuto Kalulu | Research Associate | Arkansas Center for Research in Economics (ACRE) |
| Zachary Burt | Research Assistant | Arkansas Center for Research in Economics (ACRE) |

| | | |
|-------------------|----------------------------|---|
| Vacant | Project/Program Manager | Arkansas Center for Research in Economics (ACRE) |
| Vacant | Project/Program Specialist | Arkansas Dept. of Career Education, Arkansas Dept. of Human Services, Arkansas Dept. of Education |
| Chad Hearne | Project/Program Director | UCA Foundation |
| Sharon Kuhn | Project/Program Specialist | UCA Foundation |
| Tracy Spence | Project/Program Specialist | UCA Foundation |
| Mauree Peppers | Project/Program Specialist | UCA Foundation |
| Nathaniel Gray | Project/Program Specialist | Arkansas Dept. of Education and Arkansas Dept. of Human Services |
| Kimberley Calhoun | Project/Program Director | Arkansas Department of Education & Private Funds |
| Vacant | Project/Program Specialist | Arkansas Dept. of Education and Arkansas Dept. of Human Services |
| Vacant | Research Associate | Arkansas Center for Research in Economics (ACRE) |
| Vacant | Research Associate | National Science Foundation (NSF) |
| Vacant | Research Associate | Arkansas Center for Research in Economics (ACRE) |
| Vacant | Research Associate | Arkansas Center for Research in Economics (ACRE) |
| Vacant | Project/Program Manager | Arkansas Center for Research in Economics (ACRE) |
| Vacant | Research Assistant | Arkansas Center for Research in Economics (ACRE) |

The board unanimously adopted the following resolution upon motion by Terry Fiddler and second by Joe Whisenhunt:

"BE IT RESOLVED: That the Board of Trustees authorizes the administration to proceed with requests for allocation of 35 provisional positions, shown on the above list, that will be funded by institutional funds, federal, state and private grants."

Arkansas Department of Transportation Grant - Recreational Trails Program

The university has the opportunity to apply for a grant from the Arkansas Department of Transportation (ADOT) through their Recreational Trails Program (RTP).

The grant is for the purpose of extending the soft track on campus by 2.5 miles to create a loop that connects with existing trails and will include a pedestrian bridge. The track will be available for use and enjoyment by the UCA track team and the entire community. If awarded, the grant provisions require a 20% cash match from the university as the receiving agency which will be funded by the UCA Foundation. The grant amount being requested is \$145,632. The university matching amount is \$36,408 and will be paid by the Purple Circle Foundation.

As part of the application process, the ADOT requires a resolution from the applicant's governing body. The attached resolutions authorize the administration to submit the grant applications.

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

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

A RESOLUTION EXPRESSING THE WILLINGNESS OF THE UNIVERSITY OF CENTRAL ARKANSAS TO UTILIZE FEDERAL-AID RECREATIONAL TRAILS PROGRAM FUNDS AND/OR TRANSPORTATION ALTERNATIVES PROGRAM FUNDS

WHEREAS, The University of Central Arkansas understands Federal-aid Transportation Alternatives Program Funds and Recreational Trails Program funds are available at 80% federal participation and 20% local match to build a soft track that includes a pedestrian bridge, proposals for both programs are being submitted; however, only one could be funded; and

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

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

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

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

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

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

THIS RESOLUTION adopted this _____ day of May, 2021.

Signed: _____
Kay Hinkle, Chair

Signed: _____
Curtis Barnett, Secretary

Fees – Mandatory General Registration and Other – Board Policy No. 630 and Fees – Other Instructional Fees – Board Policy No. 639

The administration proposes the following changes in mandatory fees:

1. Mandatory Tuition and Fees:

For undergraduate students, the current tuition rate (the general registration fee) is \$227.00 per credit hour. For graduate students, the current tuition rate is \$278.80 per credit hour.

Based upon a review of the needs of the university and in order to prepare the proposed operating budget for the next academic year, the administration proposes an increase in tuition and mandatory fees. The changes proposed in the chart below primarily include

increases for fees related to debt. Those mandatory fees include Technology, Facilities, and Fine/Performing Arts. The chart also includes a slight increase in the general registration fee.

| Student Status | Hours per Semester | Current FY21 Cost Fall/Spring | Proposed FY22 Cost Fall/Spring | Dollar Change | Percent Change |
|-----------------------|---------------------------|--------------------------------------|---------------------------------------|----------------------|-----------------------|
| Undergraduate | 15 | \$9,338 | \$9,563 | \$225 | 2.41% |
| Graduate | 12 | \$8,753 | \$8,944 | \$191 | 2.18% |

Justification:

The proposed tuition and fee rates reflect an increase of **2.41%** for undergraduate students and **2.18%** for graduate students. Based on the current year enrollment of full-time equivalent students, if approved, the fee increases will generate approximately \$1.51 million in additional revenue for E&G. The additional fee revenue will be applied toward bond obligations and for other expenses related to normal operations.

The board unanimously adopted the following resolution upon motion by Curtis Barnett and second by Bunny Adcock:

“BE IT RESOLVED: That the Board of Trustees approves the schedule of fees as the General Registration and Fee charges, effective fall 2021.”

The administration proposes the following changes to other instructional fees:

1. Global Education Project

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

| Term | Hours | Current FY21 Cost | Proposed FY22 Cost | Dollar Change |
|-------------|--------------|--------------------------|---------------------------|----------------------|
| Fall/Spring | 12 | \$9,077 | \$9,400 | \$323 |
| Summer | 3 | \$2,832 | \$2,850 | \$18 |

Justification:

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

2. Other Instructional Fees for a Specific Course or Program:

| Department/ School/Program | Fee Title | Current FY21 Cost Fall/Spring | Proposed FY22 Cost Fall/Spring | Dollar Change |
|--|--|--|---|--------------------------|
| Art, Music, and Theatre Courses | Windgate Facility Fee | \$0.00 per Hour | \$8.00 per Hour | \$8.00 per Hour |
| Office of International Engagement | National Student Exchange Course Fee | \$0.00 per Semester | \$50 per Semester | \$50 per Semester |

Justification:

- a. The Windgate Facility Fee will help support the debt service for Windgate Center.
- b. The National Student Exchange Course Fee will help:
 - Support incoming students through programming to welcome them to UCA and connect them with current UCA students, including welcome events;
 - Enable incoming National Student Exchange (NSE) students to experience Arkansas through day trips to local attractions such as Pinnacle Mountain or Little Rock;
 - Honor the accomplishments of NSE alumni upon their return to UCA from their host institutions with an event for returning students; and
 - Support future students by rolling over any remaining funds to the following year.

The board unanimously adopted the following resolution upon motion by Curtis Barnett and second by Bunny Adcock:

“BE IT RESOLVED: That the Board of Trustees approves the establishment of the following fees, effective July 1, 2021: Windgate Facility Fee, and National Student Exchange Course Fee, and the Global Education Project (GEP) increase.”

Operating Budget 2021-22

The following is a summary of the proposed operating budget for fiscal year 2022 (July 1, 2021- June 30, 2022).

This operating budget has been prepared based on the following:

- a. Approval of a 2.41% increase in FY 2021-22 undergraduate and 2.18% in graduate mandatory tuition and student fees as set forth in the schedule of tuition and fees;
- b. Student semester credit hour production based on 98% of FY21 actual;
- c. Recognized State Appropriations increase of \$5,525,318, which the State has placed in category A & B. Educational Excellence Trust Fund (EETF) revenue is budgeted at the FY21 level of \$5,503,483;
- d. Previous approval of the overall increase in room and board rates of 4.52%;
- e. Adjustments within existing budgets; and
- f. Commitment of prior year-end funding. Covered expenses are included in the FY22 operating budget offset by a transfer-in from Plant Funds.

The budget totals \$193,130,821, an increase of \$7,007,483 or 3.76% over the October revised budget.

The departmental expense budgets are generally held to the same levels as the prior fiscal year (FY21) with a few strategic exceptions.

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

Major Components of Sources

- a. The Educational & General (E&G) Tuition and Fee budget at \$85,642,456 comprises 44.34% of the total budgeted revenue (57.74% of E&G only) and is based on 98% of FY21 student semester credit hours. The annualized increase in Tuition and Fees is 2.41% or \$450 per year for an undergraduate student enrolled in 15 hours per semester.
- b. The State Appropriation budget at \$60,756,666 represents 31.46% of the total budgeted revenue (40.96% of E&G only). Funding consists of the Revenue Stabilization Act (RSA), categories A, B and Educational Excellence Trust Fund.
- c. Auxiliary revenues account for 23.20% of the budgeted revenue, which reflects a net change of various Athletics revenues.

Major Components of Uses

- a. Salaries and benefits together make up 56.13% of the operating budget for E&G and Auxiliary, which is consistent with industry standards. Salary items include \$1,737,124 representing a cost of living adjustment of 2% on July 1, 2021. Other salary adjustments include an increase for the state-mandated minimum wage to \$11 per hour, \$220,000 for increases related to faculty promotions and advancement, \$200,000 for equity/merit/market compression and other positions in critical-need areas.

- b. Maintenance and Operation (M&O) makes up 16.56% of the budget and includes increases for technology contracts, food service and housing contracts, and other smaller adjustments.
- c. Scholarships and waivers account for 15.46% of the budget. The change reflects an increase in the entering academic award pool, and an increase in athletic scholarships based on the change in tuition/fees/room/board.
- d. Debt service comprises 8.32% of the university's operating budget and reflects increases related to Housing projects, Integrated Health Sciences building and Windgate Center for Fine and Performing Arts.
- e. Scholarships are fully funded in the base budget, eliminating the need for use of prior-year funds.

Pursuant to Board Policy No. 200, this budget is presented for consideration by the Board of Trustees.

The board unanimously adopted the following resolution upon motion by Joe Whisenhunt and second by Bunny Adcock:

“BE IT RESOLVED: That the Board of Trustees approves the 2021-22 operating budget totaling \$193,130,821.”

Strategic Plan

The Board of Trustees adopted the Strategic Plan on May 13, 2016. The Strategic Plan was for Fiscal Years (FY) 2017-2022. The Strategic Plan includes a vision statement, a mission statement, a statement of core values, a brief statement about institutional distinctiveness, and the Strategic Plan goals.

In fall of 2018, the university welcomed members of EAB's strategic initiatives division to campus for a listening tour about the Strategic Plan and to determine how various stakeholders envisioned the UCA of the near future. Over 100 campus partners participated in a variety of small focus groups over two days. EAB shared their findings with President Davis and Provost Poulter, which indicated widespread readiness to revisit the Strategic Plan goals. In late spring of 2019, President Davis met with the Strategic Planning Committee (SPC) to introduce the idea of refreshing the university's Strategic Plan. The SPC was not charged with rewriting the Strategic Plan, rather, to revise and refresh the goals.

The SPC started their work in October of 2019, and had two rounds of campus-wide review and open comment. The open comment periods were in March 2020 and September 2020. The final version of the revised goals was accepted by the committee, the provost, and the president. The vision statement, mission statement, statement of core values, and institutional distinctiveness statement remain unchanged from the Strategic Plan adopted in 2016.

The board unanimously adopted the following resolution upon motion by Terry Fiddler and second by E.C. Maltbia:

“BE IT RESOLVED: That the Board of Trustees approves the revisions to the Strategic Plan effective FY 2022-2026.”

THE UCA STRATEGIC PLAN, 2022–2026

A. FOUNDATIONAL DOCUMENTS

1. VISION STATEMENT

The University of Central Arkansas aspires to be a premier learner-focused public comprehensive university, a nationally recognized leader for its continuous record of excellence in undergraduate and graduate education, scholarly and creative endeavors, and engagement with local, national, and global communities.

2. MISSION STATEMENT

The University of Central Arkansas, a leader in 21st-century higher education, is committed to excellence through the delivery of outstanding undergraduate and graduate education that remains current and responsive to the diverse needs of those it serves. The university's faculty and staff promote the intellectual, professional, social, and personal development of their students through innovations in learning, scholarship, and creative endeavors. Students, faculty, and staff partner to create strong engagement with the local, national, and global communities. The University of Central Arkansas dedicates itself to academic vitality, integrity, and diversity. In carrying out this mission, the university is guided by the following core values.

3. CORE VALUES

a. Intellectual Excellence

We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching.

- ◆ *Educated Citizens* We believe in student success and in preparing students to engage complex issues and express informed opinion through critical thinking, writing, and speech. Given our institution's historical roots in teacher education, this foundation inspires all of our colleges to work together to ensure that our faculty and students collaborate to promote instructional excellence and lifelong learning.
- ◆ *Scholarship* We believe that students and faculty should engage in professional development and scholarly endeavors that promote the creation and application of knowledge in all disciplines.
- ◆ *Cultural Competence* We believe that students should experience cultural activities as they grow in their appreciation for the diversity of ideas and peoples, both inside and outside the classroom.
- ◆ *Learning Environment* We believe that an outstanding physical infrastructure, along with a culture of excellence in all of our endeavors, provides an environment in which

our students and faculty can thrive personally and intellectually. We further believe in providing state-of-the-art learning spaces.

b. Community

We value and respect as our greatest asset the people who make up our community – students, faculty, and staff, as well as the people connected to us through ties to our local community and region, the state of Arkansas, our nation, and the world. That is, we believe people are the focus of our institution.

- ◆ **Collegiality:** We believe in processes of shared decision making based on productive synergistic interactions among our students, faculty, and staff, and disciplines in the pursuit of institutional goals.
- ◆ **Partnerships:** We are dedicated to promoting outreach activities, community education, and partnerships with surrounding entities. We believe in collaborating with the citizens of our region, the state, the nation, and the world as well as those organizations and constituents with whom we work.
- ◆ **Safe and Healthy Environment:** We promote a safe, healthy, and sustainable environment where our community members can flourish personally and socially as whole beings with obligations to improve their environment.
- ◆ **Service:** We believe in sharing our academic and cultural resources and expertise with the public, educational institutions, businesses, cultural centers, and public and non-profit agencies, when appropriate. We work to enable students to integrate into the larger world to promote a commitment to public service through experiential education. Faculty and staff serve our state and local constituents by sharing their energy, talents, and experience.

c. Diversity

We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective.

- ◆ **Recruitment and Retention:** We actively pursue and seek to retain a diversified student body, faculty, and staff.
- ◆ **Support:** We maintain the highest academic quality and ensure that our programs remain innovative and responsive to the ever-changing and diverse needs of those we serve.
- ◆ **Knowledge:** We seek to enhance interaction and understanding among diverse groups and cultivate enriched learning opportunities in a global community.

d. Integrity

We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively with a diverse and changing world. Our commitment extends to all levels of our campus to foster a climate of ethical conduct, respect, responsibility, and trust.

- ◆ **Ethics:** We believe in acting with honesty, courage, and trustworthiness.
- ◆ **Respect:** We support a community and climate of respect and thoughtfulness among students, faculty, staff, and the people of our community, state, nation, and the world.
- ◆ **Responsibility:** We commit to being responsible and accountable in our operations at all levels of the institution, including continuous assessment of our academic programs and transparency in our fiscal and operational proceedings.
- ◆ **Trust:** We value and continually seek to earn the public’s trust in all of our actions and words.

4. INSTITUTIONAL DISTINCTIVENESS

The heart of UCA’s distinctiveness is its campus-wide commitment to providing the strongest learning and living environment possible, founded on a comprehensive array of outstanding academic programs that focus on individual student success. Complementing this atmosphere are the university’s beautiful campus; its location in a collegial, vibrant, and affordable community that is part of the state’s largest metropolitan area, which provides enhanced intellectual, cultural, and economic resources; and its close proximity to the Arkansas River Valley and the Ouachita Mountains, which offer natural splendor and myriad outdoor activities.

B. STRATEGIC GOALS AND OBJECTIVES, FISCAL YEARS 2022–2026

Preamble: The goals outlined below express the foundational commitment made by the University of Central Arkansas (UCA) to the success of its students and its parallel commitment to looking both inward and outward to deploy strategic initiatives to address what we have come to call “grand challenges.” Such initiatives engage the university—at every level, from individual members of the university community to departments, divisions, and the university as a whole, often in partnership with organizations and individuals outside the university—in addressing important problems in the state and region. A strategic initiative, for example, may seek to reverse the cycle of poverty, enhance social mobility, alleviate health disparities, improve K–12 education and literacy rates, or reduce recidivism.

In today’s higher education environment, our foundational commitments to education and our commitments to meeting grand challenges are intimately related, together expressing the university’s dedication to Academic Vitality, Integrity, and Diversity.

GOAL 1: UCA will support and empower students to succeed, operating from the understanding that a holistic definition of success encompasses many interconnected dimensions of development.

- a. UCA will provide students with guidance and support necessary to developing the knowledge, skills, and habits necessary for academic success.
- b. UCA will provide students with guidance, resources, and opportunities that enable them to meet their basic needs and maintain their physical and emotional health.
- c. UCA will emphasize diversity, belonging, equity, and inclusion in structuring learning environments and will seek to recruit and retain faculty who reflect the demographic diversity of the student body.
- d. UCA will provide inclusive access to a variety of high-impact educational practices that support students' cognitive, social, and emotional growth.
- e. UCA will support the development and implementation of teaching practices designed to reduce achievement gaps for underserved students.

GOAL 2: UCA students will have the capabilities to thrive after graduation in whatever avenue suits their path to success.

- a. UCA will engage students in early career exploration and other programs that enable them as graduates to know where they are going and to be successful in whatever comes next.
- b. UCA will provide students throughout their time at UCA with opportunities to engage in experiential learning—curricular and cocurricular, inside and outside the classroom—with peers, staff, faculty, and the broader community.
- c. UCA will engage with alumni through expanded social activities, ongoing career support, and continuing professional education opportunities.

GOAL 3: UCA will position itself to address grand challenges while maintaining the stability of the university, the sustainability of quality programming, and equity of access and success for all stakeholders.

- a. UCA's strategic initiatives will respond to salient issues in the state or region.
- b. UCA will ensure that its strategic initiatives support and promote its foundational commitment to student success, expressed in Goals 1 and 2.
- c. UCA's strategic initiatives will support—and be supported by—the optimization of university resources.
- d. UCA will engage all members of the university community in identifying, supporting, and accomplishing strategic initiatives.

ALL GOALS: Enablers of Success

- ◆ UCA will renew and maintain its commitment to Academic Vitality, Integrity, and Diversity (AVID).
- ◆ At every organizational level, UCA will cultivate a culture of accountability, leadership, and achievement.
- ◆ UCA will fully implement the Resource Optimization Initiative.
 - The university community will continue to refine, coordinate, and structure our financial framework to manage all of our resources effectively and to support our human resources, infrastructure, operating budget, and strategic initiatives. To create this framework, we must streamline our processes, reduce redundancies, and improve the quality, quantity, and access to services throughout campus.
 - The university will identify areas of underused resources that can be redistributed and reinvested into key campus priorities (e.g., student recruitment, student academic support, faculty and staff market and equity raises, faculty and staff professional development, campus technology and infrastructure).
 - Implementation of the Resource Optimization Initiative and related processes will streamline the university budget and financial planning cycle so that strategic initiatives are part of the active budget and review cycle.
- ◆ Every unit will build metrics to measure progress and success toward meeting goals and objectives.
- ◆ When applicable, units will actively build awareness of existing internal resources that are currently available to support initiatives (e.g., professional development funds available through Staff Senate or the Center for Excellence in Teaching and Academic Leadership).
- ◆ Where appropriate, units will work with the Sponsored Programs Office and University Advancement to seek funds to support strategic initiatives.
- ◆ Where appropriate, units will actively pursue additional revenue sources (e.g., increasing online education, corporate and community partnerships, certificates and professional development).
- ◆ Units will work to create a structure and culture that facilitates and values long-term partnerships with external stakeholders through a variety of engaged learning opportunities (e.g., internships, research projects).

Faculty Handbook – Board Policy No. 300

The UCA *Faculty Handbook* Committee recommends revisions to the opening pages and chapters three and seven of the current *Faculty Handbook*. The following is a summary of the recommended revisions:

- Opening Pages:
 - Cover page: modify date of the document
 - Title page: modify date of Board approval (pg. i)
- Chapter Three:
 - VI.A.4.: modify wording in paragraphs one and two (pg. 21)
 - VI.C.1.: remove word in paragraph one and modify wording in paragraph two (pg. 22)
 - VI.C.2.: modify wording in paragraph two (pg. 22)
 - VIII.A.: remove (Board Policy 301) (pg. 31) Policy was deleted by the Board of Trustees in 2012, but was not removed from the handbook.
 - VIII.B.2.c: add wording (pg. 34)
 - X.D.: Introduction and first bullet: add word (pg. 42)
- Chapter Seven:
 - Introduction. First Bullet: Revise language for clarity (pg. 62)
 - II.L: remove of Professional Education Council (PEC) from Faculty Handbook purview, essentially turning this committee over to a College of Education committee (pg. 72)
 - II.U.3.: change meeting date (pg. 78)

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

The board unanimously adopted the following resolution upon motion by E.C. Maltbia and second by Joe Whisenhunt:

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

Academic Calendar and Critical Dates—Fall 2024 through Summer 2025

The academic calendar covering the period from fall 2024 through summer 2025 has been reviewed by the University Calendar Committee and has been recommended by all appropriate academic administrators.

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

The board unanimously adopted the following resolution upon motion by E.C. Maltbia and second by Joe Whisenhunt:

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

Academic Calendar 2024 – 2025

FALL SEMESTER 2024

August 17 – 21, Sat – Wed

Welcome Week

August 19, Monday

Opening Freshman Convocation

August 22, Thursday

Instruction begins for day and evening classes

September 2, Monday

Labor Day Holiday (University closed.)

October 17 – 20, Thurs – Sun

Fall Break (No classes. University offices open.)

November 27, Wednesday

Thanksgiving Break (No classes. University offices open.)

November 28 – Dec. 1, Thurs – Sun

Thanksgiving Holiday (University closed.)

December 6, Friday

Study Day

December 7, Saturday

Final Exams – Saturday classes

December 9 – 13, Mon – Fri

Final Examinations – day and night classes

December 14, Saturday

Winter Commencement: Graduate ceremony (morning) and Undergraduate ceremony (afternoon)

WINTER INTERSESSION

December 16, Monday

Instruction begins for Winter Intercession

January 3, Friday

Final exams for Winter Intercession

SPRING SEMESTER 2025

January 9, Thursday

Instruction begins for day and evening classes

January 20, Monday

Martin Luther King, Jr. Holiday (University closed.)

March 23 – 30, Sun – Sun

Spring Break (No classes. University offices open.)

April 25, Friday

Study Day

April 26, Saturday

Final exams – Saturday classes

April 28 – May 2, Mon – Fri

Final exams – day and night classes

May 2, Friday
May 3, Saturday

Graduate Spring Commencement
Undergraduate Spring Commencements

SUMMER 2025

May 12, Monday

Instruction begins for May Intersession and 13-Week Summer Session classes

May 26, Monday

Memorial Day Holiday (University closed.)

May 30, Friday

Final examinations for May Intersession classes

June 2, Monday

Instruction begins for 1st Five-Week Summer Session and 10-Week Summer Session classes

July 3, Thursday

Final examinations for 1st Five-Week Summer Session classes

July 4, Friday

Independence Day Holiday. (University closed.)

July 7, Monday

Instruction begins for 2nd Five-Week Summer Session classes

August 8, Friday

Final examinations for 13-Week Summer Session, 10-Week Summer Session, and 2nd Five-Week Summer Session classes

August 9, Saturday

Summer Commencement: Graduate Ceremony (morning) and Undergraduate Ceremony (afternoon)

Undergraduate Admission Criteria – Board Policy No. 310

Board Policy No. 310, Undergraduate Admission, requires that any revision to the admission criteria be presented to the Board of Trustees for approval. In an effort to clarify the communication of the admission process, the administration proposes a single admission status that is separate from our placement policies.

Recently, the Arkansas Department of Higher Education asked that every Arkansas public college and university submit a plan for placing students in college-level English, reading, and mathematics courses that (1) uses the ACT College Readiness Benchmarks unless their own data suggest alternative test scores, and (2) uses at least one additional metric. To be in compliance, this placement plan would require a set of placement standards that, although more accurate, would be more complicated than the current single-metric minimum ACT sub-score of 19. Because students who do not attain the 19 ACT sub-score are conditionally admitted to UCA, doing so would overly complicate our already complicated admission standards and create an obstacle to our recruiting efforts. On the other hand, not changing our placement standards means fewer students would be accurately placed in college-level English, reading, and mathematics courses, posing a barrier to retention.

Therefore, the UCA administration proposes to simplify the UCA admission process for entering freshmen by only outlining one set of minimum criteria. The proposed admission criteria, presented below, are UCA’s current admission standards. This proposal does not change the UCA admission standards. This proposal simply eliminates the unconditional admission criteria to simplify the standards for students, separate placement policies from admission operations, and stay in compliance with Arkansas Department of Higher Education placement requests. This approach will also allow greater flexibility to adjust our placement standards, should the ACT Benchmarks change or our data recommend new metrics, without having to change our admission standards again.

| CURRENT FRESHMAN/TRANSFERFER <24 HOURS ADMISSION CRITERIA | PROPOSED FRESHMAN/TRANSFERFER <24 HOURS ADMISSION CRITERIA |
|---|--|
| Unconditional Admission | Admission |
| <ul style="list-style-type: none"> ● 2.75 high school GPA ● 21 ACT Composite/1080 SAT total score ● Individual subject sub-scores that exempt a student from required remediation <ul style="list-style-type: none"> ○ Minimum ACT sub-score of 19 in areas of English, reading, and math ○ Minimum SAT sub-scores of 26 writing/language, 26 reading, and 510 math section score | <ul style="list-style-type: none"> ● 2.5 high school GPA ● 17 ACT Composite/930 SAT total score ● Minimum ACT sub-score of 15 in areas of English, reading, and math <ul style="list-style-type: none"> ○ Minimum SAT sub-scores of 22 writing/language, 22 reading, and 400 math section score ● Completion of high school degree or GED requirements |
| Conditional Admission | |
| <ul style="list-style-type: none"> ● 2.5 high school GPA ● 17 ACT Composite/930 SAT total score ● Minimum ACT sub-score of 15 in areas of English, reading, and math <ul style="list-style-type: none"> ○ Minimum SAT sub-scores of 22 writing/language, 22 reading, and 400 math section score ● Completion of high school degree or GED requirements | |

The board unanimously adopted the following resolution upon motion by Terry Fiddler and second by Bunny Adcock:

“BE IT RESOLVED: That the Board of Trustees approves the revision to the undergraduate admission criteria.”

Temporary Undergraduate Admission Criteria (2022/2023 Academic Year) – Board Policy No. 310

Board Policy No. 310, Undergraduate Admission, requires that any revision to the admission criteria be presented to the Board of Trustees for approval. In an effort to better respond to the needs of high school students from the effects of COVID-19 on their education and college preparation, the administration requests the continuation of the temporary admission policy that was put into place during spring 2020.

During the last year, standardized tests such as the ACT and SAT have reduced or cancelled many test offerings. While a return to normalcy appears to be ahead of us, many high school juniors and seniors did not have adequate access to standardized testing options. For the 2022/2023 academic year, a temporary policy is being requested that provides two options for admission to UCA. First, the use of our traditional undergraduate admission standard. The second option for admission to UCA through the 2022/2023 academic year is admission based on high school GPA. Based on an analysis of data, the administration has determined that a 3.0 high school grade point average (GPA) indicates strong potential for success at UCA for our incoming students.

The University Admissions Committee and all appropriate administrators have recommended approval of this update to the Admissions Policy.

The board unanimously adopted the following resolution upon motion by Joe Whisenhunt and second by Bunny Adcock:

“BE IT RESOLVED: That the Board of Trustees approves the proposed temporary admission criteria through the 2022/2023 Academic Year.”

Undergraduate Non-Degree-Seeking Admissions Policy – Board Policy No. 310

Board Policy No. 310, Undergraduate Admission, requires that any revision to the admission criteria be presented to the Board of Trustees for approval. The administration proposes the addition of an undergraduate non-degree-seeking status for admission.

There are times individuals are interested in taking coursework solely for the purpose of professional development, self-fulfillment, or other special interest. In order to provide a path to admittance without meeting regular admission requirements, students will be admissible as undergraduate non-degree-seeking students and allowed to enroll in courses for which they have met the prerequisites. These students will not be eligible for financial aid. Applicants who were

previously denied admission to UCA within the last year are not eligible to apply as undergraduate non-degree-seeking students.

Earned hours as a non-degree-seeking student may count toward degree requirements if a student applies to be a degree-seeking student at a future date. To earn a degree from UCA, a student must be admitted as a degree-seeking student.

The board unanimously adopted the following resolution upon motion by Joe Whisenhunt and second by Amy Denton:

“BE IT RESOLVED: That the Board of Trustees approves the addition of an undergraduate non-degree-seeking admission policy.”

NOTIFICATIONS/DELETIONS

Notification: Program Deletion: Master of Science (MS) in Occupational Therapy

The Occupational Therapy program at UCA has transitioned from the master’s level to the doctoral level, with accreditation of the Doctor of Occupational Therapy (OTD) program granted in July 2020. No students remain in the MS program, and the Accreditation Council for Occupational Therapy Education (ACOTE) has granted UCA’s request to change the status of the MS program from Accreditation to Accreditation Withdrawn-Voluntary. Therefore, the Department of Occupational Therapy has requested that the MS program be deleted.

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

Supporting materials (following page): UCA Curriculum Form G3-D

Graduate Program Deletion Form

Department: Occupational Therapy

Date: November 5, 2020

Check the type of program to be deleted.

- Checked: Degree program
Certificate program
Concentration, emphasis, option, or track in a program

Bulletin title of program (brief): Master of Science, Occupational Therapy

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. [Signature] 11-6-2020 2. [Signature] 11/6/2020
3. [Signature] 11/16/2020 4. [Signature] 11/16/20
Recognized by University Councils (Information only)
Is this a teacher education program or option? No
6. [Signature] 12/1/2021 7. [Signature] 2-26-21
Approved by
8. [Signature] 3/2/2021 9. [Signature] 3/9/21
10. Notification to Board of Trustees
11. Notification to AHECB
12. Removed from the Bulletin by
13. Ended in Banner by
14. Ended in Degree Works by

Notification: Program Title Change: BBA Management Information Systems to BBA Computer Information Systems

The Department of Management Information Systems in the College of Business has proposed to change the title of the Bachelor of Business Administration (BBA) in Management Information Systems to BBA in Computer Information Systems.

Like the recently-approved change of the department's name from Management Information Systems to Computer Information Systems and Analytics—to be effective July 1, 2021—the change of the title of the BBA in Management Information Systems to BBA in Computer Information Systems is intended to more accurately—and more recognizably—describe the program to potential students and to the public and to maintain recognition both in industry and academe.

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

Supporting materials (following pages): (1) Curriculum Form U2-A, (2) Form LON-1

Undergraduate Curriculum Change: Action Item

Department/program/concentration: BBA & Minor in Management Information Systems Date: 6/15/2020

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

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

- Change in total semester credit hour requirements for a major/minor Current requirement: _____ Proposed: _____
- Add/remove required course(s) or change course(s) from an elective to a requirement in a major or minor.* (List prefix and number; list multiple courses on the following page.)
Add: _____ Remove: _____ Change: _____
- Add/remove elective course(s) or change course(s) from a requirement to an elective in a major or minor when the change affects total hours and/or affects another department.* (List prefix and number; list multiple courses on following pages.)
Add: _____ Remove: _____ Change: _____
- Add existing course(s) to the UCA Core. Attach Curriculum Attachment A for each course.
Course(s) (list prefix and number): _____
- Designate existing UCA Core course(s) as Freshmen Year Seminar (FYS). Attach Curriculum Attachment B for each course.
Course(s) (list prefix and number): _____
- Remove course(s) from the lower-division UCA Core (list prefix and number): _____
- Add/remove course prerequisite(s) when the change affects total hours for a major/minor and/or affects another department.*
Course prefix and number: _____ Remove: _____
Add: _____
- Change level and/or credit value of course. Do the course expectations warrant the change in level or credit value? Justify on page 2 and attach relevant documentation (e.g., syllabus).
Course prefix: _____ Current course number: _____ Proposed course number: _____
Consult the Catalog Inventory at <http://uca.edu/go/reg-finfo> to verify that the requested number is available.
- Remove course(s) from the Bulletin when the change affects total hours and/or affects another department.*
(Note: The course(s) will be inactive for a period of five years, and can be reinstated by submitting Curriculum Form U2-I. After five years, the course(s) will be permanently inactivated and can be reinstated only through the new course proposal process.)
Course(s) (list prefix and number): _____
- Other (specify): Change Major/Minor Name: BBA in Management Information Systems to BBA in Computer Information Systems

*If the change affects another department, attach correspondence from the department's chair describing the impact on the department.
Does the change affect student financial aid? No Consult Curriculum Attachment C for qualifying changes. If YES, attach Curriculum Attachment C signed by the Director of Financial Aid.

| Recommended by Department and College | | | |
|---|---------------------|----------------------|-------------------|
| 1. Department Curriculum Committee | 13 JAN 2021 Date | 2. Department Chair | 11/12/21 Date |
| 3. College Curriculum & Assessment Committee | 1/20/21 Date | 4. College Dean | 1/19/2021 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.

| Recommended by University Councils | | | |
|--|---|--|--|
| Does the change affect a teacher education program? <u>No</u> If YES, must be reviewed by the Professional Education Council: | Does the change affect the UCA Core? <u>No</u> If YES, must be reviewed by the UCA Core Council: | | |
| 5. _____ Professional Education Council Date | 6. _____ UCA Core Council Date | | |
| 7. 2-16-21 Undergraduate Council Date | 8. 3-10-21 Council of Deans Date | | |

| | |
|-------------------------------|---|
| 9. 3/15/2021 Provost Date | 10. _____ Office of the Provost Date |
|-------------------------------|---|

| | | | |
|---|---|--|--|
| The Office of the Provost sends a copy to the Office of the Registrar for changes in Degree Works. | | | |
| 11. _____ Office of the Provost Date | 12. _____ Office of the Registrar Date | | |
| The Office of the Provost retains the signed original and sends a copy to the originating department. | | | |

LETTER OF NOTIFICATION – 1

NAME CHANGE OF EXISTING ACADEMIC PROGRAM

1. Proposed effective date

Fall 2021

2. Current title of degree/certificate program

BBA, Management Information Systems

3. Proposed title of degree/certificate program

BBA, Computer Information Systems

4. CIP code

52.1201

5. Degree code

1940

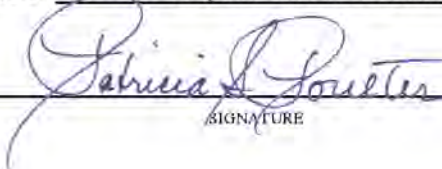
6. Reason for proposed action

Like the recent change of the department name from Management Information Systems to Computer Information Systems and Analytics, the change of the title of the BBA in Management Information Systems to BBA in Computer Information Systems is intended to more accurately—and more recognizably—describe the program to potential students and to the public and to maintain recognition both in industry and academe.

The change from “management information systems” to “computer information systems” corresponds with the increasingly technical emphasis of the program, an emphasis also noted in the business environment today. Additionally, the new title recognizes that most high school and college students have not heard of “MIS” but are, of course, familiar with “computer systems.” The new program title provides recognizable STEM options to students.

President/Chancellor Approval Date: 2021-03-16

Board of Trustees Notification Date: 2021-05-27 (next scheduled meeting)

Chief Academic Officer:  2021-03-15
SIGNATURE DATE

Notification: Program Revisions and Title Changes: MSE Reading to MSE Literacy with Dyslexia Endorsement and GC Dyslexia Interventionist to GC Dyslexia

The Department of Elementary, Literacy, and Special Education in the College of Education proposes changes to the existing Master of Science in Education (MSE) in Reading and the Graduate Certificate (GC) in Dyslexia Interventionist. The GC is embedded in the MSE program and, thus, is affected by revisions in the master's program.

- (1) Change the title of the existing GC in Dyslexia Interventionist to GC in Dyslexia. Completion of the GC and the endorsement curriculum it embodies does not result in eligibility for an interventionist or specialist license; the program results, simply, in eligibility for a dyslexia licensure endorsement. The new certificate title, therefore, accurately describes the program, whereas the current title does not.
- (2) Change the title of the MSE in Reading to MSE in Literacy with Dyslexia Endorsement, reflecting the scope of the program's preparation for the Reading Specialist license in the word "literacy" and, by including "dyslexia" in the title, making clear that the dyslexia endorsement is embedded in the master's degree program.
- (3) Implement changes in the curriculum to meet revised standards of professional organizations and state competencies. These changes will result in a program length for the MSE of 30–36 credit hours. The 30-hour program prepares candidates for the Reading Specialist license, but candidates who have not previously met the requirements of an ADE Prescribed Proficiency Pathway will be required to complete an additional six hours of coursework—two courses, ELSE 6348 and 6349—that comprise UCA's ADE-approved Prescribed Proficiency Pathway. The additional requirement will be the first two courses in the program for those with this need. These changes also entail changes in the 15-hour GC program, resulting in a 15–21-hour graduate certificate/endorsement program.

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

Supporting materials (following pages):

- (1) Title changes: (a) Curriculum Form G2-A and LON-1 (GC); (b) Curriculum Form G2-A and Form LON-1 (MSE)
- (2) Curriculum Revisions: Curriculum Form G2-A and LON-11C (GC, MSE)

Graduate Curriculum Change: Action Item

Department/program/concentration: ELSE/Reading Date: 10/22/2020

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

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

- Change in total semester credit hour requirements for a degree or certificate program
Current requirement: _____ Proposed requirement: _____
- Add/remove required course(s) or change course(s) from an elective to a requirement in a degree or certificate program. (List prefix and number; list multiple course on following pages.)
Add: _____ Remove: _____ Change: _____
- Add/remove elective course(s) or change course(s) from a requirement to an elective in a degree or certificate program when the change affects total hours and/or affects another department.* (List prefix and number; list multiple courses on the following page.)
Add: _____ Remove: _____ Change: _____
- Add or remove course prerequisite(s) when the change affects total hours for a degree/certificate program and/or affects another department.*
Course prefix and number: _____ Remove: _____
Add: _____
- Change level and/or credit value of course. Do the course expectations warrant the change in level or credit value? Justify on page 2 and attach relevant documentation (e.g., syllabus).
Course prefix: _____ Current course number: _____ Proposed course number: _____
Consult the Catalog Inventory at <http://uca.edu/go/reg-info> to verify that the requested number is available.
- Remove course(s) from the Bulletin when the change affects total hours and/or affects another department.*
(Note: The course(s) will be inactive for a period of five years, and can be reinstated by submitting Curriculum Form G2-I. After five years, the course(s) will be permanently inactivated and can be reinstated only through the new course proposal process.)
Course(s) (list prefix and number): _____
- Other (specify): Change to name of dyslexia endorsement and certificate

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

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

| | |
|--|---|
| 202210 | |
| Recommended by Department and College | |
| 1. <u>J. Houdoung</u> <u>10-27-20</u> Department Curriculum Committee Date | 2. <u>Jant Filer</u> <u>10-27-2020</u> Department Chair Date |
| 3. <u>[Signature]</u> <u>11/11/2020</u> College Curriculum & Assessment Committee Date | 4. <u>Victoria Mousset</u> <u>11-16-20</u> College Dean Date |
| Submit proposals to the appropriate university Council at least one month before the meeting at which action is desired. Summer submissions may not be considered until the fall term. | |
| Recommended by University Councils | |
| Does this change affect a teacher education program? <u>Yes</u> If YES, must be reviewed by the Professional Education Council. | |
| 6. <u>[Signature]</u> <u>11/21/2021</u> Graduate Council Date | 5. <u>Victoria Mousset</u> <u>11-23-20</u> Professional Education Council Date |
| 8. <u>[Signature]</u> <u>3/3/2021</u> Provost Date | 7. <u>[Signature]</u> <u>2-26-21</u> Council of Deans Date |
| 10. _____ Office of the Provost Date | 9. _____ Recorded in the Bulletin by Office of the Provost Date |
| 11. _____ Recorded in Degree Works by Graduate School Date | 11. _____ Recorded in Degree Works by Graduate School Date |
| The Office of the Provost sends the signed original to the Graduate School. The Graduate School retains the original and sends a copy to the originating department. | |

REC'D UCA
GRADUATE SCHOOL
DEC 01 2020

LETTER OF NOTIFICATION – 1

NAME CHANGE OF EXISTING ACADEMIC PROGRAM

1. Proposed effective date

Fall 2021

2. Current title of degree/certificate program

GC, Dyslexia Interventionist

3. Proposed title of degree/certificate program

GC, Dyslexia

4. CIP code

13.1315

5. Degree code

6911

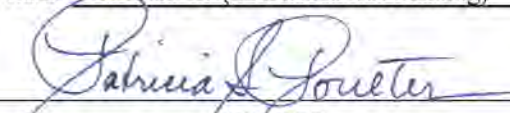
6. Reason for proposed action

The license that students are eligible for upon completion of this certificate is not an interventionist or specialist license. The program results, simply, in eligibility for a dyslexia certification. The new certificate title, therefore, accurately reflects the program, whereas the current title does not.

President/Chancellor Approval Date: 2021-03-09

Board of Trustees Notification Date: 2021-05-27 (next scheduled meeting)

Chief Academic Officer:



SIGNATURE

2021-03-03

DATE

[UCA form updated 2020-12-17]

DEC 01 2020

Graduate Curriculum Change: Action Item

Department/program/concentration:

n: ELSE/Reading

Date: 10/22/2020

NOTE: CHANGES APPROVED BY THE PROVOST BEFORE JANUARY 31 WILL BE PUBLISHED IN THE BULLETIN FOR THE NEXT ACADEMIC YEAR.

If you wish to request an effective date earlier or later than this deadline stipulates, provide details in section III below.

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

- Change in total semester credit hour requirements for a degree or certificate program
Current requirement: _____ Proposed requirement: _____
- Add/remove required course(s) or change course(s) from an elective to a requirement in a degree or certificate program. (List prefix and number; list multiple course on following pages.)
Add: _____ Remove: _____ Change: _____
- Add/remove elective course(s) or change course(s) from a requirement to an elective in a degree or certificate program when the change affects total hours and/or affects another department.* (List prefix and number; list multiple courses on the following page.)
Add: _____ Remove: _____ Change: _____
- Add or remove course prerequisite(s) when the change affects total hours for a degree/certificate program and/or affects another department.*
Course prefix and number: _____ Remove: _____
Add: _____
- Change level and/or credit value of course. Do the course expectations warrant the change in level or credit value? Justify on page 2 and attach relevant documentation (e.g., syllabus).
Course prefix: _____ Current course number: _____ Proposed course number: _____
Consult the Catalog Inventory at <http://uca.edu/go/reg-finfo> to verify that the requested number is available.
- Remove course(s) from the Bulletin when the change affects total hours and/or affects another department.* (Note: The course(s) will be inactive for a period of five years, and can be reinstated by submitting Curriculum Form G2-1. After five years, the course(s) will be permanently inactivated and can be reinstated only through the new course proposal process.)
Course(s) (list prefix and number): _____
- Other (specify): Change name of MSE in Reading Program

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

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

| | | | |
|---|---|--|--|
| 202210 | | | |
| Recommended by Department and College | | | |
| 1. <u>Shondra [Signature]</u> <u>10-27-20</u> Department Curriculum Committee Date | 2. <u>[Signature]</u> <u>10/27/2020</u> Department Chair Date | | |
| 3. <u>[Signature]</u> <u>11/11/2020</u> College Curriculum & Assessment Committee Date | 4. <u>Victoria [Signature]</u> <u>11-16-20</u> College Dean Date | | |

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

| | |
|---|--|
| Recommended by University Councils | |
| Does this change affect a teacher education program? <u>Yes</u> | 5. <u>[Signature]</u> <u>1/21/2021</u> Professional Education Council Graduate Council Date |
| If YES, must be reviewed by the Professional Education Council. | 6. <u>Victoria [Signature]</u> <u>11-23-20</u> Graduate Council Professional Education Council Date |
| | 7. <u>[Signature]</u> <u>2-26-21</u> Council of Deans Date |

| | |
|---|--|
| 8. <u>[Signature]</u> <u>3/3/2021</u> Provost Date | 9. _____ Office of the Provost Date |
| 10. _____ Office of the Provost Date | 11. _____ Graduate School Date |

The Office of the Provost sends the signed original to the Graduate School. The Graduate School retains the original and

LETTER OF NOTIFICATION – 1

NAME CHANGE OF EXISTING ACADEMIC PROGRAM

1. Proposed effective term

Fall 2021

2. Current title of degree/certificate program

MSE, Reading

3. Proposed title of degree/certificate program

MSE, Literacy with Dyslexia Endorsement

4. CIP code

13.1315

5. Degree code

6910

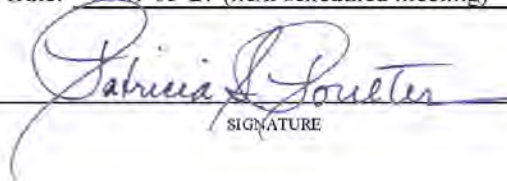
6. Reason for proposed action

The new title will more clearly reflect the scope of the program's preparation of candidates for licensure as Reading Specialists by using the term "literacy"; including "dyslexia" in the program title will make clear that the Dyslexia endorsement is embedded in the master's degree program.

President/Chancellor Approval Date: 2021-03-09

Board of Trustees Notification Date: 2021-05-27 (next scheduled meeting)

Chief Academic Officer:



SIGNATURE

2021-03-03

DATE

LETTER OF NOTIFICATION – 11C

CURRICULUM REVISION OF EXISTING CERTIFICATE OR DEGREE PROGRAM

1. Title of certificate/degree program

MSE, Reading (before title change to MSE, Literacy with Dyslexia Endorsement)

GC, Dyslexia Interventionist (before title change to GC, Dyslexia)

Both programs are included in this revision notification because the GC, embedded in the MSE, is directly changed by revisions to the “parent” program.

2. CIP code and degree codes

CIP code: 13.1315

Degree code: 6910 (MSE), 6911 (GC)

3. Effective term

Fall 2021

4. Reason for proposed change

The MSE in Reading and the embedded GC in Dyslexia are undergoing revisions to meet revised standards of the following professional associations/competency standards:

- ◆ International Literacy Association
- ◆ International Dyslexia Association
- ◆ Arkansas Reading Specialist Competencies
- ◆ Arkansas Dyslexia Competencies

The ADE Division of Elementary and Secondary Education has approved the changes as meeting current standards.

5. Current and revised curriculum outline

See the curriculum comparison and explanation of change on the following pages.

| Current Curriculum | | Revised Curriculum | |
|---|---|--|---|
| Total credit hours required: 30 (MSE), 15 (GC) | | Total credit hours required: 30–36 (MSE), 15–21 (GC) | |
| ELSE 6348 Multisensory Approach to Language I† | ELSE 6348 Multisensory Approach to Language I [revised description] | ELSE 6349 Multisensory Approach to Language II† | ELSE 6349 Multisensory Approach to Language II [revised description] |
| | | These two courses are required only if a candidate has <u>not</u> completed both parts of an ADE-approved Prescribed Proficiency Pathway before entering the program. In such a case, these courses will be completed before enrolling in any of the courses listed below. | |
| ELSE 6314 Diagnosis and Intervention of Reading Difficulties † | | ELSE 6314 Identifying Dyslexia and Other Reading Difficulties † | [title change, syllabus revision] |
| ELSE 6341 Literacy Strategies for the Emergent and Early Reader | | ELSE 6341 Early Literacy Intervention † | [title change, syllabus revision] |
| ELSE 6343 Clinical Practicum in Reading † | | ELSE 6343 Practicum I: Interventions for Adolescents with Dyslexia/Reading Difficulties † | [title change, syllabus revision] |
| | | ELSE 6344 Practicum II: Interventions for Adolescents with Dyslexia/Reading Difficulties | [existing course, reinstated in program; title change, syllabus revision] |
| ELSE 6345 Leadership, Supervision, and Professional Development in Literacy | | ELSE 6345 Literacy Leadership and Coaching [title change] | |
| ELSE 6346 Literacy Strategies for Advanced Readers | | ELSE 6346 Adolescent Literacy and Intervention † | [title change, syllabus revision] |
| ELSE 6347 Foundations of Dyslexia and the Language † | | ELSE 6347 Language and Literacy † | [title change, syllabus revision] |
| | | ELSE 6350 Disciplinary Literacy | [new course] |
| ELSE 6379 Multicultural Literacies and Diverse Texts | | ELSE 6379 Literacy and Diversity | [title change, syllabus revision] |
| LEAD 6321 or ASTL 6380 Research Methods | | LEAD 6321 or ASTL 6380 Research Methods | [no changes] |

† A dagger indicates a course required for the endorsement/graduate certificate in Dyslexia.

New and Revised Course Descriptions

ELSE 6314 IDENTIFYING DYSLLEXIA AND OTHER READING DIFFICULTIES This course is intended to assist educators as reflective decision makers in the improvement of their skills in the assessment and diagnosis of reading difficulties of their students. A major emphasis of the course is the investigation of diagnostic procedures, including formal and informal methods. Administration and interpretation of tests and use of results for planning instruction are emphasized. Candidates work in the clinical setting as clinicians and as reading/literacy specialists by evaluating 1st-12th grade students. This course is a requirement for the Dyslexia endorsement and the MS in Literacy with Dyslexia Endorsement.

ELSE 6341 EARLY LITERACY INTERVENTION This course will prepare candidates to deliver developmentally appropriate curriculum, instructional strategies, materials, and assessments for emergent and early readers based on recent research and current practices in the field. Candidates will be provided with current research and information concerning multisensory approaches to teaching the language in the areas of phonics, word recognition, spelling, and fluency. Multisensory teaching is one important aspect of instruction for all students, especially students with dyslexia. This course is a requirement for the Dyslexia endorsement and for completion of the MSE in Literacy with Dyslexia Endorsement. Prerequisite/concurrent: ELSE 6347.

ELSE 6343 PRACTICUM I: INTERVENTIONS FOR ADOLESCENTS WITH DYSLLEXIA/READING DIFFICULTIES This course is intended to prepare candidates to diagnose and intervene with early struggling readers through providing intervention. This course will include theory, demonstration, and practice/performance in group and individual procedures, strategies, and techniques of diagnosis and intervention of reading difficulties. This course is a requirement for the Dyslexia endorsement and for completion of the MSE in Literacy with Dyslexia Endorsement. Prerequisites: ELSE 6343 must be taken after, and not concurrently with, 6347, 6341, 6346, and 6314.

ELSE 6344 PRACTICUM II: INTERVENTIONS FOR ADOLESCENTS WITH DYSLLEXIA/READING DIFFICULTIES This course is intended to prepare candidates to diagnose and intervene with adolescent struggling readers through providing intervention. This course will include theory, demonstration, and practice/performance in group and individual procedures, strategies, and techniques of diagnosis and intervention of reading difficulties. This course is a requirement for the completion of the MSE in Literacy with Dyslexia Endorsement. Prerequisites: ELSE 6344 must be taken after, and not concurrently with, ELSE 6347, 6341, 6346, and 6314.

ELSE 6345 LITERACY LEADERSHIP AND COACHING This course will prepare candidates to plan, organize, assess, and supervise reading programs in schools and other educational settings. Candidates will learn how to give and receive coaching as a reading specialist. Candidates will use current research to examine issues and trends in curriculum planning, program assessment, and staff development. This course is a requirement for the completion of the MSE in Literacy with Dyslexia Endorsement. It may serve as an elective for several other master's degree programs.

ELSE 6346 ADOLESCENT LITERACY AND INTERVENTION This course will prepare candidates to deliver developmentally appropriate curriculum, instructional strategies, materials, and assessments for adolescent readers based on recent research and current practices in the field. Candidates will be provided with current research and information concerning multisensory approaches to teaching the language in the areas of fluency, vocabulary, comprehension, and writing. Multisensory teaching is one aspect of instruction for students with reading difficulties. This course will address how to incorporate appropriate multisensory tools for adolescents when needed. This course is a requirement for the Dyslexia endorsement and for completion of the MSE in Literacy with Dyslexia Endorsement. Prerequisites: ELSE 6347 (must be completed before, not concurrently with, ELSE 6346) and ELSE 6341 (may be taken concurrently with ELSE 6346).

ELSE 6347 LANGUAGE AND LITERACY This course provides the opportunity for the graduate candidate to examine the psychological substructure of reading. Neural, perceptual, cognitive, and linguistic processes involved in reading development and disorders will be addressed. Current research findings are discussed and considered in the context of evidence-based practice in reading instruction. A major emphasis of this course includes an overview of the structure of the language and a deep dive into language acquisition and phonological awareness. This course is a requirement for the Dyslexia endorsement and the MSE in Literacy with Dyslexia Endorsement. It may serve as an elective for several other master's degree programs.

ELSE 6348 MULTISENSORY APPROACH TO LANGUAGE I This course provides candidates with current research and information concerning the foundational aspects of the science of reading and multisensory approaches to teaching the language in the areas of phonology, phonics, word recognition, handwriting, and spelling. Multisensory teaching is one important aspect of instruction for all students, especially students with dyslexia. This course is a requirement for the MAT in K-12 Special Education, the MSE in Special Education, and the graduate certificate in Special Education. It is a prerequisite for the K-12 Dyslexia endorsement and the MSE in Literacy with Dyslexia Endorsement for those who have not completed an Arkansas Division of Elementary and Secondary Education approved pathway. It may serve as an elective for several other master's degree programs.

ELSE 6349 MULTISENSORY APPROACH TO LANGUAGE II This course provides candidates with current research and information concerning the foundational aspects of the science of reading and multisensory approaches to teaching the language in the areas of fluency, vocabulary, comprehension, and written expression. Multisensory teaching is one important aspect of instruction for all students, especially students with dyslexia. This course is a requirement for the MAT in K-12 Special Education, the MSE in Special Education, and the graduate certificate in Special Education. It is a prerequisite for the K-12 Dyslexia endorsement and the MSE in Reading for those who have not completed an Arkansas Department of Elementary and Secondary Education approved prescribed proficiency pathway. It may serve as an elective for several other master's degree programs. Prerequisite/concurrent: ELSE 6348.

ELSE 6350 DISCIPLINARY LITERACY This course will prepare candidates to integrate literacy strategies into various disciplinary areas and also coach other teachers to do so. Candidates will learn current research and best practices in vocabulary and concept development,

Notification: New Concentration in Existing Program: Bachelor of Music, Jazz and Studio Music

The Department of Music in the College of Arts, Humanities, and Social Sciences has developed a new concentration—Jazz and Studio Music—in the Bachelor of Music program. The new concentration is a natural consequence of program growth and the department’s quest to respond to, and anticipate, the interests of incoming students. The department has identified this new major concentration as a “growth program” for the department, representing a demographic of music majors who have never been represented by the available coursework in the curriculum.

UCA has one of the most established jazz ensembles in the region, but has never offered a program of study specifically focused on jazz and popular styles of music. Even though UCA’s current jazz ensembles are not a required part of any existing degree in the department, student interest in the study of jazz improvisation remains a consistent request from existing students, and auditions for jazz ensembles have doubled in the past year.

Jazz studies degrees are now part of the course offerings of the University of Arkansas, the University of Arkansas Monticello, and Arkansas State University, in addition to a plethora of sister institutions and aspirational institutions in the region. UCA has lost highly-qualified students to these other programs every year for several years. This past year, faculty have reported that prospective students told them that the only reason they did not choose UCA for college is because UCA does not offer a degree in jazz. Upon approval of this degree, the department believes that it will be poised to offer students the most comprehensive and commercially relevant jazz degree in the state.

In addition to creating more intellectual richness and diversity in the departmental community, the creation of this new concentration will result in the development of coursework that creates a greater breadth of elective opportunities for students in the Bachelor of Arts in Music degree and in the Bachelor of Music Education degree—and, indeed, for non-music majors—and all new ensembles include options for graduate students to assume in leadership roles in the classroom.

The new concentration represents many years of work from at least three different departmental committees. The most recent *ad hoc* jazz committee consulted with colleagues at University of North Texas, Boston Conservatory, The Frost School of Music, University of Southern California, University of Arizona, and the University of Maryland, among others.

All appropriate university councils and administrators have recommended approval of the Jazz and Studio Music concentration.

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

New Undergraduate Program Transmittal Form

Department: Music Date: 10/11/2020

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

Title of program/concentration/minor: Bachelor of Music / Jazz and Studio Music

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

| Recommended by Department and College | | | | | |
|---------------------------------------|---|-------------------|----|------------------------|-------------------|
| 1. | <u>Louis Young</u> | <u>11-29-2020</u> | 2. | <u>Stephen W Plate</u> | <u>11/30/2020</u> |
| | Department Curriculum Committee | Date | | Department Chair | Date |
| 3. | <u>Mark Mullenbach</u> | <u>12/7/2020</u> | 4. | <u>[Signature]</u> | <u>11/21/20</u> |
| | 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? _____ If YES, it must be reviewed by the Professional Education Council. | |
| 5. | 6. |
| <u>[Signature]</u> | <u>A. Mandy</u> |
| Professional Education Council | Undergraduate Council |
| Date | Date |
| <u>3-31-21</u> | <u>3-16-21</u> |
| Council of Deans | Date |

| Approved by | |
|--------------------|--------------------|
| 8. | 9. |
| <u>[Signature]</u> | <u>[Signature]</u> |
| Provost | President |
| Date | Date |
| <u>4/2/2021</u> | <u>4/7/21</u> |

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) | 11. Notification to or Approval by Board of Trustees (as required) |
| Date | Date |
| 12. Notification to or Approval by AHECB (as required) | Recorded in Bulletin by |
| Date | 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. _____ | 15. _____ |
| Office of the Provost | Office of the Registrar |
| Date | Date |

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

LETTER OF NOTIFICATION – 3

NEW CONCENTRATION IN AN EXISTING PROGRAM

1. Proposed effective date

Fall 2021

2a. Title of existing degree program

Bachelor of Music

2b. Title of proposed concentration

Jazz and Studio Music
Instrumental Emphasis
Vocal Emphasis

3. CIP code

50.0903

4. Reason for proposed action

This new concentration in *Jazz and Studio Music* in our existing suite of Bachelor of Music degrees is a natural consequence of program growth and our quest to respond to, and anticipate, the interests of incoming students. We have identified this new major concentration as a “growth program” for the department, as it represents a demographic of music majors who have never been represented by the available coursework in the curriculum.

UCA has one of the most established jazz ensembles in the region, but has never offered a program of study specifically focused on jazz and popular styles of music. Even though our current jazz ensembles are not a required part of any existing degree in the department, student interest in the study of jazz improvisation remains a consistent request from existing students, and auditions for jazz ensembles have doubled in the past year.

Jazz studies degrees are now part of the course offerings of the University of Arkansas, the University of Arkansas Monticello, and Arkansas State University, in addition to a plethora of sister institutions and aspirational institutions in our region. UCA has lost highly qualified students to these other programs every year for several years. This past year, faculty have reported that prospective students told them that the only reason they did not choose UCA for college is because we do not offer a degree in jazz. Upon approval of this degree, we believe we will be poised to offer students the most comprehensive and commercially relevant jazz degree in the state.

In addition to creating more intellectual richness and diversity in our departmental community, the creation of this new concentration will result in the development of coursework that creates a greater breadth of elective opportunities for students in our Bachelor of Arts in Music degree and in our Bachelor of Music Education degree. Several of these new proposed courses would also be appropriate elective options for non-music majors; all new ensembles include options for graduate students to participate in leadership roles in the classroom.

This proposed degree concentration represents more than 30 years of work from at least 3 different departmental committees. The most recent *ad hoc* jazz committee consulted with colleagues at University of North Texas, Boston Conservatory, The Frost School of Music, University of Southern California, University of Arizona, and the University of Maryland, among others.

The committee's unanimous decision to offer this degree as a concentration in the existing Bachelor of Music degree rather than its own freestanding "Bachelor of Jazz and Studio Music" is twofold: First, the accreditation and approval process for the latter would add a minimum of an entire year to our timeline, and we would prefer to offer this educational opportunity as soon as possible. Secondly, each of the institutions we consulted offer their jazz coursework as a concentration in their Bachelor of Music; this path is, by far, the most common.

5. Provide the following

5.1 Curriculum Outline

List courses that make up the concentration, not the entire degree program. Include as an attachment a basic Academic Map showing a model plan of study that maps a four-year curriculum for a student completing the degree with this concentration.

Music Course Requirements – 36 credit hours

MUS 1000 Music Recital Attendance – completed six (6) times with a grade of credit (CR)
MUS 1131 Piano Class I
MUS 1132 Piano Class II
MUS 1230 Harmony I
MUS 1231 Ear Training I
MUS 1234 Jazz Fundamentals
MUS 1340 Introduction to Music Literature
MUS 2135 Beginning Jazz Piano
MUS 2136 Intermediate Jazz Piano
MUS 2210 Introduction to Music Technology
MUS 2240 Improvisation I
MUS 2420 Beginning Jazz Theory and Transcription
MUS 2421 Intermediate Jazz Theory and Transcription
MUS 3000 Junior Recital (pending new course proposal not included in jazz proposals)
MUS 3220 Live Sound and Recording Technology
MUS 3235 Jazz Arranging
MUS 4102 Senior Recital
MUS 4301 Jazz: History of an American Art Form
MUS 4302 Jazz History II

Primary Applied Music Requirements - 24 credit hours

Eight (8) lower-division credit hours from the following courses:

MUSA 2V05 Saxophone
MUSA 2V10 Trumpet
MUSA 2V13 Trombone
MUSA 2V20 Percussion
MUSA 2V30 Piano
MUSA 2V43 String Bass

MUSA 2V44 Guitar (pending new course proposal not included in jazz proposals)
MUSA 2V50 Voice

All credits used to fulfill the Primary Applied Music lower-division credit hour requirements must be the same course number—e.g., eight (8) total credits of MUSA 2V05 Saxophone or eight (8) total credits of MUSA 2V10 Trumpet.

Sixteen (16) upper-division credit hours from the following course:
MUSA 4V60 Jazz Applied

Small Ensemble Requirements – 6 credit hours

MUSE 2108 Small Jazz Ensemble
MUSE 2108 Small Jazz Ensemble
MUSE 4108 Small Jazz Ensemble
MUSE 4108 Small Jazz Ensemble
MUSE 4108 Small Jazz Ensemble
MUSE 4108 Small Jazz Ensemble

All students pursuing the Bachelor of Music Jazz and Studio Music Concentration must fulfill the requirements for one of the following emphases.

**Instrumental Emphasis Requirements
(12 credit hours)**

MUSE 2104 Jazz Ensemble
MUSE 2104 Jazz Ensemble
MUSE 2104 Jazz Ensemble
MUSE 2104 Jazz Ensemble
MUSE 4104 Jazz Ensemble
MUSE 4104 Jazz Ensemble
MUSE 4104 Jazz Ensemble
MUSE 4104 Jazz Ensemble
MUS 3240 Instrumental Improvisation II
MUS 4240 Jazz Pedagogy

**Vocal Emphasis Requirements
(10 credit hours)**

MUSE 2110 or MUSE 2111 (Concert Choir or University Chorus)
MUSE 2110 or MUSE 2111 (Concert Choir or University Chorus)
MUSE 2110 or MUSE 2111 (Concert Choir or University Chorus)
MUSE 2110 or MUSE 2111 (Concert Choir or University Chorus)
MUSE 2110 or MUSE 2111 (Concert Choir or University Chorus)
MUS 3241 Vocal Improvisation II
MUS 4240 Jazz Pedagogy
MUS 4241 Vocal Jazz Pedagogy

5.2 Total semester credit hours required for concentration

120 credits

5.3 New courses and new course descriptions

Beginning Jazz Theory and Transcription: MUS 2420

Prerequisites: MUS 1230, MUS 1231. This course applies and extends traditional harmonic study from MUS 1230 into the jazz idiom, including musical concepts relating to the theoretical structure of jazz: scales, chords, harmony, styles, and so on. Students will also continue to refine aural skills useful for jazz musicians.

Intermediate Jazz Theory and Transcription: MUS 2421

Prerequisites: MUS 2420. This course elaborates on the content of MUS 2420, including modes, chord/scale relationships, advanced jazz harmony, bass line construction, large-scale forms, solo and harmonic transcription, and advanced jazz aural skills exercises.

Improvisation I: MUS 2240

Prerequisite: MUS 1230, or permission of instructor. An introduction to jazz improvisation techniques. To get the most out of this course, students should have a working knowledge of major and minor scales; and major, minor, half-diminished, and diminished chords. Course topics include jazz theory, conventional notation, chord scale relationships, improvisation techniques, reading and analysis of music, and performance in small ensembles.

Instrumental Improvisation II: MUS 3240 (for instrumental emphasis only)

Prerequisite: MUS 2240, or permission of instructor. Geared toward instrumentalists in particular, this course builds on the topics of MUS 2240 to include more complex harmonic structures.

Vocal Improvisation II: MUS 3241 (for vocal emphasis only)

Prerequisite: MUS 2240, or permission of instructor. Geared toward vocalists in particular, this course builds on the topics of MUS 2240 to include more complex harmonic structures. Students will also study the art of vocalise, along with advanced scat techniques and microphone technique.

Beginning Jazz Piano: MUS 2135

Prerequisites: MUS 1132 or permission of the instructor. Introduction to jazz harmony on piano. The course consists of typical ii – V – I – IV progressions in 3-note, 4-note, and 5-note voicings and basic comping on a variety of jazz standards.

Intermediate Jazz Piano: MUS 2136

Prerequisites: MUS 2135 or permission of the instructor. Continued study of jazz harmony on piano. The course consists of creating basslines, comping standards, and advanced voicings including quartal and quintal structures, rootless voicings, montuno, and salsa, complemented by strategies for reharmonization.

Jazz History II: An American Art Form: MUS 4302

Prerequisites: MUS 4301, MUS 2420 or permission of the instructor. This course is a continuation of Jazz History I, from about 1950 through the present. At all times, we will concentrate on the contributions of people of color and how this music was disseminated. We will continue with the evolution of Bop, Hard Bop, Cool Jazz, 1960s Avant-Garde, and various fusion styles. We will emphasize the intersection of music and the civil rights movement. Required for undergraduate Jazz and Studio Music concentration.

Jazz Applied: MUSA 4V60

Prerequisite: MUS 3235 or permission of the instructor. Applied lessons in the jazz idiom. (Variable credit: 1, 2, or 4 credit hours.) Enrollment for 2-4 credits requires weekly participation in 2 50-minute performance classes: one for the jazz area, and one for the student's primary instrument (saxophone, trombone, trumpet, percussion, piano, guitar, bass, or voice).

Jazz Arranging: MUS 3235

Prerequisite: MUS 2420 and MUS 2135, or permission of instructor. A holistic approach to jazz arranging. Topics include chord-scale theory, voicing techniques, part and score layout and formal construction of an arrangement.

Jazz Fundamentals: MUS 1234

Prerequisite: MUS 1230 or permission of instructor. Introductory seminar to the study and appreciation of instrumental and vocal jazz through recordings, readings, and discussion. An ability to read music in treble and bass clef is required for all students.

Jazz Pedagogy: MUS 4240

This course explores instructional and logistical strategies for teaching jazz at the beginning and intermediate level, including individual lessons, small groups, and large ensembles.

Vocal Jazz Pedagogy: MUS 4241 (for vocal emphasis only)

This course explores the science and practice of healthy jazz singing. It also evaluates the basic principles of physiology and anatomy of singing. The course will examine known scientific facts and theories that are generally accepted by voice scientists and teachers. An analysis of several vocal artist's approaches will be included. Emphasis will be given to vocal registration unification while keeping a speech-like approach to singing.

Small Jazz Ensemble: MUSE 2108/4108

This team-taught course focuses on the creation of small ensemble jazz, commercial, and studio styles. Open to vocalists and instrumentalists by audition or approval of faculty.

Live Sound and Recording Technology: MUS 3220

Prerequisite: MUS 2210, or permission of instructor. Introductory overview of audio engineering. Includes basic studio electronics and acoustic principles, waveform properties, microphone concepts and micing techniques, studio set-up and signal flow, recording console theory, signal processing concepts, recorder principles and operation, and an overview of mixing and editing.

5.4 Goals and objectives of concentration

N.B.: Standards taken from the NASM Handbook, upon which the coursework for the degree concentration is based. These standards are foundational to the philosophical framework of this degree concentration and of the various new courses.

From the NASM Handbook:

1. Performance. Students must acquire:

- a. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
- b. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
- c. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.

- d. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
- e. Keyboard competency.
- f. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

2. Musicianship Skills and Analysis. Students must acquire:

- a. An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
- b. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.
- c. The ability to place music in historical, cultural, and stylistic contexts.

3. Composition/Improvisation. Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

4. History and Repertory. Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization (see Standards for Accreditation III.L.).

5. Synthesis. While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

Item 2. (All)

Results (H.VIII.C.)

Upon completion of any specific professional undergraduate degree program:

- 1. Students must demonstrate achievement of professional, entry-level competence in the major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their

work. A senior project or presentation in the major area is required in many concentrations, and strongly recommended for all others.

2. Students are expected to have the ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field.

Item 3. (Jazz Studies)

Essential Competencies, Experiences, and Opportunities (H.IX.F.3.)

(in addition to those stated for all degree programs):

a. Comprehensive capabilities in various jazz idioms, including the ability to perform, improvise, compose, arrange, and score; and knowledge of jazz history and literature, including the cultural sources and influences of jazz.

b. Ability to work as a performer and composer/arranger with a variety of jazz and studio music idioms in various settings and with various sizes and types of ensembles, including the ability to produce the appropriate expressive style of the music being created or presented. Independent studies, internships, field work, and similar experiences are strongly encouraged.

c. Opportunities to hear fully realized performances of the student's original compositions and/or arrangements; public presentation is an essential experience.

d. Solo and ensemble experiences in a variety of settings. A senior recital is essential and a junior recital is recommended.

Item 4. (All)

General Studies Competencies (H.VIII.A.6.)

a. Competencies. Specific competency expectations are defined by the institution. Normally, students holding a professional undergraduate degree in music are expected to have:

(1) The ability to think, speak, and write clearly and effectively.

(2) An informed acquaintance with fields of study beyond music such as those in the arts and humanities, the natural and physical sciences, and the social sciences.

(3) A functional awareness of the differences and commonalities regarding work in artistic, scientific, and humanistic domains.

(4) Awareness that multiple disciplinary perspectives and techniques are available to consider all issues and responsibilities including, but not limited to, history, culture, moral and ethical issues, and decision-making.

(5) The ability to identify possibilities and locate information in other fields that have bearing on musical questions and endeavors.

Item 5. (Jazz Studies)

Recommendations for General Studies (H.IX.F.2.)

Studies in electronic media, African-American studies, and the business aspects of music are particularly appropriate for the jazz musician.

Item 6. (All)

Recommendations for Professional Studies (H.VIII.D.)

Students engaged in professional undergraduate degrees in music should have opportunities to:

1. Gain a basic understanding of the nature of professional work in their major field. Examples are: organizational structures and working patterns; artistic, intellectual, economic, technological, and political contexts; and development potential.
2. Acquire the skills necessary to assist in the development and advancement of their careers, normally including basic competency development in communication, presentation, business, and leadership, all with particular regard to professional practices in their major field.
3. Develop teaching skills, particularly as related to their major area of study.
4. Continue to develop improvisational skills whether as an aspect of composition, musicianship, or performance studies.
5. Experience a broad range of repertory through attendance at events such as recitals, concerts, opera and music theatre productions, and other types of performances.
6. Develop an awareness of copyright, licensing, and permission requirements as they relate to access to and use of musical works.
7. Explore areas of individual interest related to music in general or to the major. Examples are music bibliography, notations, aesthetics, acoustics, performance practices, specialized topics in history, musicology, ethnomusicology, analysis, and technology.
8. Explore multidisciplinary issues that include music.
9. Practice synthesis of a broad range of musical knowledge and skills, particularly through independent study that involves a minimum of faculty guidance, where the emphasis is on evaluation at completion (see Standards for Accreditation III.G.)

5.5 Expected student learning outcomes of concentration

Students will achieve the SLOs of the Bachelor of Music degree, with the additional SLOs for the Concentration in Studio Music and Jazz listed below:

Students will:

1. Comprehend and demonstrate conventional and advanced chord/scale relationships
2. Analyze small and large jazz forms
3. Write, play, and aurally identify typical jazz chords, voicings, and progressions
4. Sing, write out, or play back melodic phrases.
5. Successfully and artistically improvise in a variety of styles
6. Demonstrate proficient jazz piano skills, including basic comping, bass line construction, and voicing typical chord structures used in jazz
7. Successfully translate chord symbols and Nashville notation
8. Demonstrate idiomatic and characteristic tone and technique
9. Learn about the historical context of jazz
10. Listen to and identify important recordings from jazz's history
11. Demonstrate and ability to use conventional jazz arranging technique
12. Compose and perform original music
13. Successfully create scores and parts using notation software
14. Identify important performers and composers from a variety of periods
15. Be able to discuss and design a jazz curriculum for young students
16. Learn about conventions in jazz education
17. Learn healthy sound production idiomatic to jazz
18. Perform music in popular, jazz, and commercial styles in a variety of ensembles
19. Learn rehearsal strategies for a variety of ensemble sizes and scopes
20. Gain experience and repertoire by performing music for large vocal or jazz ensemble
21. Gain skills with sound editing and mastering using *Logic Pro* or *ProTools*
22. Be able to run a recording session using appropriate equipment and techniques
23. Perform a "set" of music typical to a club date (recital)

5.6 Student demand/projected enrollment for concentration

Within 5-7 years, we anticipate a total program enrollment of around 50 students.

Rationale

For our first cohort of students, we anticipate between 8 and 10 students, which we will recruit directly through honor band participation, a dynamic marketing plan focused on student experience on social media, and through the department's relationship with more than 250 music educators across the state and region who already assist us in our recruiting efforts.

Generally, each studio professor aims to recruit between 3 and 6 new music majors per academic year. The Jazz Area will consist of *Vocal, Saxophone, Trumpet, Trombone, Bass, Piano, Guitar, and Percussion*. In those eight studios, we expect that 1 – 2 of those typical recruits would choose the jazz major, and perhaps an additional 2 per annum, per studio, will apply specifically for the jazz major.

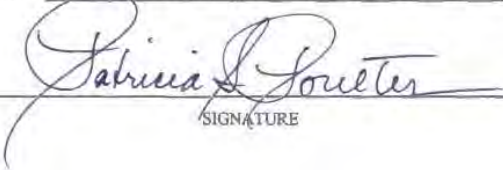
Assuming this is the case and following the establishment of the program, accounting for attrition common to arts degrees, we can expect an annual cohort of 14-20 jazz and studio music majors, for a total program enrollment of around 50 students.

6. Will additional funds be needed to offer the concentration? If so, indicate the source of funds and how the funds will be used.

With the addition of some new ensembles and recording coursework, there will be a need for software licenses in the computer lab, as well as equipment (microphones, monitors, cables, stands) for the new Vocal Jazz Ensemble. The music chair is aware of these needs, and has agreed to make these available using endowment funds and donations from our partners.

President/Chancellor Approval Date: 2021-04-07

Board of Trustees Notification Date: 2021-05-27 (next scheduled meeting)

Chief Academic Officer:  2021-04-02
SIGNATURE DATE

[UCA form updated 2020-10-02]

NEW BUSINESS

The following resolution of appreciation for Dr. Randy Pastor was unanimously adopted upon motion by Bunny Adcock and second by E.C. Maltbia. This vote occurred during the President's Report.

Resolution of Appreciation

WHEREAS, Dr. Randy Pastor and his medical team have been involved in every facet of the COVID-19 planning, response, and mitigation protocol that has allowed UCA to continue its operations and weather a global pandemic;

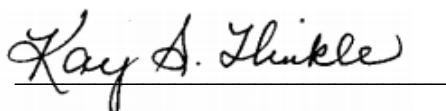
WHEREAS, Dr. Pastor and his team have set the standard for COVID-19 mitigation and response which sets him and UCA apart from peers nationally. The ability of UCA to continue operations from March 2020 has had a significant educational and social impact on students and a major economic impact in central Arkansas by ensuring the overall health and financial resiliency of the university and its employees. UCA's experience and track record stands in stark contrast to universities and colleges nationwide;

WHEREAS, Dr. Pastor developed and managed UCA's quarantine and isolation housing for UCA students. This included setting cleaning protocols, transporting students, daily health checks, and working closely with other units on campus to ensure safety, access to food services, and access to mental and physical health services; and

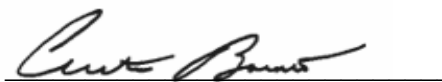
WHEREAS, in addition to providing outstanding leadership for UCA, Dr. Pastor also assisted other institutions in the state. He worked closely with the Arkansas Department of Health (ADH), Arkansas Department of Higher Education (ADHE), and the University of Arkansas for Medical Sciences (UAMS) to implement their policies and procedures for COVID-19. In addition to duties within the educational Testing and Tracing Consortium through Conway Regional Health System, he worked selflessly to help Hendrix College and Central Baptist College in their planning and COVID-19 mitigation, and frequently communicated with other universities around the state about their work during the pandemic.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees of the University of Central Arkansas does hereby extend its sincere appreciation and gratitude to Randy Pastor for his exceptional leadership and service during these times; and

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



Kay Hinkle
Chair



Curtis Barnett
Secretary

Athletic Director Brad Teague provided an update on the Athletic Academic Progress Rate Award that the university has won for the second consecutive year. No action was taken.

The following resolution of appreciation for President Davis, his leadership team, and the university was unanimously adopted upon motion by E.C. Maltbia and second by Bunny Adcock.

Resolution of Appreciation

WHEREAS, President Houston D. Davis led the university during the worldwide novel coronavirus pandemic caused by SARS-CoV-2, and because of his leadership team, the university successfully continued campus operations in 2020 and 2021; and

WHEREAS, President Davis provided leadership by (a) convening the Pandemic Planning and Response Team for weekly meetings beginning in March 2020, (b) working closely with state government throughout the response to ensure compliance with all state directives, (c) working with executive staff to proactively steward university resources so that no employees were furloughed and university budget projections were conducted in a fiscally responsible manner, and (d) utilizing federal resources as well as institutional policy changes to help mitigate the negative impact of the pandemic on students and their families; and

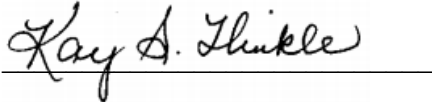
WHEREAS, The Pandemic Planning and Response team established working groups that have worked diligently for over a year in the areas of (a) testing, tracing, and isolation for positive cases of COVID-19, (b) academic planning, (c) CARES Act and subsequent federal funding provided under the Higher Education Emergency Relief Fund, (d) campus communications, (e) emergency student grants, (e) physical distancing, (f) human resources and legal issues, (h) quarantine and isolation housing, (i) international engagement, (j) personal protective equipment, and (k) technology access; and

WHEREAS, President Davis helped establish and lead a local health care and education consortium to respond to COVID-19 in a comprehensive and unified manner, and this group met weekly for over one year to establish protocols for testing and vaccinations; and

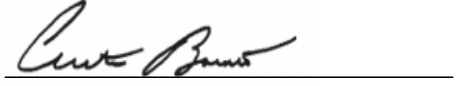
WHEREAS, the Faculty Senate, Staff Senate, and Student Government Association provided input and guidance in consultation with the Pandemic Planning Team to effectively manage the institution's response, keeping student success and employee welfare at the forefront of all considerations; and

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees of the University of Central Arkansas does hereby extend its sincere appreciation and gratitude to President Houston D. Davis and the UCA campus for their planning and response to the COVID-19 pandemic during 2020 and 2021; and

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



Kay Hinkle
Chair



Curtis Barnett
Secretary

EXECUTIVE SESSION

The board unanimously declared an executive session to consider employment, appointments, promotions, demotions, disciplining and resignations of employees, upon motion by Bunny Adcock and second by Terry Fiddler.

OPEN SESSION

The board unanimously approved the following motion made by Amy Denton and second by E.C. Maltbia:

“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 Joe Whisenhunt and second by Bunny Adcock:

The University of Central Arkansas Board of Trustees

Kay Hinkle
Chair

Curtis Barnett
Secretary

Board of Trustees

May 27, 2021



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Roll Call



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Approval of Minutes



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End of Year Reports from Shared Governance Bodies



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Faculty Senate 2020-21



Debuted new ceremonial mace
created by Dr. Bryan Massey

**Participated in a Zoom call
with area legislators**, organized
by Staff Senate President Steven
Shook

**Represented faculty on six
working groups and ad hoc
committees**, most related to
online and hybrid teaching
policy and support

**Awarded the Faculty Scholars
Fund Scholarship** for the first time
since 2012

Passed nine resolutions:

- Manion Hall Resolution
- Resolution to Create the Diversity, Equity, and Inclusion subcommittee
- Resolution for Staff Recognition Luncheon
- Resolution Reaffirming UCA's Commitment to Academic Freedom
- Resolution to Recommend Changes to Tuition Remission Board Policy 623
- Resolution to Eliminate the Three-Year Term Limit for Visiting Faculty
- Resolution to Recommend Consistent Funding for Continuing and Visiting Faculty Lines
- Resolution Regarding Faculty Senate Elections
- Resolution of Appreciation for Dr. Randy Pastor

End of Year Reports from Shared Governance Bodies



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President's Report



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Newman Civic Scholars



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Greta Hacker

2020 Newman Civic Scholar

- Native of Jonesboro
- Public administration major
- Presidential Scholar
- UCA Debate and Forensics Team
- Interned with UCA's Center for Community and Economic Development (CCED) and the City of Conway
- Served on the UCA Honors Council
- Peer tutor at the UCA Center for Writing and Communication
- Serving as a copy editor for the upcoming issue of UCA Magazine



Emma Davis

2021 Newman Civic Scholar

- Van Buren native
- Political Science major with a minor in legal studies
- Feminist Union
- Women of Excellence
- Griot Society
- Served as political action and juvenile justice co-chair for the UCA chapter of the NAACP
- One of two students appointed to the Task Force to Advance the State of Law Enforcement in Arkansas



Bear C.L.A.W.S.



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Trevis Belle

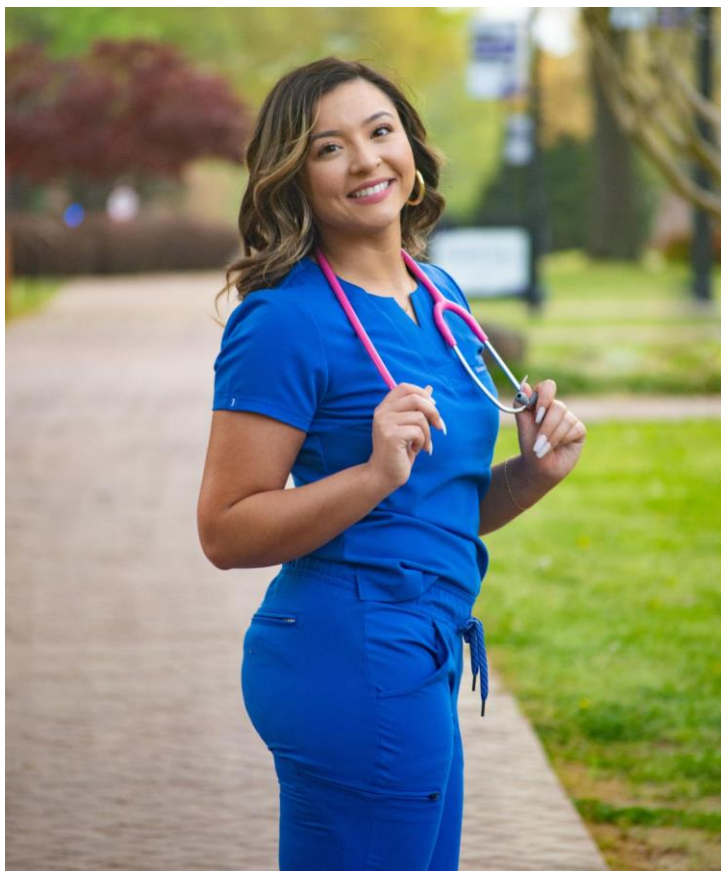
- Native of St. Kitts & Nevis
- 2020 Arkansas Association of Student Affairs Outstanding Graduate Student Award
- Recipient of the 2021 NASPA NOW Innovation Award
- Recipient of the 2021 SWACUHO Bob Huss Outstanding Graduate Student Award
- Recipient of the 2021 ACPA Graduate Students and New Professionals Community of Practice Outstanding Master's Student Award



School of Nursing

- Four faculty and dozens of students administered more than 12,000 COVID-19 vaccinations
- A period involving 23 days between January and April
- 1,331 hours of service to our local community
- Conway Regional and Baptist Health-Conway hospitals
- Approximately 120 students in community health courses
- Total of 337 students participated in at least one volunteer session

2021 Bachelor of Science in Nursing graduates



Selena Kramer



Presley Mullins

COVID-19 Status



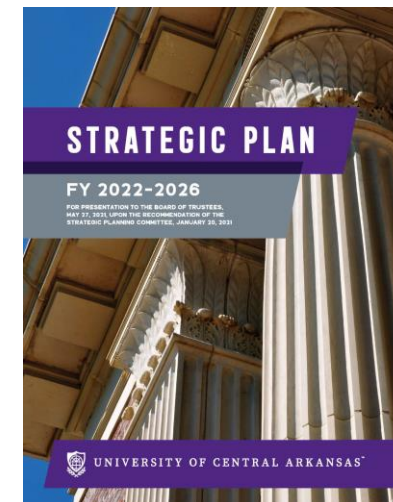
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1/25/20
3/2/20
58

15,648
3.8%
49



45.7
43.4
41.7



A B
C D

“Zero...
and zero.”

UR/UA
6/30/21 >
6/30/19

3.5%
7.1%
4.3%

2%
\$1.7m
+
\$200k



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Audit & Finance Committee



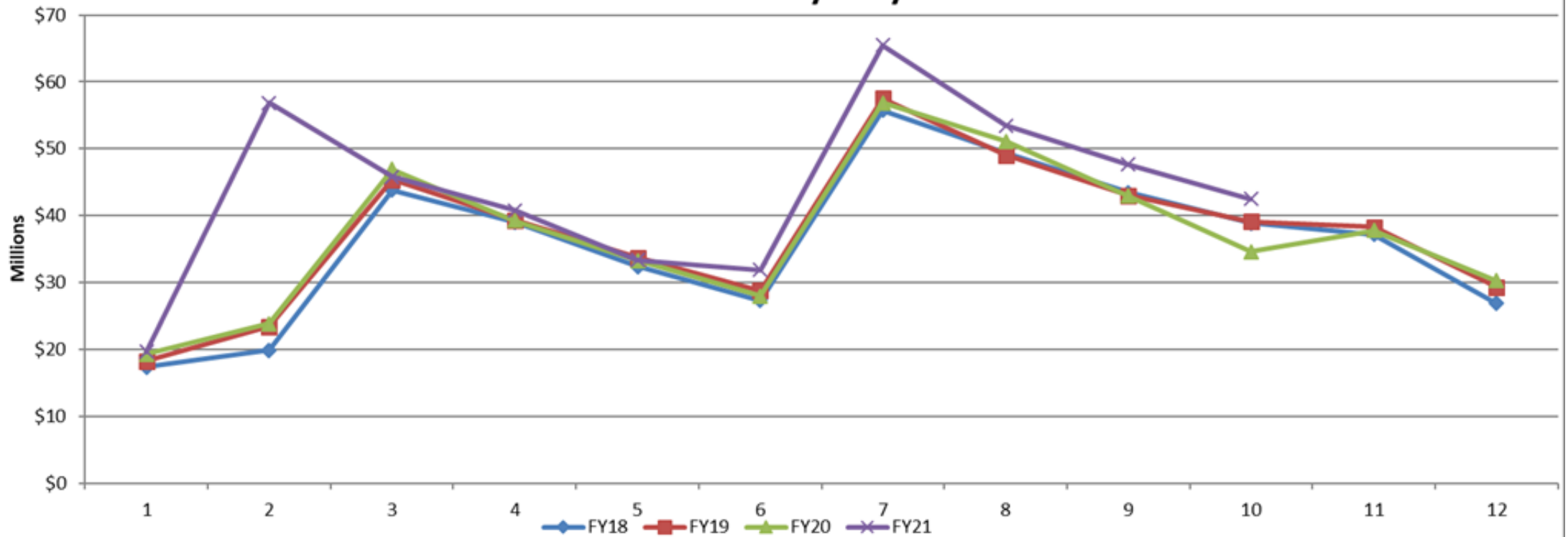
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Financial Update



UNIVERSITY OF
CENTRAL
ARKANSAS

University of Central Arkansas Unrestricted / Unallocated Cash E&G and Auxiliary Only



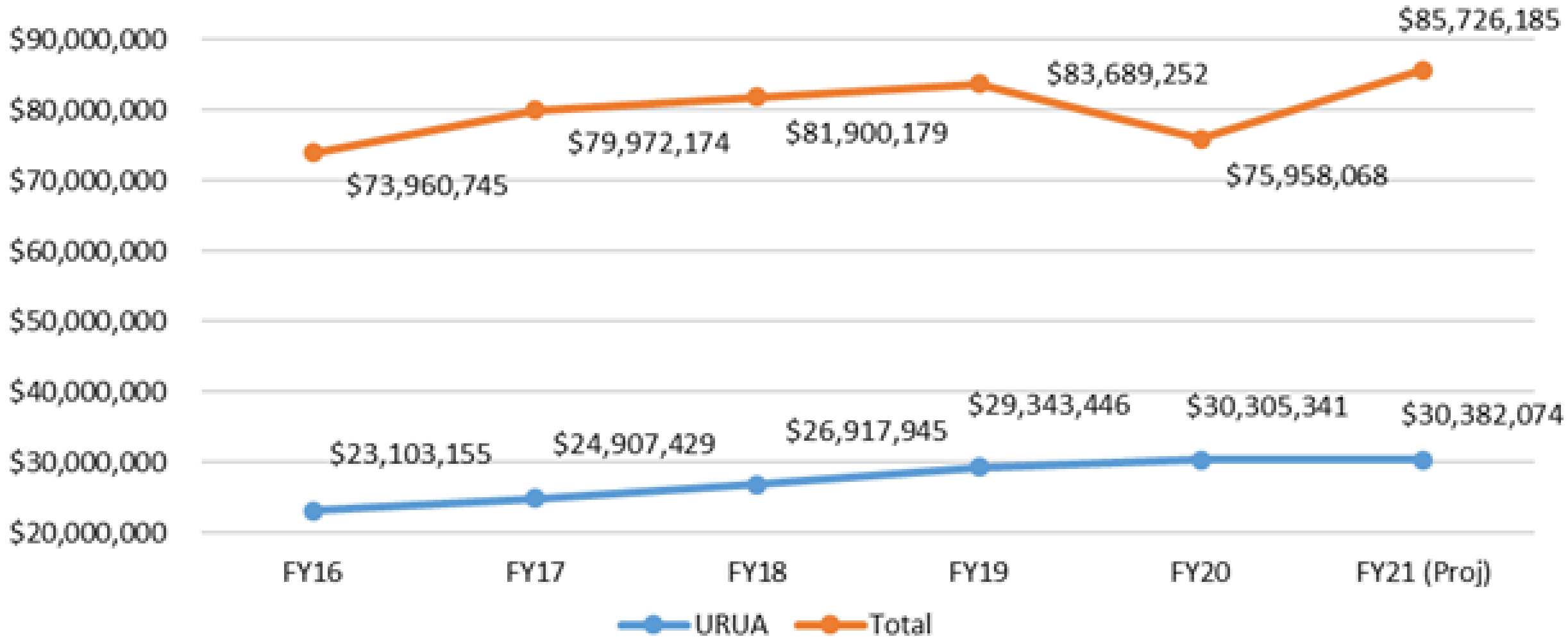
| | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|-------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| FY18 | 17,381,336 | 19,868,378 | 43,788,327 | 39,070,117 | 32,435,741 | 27,320,412 | 55,762,227 | 49,386,925 | 43,483,830 | 38,898,593 | 37,203,938 | 26,917,945 |
| FY19 | 18,265,029 | 23,435,290 | 45,367,014 | 39,293,510 | 33,759,630 | 28,788,328 | 57,501,874 | 49,072,193 | 42,988,377 | 39,088,003 | 38,282,253 | 29,343,446 |
| FY20 | 19,260,964 | 23,879,389 | 46,937,223 | 39,227,973 | 33,302,545 | 27,973,996 | 56,857,366 | 51,089,530 | 42,929,366 | 34,617,070 | 37,810,077 | 30,305,341 |
| FY21 | 19,667,966 | 56,862,026 | 45,813,607 | 40,795,191 | 33,382,669 | 31,861,501 | 65,463,248 | 53,444,657 | 47,624,104 | 42,473,255 | | |

August and January balances vary depending on disbursement of federal funds.

UCA Financial Trends



Cash Balance as of June 30





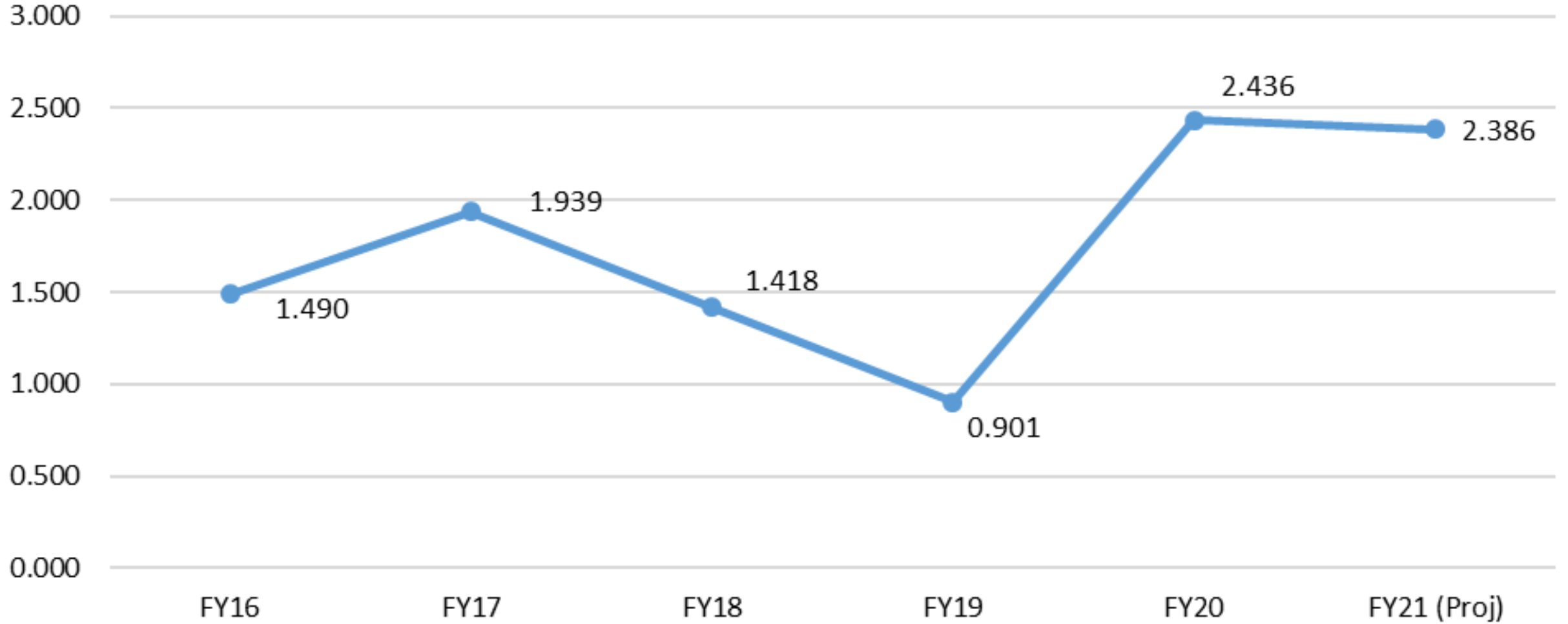
University of Central Arkansas
Operating Summary
As of April 30, 2021

| | | FY21 October Revised Budget | YTD FY21 | YTD FY20 | FY20 Year End | Projected FY21 | Projected vs. Revised Budget |
|----|------------------------------|--|--------------------|--------------------|----------------------|---------------------------|---|
| 1 | Tuition & Fees | 84,132,636 | 79,515,477 | 83,247,472 | 89,073,894 | 85,080,700 | 948,064 |
| 2 | Appropriations | 55,231,348 | 49,666,488 | 47,416,800 | 59,639,049 | 55,231,348 | - |
| 3 | Sales & Services | 361,500 | 144,797 | 643,294 | 606,356 | 136,483 | (225,017) |
| 4 | Organized Activities | 158,397 | 128,272 | 184,750 | 187,219 | 129,986 | (28,411) |
| 5 | Grants & Contracts | 193,470 | 283,005 | 553,664 | 585,930 | 313,844 | 120,374 |
| 6 | Other Sources | 1,690,015 | 752,580 | 1,704,662 | 1,609,371 | 710,511 | (979,504) |
| 7 | Total E&G Revenue | 141,767,366 | 130,490,618 | 133,750,641 | 151,701,818 | 141,602,872 | (164,494) |
| 8 | Auxiliary Income | 44,355,972 | 36,006,298 | 40,190,702 | 42,469,347 | 38,212,279 | (6,143,693) |
| 9 | Total Income | 186,123,338 | 166,496,917 | 173,941,344 | 194,171,165 | 179,815,151 | (6,308,187) |
| 10 | Salaries & Wages | 80,523,018 | 69,481,402 | 73,950,113 | 84,051,571 | 78,577,580 | 1,945,438 |
| 11 | Benefits | 24,774,299 | 19,618,742 | 20,420,789 | 27,443,279 | 25,764,007 | (989,708) |
| 12 | M&O | 30,818,923 | 22,016,590 | 28,467,552 | 30,691,605 | 26,822,421 | 3,996,502 |
| 13 | Scholarships & Fee Waivers | 29,483,002 | 29,507,264 | 29,206,923 | 30,088,614 | 30,398,022 | (915,020) |
| 14 | Purchased Utilities | 5,613,821 | 3,416,444 | 4,236,609 | 4,765,431 | 4,042,891 | 1,570,930 |
| 15 | Debt Service | 15,600,592 | 13,410,112 | 13,781,673 | 13,939,447 | 13,619,214 | 1,981,378 |
| 16 | Transfers | (690,317) | (4,578,598) | (3,956,859) | (2,417,228) | (2,985,717) | 2,295,400 |
| 17 | Total Expenditures | 186,123,338 | 152,871,956 | 166,106,800 | 188,562,719 | 176,238,418 | 9,884,920 |
| 18 | Net Gain/(Loss) | - | 13,624,961 | 7,834,544 | 5,608,446 | 3,576,733 | 3,576,733 |

UCA Financial Trends



Composite Financial Index (CFI)





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Contracts



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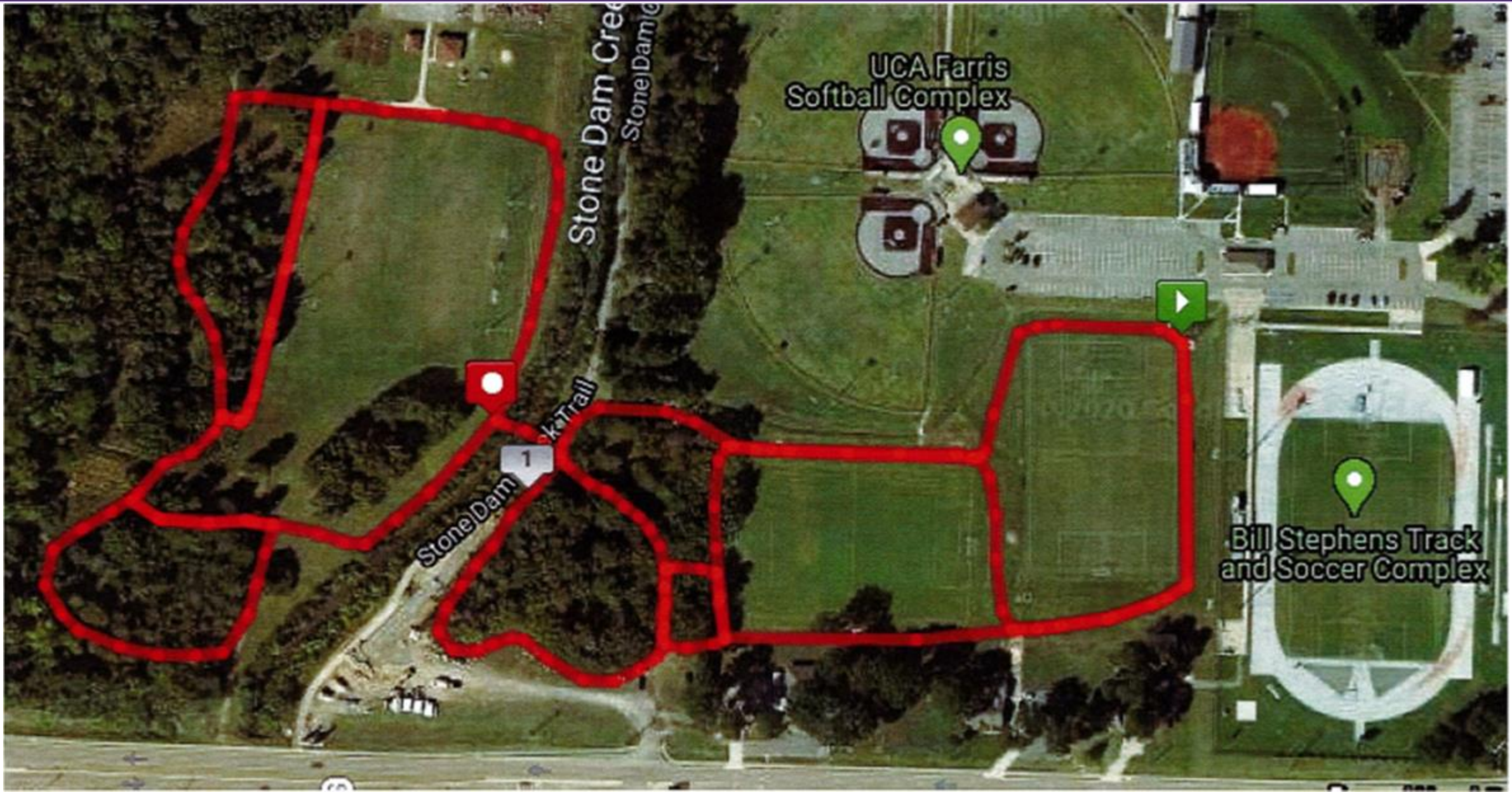


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Arkansas Recreational Trails Program Grant



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Proposed Tuition & Fee Rates



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Proposed Changes in Tuition & Fees

| Undergraduate Annual Rate-15 Hours per Semester | | | | |
|---|-------------------------------------|--------------------------------------|------------------|-------------------|
| | Current FY21 Cost Fall/Spring | Proposed FY22 Cost Fall/Spring | Dollar Change | Percent Change |
| General Tuition | 6,810.00 | 6,870.00 | 60.00 | |
| All Other Fees | 2,528.30 | 2,693.30 | 165.00 | |
| Total | 9,338.30 | 9,563.30 | 225.00 | 2.41% |

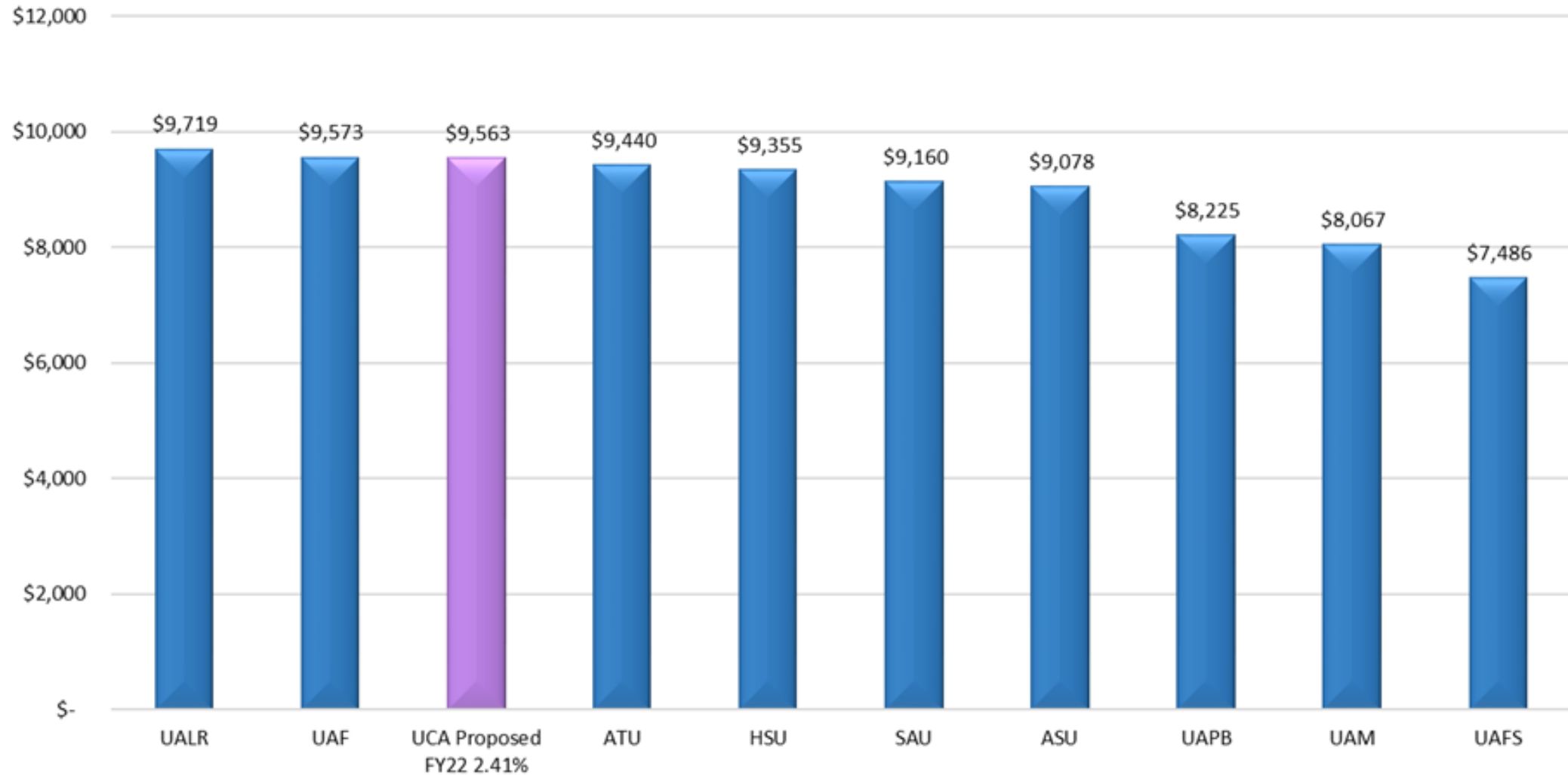
| Graduate Annual Rate-12 Hours per Semester | | | | |
|--|-------------------------------------|--------------------------------------|------------------|-------------------|
| | Current FY21 Cost Fall/Spring | Proposed FY22 Cost Fall/Spring | Dollar Change | Percent Change |
| General Tuition | 6,691.20 | 6,750.00 | 58.80 | |
| All Other Fees | 2,062.04 | 2,194.04 | 132.00 | |
| Total | 8,753.24 | 8,944.04 | 190.80 | 2.18% |

| Tuition & Mandatory Fees per hour increase include: | |
|--|------|
| Tuition-UG | 2.00 |
| Tuition- GR | 2.45 |
| Athletics | 1.00 |
| Facilities | 2.50 |
| Technology | 1.50 |
| Fine Performing Arts | 0.50 |

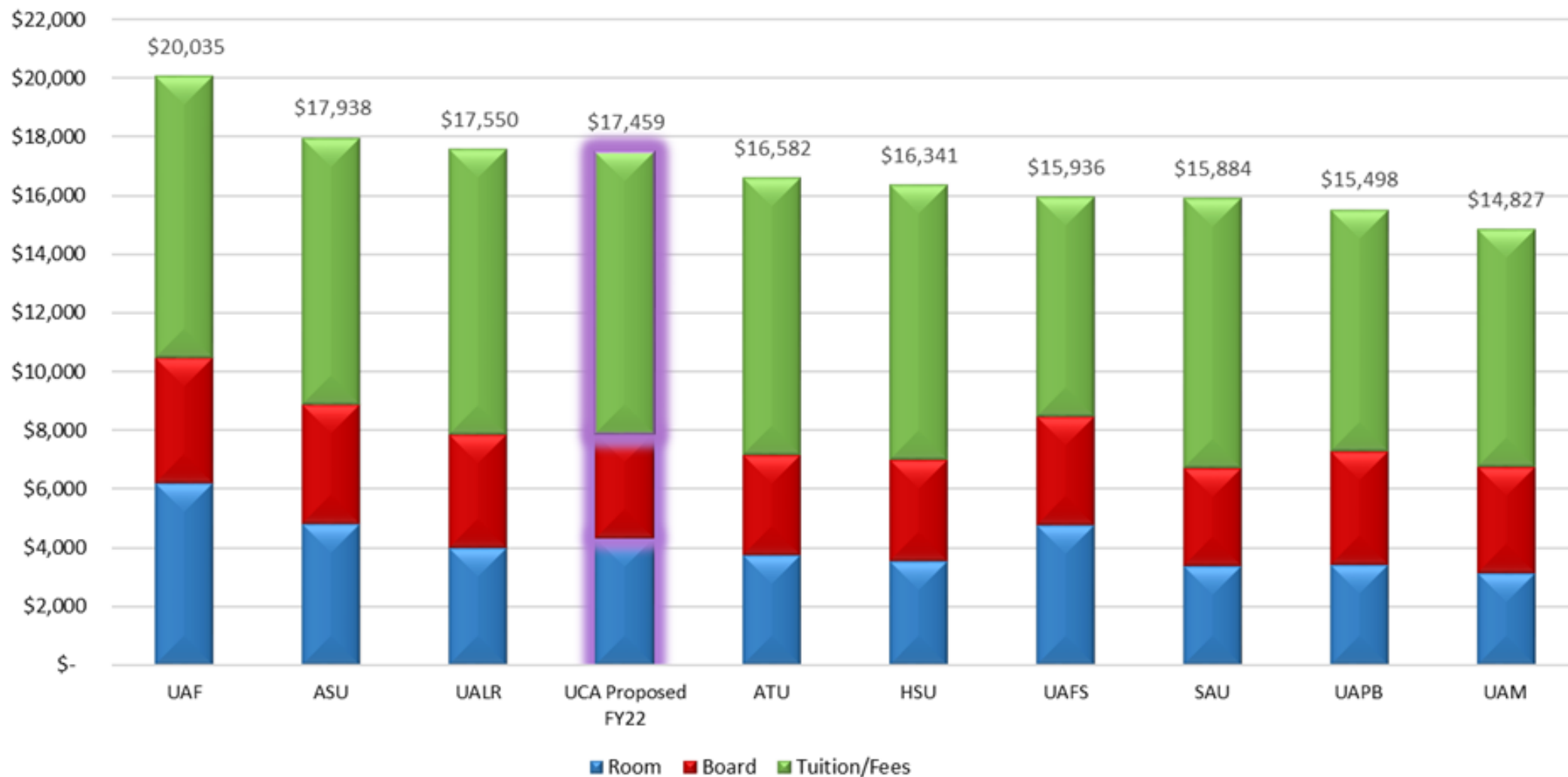
| |
|--|
| <p>Budgeted New Revenue</p> <p>\$1,509,820</p> |
|--|



UCA Preliminary Proposed FY22 Tuition and Fees Compared with Other Arkansas Public Universities with 2% Increase



UCA Preliminary Proposed FY22 Tuition & Fees with Room & Board Compared with Other Arkansas Public Universities with 2% Increase



Proposed Other Fee Changes - Non-Mandatory BP 639



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Global Education Project (GEP)

| Term | Hours | Current FY21 Cost | Proposed FY22 Cost | Dollar Change |
|-------------|--------------|------------------------------|-------------------------------|----------------------|
| Fall/Spring | 12 | \$9,077 | \$9,400 | \$323 |
| Summer | 3 | \$2,832 | \$2,850 | \$18 |

Other Instructional Fees for a Specific Course or Program

| Department/ School/Program | Fee Title | Current FY21 Cost Fall/Spring | Proposed FY22 Cost Fall/Spring | Dollar Change |
|--|--|--|---|--------------------------|
| Art, Music, and Theatre Courses | Windgate Facility Fee | \$0.00 per Hour | \$8.00 per Hour | \$8.00 per Hour |
| Office of International Engagement | National Student Exchange Course Fee | \$0.00 per Semester | \$50 per Semester | \$50 per Semester |



UNIVERSITY OF
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Proposed FY22 Operating Budget



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Main Objectives

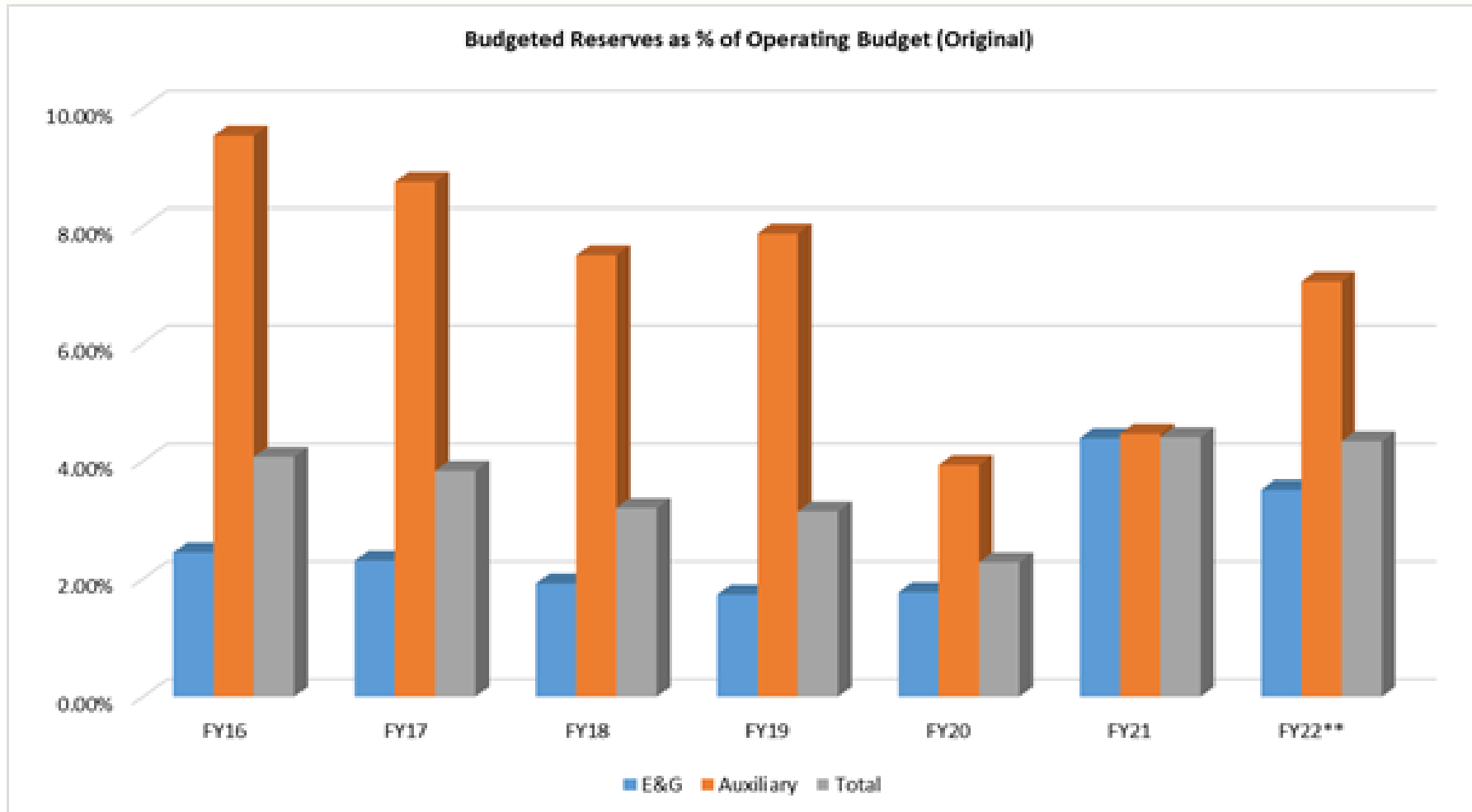
- Cautious optimism
- Focus on student success
- Maintain stable reserves
- Minimize the financial impact to students



FY22 Proposed Budget
October Revised FY21 Compared to FY22 Proposed Budget

| | | FY21 October Revised | FY22 Proposed | Dollar Change | % Change | % of Budget |
|----|------------------------------|-----------------------------|----------------------|----------------------|-----------------|--------------------|
| 1 | Tuition & Fees | 84,132,636 | 85,642,456 | 1,509,820 | 1.79% | 44.34% |
| 2 | State Appropriations | 55,231,348 | 60,756,666 | 5,525,318 | 10.00% | 31.46% |
| 3 | Sales & Services | 361,500 | 361,500 | - | 0.00% | 0.19% |
| 4 | Organized Activities | 158,397 | 158,397 | - | 0.00% | 0.08% |
| 5 | Grants & Contracts | 193,470 | 193,470 | - | 0.00% | 0.10% |
| 6 | Other Sources | 1,690,015 | 1,206,015 | (484,000) | -28.64% | 0.63% |
| 7 | Total E&G Revenue | 141,767,366 | 148,318,504 | 6,551,138 | 4.62% | 76.80% |
| 8 | Auxiliary Income | 44,355,972 | 44,812,317 | 456,345 | 1.03% | 23.20% |
| 9 | Total Income | 186,123,338 | 193,130,821 | 7,007,483 | 3.76% | 100.00% |
| | | | | | | |
| 10 | Salaries & Wages | 80,523,018 | 82,882,958 | 2,359,940 | 2.93% | 42.92% |
| 11 | Benefits | 24,774,299 | 25,521,040 | 746,741 | 3.01% | 13.21% |
| 12 | M&O | 30,818,923 | 31,977,129 | 1,158,206 | 3.76% | 16.56% |
| 13 | Scholarships & Waivers | 29,483,002 | 29,879,047 | 396,045 | 1.34% | 15.46% |
| 14 | Purchased Utilities | 5,613,821 | 5,729,051 | 115,230 | 2.05% | 2.97% |
| 15 | Debt Service | 15,600,592 | 16,063,425 | 462,833 | 2.97% | 8.32% |
| 16 | Transfers | (690,317) | 1,078,171 | 1,768,488 | -256.18% | 0.56% |
| 17 | Total Expenditures | 186,123,338 | 193,130,821 | 7,007,483 | 3.76% | 100.00% |

UCA Financial Trends

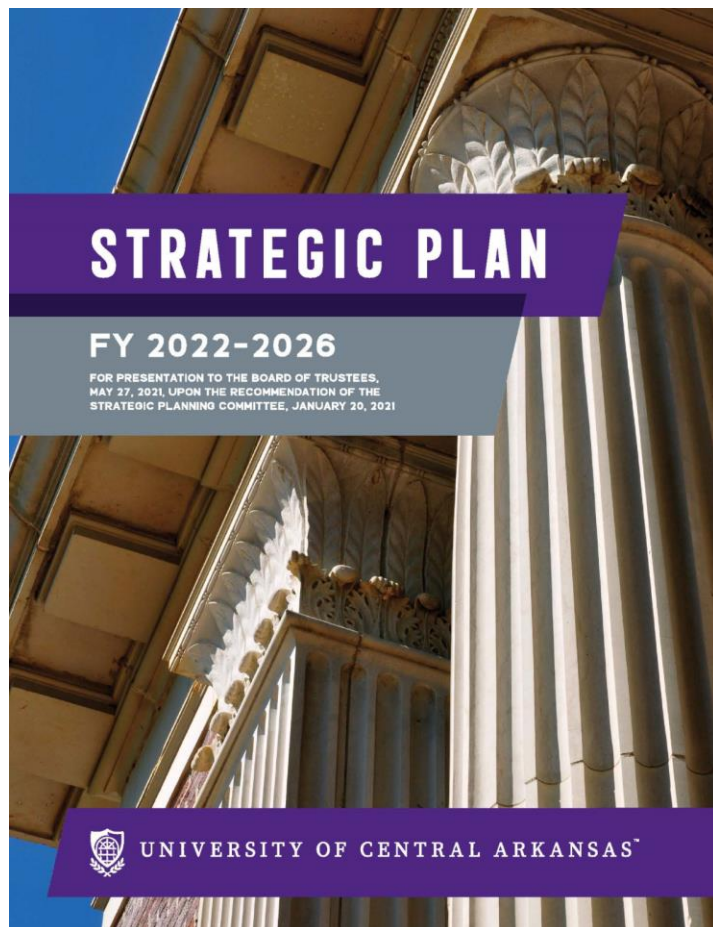


| | FY16 | FY17 | FY18 | FY19 | FY20 | FY21 | FY22** |
|-----------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|
| E&G | 2.45% | 2.31% | 1.92% | 1.73% | 1.77% | 4.01% | 3.52% |
| Auxiliary | 9.53% | 8.74% | 7.50% | 7.87% | 3.93% | 4.47% | 7.05% |
| Total | 4.07% | 3.83% | 3.21% | 3.15% | 2.28% | 4.12% | 4.34% |



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Strategic Plan - Refresh for 2022-26



Goal 1: Support and empower students to succeed acknowledging many interconnected dimensions of student development.

Goal 2: Students will have the capabilities to thrive after graduation in a variety of future paths.

Goal 3: UCA is positioned to address grand challenges of the state while maintaining the stability of the university, sustainability of programming, and equity of access and success for all stakeholders.



UNIVERSITY OF
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New Business



UNIVERSITY OF
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Executive Session



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Open Session



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