

The University of Central Arkansas Board of Trustees convened at 10:00 a.m., May 25, 2023, with the following officers and members present:

Mr. Curtis Barnett – Chair
Ms. Amy Denton – Vice Chair
Dr. Michael Stanton – Secretary
Dr. Terry Fiddler
Ms. Kay Hinkle
Rev. E.C. Maltbia
Mr. Jim Rankin, Jr.

MINUTES

The board unanimously approved the minutes of the February 17, 2023, board meeting and the March 2, 2023, teleconference meeting as submitted upon motion by Kay Hinkle and second by Michael Stanton.

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

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

REPORTS

President's Report – President Davis recognized Haydyn Hudnall as a Bear C.L.A.W.S. recipient and a Newman Civic Fellow. He recognized Shelby Morris as a Bear C.L.A.W.S. recipient and a Fulbright Scholar. David Adams was recognized as a Bear C.L.A.W.S. recipient and a Goldwater Scholar. Maggie Pemberton received special recognition for her actions during the March 31, 2023, tornado in Little Rock. She was presented a Senate Citation by Senator Mark Johnson and a House Citation by Representatives Matt Brown and Tara Shephard.

Audit & Finance Committee Report – Michael Stanton, chair of the Audit and Finance Committee, informed the trustees of the business that was discussed by the committee.

ACTION AGENDA

Resolution of Appreciation – Terry Fiddler

The following resolution was unanimously adopted upon motion by E.C. Maltbia and second by Michael Stanton:

RESOLUTION OF APPRECIATION

WHEREAS, Terry Fiddler of Conway, Arkansas, was appointed to the Board of Trustees of the University of Central Arkansas by the Governor of the State of Arkansas, Asa Hutchinson, in January 2019 for a term of seven years; and

WHEREAS, Dr. Fiddler graduated from the University of Central Arkansas (then State College of Arkansas) in 1970; and

WHEREAS, Dr. Fiddler served as chair of the Board of Trustees in 2022 and attended many university events and functions in his capacity as chair; and

WHEREAS, during his term as chair of the Board, the university made significant progress by (a) constructing the Windgate Center for Fine & Performing Arts, (b) seeing a 3.4% gain in first-year student retention, (c) seeing the highest Graduate School enrollment on record, (d) continuing the public phase of the comprehensive capital campaign UCA NOW: Impact Arkansas and Beyond, (e) seeing the return of the Arkansas Shakespeare Theatre, (f) having no findings on the legislative audit report, (g) beginning the renovation of McAlister Hall, (h) approving the renovation of Burdick Hall; and

WHEREAS, Dr. Fiddler served with honor and distinction and, because of his leadership, the university had a very successful year in 2022; 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 Terry Fiddler for his service as chair of the Board of Trustees during 2022; 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.

Curtis Barnett
Chair

Michael Stanton
Secretary

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 in excess of \$500,000.

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

1. The Oxford American Literary Project, Inc.

The board unanimously adopted the following resolution upon motion by Terry Fiddler and second by Jim Rankin, Jr.:

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

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

Contract exceeds \$500,000

- 1. Vendor/Party:** The Oxford American Literary Project, Inc.

Amount: A maximum of \$165,000 per year with part being contributed by the UCA Foundation.

Summary of Contract Information: This is an extension of an existing agreement. The university provides office space so that the Oxford American (OA) can have a presence on campus. The university also provides funding towards operating the office, presenting an author and artists series, and for a graduate assistant. The funds will be a mix of funds from the university and the UCA Foundation.

Term: July 1, 2023, to June 30, 2028, unless either party provides notice 90 days prior to the end of any fiscal year.

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 Michael Stanton and second by Amy Denton:

“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, 2024.”

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 63 additional positions.

Name	State Title	Funding Source
Vacant	Research Associate	Arkansas Research Center (ARC) - Arkansas Department of Human Services
Eleanor Hill	Project/Program Specialist	Arkansas Research Center (ARC)- Arkansas Department of Human Services
Vacant	Project/Program Director	Arkansas Center for Research in Economics (ACRE)- Private Funds
Jessie Beal	Project/Program Specialist	Upward Bound- Federal- U.S. Department of Education
Vacant	Research Associate	Arkansas Center for Research in Economics- Private Donors
Vacant	Research Associate	Arkansas Center for Research in Economics- Private Donors
Vacant	Research Associate	Arkansas Center for Research in Economics- Private Donors
Emily Lane	Project/Program Manager	Arkansas Tobacco Settlement
Vacant	Project/Program Director	Arkansas Center for Research in Economics (ACRE)- Private Funds
Chad Hearne	Project/Program Director	UCA Foundation- Private Funds
Jessica Taylor	Project/Program Specialist	UCA Foundation- Private Funds and Collections- Athletics
Rania Al-Bawwab	Assistant Prof.- 9 month	Arkansas Center for Research in Economics (ACRE)- Private Funds
Michelle Stoll	Project/Program Specialist	Arkansas Center for Research in Economics (ACRE)- Private Funds
Zachary Burt	Research Associate	Arkansas Center for Research in Economics (ACRE)- UCA Foundation- Private Funds
Vacant	Research Assistant	Arkansas Center for Research in Economics (ACRE)- Private Funds
Vacant	Assistant Prof.- 12 month	Arkansas Center for Research in Economics (ACRE)- Private Funds
Terra Votaw	Project/Program Manager	Arkansas Center for Research in Economics (ACRE)- Private Funds
Vacant	Project/Program Manager	Arkansas Center for Research in Economics (ACRE)- Private Funds
Michelle Erwin	Project/Program Director	Upward Bound- Federal- US Dept. Of Education
Greg Holland	Director of Computer Services	Arkansas Research Center (ARC)- Arkansas Department of Education/Arkansas Department of Human Services
Mauree Peppers	Project/Program Specialist	UCA Foundation- Private Funds

Melissa Wax	Project/Program Specialist	UCA Foundation- Private Funds
Felicia Osburn	Research Associate	Biology- Federal- National Science Foundation (NSF)
Joyce Ajayi	Research Associate	Arkansas Center for Research in Economics (ACRE)- Private Funds
Joseph Johns	Research Associate	Arkansas Center for Research in Economics (ACRE)- Private Funds
Vacant	Research Assistant	Arkansas Center for Research in Economics (ACRE)- Private Funds
Vacant	Project/Program Manager	Arkansas Center for Research in Economics (ACRE)- Private Funds
Jim Fowler	Project/Program Specialist	AR Public School Resource Center (APSRC)
Vacant	Project/Program Specialist	AR Public School Resource Center (APSRC)
Vacant	Project/Program Specialist	AR Public School Resource Center (APSRC)
Daniel Scott Smith	President	AR Public School Resource Center (APSRC)
Sara Argue	Research Associate	Arkansas Research Center- Arkansas Department of Education/Arkansas Department of Human Services
Vacant	Research Associate	Arkansas Research Center- Arkansas Department of Education/Arkansas Department of Human Services
Vacant	Research Associate	Arkansas Research Center- Arkansas Department of Education/Arkansas Department of Human Services
Lisa Walters	Business Manager	AR Public School Resource Center (APSRC)
Vacant	Business Manager	AR Public School Resource Center (APSRC)
Joanna Ketcham	Associate for Administration	AR Public School Resource Center (APSRC)
Vacant	Associate for Administration	AR Public School Resource Center (APSRC)
Christina Fowler	Project/Program Director	AR Public School Resource Center (APSRC)
Vacant	Executive Vice President	AR Public School Resource Center (APSRC)
Luanne Baroni	Executive Project/Program Director	AR Public School Resource Center (APSRC)
Benjamin Janelle	Executive Project/Program Director	AR Public School Resource Center (APSRC)

Trevor Nix	Executive Project/Program Director	AR Public School Resource Center (APSRC)
Melody Morgan	Executive Project/Program Director	AR Public School Resource Center (APSRC)
Jeana Williams	Executive Project/Program Director	AR Public School Resource Center (APSRC)
James Robb	Executive Project/Program Director	AR Public School Resource Center (APSRC)
Vacant	Executive Project/Program Director	AR Public School Resource Center (APSRC)
Vacant	Executive Project/Program Director	AR Public School Resource Center (APSRC)
Kathleen Hanlon	Financial Systems Coordinator	AR Public School Resource Center (APSRC)
Vacant	Financial Systems Coordinator	AR Public School Resource Center (APSRC)
Renee Farris	Financial Systems Coordinator	AR Public School Resource Center (APSRC)
Vacant	Financial Systems Coordinator	AR Public School Resource Center (APSRC)
Alexis Tripp Walter	Associate General Counsel	AR Public School Resource Center (APSRC)
Vacant	Associate General Counsel	AR Public School Resource Center (APSRC)
Angela Polk	Project/Program Specialist	UCA Foundation- Private Funds
Michael Helms	General Counsel	AR Public School Resource Center (APSRC)
Brentnie Conner	Student Development Specialist	Student Success- U.S. Department of Education
Nadia Eslinger	Project/Program Director	Student Success- U.S. Department of Education
Trasha Gossett	Administrative Specialist III	Student Success- U.S. Department of Education
Vacant	Administrative Specialist III	Upward Bound- Federal- U.S. Department of Education
Kimberly Calhoon	Executive Project/Program Director	Mashburn Center for Learning- Arkansas Department of Education/Private Funds
Angela Adams	Project/Program Specialist	National History Day AR
Vacant	Project/Program Specialist	Americorps

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

"BE IT RESOLVED: That the Board of Trustees authorizes the administration to proceed with requests for allocation of 63 provisional positions, shown on the above list, that will be funded by institutional funds, federal, state and private grants."

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 tuition and fees:

1. Mandatory Tuition and Fees

For undergraduate students, the current tuition rate (the general registration fee) is \$231.66 per credit hour. For graduate students, the current tuition rate is \$285.15 per credit hour.

Based upon a review of the needs of the university, and in order to prepare the proposed operating budget for the university for the next academic year, the administration proposes that mandatory tuition and fees for undergraduate and graduate students increase by 3.48%. The changes proposed in the chart below include increases for mandatory tuition and fees. The mandatory fee increases include Facilities, Technology, and Athletics.

Student Status	Hours per Semester	Current FY23 Cost Fall/Spring	Proposed FY24 Cost Fall/Spring	Dollar Change	Percent Change
Undergraduate	15	\$9,778	\$10,118	\$340	3.48%
Graduate	12	\$9,146	\$9,464	\$318	3.48%

Justification:

The proposed tuition and fee rate reflects an increase of **3.48%** for undergraduate students and **3.48%** for graduate students. Based on the projected enrollment of full-time-equivalent students, if approved, the increase in tuition and in Facilities and Technology fees will generate approximately \$2.5 million in additional revenue for E&G. The additional E&G fee revenue will be applied toward bond obligations. The Athletics fee revenue will generate approximately \$242,000, which will be applied toward personnel expenses due to new NCAA guidelines.

The administration proposes the following changes to other instructional fees:

2. Fully-Online Program Registration

UCA Online allows students to earn a degree without the traditional constraints of time and location experienced by on-campus students. The academic standards required for UCA Online programs and courses are the same as those for our on-campus equivalents. Students admitted to UCA Online receive flat-rate tuition regardless of residency or location.

Fully-Online Program Registration			
	Current FY23 Cost per Hour	Proposed FY24 Cost per Hour	Dollar Change
Undergraduate	\$285	\$295	\$10
Graduate	\$325	\$336	\$11

Justification: This fee has remained flat for the last several years. The proposed increase takes into consideration the costs of operating expenses for this program, along with inflation.

3. Study Abroad Program Registration

The Office of Education Abroad and the National Student Exchange (NSE) offer UCA students the opportunity to study abroad or study away while earning credit toward their degrees. Education abroad offers international academic programs in over 20 countries on five continents. Students can earn academic credit by spending a semester at one of UCA's international partner universities, participating in a short-term, faculty-led trip, or by improving their language proficiency through language immersion programs. NSE offers students the opportunity to study away and attend universities in the U.S. and Canada while earning credits toward their degree.

Study Abroad Program Registration			
	Current FY23 Cost per Hour	Proposed FY24 Cost per Hour	Dollar Change
Undergraduate	\$260	\$269	\$9
Graduate	\$300	\$310	\$10

Justification:

The proposed increase takes into consideration room and board rate increases along with the projected costs of insurance, inflation, and other necessary costs.

4. Global Education Project

Global Education Project				
Term	Hours	Current FY23 Cost	Proposed FY24 Cost	Dollar Change
Fall/Spring	12	\$9,800	\$10,050	\$250
Summer	3	\$3,025	\$2,900	(\$125)

The board unanimously adopted the following resolution upon motion by Terry Fiddler and second by Amy Denton:

“BE IT RESOLVED: That the Board of Trustees approves the schedule of fees as the General Registration and Fee charges, the Fully-Online Program Registration increase, the Study Abroad Program Registration increase, and the Global Education Project, changes effective fall 2023.”

Operating Budget 2023-2024

The following is a summary of the proposed operating budget for FY24 (July 1, 2023-June 30, 2024).

This operating budget has been prepared based on the following:

- a. Approval of a 3.48% increase in undergraduate and graduate mandatory tuition and student fees as set forth in the schedule of tuition and fees;
- b. Student semester credit hour production based on 96% of FY23 actual;
- c. Recognized State Appropriations increase of \$81,644, which the state has placed in category B. Educational Excellence Trust Fund (EETF) revenue is budgeted at the FY23 level of \$6,825,619;
- d. Previous approval of the overall increase in room and board rates of 5.00%;
- e. Adjustments within existing budgets; and
- f. Commitment of prior year-end funding. Covered expenses are included in the FY24 operating budget, offset by a transfer from Plant Funds.

The budget totals \$194,604,659, an increase of \$3,460,170 or 1.81% over the October revised budget.

The departmental expense budgets are generally held to the same levels as the prior fiscal year (FY23) with a few strategic exceptions.

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

Major Components of Sources

- a. The Educational & General (E&G) Tuition and Fee budget at \$81,713,330 comprises 41.99% of the total budgeted revenue (55.10% of E&G only) and is based on 96% of FY23 student semester credit hours. The annualized increase in Tuition and Fees is 3.48% or \$340 per year for an undergraduate student enrolled in 15 hours per semester.

- b. The State Appropriation budget at \$63,731,236 represents 32.75% of the total budgeted revenue (42.97% of E&G only). Funding consists of the Revenue Stabilization Act (RSA), categories A and B, and EETF.
- c. Auxiliary revenues account for 23.80% of the budgeted revenue, which reflects a net increase of 6.69% over all auxiliary units.

Major Components of Uses

- a. Salaries and benefits together make up 55.82% of the operating budget for E&G and Auxiliary, which is consistent with industry standards. Salary items include (i) \$1,934,000 for a 2% COLA for faculty and staff, (ii) \$220,000 for increases related to faculty promotions and advancement, and (iii) \$445,000 for a minimum wage increase to \$13 per hour at an annual salary of \$27,040 for all full-time positions.
- b. Maintenance and Operation (M&O) makes up 16.21% of the budget and includes increases for technology contracts, a custodial services contract, food service and housing contracts, and other smaller adjustments.
- c. Scholarships and waivers account for 15.10% of the budget. The change reflects a decrease in out-of-state fee waivers and an increase in athletic scholarships based on the change in tuition/fees/room/board.
- d. Debt service comprises 8.34% of the university's operating budget and reflects increases related to the normal payment schedule.

Pursuant to Board Policy 200, this budget is presented for consideration by the Board of Trustees.

The board unanimously adopted the following resolution upon motion by Michael Stanton and second by Jim Rankin, Jr.:

“BE IT RESOLVED: That the Board of Trustees approves the 2023-2024 operating budget totaling \$194,604,659.

Faculty Handbook – Board Policy No. 300

The UCA *Faculty Handbook* Committee recommends revisions to the opening pages, document, and chapters two, three, five, 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)
 - Table of Contents: modify page numbers (pg. iv-vii)

- Document:
 - Revise document to change he/she or his/her to faculty/they/them with adjusted grammar
- Chapter Two:
 - IV: add Torreyson Library (pg. 5)
 - V. Article III.5: revise to specify bylaw reference (pg. 8)
 - V. Article IV.1: add webmaster/archivist (pg. 8)
 - V. Article IV.6: remove (pg. 8)
 - V. Article IV.7: renumber and revise language (pg. 8)
 - V. Article V.3: add language (pg. 9)
 - V. Article VI.3: revise and add language (pg. 9)
- Chapter Three:
 - XI.: revise numerical paragraph order (pg. 42-44)
 - XI.1.: revise language specifying timeline (pg. 43)
 - XI.2.: revise language specifying timeline (pg. 43)
 - XI.4.: revise language specifying procedure and timeline (pg. 43)
 - XI.5: revise language specifying procedure (pg. 44)
 - XI.6.: revise language specifying procedure (pg. 44)
 - XI.7.: revise language specifying procedure (pg. 44)
 - XI.12.: remove redundant sentence and add wording (pg. 45)
 - XI.14.: specify working days (pg. 45)
- Chapter Five:
 - V.B.: update Wellness Services language (pg. 54)
- Chapter Seven:
 - II.: renumber Section II (pg. 68-77)
 - II.: add Global Learning Advisory Committee (pg. 68)
 - II.K.: remove defunct Online Learning Advisory Committee (pg. 72)
 - II.: add Teaching Technology Advisory Committee (pg. 75)
 - II.: renumber Section II. F through U (pg. 68-77)

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 Amy Denton:

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

Academic Calendar and Critical Dates—Fall 2026 through Summer 2027

The academic calendar covering the period from fall 2026 through summer 2027 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 Jim Rankin, Jr. and second by E.C. Maltbia:

“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 2026-2027

FALL SEMESTER 2026

August 15-19, Saturday – Wednesday	Welcome Week
August 17, Monday	Opening Freshman Convocation
August 20, Thursday	Instruction Begins (day and evening classes)
September 7, Monday	Labor Day Holiday (university closed)
October 15-18, Thursday – Sunday	Fall Break
November 25, Wednesday	Thanksgiving Break (no classes – university offices open)
November 26-29, Thursday – Sunday	Thanksgiving Holiday (university closed)
December 4, Friday	Study Day
December 5, Saturday	Final Examinations (Saturday classes)
December 7-11, Monday – Friday	Final Examinations (day and evening classes)
December 11, Friday	Winter Commencement: Graduate Ceremony
December 12, Saturday	Winter Commencement: Undergraduate Ceremonies

WINTER INTERSESSION 2026

December 14, Monday	Instruction Begins for Winter Intercession
December 31, Thursday	Final Examinations for Winter Intercession

SPRING SEMESTER 2027

January 7, Thursday	Instruction Begins (day and evening classes)
January 18, Monday	Martin Luther King, Jr. Holiday (university closed)
March 21-28, Sunday – Sunday	Spring Break
April 23, Friday	Study Day
April 24, Saturday	Final Examinations (Saturday classes)
April 26-30, Monday – Friday	Final Examinations (day and evening classes)
April 30, Friday	Spring Commencement: Graduate Ceremony
May 1, Saturday	Spring Commencement: Undergraduate Ceremonies

SUMMER 2027

May 10, Monday	Instruction Begins for May Intersession and 13-Week Summer Session
May 28, Friday	Final Examinations for May Intersession
May 31, Monday	Memorial Day Holiday (university closed)
June 1, Tuesday	Instruction begins for 1 st Five-Week Summer Session and 10-Week Summer Session
July 2, Friday	Final Examinations for 1 st Five-Week Summer Session
July 5, Monday	Independence Day Holiday Observed (university closed)
July 6, Tuesday	Instruction begins 2 nd Five-Week Summer Session
August 6, Friday	Final Examinations for 13-Week Summer Session, 10-Week Summer Session, and 2 nd Five-Week Summer Session
August 7, Saturday	Graduate Summer Commencement Ceremonies

NOTIFICATIONS/DELETIONS

Notification: New Undergraduate Certificate of Proficiency in Historic Preservation

The Interior Design faculty of the Department of Art and Design in the College of Arts, Humanities, and Social Sciences have developed an undergraduate Certificate of Proficiency

(CP) in Historic Preservation. Embedded in the BA/BS program in Interior Design, the CP requires 18 credit hours of existing undergraduate courses in Interior Design and History; its implementation will not require new resources. A student may earn the CP without completion of an undergraduate degree or concurrently with a bachelor's degree.

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

Supporting materials (following pages): (1) UCA Curriculum Form U3, (2) CP in Historic Preservation Curriculum Outline

New Undergraduate Program Transmittal Form

Department: The Department of Art and Design / Interior Design / Certificate in Historic Preservation

Date: 9/9/2022

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 detail's on the following page.

Title of program/concentration/minor: Certificate in Historic Preservation

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 Attachment K and Curriculum Attachment D. *)
- ☒ New certificate program (Attach ADHE Attachment G1 or G2, 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 Attachment I1 and Curriculum Attachment D.)
- ☐ New minor program (Attach ADHE Attachment I2.)

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

**Consult the Director of Financial Aid early in the development of a new certificate program to determine whether students enrolled in the program will be eligible for financial aid. Attachment C must accompany the proposal throughout the internal curriculum process.

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

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

Recommended by Department and College			
1. <u>[Signature]</u>	10.23.2022	2. <u>[Signature]</u>	10.23.2022
Department Curriculum Committee	Date	Department Chair	Date
3. <u>Mark Mullenbach</u>	10/17/2022	4. <u>[Signature]</u>	10/19/2022
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? <u>NO</u>			
If YES, it must be reviewed by the Professional Education Council.			
5. <u>[Signature]</u>		6. <u>A. Mares</u>	12-1-22
Professional Education Council	Date	Undergraduate Council	Date
7. <u>[Signature]</u>	12-7-2022		
Council of Deans	Date		
Approved by			
8. <u>[Signature]</u>	12/12/2022	9. <u>[Signature]</u>	12/12/22
Provost	Date	President	Date
The Office of the Provost sends all required documentation to the UCA Board of Trustees and the AHECB.			
10. Letter of Intent to AHECB (if required)	Date	11. Notification to or Approval by Board of Trustees (as required)	Date
12. Notification to or Approval by AHECB (as required)	Date	Recorded in Bulletin by	
		13. <u>[Signature]</u>	Date
		Office of the Provost	
The Office of the Provost retains the original and sends a copy to the Office of the Registrar for changes in Degree Works.			
Recorded in Banner by		Recorded in Degree Works by	
14. <u>[Signature]</u>	Date	15. <u>[Signature]</u>	Date
Office of the Provost		Office of the Registrar	
The Registrar returns the signed copy to the Office of the Provost. The Office of the Provost sends a copy to the originating department.			

Program Description and Curriculum Outline

The Certificate of Proficiency in Historic Preservation is housed in the Department of Art and Design and prepares students for careers in historic preservation, urban planning, document preservation, building technology, sustainable design, preservation planning, cultural heritage conservation, cultural resource management, public engagement, and heritage tourism. Historic preservation is an interdisciplinary field that is reflected in the intersection of courses from multiple fields of study related to cultural resources and the built environment.

Students who complete the certificate will be able to demonstrate mastery and integration of historic preservation knowledge by identifying preservation needs, skills, and techniques by applying specialized knowledge from coursework to a real-world historic preservation setting in their Internship experience. Through this certificate program, students will explore how the nature of built environments reflects the cultures in which they work and the social history of their clients.

The Certificate requires the completion of 18 hours of coursework.

Required Courses: 15 hours

HIST 2320 Introduction to Historical Research
IDSN 3340 History of Interiors & Architecture I
IDSN 3341 History of Interiors & Architecture II
IDSN 3355 Historic Preservation
IDSN 4350 Internship

Elective Course-choose one of the following: 3 hours

HIST 3351 Ancient Civilization
HIST 3390 Introduction to Historical Writing
HIST 4304 Material Culture: Finding Culture in Everyday Things
IDSN 3320 Advanced Technology for Interior Design (prerequisites of IDSN 2330 Digital Design and IDSN 2391 Interior Design Studio)

Notification: New Degree Completion Program – Elementary Education K-6 and Special Education K-12 Dual Licensure

The Department of Elementary, Literacy, and Special Education in the College of Education has developed a Bachelor of Science in Education (BSE) degree completion program. The program will be fully online and will serve as an efficient pathway for students with an earned associate degree or the equivalent to complete the professional education course requirements to earn the BSE and concurrently complete state licensing requirements to teach Elementary Education K-6 and Special Education K-12. The program is particularly designed to serve those already working in the schools in educational support roles. At 60 hours, the degree completion program complements a student's associate degree to reach the required 120 credit hours for a baccalaureate degree.

The dual licensure program adapts courses from UCA's existing BSE programs in Elementary Education K-6 and Special Education K-12 to provide an efficient and effective educational experience for students and to graduate well-qualified teachers to mitigate the shortage in Arkansas of available certified teachers in K-6 and Special Education. This need, combined with offering the program fully online, leads to an estimated enrollment of 30-60 candidates each year. The program is intended to be flexible enough to serve candidates who are working full time.

We expect to accept the first students to the program in January 2024.

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

Supporting materials (following pages): (1) UCA Curriculum Form U-3, (2) Program Information and Curriculum Outline

New Undergraduate Program Transmittal Form

Department: ELSEDate: 10/28/2022

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: K-6 Elementary Education & Special Education Dual-Licensure Online Completion**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 Attachment K and Curriculum Attachment D.*)
- ☐ **New certificate program** (Attach ADHE Attachment G1 or G2, 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 Attachment I1 and Curriculum Attachment D.)
- ☐ **New minor program** (Attach ADHE Attachment I2.)

*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.		12/18/22	
	Department Curriculum Committee	Date	
3.		12/19/22	
	College Curriculum & Assessment Committee	Date	
2.		12/19/22	
	Department Chair	Date	
4.		12/19/22	
	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? <u>Yes</u>			
If YES, it must be reviewed by the Professional Education Council.			
5.		12/19/22	
	Professional Education Council	Date	
7.		3-15-23	
	Council of Deans	Date	
		3-2-23	
	Undergraduate Council	Date	

Approved by			
8.		3/23/2023	
	Provost	Date	
9.		3/29/23	
	President	Date	
The Office of the Provost sends all required documentation to the UCA Board of Trustees and the AHECB.			
10.	Letter of Intent to AHECB (if required)		
	Date		
11.	Notification to or Approval by Board of Trustees (as required)		
	Date		
12.	Notification to or Approval by AHECB (as required)		
	Date		
13.	Recorded in Bulletin by		
	Office of the Provost		Date
The Office of the Provost retains the original and sends a copy to the Office of the Registrar for changes in Degree Works.			
Recorded in Banner by		Recorded in Degree Works by	
14.	Office of the Provost	Date	
15.	Office of the Registrar	Date	
The Registrar returns the signed copy to the Office of the Provost. The Office of the Provost sends a copy to the originating department.			

Program Information and Curriculum Outline

This online, performance-based undergraduate program-completion pathway for dual licensure in elementary education and special education is designed to prepare candidates for positions as teachers in grades K-6 and Special Education K-12, which will prepare them to address the needs of all students, including those with disabilities. Upon completion of the program, candidates are expected

- a. to understand and apply knowledge related to the social, historical, and philosophical foundations of elementary and special education;
- b. to possess knowledge and skills to effectively teach all content areas including literacy/reading, mathematics, science, and social studies;
- c. to know the way children learn and develop;
- d. use knowledge of how children learn and develop to design and implement age appropriate instruction;
- e. to understand language acquisition, cultural influences on learning, emotional and social development, exceptionalities, diverse student populations, and inclusion and equity in classrooms and schools;
- f. to integrate technology into instruction and learning;
- g. to use research and developmentally appropriate practices in their teaching;
- h. to know the roles and responsibilities of the profession of teaching.

The program also recognizes the changing and complex role of educators working with students with and without disabilities, and as such, prepares the candidates

- a. to provide support and instruction to students in the regular education classroom (Grades K-6) as well as those with cognitive, physical, behavior, multiple, and/or health disabilities from kindergarten through 12th grade;
- b. to access the general education curriculum demonstrating a strong knowledge and skill set in academic content areas for instructing students with disabilities;
- c. to effectively collaborate and work closely with other teachers, related service personnel, administrators, and families to ensure all students are given every opportunity to reach their full potential.

The prerequisite for admission to this program is an earned associate degree that conforms to existing 2+2 transfer agreements between UCA and partner institutions. In the absence of the conforming associate degree, admissibility may be verified by review of transcripts.

The degree requires the successful completion of 60 hours in the courses listed below:

SPEL 3390 Integrated Curriculum and Lesson Planning
SPEL 3308 Foundations and Historical Contexts of Special Education
SPEL 3322 Instructional Strategies for Diversity, Belonging, & Inclusion
SPEL 4311 Foundations of Reading & Language
SPEL 4309 Positive Classroom & Behavior Management
SPEL 4305 Literacy Assessment and Intervention I

SPEL 4315 Literacy Assessment and Intervention II
SPEL 4320 Elementary Literacy Methods
SPEL 3304 Instructional Strategies for Social Studies
SPEL 4316 Instructional Strategies for Math
SPEL 4317 Instructional Strategies for the Science Classroom
SPEL 4310 Integrating Technology & Teaching
SPEL 4331 Data-Driven Instructional Planning
SPEL 4306 Educational Programming for Middle and Secondary Learners with Mild
Disabilities
SPEL 4308 Educational Programming for Students with Significant Disabilities
SPEL 4318 Internship I
SPEL 4307 Instructional Programming for Students with Disabilities
SPEL 4303 Current Issues and Trends: Collaboration & Transition
SPEL 4605 Internship II

Notification: New Drawing and Illustration Concentration in the Bachelor of Fine Arts in Studio Art

The Department of Art and Design in the College of Arts, Humanities, and Social Sciences has proposed a new Drawing and Illustration concentration in the Bachelor of Fine Arts (BFA) degree program in Studio Art. The new concentration has been formally developed in response to long-standing and consistent student interest, recent curricular developments in UCA's art curriculum, commodious and specialized new learning and creating spaces within the Windgate Center for Fine and Performing Arts, and a recognition that Drawing and Illustration exist as foundational elements for certain creative disciplines, as complimentary modes to others, and as integral to many professional creative disciplines such as promotional marketing, editorial illustration, advertising, animation, motion graphics, and more.

Drawing studies and Illustration studies do exist in several programs within the state of Arkansas. But none offer a combined emphasis featuring both Drawing and Illustration as proposed at UCA. In detail: University of Arkansas Little Rock offers a BFA concentration in Drawing and a separate concentration in Illustration; John Brown University offers a BS in Art and Illustration; Harding offers a BFA with emphasis in Illustration; and University of Arkansas Fayetteville offers a BFA in Studio Art with Drawing Concentration.

Our belief is that the combined and hybrid nature of a Drawing and Illustration emphasis will position our new BFA concentration as unique and more flexible than as separate concentrations, especially in terms of expected student learning outcomes and professional opportunities.

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

Supporting materials (following pages): (1) UCA Curriculum Form U-3, (2) Curriculum Outline

New Undergraduate Program Transmittal Form

Department: Department of Art and Design Date: November 2022

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 Fine Arts with an emphasis in Drawing and Illustration

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 Attachment K and Curriculum Attachment D.*)
- ☐ **New certificate program** (Attach ADHE Attachment G1 or G2, 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 Attachment I1 and Curriculum Attachment D.)
- ☐ **New minor program** (Attach ADHE Attachment I2.)

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

**Consult the Director of Financial Aid early in the development of a new certificate program to determine whether students enrolled in the program will be eligible for financial aid. Attachment C must accompany the proposal throughout the internal curriculum process.

Are any of the prerequisites or requirements of the proposed program offered by another department? NO
If YES, attach a signed letter from each department's chair describing the impact on the department.

Recommended by Department and College

1. <u>[Signature]</u> 11.20.2022 Department Curriculum Committee Date	2. <u>[Signature]</u> 11.28.2022 Department Chair Date
3. <u>Mark Mullenbach</u> 12/1/2022 College Curriculum & Assessment Committee Date	4. <u>[Signature]</u> 12/12/2022 College Dean Date

Recommended by University Councils

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

Is this a new teacher education program or option? NO
If YES, it must be reviewed by the Professional Education Council.

5. <u>[Signature]</u> <u>2-15-23</u> Professional Education Council Date	6. <u>[Signature]</u> 2-2-23 Undergraduate Council Date
7. <u>[Signature]</u> <u>2-15-23</u> Council of Deans Date	

Approved by

8. <u>[Signature]</u> 2/17/2023 Provost Date	9. <u>Houston Davis/AW</u> 2/29/23 President Date
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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) _____ Date	11. Notification to or Approval by Board of Trustees (as required) _____ Date
12. Notification to or Approval by AHECB (as required) _____ Date	Recorded in Bulletin by 13. _____ Office of the Provost Date

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

Recorded in Banner by 14. _____ Office of the Provost Date	Recorded in Degree Works by 15. _____ Office of the Registrar Date
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The Registrar returns the signed copy to the Office of the Provost. The Office of the Provost sends a copy to the originating department.

Curriculum Outline

BFA Degree Summary

In addition to general education requirements (the lower-division UCA Core), candidates for the BFA degree must successfully complete the following requirements (a total of 83 credit hours).

1. Art Core (18 hours)
2. Art Area Studies (20 hours)
3. Art History (6 additional hours of upper-division art history elective)
4. BFA Required Courses (18 hours)
5. BFA Studio Emphasis (21)

New Concentration in Drawing and Illustration

Like all other concentrations available in the BFA program, the Drawing and Illustration concentration requires 21 credit hours in the BFA Studio Emphasis.

ART 3334 Mixed Media in 2D
ART 3330 Illustration
ART 3339 Advanced Mixed Media in 2D
ART 3331 Advanced Illustration

Choose one:

ART 4388 Advanced Studio: Drawing
ART 4V71 Directed Studio: Drawing
ART 3V92 Special Topics in Studio Art

Choose one:

ART 4388 Advanced Studio: Illustration
ART 4V71 Directed Studio: Illustration
ART 3V92 Special Topics in Studio Art
ART 4335 Conceptual Design and Symbolism

Choose one:

ART 3315 Contemporary Media in 3-D (Prerequisite: 3 hours 3000-level studio)
ART 3320 Photography II
ART 3333 Painting II
ART 3344 Printmaking II
ART 3354 Composition in Design
ART 3355 3D Animation
ART 3356 Time-Based Media
ART 3357 Emergent Art
ART 3358 Interactivity
ART 3362 Sculpture II
ART 3380 Slip Casting and Glaze Formulation

Notification: New Pre-Law Concentration in the Bachelor of Science (BS) in Economics

The Department of Economics, Finance, and Insurance and Risk Management (EFIRM) in the College of Business has developed a Pre-Law concentration in the existing BS program in Economics.

According to data from the Law School Admissions Council, economics majors have among the highest average LSAT scores of all of the popular majors (1000 or more applicants) aspiring to law school. Economics emphasizes critical inquiry and quantitative analysis combined with logical reasoning, a valuable skill set for anyone seeking to attend law school.

With a pre-law concentration in Economics, EFIRM can provide a clear path for UCA economics students interested in law school. The new concentration will combine the quantitative and critical inquiry analysis of the traditional economics major and add a law-specific economics class along with writing and philosophy courses that will put our majors in a great position to excel in law school. This curriculum path will allow the student to evaluate and interpret the intricacies and consequences of business and contract law.

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

Supporting materials (following pages): (1) UCA Curriculum Form U-3, (2) Curriculum Outline

New Undergraduate Program Transmittal Form

Department: Economics, Finance, Insurance & Risk ManagementDate: 10/27/2022

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

Title of program/concentration/minor: B.S. in Economics with a Pre-Law Emphasis

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 Attachment K and Curriculum Attachment D.)*
- ☐ New certificate program (Attach ADHE Attachment G1 or G2, 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 Attachment I1 and Curriculum Attachment D.)
- ☐ New minor program (Attach ADHE Attachment I2.)

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

**Consult the Director of Financial Aid early in the development of a new certificate program to determine whether students enrolled in the program will be eligible for financial aid. Attachment C must accompany the proposal throughout the internal curriculum process.

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

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

Recommended by Department and College

1. <u>Huiqiong Duan</u> <u>10/27/2022</u> Department Curriculum Committee Date	2. <u>Tong Guo</u> <u>10/27/2022</u> Department Chair Date
3. <u>St. S. S.</u> <u>11/14/22</u> College Curriculum & Assessment Committee Date	4. <u>M. L. B. H.</u> <u>11/29/22</u> College Dean Date

Recommended by University Councils

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

Is this a new teacher education program or option? No

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

5. _____ Professional Education Council Date	6. <u>[Signature]</u> <u>2-2-23</u> Undergraduate Council Date
7. <u>[Signature]</u> <u>2-15-23</u> Council of Deans Date	

Approved by

8. <u>[Signature]</u> <u>2/17/2023</u> Provost Date	9. <u>Houston Davis/AW</u> <u>2/20/23</u> President Date
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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) _____ Date	11. Notification to or Approval by Board of Trustees (as required) _____ Date
12. Notification to or Approval by AHECB (as required) _____ Date	Recorded in Bulletin by 13. _____ Office of the Provost Date

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

Recorded in Banner by 14. _____ Office of the Provost Date	Recorded in Degree Works by 15. _____ Office of the Registrar Date
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The Registrar returns the signed copy to the Office of the Provost. The Office of the Provost sends a copy to the originating department.

BS, Economics, Pre-Law Emphasis

Courses Required of All Majors (18 credit hours)

ECON 2320 Principles of Macroeconomics
ECON 2321 Principles of Microeconomics
ECON 3301 Intermediate Microeconomics
ECON 3302 Intermediate Macroeconomics
ECON 3335 Econometrics
ECON 4380 Senior Seminar in Economics

Selection of the remaining courses to complete the major depends on whether a student chooses the general track or the pre-law concentration.

General Track

Students in the general track must complete an additional 12 hours from the remaining upper-division economics classes. They may also choose from the finance classes listed below:

FINA 3340 Money, Banking, and Financial Markets
FINA 4332 Investments
FINA 4333 International Finance

Pre-Law Concentration

In addition to the 18 hours required of all economics majors, students in the pre-law concentration must complete the following courses (12 hours):

ECON 3320 Law and Economics
ECON 3310 Public Sector Economics
WRID 2325 Introduction to Rhetoric or WRID 3307 Introduction to Editing or WRID
3310 Technical Writing
PHIL 3310 Symbolic Logic

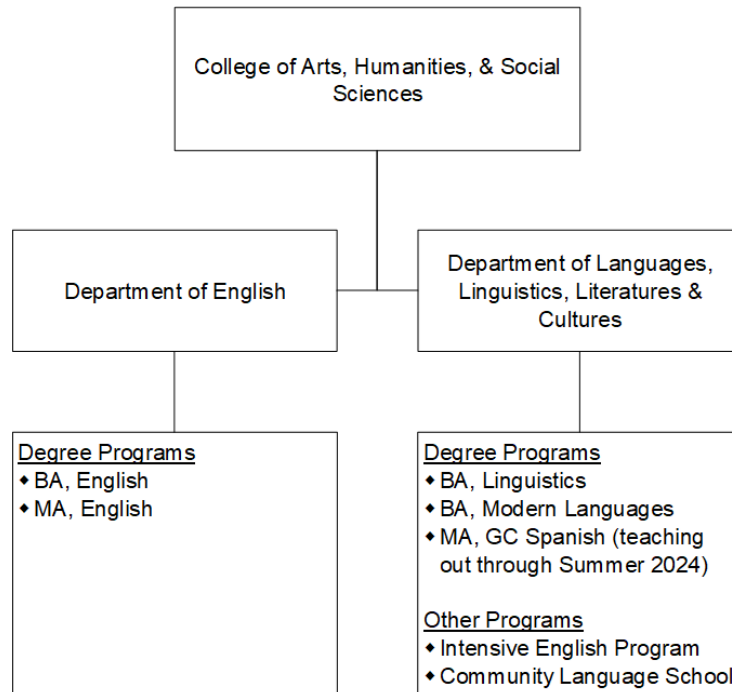
Notification: Reconfiguration of Departments to Form the School of Language and Literature

The College of Arts, Humanities, and Social Sciences has requested that the existing Department of English and Department of Languages, Linguistics, Literatures, and Cultures be combined to form a new School of Language and Literature. Doing so will allow administrative efficiencies and, importantly, will provide greater ease for students seeking to explore the relationships of world languages and literatures as well as more opportunities for such high impact practices as internships, study-abroad, study-away, experiential- and service-learning, and undergraduate research. Team-teaching and other interdisciplinary pursuits are expected to become a hallmark of this school. The result is expected to be students who are better prepared for what comes next for them—whether that is graduate school or the variety of careers that await them in a world where global communication is vital.

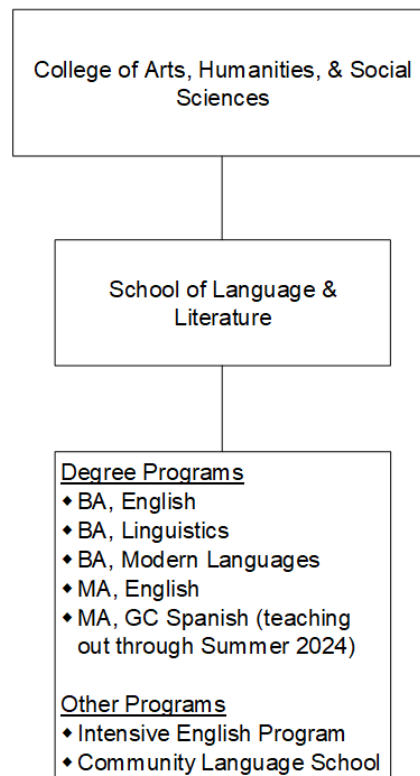
All appropriate university councils and administrators have recommended adoption of this change.

Supporting materials (following pages): Organizational Chart, Before and After

Before Reorganization



After Reorganization



Notification: Department Name Change: Political Science to Government, Public Service, and International Studies

The Department of Political Science, in the College of Arts, Humanities, and Social Sciences, requests that the department's name be changed to Department of Government, Public Service, and International Studies. The new name more comprehensively describes the focus of the department's degree programs in political science, public administration, and international studies; it will, therefore, better communicate to UCA students, prospective students, and the general public the array of academic programming offered by the department.

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

Supporting materials (following pages): ADHE Attachment A

Name Change: Existing Certificate / Degree / Organizational Unit

(No change in curriculum or organizational structure)

1. Proposed effective term/date

July 1, 2023

2. Current name of degree/certificate/unit

Department of Political Science

3. Proposed name of degree/certificate/unit

Department of Government, Public Service, and International Studies

4. Codes

Degree/certificate CIP code: N/A

Degree/certificate Degree code: N/A

Unit Department code: 0020

5. Reason/justification for proposed action

The proposed new department name more comprehensively describes the focus of the department's degree programs in political science, public administration, and international studies. The new title will, therefore, better communicate to UCA students, prospective students, and the general public the array of academic programming offered by the department.

EXECUTIVE SESSION

The board unanimously declared an executive session to consider employment, appointments, promotions, demotions, disciplining and resignations of employees, upon motion by E.C. Maltbia and second by Kay Hinkle.

OPEN SESSION

The board unanimously approved the following motion made by Terry Fiddler and second by Michael Stanton:

“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 Kay Hinkle and second by Jim Rankin, Jr.

The University of Central Arkansas Board of Trustees

Curtis Barnett
Chair

Michael Stanton
Secretary