

The Board of Trustees of the University of Central Arkansas convened in regular meeting Friday, May 10, 2002, at 2:00 p.m. in the Community Room in College Square with the following officers and members present, to-wit:

Chair:	Mr. Randy Sims
Vice Chair:	Mr. Rush Harding
Secretary:	Mr. Kelley Erstine
	Mr. Scott Roussel
	Dr. Michael Stanton
	Mr. Dalda Womack

and with the following absent, to-wit:

Mr. Rickey Hicks

constituting a quorum of said Board, at which meeting the following business was transacted, to-wit:

MINUTES

Minutes of the March 8, 2002, Board meeting were unanimously approved as circulated upon motion by Mr. Harding with a second by Mr. Roussel.

INTRODUCTIONS AND ANNOUNCEMENTS

Mr. Sims expressed appreciation to the university, athletic department, and ARAMARK for an outstanding job with the All-Arkansas Basketball Classic held in the Farris Center April 12-13.

President Smith introduced the following people:

Brad Calhoon (coach), Natalie Allaby, Mark Wagner, and Tricia Rowland,

Jane Lammers, recipient of the Public Service Award; and

Pat Desrochers, recipient of the Teaching Excellence Award.

President Smith announced that Dr. Roger Lewis, Director of Institutional Research, will retire effective June 30 after serving 12 years on the president's staff.

PRESIDENT'S REPORT

President Smith expressed appreciation to the Covenant Group for making College Square available for the Board meeting. President Smith reported that 48 of the 100 units in the facility have been leased and full occupancy is expected soon.

Litigation - Melissa Rust, Assistant Vice President for Legal Services, presented the following litigation report:

Paul Pojman v. University of Central Arkansas, (EEOC-251A1178).

Charging party Paul Pojman, a former faculty member, initiated a charge before the Equal Employment Opportunity Commission alleging a supervisor discriminated against him due to his sex in creating a sexually hostile work environment, and retaliated against him for his involvement in a sexual harassment investigation, in violation of Title VII of the Civil Rights Act of 1964, as amended. The university has provided a response denying each and every material allegation of the charge.

Melody Fields v. University of Central Arkansas, (02-0504-CC).

Claimant Melody Fields, a student, has submitted a claim before the Arkansas State Claims Commission alleging she was injured due to the negligence of the university. Claimant is seeking damages in the amount of \$50,000. The university submitted its Answer and First Set of Interrogatories and Request for Production of Documents to claimant. Despite claimant's request for \$50,000, the parties reached a compromise settlement approved by the State Claims Commission in the amount of \$3,250.

University of Central Arkansas v. Simms and Barry, (UDRP #D2002-0316),
World Intellectual Property Organization Arbitration and Mediation Center (WIPO).

During a meeting in 1996, the Board requested that the university obtain trademark protection for a number of names, logos, and symbols that represent the university and its programs. Federal trademark protection was accomplished during the past couple of years for the following marks: University of Central Arkansas, UCA, UCA with the bear mascot, and University of Central Arkansas Alumni Association crest.

The university was notified on March 12, 2002, of the improper registration of the domain name www.universityofcentralarkansas.com by a prospective student who, while searching

the Internet for information about graduate studies, was directed to a graphic anti-abortion web site. Additional searches conducted in the days thereafter revealed that the domain name was registered on February 24, 2002, and had been linked to an on-line prescription service, as well as a political satire site. The university contacted the New York residents requesting that they cease and desist from using the university's name since their actions were a violation of federal trademark law. Although the university received no response from Mr. Simms, Mr. Barry offered to sell the university its name for \$1,000.00, despite the fact that fees associated with registering a domain name are generally \$30.00.

On April 02, 2002, the university submitted an arbitration pleading before the World Intellectual Property Organization's Arbitration and Mediation Center in accordance with the Uniform Policy for Domain Name Dispute Resolution. The university has received notice that an arbitrator has been assigned to the case. It is anticipated that the arbitration proceeding will take approximately six weeks to complete.

It is the university's position that the actions of these individuals abridge the trademark protection afforded by the United States Patent and Trademark Office. The accompanying federal law requires the holder of a trademark to exercise due diligence in protecting the use and/or misuse of its name.

Based upon a review of cases filed by other universities, the university anticipates a favorable decision resulting in either the cancellation or transfer of the domain name.

Since the submission of the arbitration pleading, the university has registered its name and/or variations of names in several of the top-level domains, and will monitor the need for additional filings.

Financial Report - Mr. Paul McLendon, Interim Vice President for Financial Services, reviewed the financial report ending March 31, 2002, and responded to questions from Board members.

Mansard Apartments - President Smith reported that negotiations to purchase Mansard Apartments have failed. The administration has notified the owner that UCA will no longer lease apartments in the Mansard complex. Arrangements have been made to lease other apartments in the campus area. President Smith stated that he will be working with staff members in the coming year to prepare a proposal regarding housing.

Commencement Ceremonies - President Smith announced that undergraduate and graduate commencement ceremonies are scheduled for Saturday, May 18, 2002, at 10:30 a.m. and 3:00 p.m. in the Farris Center. Robing will begin in the Purple Circle Room thirty minutes before each ceremony.

Presidential Search - Mr. Bob McCormack, Chair of the Presidential Search Committee, reported that 25 additional applications have been received after re-advertising, making a total of 81 applications as of April 25. Mr. McCormack stated that the pool of applicants has been narrowed to 12.

Mr. McCormack explained that since applications are still being accepted, the short list may continue to change until the committee makes its recommendation to the Board. Mr. McCormack stated that the committee is on schedule and will bring a group of candidates to the campus in September. The committee will then recommend three to five candidates to the Board by October 9.

A brief discussion followed during which Mr. McCormack responded to questions from Board members.

ACTION AGENDA

At President Smith's suggestion, the Board considered the following two items together. President Smith and Mr. McLendon reviewed both items and responded to questions from Board members. Following lengthy discussion, both resolutions were unanimously approved upon motion by Mr. Womack with a second by Mr. Roussel.

(1) General Registration and Other Fees (Board Policy No. 630) - Undergraduate Students (Full-time) - As previously approved by the Board of Trustees in May 2001 for the 2002-2003 year, the general registration and other required fees for an undergraduate stu

Graduate Students - As previously approved by the Board of Trustees in May 2001 for the 2002-2003 year, the general registration and other required fees for a graduate student is \$173 per credit hour. In addition, a student pays a student activity fee, radio station fee, health services fee, and publication fee. Out-of-state students pay an additional \$175 per credit hour.

It is recommended that the general registration fee be increased an additional 4.3% for 2002-2003 to \$171 per credit hour. When approved, the total general registration and mandatory fees for 2002-2003 will be \$195.50, an increase of \$12 per credit hour or 6.5% when compared to the 2001-2002 fees of \$183.50.

It is recommended that the out-of-state general registration fee be increased an additional 4% to \$182 per credit hour for 2002-2003.

“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES ADOPTS THE REVISIONS TO SECTIONS OF BOARD POLICY NO. 630, ‘GENERAL REGISTRATION AND OTHER FEES,’ WHICH RELATE TO STUDENT FEES AS CONTAINED IN THE FOLLOWING SCHEDULE OF GENERAL REGISTRATION AND OTHER FEES PER SEMESTER FOR THE 2002-2003 ACADEMIC YEAR, EFFECTIVE FALL 2002;

BE IT FURTHER RESOLVED: THAT ALL FEES NOT MODIFIED REMAIN AT THE SAME LEVEL AS THE 2001-02 ACADEMIC YEAR.”

UNIVERSI

**GENERAL REGISTRATION AND OTHER MANDATORY FEES:
UNDERGRADUATE**

The current and proposed

GRADUATE

The current and proposed general registration and other required fees for a graduate student are as follows:

	Current 2001-2002	Current 2002-2003	Proposed 2002-2003
General Registration	159.00	164.00	171.00
Facilities	3.00	3.00	3.00
HPER	4.00	4.00	4.00
Fine/Performing Arts	2.00	2.00	2.00
Sub-Total	168.00	173.00	180.00
Student Ctr/Recreation	4.00	4.00	4.00
Athletic	11.50	11.50	11.50
TOTAL	183.50	188.50	195.50

Per Term/Semester

Student Activity (1-7 hrs.)	10.00	10.00	10.00
Student Activity (8+ hrs.)	20.00	20.00	20.00
Radio Station*	4.00	4.00	4.00
Health Services (See Note 1)	5.00	5.00	5.00
Publication*	5.00	5.00	5.00
Out-of-State	170.00	175.00	182.00

NOTE 1: Health Services Fee	<u>Fall/Spring</u>	<u>Intersession</u>	<u>Summer I & II</u>	<u>10-Week Session</u>
	\$5.00	\$1.00	\$2.50	\$5.00

*Charged fall and spring semesters only

(2) **Operating Budget for 2002-2003**

The proposed operating budget for fiscal yea

Classified Employees - Salaries will be increased by 2.6 percent on July 1, 2002.

Faculty and Non-Classified Employees - Salaries will be increased by 2.6 percent on July 1, 2002.

Fringes - Fringe benefits have been continued at 27% in this budget.

Scholarships - The University's educational and general scholarship budget will increase for 2002-2003. The total increase of \$621,949 reflects a \$400 annual increase per student in several scholarship classifications to compensate for the increase in the general registration fee.

New Positions - Academic departmental adjustments accounted for the majority of new positions due to department chair resignations/reassignments, and new positions in the Colleges of Business Administration and Health and Applied Sciences.

School of Management, Leadership, and Administration - The costs in GSMLA are higher than many other programs due to higher salary requirements in business related fields and due to GSMLA's commitment to team teaching and use of practitioners. This budget reflects an increase of \$122,440 to cover salaries and fringe benefits.

“BE IT RESOLVED: THAT THE UNIVERSITY OF CENTRAL ARKANSAS BOARD OF TRUSTEES APPROVES THE 2002-2003 OPERATING BUDGET TOTALING \$87,349,708 AS DISTRIBUTED AND DISCUSSED.”

Mr. Erstine encouraged the Board and the administration to increase efforts to raise private funds for the university. President Smith and Board members agreed with Mr. Erstine. President Smith stated that he will work with staff members to address the issue.

Athletic Ticket Prices (Board Policy No. 641) - The athletic ticket policy adopted in May 2001 did not clarify specific charges for preseason ticket sales when different classifications of seats were obtained. The following policy change is related only to those ticket packets sold for the entire season in advance of the first game.

The following resolution was unanimously adopted upon motion by Mr. Harding with a second by Mr. Erstine:

“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES HEREBY APPROVES THE FOLLOWING REVISIONS TO BOARD POLICY NO. 641, ‘ATHLETIC TICKET PRICES.’”

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY

Policy Number: 641
Subject: Athletic Ticket Prices
Date Adopted: 5/94 Revised: 10/94, 5/01

The UCA Board of Trustees adopts the following schedule of ticket prices for UCA football and basketball games:

STUDENTS	\$4.00 PER GAME
ADULTS	\$6.00 PER GAME
RESERVED SEATS - FOOTBALL	\$8.00 PER GAME
	FOR BENCH SEATING
	\$10.00 PER GAME FOR
	CHAIR BACK SEATING
PRE-SEASON TICKETS RESERVED - FOOTBALL	\$ 4.50 PER GAME
PRE-SEASON TICKETS - BA	

Copyright Ownership - Electronic Distance Learning (Board Policy No. 409) - Ms. Rust presented this item and responded to questions from Board members with the assistance of Ms. Kim Bradford, Director of Continuing Education.

New technologies in teaching and scholarship are being used to advance the basic functions of the university in order to preserve, augment, and transmit knowledge to foster the abilities of students to learn. Since the demand for distance learning appears to be increasing and the continuing development of electronically developed course materials in various media seems likely, there are a number of issues to address, including but not limited to, the creation, use and distribution of various forms of electronically developed course materials, and the rights and responsibilities of the parties involved. The purpose of the policy is to protect the rights of faculty, students, and the university, and to encourage the offering of quality distance learning programs. The development of the policy was a collaborative effort involving the Distance Education/Extended Learning Advisory Committee, Faculty Senate, Division of Continuing Education, and legal counsel. All appropriate bodies have endorsed this policy for consideration by the Board.

The following resolution was unanimously adopted upon motion by Dr. Stanton with a second by Mr. Erstine:

“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES HEREBY APPROVES BOARD POLICY NO. 409, ‘COPYRIGHT OWNERSHIP – ELECTRONIC DISTANCE LEARNING.’”

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY

Policy Number: 409
Subject:

faculty members generally hold the copyright in electronically developed course materials created on their own initiative. Board Policy No. 410 also recognizes ownership of copyright in works of authorship created pursuant to a contract or as a work-for-hire as residing with the university. Electronically developed course materials created jointly by faculty members and others, whose contributions are works-for-hire, are jointly owned by the faculty member and the university. Any owner of copyright in electronically developed course materials may secure copyright registration. Joint owners may agree to bear responsibility for the enforcement of copyright although there is no requirement to do so.

Ownership of works by students is controlled by copyright law. Students own the copyright in their works. A faculty member must obtain a student's permission to incorporate a student's work in a faculty-authored work.

For the purpose of this policy, the determination of copyright ownership and rights is based on an analysis of effort involved in and support provided for the development of electronically developed course materials. To assist with this analysis, the following descriptive categories are provided:

CATEGORY I:

Description of Support Used: The work is created without any direct support from or through the university and without the use of any university resources beyond those usually and customarily provided by the university. Resources usually and customarily provided by the university include office space, library facilities, ordinary access to computers and other equipment, networks, and routine technical support from the Distance EdTc1.0800 3nd6400 0.0000 TD(ecpe0 TD(m or th)Tj32.2800 0.0000 TD

own camera and film, but on the department's copy stand. The organization creates and markets the CD.

CATEGORY II:

Description of Support Used: The work is created with university resources above and beyond those usually and customarily provided by the university. Resources within this category include reassigned time or a summer stipend equivalent to one three-hour course, the use of a graduate assistant, student worker, or other employee for one semester (for no more than 20 hours per week), the use of specialized or unique facilities, equipment, technical support, or other special subventions provided by the university for one semester unless approved as an exception, or additional compensation based on the Guidelines for Extended Study. Use of specialized or unique facilities and equipment, technical support, or other special subventions shall not disrupt the normal course of university business.

Ownership and Rights: The work results from the faculty member's efforts. The faculty member owns the intellectual property and has the right to distribute the work. The faculty member may receive royalties for any distribution made outside of university course delivery. The university has a non-exclusive educational license to use the work as part of course delivery. If the work is used as part of university course delivery, the faculty member who created the course materials will be given the first right of refusal to be the instructor of record either as part of his/her course load or as part of an overload assignment. The university may agree, in its sole discretion, to compensate the faculty member for its use of the work.

Example #1: A faculty member works with a web course publishing company to put a course totally on the web. The university provides funds to purchase time from Channel 6 to videotape two hours of lecture to be streamed as part of the course. In addition, the university checks out to the faculty member one of two digital recording workstations for a period of two weeks. The web course publishing company records the materials provided by the faculty member and creates the web course, and thereafter mounts the course on its server. The faculty member works on the project almost exclusively on his/her own time.

Example #2: A faculty member who teaches a course for the university volunteers to put the course on the web. The university provides thirty hours of focused individual training and/or technical assistance for the faculty member on university courseware. The university also provides assistance in creating a power point presentation to be used as part of the course. The faculty member creates the course on his/her own time. The course is mounted on the university's server.

CATEGORY III:

Description of Support Used: The work is created

Ownership

agreement on ownership, institutional resource commitment, revenue, and the resultant category classification. A copy of the Agreement will be forwarded to the Director of the Division of Continuing

the creation of electronically developed course materials and reduced to writing. The *Guidelines for Extended Study* shall govern the development and revision of extended study courses. Absent a written agreement, a faculty member will have the right to modify the work on an annual basis in order to maintain academic standards. If the university believes a modification is necessary based upon university guidelines and/or consultation with faculty within the discipline, and no timely modification is made; or if the modification is made, and in the university's opinion, based upon university guidelines and/or consultation with faculty in the discipline, it does not meet academic standards, the university may refuse to market the product or may select another person to modify the materials.

F. Revenue: Faculty members shall receive all revenue that may accrue from the commercialization of electronically developed course materials created on their own initiative. Otherwise, the university retains all revenue that may accrue from the commercialization of electronically developed course materials created by faculty members pursuant to an agreement or as a work-for-hire, including electronically published course materials.

Copyright law permits joint owners to pursue commercialization either jointly or separately; however, an accounting is required. In instances of joint ownership between faculty members where the university also retains rights to revenue, the parties shall negotiate an allocation. Net fis46ra

develop the materials, or substantial use of specialized or unique facilities and equipment, or other special subventions provided by the university, unless approved as an exception.

K. Retention of Non-exclusive License: Except for a work that is totally faculty generated as reflected in Category I, the university shall retain a non-exclusive educational license to reproduce and use the electronically published course materials in teaching university classes on or off campus. Since intellectual property designated as a work-for-hire in Category IV is owned in all respects by the university, there are no comparable restrictions on the use of these materials whether on or off campus.

L. Conflict of Interest: Faculty members may not create courses, substantial parts of courses or courseware for, or accept teaching assignments from, either a non-profit institution or a commercial enterprise, unless specifically authorized in advance by the provost on the recommendation of the appropriate dean. This policy applies equally to courses taught in person, or via the Internet, or other method of electronic transmittal. This policy is not intended to prevent faculty members from giving guest lectures at another institution or engaging in similar activities. Faculty should be sensitive to the fact that the distinction between occasional lectures, which are a part of academic life, and a teaching assignment for another university, which requires prior approval, is not always clear-cut. When there is a question as to whether an outside engagement falls within the range of allowable activities, a faculty member should first consult with the appropriate dean. The responsibility for recognizing and avoiding conflicts of interest rests primarily with the faculty member.

Dr. Sam Buchanan, Provost, presented the following six items and responded to questions from Board members. All six resolutions were unanimously approved upon motion by Mr. Harding with a second by Mr. Womack.

(1) **PhD in Communication Sciences and Disorders** - Responding to state and national needs, as well as clear interest by Arkansas professionals, a consortium of three programs in the state (representing four institutions of higher education: ASU, UALR/UAMS, UCA) propose a doctoral program in Communication Sciences and Disorders. At UCA, the Department of Speech-Language Pathology in the College of Health and Applied Sciences has been an active member of this consortium. This proposal represents the culmination of almost a decade of discussion among faculty from the degree-granting programs in Arkansas (ASU, UAF, UALR/UAMS, and UCA), with extensive focused planning for this PhD proposal during the past two years. In combination, the consortium commands sufficient resources for a strong core and for several specialty areas that can reach national prominence. The consortium model with shared program resources offers unique advantages, including a broad cadre of faculty across institutions in major departments and in correlate area departments, significant combined library holdings in communication sciences and disorders

Curriculum Outline for the Consortial PhD Program in Communication Sciences and Disorders

The proposed curriculum is designed to prepare students for the following outcomes:

1. Program graduates will demonstrate competence in research design and dissemination of findings.
2. Program graduates will demonstrate competence in teaching formal classes.
3. Program graduates will demonstrate competence in supervision of students in pre-professional clinical practicums.
4. Program graduates will demonstrate competence in writing grants.
5. Program graduates will demonstrate a level of competence appropriate for doctoral-level degree holders for entry-level positions.
6. Program graduates will demonstrate a commitment to lifelong learning and professional growth.

The primary impetus for and focus of the proposed consortium PhD in Communication Sciences and Disorders has been both state and national needs to prepare doctoral personnel to work a43.5600 0.0000 TDit9P gra

program must meet Graduate School admission requirements at

Course Sequence and Instructional Delivery

The proposed sequence is designed as a three-year, full-time, intensive program. The curriculum will be offered at four universities (three programs) within Arkansas, with various distance-learning options providing selected core courses to each cohort group and additional specific course work provided on individual campuses to support focused research as well as cognate and specialization areas of study. Each consortium institution will accept course work transferred from the other schools and show those courses on the students' transcripts. Dissertation hours must be taken at the campus of primary enrollment.

The program will be geographically accessible for on-campus studies for many Arkansans and individuals in at least three surrounding states. In addition, distance learning opportunities to include compressed video and on-line instruction will be selected to support the appropriate learning environment for specific courses. The intent of using this technology is to increase teaching efficiency by allowing individual faculty members to teach selected sections of courses to all cohort students simultaneously.

The following new courses have been developed:

the student's institution of residence will be followed. The Consortium Program Director will ensure that each student meets Graduate School requirements at their assigned institution including residency, satisfactory progress, and time-to-degree policies.

Comprehensive Examination

During the semester of enrollment in which the core curriculum will be completed, students will be required to take a comprehensive examination. The comprehensive examination consists of sections designed to test the student's advanced knowledge of communication disorders and the student's expertise in specialty areas of research and course work. It will consist of both written and oral sections designed to allow the student to demonstrate mastery of knowledge at the doctoral level. Upon successful completion of the comprehensive examinations the student will be granted candidacy status. Students will not be permitted to enroll for dissertation credit until they have received candidacy status.

Defense of Dissertation

The student's doctoral advisory committee must approve both an oral presentation and a written research proposal before the student can proceed with their dissertation research. After the research is completed the student will submit the dissertation to the committee. When the draft is reviewed and found acceptable, the student will be allowed to defend the dissertation orally before the doctoral advisory committee and interested members of the consortium graduate faculty. Policies and procedures for passing, failing, and repeating the dissertation defense will be in compliance with Graduate School requirements at the student's institution of residence.

Program Assessment

An advisory council will be established to assist with continuous program assessment, revision, and quality improvement. The council

institutions. Only doctoral-level faculty who meet the established criteria on their campus may direct dissertations.

Resources

A strength of the consortium model is in shared resources. In combination, the consortium commands sufficient resources for a strong core curriculum and several specialty areas that can reach national prominence. A unique advantage is created by significant combined library holdings in communication sciences and disorders and related disciplines, adequate physical facilities and equipment including research and clinical laboratories to begin the program, access to varied clinical populations for research, and shared costs for administration and recruitment.

Program Costs and Funding

The three consortium programs will contribute equally to support a full-time consortium program director and a full-time administrative assistant. Because consortium member programs and institutions have differing current resources to offer and different needs for new resources to meet their commitment to the consortium PhD program, each institution has prepared an institutional budget. New program costs include personnel, maintenance and operation, equipment, and student stipends. Student stipends are prorated for each campus based on a base of \$10,000 plus the expected tuition on that campus; thus total stipends vary among institutions.

In addition to student tuition, the consortium will seek external funds to support the first five years of the program. Administrators from consortium institutions have begun preliminary inquiries with private sources to determine the potential for support. If approved by ADHE, the consortium plans to submit a proposal for substantial federal support from the US Department of Education.

The following table summarizes projections of net cost for the total program and for each of the consortium programs through fiscal year 2006:

Year	Total	ASU	UCA	UALR/UAMS
0 (FY2002)	\$226,072	\$62,005	\$65,001	\$99,067
1 (FY2003)	\$316,347	\$84,537	\$87,377	\$144,433
2 (FY2004)	\$387,558	\$109,077	\$112,050	\$166,432
3 (FY2005)	\$388,792	\$109,158	\$112,462	\$167,172
4 (FY2006)	\$384,918	\$106,844	\$110,314	\$167,75

(2) **Master of Accountancy (MAcc)** - The Master of Accountancy program is designed to provide a fifth year of accounting education to prepare students for careers in professional accounting. The American Institute of Certified Public Accountants recommends five years of academic study in order to obtain the professional knowledge for a career in accounting, and more than 42 states (including Arkansas and surrounding states) have laws requiring five years of study as a prerequisite to sit for the CPA examination.

The educational objective of the Master of Accountancy program is to give students significant breadth and depth of accounting knowledge beyond the baccalaureate degree and, if desired, a specialization in taxation. The program will provide the academic background needed to enter a professional accounting career. Outstanding employment opportunities in public accounting, industry, and government await graduates of Master of Accountancy programs.

The Master of Accountancy will require 30 hours of course work beyond the baccalaureate degree. A concentration in taxation may be obtained by completing nine hours of electives in taxation courses offered by the department.

All appropriate university councils and administrators have recommended the program.

**“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES
HEREBY APPROVES THE MASTER OF ACCOUNTANCY
PROGRAM.”**

Curriculum Outline for the Master of Accountancy Program

The Master of Accountancy will require 30 hours of course work beyond the baccalaureate degree. At least 24 of the 30 hours must be courses open only to graduate students. A concentration in taxation may be obtained by completing nine hours of electives in taxation courses offered by the department. (New courses are followed by * in the following tables.)

Courses required for all students (18 hours):

- ACCT 6309 Tax Research and Planning
- ACCT 6310 Advanced Accounting Theory
- ACCT 6317 Seminar in Auditing *
- ACCT 6320 Seminar in Accounting Information Systems *
- ACCT 6340 Seminar in Case Studies in Accounting *
- ACCT 6350 Seminar in Accounting Leadership *

Electives chosen from the following approved courses (12 hours):

- ACCT 5312 Advanc

Note

(3) Master of Science in Training Systems - The College of Education proposes a Master of Science degree program in Training Systems. The proposed program will replace the existing MSE in Business and Marketing Technology and reorganize other existing curricula to form a professional degree program with a common core and four specialized tracks:

- Track 1:* Business and Marketing Technology (existing MSE program)
- Track 2:* Adult Education
- Track 3:* Training and Development
- Track 4:* **Educational** Technology (existing track in the MS program in Library Media and Information Technologies)

These curricular tracks will meet the needs of four distinct populations: business and marketing teachers, adult education teachers, trainers in the corporate world, and technologists in the corporate and education areas. No new courses will need to be developed. Existing faculty resources, facilities, and equipment including library holdings exist to meet the needs of the program. The new degree will meet the educational and training needs of the academic and business community.

The existing MSE program in Business and Marketing Technology prepares teachers for expanded roles in the public schools. Instructors who are teaching business administration courses in technical colleges, four-year institutions, and technical institutes (licensure is not required for post-secondary faculty) have similar backgrounds.

Similarly,

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Adult Education

Required courses:

- BMED 5395 Introduction to Adult Education
- BMED 5396 Methods and Techniques of Adult Education
- BMED 6371 Organization and Administration of Adult Education

Three electives may be selected from the following courses:

- PSYC 5352 Adult Psychology
- BMED 6359 Improvement of Instruction in for the Special Needs Learner
- BMED 6335 Computer Application Software
- BMED 6340 Advanced Instructional Techniques for Trainers
- BMED 6350 Concepts and Practices of Training and Development
- BMED 6358 Managing Computer Technology in Educational Settings
- ECSE 6379 Reading in the Content Areas
- EMLS/BMED 6354 Multimedia

Training and Development

Required courses:

- BMED 6340 Advanced Instructional Techniques for Trainers
- BMED 6350 Concepts and Practices of Training and Development
- BMED 5396 Methods and Techniques of Adult Education

Three electives may be selected from the following courses:

- MBA 6304 Communication in Organization
- MBA 6312 Multicultural Communications
- EMLS/BMED 6337 Computer Graphics and Animation
- EMLS/BMED 6354 Multimedia
- BMED 6368 Role of the Computer Specialist

Educational Technologies

Required courses:

- EMLS/BMED 6335 Computer Applications Software
- EMLS 6357 Applied Computer Technology
- BMED 6331 Special Projects: Visual Basic

Three electives may be selected from the following courses:

- EMLS/BMED 6337 Computer Graphics and animation
- EMLS/BMED 6354 Multimedia
- EMLS/BMED 6318 Microcomputer Networking
- BMED 6358 Managing Computer Technology in Education Settings
- EMLS/BMED 6368 Role of the Computer Specialist
- BMED 6371 Organization and Administration of Adult Education

Curriculum Outline for the Linguistics Minor

Required courses (15 hours):

(5) **African/African-American Studies Minor** - The minor in African/African-American Studies joins existing minors in Asian Studies and Latin American Studies as an opportunity for UCA students to expand their global awareness and participate in the twenty-first century international village. A 2001 report by the federally funded National Center on Postsecondary Teaching, Learning and Assessment confirms that nothing enhances critical thinking ability as much as the awareness of difference, knowledge of another culture making a person aware of alternative values, points of views, and ways of thinking. A program of African/African-American study aims to foster a civic culture that respects both racial differences and commonalities.

The African/African-American minor requires twelve hours of core courses in history, cultural history, and issues of race and ethnicity. Students will take an additional nine hours of electives from courses taught in the Departments of English, History, Philosophy and Religion, Sociology, Music, Political Science, and World Languages, Literatures, and Cultures. The introductory course, which is part of the twelve-hour core, is a genuinely interdisciplinary course which uses folklore to help students trace the transformation of key cultural paradigms as African peoples moved from Africa, through the Caribbean, to the continental United States.

The

Curriculum for the Minor in African/African-American Studies

Core Courses (12 hours):

Introduction to the Field of Study (3 credits)

WLAN 13XX Introduction to African/African-American Studies

Issues of Race and Ethnicity (3 credits): Choose one.

PHIL 2360 Gender, Race and Class Issues

SOC 3310 Minority Relations

Historical Survey (3 credits): Choose one.

HIST 3353 African-American History, 1619-1868

HIST 3354 African-American History, 1868-present

HIST 4388 African History

Cultural History (3 credits): Choose one.

ENGL 3325 Advanced Readings: Harlem Renaissance

ENGL 3325 Advanced Readings: African and/or African-American Theater

ENGL 4380 African-American Literature

ENGL 4304 Studies in English/American Literature: Race in American Literature

Electives (9 hours):

Elective courses are to be chosen from the following:

ENGL 3325 Advanced Readings: James Baldwin

ENGL 3325 Advanced Readings: Harlem Renaissance

ENGL 3325 Advanced Readings: African and/or African-American Theater

ENGL 4304 Studies in English/American Literature: Race in American Literature

ENGL 4380 African-American Literature

WLAN 2315 Cultural Traditions: Exploring the African Diaspora

WLAN 2315 Cultural Traditions: Folklore of Africans in the New Wo

(6) **Gender Studies Minor** - The College of Liberal Arts proposes an interdisciplinary minor program in Gender Studies. The proposed program will allow students to examine such issues as the biological and social bases of gender, changes in conceptions of gender over time, and the impact of gender on both society and individual lives. Evolving changes in how the law understands gender equality in the workplace and in the social sphere make this minor a particularly important field of study.

The minor will allow students to take 18 hours from a list of over 20 different courses in the Departments of Biology, Health Science, Art, English, History, Philosophy, Economics, Psychology, Sociology, and Writing and Speech, and Mass Communication and Theatre. Of those eighteen hours, nine must come equally from the following three divisions: Biological Perspectives, Humanities, and Social and Behavioral Perspectives. The remaining nine hours are electives of the student's own choosing. Such a program asks students to explore the extent to which gender occurs naturally or is constructed by society, and how gender has been expressed historically in art and literature.

The Gender Studies minor will provide students with the tools for negotiating an increasingly complex and diverse world in which gender differences play an increasingly important part. It is recommended for students who expect to pursue careers in psychology, law, health care, business and finance – that is, in any field that requires strong communication skills and the ability to view problems from different perspectives.

The proposed minor program has been reviewed and approved by all appropriate committees, councils, and administrators.

“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES HEREBY APPROVES THE MINOR PROGRAM IN GENDER STUDIES.”

Curriculum Outline for the Minor in Gender Studies

Eighteen hours of course work are required, chosen from the following; at least one course must be taken from each area.

Area 1: Biological Perspectives: 3 hours

BIOL 2405 Human Anatomy and Physiology (prerequisite BIOL 1400 or BIOL 1440)

H ED 3305 Human Sexuality

H ED 4395 Contemporary Health Concerns - Women

H ED 4396 Contemporary Health Concerns - Men

Area 2: Humanities: 3 hours

ART 3365 Women in Art

ENGL 3315 Gender and Language

ENGL 3325 Advanced Readings in World Literature (gender topic)

ENGL 4304 Studies in English and American Literature (gender topic)

HIST 4308 American Women's History

HIST 4309 Women in European History

PHIL 2360 Gender, Race, and Class: Philosophical Issues

PHIL 3345 Feminist Philosophy

Area 3: Social and Behavioral Perspectives: 3 hours

ECON 4380 Seminar in Economics (gender topic)

PSYC 2370 Developmental Psychology (prerequisite: PSYC 1300)

PSYC 3350 The Family or SOC 4351 Family Structure and Interaction (prerequisite: SOC 1300)

SOC 3361 Gender Roles (prerequisite SOC 1300)

SOC 4342 Social Inequality (prerequisite SOC 1300)

SPCH 3303 Gender Communication

SPCH 3307 Interpersonal Communication

Dr. Buchanan presented the following two items and responded to questions from Board members. Both resolutions were unanimously adopted upon motion by Dr. Stanton with a second by Mr. Roussel.

(1) **Admission and Retention Standards for the Bachelor of Business Administration (BBA) Degree Program (Board Policy No. 323)** - The College of Business Administration proposes the establishment of a selective admission policy and of retention standards for BBA majors. To better maximize facilities usage and other resources, the college proposes that prospective majors earn an average grade point of 2.0 overall and a 2.0 in 24 hours of business foundation courses prior to admission to the BBA degree program. Further, the college requests Board of Trustees approval to require students to maintain these grade point averages in order to continue as BBA majors.

The BBA admission and retention policy has been endorsed by all appropriate committees, councils, and administrators.

“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES HEREBY APPROVES ADMISSION AND RETENTION STANDARDS FOR THE BACHELOR OF BUSINESS ADMINISTRATION (BBA) DEGREE PROGRAM AS BOARD POLICY NO. 323.”

UNIVERSITY OF CENTRAL ARKANSAS

Transfer of Credit

In addition to the University of Central Arkansas policies controlling the granting of credit for course work taken at other institutions, the following requirements apply to transfer work applied to any undergraduate business program.

Transfer students who are considered for admission to pursue a major in the College of Business Administration must have completed 24 hours of the business foundation courses, which must include ACCT 2310, 2311, ECON 2320, 2321, 2330 (ECON 2330 can be an equivalent course) and have a 2.0 (on a 4.0 scale) cumulative grade point average in the business foundation courses and his or her overall grade point average.

1. The student's records will be evaluated each semester to determine whether he or she should be admitted to a major. After receiving notification that a student has been admitted into his or her major, the student is expected to arrange for a degree check by their College of Business Administration advisor to ascertain remaining degree requirements.
2. A transferred course cannot carry more degree hours than are available in a similar University of Central Arkansas course. For example, a four hour principles of accounting course transfers here as three degree hours.
3. Credit earned at a two-year college cannot be used to meet upper division requi

(2) **Admission Standards for the Bachelor of Science Degree Program in Professional Athletic Training Education (Board Policy No. 322)** - The number of students who may be admitted to the Bachelor of Science program in Athletic Training must be limited due to the nature of the degree and to meet accreditation guidelines. The Department of Kinesiology and Physical Education and the College of Health and Applied Sciences therefore propose that a new Board Policy establishing selective admission criteria be approved for students who seek admission to the athletic training program. The accreditation report is due to the Joint Review Committee of the Commission on Accreditation of Allied Health Education Programs on June 1, 2002. The proposed selective admission policy is essential for the university to be able to gain accreditation for the program.

The policy has been recommended by all appropriate councils and administrators.

“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES HEREBY APPROVES THE FOLLOWING SELECTIVE ADMISSION POLICY FOR THE BACHELOR OF SCIENCE DEGREE PROGRAM IN PROFESSIONAL ATHLETIC TRAINING EDUCATION AS BOARD POLICY NO. 322.”

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY

Policy Number: 322

Subject: Admission to Professional Athletic Training Education Program (ATEP)

Date Adopted: _____ Revised: _____

Admission to the athletic training professional program is selective and enrollment is limited. To apply for admission, a student must meet the following minimum requirements:

1. completion of a minimum of thirty credit

Baseball Field Improvements - University property in the area of the baseball field suffers from very poor drainage. Water tends to collect on the b

“BE IT RESOLVED: THAT THE BOARD OF TRUSTEES APPROVES THE FOLLOWING ADJUSTMENTS, APPOINTMENTS, REAPPOINTMENTS, LEAVES WITHOUT PAY, PROMOTIONS, SABBATICAL, TENURE, ADVANCEMENTS, RETIREMENTS, AND TERMINATIONS, PROVIDED HOWEVER, THAT THE ADMINISTRATION IS AUTHORIZED TO MAKE CORRECTIONS AND CHANGES OF A CLERICAL NATURE.”

(The personnel list is on file in the president’s office.)

ADJOURNMENT

President Smith invited Board members to take a tour of College Square following adjournment.

There being n