

RESOLUTION OF APPRECIATION

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

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

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

WHEREAS, Dr. Jones has served with distinction as a faculty member for one year at the university; and

the lives of enumerable students during his tenure, including Elizabeth Farris, Kelley Erstine, Warren Readnour, Amber Wilson, Jimmy Bryant, and Ken Barnes; and

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

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

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

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

Joe Whisenhunt
Chair of the Board

Secretary of the Board

Identify Theft Prevention Program

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

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

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

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

A. Notifications and Warnings from Credit Reporting Agencies

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

B. Suspicious Documents

1. Identification document or card that appears to be forged, altered or inauthentic;
2. description is not consistent with the person presenting the document;
- 3.

E. Alerts from Others

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

IV. DETECTING RED FLAGS

A. Student Enrollment

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

1. Require certain identifying information such as name, date of birth, academic records, home address or other identification; and
2. card -issued photo identification).

B. Existing Accounts

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

1. Verify the identification of students if they request information (in person, via telephone, via facsimile, via email);

B. Staff Training and Reports

UCA staff responsible for implementing the Program shall be trained by or under the direction of the Program Administrator or designee(s) in the detection of Red Flags and the responsible stU to be taken when a Red Flag is detected. UCA staff shall be trained, as necessary, to effectively implement the Program. UCA employees are expected to notify the Program Administrator or designee(s) once they become aware

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

F. Effective Date

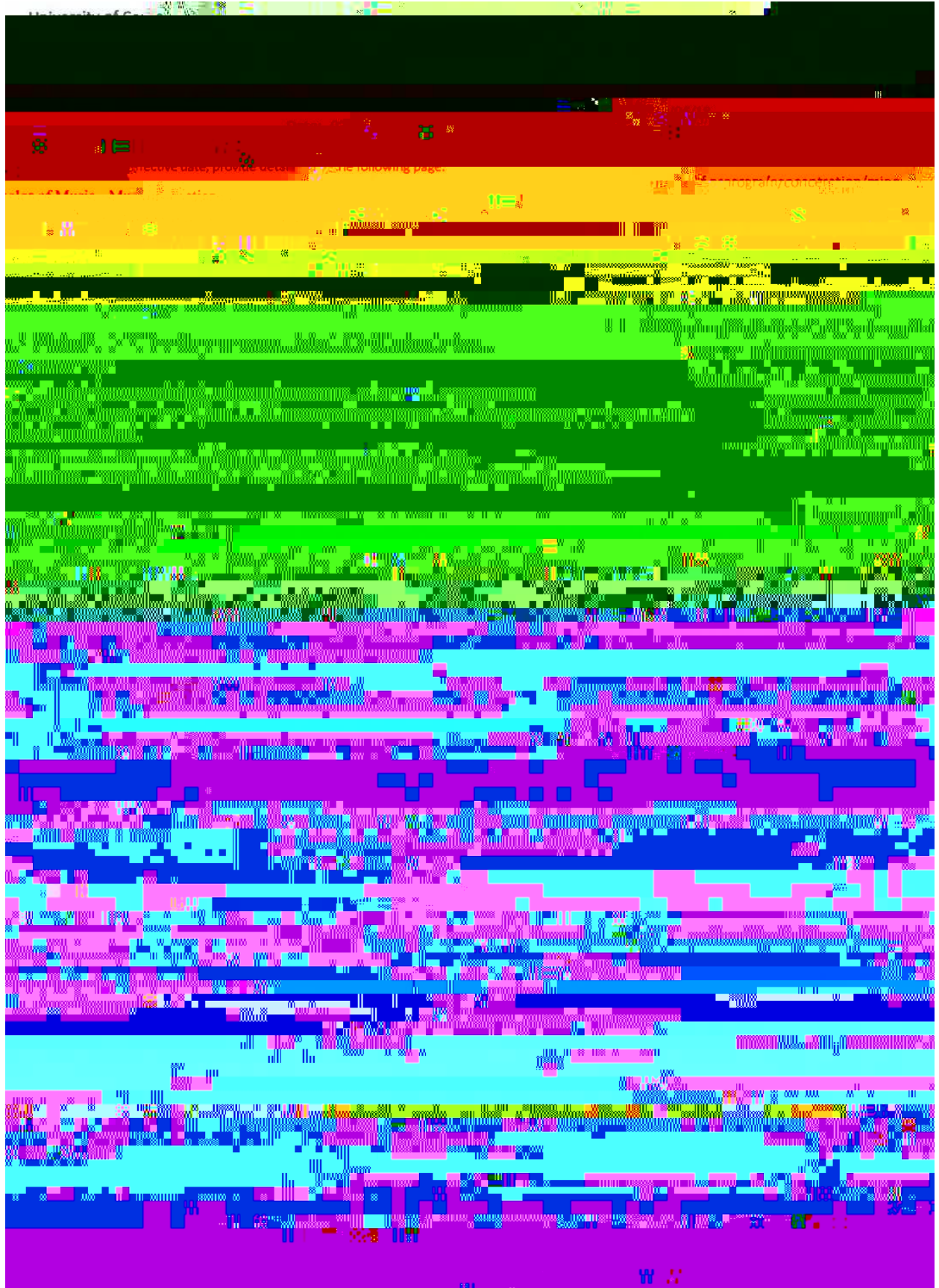
The Program is effective August 17, 2018.

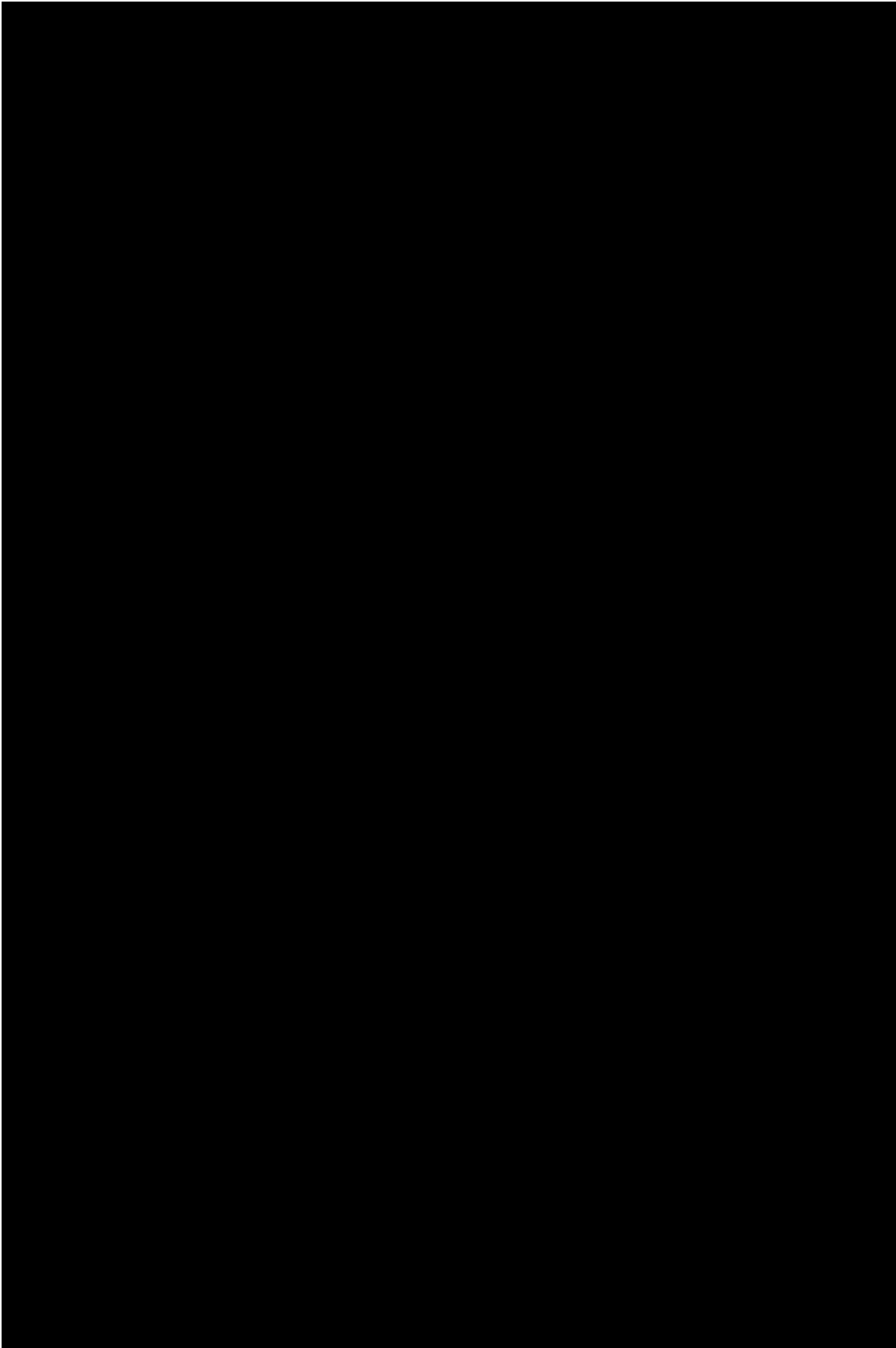
Diversity; Diversity Advisory Committee Board Policy No. 525

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

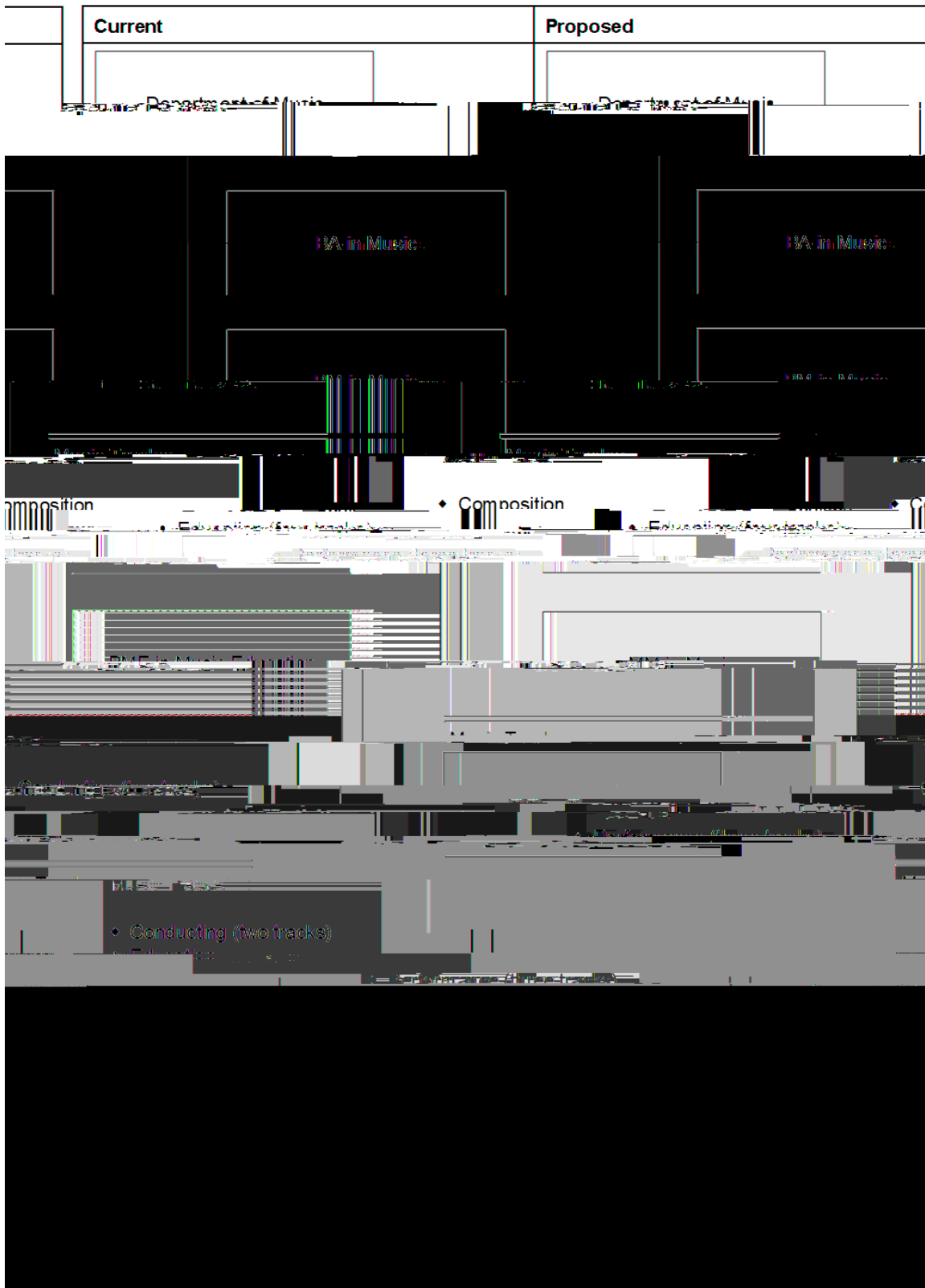
Pursuant to the board policy, the Board of Trustees must make three appointments to the committee. They are as follows:

- < One member of the Board

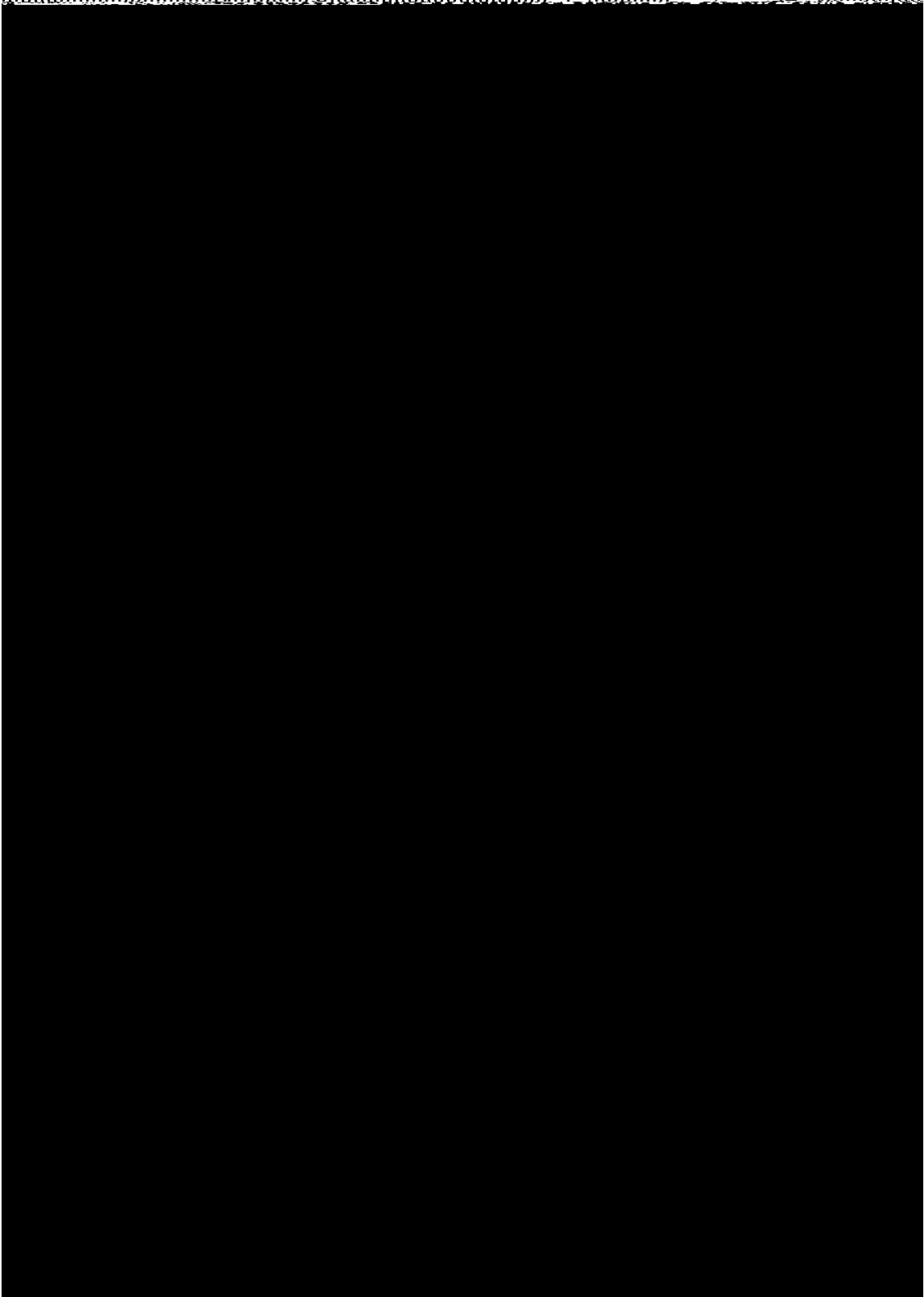




44. Provide current and proposed organizational chart.



14. Will the proposed degree be offered on-campus, off-campus, or via distance?



Program Deletion Form

1. Name of program:

2. Department:

3. Is this program a concentration, emphasis, option, or track in a degree program?

4. If the program is to be deleted, offered by another department? Yes No

5. Reason for deletion:

6. Recommended by: *[Signature]* Department and College (across from signature)

7. Date:

8. Approved by:

9. Date:

10. Approved by:

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26. Approved by:

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28. Approved by:

29. Date:

30. Approved by:

MSCED Course Offerings, 2017, 2018

Spring 2017

Creation in Organizations
economic Development Services, Community and Economic Development
CEP 6302 Leadership Community
CEP 6310 Community and Economic
Development
CEP 6315 Transportation and Infrastructure
CEP 6316 Applied Research Methods and Data Analysis
CEP 6370 Economic and Community Development Internship

Summer 2017

CEP 6305 Grant Writing
CEP 6350 Economic Community and Economic Development

Fall 2017
CEP 6302 Community Development
CEP 6305 Grant Writing
CEP 6310 Community and Economic
Development
CEP 6315 Transportation and Infrastructure
CEP 6316 Applied Research Methods and Data Analysis
CEP 6370 Economic and Community Development Internship

Spring 2018

CEP 6305 Grant Writing
CEP 6350 Economic Community and Economic Development
CEP 6316 Applied Research Methods and Data Analysis
CEP 6370 Economic and Community Development Internship

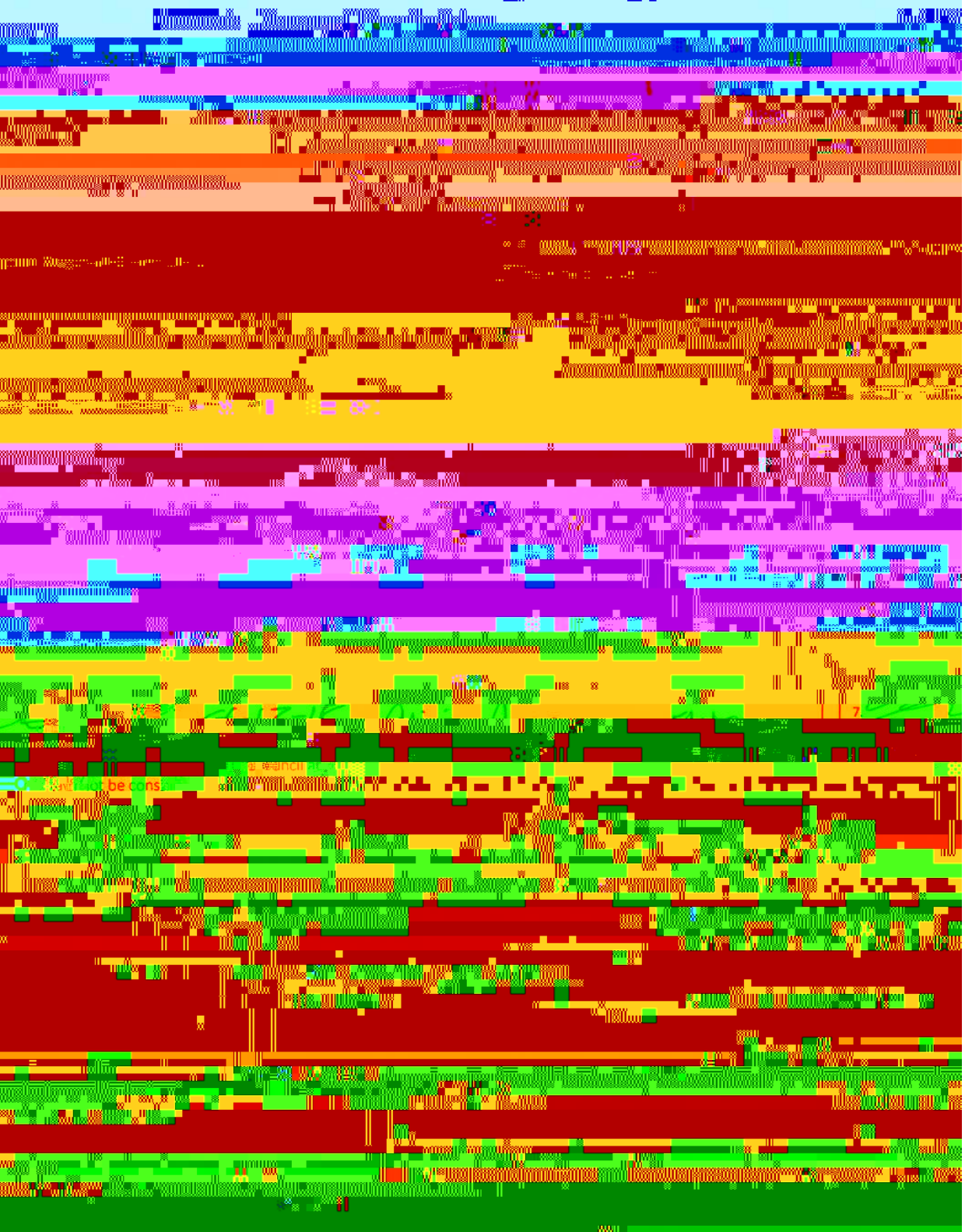
Summer 2018

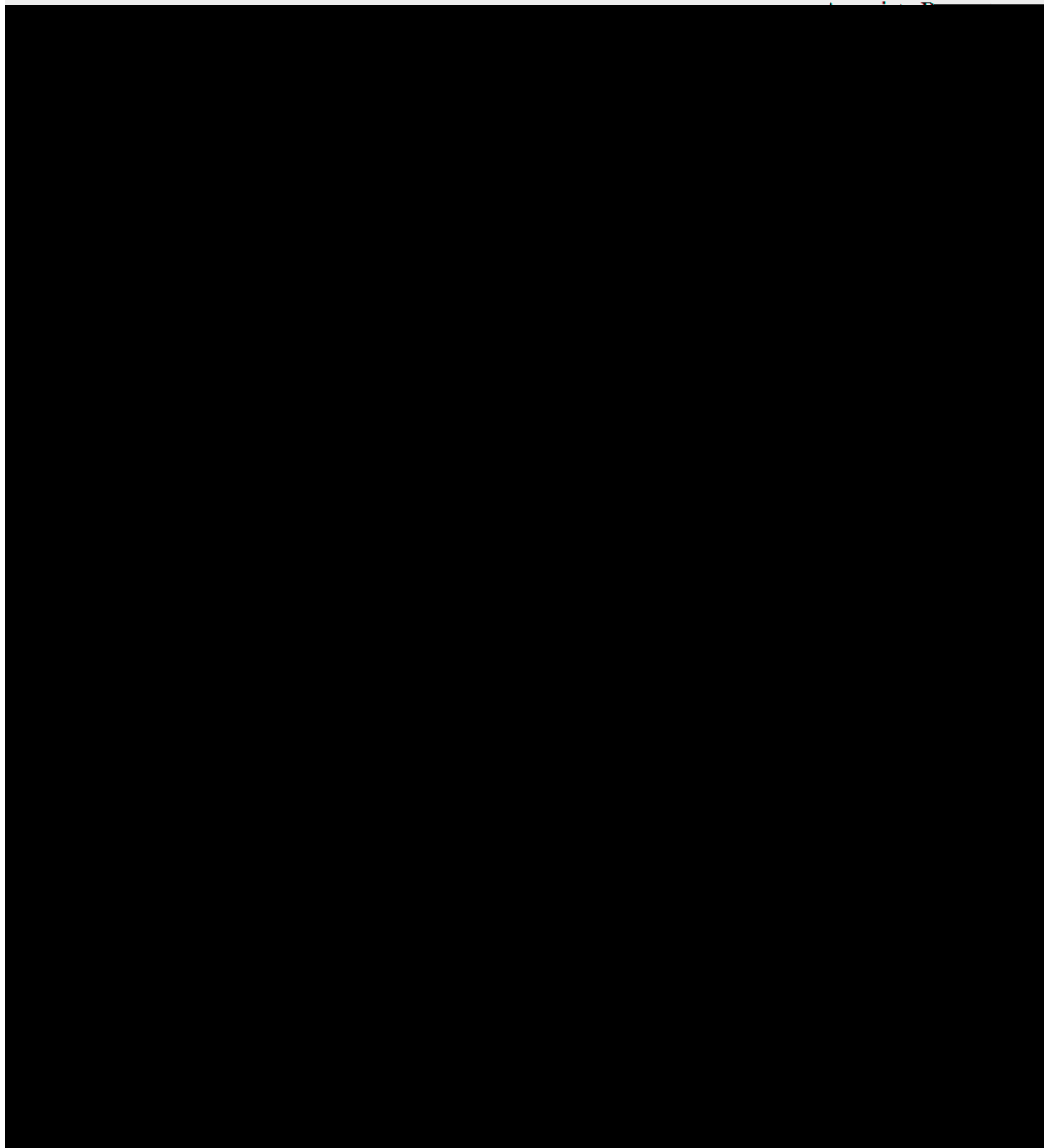
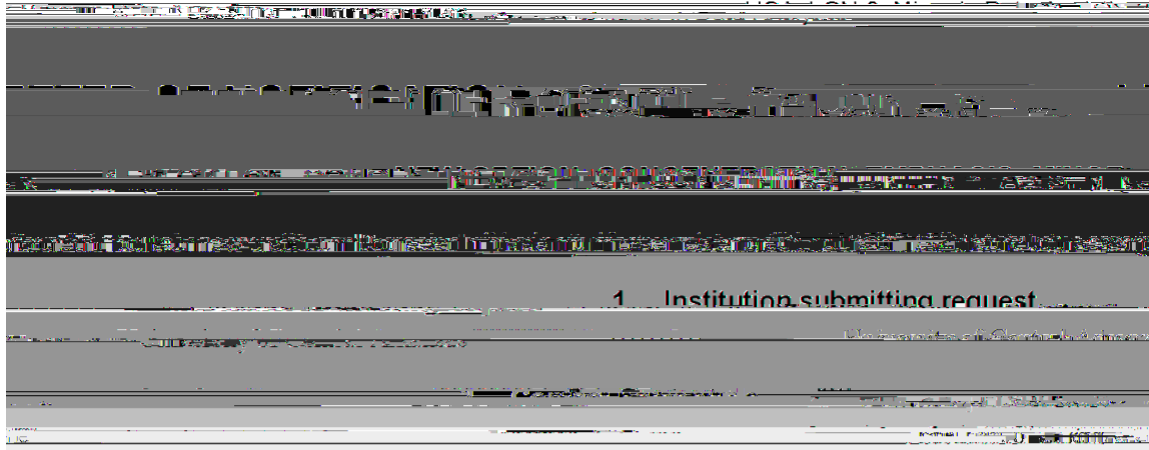
CEP 6305 Grant Writing
CEP 6350 Economic Community and Economic Development

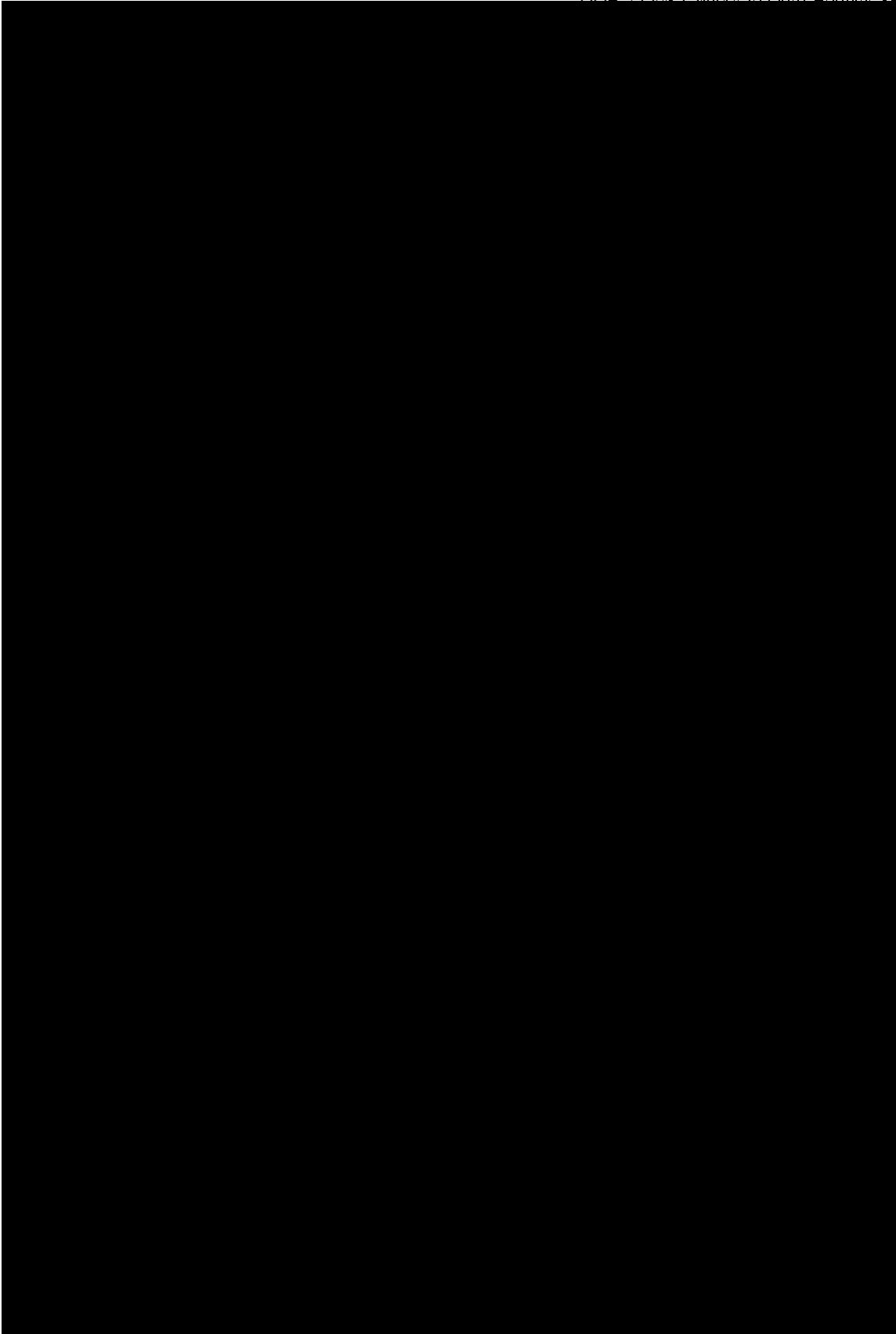
Fall 2018

CEP 6302 Community Development Institute
CEP 6305 Grant Writing
CEP 6310 Community and Economic
Development
CEP 6315 Transportation and Infrastructure
CEP 6316 Applied Research Methods and Data Analysis
CEP 6370 Economic and Community Development Internship

Northwest Graduate Program







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

As in usually the case with minor programs, courses in the minor in Data Analytics will be taken in...
New courses and new course descriptions: The new course is an option. The other courses exist in the M...
In the degree plan, choose the category...

ENTAI DESIGN... CRITICAL THINKING AND EXPERIM...
...critical in designing dat...

10.5 Goals and c...
Students who complet...

...critical in designing dat...
...select the appropriate methods and tools for data analysis to suc...

10.6 Ex...
Students who c...

- Effective communication abilities
- Effective collaboration skills
- Effective problem-solving skills

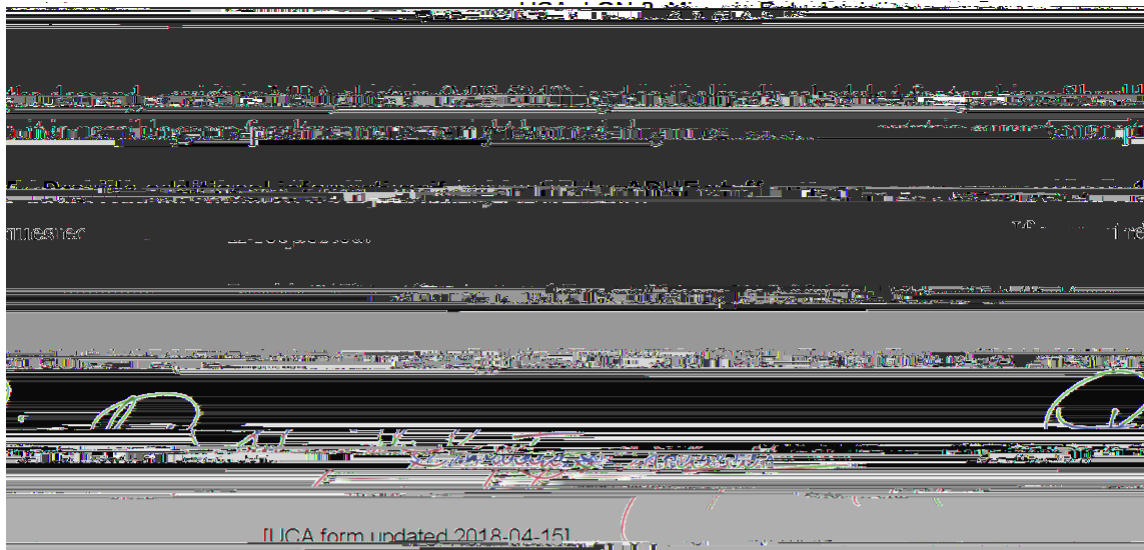
Documentation that program option/minor meets employer...
The governor of Arkansas has made it quite clear that computer science...
Students at both the high school level and beyond have analytics progr...

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

The ability to do analytics, even in the program as a minor, is more valuable to employers.

10.8: Student demand (projected enrollment) for program option/mini-	
option and the institution's enrollment	10.9: Name of institutions offering similar program/program used as a model to develop the proposed program option.

11: Will the new option be offered via distance delivery?	12: Explain in detail the
13: Explain in detail the	14: Specify the amount
of the additional costs required, the source of funds, and how	funds will be used.
15: Specify the amount	No additional funds are re-
of the additional costs required, the source of funds, and how	quired to offer this minor (all courses are already being
16: Specify the amount	of the additional costs required, the source of funds, and how
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11/11/2018

Attachment: Distance Delivery Details

The following information is pulled from our version of ADHE Form P-1 and constitutes JCA's general information regarding the proposed program.

20. INSTRUCTION BY DISTANCE TECHNOLOGY
 Will the proposed program be offered by distance technology? Yes No

As appropriate, provide the following information:
 Standing degree or certificate program the program is intended to replace, if any.
 Information on the course or courses to be replaced, if any, including:
 Course number, title, credits, and content.
 Information on the course or courses to be replaced, if any, including:
 Course number, title, credits, and content.

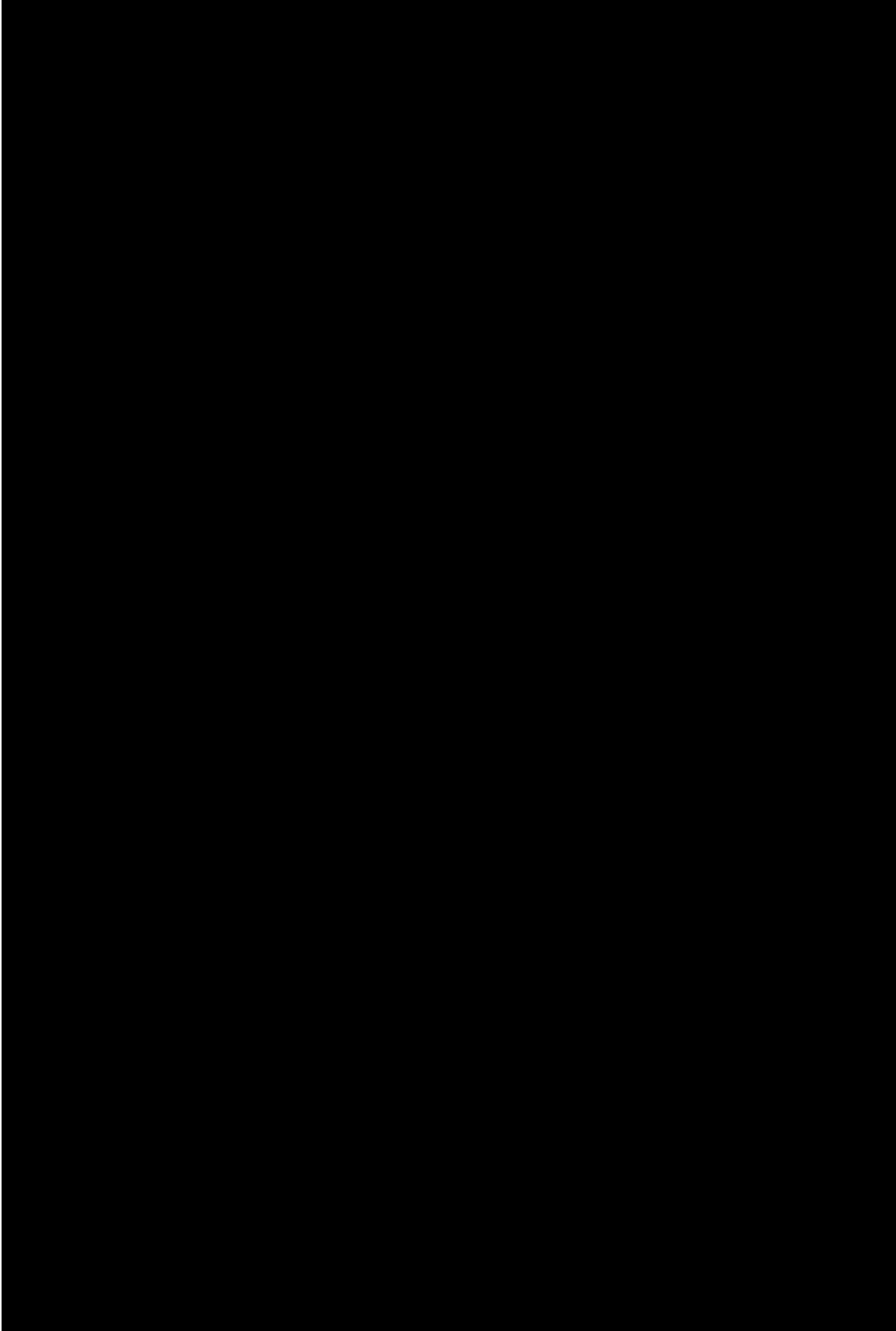
20.11 Institutional policies regarding distance delivery of courses/degrees.

Online Learning and JCA Online Program Coordinator
 JCA Online was established in 2014 and is now a fully supported unit with a budget of \$500,000. It is supported with base budget funding each fiscal year.

Associate Provost for Instructional Support
 Online Learning leads the strategic initiatives and the day-to-day operations of JCA Online. The unit collaborates closely with the President's Office, the Center for Teaching Excellence, the Center for Learning Innovation, the Center for Instructional Technology, the Center for Transfer Services, and the Center for Academic Success and Retention. The unit is committed to supporting the mission and vision of JCA Online.

Associate Provost for Instructional Support
 The Director of the Center for Learning Innovation serves as an online success coach for faculty and students. Additionally, the center focuses on ensuring that the admissions process is efficient and transparent.

20.13 Center for Teaching Excellence
 The Director of the Center for Teaching Excellence oversees the direction of the center, which collaborates with JCA Online in supporting faculty professionals in their teaching. The center provides professional development opportunities for faculty and staff, including workshops, seminars, and conferences. The center also provides support for faculty and staff in the development of new courses and programs. The center is committed to ensuring that the quality standards established by JCA Online are met in all aspects of the educational experience.



20.3 Policies/procedures to keep technology infrastructure current

More and more, the use of LMS in UCA is becoming a critical part of the university's operations. Appropriate policies and procedures are needed to ensure that the LMS is secure and that the data it contains is protected. The following are the policies and procedures that are in place to ensure the security of the LMS.

20.4 Procedures to assure security of personal information

20.4.1 Information Security

Security of student information is a top priority for UCA. The university's information security policy is designed to provide an information security program that is consistent with the requirements of the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. UCA has a contract with Blackboard ASP/Solutions to provide an administrative, technical, and physical security of student information stored on Blackboard maintained servers. Security safeguards include but are not limited to data encryption, firewalls, data use and access limitations, intrusion detection, and physical access controls to build trust and confidence in the university's information security program. UCA also has provisions in its contracts with Blackboard ASP/Solutions to ensure that the university's information security program is consistent with the requirements of the FERPA and other applicable laws.

20.4.2 Verification of the Identity of Students in Distance Education Courses

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

- Every student enrolled at UCA is given a network username, a personal identification number, and a password to access their myUCA account. The student must use the username and password to access their myUCA account. Current university rules require a strong password and that the password be changed every 90 days.
- A student who enrolls in a course must provide a valid UCA username and password to access the course. The student must provide a valid UCA username and password to access the course. The student must provide a valid UCA username and password to access the course.

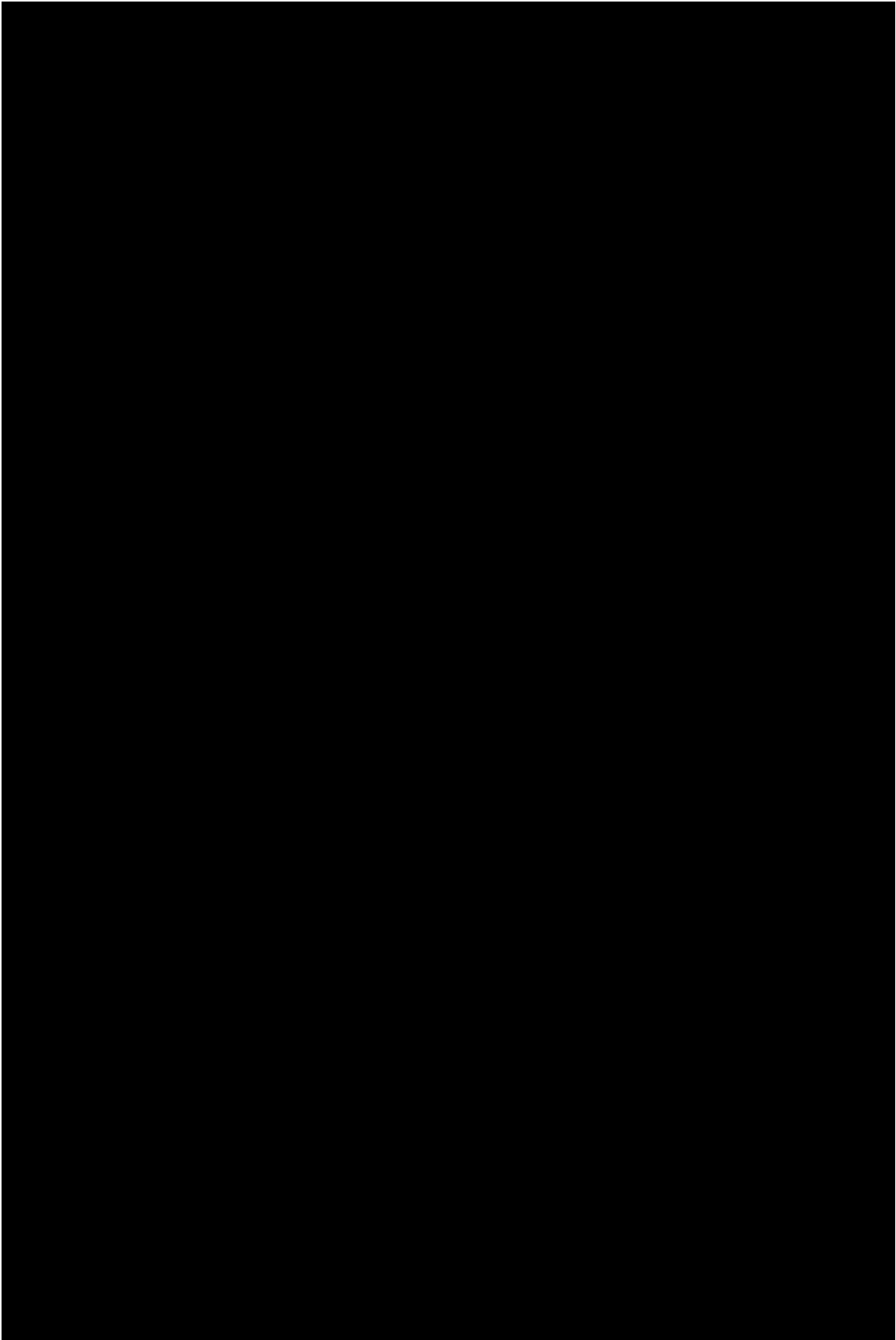
UCA uses a variety of technologies and practices to verify the identity of students in distance education courses. These include video recording capability during non-proctored exams, anti-cheating software for anti-cheating software, and a custom browser that locks down the online testing environment within UCA's course management system.

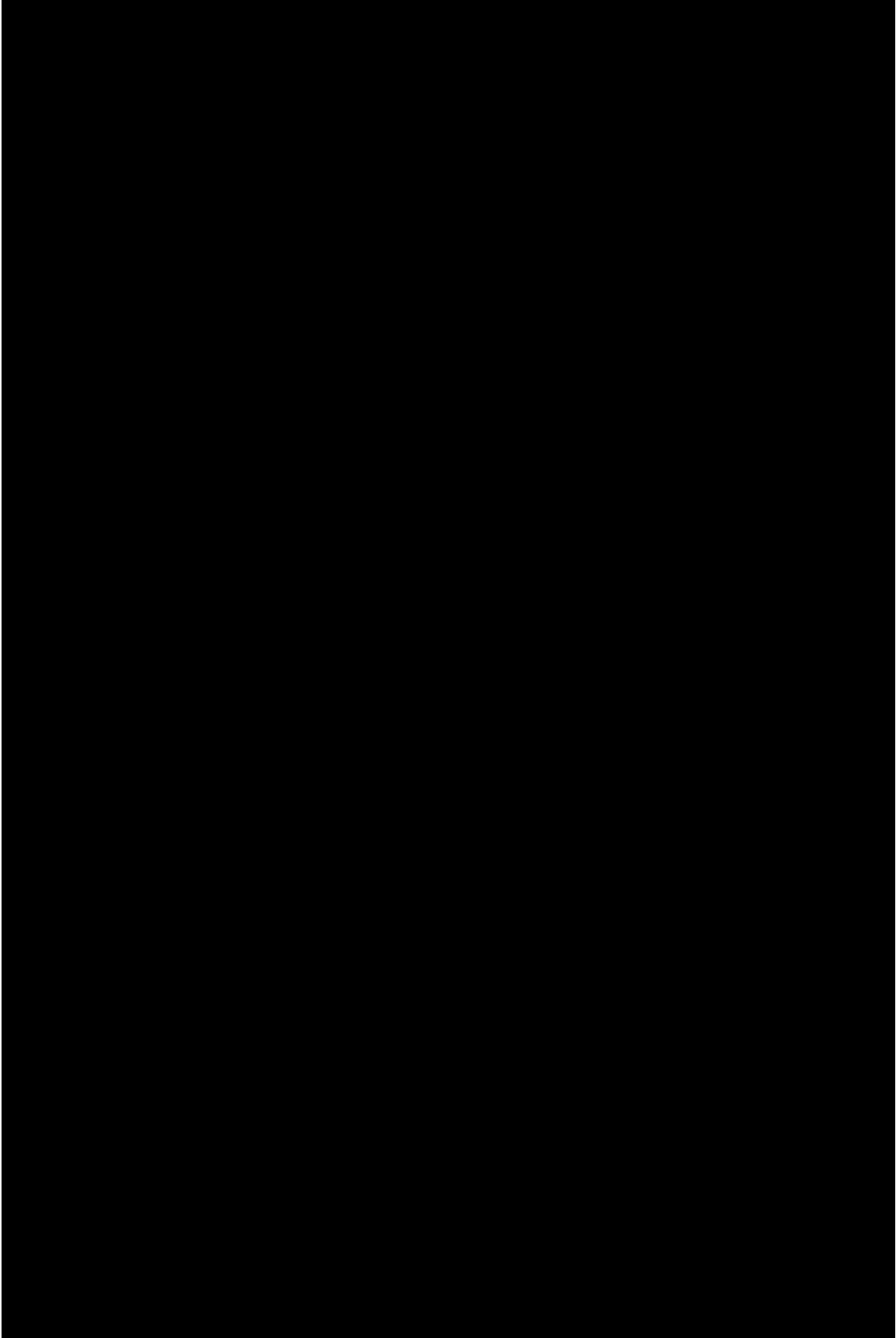
In addition, technologies and practices that are effective in verifying the identity of students in distance education courses include video recording capability during non-proctored exams, anti-cheating software for anti-cheating software, and a custom browser that locks down the online testing environment within UCA's course management system. UCA will implement new technologies and practices that are effective in verifying the identity of students in distance education courses. UCA will implement new technologies and practices that are effective in verifying the identity of students in distance education courses. UCA will implement new technologies and practices that are effective in verifying the identity of students in distance education courses.

20.5 List of services that will be outsourced to other organizations

The Learning Management System (LMS) Blackboard Solutions is the application service provider (ASP) for UCA's LMS. Blackboard Solutions is the application service provider (ASP) for UCA's LMS. Blackboard Solutions is the application service provider (ASP) for UCA's LMS.







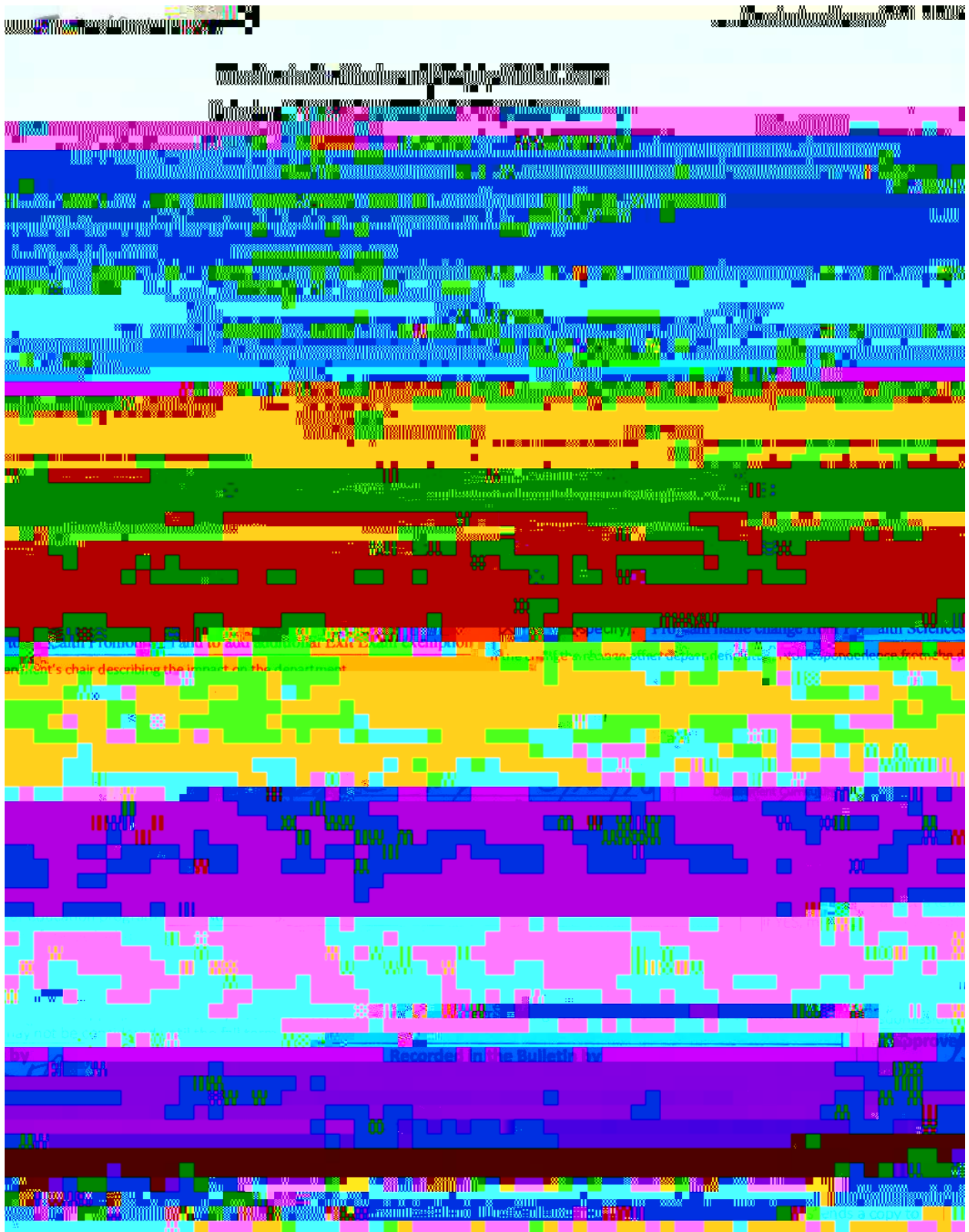
Notification: Program Title Change, MS, Health Sciences, to MS, Health Promotion

The Department of Health Sciences in the College of Health and Behavioral Sciences proposes to change the title of the MS in Health Sciences to MS in Health Promotion. The title change

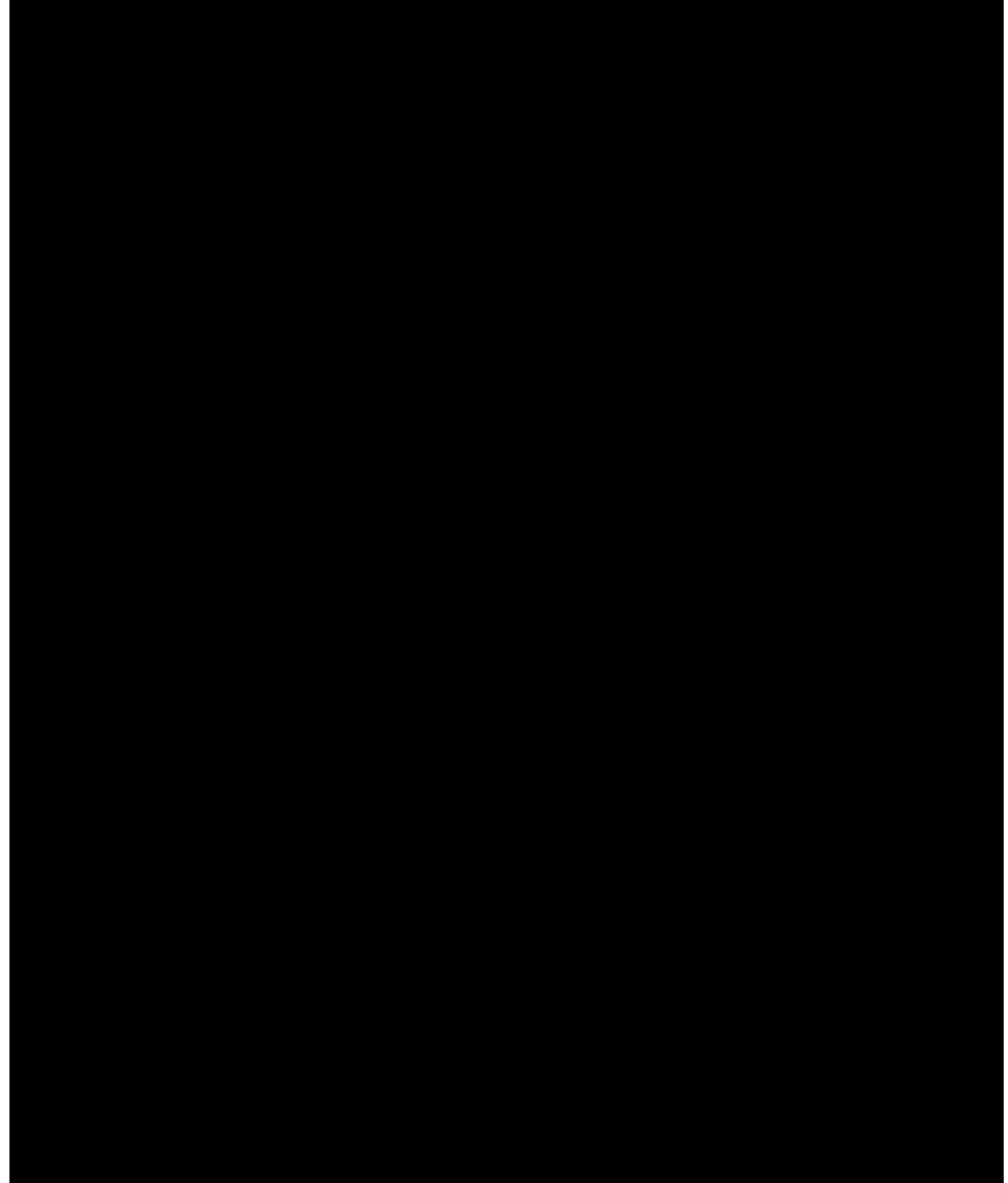
education specialists, as articulated in the Seven Areas of Responsibility of Health Education Specialists developed by the National Commission for Health Education Credentialing (NCHEC), the professional certification program that establishes a national standard for individual health education practitioners.

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

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



MEMORANDUM FOR THE SECRETARY OF DEFENSE
SUBJECT: [REDACTED]
DATE: [REDACTED]



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

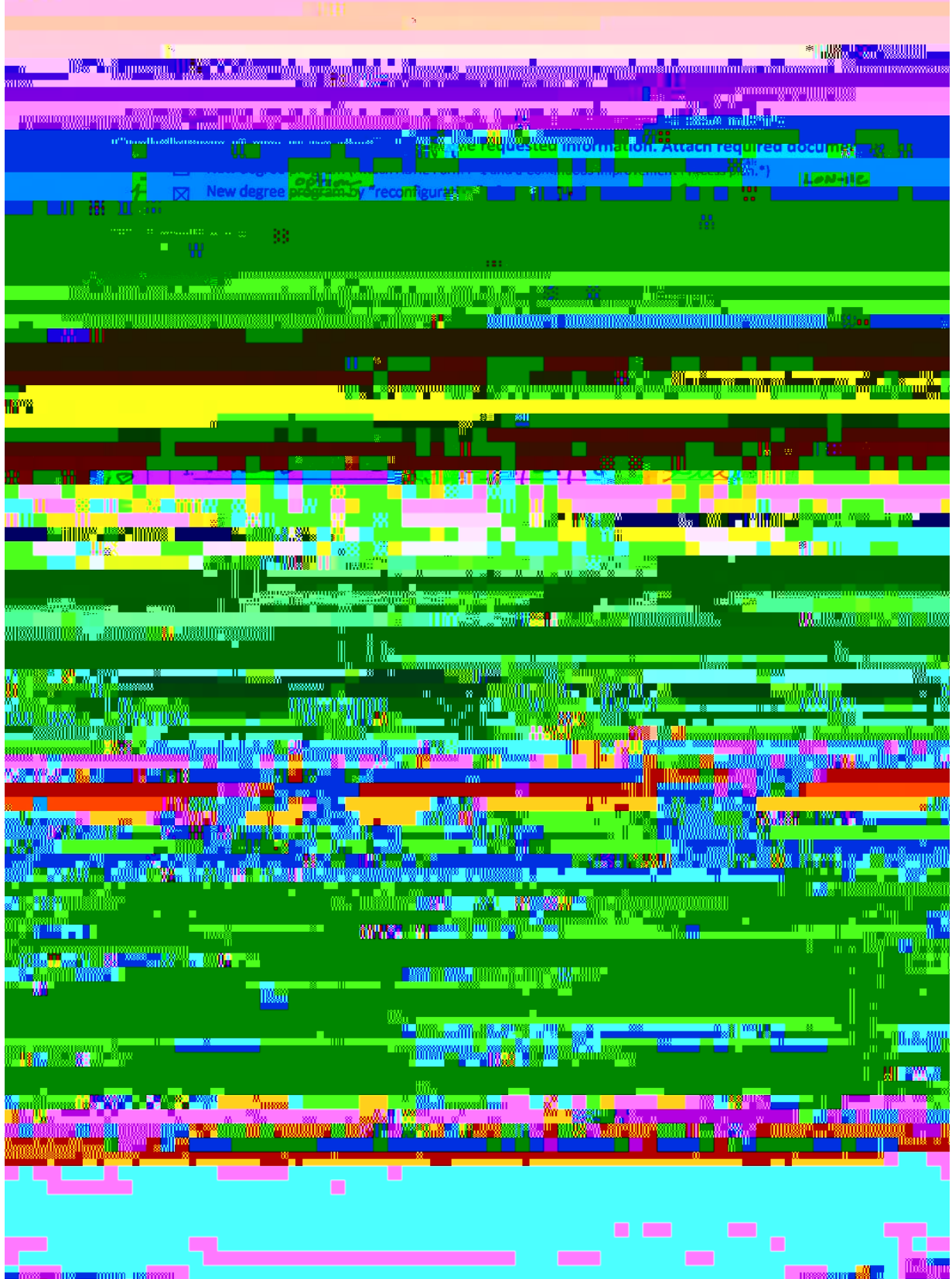
The School of Nursing in the College of Health and Behavioral Sciences proposes a BSN-to-DNP track in the existing Doctor of Nursing Practice (DNP) program. Currently, the only entry into the DNP program is post-MSN. Because of changing minimum requirements for Nurse Practitioner entry into practice to include doctoral competencies affecting accreditation the School of Nursing presents this change.

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

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

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

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



LETTER OF NOTIFICATION – 11C



DEGREE PROGRAM

CURRICULUM REVISION OF EXISTING CERTIFICATE

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost
(501) 450-3126
jona@uca.edu

3. Title of certificate/degree program

Doctor of Nursing Practice (DNP)

related processes that might occur. Please note the curriculum revision reported here involves a number of program, and so might have different letters of notification. It results in a second track in the program elements previously deleted from used LONs to begin a new cohort. It will have some modifications in use of other tracks) in forming the second track, and so might have used the MSN program (the nurse-practitioner reconfiguration and curriculum changes and creates new ones for use in the second track. It broadens the track as well as the existing track. For this reason we chose to complete LON 11C as having a reach. The two tracks that will exist after this change are:

2. The MSN program with the MSN degree, resulting in the MSN degree. The MSN degree proposed additional entry into program, as to the MSN degree, and of a second cohort. 2. Most existing LONs exist as existing DNP

CIP code: _____

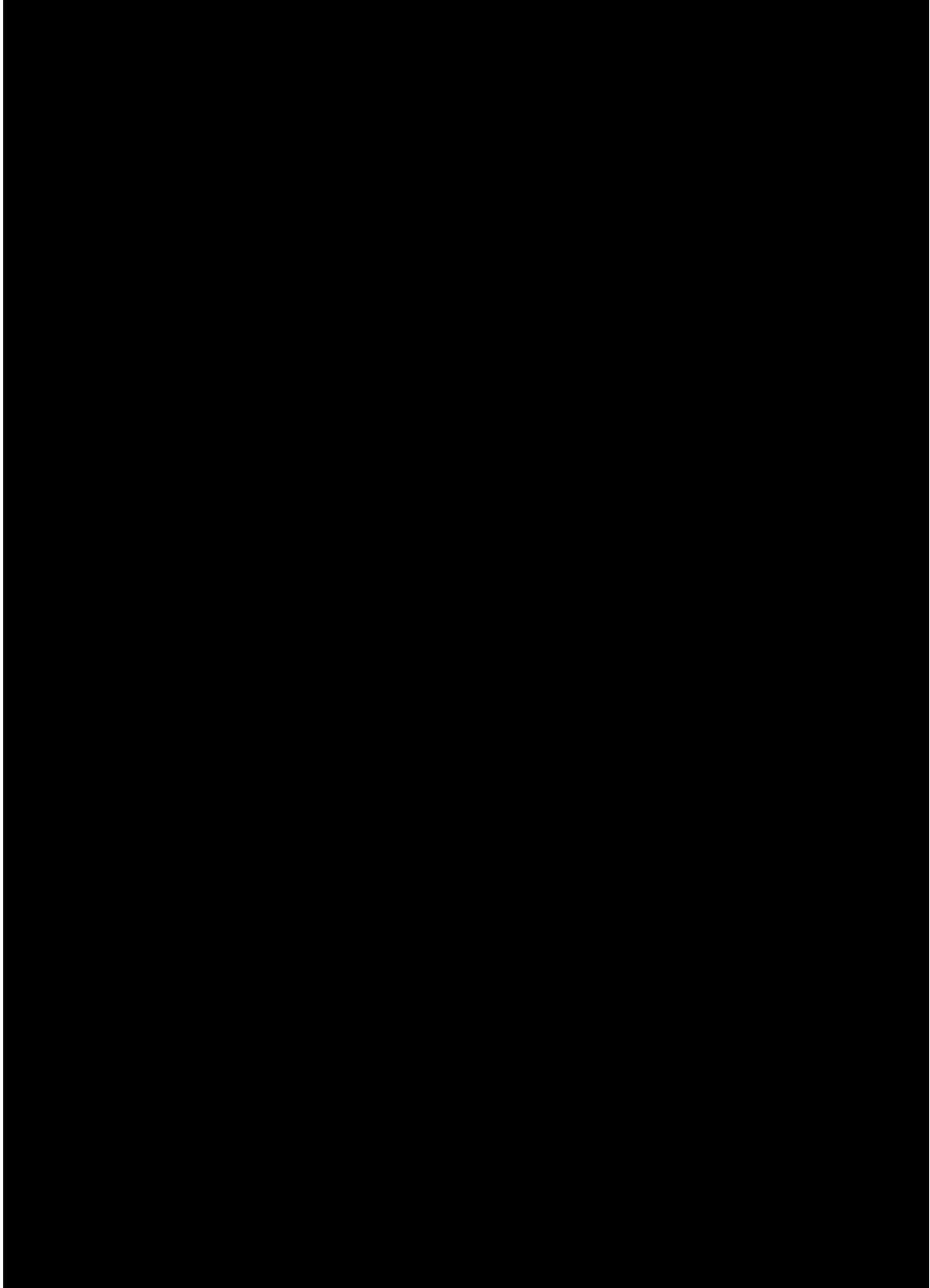
5. Degree code: _____

6. Effective date: _____

7. Reason for proposed change

Current UCA's Doctor of Nursing Practice (DNP) program is open to nurses who hold a master's degree. The program is designed to fulfill degree in nursing regardless of current role or specialty preparation. The program is designed to fulfill standards for the practice doctorate developed by the American Association of Colleges of Nursing. The program is designed to fulfill standards for the practice doctorate developed by the American Association of Colleges of Nursing. The program is designed to fulfill standards for the practice doctorate developed by the American Association of Colleges of Nursing.

Standard 1: Clinical Practice



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

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

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

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

NURS 7110 DNP PROJECT PLANNING This course focuses on the application of the DNP essentials to evidence-based practice. Students will be guided in the application of the DNP essentials to design a planning course to complete a practice initiative. Students must complete a minimum of three DNP project

essentials to complete an evidence-based practice initiative. Students must complete two DNP project essentials to complete an evidence-based practice initiative.

NURS 7235 ADVANCED CLINICAL REASONING This course focuses on the application of the DNP essentials to clinical reasoning. Students must complete two DNP project essentials to complete an evidence-based practice initiative.

NURS 7235 HEALTH CARE QUALITY IMPROVEMENT This course integrates American

NURS 7315 HEALTHCARE QUALITY IMPROVEMENT The course focus is on application of systems theory to organizations and performance improvement initiatives. Emphasis is on methodologies to improve quality of organizations and performance improvement

