Strategic Design - 2016

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Introduction

UCA Online Strategic Design is a living/dynamic document which serves as a guide to online learning at the University of Central Arkansas (UCA). The UCA Online Strategic Design is evaluated and reviewed annually for necessary revisions.

Online learning is one of the most rapidly-growing areas of higher education. The 2015 Survey of Online Learning, *Online Report Card: Tracking Online Education in the United States* revealed that distance education enrollments are continuing to grow at a rate of 7% overall between fall 2012 and fall 2014. The survey was designed, administered, and analyzed by the Babson Survey Research Group and co-sponsored by the Online Learning Consortium (OLC), Pearson, StudyPortals, WCET, and Tyton Partners, with additional data from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS).

UCA has experienced over a 91% increase in online student semester credit hours from 2011 to 2016 (Figure 1). Online student semester credit hours now constitutes approximately 10% of the total student semester credit hours at UCA.
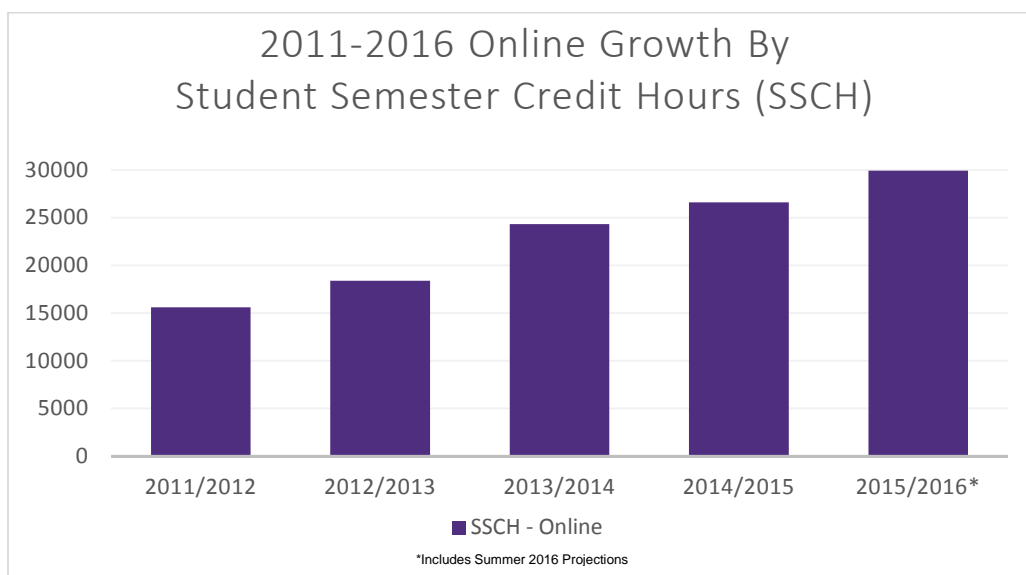

Figure 1

In meeting this growing demand, UCA is committed to providing the instructional, administrative, financial, technological, and student services support to serve learners, faculty, and staff engaged with online learning. UCA Online is part of Academic Affairs and was created to provide the internal structure for high-quality online courses, online programs, and online student services.

Vision and Mission

UCA Online supports the mission, goals, and objectives of the University of Central Arkansas.

Vision Statement:

UCA Online will expand access to courses, degrees, certificates, and student support services delivered using state-of-the-art distance technology and sound pedagogical methods for on and off campus students.

Mission Statement:

UCA Online provides leadership and support in the development, delivery, evaluation, and assessment of student-centered educational opportunities and ensures access to high-quality courses, degrees, certificates, and student support services delivered using state-of-the-art distance technology and sound pedagogical methods.

Definitions

The following are definitions utilized at UCA for programs and courses delivered using state-of-the-art distance technology and sound pedagogical methods as well as courses enhanced with online resources.

Online Course

Any program or course that is online and requires no on campus meetings with the instructor or class. In-person attendance may still be required for certain off-campus activities such as proctored exams, clinical experience, and internship hours. Online courses emphasize

student learning communities, computer-mediated communication, and active student learning. Online programs and courses are offered through UCA's Course Management System (Blackboard). Online courses are designated in Banner with the instructional method Distance Education Asynchronous (DEAS).

Hybrid Course

Any program or course ("HYBR" Instructional Method) in which some portion of traditional "seat time" has been replaced by online academic activities. A hybrid program or course would require one or more scheduled in-person session with the instructor or class, with the remaining activities occurring online. In-person attendance may also be required for certain off-campus activities such as proctored exams, clinical experience, and internship hours. Hybrid programs and courses are offered through UCA's Course Management System (Blackboard). Hybrid courses are designated in Banner with the instructional method Hybrid (HYBR).

Web-Enhanced Course

A web-enhanced course is any traditional face-to-face course that includes online student resources, but no "seat-time" is being replaced by online activities. Adding content to UCA's Course Management System (Blackboard) to supplement a traditional face-to-face course does not require review and approval through the curriculum development process.

UCA Online Team

Director of Online Learning

Under the direction of the Associate Provost for Instructional Support, the Director of Online Learning leads the strategic initiatives and the day-to-day operations of UCA Online. The Director of Online Learning collaborates closely with the Vice President for Information Systems and Technology, the Director of Transfer Services, the Director of the Center for Teaching Excellence, the Director of Admissions, the Associate Vice President for Communications,

Public Relations and Marketing, and the Online Learning Advisory Committee to support the mission and goals of UCA Online.

Program Coordinator

Under the direction of the Director of Online Learning, the Program Coordinator's primary responsibility is assisting interested students in enrolling and retaining enrolled online students. This position serves as an online success coach assisting faculty in achieving student success. Additionally, he/she focuses on ensuring that the admissions process for online students is efficient and runs smoothly.

Center for Teaching Excellence

Under the direction of the Associate Provost for Instructional Support, the Director of the Center for Teaching Excellence collaborates with UCA Online in supporting faculty professional development and supervises the instructional designers.

Instructional designers are located in the Center for Teaching Excellence and are responsible for working with faculty to ensure that the quality standards established by UCA Online are met in online courses and programs. The instructional designers are a resource for faculty and work with them collaboratively to design and develop online courses that allow students to have a high-quality and consistent experience.

Online Learning Advisory Committee

The Online Learning Advisory Committee consists of faculty, administrators, and students and serves as an advisory group to the Director of Online Learning. The committee meets once per month to discuss issues and make recommendations concerning online learning. Information regarding the Online Learning Advisory Committee's charge and membership can be found at uca.edu/committees/.

UCA Online Programs and Courses

Undergraduate Programs

Programs offered at the undergraduate level are designed as degree completion programs, with most covering the final 60 credits of the degree. These degree programs are open to undergraduate students seeking to complete their bachelor's degree.

Admissions Requirements for New Undergraduate Completion Degree - Online Students

All new undergraduate completion degree students entering UCA Online are required to meet the following admission criteria:

1. Completed at least 60 credit hours at an accredited university unless otherwise specified by the degree program.

2. Completed the 35-hour State Minimum Core curriculum.

3. Meet all UCA admission requirements and program requirements as specified in the current Undergraduate Bulletin.

UCA Online collaborates with the Director of Transfer Services to establish successful articulation agreements which will allow students completing associate degrees at two-year institutions to complete bachelor's degrees at UCA.

Onboarding of New Online Programs

UCA does not require any academic course or program to move to the online format. The Director of Online Learning works in partnership with the academic deans and department chairs to identify potential programs for online delivery. In order for a program to be delivered online, the department chair must contact the Director of Online Learning and request a program analysis. During this process, the department chair, academic dean, Associate Provost for Instructional Support, and the Director of Online Learning will assess the program to determine if it is a viable online endeavor. Some of the areas of focus in this assessment will include: potential market of the degree program, feasibility for the development of online

delivery, and faculty interest in converting courses to an online format. Once the analysis is completed, the department chair, academic dean, Associate Provost for Instructional Support, and the Director of Online Learning will make a determination as to the viability of the program to convert to online delivery and establish a timeline for delivery of the program.

Academic Rigor

Online courses at UCA maintain the same level of quality and rigor as their face-to-face counterparts. The goal of UCA Online is to provide the same high quality academic experience received by traditional UCA students. Online courses are designed and developed utilizing existing or new curriculum and learning outcomes. Courses and programs not previously approved to deliver online through the UCA curriculum approval process will be required to submit the proper form to receive approval.

1. Curriculum Form U2-O (see Appendix A), Undergraduate Curriculum Change: Conversion to Online or Hybrid Delivery (updated 2015-11-27).

2. Curriculum Form G2-O (see Appendix A), Graduate Curriculum Change: Conversion to Online or Hybrid Delivery (updated 2015-11-27).

Online delivery of 50% or more of a degree or certificate program also requires notification to the UCA Board of Trustees and the Arkansas Higher Education Coordinating Board using ADHE Form LON-13 (see Appendix A).

Course Loads

Online courses taught by faculty are considered part of their regular teaching load or as an overload. As such, if enrollment exceeds the available load of the department for online courses, the department is responsible for determining how best to deliver the additional sections.

Online Course Design and Development Process

The goal of the UCA Online Course Development Process (Appendix B) is to provide a collaborative approach to online course design and development that combines sound online pedagogy with the academic rigor and excellence expected of University of Central Arkansas courses. The process of creating a new online course or converting a face-to-face course to an online course can be time consuming and demanding. To facilitate this process, faculty members are partnered with an Instructional Designer in the CTE who assists with the design and development of the online course using the UCA Online Course Development Process. The UCA Online Course Development Process is based on best practices and research in the field of distance education. During the design and development process, the course learning activities and interactions, the course resources and materials, the instructional technologies, and the course assessments are adapted, if necessary, to accommodate online delivery of the content.

Course Planning Grid

The Course Planning Grid (Appendix C) is an integral part of the Online Course Development Process. The Course Planning Grid allows faculty to establish module level learning outcomes and align them with the course learning activities and interactions, the course resources and materials, the instructional technologies, and the course assessments. Establishing learning outcomes before the course is developed helps to clarify learning expectations and content for the students.

Checklist for Online Courses

This checklist (Appendix D) is completed by the faculty member and the instructional designer after a course is developed and before the course is taught for the first time. The checklist will be reviewed collaboratively by the faculty member and the instructional designer.

Many of the components from the checklist are pre-designed into the UCA Online Interface. The checklist is one step in the quality assurance process being developed for online courses.

Online Interface

The UCA Online Interface enables faculty to construct courses in conjunction with the UCA Online Course Development Process that are easily customized without requiring advanced web design/development or technology skills. The UCA Online Interface is built into Blackboard Learn, UCA's Course Management System. The Online Interface provides consistency in both navigation and structure, while offering continuity for learners regardless of the course discipline. This approach empowers faculty to focus on the content, the learning outcomes, and the instructional strategies rather than being concerned about graphic design elements, layout, navigation, typography, and usability.

UCA Online Quality Assurance Process

To ensure quality and consistency in online courses and programs at UCA, all new and existing courses once converted using the UCA Online Course Development Process and the UCA Online Interface will progress through a two-step quality assurance process. The first step will be completing the Checklist for Online Courses before the course is taught for the first time. After the course has been taught at least three times, the second step will be a review of the online course by a designated team utilizing the UCA Quality Guidelines Rubric that weighs course design, course structure/organization, student support, interactions, collaboration, alignment of learning objectives with instructional strategies, resources, and assessments. The QA process does not review course content.

<center>

Incentives to Faculty Members

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Course Design and Development Stipend Effective July 1, 2015 - June 30, 2018

Faculty will be paid a stipend for the successful development of a new online course or the conversion of an existing online course to the UCA Online Blackboard interface. The Course

Design and Development Stipend will be distributed in two payments that will occur upon completion of the course development/conversion process and after teaching the course for the first time.

To receive the stipend, the faculty member must complete the following steps:

1. Submit the appropriate curriculum form (Appendix A) to the department curriculum committee if the course has not already been approved for online delivery. The complete list of UCA courses previously approved for online or hybrid delivery is listed on UCA's website at http://uca.edu/panda/curriculum-development-process-guide/appendix-b/.

2. Contact the Director of Online Learning to schedule the development or conversion of an online course.

3. Attend two Online Learning Consortium workshops that will be paid for by UCA Online. These workshops must be completed after the online course is scheduled for conversion or development. Upon completion of each workshop, forward the Certificate of Completion to the Director of Online Learning.

    a. REQUIRED: New to Online: Essentials Part 1, Getting Started. Workshop topics include: Course Design, Delivery and Assessment; Instructor Roles and Competencies; Five Pillars of Quality in Online Education; Engaging the Learners; Student Readiness and Expectations. **As of July 1, 2016, faculty members developing an online course must complete this workshop prior to receiving the first stipend payment. Faculty members who have already developed an online course that has passed the essential components of the Checklist for Online Courses (Appendix D)**, *before July 1, 2016*, **will receive the first stipend payment and must complete this workshop before July 1, 2017 to receive the second stipend payment.** Faculty members

developing more than one online course only need to complete this workshop once.

b. Faculty choice from a list of over 100 workshops offered by Online Learning Consortium. Workshop options will be discussed when you contact UCA Online to initiate the course development/conversion process. **Faculty members developing an online course must complete this workshop prior to receiving the second stipend payment.**

4. Work with an Instructional Designer using the UCA Online Design and Development Process and Interface to develop your course and agree to a timeline to complete the course conversion process.

5. Upon completion of the course development/conversion, the course must pass the essential components of the Checklist for Online Courses (Appendix D). At that time, the Director of Online Learning will be notified in writing by the Instructional Designer assigned to the faculty/course. When notification is received and the faculty member has completed any required workshops as described above, the proper paperwork will be submitted for the first payment.

6. After the faculty member has taught the new or converted online course and the faculty member has completed any required workshops as described above, the proper paperwork will be submitted for the second and final payment.

If the faculty member has ***not*** taught the course online in the three previous years, the Course Design and Development Stipend is provided in the table below:

Course Credit Hours	Stipend	Payments
4	$3,300	$1,500 and $1,800
3	$2,500	$1,000 and $1,500
2	$1,700	$700 and $1,000
1	$900	$400 and $500

If the faculty member has taught the course online in the three previous years, the Course Design and Development Stipend is provided in the table below:

Course Credit Hours	Stipend	Payments
4	$1,700	$700 and $1,000
3	$1,300	$600 and $700
2	$900	$400 and $500
1	$500	$250 and $250

The process, criteria, and amounts for receiving a Course Design and Development Stipend as described in this document will be reevaluated on an annual basis and are subject to change beginning July 1, 2018.

Security of Online Programs and Courses

Verification of the Identity of Student in Distance Education

In compliance with the Higher Education Opportunity Act (HEOA) of 2008 and Higher Learning Commission Policy 3.12, University of Central Arkansas (UCA) has established and will periodically review a process to determine that the student who originally enrolled in a distance education course or program is the same student submitting assignments, taking exams and receiving the academic credit. UCA meets or exceeds the standards through the following procedures:

- Every student enrolled at UCA is given a secure login and personal identification passcode to access their MyUCA account.

- To enroll in courses, students must utilize their secure MyUCA student login and passcode.

- The use of a secure login and passcode is required to access all distance education courses offered through UCA's course management system. The login and passcode system provides security and privacy for all course work and exams.

- Video recording capability during non-proctored online exams is available.

- Writing style software for anti-plagiarism can be utilized.

- Custom browser that locks down the online testing environment within UCA's course management system.

UCA will implement new or other technologies and practices that are effective in verifying student identification in accordance with federal and state regulations when financially feasible and available. UCA will make every possible attempt to protect student privacy and will report students who falsify their identity on any UCA documentation. Incidents will be reported to the Office of the Inspector General of the U.S. Department of Education.

Academic Integrity and Student Policies

Online students are held to same standards for academic integrity and adhering to student policies as any student attending UCA. All students should read and be familiar with the requisite policies of their degree program in the current Academic Bulletin and the policies of the UCA Student Handbook, including the Academic Integrity policy (Board Policy 709) and the Sexual Misconduct policy (Board Policy 511).

Test Security

A valid concern for any instructor teaching an online course is the integrity of the assessment process. UCA has several options available to assist with test security in online courses:

- Respondus LockDown Browser (LDB) protects the integrity of a test by locking down the student's computer allowing nothing to be done except completing the exam (no print, save/capture, web-browse, or software).

- Respondus Monitor works in conjunction with LDB to use a student's webcam to record the video/audio during exam completion. A specific startup sequence requires

a student photo with ID card, an environment check, and acceptance of academic integrity policy.

- Tegrity Remote Proctoring works separately from LDB, but they can work in partnership. It records the video/audio during exam completion, but is not required to continue. The startup sequence requires a student photo and acceptance of the course testing policy.

Plagiarism

- SafeAssign is a service that checks student papers against the Internet, ProQuest ABI/Inform database, institutional document archives (papers submitted at UCA), and SafeAssign's Global Reference Database (Blackboard students' voluntarily submitted work).

As new technologies become available and cost effective, UCA Online will evaluate these technologies with input for faculty, students, and the campus community.

UCA Online Tuition

UCA Online Undergraduate Tuition Rate

An estimate of the undergraduate tuition and fees for online courses at UCA can be found by visiting the Tuition & Fees Calculator at http://uca.edu/studentaccounts/tuition-and-fees-calculator/.

UCA Online Graduate Tuition Rate

An estimate of the graduate tuition and fees for online courses at UCA can be found by visiting the Tuition & Fees Calculator at http://uca.edu/studentaccounts/tuition-and-fees-calculator/.

Marketing

Objective

To develop and implement a marketing plan designed to create awareness of UCA online courses and programs and create enrollment for current online programs.

Target Audience

1. Potential students that need to complete a bachelor's degree:

   http://uca.edu/online/online-bachelors-degrees/

2. Potential students seeking to earn a specialist, certificate, master's degree, or doctoral degree:

   http://uca.edu/online/educational-specialist/

   http://uca.edu/online/certificates/

   http://uca.edu/online/online-masters-degrees/

   http://uca.edu/online/masters-degrees/

   http://uca.edu/online/doctoral-degrees/

Strategies

Print Postcard

- UCA Online postcard that can be distributed at community colleges, college fairs, and public events

Print

- National and state association publications specific to program

Direct Mail Postcards

- RN/BSN – Acquired mailing list of 35,497 Registered Nurses in Arkansas

Digital Ads

- Create overall awareness of UCA online courses and programs

<u>Potential Slogans</u>

- Quality you expect - UCA Online

- GO HERE. GO ANYWHERE. FROM ANYWHERE. GO UCA ONLINE.

<u>Radio</u>

- Create overall awareness of UCA online courses and programs

<u>TV</u>

- Create overall awareness of UCA online courses and programs

Public Relations:

- New releases, interviews, etc.

<u>Email</u>

- Recycled leads, alumni, etc.

<u>Articulation agreements</u>

- Community College of the Air Force (CCAF) Little Rock Air Force Base

Internet Radio Advertising (Spotify, Pandora, etc.):

- Local areas where UCA has community college articulation agreements

Appendix A

Curriculum Forms

The following attached curriculum forms are required to convert a course or program to online or hybrid delivery. The forms are also available from http://uca.edu/panda/.

- Curriculum Form U2-O, Undergraduate Curriculum Change: Conversion to Online or Hybrid Delivery

- Curriculum Form G2-O, Graduate Curriculum Change: Conversion to Online or Hybrid Delivery

- ADHE Form LON-13: Existing Program by Distance Education

Undergraduate Curriculum Change: Conversion to Online or Hybrid Delivery

Department/program/concentration: _____ Date: _____

Check one of the following and supply the requested information and documentation.

☐ Convert a degree or certificate program. Attach ADHE Form LON-13.

Program name: _____

Is the program listed above new? __Yes/No:_____ If YES, simultaneously submit Curriculum Form U3.

If the conversion affects another department, attach a signed letter from the department's chair describing the impact on the department.

☐ Convert a course. Attach a justification/rationale for converting the course to online delivery.

Course prefix and number: _____ Course title: _____

Is the course listed above new? __Yes/No:_____ If YES, simultaneously submit Curriculum Form U1.

Will the program or course be fully online or a hybrid? (Check one.)

☐ **Online**: Any program or course that is completely online and requires no in-person meetings with the instructor or class. In-person attendance may still be required for certain off-campus activities such as proctored exams, clinical experience, and internship hours. Online courses emphasize student learning communities, computer-mediated communication, and active student learning.

☐ **Hybrid**: Any program or course in which some portion of traditional "seat time" has been replaced by online academic activities. A hybrid program or course would require at least one scheduled in-person session with the instructor or class, with the remaining activities occurring online. In-person attendance may also be required for certain off-campus activities such as proctored exams, clinical experience, and internship hours.

If HYBRID, what percentage of the program requirements or the course content will be delivered online? _____ %

Note: **A web-enhanced course DOES NOT require review and approval through the curriculum development process.** A web-enhanced course is any traditional on-campus course that includes onlines student resources, but no "seat time" is being replaced by online activities.

Proposed effective date of change (term and year): _____

Recommended by the Department (action required)
By signing below, the department assures that the proposed online/hybrid program or course will be developed following the Online/Hybrid Course Development Process Guide.

1. _____	2. _____
Department Curriculum Committee Date	Department Chair Date

Recommended by the College (action required)

3. _____	4. _____
College Curriculum & Assessment Committee Date	College Dean Date

Recognized by University Councils (information only)

Does the change affect a teacher education program? __Yes/No:__

    If NO, then not reviewed by the Professional Education Council

5. _____
    Professional Education Council   Date

Does the change only affect the UCA Core? __Yes/No:__

    If YES, then not reviewed by the Undergraduate Council.

6. _____
    Undergraduate Council   Date

Does the change affect the UCA Core? __Yes/No:__

    If NO, then not reviewed by the UCA Core Council.

7. _____
    UCA Core Council   Date

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

8. _____
    Council of Deans   Date

Approved by	**Recorded in Banner by**
9. _____	10. _____
Provost Date	Office of the Registrar Date

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

Graduate Curriculum Change: Conversion to Online or Hybrid Delivery

Department/program/concentration: _____   Date: _____

Check one of the following and supply the requested information and documentation.

☐ Convert a degree or certificate program. Attach ADHE Form LON-13.

Program name: _____

Is the program listed above new?   Yes/No: _____   If YES, simultaneously submit Curriculum Form G3.

If the conversion affects another department, attach a signed letter from the department's chair describing the impact on the department.

☐ Convert a course. Attach a justification/rationale for converting the course to online delivery.

Course prefix and number: _____   Course title: _____

Is the course listed above new?   Yes/No: _____   If YES, simultaneously submit Curriculum Form G1.

Will the program or course be fully online or a hybrid? (Check one.)

☐ **Online**: Any program or course that is completely online and requires no in-person meetings with the instructor or class. In-person attendance may still be required for certain off-campus activities such as proctored exams, clinical experience, and internship hours. Online courses emphasize student learning communities, computer-mediated communication, and active student learning.

☐ **Hybrid**: Any program or course in which some portion of traditional "seat time" has been replaced by online academic activities. A hybrid program or course would require at least one scheduled in-person session with the instructor or class, with the remaining activities occurring online. In-person attendance may also be required for certain off-campus activities such as proctored exams, clinical experience, and internship hours.

If HYBRID, what percentage of the program requirements or the course content will be delivered online? _____ %

Note: **A web-enhanced course DOES NOT require review and approval through the curriculum development process**. A web-enhanced course is any traditional on-campus course that includes online student resources, but no "seat time" is being replaced by online activities.

Proposed effective date of change (term and year): _____

Recommended by the Department (action required)

By signing below, the department assures that the proposed online/hybrid program or course will be developed following the Online/Hybrid Course Development Process Guide.

1. _____   2. _____
   Department Curriculum Committee   Date   Department Chair   Date

Recommended by the College (action required)

3. _____   4. _____
   College Curriculum & Assessment Committee   Date   College Dean   Date

Recognized by University Councils (information only)

Does the change affect a teacher education program?   Yes/No: _____   5. _____
   If NO, then not reviewed by the Professional Education Council.   Professional Education Council   Date

6. _____   7. _____
   Graduate Council   Date   Council of Deans   Date

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

Approved by   **Recorded in Banner by**

8. _____   9. _____
   Provost   Date   Office of the Registrar   Date

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

LETTER OF NOTIFICATION – 13

EXISTING CERTIFICATE OR DEGREE OFFERED VIA DISTANCE TECHNOLOGY

Institutions with at least one certificate or degree program approved for distance technology by the Arkansas Higher Education Coordinating Board must submit Letter of Notification-13 to request approval to offer additional existing (on-campus) certificates or degrees via distance technology. The institution must submit to ADHE a copy of the e-mail or other required notification to the Higher Learning Commission (HLC) about the proposed distance technology program. If HLC requires a focused visit for the proposed distance technology program, please submit the scheduled review date.

DEFINITIONS

◆ Distance technology (e-learning) – When technology is the primary mode of instruction for the course (at least 50% of the course content is delivered electronically).

◆ Distance instruction – When a course does not have any significant site attendance, but less than 50% of the course is delivered electronically, e.g., correspondence courses.

◆ Distance program – When at least 50% of the major courses are delivered via distance technology.

1. Institution submitting request

University of Central Arkansas

2. Contact person/title

Jonathan A. Glenn
Associate Provost

3. Phone number/e-mail address

(501) 450-3126
jona@uca.edu

4. Name of existing certificate or degree

{Enter text here}

5. Proposed effective date for distance technology delivery

{Enter text here}

6. CIP code and degree code

{Enter text here}

PROGRAM INFORMATION

7. Reason for offering program by distance technology

{Enter text here}

8. List of courses (subject prefix, course number, title) in this certificate or degree currently offered by distance. Indicate which existing distance technology courses are taught by adjunct faculty.

{Enter text here}

9. List of new courses and course descriptions for distance technology courses for the degree listed above. Indicate which new distance technology courses will be taught by adjunct faculty.

{Enter text here}

10. Provide the course syllabus for each distance technology course for the program listed above in an appendix and indicate the maximum class size for each distance course. Indicate the course delivery mode(s) and class interaction mode(s) for each distance technology course, using the categories listed in the tables below.

a. Course Delivery Modes
Online
Compressed-video (CIV)
Audio Conference
Video Conference
Web Conference
Blended delivery (identify components)

b. Class Interaction Modes
Electronic bulletin boards
Email
Telephone
Fax
Chat
Blog
Other (specify)

{Enter text here}

11. Discuss the provisions for instructor-student and student-student interaction that are included in the program design and the course syllabus.

{Enter text here}

12. Provide a semester-by-semester degree plan/course schedule for student access to all courses necessary to complete the program.

{Enter text here}

13. Provide a list of services that will be supplied by consortia partners or outsourced to another organization (faculty/instructional support, course materials, course management and delivery, library-related services, bookstore services, services providing information to students, technical services, administrative services, online payment arrangements, student privacy consideration, services related to orientation, advising, counseling or tutoring, etc.) Include the draft contract/Memorandum of Understanding (MOU) for each partner/organization offering faculty/instructional support

for the program. **Submit final contract/MOU signed by partner institutions or organizations upon completion of ADHE proposal review.**

{Enter text or N/A here}

14. Estimate costs for the proposed distance technology program for the first 3 years. Include faculty release time costs for course/program planning and delivery.

{Enter text here}

15. Provide institutional curriculum committee review/approval date for proposed distance technology program.

Undergraduate/Graduate Council: {date of recommendation to approve}
Council of Deans: {date of recommendation to approve}

16. Provide documentation that proposed program has been reviewed/approved for distance technology delivery by licensure/certification board/agency, if required. [HLC review, if required, must follow ADHE review and AHECB program approval.]

No additional approvals are necessary. We are required to notify the Higher Learning Commission in the annual Institutional Update process (not by email).

{If other approvals are needed, so indicate here; otherwise delete this paragraph}

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

If requested.

INSTITUTIONAL APPROVAL

President/Chancellor Approval Date: _____

Board of Trustees Notification Date: _____

Chief Academic Officer: _____
SIGNATURE   DATE

[UCA form updated 2016-02-05]

Appendix B

Online/Hybrid Course Development Process

Goal of the Online/Hybrid Course Development Process: Provide a collaborative approach to online and hybrid course design and development that combines sound online pedagogy with the academic rigor and excellence expected of University of Central Arkansas courses.

If you are interested in developing and teaching an online course, please contact Online Learning at ucaonline@uca.edu.

PHASE I: PLANNING

Step 1: **Contact Online Learning.**

Contact Online Learning at least six month prior to the course being offered online.

Step 2: **Initial meeting with your Instructional Designer.**

When your proposal is approved, you will receive an introductory email from your instructional designer. With the email, you will receive an Online Course Planning Grid. The Online Course Planning Grid is designed to help you begin thinking about how your course content will align with your learning objectives and assessments. Your instructional designer will meet with you initially to discuss the process for designing and developing your course.

Step 3: **Course planning meeting with your Instructional Designer.**

During the planning meeting, you will discuss your course with your instructional designer. You will work together to divide your course into "modules" and to construct a timeline for design and development of your online/hybrid course. Once the time line is constructed, you will be asked to sign the timeline to show that you agree to complete the course within the allotted time. In addition, you will discuss the

course planning grid, course goals, course objectives, and developing module level objectives.

Step 4:   Complete Online Course Planning Grids.

Begin planning your course by writing the learning objectives/outcomes for your first module. Next, you should focus on identifying the learning activities and interactions (how students will interact with you, each other and the content), resources and materials, and what assessment measures you think best fit your module and learning objectives. Do not focus on using specific technology or tools. Focus on identifying the key elements to create a positive, rigorous learning experience for your students. If you have questions, contact your instructional designer.

PHASE II. DESIGN, DEVELOPMENT AND SUPPORT

Step 5:   Meet with your Instructional Designer.

During this meeting, you and your instructional designer will set-up your practice course with the online/hybrid interface structure. During this meeting, you will start the construction of your online/hybrid course using the Online Course Planning Grid you have completed. You and your instructional designer will discuss your course goals and begin to plan the design of your course. You will also discuss instructional technologies and strategies that may be employed to support the course learning objectives. Your instructional designer can give you examples to illustrate some of the possibilities.

Step 6:   Develop course content.

Based on the Online/Hybrid Course Planning Grid and consultation with your instructional designer, your next step is to develop your course content. Your instructional designer will work with you on the design of the modules as needed. If you are unfamiliar with a particular technology that would suit your course, your

instructional designer can provide training on that technology. Some content may already be identified (such as a course syllabus) and may only need to be added to Blackboard. Some material may not be in a format optimized for online/hybrid learning. With the support of your instructional designer, you may need to develop additional content (e.g. narrated presentations, instructional videos, learning objects). *You will cycle between steps four, five, and six multiple times prior to moving to step seven.*

Step 7: **Finalize and review your online course.**

Based on your course content, customize the information your instructional designer imported into your "Getting Started" section in Blackboard. Also, verify that all assignments have clearly indicated due dates and point values. Make sure that your grade book reflects these point values. You will review all of your tests to verify the answers are correct. Before moving on to the next step, assess your course using the Checklist for Online/Hybrid Courses which will be provided by your instructional designer.

PHASE III. QUALITY ASSURANCE

Step 8: **Initial course review**.

An instructional designer will also utilize the Checklist for Online/Hybrid Courses to review your online course for essential elements. At this point, your instructional designer will also log into your course and check images, links, multimedia components, assignments submission, etc.

Step 9: **Teach your online or hybrid course.**

If you have questions, concerns or problems while teaching an online course contact your instructional designer. Keep a log of issues, concerns, problems and successes that arise while teaching your course for the first time. Your instructional

designer can meet with you at the end of the semester and assist you in addressing problems or concerns.

Step 10: **Revise your online or hybrid course as necessary.**

Meet with your instructional designer to discuss items included in your log (Step 9). Revise your course as needed. As you make changes, be sure that your objectives, materials and activities continue to be aligned and are updated in the Online/Hybrid Course Planning Grid. Once you have completed your updates, notify your instructional designer so he/she can review your course.

Step 11: **UCA Online Quality Assurance.**

After the course has been taught at least three times, the second step will be a review of the online course by a designated team utilizing the UCA Quality Guidelines Rubric that weighs course design, course structure/organization, student support, interactions, collaboration, alignment of learning objectives with instructional strategies, resources, and assessments. The QA process does not review course content. Online courses should undergo a full review every 3-5 years.

Appendix C

Course Planning Grid

Objectives/Outcomes	Learning Activities and Interactions	Resources, Materials, & Technologies	Assessment and Measurement
• **What should students be able to do by the end of this module?** • **What connections should students recognize and make?** • **What changes/values do you hope students will adopt?** • **What could or should students learn about themselves?**	• **How will you scaffold selected learning activities?** • **What kinds of "doing" and "observing" experiences do students need?** • **What ideas and associations to the real world are significant for students to learn?** • **What kinds of reflective dialogue will help students make sense of the content?** • **Interactions: Student-Content, Student-Student, and Student-Instructor?**	• **What content will you provide?** • **What resources will students need to support each learning activity?** • **What key information is important?**	• **How will students demonstrate their understanding of the stated objectives/outcomes?** • **What criteria and standards will be used to assess student work?**

Appendix D

Checklist for Online Courses

Like traditional face-to-face courses, online and hybrid courses should be academically

rigorous, encourage critical thinking, exhibit strong instructor presence, and develop a sense of

academic community. Online courses should encourage interaction and collaboration, key

components that distinguishes them from "correspondence courses." Online and hybrid courses

should be designed following research based standards to offer the optimal environment for

student success. The following list of components is essential in online and hybrid courses and

is derived from the research based Quality Matters standards.

Essential Components

☐ A welcome statement appears in the "Announcements" section when the course begins.
This statement includes instructions for students on how to access the "Getting Started"
section.

☐ The "Getting Started" section contains:
   o The structure of themes/units/modules within the course.

☐ Navigational links/buttons in the left navigation panel are limited and clearly indicate what
will be found in each area. The UCA Online interface used is (with additional areas as
needed):
   o Home Page/Announcements
   o Getting Started (syllabus and general course information)
   o Online Classroom (course content & assignments)
   o Discussion Board (link to discussion topics)
   o My Grades (link to gradebook)

Adhering to the UCA interface structure minimizes confusion for students taking multiple
online courses. A UCA interface has been developed to assist with this structure.

☐ The grading policy is clearly articulated. Any rubrics or other measures used for assessment
are available to students.

☐ Content is divided into themes/units/modules and stored in separate folders inside the
"Online Classroom" area.

☐ Each theme/unit/module includes clearly stated, measurable learning objectives (these are
separate from course learning goals or objectives).

- [ ] For each learning objective, corresponding instructional materials (and the location of the content within) are clearly indicated.

- [ ] As the subject matter expert, the instructor is present in some of the instructional materials (via recorded lecture, interactive notes, etc.…).

- [ ] Instructional materials are accessible to students regardless of Internet connection speed. Links and instructions are provided for any required plug-ins.

- [ ] A variety of learning activities that foster instructor-student, content-student and student-student interaction are included in each unit/module. These learning activities must directly relate to the stated learning objectives and align with the assessments.

- [ ] Methods for submitting student work are appropriate for current online environment (eg. projects submitted via Blackboard "Assignment" and not in person).

- [ ] A statement lists clear standards for instructor response and availability (virtual office hours, turn-around time for email, grade posting, etc.).

- [ ] The course design prompts the instructor to be present, active, and engaged with the students.

- [ ] Course material and assignments are accessible to students with disabilities. Alternatives are provided to auditory or visual content.

- [ ] Expectations for students (how often expected to check Blackboard, email, professionalism in communication, etc...) are clearly articulated in terms of how to succeed in the course.

Recommended Components

- [ ] Netiquette expectations with regard to discussions and email communication are clearly stated.

- [ ] The self-introduction by the instructor creates a sense of community between the instructor and the students. It presents the instructor as professional as well as approachable.

- [ ] Students are requested to introduce themselves to the class or other "ice breaker" activity.

- [ ] Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.

- [ ] "Self-check" or practice types of assignments are provided for quick student feedback.

- [ ] The purpose of the course elements (content, instructional methods, technologies, and course materials) is evident.

- [ ] The instructional materials are consistent in organization and presentation.

- [ ] All resources and materials used in the online course are appropriately cited.

☐ The requirements for course interaction and learning activities are clearly articulated. (What must the student do to earn the maximum number of points?)

☐ The tools and media enhance student interactivity and guide the student to become a more active learner.

☐ The course takes advantage of current course technologies.

☐ The course instructions articulate or link to a clear description of the technical support offered and how to access such support.