



UNIVERSITY OF
CENTRAL
ARKANSAS™

UCA ONLINE

Policies, Processes, and Procedures 2019 – 2020 Academic Year

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Introduction

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

Online learning is one of the most rapidly-growing areas of higher education. *The Digital Learning Compass: Distance Education Report 2017* revealed that distance education enrollments at public institutions are continuing to grow at a rate of 13.4 percent overall between 2012 and 2015 while on-campus enrollments declined 3.2 percent from fall 2012 to fall 2015. The survey was designed, administered, and analyzed by the Digital Learning Compass, a new research partnership of the Babson Survey Research Group, e-Literate, and WCET. Digital Learning Compass partnered with the Online Learning Consortium (OLC), Pearson, and Tyton Partners to produce the report, with additional data from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS).

UCA has experienced over a 135% increase in online student semester credit hours (DEAS and DESY) from 2011/2012 to 2017/2018 (Figure 1). Online student semester credit hours now constitutes more than 17% of the total student semester credit hours at UCA.

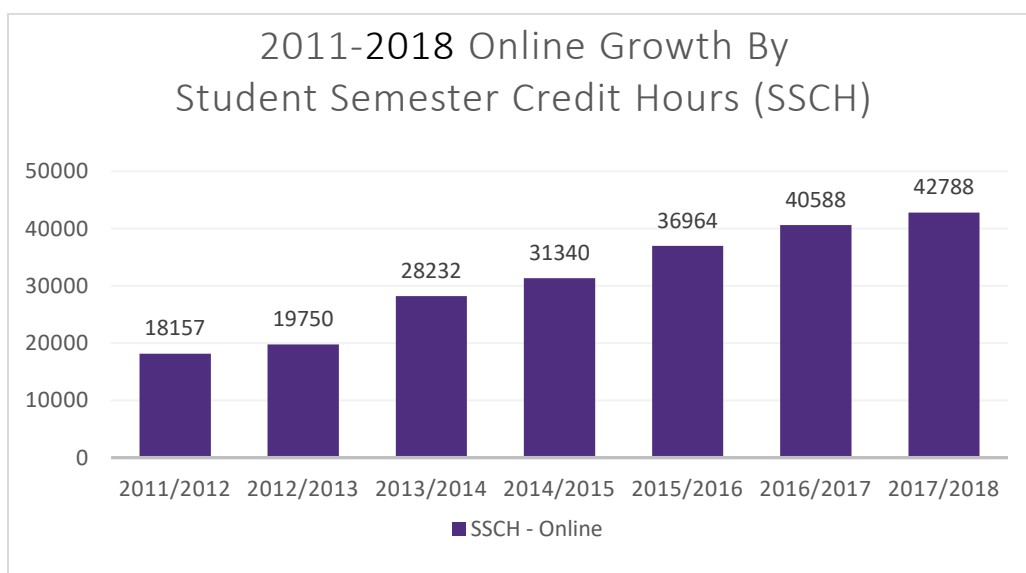


Figure 1

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 teaching and learning delivered at a distance via web-based technologies to students separated from the instructor and that supports regular and substantive interaction between the instructor and the students, either synchronously or asynchronously.

Seat time is defined as any class meeting at a specified location and at a specific time.

Online Course

Any course that is delivered via web-based technologies and requires no seat time. In-person attendance may be required for certain activities such as clinical or field experience and

internship hours. Proctored exams may be required but will not involve seat time. Online courses maintain regular and substantive interaction between the instructor and the students. Online courses are offered through UCA's Learning Management System (e.g. Blackboard). Online courses are designated in Banner with the Instructional Method Distance Education Asynchronous (DEAS) and Distance Education Synchronous (DESY).

Online Courses Designated in Banner (DEAS and DESY)

If virtual synchronous sessions are required, the dates and times of each virtual session should be listed in the notes section of Banner and in the course syllabus. If any of the virtual synchronous sessions meeting dates and times are to be determined (TBD) after the start of the semester, TBD meeting dates and times should be released to enrolled students before the end of the drop/add period each semester.

Hybrid Course

Any course in which some portion of class seat time has been replaced by online academic activities. A hybrid course requires seat time (one or more class meeting) with the remaining activities occurring online. In-person attendance may be required for certain activities such as clinical or field experience and internship hours. Hybrid courses maintain regular and substantive interaction between the instructor and the students. Hybrid courses are offered through UCA's Learning Management System (e.g. Blackboard). Hybrid courses are designated in Banner with the Instructional Method Hybrid (HYBR).

Hybrid Courses Designated in Banner (HYBR)

On-campus meeting dates and times should be listed in the notes section of Banner and in the course syllabus. If any of the on-campus class meeting dates and times are to be determined (TBD) after the start of the semester, TBD meeting dates and times should be released to enrolled students before the end of the drop/add period each semester.

Web-Enhanced Course (Traditional)

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 Learning Management System (e.g. Blackboard) to supplement a traditional face-to-face course does not require review and approval through the curriculum development process. Traditional face-to-face courses are designated in Banner with the Instructional Method Traditional (TRAD).

UCA Online Team

Director of Online Learning

Under the direction of the Associate Provost for Academic Success, 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 Chief Information Officer for Information Technology, the Director of Transfer Services, the Director of the Center for Teaching Excellence, the Director of Admissions, University Marketing and Communications, 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 Academic Success, 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. 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 online degree completion programs covering the final 60 credits hours of the degree. These degree programs are open to undergraduate students seeking to complete their bachelor's degree.

Admissions requirements for undergraduate online completion degrees

Students ***may be*** considered for transfer admission if they meet the following criteria:

1. Completed 24 or more semester transferable credit hours at an accredited college or university at time of application unless otherwise specified by the degree program.
2. Minimum cumulative 2.0 grade point average (GPA) on all coursework from all previously attended colleges/universities.

Students with less than 60 transferable credit hours are advised to work with a UCA academic advisor after their transcripts have been evaluated by the Registrar and Transfer Services.

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 Academic Success, 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: a 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 Academic Success, 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 (Appendix A), Undergraduate Program or Course Conversion to Online or Hybrid Delivery (updated 2015-11-27).
2. Curriculum Form G2-O (Appendix B), Graduate Course or Program Conversion to Online or Hybrid Delivery (updated 2015-11-27).

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

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 D) 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 E) 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 F) is completed by an instructional designer and shared with the faculty member after a course is developed and before the course is taught for the first time. 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 is 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.

Faculty Guidelines for Regular and Substantive Interaction

The US Department of Education and the Higher Learning Commission (HLC) have defined the difference between "distance education" and "correspondence education" based on the "regular and substantive interaction between the students and the instructor." A distance education course contains regular and substantive interaction between the students and the instructor while a correspondence course does not. The definition also makes clear that the interaction cannot be primarily initiated by the student.

UCA is not authorized to offer correspondence courses. Consequently, **regular and substantive interaction is required** in all online and hybrid course sections taught at UCA to distinguish UCA's online and hybrid courses from correspondence courses.

Distance Education

[US Department of Education Definition](#) for Distance Education:

Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.

Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

[HLC Definition](#) for Distance Education:

Education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to **support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously**. The technologies may include:

1. The Internet.
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communications devices.
3. Audio conferencing.
4. Video cassettes, DVDs and CD-ROMs, if the cassettes, DVDs or CD-ROMs are used in a course in conjunction with any of the technologies listed above.

Correspondence

[US Department of Education Definition](#) for Correspondence course:

1. A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced.
2. If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course.
3. A correspondence course is not distance education.

[HLC Definition](#) for Correspondence Education:

1. Education provided through one or more courses by an institution under which the institution provides instructional materials by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
2. **Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.**
3. Correspondence courses are typically self-paced.
4. **Correspondence education is not distance education.**

Substantive Interactions versus Non Substantive Interactions

Substantive Interactions	Non Substantive Interactions
Faculty initiated interactions to students	Student to content and student to student interactions
Announcements that are academic, timely, and responsive	Announcements, emails, and messages that are administrative or non-academic
Chat rooms when instructor dialogues actively with students	Course and Module introductions or orientations that provide no opportunity for faculty to student interaction
Feedback that is academic and personalized on student blogs, wikis, quizzes, papers, portfolios, exams, and other assignments	Instructors create activities and assignments which are automatically graded, and the instructor gives no additional feedback on course site beyond the automated feedback regardless of the assessment tool
Discussion board replies that are academic, such as discipline-specific feedback (as opposed to generic praise) on a student's particular strengths and weaknesses, critical reasoning, argumentation, approach to a problem, organization, links, articles, and research	Discussion board posts with non-academic or administrative content such as generic praise or clarifications of class policies or instructor does not interact with students in discussion board posts
Emails initiated by the instructor that are academic in nature	Email initiated by students with no instructor response
Instant Messaging and Phone calls that are documented	Webcasts, webinars, podcasts, and other audio/video recordings that are generic, impersonal, passive, or non-timely
Office hours, including virtual, when instructor meets with the student(s)	No online office hours or ways to communicate with the instructor
Q&As about academic content	Q&As from students and answered by students
Review or tutor sessions	Pre-loaded Internet resources and links to external sites
Interaction with students happens fairly frequently and students grow to expect it	Modules, materials, lessons, lectures, and presentations that are pre-loaded with no direct interaction between the faculty and students
Assignments and assessment deadlines that are spread throughout the term of the class	Posted Internet resources and links to external sites
Notice to students of instructor absence from class and information on when regular interaction will resume	Auditors and accreditors will only look inside your course for evidence of regular and substantive interaction. Interactions in third-party sites, such as textbook publisher websites or non UCA emails will not be considered documentable evidence

Incentives to Faculty Members

Course Design and Development Stipend

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 Undergraduate (U2-O) (Appendix A) or Graduate Program (G2-O) (Appendix B) Course Conversion to Online or Hybrid Delivery form 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/>. The course must be approved for online delivery before the course can be taught and before a stipend can be paid.
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 FOR FACULTY NEW TO ONLINE: 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. Faculty members

developing an online course must complete this workshop prior to receiving the first stipend payment.

- b. Faculty can choose a second workshop 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 the second 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 and conversion process, the course must pass all of the 16 essential components from the Checklist for Online Courses (Appendix F). In addition, there are 12 important components from the Checklist for Online Courses that the course must pass and will be determined by a collaborative discussion between the Instructional Designer and faculty member. 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, the proper paperwork will be submitted for the first payment.
6. After the faculty member has taught the new or converted online course, 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, 2020.

**University of Central Arkansas Board Policy 409
Intellectual Property Rights for Online and Hybrid Course Content**

Board Policy 409 (Appendix G) addresses the usage of and rights associated with online and hybrid course content and materials developed for UCA. The purpose of this policy is to protect the rights of faculty, students, and the university, and to ensure the development of quality online and hybrid courses.

**University of Central Arkansas Board Policy 409
Electronic/Digital Course Materials for Online Courses
Work for Hire Agreement**

In accordance with University of Central Arkansas Board Policy 409, UCA shall have the absolute, unrestricted right to use electronic/digital course materials developed for online courses and hybrid courses created by faculty as a “Work for Hire.” The Electronic/Digital Course Materials for Online Courses Work for Hire Agreement (Appendix H) stipulates the services and considerations for the work to be created.

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.
- A 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.

UCA Online Course Proctor Policy

The purpose of the UCA Online Course Proctor Policy (Appendix I) is to comply with federal regulations ([Chapter 34, §602.17\(g\)\(2\)](#)) and provide clear and consistent guidelines for the University of Central Arkansas faculty regarding remote proctoring for online course exams.

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 from 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/>.

Students admitted in one of the fully online undergraduate degree programs and designated as an online student through UCA Online receive a flat-rate tuition of \$285.00 per credit hour regardless of residency or location. Other program fees may apply.

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/>.

Students admitted to one of the selected online graduate programs are offered a flat-rate tuition of \$325.00 per credit hour regardless of residency or location. For a list of eligible flat-rate tuition graduate programs, refer to <http://uca.edu/academicaffairs/files/2015/04/uca-dedis-20152016.pdf>.

Appendix A

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 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:

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

Does the change affect the UCA Core? Yes/No:

If YES, must be reviewed by the UCA Core Council:

5. _____ 6. _____
Professional Education Council Date UCA Core Council Date

7. _____ 8. _____
Undergraduate Council Date Council of Deans Date

Appendix B

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 YES, must be 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

8. _____
Provost Date

Recorded in Banner by

9. _____
Office of the Provost Date

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 D

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 or hybrid 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 request for course development/conversion is received, you will be contacted by an instructional designer. Your instructional designer will provide you with 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 plan and 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 agree to the timeline so that the course is completed within the allotted time. In addition, you will discuss the course planning grid, course goals, course objectives, developing module level objectives, and the UCA Online Interface.

Step 4: UCA Online Interface

The UCA Online Interface enables faculty to construct courses in conjunction with the UCA Online Course Development Process that is 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 design elements, layout, navigation, typography, and usability.

Step 5: 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 6: Meet with your Instructional Designer.

During this meeting, you and your instructional designer will examine your practice course with the online/hybrid interface structure. You will start the development/conversion 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 7: 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 five, six, and seven for each course module prior to moving to step seven.

Step 8: Finalize and review your online course.

Based on your course content, customize the information in 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. Review all of your tests to verify the answers are correct.

PHASE III. CONTINUOUS QUALITY IMPROVEMENT PROCESS

Step 9: Checklist for Online/Hybrid Courses - Initial course review.

The course must pass the Checklist for Online Courses before the course is taught for the first time. You and your instructional designer will utilize the checklist to review your online course for essential and important elements before offering it for the first time. Many of the components included in the Checklist for Online Courses are built into the UCA Online Interface. At this point, your instructional designer will also log into your course and check images, multimedia components, and hyperlinks.

Step 10: 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 after the end of the semester and assist you in addressing problems or concerns.

Step 11: 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 assist you with reviewing your course.

Appendix E

Course Planning Grid

Module	Objectives/Outcomes	Assessment	Learning Activities	Equivalent Seat Time
	<ul style="list-style-type: none"> What should students be able to DO by the end of this module? What connections should students make? What changes/values do you hope students will adopt? What should students learn about themselves? 	<p>Formative (F): How will you <i>monitor</i> student learning?</p> <ul style="list-style-type: none"> Low-stakes Used for feedback Ex: Weekly quiz, journal <p>Summative (S): How will you <i>evaluate</i> student learning?</p> <ul style="list-style-type: none"> High-stakes Used for evaluation Ex: Midterm, final paper 	<ul style="list-style-type: none"> What kinds of learning activities will help them learn the material? How will you scaffold each learning activity? What content will support each learning activity? <p>Types of Engagement:</p> <ul style="list-style-type: none"> Student-Content (S-C) Student-Student (S-S) Student-Instructor (S-I) 	
Example Module	1. Identify the five benefits of multivitamins on heart health. 2. Discuss the relationship between nutrition and heart disease risks. 3. Evaluate new research concepts and theories related to heart disease.	Obj 2 - Discussion rubric (F) Obj 1 - Chapter quiz (F) Obj 3 - Presentation Outline (F) Obj 3 - Formal presentation (S) Obj 1,2,3 - Unit exam (S)	<ul style="list-style-type: none"> Read: Chapter 2 (S-C) Read: Do multivitamins prevent disease? (S-C) Watch: Stop Taking Multivitamins (S-C) Research: www.hearthealth.org (S-C) Discussion (S-S) 	
Module One				
Module Two				
Module Three				
Module Four				

Appendix F

Checklist for Online/Hybrid 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 distinguish them from “correspondence courses.” The following list of components is essential in online and hybrid courses and derived from research-based standards to offer the optimal environment for student success.

Many of the components included in the Checklist for Online Courses are built into the UCA Online Interface.

Essential Components

1. ☐ A customized welcome statement appears on the course landing page when the course begins. This statement includes instructions for students on how to access “Module 0: Getting Started.”
2. ☐ The “Module 0: Getting Started” section contains:
 - Customized course introduction/overview
 - The structure of themes/units/modules within the course
 - Student and instructor expectations
 - Technical requirements and support
 - Online etiquette expectations are clearly stated
3. ☐ A statement lists clear standards for instructor response and availability (virtual office hours, turn-around time for email, grade posting, etc.).
4. ☐ 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.
5. ☐ The grading policy is clearly articulated. Any rubrics or other measures used for assessment are easily located by students.
6. ☐ Navigational links/buttons in the left navigation panel reflect the UCA Online interface (with two Optional buttons as needed):
 - Home Page
 - Syllabus
 - Online Classroom (course content & assignments)
 - Discussions (link to discussion topics)
 - My Grades
 - My Instructor
 - Resources

Adhering to the UCA interface structure minimizes confusion for students taking multiple online courses. The UCA Online interface assists with this structure.
7. ☐ Content is divided into themes/units/modules and stored in separate folders inside the “Online Classroom” area.
8. ☐ Each theme/unit/module includes visible, clearly stated, and measurable learning objectives. (These are separate from course learning goals or objectives.)
9. ☐ For each learning objective, corresponding instructional materials (and the location of the content within) are clearly indicated.

10. ☐ As the subject matter expert, the instructor is present in most of the modules that contain instructional materials (via recorded lecture, interactive notes, etc.).
11. ☐ The instructional materials are consistent in organization and presentation.
12. ☐ 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 to create an active learning environment.
13. ☐ Methods for submitting student work are appropriate for current online environment (e.g., projects submitted via Blackboard "Assignment" and not in person).
14. ☐ The course design prompts the instructor to be present, active, and engaged with the students in multiple ways.
15. ☐ Course material and assignments are accessible to students with disabilities. Alternatives are provided for auditory or visual content.
16. ☐ The instructor has completed and utilized an online planning grid that indicates the course learning objectives, assessments, activities, and resources.

Important Components

- ☐ Instructor proactively fosters community among themselves and students throughout the course.
- ☐ 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 accessible to students regardless of Internet connection speed. Links and instructions are provided for any required plug-ins.
- ☐ All resources and materials used in the online course are appropriately cited.
- ☐ The requirements for course interaction and learning activities are clearly articulated.
- ☐ 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.

**UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY**

Policy Number: 409

Subject: **Intellectual Property Rights for Online and Hybrid Course Content**

Date Adopted: 05/02 Revised: 08/13, 10/17

Introduction

This policy addresses the usage of and rights associated with online and hybrid course content and materials developed for the University of Central Arkansas (UCA). The purpose of this policy is to protect the rights of faculty, students, and the university, and to ensure the development of quality online and hybrid courses.

Definitions

Online courses and hybrid courses: Courses in which the majority of students' learning experiences and course materials are delivered using a web-based, asynchronous or synchronous delivery system.

Electronic/digital course materials: Content that exists in electronic forms of digital data either born digital or turned digital.

Owned by Faculty Developer

1. Electronic/digital course materials developed for online courses and hybrid courses that are developed solely by a faculty member are considered the intellectual property of the faculty member. Examples may include the course syllabus, original artwork or images, wording of assignments and test questions, and other material written solely by the faculty member. That content may not be used aside from UCA online and hybrid courses without written permission from the faculty member. However, if the faculty member shares that content with another faculty member, they have given implicit permission to that faculty member to use the content in perpetuity for the sole purpose of instruction (i.e., the receiving faculty member cannot sell the content to another entity).
2. In the event that a faculty member leaves UCA, the electronic/digital course materials developed by a faculty member for an online or hybrid course can be used non-exclusively by UCA for a period of no longer than twelve months.

Owned by UCA

1. Electronic/digital content developed solely by UCA staff members for the purpose of supporting the delivery of content developed by a faculty member is considered the property of the university. Examples may include online graphic interfaces such as navigation links, toolbars, dashboards, web banners, online guides and documentation, online videos, workshops, and orientations. That content may not be distributed to other non-UCA entities without the written permission of the university.
2. UCA shall have the absolute, unrestricted right to use electronic/digital course materials developed for online courses and hybrid courses created by faculty as a “Work for Hire.” A written contract is required to initiate this “Work for Hire” arrangement.
3. In the event that intellectual property rights are offered to UCA and UCA accepts them, UCA will own the intellectual property rights.
4. UCA will own the intellectual property rights to master electronic/digital course materials (e.g., master syllabi, common exams, common study guides) when developed by the faculty of an academic unit and used for multiple sections of the same course.

Joint Ownership

1. Electronic/digital content developed jointly by a faculty member and staff members for online courses and hybrid courses is considered the joint property of the faculty member and the university. Examples include photos, videos, and voice recordings of a faculty member produced by a staff member, or any other content in which the contributions of more than one developer cannot be separated. In this case, the faculty member may not distribute the content to any non-UCA entity without written permission from UCA, and the university may not distribute the content to any entity without written permission from the faculty member.
2. Joint owners may, but do not have to, agree to bear responsibility for enforcement of the copyright.
3. In the event that a faculty member leaves UCA, the electronic/digital course materials for an online or hybrid course that are considered the joint property of the faculty member and the university can be used exclusively by UCA for a period of no longer than twelve months.

Use of Student Work

Original works of students are controlled by copyright law under which students own copyright in their works and faculty/creators must obtain permission to incorporate student work in their work. Distribution by students of their original work must comply with UCA Board Policy 709 (Academic Integrity).

Third Party/Publisher Materials

Third party or publisher-developed electronic/digital course materials are copyrighted materials that are owned by the third party or publisher. Content generated by faculty as part of third party or publisher-developed electronic/digital course materials usually remains the intellectual property of the instructor. However, it is best to check with the individual publisher to ensure that this is their policy. Examples of third party or publisher-developed electronic/digital course materials:

- ☐ eBooks (electronic)
- ☐ Course cartridges or e-Packs are entire publisher-developed courses and copyrighted material that can often be loaded directly into the Learning Management System (LMS)
- ☐ Supplemental exercises or media that come with a textbook purchase, such as video clips, homework assignments using a computer interface such as Excel, PowerPoint slides, quizzes, tests, and companion websites

Faculty Responsibility for Copyright

Faculty developing online courses or hybrid courses are responsible for ensuring that all instructional materials and delivery methods are in compliance with copyright laws.

Grants

Ownership of electronic/digital course materials developed in the course of or resulting from a grant or contract with governments or their agencies or other entities shall be determined in accordance with the terms of the grant or contract. In the absence of such grant or contract terms, ownership shall be determined according to this policy.

Storage and Backup of Electronic/Digital Course Materials

UCA or an authorized vendor maintains the right to make backup copies of electronic/digital course materials in order to protect against accidental or other deletion/corruption.

All electronic/digital course materials shall reside on servers within the online course management system except in instances where content is authorized from an outside vendor.

Physical presence of instructional content on UCA servers does not automatically assign ownership to the university.

Appendix H

University of Central Arkansas Board Policy 409 Electronic/Digital Course Materials for Online Courses Work for Hire Agreement

This Agreement made the ____ day of _____, 20 __, by and between _____ (“Author”) and The University of Central Arkansas (“Institution”).

THE AUTHOR AND THE INSTITUTION AGREE THAT:

3. Title and Copyright Assignment

- (a) Author and Institution intend this to be a contract for services and each considers the products and results of the services to be rendered by Author hereunder (the “Work”) to be a work made for hire. Author acknowledges and agrees that the Work (and all rights therein, including, without limitation, copyright) belongs to and shall be the sole and exclusive property of the Institution.
- (b) If for any reason the Work would not be considered a work made for hire under applicable law, Author does hereby sell, assign, and transfer to Institution, its successors and assigns, the entire right, title and interest in and to the copyright in the Work and any registrations and copyright applications relating thereto and any renewals and extensions thereof, and in and to all works based upon, derived from, or incorporating the Work, and in and to all income, royalties, damages, claims and payments now or hereafter due or payable with respect thereto, and in and to all causes of action, either in law or in equity for past, present, or future infringement based on the copyrights, and in and to all rights corresponding to the foregoing throughout the world.
- (c) If the Work is one to which the provisions of 17 U.S.C. 106A apply (the section of Federal copyright law defining the rights of attribution and integrity of an author of a work of visual art), the Author hereby waives and appoints Institution to assert on the Author's behalf the Author's moral rights or any equivalent rights regarding the form or extent of any alteration to the Work (including, without limitation, removal or destruction) or the making of any derivative works based on the Work, including, without limitation, photographs, drawings or other visual reproductions or the Work, in any medium, for Institution purposes.
- (d) Author agrees to execute all papers and to perform such other proper acts as Institution may deem necessary to secure for Institution or its designee the rights herein assigned.

4. Description of the Work

The Work which is the subject of this Agreement includes development of online course content for Enter course prefix, course number, and name of course: _____.
The development shall include collaborating with an UCA instructional designer utilizing the UCA Online Course Development Process and the UCA Online Interface. .

3. Delivery of the Work

- (a) The Author will deliver to the Institution on or before _____ (date of completion) the completed Work (with all illustrations, charts, graphs, and other material, including syllabi, handouts, reference lists, etc., in the medium mutually agreed upon for the Work) in form and content satisfactory to the Institution.

- (b) Either party may terminate this agreement by providing 30 days written notice. If the Author fails to deliver the Work on time, the Institution will have the right to immediately terminate this Agreement and to recover from the Author any progress payments made in connection with the Work. Upon such termination, the Author may not have the Work published elsewhere until such progress payments have been repaid.

4. Quoted Material

With the exception of short excerpts from others' works, which constitute fair use, the Work will contain no material from other copyrighted works without a written consent of the copyright holder. The Author will obtain such consents at his or her own expense after consultation with the Institution and will file them with the Institution at the time the Work is delivered. Any obligations associated with permissions will be the responsibility of the Author.

5. Author's Warranty

The Author warrants that he or she is the sole developer of the Work and has full power and authority to make this Agreement; that the Work does not infringe any copyright, violate any property rights, or contain any scandalous, libelous, or unlawful matter. The Author will defend, indemnify, and hold harmless the Institution and/or its licensees against all claims, suits, costs, damages, and expenses that the Institution and/or its licensees may sustain by reason of any scandalous, libelous, or unlawful matter contained or alleged to be contained in the Work or any infringement or violation by the Work of any copyright or property right; and until such claim or suit has been settled or withdrawn, the Institution may withhold any sums due the Author under this Agreement.

6. Consideration

In consideration of and upon delivery and acceptance of the Work in accordance with the provisions of this Agreement, Institution shall pay Author \$_____ (enter amount) and terms of payment(s)

7. Amendments

The UCA contract rider pursuant to Board Policy No. 416 is incorporated by reference. The written provisions contained in this Agreement, and the UCA contract rider, constitute the sole and entire Agreement made between the Author and the Institution concerning this Work, and any amendments to this Agreement shall not be valid unless made in writing and signed by both parties.

8. Construction, Binding Effect, and Assignment

This Agreement shall be construed and interpreted according to the laws of the State of Arkansas and shall be binding upon the parties hereto, their heirs, successors, assigns, and personal representatives; and references to the Author and to the Institution shall include their heirs, successors, assigns, and personal representatives.

IN WITNESS WHEREOF, the parties have duly executed this Agreement as of the date first written above.

Author signature

Date

Address

Author signature

Date

Address

Provost and Executive Vice President of Academic Affairs (UCA Representative)

Date

RIDER

Any contract or agreement to which the University of Central Arkansas ("UCA") is a party shall be deemed to have the following provisions incorporated by reference:

(1) "Notwithstanding any other provision of this agreement or contract, the University of Central Arkansas shall not be responsible or liable for any type of special or consequential damage to the other party, specifically including, but not limited to, lost profits or commissions, loss of goodwill, or any other damages of such nature."

(2) "Notwithstanding any other provision of this agreement or contract, the University of Central Arkansas shall never indemnify or hold another party harmless from any damages, liability, claims, demands, causes of action or expenses. However, with respect to any loss, expense, damage, liability, claim or cause of action, either at law or in equity, for actual or alleged injuries to persons or property, arising out of any negligent act or omission by UCA, or its employees or agents, in the performance of this agreement, UCA agrees that:

(a) it will cooperate with the other party to this agreement in the defense of any action or claim brought against the other party seeking damages or relief;

(b) it will, in good faith, cooperate with the other party to this agreement should such other party present any claims or causes of action of the foregoing nature against UCA to the Arkansas State Claims Commission;

(c) it will not take any action to frustrate or delay the prompt hearing on claims of the foregoing nature by the Arkansas State Claims Commission, and will make reasonable efforts to expedite any hearing thereon.

UCA reserves the right, however, to assert in good faith any and all defenses available to it in any proceedings before the Arkansas State Claims Commission or any other forum.

Nothing herein shall be interpreted or construed to waive the sovereign immunity of UCA."

(3) "The University of Central Arkansas does not have any form of general liability insurance. It does have liability insurance coverage on vehicles, as well as certain professional liability coverage for clinical programs (and students assigned through those programs). Please contact the university department with responsibility for the program involved or the Office of General Counsel, if you have questions concerning insurance coverage."

UCA Online Course Proctor Policy

The purpose of this policy is to comply with federal regulations and provide clear and consistent guidelines for the University of Central Arkansas faculty regarding remote proctoring for online course exams.

Federal regulations, [Chapter 34, §602.17\(g\)\(2\)](#), state that institutions of higher education, “Makes clear in writing that institutions must use processes that protect student privacy and notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.”

When using a proctoring service for online course exams, the proctoring service verifies the student’s identity on camera by having the student show their official government issued identification before the exam starts. If there are extra charges to students for proctored online exams, the following notification must be listed in the course “Section Text” in Banner which will display in the schedule of classes for students to see prior to enrolling in the course, and the notification must be listed in the course syllabus:

This online course has proctored exam(s). Additional verification of student identity and additional charges to the student are required.

If the above notification is not displayed in the schedule of classes for students to see prior to enrolling in the course, the department will be responsible for all online proctoring charges for students enrolled in the course.

Instructors who require proctored online exams are advised to notify enrolled students via email at least two weeks prior to the start of classes of the number of proctored online exams and the cost of each exam. Also, the instructor is advised to provide the same information in the “Announcements” section of Blackboard by the first day of class.