

# PROPOSAL – 1

## NEW DEGREE PROGRAM

Please use the document <ADHE-P01-2019-instructions.pdf> as a guide in completing this proposal document. The instruction document is linked as **P-1: Program Proposal - Instructions** from the ADHE forms tab on this page: <http://uca.edu/go/curriculum-forms>.

### 1. PROPOSED PROGRAM TITLE

{type/insert text here}

### 2. CIP CODE REQUESTED

{type/insert text here}

### 3. CONTACT PERSONS

#### 3.1 ACADEMIC AFFAIRS CONTACT

Jonathan A. Glenn  
Associate Provost

University of Central Arkansas  
201 Donaghey Ave.  
Conway, AR 72035

(501) 450-3126  
[jona@uca.edu](mailto:jona@uca.edu)

#### 3.2 PROGRAM CONTACT

{name}  
{title}  
{telephone number}  
{email address}

### 4. PROPOSED STARTING DATE

{type/insert text here}

### 5. PROGRAM SUMMARY

{type/insert text here}

Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

List degree programs or emphasis areas currently offered at the institution that support the proposed program.

## 6. NEED FOR THE PROGRAM

{type/insert text here}

Submit Workforce Analysis Form or Employer Needs Survey (only when workforce data is deficient for the academic discipline within the proposal). If the Employer Needs Survey is used, follow these guidelines:

Submit numbers that show job availability, corporate demands, and employment/wage projections, not student interest and anticipated enrollment. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.

Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; for graduate programs, focus on state, regional and national needs.

Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

Indicate if employer tuition assistance is provided or if there are other enrollment incentives.

Describe what need the proposed program will address and how the institution became aware of this need.

Indicate which employers, if any, contacted the institution about offering the proposed program.

Indicate the composition of the program advisory committee, including the number of members, professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.

Indicate the projected number of program enrollments for Years 1–3.

Indicate the projected number of program graduates in 3–5 years.

## 7. CURRICULUM

{type/insert text here}

### 7.1 CURRICULUM SUMMARY

Provide a summary of the proposed program's curriculum. Give total number of semester credit hours required for the program, including prerequisite courses.

Identify new courses (*in italics*).

Where relevant, identify required general education courses.

Identify core and major courses. For each core or major course, list the faculty member assigned to teach the course.

Identify courses currently offered by distance technology (with an asterisk\*) and list these courses at the end of the document (§.20.6).

Indicate the number of contact hours for internships/clinical courses.

### 7.2 CURRICULUM OUTLINE

Provide curriculum outline by semester (include course number and title). (For a bachelor's degree program, submit the 8-semester degree plan.)

### 7.3 NEW COURSE DESCRIPTIONS

Provide the approved course description for each new course.

#### **7.4 PROGRAM ADMISSION REQUIREMENTS**

State the program admission requirements.

#### **7.5 PROGRAM LEARNING OUTCOMES AND EVALUATION PROCEDURES**

Describe specified learning outcomes and course examination procedures as appropriate to the program.

#### **7.6 STUDENT COURSE EVALUATION**

Include a copy of the course evaluation to be completed by the student.

#### **7.7 CURRICULUM AND POTENTIAL EMPLOYERS**

Include information received from potential employers about course content.

#### **7.8 INSTITUTIONAL CURRICULUM COMMITTEE APPROVAL**

Undergraduate/Graduate Council: {date}

Council of Deans: {date}

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

### **8. FACULTY**

{type/insert text here}

List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)

Indicate lead faculty member or program coordinator for the proposed program.

Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty. **For new faculty, provide the expected credentials/experience and expected hire date.**

For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Also, provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.

### **9. DESCRIPTION OF RESOURCES**

{type/insert text here}

Current library resources in the field

Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

New instructional resources required, including costs and acquisition plan

### **10. NEW PROGRAM COSTS – EXPENDITURES FOR THE FIRST 3 YEARS OF PROGRAM OPERATION**

{type/insert text here}

Common cost categories (include as relevant):

    New administrative costs (number and position titles of new administrators)

Number of new faculty (full-time and part-time) and costs

New library resources and costs

New/renovated facilities and costs

New instructional equipment and costs

Distance delivery costs (if applicable)

Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, program accreditation, etc.)

**If no new costs are required for implementation, provide an explanation.**

## **11. SOURCES OF FUNDING – INCOME FOR THE FIRST 3 YEARS OF PROGRAM OPERATION**

{type/insert text here}

If there will be a reallocation of funds, indicate from which department, program, etc.

Provide the projected annual student enrollment, the amount of student tuition per credit hour, and the total cost of the program that includes tuition and fees.

Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student).

Other (grants [list grant source & amount of grant], employers, special tuition rates, mandatory technology fees, program specific fees, etc.).

## **12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

The proposed program will be housed in {indicate department & college} .

{Insert Program Org Chart}

The Office of the Provost will create the final version of the organizational chart for submission.

## **13. SPECIALIZED REQUIREMENTS**

{type/insert text here}

If specialized accreditation is required for program, list the name of accrediting agency.

Indicate the licensure/certification requirements for student entry into the field.

Provide documentation of Agency/Board review/approvals (education, nursing—initial approval required, health-professions, counseling, etc.)

## **14. BOARD OF TRUSTEES APPROVAL**

{type/insert text here}

Provide the date that the Board approved (or will consider) the proposed program.

## 15. SIMILAR PROGRAMS

{type/insert text here}

### 15.1 INSTITUTIONS

List institutions offering program:

Proposed undergraduate program – list institutions in Arkansas

Proposed master's program – list institutions in Arkansas and region

Proposed doctoral program – list institutions in Arkansas, region, and nation

State why proposed program needed if offered at other institutions in Arkansas or region.

List institution(s) offering a similar program that the institution used as a model to develop the proposed program.

### 15.2 NOTIFICATION TO ARKANSAS IHE

Note: The Office of the Provost makes the notification required by this section of the proposal

Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program.

Please inform institutions not to send the response to "Reply All". If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.

## 16. DESEGREGATION

{type/insert text here}

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

## 17. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)

{type/insert text here}

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

## 18. ACADEMIC PROGRAM REVIEW

{type/insert text here}

Provide scheduled program review date (within 10 years of program implementation date). This date should be selected in consultation with the Office of the Provost.

## 19. ADDITIONAL INFORMATION REQUESTED BY ADHE STAFF

If required.

## 20. INSTRUCTION BY DISTANCE TECHNOLOGY

Will the proposed program be offered by distance technology? Type "X" as appropriate:

Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, please review the information included below in items 20.1–20.5 and add any additional information you believe to be important to include. If No, delete items 20.1–20.5.

**20.1 INSTITUTIONAL POLICIES: ESTABLISHMENT, ORGANIZATION, FUNDING,  
MANAGEMENT OF DISTANCE COURSES/DEGREES**

20.1.1 UCA Online

UCA Online is a brand that collectively represents UCA’s graduate and undergraduate online degree programs and certificates. Operationally, UCA Online is a set of units within the Division of Academic Affairs that work collaboratively to develop, deliver, assess, and promote UCA’s online degree programs and certificates. Each unit is appropriately supported from E&G funds as part of the Academic Affairs operational budget. The departments and schools within each academic college have primary responsibility for the development and delivery of online degree and certificate programs, with other academic units providing enrollment support and professional development.

20.1.2 Transfer Services

Students enrolling in an online undergraduate degree program must have a minimum of 24 hours of college credit, and are therefore supported through the initial admissions and advising process by the Office of Transfer Services. Reporting to the Director of Transfer Services, the UCA Online Program Coordinator serves as a point of contact for all UCA Online undergraduate students. This position has the primary responsibility for assisting UCA Online students through the admissions process and directing them to the appropriate student support staff at UCA.

20.1.3 Graduate School

The Graduate School at UCA is responsible for supporting all graduate degree and certificate programs, including online programs. The Graduate School manages graduate assistantships, conducts graduate student orientation, ensures the quality of graduate faculty, facilitates the work of the Graduate Council, and oversees the admission and degree confirmation of our students. Online graduate students are further advised and mentored by graduate faculty in the respective academic departments.

20.1.4 Center for Excellence in Teaching and Academic Leadership

The Center for Excellence in Teaching and Academic Leadership (CETAL) assists faculty in the design and development of quality online courses. Under the supervision of the Director of the CETAL, Instructional Designers help faculty complete the UCA Online Course Development Process. Each faculty member works with their assigned Instructional Designer to progress through a step-by-step process that is based on research and best practices. The goal 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 UCA courses.

The process starts with the Course Planning Grid that allows faculty to establish module-level learning outcomes that align to relevant course activities, assignments, materials, and assessments. Then, each faculty members is guided by an Instructional Designer to build their course using the UCA Online Interface. The UCA Online Interface is built into UCA’s Learning Management System (LMS) and provides students consistency in both navigation and structure regardless of the course discipline. The interface is easily customized and allows faculty to focus

on course content and instruction, rather than the layout, navigation, typography, and usability of the course design.

The Instructional Designers also assist faculty and department chairs through a two-step online course review process. The first step is 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 is a review of the online course by the instructor, department chair, and an instructional designer using the UCA Online Course Review Rubric. Given continuous advances in online technology and pedagogy, the purpose of this review is to provide the instructor with constructive feedback to improve student success in the course.

## **20.2 INTERNAL ORGANIZATIONAL STRUCTURE COORDINATING DISTANCE COURSES OR PROGRAMS**

### **20.2.1 Academic Leadership**

Within the Division of Academic Affairs, the following leadership positions are responsible for coordinating UCA Online courses, programs, and enrollment.

#### **Provost and Executive Vice President**

- Leads the overall operations of UCA Online and engages critical stakeholders in the strategic planning process for UCA Online within the context of the UCA's vision, mission, goals, and core values.

#### **College Deans, School Directors, and Department Chairs**

- Provide leadership in the development, direction, planning, implementation, and supervision of online degree programs and certificates.
- Identify emerging trends and conduct needs analyses on opportunities for new online programs and services.
- Identify programs with strong demand which support the workforce needs of the state and nation and advocate for their development.

#### **Associate Provost for Academic Success**

- Conducts market research to identify programs for possible development through online delivery and shares results with relevant stakeholders.
- Supervises the Center for Teaching Excellence to ensure faculty development in the design and delivery of high-quality online degree programs and certificates.
- In collaboration with critical stakeholders, develops policies and procedures to develop, support, and grow quality online degree and certificate programs.
- Monitors compliance with ADA, USDOE, ADHE, HLC, SARA and other legal, regulatory, and accreditation standards related to online degree and certificate programs.

#### **Associate Vice President for Enrollment Management**

- Assesses the evolving needs of online students.

- Collaborates with academic units to efficiently and effectively implement plans for growth in undergraduate and graduate online degree and certificate programs.
- Plays an active role in shaping and coordinating support services for students pursuing online degree or certificate programs.
- Works collaboratively with campus stakeholders to develop and employ effective and appropriate enrollment management and retention strategies.

#### **Assistant Vice President for Outreach and Community Engagement**

- Develops a comprehensive marketing plan in collaboration with UCA University Marketing and Communications and the relevant academic units to promote UCA Online degree and certificate programs.

#### 20.2.2 Online Learning Advisory Committee

The Online Learning Advisory Committee (OLAC) consists of faculty, staff, and students that serve as an advisory group to the Provost and Executive Vice President regarding online learning, including course development and review, student enrollment, course technology, trends in online learning, finance, and strategic planning. OLAC is responsible for reviewing and proposing updates to the UCA Online Policies, Processes, and Procedures document which serves as a guide to online learning at UCA.

#### **20.3 POLICIES/PROCEDURES TO KEEP TECHNOLOGY INFRASTRUCTURE CURRENT**

Managed hosting of UCA's LMS through Blackboard ASP Solutions provides appropriate patches, hot fixes, and upgrades that are available in a timely manner. The Manager of Instructional Technology within the Division of Informational Technology (IT) serves as UCA's LMS administrator and periodically assesses technology needs and solutions.

#### **20.4 PROCEDURES TO ASSURE SECURITY OF PERSONAL INFORMATION**

##### 20.4.1 Information Security

Of primary importance in the context of distance/online learning is the security of student information in our LMS. UCA has a contract with Blackboard ASP Solutions to provide an instance of Blackboard Learn. Blackboard ASP Solutions maintains administrative, technical, and physical procedures to protect student information stored in Blackboard-maintained servers. Security safeguards include but are not limited to data encryption, firewalls, data use and access limitations, intrusion detection, and physical access controls to buildings. Student data is governed by Blackboard's contract with UCA and by the provisions of the Family Educational Rights and Privacy Act (FERPA) and applicable state laws, and by other state, federal, and international laws as applicable.

##### 20.4.2 Verification of the Identity of Students in Distance Education Courses

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



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and receiving academic credit. UCA meets or exceeds applicable standards through the following procedures:

- Every student enrolled at UCA is given a network username, a personal identification number, and a password; to access their myUCA account, the student must use the username and password. Current university rules require a strong password and that the password be changed every ninety (90) days.
- To enroll in courses, students must use their secure myUCA username and password.
- The use of username and password is required to access all distance-education courses offered through UCA's course management system. The username and password combination provides basic security and privacy for all course work and exams.
- Additional security tools include the following:
  - Video recording capability during non-proctored online exams
  - Writing style software for anti-plagiarism
  - A custom browser that locks down the online testing environment within UCA's course management system

UCA will implement new or additional technologies and practices that are effective in verifying student identity in accordance with federal and state regulations when financially feasible and available. UCA makes every possible attempt to protect student privacy and reports 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.

#### **20.5 LIST OF SERVICES THAT WILL BE OUTSOURCED TO OTHER ORGANIZATIONS**

Blackboard ASP Solutions is the application service provider (ASP) for the Learning Management System.