Online Program Development Guide

Step-by-Step Directions for Proposing and Creating an Online Program

at Ohio University

2014
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Introduction to Program Development Guide

Purpose: This online program development guide is designed to provide step-by-step assistance in developing an online program at Ohio University from inception of the idea to launching the program. Additional materials at the end of the guide includes some considerations for ongoing sustainable operations of the program.

Planning timeline: Development of a completely new online program (one for which no approved academic program exists at Ohio University) takes an average of 20-29 months. An existing/approved academic program that is being moved to online delivery usually takes slightly less time because some of the approval steps are not required.

Following the steps: The guide breaks the development process into eight steps. While those steps are illustrated as linear in the section numbering, in reality some processes will take place simultaneously after the feasibility review has been completed and the decision to move forward has been made. It is recommended that you review all steps before beginning the process.

Examples: The guide was developed using an undergraduate program as an example (Bachelor of Science in Technical Operations Management). In several areas, completed samples are provided from that program. Development of graduate programs follows the basic framework and where differences occur—for example in approval processes—those are noted in the appropriate section.

Need for standardization: Ohio University is authorized through the Higher Learning Commission’s (HLC) policy on Institutional Changes Requiring Commission Notification or Approval and must notify HLC of additions to distance learning degree programs. Additionally, there are Ohio Board of Regents requirements for approval and/or notification when a program is offered in online format. Standardization of process helps to assure consistency across the University in meeting these requirements and to assure the many stakeholder offices across the institution that will be impacted by the development are informed about changes to our online portfolio.

Recognition: The project to create this guide was funded by the first Konneker Fund award and its support is greatly appreciated. The guide was framed by documenting and studying the complete process of the development of the Bachelor of Science in Technical Operations degree, a two-plus-two completion program. The project team used the two-year development process to concurrently identify existing processes, as well as needs and gaps in process, and created (where needed) guidelines and tools to create a standardized framework for new online program feasibility and start-up planning.
Getting Started

PRINTABLE COPIES:
Access to a printable version of this document and the forms and samples referenced are available at:
www.online.ohio.edu/DevelopmentGuide
Online Program Development Flowchart

1. (3 months)
   - External Demands & Opportunities
   - Consult with Dean and Curriculum Committee
   - Consultation with eLearning Ohio Receive New Program Development Guide

2. (6-12 Months)
   - Creation of Formal Program Proposal Using University New Program Development Guide
   - Program Proposal: New or migration to online Needs Assessment, Market Analysis, long term demand, Curriculum, Delivery Methods, Course offerings Schedule, Faculty and Staff Resource requirements, Budget, Cash Flow, Admissions Criteria, Timeline, Technology needs....

3. (9-12 months)
   - Department Curriculum Committee vote
   - Yes
   - College Curriculum/Programs Committee vote
   - Yes
   - University Programs Committee

4. (12 months)
   - If Provost YES then required letter of intent to OBR from Department USE OBR FORM
   - ICC

5. (15 months)
   - Provost
   - OU Trustees

6. (18 months)
   - OBR Program Proposal Docs
   - Dean Sign OFF
   - Provost Sign OFF

7. (21 months)
   - OBR YES OR NO Program Approval Back to O.U. IF YES THEN New Program Startup Flow Charts Review next

Steps 1-7 will take a min of 20 months practically 29 months
**Checklist: Online Program Development**

These items correspond with the flowchart on the page 4. The section-specific checklist will be included in the beginning of each section.

**STEP 1: Idea Generation and Feasibility Review**

- Idea for new program is generated/received by faculty/department/school/college (referred to as academic representative)
- Academic Representative creates brief description, guided by questions on “Think Sheet”
- College dean authorizes further investigation
- Academic Representative contacts Vice Provost, eLearning, and Strategic Partnerships
- Vice Provost, eLearning, and Strategic Partnerships facilitate strategic needs discussion and review
- Academic Representative is provided Online Program Development Guide
- Vice Provost, eLearning, and Strategic Partnerships initiate review consultation with appropriate parties
- eLearning OHIO facilitates marketing research process, needs analysis and sustainability reports
- eLearning OHIO facilitates State Authorization review for offering programs outside of Ohio
- As needed, surveys of or input from workforce stakeholders and strategic partners may be conducted
- Final feasibility report is compiled and discussed with Academic Representative
- Department chair authorizes Academic Representative to proceed to Step 2
- College dean authorizes Academic Representative to proceed to Step 2

**STEP 2: Program Proposal Development**

- Project lead is identified: responsibilities and compensation discussed with department chair
- Project lead may want to create a team charter to include those who will be working together to develop the proposal and launch plan
- Create project timeline
- Establish budget for project
- Create course offering map
STEP 3: Department Curriculum, College Curriculum, and University Programs Committees Approvals

☐ Follow procedures of your department for new course/program approval
☐ Follow New Semester Program Proposal Guidelines from the UCC website (see introduction to guidelines and a sample submission in this section)
☐ Submit/obtain new course approvals, as required

STEP 4: Individual Course Committee (ICC) Approval

☐ Monitor process, respond to questions that arise from approval bodies, as needed

STEP 5: University Curriculum Council (UCC) and Provost’s Approval

☐ Monitor process, respond to questions that arise from approval bodies, as needed

STEP 6: Ohio University Board of Trustees Approval

☐ Prepare a brief program summary to be provided to the Board of Trustees by the Provost, contact Associate Provost for Faculty & Academic Planning for guidance. (See sample resolution and letter of support)

STEP 7: Ohio Board of Regents Approval and Other Notifications

☐ Prepare request for approval of degree program; reference Ohio Board of Regents website here. (see sample of Undergraduate Approval Request and Supplement for Online Delivery prepared for BSTOM)
☐ Submit Ohio Board of Regent request for approval after Ohio University Board of Trustees has approved program

STEP 8: Develop a Launch Plan

☐ Complete checklist for functional support offices
☐ Complete checklist for student services assignment
☐ Complete preparation for marketing plan
☐ Create course offerings timeline with teaching load identification
☐ Review course facilitator process and have facilitators trained as needed
☐ Template for Memo of Understanding with eLearning OHIO for services
Contact Information

Many of the documents in this guide provide a primary contact point, by title, in relation to the topic. The following list provides the name, email address, and phone number for those currently in those positions.

Academic Technologies

Director, Academic Technologies
Candace Morris | morrisc1@ohio.edu | 740.597.1339

eLearning OHIO and Strategic Partnerships

Vice Provost, eLearning and Strategic Partnerships
Deb Gearhart | Gearhart@ohio.edu | 740.593.2551

Director, Communication and Partnership Support, eLearning OHIO
Linda Lockhart | lockharl@ohio.edu | 740.597.2938

Coordinator, Compliance and Quality Assurance, eLearning OHIO
Kia Stone | stonek1@ohio.edu | 740.593.2558

Director, Student Services, eLearning OHIO
Carissa Anderson | andersc3@ohio.edu | 740.593.4768

Executive Vice President and Provost’s Office

Associate Provost for Faculty & Academic Planning
Howard DeWald | dewald@ohio.edu | 740.593.2577

Graduate College

Associate Dean for Graduate College
David Koonce | koonce@ohio.edu | 740.593.9759

University Curriculum Council

For current list of Council Chairs and staff:
www.ohio.edu/facultysenate/committees/ucc/
STEP 1:
Idea Generation and Feasibility Review

Allow up to 3 months to complete this part of the process

**FORMS & SAMPLES:**
Access a copy of the forms or samples in this section at:
www.online.ohio.edu/DevelopmentGuide/STEP1
STEP 1 Checklist: Idea Generation and Feasibility Review

These items correspond with section 1 of the flowchart.

STEP 1

☐ Idea for new program is generated/received by faculty/department/school/college (referred to as academic representative)

☐ Academic Representative creates brief description, guided by questions on “Think Sheet”

☐ College dean authorizes further investigation

☐ Academic Representative contacts Vice Provost, eLearning and Strategic Partnerships

☐ Vice Provost, eLearning, and Strategic Partnerships facilitates strategic needs discussion and review

☐ Academic Representative is provided with Online Program Development Guide

☐ Vice Provost, eLearning, and Strategic Partnerships initiate review consultation with appropriate parties

☐ eLearning OHIO facilitates marketing research process, needs analysis and sustainability reports (see Market Analysis Process, page 13)

☐ eLearning OHIO facilitates State Authorization review for offering programs outside of Ohio (see State Authorization Review, page 17)

☐ As needed, surveys of or input from workforce stakeholders and strategic partners may be conducted

☐ Final feasibility report is compiled and discussed with Academic Representative

☐ Department chair authorizes Academic Representative to proceed to Step 2

☐ College dean authorizes Academic Representative to proceed to Step 2
Before you launch a program, you must first launch an idea. Answering the questions in the following checklist will help you think about and capture some of the information you are likely to discuss as you move your idea forward.

- Is this a graduate or undergraduate program?
- Is this a degree program or certificate program?
- Does the program already exist as a face-to-face program or is it an entirely new program that isn’t in existence at Ohio University?
- Will the program use existing coursework or will new courses need to be developed?
- Will the program be fully online or hybrid (with both online and face-to-face courses required)?
- Will it also be offered face-to-face on the Athens campus? On the regional campuses? On extension campuses?
- Describe the type of student who will be most interested in this program (i.e., working professional, recent graduate, job-changer, etc.).
- What similar types of programs might this same student be interested in pursuing?
- What is the expectation range of enrollment goals for the program? Over what period?
- How will you provide teaching resources for this program (i.e., current faculty, new faculty lines, adjunct instructors, graduate students, etc.)?
- What will the pay structure be for those resources (i.e., on-load, overload, part time, assistantship, class size expectation)?
- How is the program a good fit and strategically aligned to the goals of your discipline? Your department? Your college? Ohio University?
- Is there a known need for this program? If so, who has defined the need? Is there an expected “hot” window or is the known need expected to remain steady? How is this documented?
- Who will be the project lead? What authority levels do they have? Are they aware of and prepared for time commitment required to work through this process?
- How will the project lead be compensated for his/her time working on this project?
Marketing Research Request Process

The following information will be needed, at a minimum, to develop a market analysis request to be conducted by an external organization. eLearning OHIO will facilitate this request. Allow 8–10 weeks for the report to be completed.

CONTACT: Director, Communication and Partnership Support, eLearning OHIO.

The resulting reports will differ in format and content based on the request parameters. View a sample report on the website.

Request for employer-driven market analysis: (proposed program)

1. Requestor info

   Name:
   Email:
   Phone:
   Department/College:

2. Reason for requesting data

   To test employer demand for a proposed program

3. Name of program

   (proposed name)

4. Degree or credential conferred

5. Intended geographic scope of audience

   We would like data to be divided into two segments:
   1) States to include OH, WV, PA, KY, MI, NY, IN, VA
   2) All other states and US territories

6. Skills or competencies conferred through program

   (i.e., managing design and control of technical processes, managing transformation methods of an organization, continuous improvement processes, project management)

7. A list of proposed or existing courses

   (name or general topic of required courses, not course numbers)
8. **Expected occupations or job titles of program graduates**

Graduates of this program are likely to work in *(types of organizations and/or duties)*. There is a focus on *(types of skills)*, so top occupations would include, but not be limited to:

(list typical occupations)

9. **Other context as necessary**

(i.e., This program assumes that a student will enter having already completed an associate degree in a technical field with a requisite GPA and/or work experience. The program is targeted to professionals who are seeking to complete their bachelor’s degree while continuing to work and will be available fully online. Some of the required courses listed may have been completed during associate degree study and others may be completed at a student’s local community college and transferred in, lowering cost.)

The ______ degree will be conferred from Ohio University's (College name).
Marketing Preparation Worksheet

The information compiled in this worksheet will be used again in STEP 8 in developing a marketing plan. It is helpful to complete as much of it as possible at this point in the process to help direct budget creation.

Program Name: 
Date Prepared: 

The document is a summary of research data for an online program to be offered by college/department. The information is intended to provide high-level indicators to inform decisions about development and promotion of the program.

Program Summary

Description: (name, credit hours, available on campus, etc.)
Purpose of program: (i.e., to equip graduate with the knowledge and skills needed to…)
Admissions requirements: (i.e., GPA, specific degree, hours complete, work experience, etc.)
Program requirements: (i.e., required courses, GPA, internship or project, etc.)
Enrollment goal: Year 1____ Year 2____ Year 3____ Year 4____ Year 5____

Audience Profile

Who does this degree appeal to?
Where do they currently work? How much experience do they have? What do they aspire to do?
Where are they located geographically?
BLS data or approximate numbers of population which meets this profile

Degree Demand

Determine trend for enrollment in this type of degree program over past 3–5 years. Any projected trends that are available.

Substitute Degree Programs

Other degree programs in the market that have the ability to attract many prospective students with similar interests.

1.
2.
Competitive Landscape

How many other such degrees are offered at other institutions (if known)?

How many of those are distance degrees?

Key competitors list with notations of what sets them apart. (see Marketing Competitor Analysis Worksheet in STEP 8 for help)

Search Volume

A tool, such as Wordtracker or Google AdWords Keyword Planner, is used to assess the number of individuals actively searching for specific degree programs. A scan reveals the approximate number of impressions per month of searches of key words and phrases closely related to this program.

List keywords scanned and impressions per keyword.

<table>
<thead>
<tr>
<th>Keyword</th>
<th>Avg. Monthly Searches</th>
<th>Average CPC</th>
<th>Keyword</th>
<th>Avg. Monthly Searches</th>
<th>Average CPC</th>
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Existing Promotion Resources

What channels or resources that are specific to this program are in existence and may be used for promotion?

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<tr>
<th>Resource</th>
<th>Contact</th>
<th>Connection to Program</th>
</tr>
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<tbody>
<tr>
<td>Professional organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer relationships</td>
<td></td>
<td></td>
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<tr>
<td>College/school channels</td>
<td></td>
<td></td>
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<tr>
<td>Partner relationships</td>
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**State Authorization Review**

Before launching, an online program must undergo a State Authorization review to learn if other states’ regulations present barriers to students from that state enrolling in the program. The regulations of each individual state determine if OHIO may offer online education there, to whom it may be offered, and if there will be a financial obligation to the state(s) in which the program is offered.

**CONTACT:** Coordinator of Compliance and Quality Assurance, eLearning OHIO.

Allow 2–3 weeks for the review to be completed.

Answering the questions in the following checklist will help you to prepare for the review.

- Is this a graduate or undergraduate program?
- In what states do you desire to offer the program?
- Is it offered completely online or is it a hybrid program, with both online and face-to-face courses required?
  - If hybrid, what face-to-face courses/activities are required and where?
- Does the program include required internships, student teaching, practicums, clinicals, or “face-to-face” activities?
- Is there a professional organization or licensing board for this program (e.g., Board of Nursing)?
- In what states do the program’s adjunct or full-time instructors for the program live?
- What types of marketing will be used to recruit students?
STEP 2:
Program Proposal Development

Allow 6-12 months to complete this part of the process.

FORMS & SAMPLES:
Access a copy of the forms or samples from this section at:
www.online.ohio.edu/DevelopmentGuide/STEP2
**STEP 2 Checklist: Proposal Development**

These items correspond with the section 2 of the flowchart.

**STEP 2**

- Project lead is identified—responsibilities and compensation are negotiated with department chair (see Project Lead Considerations, page 22)
- Project lead creates a team charter to include those who will be working together to develop the proposal and launch plan (see Team Charter tool, page 23)
- Create project timeline (see sample Project Timeline, page 29)
- Create example student schedule (see Example Student Schedule, page 34)
- Create course offering map (see sample Course Offering Template, page 36)
- Plan for personnel needed (see sample Overhead Personnel Worksheet, page 38)
- Estimate course development stipends/create agreements (see Faculty Agreements for Course Development, page 39)
- Determine what training is available/needed (see Training Information, page 42)
- Plan instructional technologist resources (see Instructional Technologist Planning, page 43)
- Determine what additional technology apps and tools may be needed (see Use of Additional Technology Application or Tools, page 43)
- Create budget estimate for project (see sample Budget Estimate Worksheet, page 32)
- Design/develop curriculum (see Program Design, page 45)
- Complete new course forms, as needed (OCEAN)
- Obtain letters of support, as needed
- Create program sheet
**Project Lead Considerations**

The individual taking the Project Lead (PL) role for the development of a new online program can expect to log between 200–300 hours over the 24–32 months of the work required to move a new online program (as outlined in the Online Program Development Flowchart) from concept to final approval from the Ohio Board of Regents (OBOR). If the department or PL does not have experience with online programs, the time estimation should be increased to account for time to learn about online programs and instruction though taking courses such as Quality Matters and attending online learning best practices workshops or conferences.

The time listed above does not include the work that must be completed after the OBOR approval. Examples of work still to be completed after the OBOR approval include:

- New course content creation
- Conversion of courses to online format
- Quality Matters certification
- Articulation agreements
- Marketing
- Faculty and staffing

Consideration should be given to providing adequate financial compensation, time release, and/or a combination of both to compensate for the responsibilities and time commitment of a new online program PL during this process.
Team Charter Tool

What It Is

While a Team Charter isn’t a requirement, since development of an online program takes a significant amount of time and effort, it is a way to help guide the work and ongoing direction of the group.

The Team Chartering tool will help the Planning Team gain clarity on their purpose, deliverables, roles and responsibilities, metrics, and other important issues. It also helps clarify team decision making processes, team boundaries, and operating guidelines.

The members of an Online Program Development Team should include the people who will be integral to working through the development process, which may include members from the academic department or college, eLearning OHIO, Academic Technologies, or other groups that will work closely in preparing the proposal or implementation plan. A list of suggested member roles is included in the following tool.

What to Do

Chartering the Planning Team means thinking through some important issues, including:

- The entire Planning Team, as well as the sponsor, should discuss the items contained in the charter template on the following pages.
  
  TIP – A straw charter can be developed for a team by the Planning Team Leader or by a member of the team. This often helps the team engage in discussion and finish the charter more quickly than if they have to start from scratch.

- Decisions should be captured, recorded, and distributed to all team members.

- The charter should be shared with the Sponsor, who should endorse it.

- The charter should be revisited and revised throughout the effort.

A template for the team charter tool, shown on pages 24-28, can be accessed as an Excel sheet at www.online.ohio.edu/DevelopmentGuide/STEP2.
Charter for *(Include Team’s Name)*

**Team Purpose/Mission:**

This Charter is an agreement developed by *(describe who was involved in developing the charter)*. It defines the boundaries of the project, empowerment for the team, and expectations of everyone involved in the project. This living document should be revised as needed during the life of the project.

**Objective:**

*(Describe what the team’s objectives and/or desired outcomes are.)*

This team will develop a plan to:

- 
- 

**Current Situation:**

*(Describe in one paragraph the opportunity the team was formed to address.)*

**Strategic Alignment:**

*(Describe in one paragraph how the project is aligned with the organization’s strategic goals.)*

**Project Deliverables:**

*(Define what the team will produce or deliver throughout the course of the project.)*

**Start Date:** *(Identify when the team is operational.)*

**End Date:** *(Identify the approximate date when the team will be sunnedetted.)*

**Transition Activities:** *(When appropriate, identify the activities that need to take place for the work team members to transition to implementation of the plan that is developed.)*

**Boundaries and Scope:**

Define the boundaries of the project to clarify what is in scope and what is out of scope. These assumptions or agreements will guide and define the team when they begin implementation planning.
Team Roles:

- **Team Sponsor**: (Identify the Team Sponsor. Use the role descriptions on page 27 to help.)
- **Team Leader(s)**: (Identify the Team Leader. Use the role descriptions on page 27 to help.)
- **Other Roles**: (Define other roles necessary to support the project. Use the role descriptions on page 27 to help.)

  **TIP**—*Not all roles need to be filled on a team.*

  **TIP**—*Defining roles can help team members understand and manage accountabilities.*

Team Performance Metrics:

Identify the measures and metrics the team will use to define success and measure their progress. Refer to the measurement tool for additional information about how to do so.

Decision-making Process/Empowerment Agreement:

Define the team’s primary technique for making decisions and/or receiving approval from key stakeholders, including the Team Sponsor.

Team Resources:

Define the team’s budget and other resources. Outline the responsibilities each team member has to track expenses, produce budget reports, manage the budget, etc.

Team Members Commitment:

Define the time commitment each team member will be making to the team. Be sure that these commitments are agreed to and supported by each team member’s supervisor.

Non-team Staff Support:

Identify any groups or individuals the team can or should use to support their efforts.

Team Training:

Identify what training is needed by team members and where that training might be accessed.
Charter for (include team’s name)

**TEAM AGREEMENT**

The following page can be used to have each person sign indicating his or her agreement to the charter, if desired.

This charter is an agreement between the Team Sponsor and the team members. All comments and agreements contained in this charter are amendable with consensus by all parties. The date of this Charter Agreement is (insert the date the charter was drafted or revised).

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Team Sponsor</td>
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<tr>
<td>Team Leader</td>
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<td>Other (Specify)</td>
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</table>
**Role Descriptions:**

Use these role descriptions to help you define roles and responsibilities on the team.

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities/ Requirements</th>
</tr>
</thead>
</table>
| Team Sponsor                | • Set up an environment to support the project.  
  • Have authority and responsibility to make key decisions about the project (i.e., budget, strategy, scope, etc.)  
  • Support the planning/implementation team.  
  • Carry forward the design work into implementation.  
  • Has credibility in the organization. |
| Team Leader                 | • Ensure successful proposal and/or implementation of plan.  
  • Primary contact for the sponsor.  
  • Help team follow through on all of its activities.  
  • Coordinate team activities, including setting agendas, keeping the team focused, organizing celebrations, etc.  
  • Facilitate team meetings or coordinates with others to facilitate the meetings. |
| Team Members                | • Plan and support the proposal/implementation.  
  • Determine what measurements to use and set up a system to capture those data.  
  • Assist sponsors by recommending resources. |
| Champions                   | • Follow through on specific actions and keep team updated.  
  • Any team member can play the role of champion for a variety of action items, and there can be more than one champion at a time. |
| Scribe                      | • Keep records of the team’s activities.  
  • Record important discussions and activities.  
  • Ensure all team members receive copies of meeting notes. |
| Consultants/ Facilitators   | • Provide information or support upon request for a specific area of expertise.  
  • Resource people may or may not be permanent members of the team.  
  • Serve as devil’s advocate.  
  • Ensure team follows team agreements and stays on task. |
**Project Timeline**

The process for developing a completely new online program can take two years or more. To move a current program to online delivery may take less time.

A prepared project timeline can help keep the project on track to meet the anticipated launch date.

A template for the Gantt chart timeline, shown on page 30 with sample data, can be accessed as an Excel sheet at [www.online.ohio.edu/DevelopmentGuide/STEP2](http://www.online.ohio.edu/DevelopmentGuide/STEP2).
# List of Activities

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## Gantt Chart

**Steps and Milestones:**

- **Step 1:** Project Planning and Initiation
- **Step 2:** Program Development
- **Step 3:** Program Approval
- **Step 4:** Program Launch

**Key Dates:**

1. **Step 1:**
   - June 1-15: Project Planning
   - June 16-30: Program Development
2. **Step 2:**
   - July 1-15: Program Development
   - July 16-30: Program Approval
3. **Step 3:**
   - August 1-15: Program Approval
   - August 16-30: Program Launch

**Status:**

- **Current Month:** August
- **Next Month:** September
- **Previous Month:** July
Budget Considerations

A detailed projected budget will be needed as part of the online program development proposal. The next several pages include the following worksheets and templates which are helpful in considering costs to be budgeted.

Complete all worksheets and templates in this section prior to creating the budget plan.

Items to be completed:

- Example student schedule worksheet
- Overhead personnel worksheet
- Faculty contracts/stipends for course development
- Training information
- Instructional designer work schedule
- Use of additional technology apps or tools
- Budget estimate template and sample
Budget Estimate Worksheet Template

Complete all worksheets and templates in this section prior to completing the following worksheet.

A template for the Excel spreadsheet Budget Estimate Worksheet, shown on the next page with sample data from BSTOM, can be accessed at www.online ohio.edu/DevelopmentGuide/STEP2.

The finished Budget Estimate Worksheet should be reviewed by the academic unit's budget manager and by eLearning OHIO.
### Budget Estimate Worksheet - Sample

#### Assumptions

- **Per Credit Hour Charge:** $350
- **Min. Per hours needed:** $80
- **BSTOM eLearning Ohio 30%:** 0.3
- **Rev. 8/27/13 Return to program:** 0.7
- **Todd Myers Per Cr Hr Return to Dept.:** $245

#### Academic Year

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#### Other Notes

- Students must have completed 2 year Technical Degree before Starting Ohio University Technical Operations Management B.S. Online Degree.
- Technical Operations Management Project/Enrollments Marketing Ohio Only
- Total EMT Courses
- Total EMT Sections
- Total Enrollment

---

*Note: The above table represents a sample budget estimate worksheet for a Technical Operations Management program. The figures are hypothetical and subject to actual program specifics.*
Example Student Schedule Template

Preparing an example student schedule helps to determine when courses need to be offered. This will help in decisions about instructional resources and number of credit hours offered/projected revenue for use in the budgeting spreadsheet.

An Excel spreadsheet, Example Student Schedule template, shown on the next page with sample data from BSTOM, can be accessed at www.online.ohio.edu/DevelopmentGuide/STEP2.
## Sample Student Schedule
### STARTING ASSOCIATES DEGREE  
#### Starting Fall 2014  
##### DRAFT

### Year one and two completed by Associate Degree

### Spring  
- **ASSOCIATE DEGREE** Completed Before Entry to BSTM

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### Ohio University  
- **2 + 2 B.S. Technical Operations Management**

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| 6            | ETM 4210 Lean Enterprise Systems | ETM 45xxx Tech Op. Mgt. NEW |
| 2            | Marketing    | 5 Fin 2020, ETM Project Mgt. 3620 & 3631 NEW |
| 3            | free         |                |
| 3            | COMS1030, MGT2000, BusL2000 |                |
| 12           | TOTAL 11     | 5               |
Course Offerings Template

Preparing an example course offerings chart helps to determine how many courses will be offered each term. This will help in decisions about instructional resources.

An Excel spreadsheet, Example Student Schedule template, shown on the following page with sample data from BSTOM, can be accessed at www.online.ohio.edu/DevelopmentGuide/STEP2.
This is for a two year BS completion form would need years one and two completed for a full bachelors program. Section sizes of 40.

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</tr>
<tr>
<td>Students</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>ETM Credit Hours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2 Students</strong></td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>2nd Year Attrition</td>
<td>73</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Students</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td><strong>ETM Credit Hours</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Year 3 Students</strong></td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Students</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td><strong>ETM Credit Hours</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Year 4 Students</strong></td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4th Year Attrition</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total ETM Courses</strong></td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total ETM Sections</strong></td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Enrolment</strong></td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Current Dept Faculty FTE not committed</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

STEP 2
## Overhead Personnel Worksheet

The following example of planning personnel needs that have an impact on budgeting is from the development of the BSTOM program in engineering.

### Projected Enrollment per Academic Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enroll</td>
<td>40</td>
<td>75</td>
<td>115</td>
<td>150</td>
<td>190</td>
<td>222</td>
</tr>
<tr>
<td>No. Sections</td>
<td>7</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>

### Projected Faculty and Administration needs by academic year

(Section size: 40 students)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Current dept. Faculty FTE</td>
<td>At capacity</td>
<td>At capacity</td>
<td>At capacity</td>
<td>At capacity</td>
<td>At capacity</td>
<td>At capacity</td>
</tr>
<tr>
<td>New FTE to meet class sections</td>
<td>1.167</td>
<td>1.667</td>
<td>2.500</td>
<td>3.330</td>
<td>4.100</td>
<td>5.000</td>
</tr>
<tr>
<td>Staffing Plan</td>
<td>Overload &amp; Adjunct</td>
<td>New Faculty &amp; Overload and Adjunct</td>
<td>New Faculty &amp; Overload and Adjunct</td>
<td>New Faculty &amp; Overload and Adjunct</td>
<td>New Faculty &amp; Overload and Adjunct</td>
<td></td>
</tr>
<tr>
<td>BSTOM NEW Tenure track</td>
<td>.667 release for admin duties</td>
<td>2.000</td>
<td>2.000</td>
<td>3.000</td>
<td>4.000</td>
<td></td>
</tr>
<tr>
<td>FTE Adjunct / Overload</td>
<td>1.167</td>
<td>1.000</td>
<td>.500</td>
<td>1.330</td>
<td>1.100</td>
<td>1.000</td>
</tr>
<tr>
<td>Administration</td>
<td>Supplement /overtime</td>
<td>Supplement /overtime</td>
<td>New Admin Assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Workers / Grad-Student</td>
<td>1/1</td>
<td>1/1</td>
<td>0/2</td>
<td>0/2</td>
<td>0/2</td>
<td>0/2</td>
</tr>
</tbody>
</table>
Faculty Agreements for Course Development

Will a course development stipend be paid to those creating the courses for online delivery? If so, should that amount be included in the budget?

It is recommended that an agreement be created with the faculty member who is developing each course, setting out timelines, deliverables, and any agreement to compensation. A template memo of agreement that can be used is included on the next two pages.

A Word document, Memorandum of Agreement for Online Course Development template, shown on the following page, can be accessed at www.online.ohio.edu/DevelopmentGuide/STEP2.
OHIO UNIVERSITY (School/Department Name)_____

MEMORANDUM OF AGREEMENT FOR ONLINE COURSE DEVELOPMENT
This agreement is made between ____(name)____ (Hereafter called the “author(s)”) and the ____ (department or program)_____, Ohio University, for the following described work:

Development and delivery of ____ (course title and number)____, as a term-based, online distance learning course for delivery to students wherever they reside.

APPROVAL
Signatures at the end of this agreement indicate that the Author(s) and the appropriate department chairperson or school director approve of the nature and scope of the online course design project and support the delivery of the course in the term-based, online format.

FEE
The ____ (department/program/college/eLearning OHIO)____ agrees to pay the author(s) a stipend of $________ for the development of ____ (course name)____ as a term-based online distance learning course.

<table>
<thead>
<tr>
<th>Phases</th>
<th>Completion Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1: delivery of all content through module 1 on time to receive 20% of stipend</td>
<td>(date)</td>
<td>Submit completed course syllabus, course objectives, evaluation criteria textbook information (textbook based on current ed.) and module 1 to Instructional Designer, ____ (name)____: <a href="mailto:email@email.com">email@email.com</a></td>
</tr>
<tr>
<td>Phase 2: delivery of all content through module 8 on time to receive 40% of stipend</td>
<td>(date)</td>
<td>Submit content for all modules-reading assignments, presentation material, assignments, multimedia presentations and assessments through module 8 to Instructional Designer, ____ (name)____: <a href="mailto:email@email.com">email@email.com</a></td>
</tr>
<tr>
<td>Phase 3: delivery of all remaining course content on time to receive 40% of stipend</td>
<td>(date)</td>
<td>Submit content for all remaining modules-reading assignments, presentation material, assignments, multimedia presentations, projects and exams, and facilitator notes for each module, which will contain the module goals and objectives, and instructor notes and guides (complete course) to Instructional Designer, ____ (name)____: <a href="mailto:email@email.com">email@email.com</a></td>
</tr>
</tbody>
</table>

DELIVERY OF THE WORK
The author(s) agrees to submit all requested learning materials and supplements and to complete all phases of the course development process according to the agreed upon schedule for initial delivery of the course on ____ (date)____. Any postponement of delivery must have the expressed written approval of the department chairperson.

COPYRIGHT
The intellectual property rights of the course author(s) shall be treated as described in the Ohio University Policy and Procedure 15.015: copyright and, for University-Sponsored Educational Materials, Ohio University Policy and Procedure 15.006. The author(s) and the university jointly hold the copyright. Other instructors assigned by the department to teach this course can freely use and modify this material. The author has similar rights to use the modified material.

COURSE DESIGN:

The author will have the assistance of professionals from the design team of (name: Academic Technologies or other provider) to assist in the development of the course. To ensure that the development process progresses smoothly, the author(s) agrees to meet with the design team for an orientation meeting and on an as-scheduled basis to be determined in initial discussion with the design team.

The author(s) agrees to work in consultation with the AT team and further agrees that all instructional materials will be produced according to design parameters and quality guidelines outlined in the Quality Matters Rubric. The author(s) also assures that course objectives for the online course version match those approved by the University Curriculum Council (UCC). The author(s) also assures that the course objectives and criteria will align with program objectives and accreditation standards, if applicable.

The author(s) will submit all materials relevant to the course development and design process (i.e., course objectives), the course outline (or syllabus), current assessment documents, evaluation procedures (rubrics) related to the course, and instruction plans. The author also agrees to provide the name of the textbook, any required software and examples of all ancillary student materials according to an agreed upon timeline.

The author agrees to set the instructional designer with “course builder” rights for any courses developed to reside in Blackboard or other learning management systems supported by the university.

SIGNATURES

________________________________________  ____________
Author  Date

________________________________________  ____________
Department Chair/School Director  Date

________________________________________  ____________
Dean or Associate Dean  Date
Training Information

Training is needed before developing and implementing an online program. The cost for such should be considered in the budget estimation. Two resources for training opportunities in these and other online learning-related areas are eLearning OHIO and Academic Technologies.

Areas of training that may be desirable include:

- Teaching and learning in courses online; key contact: Academic Technologies
- Technology-related training; key contact: Academic Technologies
- Online course design; key contact: Academic Technologies
- Understanding the Quality Matters rubric; key contact: eLearning OHIO
- Facilitator training; key contact: eLearning OHIO

More information about Academic Technologies is available at www.ohio.edu/oit/academic.

More information about eLearning OHIO is available at www.ohio.edu/ecampus/faculty_staff.
Instructional Technologist Planning

Many colleges have instructional technologists who are dedicated to the unit. Check with the dean’s office if you are unsure about your college’s staff resources.

If you will be hiring an external or other pay-per-service resource to work with faculty members in designing course(s) in online format, consider the cost of that design resource in your budget estimate.

To learn more about other design/technologist resources available at Ohio University, contact Academic Technologies (director).

Use of Additional Technology Application or Tools

Technology is a tool to be used to help most effectively deliver a course in a way that meets the stipulated learning outcomes. There are many types of software, many variations of technology and the right “one” to use will be dependent upon the program outcomes, the course outcomes and those teaching the course. Additionally, technology changes quickly, so decisions should be based on what is currently available, not on a finite list included in this guide.

Academic Technologies provides expertise and services to guide you in what technology applications or tools are available and may align with learning outcomes for the program’s courses. For a consultation about what technologies may serve the program’s needs, contact the Director of Academic Technologies.
Program Design

Items to be completed:

- Design/develop curriculum / Identify program outcomes
- Complete new course forms in OCEAN
- Obtain letters of support

Curriculum Design/Development

Program outcomes are a list of broad expectations for what students are expected to achieve in the form of knowledge and skills through the series of each course and experiences in the program. Program outcomes should be validated by experts in the content to be studied and by stakeholders in the program. Please see the following section approach to identifying program outcomes.

Competencies are individual measurable activities, behaviors, and/or skills that demonstrate that the students are achieving the desired outcomes. Competencies should be validated by experts in the content to be studied and by stakeholders in the program. Measurable validation/assessment of student mastery of the competencies occurs at the course level and should be tracked through the courses in the program curriculum.

A matrix for tracking the relation of program outcomes to competencies is presented here:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Outcome #</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
<th>Course ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,5</td>
<td>T, Proj</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pres</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td></td>
<td>T</td>
<td>Proj</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9,11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4,5,6</td>
<td>H</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Proj</td>
</tr>
</tbody>
</table>

The first two columns compare the competency listed to the program outcome number it aligns with. Then the row examines which course contains this competency and how it is assessed. For example, course 1 contains competency 1 and 4, competency 1 in course 1 is assessed by a (T=test) and a (Proj = project).

By utilizing a matrix like this, it is easy to see if competencies and outcomes are actually covered in the program design and if the competency and or outcome is revisited throughout the program.
Approach to Identifying Program Outcomes

When identifying the proposed curriculum for the new program, a series of questions should be asked as related to the learning outcomes for the curriculum:

- How will the learning outcomes for the proposed curriculum be decided?
- Does a body of knowledge exist for the subject matter in the curriculum and does it provide guidance as to the learning outcomes to be covered?
- If no body of knowledge exists, how will learning outcomes be identified?
- If the learning outcomes exist, how will the appropriate learning outcomes be selected and validated?

One method of research that can help provide answers to these questions is a Delphi Study (a three-round survey method) to assist with identification and narrowing the possible learning outcomes for a program. In the Delphi methodology, the first questionnaire is open-ended and developed based on a literature review and preliminary conversations with possible program stakeholders. Possible learning outcomes are identified based on the information gathered in the first open survey. These identified learning outcomes for the new curriculum for undergraduates are placed in a Likert-type survey instruments in round two and three. In two, stakeholders are asked to rate importance of each outcome that was identified in round one and add any additional learning outcomes that are missing from the instrument. The results of round two allows a ranked list to be prepared, which is then placed in the round one and three survey. Per the Delphi method, the items that will be included in survey three will be those items with rankings that fall in the interquartile range. Those items not in the interquartile range from the second survey will be removed from survey three. In round three, the respondents will be asked to confirm the ratings and hours of study that should be devoted to each item and/or re-rank and provide detailed explanations as to why the change in the ratings. In round three, stakeholders are asked to again rank the list based on most important outcomes to least. By the end of round three, a consensus should be reached as to the top learning outcomes, which should be included in the curriculum.

The Delphi Study technique can confirm and provide validation as to the learning outcomes, which should be included in a new or revised curriculum.

See a sample survey for the BSTOM program on the pages 47-52.
Learning Outcomes for a two-year BS Technical Operations Management Completion Program

Open-ended Survey

Dear _______: I am conducting a study in order to identify learning outcomes for an undergraduate BS Technical Operations Management that will be designed for a midwest college in the near future. I am seeking your expertise because you have been identified as member of one of the following groups:

- Faculty and/or curriculum designers from colleges that have graduate and undergraduate programs in technical operations management or operations management.
- Faculty and curriculum designers from colleges that have operations management courses.
- Alumnus from operations management programs.
- Individuals involved with employing individuals with bachelors in Technical Operations Management.
- Individual employed or engaged in Operations Management or Technical Operations Management.

My objective is to provide you with the constructs I have identified from contemporary literature that relate to this topic. I will do this in the form of open-ended questions to solicit your thoughts and let you develop the ideas further and also request that you provide any additional items, thoughts, or constructs that have been overlooked.

This is the first of a three-round Delphi study. Round two and three will be in the form of Likert-like surveys (ratings-type scales). The round two survey will be provided to you after the results of the round one (open-ended) survey is compiled. The round three survey will be provided to you after the round two survey is compiled.

Your participation in this Delphi study is voluntary. Choosing not to participate at any time before or during the study will result in no consequence to you. Your name will be kept confidential unless you otherwise request it in writing not to be. By filling out the survey, you will have provided consent to participate in this Delphi Study.

This survey will take about 25 minutes to complete. Round two and three of the surveys will each take much less time to complete. Thank you for your assistance. All information will be kept confidential—no identities will be exposed.

The first part of the questionnaire will gather background information from you. The second part presents the open-ended questions. If you have any question about this study, please contact _________________.

Thank you!
Round 1 Delphi

Name of participant:__________________________
Date:__________________________

---

**Expert Categories**

Please indicate which category best describes you.

- Faculty and/or curriculum designers from colleges that have graduate and undergraduate programs in technical operations management or operations management.
- Faculty and curriculum designers from colleges that have operations management courses.
- Individuals involved with employing individuals with bachelors in Technical Operations Management.
- Alumnus from operations management programs
- Individual employed or engaged in Operations Management or Technical Operations Management.

---

If involved in teaching operations management or technical operations management, what level you teach.

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Undergraduate</th>
<th>Both</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td></td>
<td>○</td>
</tr>
</tbody>
</table>

---

Is the institution/program/department you work/teach ATMAE, ABET, or AACSB accredited?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

---

By completing this survey, you have given consent to participate in the study.

---

**Background of the Study**

This first survey is an open-ended questionnaire. Each question identifies a construct that is found in the literature that may be important to a BS Technical Operations Management (BSTOM) curriculum. This program will be a completion program only; students who have completed a technical associate’s degree may apply for this completion degree.
You are being asked to expand the construct and provide items within the construct that should be included in the BSTOM curriculum. If you find that the constructs presented are not complete, please provide the additional constructs/items that you believe should be included in the BSTOM curriculum. If you feel the construct is not relevant, please indicate so.

1. Productivity
   a. In an undergraduate BSTOM, what factors about productivity should be covered?
      Operations processes, income distribution process, market value process … what other topics in this area should be covered?
   b. In an undergraduate BSTOM, what productivity measures should be covered?
      Single-factor, multifactor, variable types … what other topics in this area should be covered?

2. Ethics and Social Responsibility
   Should ethics and social responsibility be covered in a BSTOM program?
   If so, what areas of ethics and social responsibility should be included in a BSTOM program?
   Conflict of stakeholders, sociality impact … what other topics in this area should be covered?
   Ethic models deontological, utilitarianism, moral relativism … what other topics in this area should be covered?

3. Globalization
   Should a BSTOM teach about globalization issues relating to technical operations management?
   If so, what globalization issues should be covered?
   Labor issues, supply chain issues, import/export, local markets … what other topics in this area should be covered?

4. Project Management
   Should a BSTOM teach about project management?
   If so, what areas of project management should be covered?
   Work breakdown structure, project selection, project charter, project control methods, high performance teams, project management techniques, CPM, project management software, GANT, PERT … what other topics in this area should be covered?
5. Product/Service Design

Service design is the process of planning and organizing, infrastructure, people communications, and materials to deliver at the quality and the interaction level desired by the customer and service provider.

Product design is the process of identifying potential products and designs, then manufacturing these items. This is accomplished through interaction with customers and designers and manufacturing in order to find out what the public wants from old products—how these products can be delivered.

Should a BSTOM program cover topics in Product / Service Design?

If so, what topics should be included in a BSTOM program?

Topics such as standardization, life cycle management, CAD, CAM, value analysis, house of quality, quality function deployment, design for X … what other topics in this area should be covered?

6. Quality Systems

Should quality systems be taught in a BSTOM program?

If so, what systems?

Six sigma, ISO 9000, 14000, lean systems, value stream mapping, good lab, charting, TQM, JIT, benchmarking, service blueprinting, quality circles, practices … what other topics in this area should be covered?

7. Process Selection

Should process selection be taught in a BSTOM program?

If so, what topics in process selection should be taught? Project process, batch, line, continuous, work cells, office layout, retail layout, warehousing layout…

8. Computer Systems and Analytics

Should computer systems and analytics be taught in a BSTOM program?

If so, what topics should be taught?

Spreadsheet setup and analysis, linear programming setup and analysis, data base setup and analysis, flow chart software, advanced word processing, presentation software and skills, remote meeting software … what other topics in this area should be
9. Supply Chain Management
Should a BSTOM program teach about supply chain management?
If so, what topics should be taught?
Location strategies, exchange rates, political risk break even analysis, call center, factor rating, outsourcing, core competencies, international risk factors, logistics management, on shoring … what other topics in this area should be covered?

10. Purchasing and Procurement
Should a BSTOM program teach about purchasing and procurement?
If so, what topics should be taught?
Vendor evaluation, negotiations, online catalogs, RFQ, inventory tracking, inventory planning, reorder points, fixed period model, contract law, economic order quantity … what other topics in this area should be covered?

11. Associate Resource and Job Design
Should work and productivity measurements be taught in a BSTOM program?
If so, what topics should be taught?
Labor planning, employee stability, legal supervision, work classification, teams, motivation, insensitive plans, time study … what other topics in this area should be covered?

12. Forecasting
Should forecasting be taught in a BSTOM program?
If so, what topics should be taught?
Naïve approach, moving averages, exponential smoothing, error measuring, seasonal variations, cyclical, regression ... what other topics in this area should be covered?

13. Inventory and Aggregate Planning
Should a BSTOM program teach about inventory and aggregate planning?
If so, what topics should be taught? ABC analysis, cycle counting, physical inventory, inventory classification methods, FIFO, LIFO,
planning horizons, aggregate planning strategies, independent and dependent demands … what other topics in this area should be covered?

14. MRP and ERP and Scheduling

Should a BSTOM program teach about MRP and ERP and scheduling?

If so, what topic should be taught? Master schedule, bill of materials, lead times, lots, serial numbering, capacity planning, forward and backward scheduling … what other topics in this area should be covered?
New Course Form in OCEAN

New course forms should be completed in OCEAN, OHIO Curriculum Enhancement and Approval Network. For guidelines on new course proposals and course revisions, visit:


OCEAN requires an OHIO ID. It can be accessed at:
https://webapps.ohio.edu/ocean/dashboard/dashboard.htm.

Click on Courses > Create Course Form and select the appropriate type of course.

- Undergraduate Regular Course
- Undergraduate Developmental Course
- Undergraduate Tier I Course
- Undergraduate Tier II Course
- Undergraduate Tier III Course
- Undergraduate Tier III Equivalent Course
- Graduate Regular Course
- Graduate Thesis Course
- Dissertation Course
- Medical Course

In general, you will need to know course info, prerequisites, content, relation to other courses, IR codes, and, if applicable, general education information to complete the process of submitting a new course.

If you have questions or feedback regarding the forms or process in OCEAN, please contact your college’s Curriculum Council representative.
Letters of Support

Depending on the relationship with other programs, departments, institutions, etc., you need to assure that courses not “housed” in your department or college will be available for your students so they can complete your program.

An example is a program in which students earn a minor while completing their major.

Following, on pages 55-56, find sample letters of support provided for the BSTOM program.
Sample Document: Letters of Support

March 25, 2013

Dr. Todd Meyers
Engineering Technology and Management
Ohio University
Athens, OH, 45701

Dr. Meyers:

The Industrial and Systems Engineering Department met and the faculty support the Engineering Technology and Management department’s proposal for a BS in Technical Operations Management.

Regards,

Robert P. Judd

Russ Professor and Chair
March 18, 2013

Deb Gearhart, PhD
Vice Provost for eLearning and Strategic Partnerships
Ohio University
Cutler Hall 312
1 Ohio University
Athens, OH 45701-2979

Dear Deb;

This letter confirms our conversation that the College of Business will work with eLearning Ohio to provide a business minor for the BS Technical Operations Management. This letter also serves to show the college of business support for the new BS Technical Operations Management in the Russ College. The College of Business will be responsible for staffing the online business minor courses with qualified faculty and offering our curriculum to eLearning Ohio’s offered programs.

We look forward to working with you on this important initiative.

Sincerely,

Hugh D. Sherman, Ph.D.
Dean, College of Business
STEPS 3–7:
Approval Process

Allow at least 9–12 months to complete this part of the process. (some graduate programs may take longer)

FORMS & SAMPLES:
Access a copy of the forms or samples from this section at: www.online.ohio.edu/DevelopmentGuide/STEP3
STEPS 3–7 Checklist: Approval

These items correspond with section 3-4-5-6-7 of the flowchart.

**STEP 3: Department Curriculum, College Curriculum, and University Programs Committees Approvals**

- Follow procedures of your department for new course/program approval
- Follow New Semester Program Proposal Guidelines from the [UCC website](#) (see introduction to guidelines, page 62, and a sample proposal, page 63)
- Submit/obtain new course approvals, as required

**STEP 4: Individual Course Committee (ICC) Approval**

- Monitor process, respond to questions that arise from approval bodies, as needed

**STEP 5: University Curriculum Council (UCC) and Provost’s Approval**

- Monitor process, respond to questions that arise from approval bodies, as needed (see sample UCC proposal for BSTOM, page 63, sample letter of support, page 73)

**STEP 6: Ohio University Board of Trustees Approval**

- Prepare a brief program summary to be provided to the Board of Trustees by the Provost, contact Associate Provost for Faculty & Academic Planning for guidance. (See sample resolution, page 74)

**STEP 7: Ohio Board of Regents Approval and Other Notifications**

- Reference Ohio Board of Regents website [here](#) for guidelines on preparing and submitting request for approval/ notification
  - Undergraduate Programs: Prepare request for approval of new undergraduate degree program (see sample of Undergraduate Approval Request and Supplement for Online Delivery prepared by BSTOM, page 77-112; Online Supplement 113-119)
  - Graduate Programs: Contact Associate Dean, Graduate College, for guidance in preparing and submitting RACGS notification/approval documentation. RACGS requires notification of any graduate program that can be completed more than 50% online.
- Submit Ohio Board of Regents request for approval after Ohio University Board of Trustees has approved program
Online Program Development Flowchart—Approval

Flowchart STEPS 3–7 (refer to page 4 for entire chart)

Steps 1–7 will take a min of 20 months practically 29 months
STEP 3: Department and College Curriculum Approval

Prior to submission of a new program to University Curriculum Council (UCC) for review and approval, each program proposal should follow the guidelines of the department and college in which it will be offered. For more information about curriculum guidelines in your college, contact the associate dean.
STEPS 3–4–5 University Curriculum Council Processes

Proposals will be submitted based on the instructions posted on the UCC website under Forms and Guidelines.

A full set of guidelines is available on the UCC website at:
www.ohio.edu/facultysenate/committees/ucc/programs.cfm

All of the content indicated in the guidelines must be provided—incomplete proposals will be returned. All programs must comply with Faculty Handbook provisions relating to faculty, including promotion, tenure, retention, salary matters, and selection of academic administrative personnel.

New programs that include new courses will have the program approval coordinated with the approval of the individual courses, if the new courses form a significant portion of the new program.

Upon approval by UCC, the program is forwarded to Executive Vice President and Provost for signature.

As a sample, the proposal for approval of the BSTOM, completed using the guidelines, follows on pages 63-72.
Sample Document: UCC Proposal for BSTOM

DRAFT—NEW SEMESTER PROGRAM

Bachelors of Science Technical Operations Management

Russ College—Department of Engineering Technology and Management

1) Summary Statement

1) The New Program is a Bachelor's of Science in Technical Operations Management, BS TOM, in the Russ College Department of Engineering Technology and Management.

2) A brief (< 500 word) statement summarizing the need/purposes of the program (including the estimated demand for the program), distinguishing features of the curriculum, a summary of resource needs (faculty, space, and financial requirements), and the date of proposed implementation.

This is a new two-year completion undergraduate online degree program in the department of Engineering Technology and Management. The “two plus two” mixed delivery program leads to a Bachelor’s of Science in Technical Operations Management (BSTOM) and a minor in Business Administration from Ohio University. The first class starting date of this program will be fall semester of 2014–2015.

Technical operations management is an area of management focused on designing and controlling the technical process and transformation methods of an organization while continuously improving the organization’s operations to be the most efficient and effective in meeting customer requirements.

This program will accept only students who have completed an appropriate technical associate degree with a requisite GPA and/or work experience. This program will be targeted to professionals and graduates who are seeking to complete their bachelor’s degree while working. This completion degree will complement almost any associate technology degree and provide opportunities for graduates of this program to advance in their chosen fields.

The potential market for the BSTOM is large. Per the Ohio Board of Regents website, Ohio has over 475 applicable associate degrees programs in technology and over 300,000 students enrolled in two-year colleges as of 2011. The expected growth rate is 18% over the next 10 years (Source: www.ohiocommunitycolleges.org). The program will apply for accreditation after the first three years of operation. Accreditation will be with the Association of Technology, Management, and Applied Engineering. Accepting only select technical associates degree will provide students who have completed their technical lab course work (necessary for accreditation requirements) leaving only
required courses, which are capable of being delivered in a mix of online and in-classroom courses.

eLearning OHIO states that they currently receive calls from potential students looking for completion degrees, which the BSTOM would satisfy. The appendix to this proposal contains 1) a draft budget, which indicates that the program will be self-sustaining by the end of the second year, and 2) an enrollment forecast from eLearning OHIO, which indicates that the enrollment projections utilized in the budget are conservative.

This program supports the university’s vision in five measurable areas: First-year Retention, Degrees Granted, Six-year Graduation Rates, Student–Faculty Ratio, and Undergraduate Head Count.

The Technical Operations Management curriculum will consist of ten courses (28 semester hours). The remaining 32 semester hours will consist of courses that fulfill general education requirements, mathematics, physical sciences, and courses for the management minor. Imbedded into this curriculum are the courses and content to satisfy requirements for the university, business minor, and accreditation. The eight courses for this program offered by the Engineering Technology and Management Department are:

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The program will be delivered through a combination of all online courses and mixed delivery courses. The mixed delivery courses will be scheduled late afternoon or evening and/or weekends to accommodate working students’ schedules. This type of delivery will best utilize underutilized university assets during these off-peak times. All ETM courses will be scheduled as mini-semester courses (seven-week duration) allowing for two courses to be delivered per semester. This will not be true of the capstone course, which will require a one-year or semester duration summative project. The current plan for the first two academic years is that ETM faculty will teach overload contracts for the required
ETM courses. Year two enrollment should provide justification for one additional faculty line (which would elevate the need for overload contracts) to support this program and a possibility of an adjunct instructor.

2) The Need for the Program

1) What is the local, regional, and national demand for graduates of the proposed program?
   (a) Any statistical documentation would be helpful.

The Ohio population who could qualify for this program, According to the Ohio Association of Community Colleges website:

In 2006, over 160,000 students were in enrolled in college credit courses in Ohio community colleges. This number has been growing at a 20% rate with now over 300,000 students enrolled in Ohio community colleges. The expected growth rate is 18% over the next 10 years. “Ohio community colleges graduate 67% more students with engineering technology degrees than the national average.”

Per the Ohio Board of Regence website, there are 475 associate degree programs in Ohio offering some form of technical associate’s degree.

2) What other schools within Ohio offer the same or a similar program?
   (a) What has happened to enrollments at those schools in recent years?

An online search yielded NO Technical Operations Management courses. The search did find 14 online Operations Management programs in the USA, of which only three were 2+2 completer programs, and none in Ohio.

One of these programs targets the same population of students who have completed a technical associate’s degree—Minnesota State University Moorhead. This program has been visited by an Ohio University ETM department faculty during a program accreditation visit in 2012. This program had 80 students and has been growing each year over the last five years.

3) How does the proposed program align with the current vision for the university?

This program supports the university’s vision in five measurable areas: First-year Retention, Degrees Granted, Six-year Graduation Rates, Student-Faculty Ratio, and Undergraduate Head Count.

4) What Ohio University program comes closest to duplicating the proposed program?
   (a) More generally, what duplication exists between the proposed program and other Ohio University programs?
Out of the ten ETM courses, four courses are shared with the Engineering Technology and Management program. Graduates of the ETM program would have little overlap with graduates from the BSTOM program.

The Technical and Applied Studies Major (B.T.A.S.) 2+2 degree does not focus on operations or management.

The Bachelor of Science in Applied Management (BSAM) degree is a two-year degree program that focuses on general management skills.

The BSTOM program should not compete for the same pool of students.

(b) Can students fulfill their educational and/or vocational needs through existing programs? If they cannot, why not?

No see item 4 and 2.

5) List departments or other academic units at Ohio University and elsewhere that were consulted in the development of this proposal. Approval is required from departments whose high-demand courses your program will require.

The college of business was consulted and in the appendix is a copy of a letter of support for the program and commitment to provide the required business minor courses online based on the needs of the program.

The College of Arts and Sciences is in support of meeting demand for their online general education courses. See reference letter from Deb Gearhart, Vice Provost for eLearning and Strategic Partnerships.

6) From what geographic area do you anticipate that students to the program will be drawn?

(a) In the case of off-campus technical programs, what are the levels and trends in high school enrollments in the service area?

Anticipated enrollment of 80–150 students within four years.

These students are anticipated to be employed and finishing their bachelor’s degree. As this will be a mixed delivery program, the probability of any of students enrolling at OU without this program is not likely.

7) How many students do you anticipate will enroll in the program in each of its first four years?

(a) To what extent will students in the program come from students who would enroll at this university anyhow?
See item 6.

(b) To what extent is it anticipated that the enrollment will represent “new” (incremental) students?

These students are anticipated to be employed and finishing their bachelor degree. For this reason, almost all students will be new.

3) Curriculum

1) Describe the curriculum in a format that defines required courses, electives permitted, “field” requirements, total number of hours required for completion of the program, and the sequencing of courses over the typical student’s career. Indicate which of the courses are newly proposed.

(a) Provide the catalog descriptions for all new courses, and include new course approval forms in the appendix.

The Technical Operations Management curriculum will consist of ten courses (28 semester hours). The remaining 32 semester hours will consist of courses that fulfill general education requirements, mathematics, physical sciences, and courses for the management minor. Imbedded into this curriculum are the courses and content to satisfy requirements for the university, business minor, and accreditation. The eight courses for this program offered by the Engineering Technology and Management Department are:

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The appendix includes an example of a two-year course completion schedule and a list of required courses for this program, new course descriptions, and new course approval forms.

2) How does this curriculum compare with that offered at other institutions with similar programs?
   (a) Specifically, list at least two curricula of other schools offering similar programs, indicating how they compare with Ohio University.

   This program is similar to that of Minnesota State University Moorhead’s (UM) Operations Management online 2+2 program.

   See appendix for listing of this program’s curriculum at UM.

3) Does the program intend to seek accreditation? If so, what is the name and address of the agency that would accredit the program?
   (a) Has it been contacted?

   The plan is to accredit the program with the Association of Technology, Management, and Applied Engineering (ATMAE). ATMAE is the same accrediting agency for the Engineering Technology and Management program at the Russ College. The BSTOM program must have graduates first who are employed before the program can apply for accreditation through ATMAE. The plan would be to apply for accreditation in the third year of operation and prepare the self-study for an accreditation visit in year four of the program.

   (b) Is the curriculum in accord with its standards?

   The program has been designed in accordance with the standards of ATMAE.

   ATMAE standards can be found at: [http://atmae.org/index.php/accreditation-10](http://atmae.org/index.php/accreditation-10)

4) Define the proposed policy on accepting transfer of credit from other institutions or other programs at Ohio University.

   The program will follow Ohio University's transfer credit policy: [http://www.ohio.edu/admissions/transcredits](http://www.ohio.edu/admissions/transcredits)

   In addition, the students should have earned a 2.5 GPA or better in the pre-major courses listed for this program. Students must have succeeded in all required courses taken previously in three or fewer attempts. For some courses, success means a grade of at least a C or C–.
4) Faculty and Instruction

1) Will current faculty, new faculty, or a combination of both be used? How?
   (a) How will new faculty for the program be selected? By whom?
   (b) What are the minimal qualifications expected of instructors in the program?
   (c) What is the tenure status of any identifiable current Ohio University faculty who are probable program participants?

The BSTOM program will use current ETM program faculty to staff the program. In the first two years, overload contracts will be provided to the current faculty. Due to already full course loads, overload and adjunct contracts will be required. Once the program supports these, new faculty will be hired (anticipated year two approval process with year three hire). It is anticipated one full-time tenure track will be needed by year three, and with support from adjunct instructors. The new faculty will be selected by a hiring committee approved by the dean, with a representative from the ETM department and one individual on the team from outside the department. The program director for the first two years will be the faculty member in the ETM department leading the BSTOM program development and approval process (currently the ETM Assistant Chair). This person will have one additional course release from the ETM department to support the BSTOM project.

2) What is the likely teaching load of faculty members?

   The teaching will be consistent with the teaching loads of other faculty in the ETM program.

3) What is the projected ratio of FTE students to FTE faculty?

   Long term, the projected ratio is 40–1.

4) Once the program is ongoing, what mechanism will assure that the principle of faculty control of the curriculum will be maintained according to procedures outlined in the Faculty Handbook?

   A program level curriculum committee exists currently within the ETM department. This committee will review and recommend changes to the BSTOM curriculum as well. When a new tenure track faculty is added to the BSTOM program, they will also serve on this committee.

5) Admission Requirements

   1) What are the criteria for admission into the program? Be specific.

      Students should have earned a 2.5 GPA or better in the pre-major courses listed for this program.
Pre-major 4 courses:

- ETM 2060 Enterprise Computer Methods
- ETM XXXX Introduction to Technical Operations Management
- Math 1300 or 1350 or higher Pre-Calculus or higher
- Eng 1510 or equivalent or Coms 1030 or equivalent

Students must have succeeded in all required courses taken previously in three or fewer attempts. For some courses, success means a grade of at least a C or C–.

2) Are there any upper limits on program enrollment?
   (a) If yes, will you limit admission on a first-come, first-served basis by raising admission standards, or by some other method (specify)?

6) Administration

1) Who chose (or will choose) the administrative officer(s)?

   The Dean of the Russ College of Engineering and Technology with advice from the Chair of the ETM department.

2) What is the title of the administrator(s) who will administer the program?

   The Assistant Chair of the ETM department will administer the BSTOM program with guidance from the ETM department chair. It is forecasted a program director will be needed by year three of the program. The BSTOM program director will report to the chair of the ETM department.

3) Will the administrator(s) have academic rank?
   (a) If a new administrator will be hired, what are the minimal academic credentials acceptable?

   The current administrator and any named in the future will be tenured or tenure-track faculty with academic rank.

7) Timing and Evaluation

1) Has any external publicity about this program already been generated?
   (a) If so, by whom and why?
   (b) Have applications for admission already been entertained?

   No publicity about the program has been generated. Some initial contacts with administration of some two-year colleges to assess possible interest in aligning with this program have occurred. All feedback has been extremely positive.

   No admissions have been entertained.
2) When do you want the program to start? How will the program be “phased in”?
   
   (a) Allow at least 120 days for University Curriculum Council and Presidential and Trustee approval.

   Fall of 2014 is the date targeted to start the program. Phase-in of the program:
   
   - 2012–2013 program approval by Ohio University
   - Ohio Board of Regence approval
   - Marketing plan
   - Develop key two-year Ohio college interest in the program

   **Academic Year (AY) 2013–2014:**
   
   - New course approval.
   - New course creation, course design for online delivery for the first 4 ETM courses of the junior year.
   - Instructor identification and hire for the next academic year program launch.
   - New online instructor training.
   - Establishing policy and procedures for the program.
   - Updating department and college websites.
   - Travel to partner colleges and conferences for two-year colleges in Ohio.
   - Expansion of advisory board for the program.
   - Enrolling and advising students for next academic year.
   - Identifying graduate student office support for next year.

   Year one: 30–40 students

   Year two: 60–80 students

   Year three: 80–120 students

3) New programs will be evaluated annually by their colleges. What additional assessment tools are suggested to evaluate the program once ongoing?

   The evaluation of the BSTOM program will be aligned with the assessment guidelines—the accrediting guidelines of ATMAE. In addition, the program will be evaluated by the ETM departmental matrix and the Russ College performance metrics.

8) **Budget and Financial**

   1) List an anticipated budget of revenues and expenses for at least the first two years of the program.

      See appendix.

   2) Under costs, add in the incremental costs of instruction taken in areas outside the program (e.g. electives); if these costs are perceived
to equal zero, state why the increased student burden in other areas will not add to financial costs and impede educational quality.

Electives and general education requirements will be primarily full. These courses are already offered online and have received support from the colleges that offer these courses per attached letters of support. These courses should increase net revenue and help with each related college in the new budget model.

3) What is the extent of the fixed costs of the program for the first two years?
   (a) By fixed costs, we mean those expenses that will be incurred even if enrollment is almost zero.

   If the enrollment is zero, the first year’s fixed cost is $15,000 as all other cost can be avoided if no enrollment occurs. If this were to occur, the second year would close enrollment.

4) How much would expenses be reduced if enrollment equals only one-half the amount indicated in the budget?

5) What is your estimate of how conservative or optimistic your budget projections are?

   This budget and enrollment forecast is conservative.
Irwin Letter of Support

Pam Benoit
Executive VP and Provost
Cutler Hall 206
Athens, Ohio 45701

Re: New Bachelors of Science degrees in Energy Engineering and Technical Operations Management

Pam;

I endorse the Bachelors of Science degrees in Energy Engineering and Technical Operations Management that were approved by the University Curriculum Council on April 30, 2013. These new programs will greatly benefit students. If you have any questions about these programs please let us know.

R. Dennis Irwin, Ph.D. P.E.

Dean, Russ College of Engineering and Technology
STEP 6: Ohio University Board of Trustees Approval

Following the Provost’s approval and signature, the program is included on the Ohio University Board of Trustees’ agenda for review and approval.

Sample Resolution for Ohio University Board of Trustees

DRAFT

RUSS COLLEGE OF ENGINEERING AND TECHNOLOGY
DEPARTMENT OF ENGINEERING TECHNOLOGY AND MANAGEMENT
BACHELORS OF SCIENCE IN TECHNICAL OPERATIONS MANAGEMENT
RESOLUTION 2013–2014

WHEREAS, the Russ College of Engineering and Technology and Department of Engineering Technology and Management has proposed offering an Bachelor’s of Science in Technical Operations Management degree, and

WHEREAS, the proposed new degree has the support of the Faculty and Dean of the Russ College of Engineering and Technology, the University Curriculum Council, and the Executive Vice President and Provost, and

WHEREAS, there is a high demand for a bachelor’s completion program for students with technical associate degree that are limited in career advancement by their lack of a bachelor’s degree, and there are currently no other known programs in Ohio that duplicate this curriculum and mixed method delivery plan.

THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the Bachelor’s of Science in Technical Operations Management by the Department of Engineering Technology and Management.
STEP 7: Ohio Board of Regents Approval

The Ohio Board of Regents (OBOR) Office of Program Development and Approval reviews and makes recommendation to the Chancellor regarding the approval of the following:

- New associate degree and one-year certificate programs
- New **undergraduate degree programs** proposed by Ohio’s public universities
- New and continuing educator licensure and endorsement programs proposed by Ohio public, private, and out-of-state institutions
- In addition, the Regents’ Advisory Committee of Graduate Study (RACGS) reviews all **graduate degree programs** proposed by Ohio’s public universities

If an institution seeks to do any of the following, an initial inquiry should be submitted to OBOR.

- Seek the Chancellor of the Ohio Board of Regents’ (OBR) approval for a new program
- Make changes to a previously approved program
- Seek continuing approval for educator preparation licensure/endorsement program

**Standards and Procedures for Academic Program Approval**

The standards and procedures for academic program approval are pursuant to Chapter 1713 of the Ohio Revised Code and Chapters 333-1.04 (associate degrees), 333-1.05 (bachelor’s degrees), 333-1-07 (graduate programs) of the Ohio Administrative Code.

A program approval manual, *Ohio Board of Regents’ Guidelines and Procedures for Academic Program Review*, and more information about procedures is available at the OBOR website: [https://www.ohiohighered.org/academic-program-approval](https://www.ohiohighered.org/academic-program-approval)


**Ohio University Processes**

**UNDERGRADUATE PROGRAMS**: The academic program/unit is responsible for preparing and submitting required documentation to the OBOR for program notification/approval, per guidelines.

**GRADUATE PROGRAMS**: The academic program/unit should contact the graduate college during planning for more info about the procedures and documents required by OBR. Contact, Associate Dean of Graduate College.

A sample of the proposal submitted to OBOR by the BSTOM follows on page 77.
Sample Document:
Ohio Board of Regent Request for Approval of BSTOM

Ohio University System of Ohio
Board of Regents

Directions for submitting a request for approval
of undergraduate degrees/degree programs

University System of Ohio (USO) institutions requesting approval from the Chancellor of the Ohio Board of Regents to deliver undergraduate programs are required to complete and submit the enclosed proposal as part of the approval process. If the institution has not already done so, it must submit a Letter of Intent to initiate the review process. The template for the Letter of Intent can be obtained from:

- Jane Fullerton, Consultant, Teacher Education Programs, (jfullerton@regents.state.oh.us or 614-466-6000)—for programs to be offered by USO two-year campuses; or

- Stephanie Davidson, Vice Chancellor, Academic Affairs (sdavidson@regents.state.oh.us or 614-466-6000)—for bachelor’s programs to be offered by USO universities.

Depending on the nature of the request, the institution may be asked to submit additional information in the form of a supplement or supplements (e.g., online course offerings, off-campus locations, flexible delivery schedules etc.). Please discuss whether supplements are necessary for your request with Ms. Hill or Dr. Davidson, so that necessary supplements can be forwarded to you to include with your proposal.

If the institution is submitting a request for an educator preparation program, please let Ms. Hill or Dr. Davidson know, so that the institution’s request can be coordinated with individuals in our office who oversee the approval of educator preparation programs. They will be sending additional information for the institution to complete and submit with the proposal.

Once the institution has completed the proposal, send the completed form and appendices via email to either Ms. Hill (for requests from two year campuses) or Dr. Davidson (for requests for bachelor’s degrees). The proposal itself must remain a Microsoft Word document. Appendix items should be clearly labeled and may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents. If the electronic documents are too numerous or too cumbersome to email, you may copy them to a CD or “flash drive” and then mail the CD or flash drive to our office.

The Chancellor’s staff will review the request, provide feedback, and give direction for finalizing the document and appendices for submission to the review panel.

Questions about the proposal development process may be directed to Mrs. Fullerton or Dr. Davidson. If the institution is developing an initial request for an educator preparation program, please contact Dr. Tom Bordenkircher, Associate Vice Chancellor for Academic Quality Assurance, at (614) 752-9543 or tbordenkircher@regents.state.oh.us for additional guidance/direction in the process.
REQUEST FOR APPROVAL

SUBMITTED BY:

Ohio University

Bachelor of Science in Technical Operations Management

February 7, 2014
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REQUEST

Date of submission: February 14, 2014

Name of institution: Ohio University

Degree/degree program title: Bachelor of Science in Technical Operations Management

Primary institutional contact for the request

Name: Todd D. Myers Ph.D., M.B.A.
Title: Asst. Dept. Chair Department of Engineering Technology and Management
Phone number: 740.593.1455
E-mail: myerst2@ohio.edu

Delivery sites:
Ohio University Main Campus Athens, Ohio. More than 50% online.

Date that the request was approved by the institution’s governing board (e.g. Board of Trustees, Board of Directors): October 31st, 2013

Proposed start date: August 25th, 2014

Date Institution established: 1804

Institution’s programs: (e.g., associate, bachelor’s, master’s, doctorate)
Ohio University offers programs that lead to associate, bachelor’s, master’s, and doctorate degrees.

Educator Preparation Programs:

(Indicate the program request leads to educator preparation licenses or endorsements.)
The BSTOM program is not an Educator Preparation Program.

Licensure No
Endorsement No
SECTION 1: INTRODUCTION

1.1 Provide a brief summary of the request that will serve as an introduction for the reviewers.

Ohio University’s Russ College of Engineering and Technology, Department of Engineering Technology and Management at the Athens main campus requests to start a new Bachelor of Science program. This “two plus two” mixed delivery (traditional and online) program will lead to a Bachelor of Science in Technical Operations Management (BSTOM) and a minor in Business Administration from Ohio University.

Technical operations management is an area of management focused on designing and controlling the technical process and transformation methods of an organization while continuously improving the organization’s operations to be the most efficient and effective in meeting customer requirements.

The BSTOM will only accept students who have completed their technical associate’s degree. This completion degree will complement most associate technology degrees and provide opportunities for graduates of this program to advance in their chosen fields. This program will apply for accreditation through the Association of Technology, Management, and Applied Engineering after the first three years of program delivery.

The potential demand for this degree is large. After a review of the list of technical associate degree programs on the Ohio Board of Regents website, it appears that Ohio has over 475 applicable technical associate degree programs in technology and over 300,000 students enrolled in two-year colleges as of 2011. Per the Ohio Community College Association, “Ohio community colleges graduate 67% more students with engineering technology degrees than the national average.” These students would be the potential students to benefit from the BSTOM. Ohio University enrollment officials state that they currently receive calls from potential students looking for completion degrees, which the BSTOM would satisfy. Bureau of Labor Statistics and Ohio Job Outlook data project that demand for operations managers will continue to increase at a moderate pace (see Appendix A—Job Outlook). As the focus of technical operations management is on process improvement and added efficiency, the degree is applicable to a wide range of employment situations, including manufacturing and service-related businesses, and may relate to greater growth potential considering this expansion of applicable occupations.

This program appears to be unique in that it targets a population with a two-year degree that seeks a technical and management four-year degree. There are currently no other known programs in Ohio that duplicate this curriculum and mixed method delivery plan.
2.1 Regional accreditation

Original date of accreditation:
Ohio University has been continuously accredited by Higher Learning Commission (HLC) since 1913.

Date of last review:
A formal reaffirmation of accreditation for the University that occurred during the 2008–2009 academic year

Date of next review:
The next review is academic year 2015–2016.

2.2 Results of the last accreditation review

ACREDITATION OVERVIEW
Ohio University is accredited by the HLC of the North Central Association (NCA) of Colleges and Schools. While over 30 of the University’s academic programs are accredited by their own specialized accreditors, Ohio University as a whole is accredited by HLC; all of the university’s programs and units are covered by this institution-wide accreditation. HLC offers three different pathways to institutional accreditation. They are the Standard Pathway, the Open Pathway, and the Academic Quality Improvement Program (AQIP) Pathway. Ohio University has been in AQIP since 2002. The next Reaffirmation of Ohio University’s accreditation is scheduled for 2015–16. Please see documents from the HLC at: http://www.ohio.edu/provost/accreditation/aqip.cfm.

2.3 Notification of appropriate agencies

- Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution’s request for authorization of the new program. Provide documentation of the notification as an appendix item.

The Higher Learning Commission has been contacted by OU’s vice provost of institutional research about the BSTOM program and the plan to offer it online. This program has been designed to align with special accreditation with the Association of Technology, Management and Applied Engineering (ATMAE), but special accreditation will not be sought until year 3 of the program. (See Appendix B.)

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement
Ohio University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines.

**Vision Statement**

Ohio University will be the nation’s best transformative learning community where students realize their promise, faculty advance their knowledge, staff achieves excellence, and alumni become global leaders.

More information about Ohio University’s core values and guiding principles can be found at: [http://www.ohio.edu/brand/upload/articles.pdf](http://www.ohio.edu/brand/upload/articles.pdf).

### 3.2 Organizational structure

An organization structure can be found at: [http://www.ohio.edu/president/office/orgchart.cfm](http://www.ohio.edu/president/office/orgchart.cfm).

**SECTION 4: ACADEMIC LEADERSHIP—PROGRAM**

#### 4.1 Organizational structure

- **Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.**

  The BSTOM program will be housed within Ohio University’s Russ College of Engineering and Technology in the Department of Engineering Technology and Management (ETM).

  During the academic year ’14–15 and ’15–16, the current assistant chair of the ETM department will be paid a supplemental contract from the BSTOM program director. This person will be responsible for program administration, teaching, and facilitator section and oversight for the BSTOM, identifying faculty for overload and adjunct teaching in the first two years of the program. In the first year, administrative support will be contracted on an as-needed basis with eLearning OHIO and with overtime of the current administrative assistant in the ETM department as well as hired student/graduate student workers.

  In year two a search will be done for a full-time BSTOM program director. This program director will be hired as a tenure track faculty member and,
will be responsible for teaching 12 credit hours per year of BSTOM courses, administration of the program, identifying faculty for overload and adjunct teaching, tracking program capacity, and justifying new tenure and group II hires.

In year three AY ’17–18 one additional administrative assistant will be added to the ETM department to support the BSTOM program. Future staffing decisions will be made based on BSTOM program enrollment.

- Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.


  In academic year '14–15 the current assistant chair of the ETM department will be paid a supplemental contract by the BSTOM program director. This person will be responsible for program administration, teaching a section for the BSTOM, identifying faculty for overload and adjunct teaching in the first two years of the program. Year two of the program, a full-time faculty line will be hired and devoted to this program.

  CV can be viewed in Appendix C.

- Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

  The program and courses have been reviewed and approved by the Engineering Technology and Management Advisory Board, the Russ College Curriculum Council, the University Course and Programs committees, the Ohio University Board of Trustees, and the provost office at Ohio University.

  Also see letters of support in the Appendix D from the OU dean of the college of the business and the vice provost of distance learning at OU.

4.2 Program development

- Describe how the proposed program aligns with the institution’s mission.

  Ohio University Mission:

  Ohio University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines.
Students will have multiple courses with the ETM faculty with 28 hours of classes taught through the home department of the BSTOM program. The program being unique in its nature, students in this program will be provided personal development opportunities that they otherwise might not be able to attain.

- **Describe how the program aligns with the chancellor's strategic plan for higher education in Ohio.**
  This section was not required per confirmation by OBOR staff.

- **Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.**
  A market analysis was contracted through The Education Advisory Board and reported on. This study titled *Viability of a Degree Completion Program in Technical Operations Management* can be viewed in Appendix A. The study shows a growing need for a BSTOM program and job openings for those with this type of degree. This report supports OU’s findings, which are: BSTOM applicability to a broad range of previously earned degrees and current employment trends, and the potential market for the BSTOM is large. In Ohio alone, per the Board of Regents website, Ohio has over 475 applicable associate degrees programs in technology and over 176,300 students enrolled in two-year colleges as of fall 2012. The expected growth rate is 18% over the next ten years (source: www.ohiocommunitycolleges.org). Ohio University has developed direct partnerships with 12 of the 23 community colleges in the state, providing a well-established pipeline that brings these students to Ohio University, especially to Ohio’s online and mixed delivery programs.

- **Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.**
  An industrial advisory board was consulted in the development of this program. This advisory board reviewed the proposed curriculum and delivery method of the program and voted unanimously to support and approve this program. This board met at Ohio University in April of 2013.

- **Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.**
  After the first three years of operation, the BSTOM program will apply for accreditation by the Association of Technology, Management, and Applied
Engineering. The curriculum has been designed to support accreditation requirements, but accreditation cannot be sought until there are graduates in the employed workforce. The plan to accept students who have completed select technical associate degrees helps to assure students have completed the technical lab course work, which is necessary to meet accreditation requirements, this then provides that the remaining required coursework can be delivered in a mix of online and classroom courses.

4.3 Collaboration with other Ohio institutions

- Indicate whether any USO institutions within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.

An online search yielded NO Technical Operations Management courses and the Ohio Board of Regents lists no degree titled Technical Operations Management. An internet search did find 14 online Operations Management programs in the USA, of which only three were 2+2 completer programs and none were in Ohio.

- Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

Ohio University partner community colleges were consulted during the development process of this program.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

- Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

The BSTOM program will admit students who have an earned Associate of Applied Science, Associate of Applied Business or Associate of Technical Studies, including a minimum of 15 semester hours of technology-based or management coursework, with a cumulative grade point average of 2.0 or higher. Examples of associate degrees that provide a good fit for this major include, but are not limited to, the fields of engineering, industrial technologies, business management, and health technologies.

- Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred.

  o According to the Board of Regents’ Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT²) initiatives; and other types
of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

Transfer credit policies will follow those established by Ohio University in accordance with the Ohio Board of Regents Transfer and Articulation Policy. This includes the transferability and application of TAG, CTAG, AP, CLEP, experiential learning, and military credit, as appropriate.

5.2 Student administrative services

- Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Admission, financial aid, registration, and billing/payment services for this program will be provided by Ohio University Undergraduate Admissions, Office of Financial Aid & Scholarships, Office of the University Registrar, and Office of the Bursar. These offices plan to utilize current staffing to handle the additional students from this program, since the change is within normal enrollment fluctuations. Should enrollments exponentially increase, additional staffing needs will be reviewed for implementation.

5.3 Student academic services

- Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Advising and retention services will be provided by staff in eLearning OHIO in coordination with the Russ College of Engineering. These services will include academic program planning and advising, course and program retention, and links to tutoring, library, counseling, and career services.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the institution’s catalog.

The Bachelor of Science in Technical Operations Management (BSTOM) is for students who have completed a select two-year technical degree program (90 or more quarter hours or 60 or more semester hours) from an accredited community college, regional campus, or technical college, and who seek to further their educations by completing the requirements for this baccalaureate degree. This completion degree will be offered primarily online and is administered through the department of Engineering
Technology and Management at the OU main campus. The “two plus two” mixed delivery program leads to a bachelor of science in technical operations management (BSTOM) from the Russ College and a minor in business from the College of Business at Ohio University.

Technical operations management is an area of management focused on designing and controlling the technical process and transformation methods of an organization while continuously improving the organization’s operations to be the most efficient and effective in meeting customer requirements. The business minor is designed to provide students in majors other than business with an understanding of the language and basic concepts of business. The focus of this program is on the application of these business concepts. The minor consists of seven courses, one each from the areas of accounting, business law and corporate responsibility, finance, management and human resources, management information systems, marketing, and operations management.

Technical Operations Management encompasses a wide range of technical fields and career options. The combination of a two-year technical degree and curriculum that comes with the four-year B.S. degree and minor in business provides graduates with the BSTOM skill sets that may lead to promotions, and management and leadership positions. National studies show that individuals with a four-year B.S. degree increase lifetime earning potential, and expand career options.

6.2 Program goals and objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

1. EMPLOYMENT
   1.1. Be a productive member of society by attaining gainful employment.
   1.2. Quickly apply the technical and business concepts to help the organization meets its goals and objectives.

2. TECHNICAL COMPETENCE
   2.1. Apply technical fundamentals to complex technological challenges and opportunities.
   2.2. Understand and use technology to better the human condition.

3. MANAGEMENT COMPETENCE
   3.1. Understand the basic principles of leadership and supervision.
   3.2. Apply business concepts (management, finance, marketing and business law) when solving problems or assessing opportunities.
3.3. Understand cost estimation and justification (return on investment, payback, etc.) and standard costs.

3.4. Effectively manage technology, projects, financials, and people to meet organizational goals and objectives.

3.5. Understand the key measures of business success, including costs, quality, delivery, and service.

3.6. Apply technical and business concepts to the management of inventory, including supply chain logistics, lean concepts, vendor selection and qualification, economic order quantity (EOQ), warehousing, and “make versus buy” decisions.

3.7. Understand the requirements and expectations of a manager to create and maintain a safe working environment.

4. QUALITY MANAGEMENT

4.1. Understand principles and processes of quality management (cost of quality, continuous improvement, six sigma, customer focus, and ISO standards).

4.2. Demonstrate competence using statistical process control and quality analysis tools.

5. ENTERPRISE SYSTEMS

5.1. Understand the structure, systems, and operation of a business enterprise.

6. COMMUNICATION

6.1. Professionally express technical topics orally, in writing, and graphically, both individually and as a team member.

7. DIVERSITY

7.1. Be aware of the international aspects of business.

7.2. Understand cultural differences as they apply to business situations.

7.3. Value and respect diversity in the workforce.

8. PROFESSIONALISM AND ETHICAL BEHAVIOR

8.1. Be honest, trustworthy, and accepting of ethical standards.

8.2. Demonstrate positive professional behavior.

8.3. Continuously improve individual skills and abilities.

8.4. Work effectively in a team environment.

These goals and objectives will be/are incorporate(d) into the programs required course so that in total all the goals and objectives will be met.
6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>ETM Courses</th>
<th>CR</th>
<th>HR</th>
<th>OTM, TAG or CT2</th>
<th>Tier Req</th>
<th>New or Existing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETM 3001 PM</td>
<td>Intro to Tech. Op. Mgt.</td>
<td>1</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>y</td>
</tr>
<tr>
<td>ETM 2030 PM</td>
<td>Advanced Enterprise Computer Methods</td>
<td>3</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>y</td>
</tr>
<tr>
<td>ETM 3015 PM</td>
<td>Technical Operations Management</td>
<td>3</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>y</td>
</tr>
<tr>
<td>TECH Transfer from 2-year degree BASED ON Articulation Agreements with each community college partner</td>
<td>23.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETM 3820</td>
<td>Technical Project Management</td>
<td>3</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>y</td>
</tr>
<tr>
<td>ETM 3625</td>
<td>Supervision &amp; Leadership in Tech Org.</td>
<td>3</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>y</td>
</tr>
<tr>
<td>ETM 3635</td>
<td>Quality Assurance and Tech. Doc.</td>
<td>3</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>y</td>
</tr>
<tr>
<td>ETM 4005</td>
<td>TECH OP MGT Senior Seminar</td>
<td>1</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>y</td>
</tr>
<tr>
<td>ETM 4420</td>
<td>Purchasing &amp; Supply Chain Mgt.</td>
<td>3</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>y</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Required</td>
<td>General</td>
<td>Courses</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
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<td>----------</td>
<td>---------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>ETM 4325</td>
<td>Lean Systems</td>
<td>3</td>
<td>n</td>
<td>n</td>
<td>y</td>
<td></td>
</tr>
<tr>
<td>ETM 4600</td>
<td>Applied Tech. Op. Mgt. (T3)</td>
<td>5</td>
<td>n</td>
<td>y</td>
<td>y</td>
<td></td>
</tr>
<tr>
<td><strong>Required General Courses</strong></td>
<td></td>
<td><strong>16.0</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 1510 PM</td>
<td>Freshman Composition (T1E)</td>
<td>3</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>ENG 3090J or ETM 3700J or ET3800J or PRCM 3250J or SAM 3250J</td>
<td>Junior English (T1J)</td>
<td>3</td>
<td>n</td>
<td>y</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>COMS 1030</td>
<td>Fundamentals of Public Speaking (T2HL)</td>
<td>3</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>PSY 1010</td>
<td>General Psychology (T2SS)</td>
<td>3</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>T2-CP</td>
<td></td>
<td>2</td>
<td>y</td>
<td></td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>T2-FA</td>
<td></td>
<td>2</td>
<td>y</td>
<td></td>
<td>n</td>
<td></td>
</tr>
<tr>
<td><strong>Required Math Courses</strong></td>
<td></td>
<td><strong>6.0</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH1300 PM or MATH1350 or 2301</td>
<td>Pre-Calculus (T2AS) or Calculus Higher Calculus that counts for T2AS</td>
<td>3</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>ISE 3040 or **</td>
<td>Fundamentals of Statistics</td>
<td>3</td>
<td>n</td>
<td>y</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>MATH 2500</td>
<td>Introduction to Statistics or ISE 3040 or QBA 2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Physical Sciences Courses</strong></td>
<td></td>
<td><strong>6.0</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM1210 or</td>
<td>Principles of Chemistry I (T2NS)</td>
<td>4</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td></td>
</tr>
</tbody>
</table>
### PHYS2001 or PHYS2051

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Required</th>
<th>Business</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS2001 or PHYS2051</td>
<td>Introduction to Physics (T2NS)</td>
<td>4</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

### Required Business Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 1010</td>
<td>Foundations of Accounting</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>BUSL 2000</td>
<td>Corp Resp in Legal Env</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>FIN 2020</td>
<td>Foundations of Financial Management</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>MGT 2000</td>
<td>Introduction to Management</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>MIS 2021</td>
<td>Business Information Systems Non-Majors</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>MKT 2020</td>
<td>Marketing Principles</td>
<td>3</td>
<td>N</td>
</tr>
</tbody>
</table>

### Required hours of free Electives

<table>
<thead>
<tr>
<th>Hours</th>
<th>23.0</th>
</tr>
</thead>
</table>

Majority Hours transfer from Tech Degree that did not qualify for technical hours above

<table>
<thead>
<tr>
<th>Hours</th>
<th>N</th>
</tr>
</thead>
</table>

*NOTE: The final number of transfer courses will be determined in each articulation agreement.*

A description of each new course can be found in Appendix E.

### 6.4 Program sequence

- **Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional time periods as needed.**

  See program sequence chart in Appendix E.

### 6.5 Alternative delivery options (please check all that apply):
More than 50% of the program will be offered using a fully online delivery model.

☐ More than 50% of the program will be offered using a hybrid/blended delivery model.

☐ More than 50% of the program will be offered using a flexible or accelerated delivery model.

- If one or more of the items is checked, please provide a brief description of the delivery model here and contact Ms. Hill or Dr. Davidson to obtain the necessary supplement(s) to include with your proposal.

All the ETM courses listed for this program will be delivered asynchronously. Students may choose to take other required courses in a traditional classroom or by asynchronous online delivery; both methods will be available to the students. Only the required physics and chemistry courses will not be available as online courses and must be taken in a traditional classroom and lab setting. The capstone course ETM 4600 will be online as an onsite client-based project course. Required supplemental document can be found in Appendix F.

6.5 Off-site program components (please check all that apply):

☐ Co-op/Internship/Externship

☐ Field Placement

☐ Student Teaching

☐ Clinical Practicum

☐ Other—See 6.5 for ETM 4600

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

- Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:

Ohio University has a policy in place to review all programs in the university every seven years on a rotating base. The program review process can be found here: http://www.ohio.edu/facultysenate/committees/ucc/program-review.cfm.

In addition to the university assessment, this BSTOM program will after the first year of having graduates from the program apply for specialized accreditation through the Association of Technology, Management, and Applied Engineering (ATMAE). This program has been designed to meet the accreditation requirements for
ATMAE. These requirements can be found at this website: http://atmae.org/index.php/accreditation-10.

7.2 Measuring student success

Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:

- Name of the unit/position responsible for directing these efforts
- Description of any committees or groups that assist the unit
- Description of the measurements used
- Frequency of data collection
- Frequency of data sharing
- How the results are used to inform the student as they progress through the program
- Initiatives used to track student success after program completion

Consistent intake assessment of transfer students will be performed by the academic advisor and chair of the department; it is anticipated that typically two meetings with prospective students will be required before admittance (given student meets entrance qualifications). The first meeting provides an overview of the program and an evaluation of how courses successfully completed by the student will apply to the program. A “what-if” Degree Audit Reporting System (DARS) report is developed and discussed, which shows the student what their academic record would look like if they were a BSTOM major. The second meeting follows an actual transfer to the major when the program advisor “sets up” the program of study for the student, which includes a detailed advising session. After this session a copy of the plan will be sent to the department chair for review and departmental records.

Each student is required to have a meeting with his or her academic advisor each semester, to review their current DARS and each student is required to successfully complete a group of lower level courses in a variety of subjects deemed to be predictive of success in the BSTOM prior to scheduling upper level courses (see pre-major policy below). The DARS information is collected by the OU registrar’s office and is made available through a password system to the student and the department in which the student is enrolled. This report is updated at the end of each day.

These methods have been used in the Engineering Technology and Management department with its current ETM program and have resulted in a smooth transition of transfer students into the BSETM program. In addition, these successes have favorably influenced the overall retention rates claimed by the University—especially within the Russ College of Engineering and Technology.
The pre-major is intended to be an intervention mechanism to identify “new” student potential for success early in their new major. Here is the pre-major policy for the ETM department:

**Pre-Major Policy**

A student must complete the BSTOM pre-major in order to register for advanced Engineering Technology and Management (ETM) courses. Completion of the pre-major prerequisites is intended to predict success based on academic and technical aptitudes as shown by performance in representative areas of the BSTOM curriculum.

**Prerequisites for Pre-Major**

To be eligible for pre-major completion, a student must have completed or be currently enrolled in the courses as listed below with a **cumulative GPA of 2.5**, and a 2.67 (B–) in ETM 2030 and ETM 3015.

(Calculated using the highest grade in categories 1–4 and all grades for courses in category 5.)

<table>
<thead>
<tr>
<th>Area</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication <em>(one course)</em></td>
<td>ENG 1510</td>
</tr>
<tr>
<td>2. Quantitative <em>(one course)</em></td>
<td>MATH 1300 or 1350</td>
</tr>
<tr>
<td>3. ETM with B– minimum</td>
<td>ETM 2030 and 3015</td>
</tr>
<tr>
<td>4. Eng. Tech. and Mgt.</td>
<td>ETM 3001</td>
</tr>
</tbody>
</table>

**Completion of Pre-Major**

A student will be advanced out of the BSTOM pre-major upon completion of the prerequisites.

Pre-major completion will be shown on the DARS report and will allow the student to register for all ETM courses above the pre-major as long as course prerequisites are met.

Students may pre-register for courses requiring pre-major completion while currently enrolled in any prerequisite courses if they have been “conditionally approved.” To receive “conditional approval,” the student must: complete the application for pre-major completion, have a calculated pre-major GPA above 2.5 for the courses and a B– or above in ETM 2030 and 3015, and complete all pre-major courses or currently be enrolled in those courses yet needed to complete the pre-major required course list. Following the grading cycle, those students with “conditional approval” will have their DARS reviewed. If courses required for the pre-major were not successfully completed or the pre-major GPA guidelines were not met, pre-major completion will be removed from the student’s record and all
courses requiring pre-major completion will be dropped from the student’s schedule.

Procedure

1. During the semester when all pre-major required courses will be completed, the student will complete the application for pre-major completion and submit it for review to their advisor.
2. Department admin. assoc. will run a DARS for the student and attach it to the application.
3. The advisor will review each application and DARS for accuracy and problems and forward the application with recommendation to accept/deny the application to the department chair for final review and signature. The application may be “conditionally accepted” (see above explanation).
4. If student’s application is accepted, admin. assoc. will make adjustment needed on the student’s record.
5. Whether accepted or denied, the admin. assoc. will notify students by e-mail of their status.
6. Student will be able to register for classes using TRIPS during regular registration periods.
7. Conditional students’ records will be reviewed as indicated above.
8. Advisor/admin. assoc. will inform the registrar of any applicant who has failed to meet the requirements.
9. The registrar will notify any such students that they have been dropped from any class that has not met pre-major requirements.

In addition, the university tracks student GPA and issues out warnings to students when they have fallen below the university minimum standard of 2.0. If this occurs, a warning message is sent to the students and the students are placed on probation and instructed to meet with their academic advisor to form a plan for improvement. The student is given three semesters to bring their GPA above a 2.0 before being expelled. In addition to this, students in any program in the OU Russ College of Engineering and Technology must pass any course in their program of study within three attempts or be permanently expelled from the program they are currently in. With each failure to pass a course in their program of study, students will receive a notification from the associate dean of the Russ College reminding them of this policy and to meet with their academic advisor to make a plan for retake of the course and how to be successful.

Currently the ETM department tracks alumni success, employment, and job advancement of its current engineering technology and management program alumni using surveys sent out from the department as well as surveys from OU institutional research. These surveys are sent after the first year of graduation and again between three-five years after graduation. The results of these surveys are used to inform the current program curriculum. This same process will be used for the BSTOM program.
In addition, student success will also be monitored by eLearning OHIO using alert systems in Blackboard to notify staff when follow-up with students needs to occur during the semester. For instance, if a student had not logged in to a course hosted on Blackboard during a one-week period, the student would receive a follow-up, or if a student had not signed in to Blackboard a week before a class they were enrolled in, a follow-up would occur.

Department of Engineering Technology and Management

APPLICATION FOR PRE-MAJOR COMPLETION

Name: [Redacted] E-mail Address: [Redacted]

PID: Overall GPA: Date: [Redacted]

Calculate your GPA using the **highest** grade in categories 1–3 and **ALL** grades for category 3. Application for pre-major completion, one must have a calculated pre-major GPA above 2.5 for the courses and B– or above in ETM 2030 and 3015.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
<th>GRADE</th>
<th>CREDIT HOURS</th>
<th>x  GRADE VALUE = POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Quantitative</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Engineering Technology and Management</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ETM 3001</td>
<td></td>
<td></td>
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<tr>
<td>ETM 2030</td>
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<tr>
<td>ETM 3015</td>
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<td></td>
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<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ADVANCED STANDING GPA (total points/ total hours) =** [Redacted]

SECTION 8: FACULTY

8.1 Faculty appointment policies
Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program’s faculty. In your response, define/describe the differences between the designations.

From the OU Faculty Handbook:

1. Academic Rank

A person appointed to a position as an instructor, lecturer, assistant professor, associate professor, or professor shall be recognized as holding academic rank. The position of professor shall include special titles, such as distinguished professor and trustees professor, and appointments to endowed chairs.

2. Appointment of Faculty

a. All holders of academic rank shall hold this rank in an academic department of the university. Academic departments include only those listed in the current Ohio University Undergraduate Catalog, with such additions or deletions as may be recommended by the provost and approved by the president.

b. Appointment of any faculty member to a particular department should be made by the president upon recommendation initiated by the department concerned and approved by the dean of the college involved and the provost of the university. In cases where an appointment has been recommended by the academic department and the dean of the college but not approved by higher administrative officers, the reason for the denial of appointment shall be conveyed in writing to the person concerned, to the dean of the college, and to the department chairperson.

3. Classification of Faculty

Within a given department or regional campus, each person holding faculty rank shall hold but a single classification (Group I, II, III, or IV).

All persons holding faculty rank whose primary employment is by an educational institution other than Ohio University shall be classified in Group II, III, or IV.

All personnel holding faculty rank shall be classified according to the following groups:

a. Group I consists of persons on full-time or part-time appointments specifically designated
As Group I faculty who, except when on unpaid leave granted at their request, are employed in at least two semesters of a fiscal year, and who are so employed from the date of receiving an appointment in the Group I category until that appointment terminates. A person may not change to Group II or III or IV categories once the initial appointment in Group I is made. Faculty shall be classified with respect to the campus where their teaching duties are principally performed.

Group I (retired) consists of Group I faculty covered under the Early Retirement Policy (see Section III.R). Persons with Group I (retired) classifications have the rights and privileges of persons with Group I classifications with the following exceptions: they will be ineligible for promotion in academic rank, university faculty fellowship leave, and membership in the Faculty Senate; they will be ineligible to vote in Faculty Senate elections and on matters concerning promotion, tenure, new appointments, renewal of probationary appointments, merit pay, and any other issues requiring formal departmental action.

Persons holding part-time appointments must have qualifications equal to those currently used by departments or regional campuses as criteria for full-time appointments.

Depending on their qualifications and experience, persons holding part-time appointments in Group I may be appointed as part-time professors, part-time associate professors, part-time assistant professors, part-time instructors, and part-time lecturers. All appointments to Group I will be reviewed according to the usual procedure by the dean and the provost.

i. All faculty in Group I shall be employed, in terms of their work assignments, according to the following guidelines:

1. Faculty members may be employed on the basis of full-time or part-time appointments.
2. Faculty members of a given department or regional campus may negotiate a shift from a full-time to a part-time appointment, or from part-time to a full-time appointment.
3. A faculty member on a part-time appointment desiring, temporarily, to shift to a full-time appointment may seek a colleague holding such an appointment who wishes, temporarily, to shift to a part-time employment, and, with the department’s or the regional campus’ approval, such an exchange of appointments may be arranged.
4. The intention of a faculty member to seek change in the character of his/her appointment (full-time to part-time, or part-time to full-time) shall be discussed with his/her
chairperson or regional campus director one year in advance.

5. No person holding a regular full-time appointment shall be shifted to a part-time appointment without his/her written consent.

6. A person who is awarded tenure as a full-time faculty member does not lose tenure by accepting a part-time appointment. He or she reverts to full-time status when the agreed-upon term of part-time service is completed.

ii. All faculty in Group I and holding part-time appointments shall be subject to the following conditions of appointment and to the rights and benefits associated with such appointments:

1. Salaries shall be negotiated at the departmental or regional campus level, the end product of negotiation to be a proportionate part, depending on work assignment, of the salary a similarly qualified full-time person would receive in the given department or on the given campus.

2. Tenure and promotion are both to be granted according to general university regulations and departmental or regional campus criteria currently operative as regards to persons holding full-time appointment.

iii. Part-time faculty in Group I shall enjoy all other rights and benefits accorded faculty members holding full-time appointments.

b. Group II consists of experienced persons holding part-time or full-time appointments who are primarily considered instructional personnel, and may also have service responsibilities related to the teaching mission of the department, college, or university but no expectation for research or creative activity (i.e. TRS distributions ranging from 100:0:0 to 80:0:20). They possess qualifications that enable them to teach their assigned classes at a satisfactory level. Persons who have taught at Ohio University for four consecutive semesters on part-time appointments within the same department or regional campus with an average teaching load equivalent to 0.5 FTE or above shall be placed in the Group II classification, unless previously included in Group I or serving under a clinical faculty contract or a Group IV contract. Other persons not included in Group I and holding part-time teaching appointments may be placed in Group II at the recommendation of their departments or regional campuses. Faculty members in Group II are expected to perform those faculty activities agreed to in negotiations with their departments or regional campuses at the time of hire and/or reappointment and shall enjoy the following rights and benefits:
i. The workload (percentage distribution of teaching and service responsibilities) for each Group II faculty member is negotiated, as appropriate for the academic unit, with the department chair, dean of the regional campus or planning unit head at the time of hire. The letter of offer will contain the specific workload percentages for teaching and service as negotiated for the individual. Workload percentages may be subsequently renegotiated on an annual basis, but all workload percentages must be contained in the faculty member’s letter of reappointment.

ii. Salaries will be negotiated at the time of hire at the departmental or regional campus level, taking into account factors such as qualifications, years of experience, rank and salaries of existing Group II faculty with similar workload assignments in the given department or on the given regional campus. One base for negotiations will be an annual schedule of minimum per-course rates of compensation and guidelines provided by the provost. Salary increments for Group II shall be negotiated in accordance with university policies and shall take into account rank, performance, and length of service.

iii. Normally, the contracts for Group II will be a nine-month, renewable contract for a term of one-year for the initial five years of service in all instances where a department’s or regional campus’ experience, or other factors, indicates that a faculty member will be employed for the whole of the ensuing nine-month academic year. Afterward, Group II should be offered five-year contracts as warranted by the performance of the faculty member, desire of the faculty member, and continued need of the department or regional campus. However, the length of the initial and subsequent contracts can be negotiated based on qualifications, experience and need of the faculty member and department or regional campus.

iv. Group II Faculty are categorized into four ranks. The rank of assistant lecturer should be given to all part-time faculty (<0.5 FTE). For Group II faculty serving at 0.5 FTE or greater, the initial rank is lecturer, the intermediate rank is associate lecturer, and the highest rank is senior lecturer. Individuals hired as Group II faculty in or prior to AY2012-2013 and who held the rank of assistant professor are permitted to use the courtesy title of assistant professor; those who held the rank of assistant professor or associate professor and who hold the associate lecturer rank are permitted to use the courtesy title of associate professor; and, those who held the rank of assistant professor, associate
professor, or professor and who hold the senior lecturer rank are permitted to use the courtesy title of professor.

Group II faculty will normally be hired at the rank of Lecturer depending on qualifications and departmental norms. The rank of lecturer should be given to those who will teach 0.5 FTE or greater and have the appropriate degree or equivalent professional experience, as evaluated by the academic unit, and demonstrated potential for effective teaching.

v. Group II faculty must be evaluated annually by the chair or director according to departmental or regional campus guidelines, with a comprehensive review in the last year of a multi-year contract or upon application for promotion. A written evaluation of the faculty member will be forwarded to him/her by February 15 on an annual basis by his/her director, chair, or division coordinator. The director, chair or division coordinator shall employ a departmental committee or committees in the evaluation process, which shall conform to the department’s written procedures and demonstrate peer review as a part of the merit process.

vi. Group II faculty may be promoted (without tenure). Minimum criteria for consideration for promotion are outlined in II.C.3.b.vi.a-c; these are minimum criteria for consideration for promotion; departments, schools, and regional campuses may establish more stringent criteria for promotion.

a. A faculty member hired as an assistant lecturer may be eligible for promotion to lecturer at such time as their qualifications and performance meet the department’s or division’s normative criteria for lecturer, as appropriate or heir teaching/service distribution.

An individual is expected to spend a minimum of five years in the rank of lecturer before being considered for promotion to associate lecturer and have qualifications of the previous title, as appropriate for their teaching/service distribution. Service as a Group II faculty member at any rank during the prior to AY 2012–2013 shall be included in the minimum years of service required for consideration for promotion.

b. An individual is expected to spend a minimum of five years in the rank of associate lecturer before being considered for promotion to senior lecturer and have qualifications of the previous title, as appropriate to their teaching/service.
distribution. Service as a Group II faculty member at any rank
during or prior to AY 2012–2013 shall be included in the
minimum years of service required for consideration for
promotion.

vii. In the event that promotion is denied,
a faculty member has a right to
appeal. The appeal process is outlined in section II.F of the
Faculty Handbook.

viii. Group II faculty may negotiate a shift from a full-time to a part-time
appointment, or from a part-time to a full-time appointment
without loss of rank.

ix. Part-time faculty in Group II who are on nine-month contracts shall
be eligible for retirement according to the State Teachers
Retirement System (or in some circumstances the Alternative
Retirement Plan—see Section III.L), group life insurance, major
medical insurance, dental insurance, travel accident insurance,
membership in the Ohio University Employee Credit Union, tax-
deferred annuities, a twelve-month pay option, and parking
privileges. Group II faculty, who have an FTE of 0.67 or greater,
on an academic-year basis, shall be considered full-time for the
purpose of being eligible to participate in alternative retirement
plans.

x. Group II faculty have the right to stand for election and to vote to
elect two Group II faculty to the Faculty Senate.

xi. Group II faculty are encouraged to participate in activities to
promote professional development directly related to their
responsibilities. Departments and regional campuses should
support professional development activities directly related to a
faculty member’s responsibilities. These faculty are eligible for
the Group II Outstanding Faculty Award and program grants,
development awards, and funds, with the exception of Faculty
Fellowship leaves, University Professor awards, Presidential
Research Scholar Awards, and Presidential Teacher Awards.

c. Group III consists of persons holding part-time appointments who are
primarily considered instructional personnel, and who have such
qualifications as enable them to teach satisfactorily the courses assigned
them. Persons in Group III differ from those in Group II in that, because
of the more recent date of their initial employment or the irregularity of
their employment, their departments or regional campuses have had less
opportunity to assess their work. Faculty members in Group III are
expected to perform those faculty activities agreed to in negotiation with their departments or regional campuses and shall enjoy the following rights and benefits:

i. Salaries are to be negotiated at the departmental or regional campus level, with salary increments to be granted in accordance with university policies. (One base for negotiations will be an annual schedule of minimum per-course rates of compensation and guidelines provided by the provost.)

ii. Semester contracts shall be issued as early as possible and normally no later than when preregistration enrollments become available. Emergency appointments at the last minute are to be minimized.

iii. All contracts issued to persons in Group III are term contracts, renewable solely at the university’s pleasure, but not subject to the three-year limitation on full-time term contracts. Accordingly, those accepting such contracts shall be considered to have received due notice that the university has no obligation to furnish them with employment beyond the expiration date of their contracts.

d. Group IV consists of persons holding visiting professor or other full-time appointments, adjunct professor (see Section II.D.1.e), special appointments (see Section II.B), or any other appointments not assigned to Group I, II, or III. Appointees to such positions shall hold faculty rank but not faculty status. Visiting professor and other full-time term appointments are limited to a total of three years, consecutive or otherwise, except for term appointments in OPIE, ROTC, and the program for incarcerated students, which are unlimited, and for positions wholly funded by grants and contracts (excluding overhead return funds), which are limited to the period of external financial support. Also exempt from the three-year limit are certain (described below) full-time term faculty appointments in the College of Osteopathic Medicine with full-time responsibilities at the Centers for Osteopathic Regional Education (CORE) System. The CORE positions eligible for the exemption from the three-year limit are: the directors of medical education with full-time faculty appointments (and hence no private practice) and those residency program directors with full-time faculty appointments (and hence no private practice).

Adjunct professors and special appointments are not subject to the three-year limitation, but are renewable annually at the university’s pleasure. Accordingly, those accepting Group IV appointments shall be considered
to have due notice that the university has no obligation to retain them beyond the expiration date of their appointments.

Visiting professors or other full-time term appointees have the same rights and benefits as Group II faculty, with the exceptions of standing for and voting in Faculty Senate elections.

- **Describe the credentialing requirements for faculty who will be teaching in the program** (e.g., degree requirements, special certifications or licenses, experience, etc.)

  The BSTOM program coordinator will be a fully tenured/tenured track Group I faculty member in the ETM department with degrees appropriate to teaching BSTOM courses and appropriate work experience. Adjunct instructors must have a master’s degree in an appropriate discipline such as an M.B.A. or Master’s of engineering management and appropriate work experience.

- **Describe the institution’s load/overload policy for faculty teaching in the proposed program.**

  From the OU policy on overload for faculty:

  This policy starts from the basic position that the contract issued by Ohio University to a full-time individual represents payment for full-time work. Accordingly, overload compensation is defined as payment received from or through Ohio University beyond the contract amount specified for the person’s full-time services to the institution.

  Implementation of this policy should help to avoid the following:

  a. Inconsistencies within a budgetary unit such as a college in treatment of contract personnel (e.g., payment versus non-payment to different faculty members or administrators for the same kind of work).
  b. Inconsistencies among budgetary units such as colleges in treatment of contract personnel.
  c. Assurances of overload compensation at the time of appointment as opposed to indications that such compensation may be available.
  d. Failure to achieve full understanding among all concerned regarding such issues as the nature of duties for which overload compensation will be paid, the duration of an overload assignment, and the amount of compensation to be paid for each such assignment.

  Overload assignment compensation should be permitted when each of the following conditions is met:
a. The proposed overload assignment is “professional” (i.e., within the contract person’s area of expertise) as determined by the department chairman and dean or by other appropriate administrative officers.
b. The proposed overload assignment serves the objectives of the university.
c. The individual under consideration is able to complete contracted duties and assignments adequately.
d. There are no other responsibilities of higher priority within the university that the individual is soon to assume and that would conflict with the proposed overload assignment.
e. The proposed overload assignment cannot be handled by something other than direct monetary compensation (e.g., by reduced teaching load, by joint appointment, by trade-off of duties with other contract personnel, etc.).
f. Funds either come from a non-university (particularly, non-State of Ohio) budget source or the proposed overload assignment is one of the set of recognized exceptions to the former (i.e., off-campus teaching; correspondence, teaching, continuing education; workshops, conferences, and institutes; Black Studies Institute; advanced-standing examinations; extended learning program).
g. There has been full communication to the department chairman and approval by the dean (or other appropriate administrative officers) on the matter.
h. The individual under consideration earns from all sources connected with Ohio University no more than 20 percent beyond the contract amount specified for his full-time services to the institution through acceptance of the proposed overload assignment.

If any of the conditions specified above is not met, the proposed overload assignment and the amount of compensation must have the approval of the department chairman, the dean, the provost, or of other appropriate administrative officers.

- **Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.**

For the first two years of the program the instructional needs will be met by overload contracts with current OU faculty. During academic year two, a new tenure track faculty line will be hired for the BSTOM program.

**8.2 Program Faculty**

- **Provide the number of existing faculty members available to teach in the proposed program.**

  *This list addresses only new courses for this program.*
Full-time: 1 in academic year 2015
Less than full-time: 1 part-time and 3 on overload contracts for the first two academic years

- Provide an estimate of the number of faculty members to be added during the first two years of program operation.

Full-time: 1 in academic year 2015
Less than full-time: 3

8.3 Expectations for Professional Development/Scholarship

Describe the institution’s general expectations for professional development/scholarship activities by the proposed program’s faculty. In your response, describe any differences in the expectations for tenure-track vs. non-tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item.

See faculty handbook on promotion and tenure in Appendix G.

As for financial support, each ETM faculty is provided $800 for travel and expenses per year. In addition to this, faculty can apply for the Russ College faculty enrichment funding available each semester. Guidelines for this funding can be found in Appendix G.

Full-time tenured and tenure-track faculty expectations for professional development include:

—Attending conference sessions, and presenting at a regional, national, or international conference in a topic related to their field of study.

—Publishing, on average, one academic paper per year in nationally or internationally recognized journal.

—Applying for Russ College faculty enrichment funding to attend workshops and training to keep current and relevant in their field of study.

Full-time non-tenure-track faculty expectations for professional development include:

—Attending conference sessions at a regional, national, or international conference in a topic related to their field of study.

—Applying for Russ College faculty enrichment funding to attend workshops and training to keep current and relevant in their field of study.

For part-time faculty, expectations are that they keep themselves current in their discipline and report yearly how they have kept up with their profession.
## 8.4 Faculty Matrix

Complete a faculty matrix for the proposed program (sample on the following page). A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member’s CV must be included as an appendix item.

<table>
<thead>
<tr>
<th>Name of Instructor</th>
<th>Rank or Title</th>
<th>Full-Time or Part-Time</th>
<th>Degree Titles, Institution, Year (include discipline/field as listed on diploma)</th>
<th>Years of Teaching Experience in Discipline/Field</th>
<th>Additional Expertise in Discipline/Field (e.g. licenses, certifications, if applicable)</th>
<th>Title of Course(s) Individual Will Teach in Proposed Program (include course prefix and number)</th>
<th>Number of Courses Individual will Teach Per Year at All Campus Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick McCuistion</td>
<td>Associate Professor</td>
<td>FT</td>
<td>Ph.D., 1997</td>
<td>18</td>
<td>ANSI Chair Dimensioning and Tolerance</td>
<td>ETM 3635 Quality Assur, ETM 2030 Adv Enterprise Computer Meth</td>
<td>6</td>
</tr>
</tbody>
</table>
Faculty CVs can be found in Appendix H.

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library Resources

- Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

- Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

- Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

Ohio University Libraries has a reference librarian who is dedicated to working with online students. The online reference librarian works in close collaboration with the content-specific reference librarians to ensure student needs are appropriately addressed and resolved. Ohio University Library provides OU students access to the EBSCO Journal database, which provides online access to thousands of journals and articles.

No new materials or services will be needed beyond what is currently offered by Ohio University Library services.
9.2 Information Literacy

- Describe the institution’s intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

In the new student online orientation, which eLearning OHIO requires of new students, a library orientation section currently exists.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and Facilities

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

No additional resources are needed at this time. Current resources can support this program. The department will need an additional faculty office for planned new faculty in academic year 2015–2016. Space currently is available for this new faculty member.

10.2 Budget/Financial Planning

Complete the table on the following page to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Programs

<table>
<thead>
<tr>
<th>Projected Enrollment</th>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<td>20</td>
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<td>40</td>
</tr>
<tr>
<td>Head-count part time</td>
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<td>Full Time Equivalent (FTE) enrollment</td>
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<table>
<thead>
<tr>
<th>Projected Program Income</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tbody>
<tr>
<td>II. Tuition (paid by student or sponsor)</td>
<td>141,900</td>
<td>209,625</td>
<td>248,325</td>
<td>248,325</td>
</tr>
<tr>
<td>Expected state subsidy STEM 5 &amp; Degrees Granted</td>
<td>42,000</td>
<td>90,000</td>
<td>154,000</td>
<td>437,825</td>
</tr>
<tr>
<td>Externally funded stipends, as applicable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other income (if applicable, describe in narrative section below)</td>
<td>183,900</td>
<td>299,625</td>
<td>402,325</td>
<td>686,150</td>
</tr>
<tr>
<td>Total Projected Program Income</td>
<td>183,900</td>
<td>299,625</td>
<td>402,325</td>
<td>686,150</td>
</tr>
</tbody>
</table>
### Program Expenses

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction (technical, professional and general education)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full: 1 new tenure track faculty line year 2</td>
<td>65,000</td>
<td>150,000</td>
<td>220,000</td>
<td>250,000</td>
</tr>
<tr>
<td>Part-Time: 6 overload contracts year one mix year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-instruction (indicate role(s) in narrative section below)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full: 1 new BSTOM staff year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time: 1 overtime year one and two</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New facilities/building/space renovation (if applicable, describe in narrative section below) New Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction (technical, professional and general education Full: 1 new tenure track faculty line year 2</td>
<td>65,000</td>
<td>150,000</td>
<td>220,000</td>
<td>250,000</td>
</tr>
<tr>
<td>Part Time: 6 Overload contracts year one mix year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-instruction (indicate role(s) in narrative section below)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full: 1 new BSTOM staff year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part time: 1 overtime year one and two</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. Projected Expenses

<table>
<thead>
<tr>
<th>Expense Description</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship/stipend support (if applicable, describe in narrative section below)</td>
<td>40,000</td>
<td>40,000</td>
<td>80,000</td>
<td>80,000</td>
</tr>
<tr>
<td>Graduate and student workers. New facilities/building/space renovation (if applicable, describe in narrative section below)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional library resources (if applicable, describe in narrative section below)</td>
<td>40,000</td>
<td>40,000</td>
<td>80,000</td>
<td>80,000</td>
</tr>
<tr>
<td>Scholarship/stipend support (if applicable, describe in narrative section below) Graduate and student workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional technology or equipment needs (if applicable, describe in narrative section below) Additional library resources (if applicable, describe in narrative section below)</td>
<td>70,000</td>
<td>100,000</td>
<td>120,000</td>
<td>225,000</td>
</tr>
<tr>
<td>Other expenses (if applicable, describe in narrative section below) Additional technology or equipment needs (if applicable, describe in narrative section below)</td>
<td>70,000</td>
<td>100,000</td>
<td>120,000</td>
<td>225,000</td>
</tr>
<tr>
<td>Total Projected Expense</td>
<td>175,000</td>
<td>290,000</td>
<td>400,000</td>
<td>555,000</td>
</tr>
<tr>
<td>Total Projected Expense</td>
<td>175,000</td>
<td>290,000</td>
<td>400,000</td>
<td>555,000</td>
</tr>
</tbody>
</table>

**Budget Narrative:**

*(Use narrative to provide additional information as needed based on responses above.)*

Other expenses include percent overhead cost for eLearning OHIO, course designer fees, conversion of course to online format fees, faculty computer software and computer updates, and faculty training in quality matters.

### APPENDICES

Please list the appendix items submitted as part of the request in the table provided below. Please list the items in the order that they are referred to in the text.

**Please note that the institution is required, at a minimum, to submit the following the items as part of the review:**

- Results of recent accreditation reviews
Commitment to Program Delivery

- Provide a statement of the institution’s intent to support the program and assurances that, if the institution decides in the future to close the program, the institution will provide the necessary resources/means for matriculated students to complete their degree.

Ohio University supports the Technical Operations Management degree being proposed. Resources needed in support of university programs are part of annual budgetary processes. Space needs are administered through a space management process. Each program at the institution undergoes a regular seven-year review. In the event a decision is reached in the future to close the Technical Operations Management, it would be based on a curricular review process with full assurance that matriculated students will be afforded the opportunity to complete their degree.

Verification and Signature

Ohio University verifies that the information in the application is truthful and accurate.

Pamela Benoit
Executive Vice President and Provost
SUPPLEMENT: ONLINE DELIVERY

Use this supplement to request authorization to offer 50% or more of the proposed program (excluding internships, clinical practicum, field experiences, and student teaching) using an online or blended/hybrid format¹. Include the supplement with your proposal.

If the institution is regionally accredited by the Higher Learning Commission (HLC) and is approved to offer the program using an online or hybrid/blended format (or has been granted “blanket” approval to offer any existing degree using an online or hybrid/blended format), the institution is only required to complete sections 3 and 4 of this document. If HLC approval is being sought concurrently, please submit the application materials being submitted to HLC along with sections 3 and 4 of this document.

Questions about the form and/or your request may be directed to Shane DeGarmo, director of program approval, at 614.387.1215 or sdegarmo@regents.state.oh.us.

1. INSTITUTIONAL SUPPORT

1.1 Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings.

The LMS used at OHIO is Blackboard and there is a Blackboard support group to assist faculty and students. The Faculty Technology Advisory Group (FTAG) works with faculty to navigate the process to have educational technology added to Blackboard or acquired for the classroom. Academic Technologies and the eLearning OHIO have staff that support faculty in designing courses based

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¹ For the purposes of this document, the following definitions are used:
- On-Ground (Traditional) Course—face-to-face course; content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated. Web-facilitated courses are defined as those that use web-based technology (learning management system or web pages) to facilitate what is essentially a face-to-face course.
- Blended/Hybrid Course—course that blends online and on-ground delivery; substantial content is delivered online; typically has a reduced number of face-to-face meetings
- Online Course—course where most (80+) of the content is delivered online; typically has no face-to-face meetings.
around academic technology for the classroom, online, and hybrid course delivery.

OU uses Blackboard 11 currently and will be updating in the spring to Blackboard 13.

1.2 Describe the institution’s options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

The Office of Student Accessibility has an Accessibility Coordinator assigned to work with online students. Students learn of the ability to contact the Office of Student Accessibility in the online student orientation. Additionally, university faculty are encouraged to include a notation on all course syllabi regarding the services available through this office.

OU has an office devoted to ADA accommodations for students and an office devoted to ADA accommodations for faculty. Links to these offices are here:

Faculty

http://www.ohio.edu/equity/employees/accommodations.cfm

Students

http://www.ohio.edu/disabilities

1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).

All university faculty and students can seek technical assistance through the Ohio University Help Desk. The Help Desk is able to assist students with user ID and password issues, LMS login issues, general technology concerns, etc.

Entry page here: http://www.ohio.edu/oit

1.4 Explain the institution’s policies and procedures related to ensuring the integrity of student work in online programs (e.g., for establishing student identity, for controlling the conditions of examinations, etc.).

Students must authenticate their OHIO ID and password in order to login to the LMS. Many online courses include a proctored exam. Proctored exams may be administered through use of an online provider or through an on-site proctoring center. All proctored exams require identity authentication.

1.5 Indicate whether the institution has entered into a collaborative agreement with a third party provider to provide content/curriculum or resources/services to support the delivery of the program. If so, indicate the parties involved, purpose, and timeline of the agreement. Submit a copy of the agreement as an appendix item.
2. ADMINISTRATIVE AND STUDENT SUPPORT SERVICES

2.1 Describe how students in the online program will have access to the following services. Indicate how the services available to the online students are comparable to those available to students in the on-ground program:

- Administrative services (admissions, financial aid, registration, student records)
- Advising regarding program planning and progress
- Library resources
- Psycho-social counseling
- Career advising and placement services

Administrative services (admissions, financial aid, registration, student records)—will be performed by the existing administrative offices at the university. These services are provided in the same manner for on-campus and online students.

Advising regarding program planning and progress—academic advising services will be provided by staff in eLearning OHIO in coordination with the Russ College of Engineering. This coordinated effort will ensure that students receive appropriate academic advising from staff who are accustomed to working with an online audience.

Library resources—Ohio University Libraries has a reference librarian who is dedicated to working with online students. The online reference librarian works in close collaboration with the content-specific reference librarians to ensure student needs are appropriately addressed and resolved.

Psycho-social counseling —The eLearning Student Success Center will work with university counseling services to connect students to available and appropriate services.

Career advising and placement services—The eLearning Student Success Center will work with university career services to connect students to available and appropriate services.

2.2 Describe the admission requirements for the online or blended/hybrid program. If these are different from those for the on-ground program, discuss the rationale for the differing requirements.
The BSTOM program will admit students who have an earned Associate of Applied Science, Associate of Applied Business, or Associate of Technical Studies, including a minimum of 15 semester hours of technology-based or management coursework, with a cumulative grade point average of 2.0 or higher. Examples of associate degrees that provide a good fit for this major include, but are not limited to, the fields of engineering, industrial technologies, business management, and health technologies.

Transfer credit policies will follow those established by Ohio University in accordance with the Ohio Board of Regents Transfer and Articulation Policy. This includes the transferability and application of TAG, CTAG, AP, CLEP, experiential learning, and military credit, as appropriate.

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?

46% of the courses will be offered only online (the ETM courses), 15% of the courses must be taken in a traditional classroom setting (Chem and Phys), and the remaining 39% of the courses may be taken either online or in a traditional classroom setting.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.
This program represents a new program and not a conversion of an on-ground program.

3.3 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

Admitted students to the program must go through an Ohio University online program orientation and successfully pass an online ordination test before being allowed to register for classes. The content of this orientation has been created in collaboration with various support offices, such as the bursar’s office, financial aid, registrar’s office, etc. Advisors will have access to reports, by individual student, of results on the quiz.

One can login to the orientation as a guest; if you choose guest we will not have an identified results page for you.

http://www.atschoolorientation.net/ohio
Each semester students are required to meet with their program advisor before being allowed to register for classes. This meeting can be a scheduled phone call, video conference, in person or online chat.

3.4 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

The online courses will be designed as asynchronous courses. Interaction will be achieved through course design requiring:

—Weekly discussion board interactions between students and the professor
—Video introductions by the professor to weekly modules
—Office hours arranged weekly accomplished by video, phone or messaging

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

The program has been designed using the Quality Matters in its instructional design process.

More information about Quality Matters can be found here [https://www.qualitymatters.org/higher-education-program](https://www.qualitymatters.org/higher-education-program)

—The program is being designed to be able to apply for the Association of Engineering Technology and Management accreditation.

More information about ATMAE accreditation can be found here: [http://atmae.org/accreditation-10.html](http://atmae.org/accreditation-10.html)

—The program must go through an institution program review every seven years.

—There will be an online course review at the end of each course completed anonymously by the students in the course. These evaluations are reviewed by eLearning OHIO, the program dean, the department chair, and the instructor of the course.

—Each year every student completes these surveys and remains anonymous about advising in regards to satisfaction and process. These surveys will be reported to eLearning OHIO, the program dean, the department chair, and the student’s advisor.

4. FACULTY AND ADMINISTRATION
4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual’s CV as an appendix item.


In academic year ’14–15 the current assistant chair of the ETM department will be paid a supplemental contract to be the BSTOM program director. This person will be responsible for:

- Program administration
- Teaching a section for the BSTOM
- Identifying faculty for overload and adjunct teaching in the first two years of the program
- Review of faculty teaching evaluations
- Review of student advising evaluations
- Coordination of course offerings
- Review and control of student admissions to the program
- Year two of the program, a full-time faculty line will be hired and devoted to this program.

CV can be viewed in Appendix C of the Proposal Undergraduate USO 02.12 Ohio University Russ College BS-TOM.

4.2 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

The target of the program is to be accredited by ATMAE in three years after the start of the program. One element necessary in order to achieve this is that the program must follow the requirements for faculty qualifications required by ATMAE, which are:

“Faculty qualifications shall include emphasis upon the extent, currency and pertinence of: (a) academic preparation; (b) industrial professional experience (such as technical supervision and management); (c) applied industrial experience (such as applied applications); (d) membership and participation in appropriate technology, management, and applied engineering professional organizations; and (e) scholarly activities. The following minimum qualifications for full-time faculty are required (except in unusual circumstances which must be individually justified):

**Bachelor’s Degree:** The minimum academic qualifications for regular tenure track, or full time, faculty members shall be an earned graduate degree in a discipline closely related to the instructional assignment. A
minimum of fifty percent of the regular tenure track, or full-time, faculty members assigned to teach in the program of study content area(s) shall have an earned doctorate or other appropriately earned terminal degree as defined by the institution. Exceptions may be granted to this standard if the institution has a program in place that will bring the faculty demographics into compliance within a reasonable period of time."

In addition to this, each faculty member who teaches in this program will be required to:

- Successfully complete the seven-week long online course facilitator tanning provided by eLearning OHIO.
- Review and successfully complete the online new student orientation (previously discussed in this document.)
- Go through eLearning OHIO Blackboard training courses

If the online or blended/hybrid program is being offered in addition to the program described in the proposal, proceed with items 4.3 and 4.4, following. If the online or blended/hybrid program is the only way the program will be offered, you may skip the following questions as the necessary information will be included in the proposal.

4.3 Indicate how faculty members’ responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well?

4.4 Using the form below, provide the information requested for each member of the instructional staff who will be teaching courses in the online or blended/hybrid delivery option. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member’s CV must be included as an appendix item.

APPENDICES

Appendix items

List the appendix items that are included with the request, in the order they are referred to in the proposal. Appendix items should be clearly labeled and submitted electronically as PDF documents or as Microsoft Office documents (e.g., Word or Excel). Appendix E_CV_online program director
STEP 8:

Develop a Launch Plan

(These processes can be done concurrently with the approval processes)

**FORMS & SAMPLES:**
Access a copy of the forms or samples in this section at:
www.online.ohio.edu/DevelopmentGuide/STEP8/
STEP 8 Checklist: Develop a Launch Plan

☐ Complete checklist for functional support offices (see Functional Support Offices Pre-launch Meeting, page 124)

☐ Complete checklist for student services assignment (see Student Services Assignment, page 126)

☐ Complete marketing preparation worksheet and prepare marketing plan (see Marketing Plan Preparation, page 129)

☐ Create course offerings timeline with teaching load identification (see Course Offerings Timeline, page 133, and Projected Enrollment Teaching Load, page 134)

☐ Review course facilitator process and have facilitators trained as needed (see Online Facilitator Process, page 135)

☐ Template for Memo of Understanding with eLearning OHIO for services (see page 139)
**Functional Support Offices Pre-launch Meeting**

After approval of the program by UCC, a pre-launch meeting must be held that will include those listed below. This meeting will be initiated and facilitated by eLearning OHIO.

*Contact: Director, student services, eLearning OHIO.*

The goal is to provide an opportunity for the academic unit to give an overview of the pending program and any unique needs and/or processes related to the administration of the program. Functional support offices will assure all plans for administrative processes are confirmed.

Setting: group meeting, often scheduled in Baker University Center or another centrally located meeting room on campus

Administrative Offices included:

- **Bursar**
  - **Invitees:** bursar (Sherry Downs), associate bursar (Kim Trout)
  - **Goal:** identify unique billing processes and/or tuition/fees associated with the program and how the uniqueness will be identified in the student information system

- **Registrar**
  - **Invitees:** registrar (Deb Benton), associate registrar (Patrick Beatty), associate registrar for technology (Bob Bulow), assistant registrar, registration services (Mike Wickham), catalog & scheduling (Mike Whitnable)
  - **Goal:** identify unique student characteristics, scheduling needs (i.e. unique course landing page, unique student group), reporting needs, major and/or pre-major coding questions

- **Admissions**
  - Undergraduate Program—**Invitees:** director (Candace Boeninger), senior associate director, transfer initiatives (Jessica Wright Stage), associate director, admissions/operations (Jessica Wright Stage)
  - Graduate Program—**Invitees:** director of student services (Katie Tadlock), records manager (Annette Love)
  - **Goal:** review of the admission criteria for the newly proposed program, review admission processes and timeline

- **Financial Aid**
  - **Invitees:** director (Valerie Miller), associate director, operations (Melissa Van Meter), assistant director, University Outreach (Lisa Butler)
  - **Goal:** information sharing/review of general financial aid processes

- **Institutional Research**
  - **Invitees:** associate director, Academic & Student Assessment (Joni Wadley)
Goal: information sharing, review of reporting implications of the new program

- eLearning OHIO
  - Invitees: director, eLearning Student Services (Carissa Anderson), director, Communication & Partnership Support (Linda Lockhart)
  - Goal: facilitate the meeting, provide overview of functional relationship between eLearning and the academic unit, serve as informational resource for all attendees

- Academic Program
  - Invitees: program coordinator/chair, project lead, etc.
  - Goal: provide overview of the proposed program and where it is in development/approval, engage in question/answer session with administrative offices. If appropriate, bring general program FAQs as a handout.

Questions frequently discussed/considered:

1. Will the program be available online and on-campus, or online only?
2. Does the program have a unique billing rate?
   a. If undergraduate: is the program going to be billed at the standard eCampus rate?
   b. If graduate: are there additional program fees?
   c. Have unique fees been approved or are they in process?
3. What are the admission requirements?
4. Do students need to be uniquely identified as an online student in this specific major? (Do the students need to be coded into a unique student group?)
5. Who will be providing student services? (i.e. advising, retention, course scheduling)
   a. eLearning OHIO
   b. Academic unit
6. What is the academic nature of the program?
   a. Undergraduate completion degree
   b. Undergraduate 2-year or 4-year
   c. Graduate—fully online
   d. Graduate—online with on-campus residency
7. What degree will students earn? Is this a new degree or a new major?
8. Where is the program in development/approval stage?
9. Were new courses created for this program? If so, will the courses be available to on-campus students and/or students in other majors?
10. Do courses need to appear on their own unique course offerings page? (For graduate programs—undergraduate eCampus programs all appear on the same link.)
**Student Services Assignment**

Student services for online students must be equivalent, although not necessarily exactly the same, as those provided for other Ohio University students. The list of services below should be considered and assigned to the unit which will conduct the tasks necessary to provide the service. Each of these services can be provided by eLearning OHIO per agreement, or the academic unit may determine alternative assignment. Items indicated by C are institutional responsibilities of eLearning OHIO and academic units should consult with that unit regarding questions. There is a financial consideration to have eLearning provide services indicated by A or B, which is addressed in the Memo of Understanding template in this section of the guide.

*Contact: director, Communication and Partnership Services, eLearning OHIO*

**FEE TYPE KEY:**
- **C** = service provided by eLearning OHIO as institutional responsibility
- **B** = basic service, funding provided through net revenue share
- **A** = optional service, additional fee for service if completed by Learning OHIO, expense will be deducted from net revenue prior to disbursement

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>FEE TYPE</th>
<th>FEE AMOUNT</th>
<th>ELEARNING OHIO</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management of Community College Partnerships</td>
<td>C</td>
<td>-</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Services to create, build, and facilitate strategic partnership with community colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copyright/Permissions services</td>
<td>B</td>
<td>Cost of permission deducted from revenue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Facilitating clearance and agreements for use of copyrighted materials in courses  
  *Hourly fee does not apply to ECAM-designated course/program but actual cost of permissions will be deducted from revenue* | | | | |
| c.      |          |            |                |         |
| Quality assurance support | C | - | ✓ | |
| • Peer review process management;  
  • Course checks; textbook information checks; representation to Quality Matters Ohio consortium and national organization;  
  • Conduct free required training for prospective facilitators; help to identify facilitators when needed; coordinate with academic units in relation to facilitation assignment as part of GA position  
  • Coordination of processes for predictive early term assessments | | | | |
<p>| d.      |          |            |                |         |
| eCampus promotion for all Ohio University distance programs and ECAM marketing analysis | C | - | ✓ | |</p>
<table>
<thead>
<tr>
<th>Support</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>• eCampus web site and eCampus advertising, community college web and print literature, general online advertising, newsletters, events, etc.</td>
<td></td>
</tr>
<tr>
<td>• Access to professional marketing research reports; web site use and search strategy analysis</td>
<td></td>
</tr>
<tr>
<td>• Services provided in consultation with program/college marketing department</td>
<td>A $$/hr, plus cost of paid media deducted from revenue</td>
</tr>
<tr>
<td>e. Custom marketing services for distance degree programs (targeted program-specific marketing in addition to eCampus plan)</td>
<td></td>
</tr>
<tr>
<td>• Strategy, creative services, and implementation to help a program reach target goals for online and adult student enrollments: including creative assets, placement management (i.e. billboards, radio, print and web ads); email marketing; web assets; etc.</td>
<td></td>
</tr>
<tr>
<td>f. ECAM support for enrollment management processes</td>
<td></td>
</tr>
<tr>
<td>• Managing ECAM course approval process through academic units; working with Registrar’s Office to create course offerings; maintaining access to course offerings links; entry of overload and part-time contracts for ECAM instruction (cost of contract charged against revenue).</td>
<td></td>
</tr>
<tr>
<td>• Projecting course and seat capacity need, scheduling, maintaining course offerings availability, permission slip processes, managing course credit by exam, experiential, and special project courses, etc.</td>
<td>B -</td>
</tr>
<tr>
<td>g. Coordination of online/distance-specific processes with OHIO support offices</td>
<td></td>
</tr>
<tr>
<td>• Examples include collaboration on: student group coding that assures correct tuition and revenue flow, requesting addition of new programs to application, troubleshooting, etc.</td>
<td>B -</td>
</tr>
<tr>
<td>h. Retention services and conversion of newly admitted students to enrollees</td>
<td></td>
</tr>
<tr>
<td>• Systematic preparation for success, including Ohio University orientation, Blackboard orientation, maintenance of eCampus tab in my.ohio.edu, etc.</td>
<td></td>
</tr>
<tr>
<td>• Developing, implementing and assessing proactive tactics to promote appropriate support services that help students succeed; effective communication plans; Blackboard login/attendance monitoring; “one stop” contact to help students</td>
<td>B -</td>
</tr>
</tbody>
</table>
navigate confusing systems/org structure; persistence reminders prior to registration deadlines; connection of students to services for tutoring, writing assistance, studying habits, counseling services, etc.; creating “community” opportunities that connect students to a positive and successful experience at OHIO.

<table>
<thead>
<tr>
<th>i. Online bookstore coordination</th>
<th>C</th>
<th>-</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liaison with MBS and EdMap to assure service to online and print-based students</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>j. Testing Center/proctoring coordination services</th>
<th>C</th>
<th>-</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination of exam proctoring students at remote locations; providing testing center services on Athens campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of electronic proctoring services and contract negotiation for such services</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>k. Accounting services for revenue/expense and transfer of net</th>
<th>B</th>
<th>-</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting, analysis and financial processes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>l. State Authorization services</th>
<th>C</th>
<th>Specific state fees vary</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing review of 50 states’ regulations; preparing and managing applications for states’ approval; processing payments to states; maintaining web site compliance information per regulation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional payment only for actual fees charged by state specific to authorizing this program be offered within that state</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>m. Academic advising &amp; transcript evaluation</th>
<th>B</th>
<th>-</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate transcripts to credit transfer into the University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing academic advising to online students per direction of academic unit</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>n. Instructional technology/course development</th>
<th>B</th>
<th>-</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate assignment of course instructional technologist and other resources, in conjunction with Academic Technologies oversight</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>o. Faculty Stipend for course development</th>
<th>B</th>
<th>$$ per course from revenue</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment processed by eLearning and deducted as an expense from the gross revenue</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>p. Other dedicated support services as agreed upon</th>
<th>A</th>
<th>Per quote</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Customized services specific to a program’s needs, for example: providing administrative support for events; inquiry fulfillment and recruiting services for grad programs; etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Marketing Plan Preparation

Building a marketing plan marketing plan for the program will include information gained during the marketing needs analysis in STEP 1. If you haven't completed the Marketing Preparation Worksheet from STEP 1, do so now to help guide decisions that will be made in developing a marketing plan.

This worksheet is duplicated from STEP 1. It can be used in conjunction with other worksheets in this section for marketing planning. Access a copy at www.online.ohio.edu/DevelopmentGuide/STEP1.

Program Name

Date Prepared:

The document is a summary of research data for an online program to be offered by _college/department_. The information is intended to provide high-level indicators to inform decisions about development and promotion of the program.

Program Summary

Description: (name, credit hours, available on campus, etc.)

Purpose of program: (i.e., to equip graduate with the knowledge and skills needed to…)

Admissions requirements: (i.e., GPA, specific degree, hours complete, work experience, etc.)

Program requirements: (i.e., required courses, GPA, internship or project, etc.)

Enrollment goal: Year 1____  Year 2____  Year 3____  Year 4____  Year 5____

Audience Profile

Who does this degree appeal to?

Where do they currently work? How much experience do they have? What do they aspire to do?

Where are they located geographically?

BLS data or approximate numbers of population which meets this profile

Degree Demand

Determine trend for enrollment in this type of degree program over past 3–5 years. Any projected trends that are available.

Substitute Degree Programs
Other degree programs in the market that have the ability to attract many prospective students with similar interests.

1.

2.

**Competitive Landscape**

How many other such degrees are offered at other institutions (if known)?

How many of those are distance degrees?

Key competitors list with notations of what sets them apart. (see Marketing Competitor Analysis Worksheet in STEP 8 for help)

**Search Volume**

A tool, such as Wordtracker or Google AdWords Keyword Planner, is used to assess the number of individuals actively searching for specific degree programs. A scan reveals the approximate number of impressions per month of searches of key words and phrases closely related to this program.

List keywords scanned and impressions per keyword.

<table>
<thead>
<tr>
<th>Keyword</th>
<th>Avg. Monthly Searches</th>
<th>Average CPC</th>
<th>Keyword</th>
<th>Avg. Monthly Searches</th>
<th>Average CPC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Existing Promotion Resources**

What channels or resources that are specific to this program are in existence and may be used for promotion?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Contact</th>
<th>Connection to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/school channels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partner relationships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Marketing Competitor Analysis Worksheet

This worksheet is helpful to identify and compare your program’s closest competitors for marketing purposes. Access a copy of the worksheet at [www.online.ohio.edu/DevelopmentGuide/STEP8](http://www.online.ohio.edu/DevelopmentGuide/STEP8).

<table>
<thead>
<tr>
<th>Competitor 1</th>
<th>Competitor 2</th>
<th>Competitor 3</th>
<th>Competitor 4</th>
<th>Competitor 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution Type</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Profit/NFP</td>
<td>Private/Public</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree earned</td>
<td>Minor earned</td>
<td>Hours required</td>
<td>Program Length</td>
<td>Cost Per Hour</td>
</tr>
<tr>
<td><strong>Course Length</strong></td>
<td><strong>Starts/Year</strong></td>
<td><strong>Financial Aid?</strong></td>
<td>Admissions reqs</td>
<td></td>
</tr>
<tr>
<td><strong>Market Presence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Google Page Rank</td>
<td>Social Media</td>
<td>Online ads found</td>
<td>Other forms of advertising</td>
<td></td>
</tr>
</tbody>
</table>
**Marketing Budget Worksheet Template**

This worksheet is helpful to budget for marketing expense. Access a copy of the worksheet at [www.online.ohio.edu/DevelopmentGuide/STEP8](http://www.online.ohio.edu/DevelopmentGuide/STEP8).

<table>
<thead>
<tr>
<th>2014 Projected Expenses</th>
<th>2014 Actual Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Program</td>
<td>Marketing Program</td>
</tr>
<tr>
<td>Paid Advertising</td>
<td>Paid Advertising</td>
</tr>
<tr>
<td>Content</td>
<td>Content</td>
</tr>
<tr>
<td>Events</td>
<td>Events</td>
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<tr>
<td>Public Relations</td>
<td>Public Relations</td>
</tr>
<tr>
<td>Branding &amp; Creative</td>
<td>Branding &amp; Creative</td>
</tr>
<tr>
<td>Product Marketing</td>
<td>Product Marketing</td>
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<tr>
<td>Other</td>
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<td>Total</td>
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<td>Jan-14</td>
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<td>$700</td>
<td>$700</td>
</tr>
<tr>
<td>$1,400</td>
<td>$1,400</td>
</tr>
</tbody>
</table>

Fill in your projected expenses here. Those $1,400 entries are Fill in your actual expenses here.
Course Offerings Timeline

Preparing an example course offerings chart helps to determine how many courses will be offered each term to help in decisions about instructional resources needed. This worksheet is duplicated from STEP 1 to help Access a copy of this worksheet at www.online.ohio.edu/DevelopmentGuide/STEP8.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Year 1 Credit Hours</th>
<th>Year 2 Credit Hours</th>
<th>Year 3 Credit Hours</th>
<th>Year 4 Credit Hours</th>
<th>Total ETM Courses</th>
<th>Total ETM Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2015-16</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2016-17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

This is for a two year BS completion form would need years one and two completed for a full bachelors program. Section sizes of 40.
Projected Enrollment and Teaching Load

Personnel needs will have an impact on planning for launch. The following planning document is from the development of the BSTOM program. This information is duplicated from STEP 1.

<table>
<thead>
<tr>
<th>AY</th>
<th>’14–15</th>
<th>’15–16</th>
<th>’16–17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enroll</td>
<td>40</td>
<td>75</td>
<td>115</td>
</tr>
<tr>
<td>No. Sections</td>
<td>7</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

Projected Faculty and Administration Needs by Academic Year

Section Size: 40 students

<table>
<thead>
<tr>
<th>AY</th>
<th>’14–15</th>
<th>’15–16</th>
<th>’16–17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current dept. Faculty FTE</td>
<td>At capacity</td>
<td>At capacity</td>
<td>At capacity</td>
</tr>
<tr>
<td>New FTE to meet class sections</td>
<td>1.167</td>
<td>1.667</td>
<td>2.500</td>
</tr>
<tr>
<td>Staffing Plan</td>
<td>Overload &amp; Adjunct</td>
<td>New Administrator/ Faculty &amp; Overload/ Adjunct</td>
<td>New Faculty &amp; Overload and Adjunct</td>
</tr>
<tr>
<td>BSTOM NEW Tenure track</td>
<td>.667 release for admin duties</td>
<td>2.000</td>
<td></td>
</tr>
<tr>
<td>FTE Adjunct / Overload</td>
<td>1.167</td>
<td>1.000</td>
<td>.500</td>
</tr>
<tr>
<td>Administration</td>
<td>Supplement/ Overtime</td>
<td>Supplement/ Overtime</td>
<td>New Admin Assistant</td>
</tr>
<tr>
<td>Student Workers/ Grad Student</td>
<td>1/1</td>
<td>1/1</td>
<td>0/2</td>
</tr>
</tbody>
</table>
Online Facilitator Process

What are facilitators and why does my course need them?

Online classes should foster a student–instructor relationship that surpasses the minimal level of interaction afforded by a face-to-face lecture class that enrolls hundreds of students. Research into the optimum online “learning community” recommends that the ratio between students and an instructor should be no greater than 25:1. To achieve this, sections of courses larger than 25 should be supported by additional teaching resources, such as graduate assistants, graders, discussion leaders, etc. At Ohio University we refer to these teaching assistants as course facilitators.

Facilitator = a teaching assistant for online courses with more than 25 students

Facilitators work with faculty much like graduate students assist in a campus-based class. Primarily, facilitators assist faculty with grading, managing discussion board use, responding to email questions, and other duties as assigned by the instructor.

A large section can be effectively divided into smaller, interactive “learning community” groups with the addition of facilitators

The recommended process is that each facilitator is assigned a group of 25 students and manages the entire group, under the supervision of the instructor of record. The instructor, however, determines the facilitator’s role and supervises facilitator performance as best suited to the course.


How do I find a facilitator?

eLearning OHIO manages a process to help you identify possible facilitators, provide facilitator training, and process pay for their facilitation work.

When should I add a facilitator?

- 25 students: a facilitator may be added, following the OHIO process, when an ECAM online course has more than 25 students, at the discretion of the college originating the course.
  - For example: a course with 40 students may include the instructor of record and one facilitator.
- 50-student option: a facilitator MUST be added to any online course that enrolls more than 50 students.
For example: a course of 60 students must include one facilitator in addition to the instructor of record.

- 20 students: In alignment with UCC guidelines, certain writing courses require a facilitator be added after 20 students are enrolled.
  - For example: a J course of 35 students must include one facilitator, assigned 15 students, in addition to the faculty of record.

**How many facilitators will I need for my course?**

- **First 25 students:** the first 25 students are always considered to be “assigned” to the instructor of record without the addition of a facilitator.
- **After the first 25:** The optimum recommendation is that a facilitator is assigned to each group of no more than 25 students beyond the initial group of 25. This process is used for most ECAM courses offered to OHIO’s online-degree-seeking students.
  - For example: a course with 75 students would have two facilitators. The instructor of record would be assigned the first 25 students, and each facilitator would be assigned 25 students.
- **50-student option:** a facilitator is assigned to each group of no more than 25 students beyond the initial group of 50. This option applies to Athens online courses and may apply to ECAM courses per the college’s policies.
- **50-student max—single course:** A facilitator cannot be assigned more than 50 students—or two groups of 25—in a single course.
- **100-student max—per term:** A facilitator cannot be assigned more than 100 students across multiple courses in any single term.

**Who can be a facilitator?**

- All facilitators must complete the OHIO Online Facilitator Training prior to serving as a facilitator. Facilitators beginning work for the first time after January 1, 2014 will be paid only if they have completed training successfully. This training, held online, will be offered at least once each semester. Contact eLearning OHIO for details.
- Other required qualifications are determined by the instructor of record and the specific facilitator must be approved by the faculty member, the department chair or school director, and eLearning OHIO (to assure training has been completed). A minimum of a master’s degree in a field related to the assigned course is recommended.
- Many departments find this to be an opportunity for graduate students to gain online teaching experience while earning some money. Some departments have assigned facilitation as the work to be completed for their assistanceship.
- The individual must be eligible for employment by Ohio University.
- The facilitator must have access to a high speed Internet connection and computer with appropriate software and browser configurations for the duration of the course.
The facilitator must agree to secure copies of textbooks and other instructional materials at no cost to eLearning OHIO.

The facilitator must agree that s/he will not modify, abstract, reuse, or repurpose course content. The intellectual property rights of the course shall be treated as described in the Ohio University Policy and Procedure 15.015: Copyright and, for University-Sponsored Educational Materials, Ohio University Policy and Procedure 15.006.

What will the facilitator earn?

- The facilitator will earn a stipend of $94 for each student assigned, within the max limits listed above, unless the college in which facilitation occurs determines another rate to be paid.
- Payment will be calculated based on the assignment of students on day three of the course.
- Payment will be made following standard OHIO payroll processes and procedures.
- eLearning OHIO will process the contract for payment for facilitators in ECAM courses.
  - If a facilitator is being contracted for an Athens online course, the approval paperwork must include an account number to which the stipend will be charged or the department must process the contract.

What if I don’t know of anyone qualified to be a facilitator in my course?

- eLearning OHIO maintains a list of individuals who have facilitated online courses in the past, or those who are trained to do so. If you need help identifying a facilitator, email facilitators@ohio.edu.

When do I get started to add a facilitator(s) for my course next term?

To Get Started (instructor of record)

- Identify your facilitator(s) or contact eLearning OHIO for help to do so.
- Complete the facilitator approval form (online.ohio.edu/facilitators) and deliver to Haning Hall 102, ATTN: Facilitator Process.

Upon Email Notification Of Approval From eLearning OHIO (facilitator)

- Have your facilitator check online.ohio.edu/facilitators for scheduled training dates and register per instructions on the site.
- Complete the facilitator training successfully before the beginning of the term in which facilitation services will be provided.

No Later Than Week Before Class Starts (instructor of record)
• Contact facilitator(s) with information about what you expect, expected method and frequency of communication, etc. **YOU** are the instructor of record and your responsibility includes supervision of facilitators and continued communication with them throughout the term.

**By First Day Of Class** (instructor of record)

• Provide a list of your facilitators and the number of students each will be assigned by sending a note to **onlinefacilitator@ohio.edu**. Any changes in enrollment between day one and day three will be evenly distributed between all facilitators unless otherwise designated.
eLearning Services Memorandum of Understanding

Programs for which eLearning OHIO provides services enter into a memo of understanding that sets out the agreed upon services to be provided and cost. Following is a draft MOU; each MOU is specific to the agreement between eLearning and the program’s academic unit.

MEMORANDUM OF AGREEMENT

(College) and eLearning OHIO

(program), online delivery

WHEREAS, delivering high quality, reliable, educational experiences at a distance are critical to our students’ success;

WHEREAS, outstanding and sustainable academic programming requires adequate resources and clearly delineated responsibilities;

WHEREAS, Ohio University (college) is the academic unit with curricular responsibility for the (program);

WHEREAS, eLearning OHIO is able to provide support for development and distance delivery of the (program);

Be it resolved that the parties agree:

I. (College) will assume all normal curricular responsibility associated with developing and maintaining the (program) and courses, identifying and evaluating faculty, selecting course support materials such as textbooks, determine enrollment and growth, and other matters associated with offering credit bearing courses at Ohio University.

II. The (program) shall be offered through eCampus at standard eCampus tuition rates, with the addition of approved program fees, and shall follow standard eCampus processes (APPENDIX A). This agreement is specific to the online/distance development and delivery of the (program) and shall not prevent the academic unit from offering the program in other delivery formats.

III. To maintain flexibility in this working arrangement and consider proposals by either party to improve the arrangement of its outcomes and to meet as often as necessary to refine the agreement in a manner acceptable to both parties. After (term), this memorandum of understanding shall be re-assessed by the parties. If a decision is made to continue the agreement, the document shall be updated accordingly.
IV. eLearning OHIO will assume responsibility for providing services per the Designation of Services table, following, to support the development and delivery of the (program) in online/distance delivery format.

V. The signatories to this agreement have the authority to bind their respective units.

If the academic unit wishes (program) to be excluded from any of the services designated as B under fee type, such services are specifically listed below.

Exclusions: _____________________________________________________

(College) eLearning OHIO

Dean Deb Gearhart, Vice Provost, eLearning OHIO and Strategic Partnerships

Date __________________ Date __________________

**DESIGNATION OF SERVICES**

**FEE TYPE KEY:**
- **C**=service provided by eLearning OHIO as institutional responsibility
- **B**=basic service, funding provided through net revenue share
- **A**=optional service, additional fee for service if completed by Learning OHIO, expense will be deducted from net revenue prior to disbursement

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>FEE TYPE</th>
<th>FEE AMOUNT</th>
<th>ELEARNING OHIO</th>
<th>COLLEGE</th>
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</thead>
<tbody>
<tr>
<td>a. Management of Community College Partnerships</td>
<td>C</td>
<td>-</td>
<td>✓</td>
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<tr>
<td>• Services to create, build, and facilitate strategic partnership with community colleges</td>
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<tr>
<td>b. Copyright/Permissions services</td>
<td>B</td>
<td>Cost of permission deducted from revenue</td>
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<tr>
<td>• Facilitating clearance and agreements for use of copyrighted materials in courses</td>
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<td>* Hourly fee does not apply to ECAM-designated course/program but actual cost of permissions will be deducted from revenue</td>
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<td>Quality assurance support</td>
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<td>c.</td>
<td>- Peer review process management;</td>
<td>C</td>
<td>-</td>
<td>✓</td>
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<td></td>
<td>- Course checks; textbook information checks; representation to Quality Matters Ohio</td>
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<td>consortium and national organization;</td>
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<td>- Conduct free required training for prospective facilitators; help to identify</td>
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<td>facilitators when needed; coordinate with academic units in relation to facilitation</td>
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<td>assignment as part of GA position</td>
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<td>- Coordination of processes for predictive early term assessments</td>
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<td>d.</td>
<td>eCampus promotion for all Ohio University distance programs and ECAM marketing analysis</td>
<td>C</td>
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<td>support</td>
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<td>- eCampus web site and eCampus advertising, community college web and print literature,</td>
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<td>general online advertising, newsletters, events, etc.</td>
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<td>- Access to professional marketing research reports; web site use and search strategy</td>
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<td>analysis</td>
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<td>- Services provided in consultation with program/college marketing department</td>
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<td>e.</td>
<td>Custom marketing services for distance degree programs (targeted program-specific</td>
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<td>$$/hr, plus</td>
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<td>marketing in addition to eCampus plan)</td>
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<td>cost of paid</td>
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<td>- Strategy, creative services, and implementation to help a program reach</td>
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<td>media</td>
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<td>target goals for online and adult student enrollments: including creative assets,</td>
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<td>deducted</td>
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<td>placement management (i.e. billboards, radio, print and web ads); email marketing;</td>
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<td></td>
<td>web assets; etc.</td>
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<td>revenue</td>
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<td>f.</td>
<td>ECAM support for enrollment management processes</td>
<td>B</td>
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<td>✓</td>
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<td></td>
<td>- Managing ECAM course approval process through academic units; working with</td>
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<td>Registrar's Office to create course offerings; maintaining access to course offerings</td>
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<td>links; entry of overload and part-time contracts for ECAM instruction (cost of</td>
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<td>contract charged against revenue).</td>
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<td>- Projecting course and seat capacity need, scheduling, maintaining course offerings</td>
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<td>availability, permission slip processes, managing course credit by exam, experiential,</td>
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<td>and special project courses, etc.</td>
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<td>g.</td>
<td>Coordination of online/distance-specific processes with OHIO support offices</td>
<td>B</td>
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<td></td>
<td>- Examples include collaboration on: student group coding that assures correct tuition</td>
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### OHIO Online Program Development Guide

**STEP 8**

<table>
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<tr>
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<th>and revenue flow, requesting addition of new programs to application, troubleshooting, etc.</th>
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<tbody>
<tr>
<td>h.</td>
<td>Retention services and conversion of newly admitted students to enrollees</td>
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<td></td>
<td>Systematic preparation for success, including Ohio University orientation, Blackboard orientation, maintenance of eCampus tab in my.ohio.edu, etc.</td>
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<td></td>
<td>Developing, implementing and assessing proactive tactics to promote appropriate support services that help students succeed; effective communication plans; Blackboard login/attendance monitoring; “one stop” contact to help students navigate confusing systems/org structure; persistence reminders prior to registration deadlines; connection of students to services for tutoring, writing assistance, studying habits, counseling services, etc.; creating “community” opportunities that connect students to a positive and successful experience at OHIO.</td>
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<tr>
<td>i.</td>
<td>Online bookstore coordination</td>
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<td>Liaison with MBS and EdMap to assure service to online and print-based students</td>
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<td>j.</td>
<td>Testing Center/proctoring coordination services</td>
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<td></td>
<td>Coordination of exam proctoring students at remote locations; providing testing center services on Athens campus</td>
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<td></td>
<td>Identification of electronic proctoring services and contract negotiation for such</td>
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<td>k.</td>
<td>Accounting services for revenue/expense and transfer of net</td>
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<td>Reporting, analysis and financial processes</td>
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<td>l.</td>
<td>State Authorization services</td>
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<td>Ongoing review of 50 states’ regulations; preparing and managing applications for states’ approval; processing payments to states; maintaining web site compliance information per regulation</td>
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<td></td>
<td>Additional payment only for actual fees charged by state specific to authorizing this program be offered within that state</td>
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<td>m.</td>
<td>Academic advising &amp; transcript evaluation</td>
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<td>Evaluate transcripts to credit transfer into the University</td>
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<td>Providing academic advising to online students per direction of academic unit</td>
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<td>n.</td>
<td>Instructional technology/course development</td>
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<td></td>
<td>Facilitate assignment of course</td>
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Appendix A

Standard eCampus Processes; Undergraduate Online Programs

I. STUDENT GROUP ASSIGNMENT:
   a. The processes that drive eCampus are heavily based on identification of students using student group codes within a student’s PeopleSoft record. Without the correct student group code, a student will not be able to register for class, will not be charged the correct tuition, and may not receive the appropriate communications. The following processes are standard for eCampus students:
      i. eLearning OHIO shall assign the correct student group code in PeopleSoft upon admission of a student into an eCampus program.
      ii. Changes in student group should be initiated by contacting eLearning OHIO.

II. FUNDING:
   a. All tuition revenue shall be reported to an appropriate eLearning OHIO account specified for program accounting.
   b. Expenses charged directly to the undergrad program, such as instruction expenses or additional expenses accrued per the Designation of Services table in item IV, as well as subvention on the gross, shall be deducted from the revenue. The remaining net revenue shall be shared, with 75% transferred to an account provided by (college) and 25% shall remain with and be used to support eLearning OHIO in the basic services, as designated in the Designation of Services table. Such transfer of funds shall be planned to take place four times each year, following the close of accounting for each term: fall, spring, summer 1, and summer 2.
   c. The academic unit shall have access to all accounting data regarding the program accounting transactions.

III. ENROLLMENT MANAGEMENT:
   a. eLearning OHIO will coordinate the scheduling of all eCampus classes through a collaborative process with the academic unit.
i. Each year eLearning OHIO will supply the academic unit with course data about what courses would be desirable to schedule each term and the projected enrollment capacity. The academic unit shall determine (1) if the course(s) will be offered, (2) at what capacity sections, and (3) who will teach each section.

ii. The desired outcome of the scheduling process shall be a commitment to a year-long schedule, to which courses can be added as needed or desired.

iii. eLearning OHIO will work with the Office of the Registrar to assure the courses appear on the appropriate course offerings list and that the list is made available to students in eCampus programs.

iv. If adjustments are needed during the registration period (add seats, etc.), eLearning OHIO will act as the point of contact for the academic unit to assure this is accomplished.

b. eLearning OHIO will act as the office of contact for faculty and academic units in relation to receiving and initiating the process for permission slips for eCampus students.

c. Full withdrawals will be processed by the (college) student services office.

IV. SUPPORT OFFICE LIAISON:

a. eLearning OHIO will act as a liaison to work on behalf of the academic unit with any university support office in relation to eCampus students and programs.

b. As needed, eLearning OHIO may initiate/coordinate meetings between multiple support offices and the academic unit.

V. COMMUNICATIONS:

a. eLearning OHIO coordinates mass communications to eCampus prospects and students. This is done in cooperation with other support offices, such as the Office of the Registrar and the Office of Financial Aid, when a communication may be specific to this group. Additionally, eLearning OHIO provides a series of communications to help keep the student connected to deadlines, requirements, and the university “community.” If there is a reason a program wishes their prospective students to be excluded from this communication, such should be agreed upon in the memorandum of agreement.

i. When a prospective student inquires about eCampus programs, eLearning OHIO will coordinate response, engagement and continued communication until application.

ii. In the time between admission to the university and a student registering for class, eLearning OHIO conducts an onboarding process that provides steps for success, including orientation, Blackboard orientation and other communication activities.

iii. After a student is registered in classes, eLearning OHIO will occasionally send mass notifications or reminders, even if a program has not opted to have eLearning provide retention services.
VI. FACILITATOR PROCESS:
   a. eCampus courses that have more than 50 students enrolled are required to have assistance for the faculty member, referred to as facilitators. Courses with more than 25 enrollments are eligible for facilitator assistance and such is highly recommended. Facilitators are selected and approved by the faculty/academic unit based on their qualifications. eLearning OHIO coordinates the process through which the facilitators are trained and the appointment process.
      i. To facilitate, an individual must have completed the facilitator training course offered through eLearning OHIO each semester.
      ii. Faculty members determine what the facilitator’s responsibilities will be in a course, but those typically include discussion board posting and monitoring, grading, feedback on assignments, responding to students’ questions, etc.
      iii. Facilitators are paid based on the number of students who are assigned to them. A facilitator may have no more than 50 students per course assigned to them and may not have more than 100 students assigned in multiple concurrent courses.
      iv. The payment for facilitators is charged against the expense of the course prior to disbursement of net revenue.

VII. ASSESSMENT:
   a. eCampus conducts two course assessments each term, providing data to the academic unit and the faculty member. If there is a reason a program wishes their courses to be excluded from these assessments, such should be agreed upon in the memorandum of agreement.
   b. An end of course assessment for eCampus courses is conducted by eLearning OHIO using an instrument that asks questions specific to online learning and assessment in alignment with course surveys conducted at the (College).
   c. A predictive “early term” assessment of the online experience is conducted in the first 2–4 weeks of a course to identify barriers to success, such as technology issues.
Considerations for Sustained Operations

**FORMS & SAMPLES:**
Access a copy of the forms or samples in this section at:
www.online.ohio.edu/DevelopmentGuide/SUSTAINED
**Sustained Operations List**

The first few years after launching a program, there are several considerations to make in assuring it is sustained appropriately.

Considerations include:

- Recruiting goals for years 1–3
- Admissions plans
- Evaluation timeline and responsibility (reference table included)
- Rolling budget for years 1–3
- Term-by-term functional tasks checklist
- Long-term planning
  - Accreditation considerations (information included)
  - Program review process measurement identification
  - Long-term rolling strategic planning
  - Course review and update
  - Instructor review and education

### Evaluation Timeline

<table>
<thead>
<tr>
<th>WHAT TO EVALUATE</th>
<th>BY WHOM</th>
<th>TIMING</th>
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<tbody>
<tr>
<td>Course Evaluation</td>
<td>Academic Unit or eLearning OHIO</td>
<td>End of every course offering</td>
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<tr>
<td>Faculty</td>
<td>Academic Unit</td>
<td>Annually</td>
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<tr>
<td>Program</td>
<td>Per University Guidelines</td>
<td>7 years</td>
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<tr>
<td>Systems</td>
<td>With OIT</td>
<td>As needed</td>
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<tr>
<td>Quality Assurance/ Course</td>
<td>Peer Review (eLearning administers)</td>
<td>After first offering, each 3–5 years or following revision or instructor change</td>
</tr>
<tr>
<td>Market Demand</td>
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<td>Review original analysis in 1–3 years</td>
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<tr>
<td>Student Services</td>
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<td>Annually</td>
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</table>
Accreditation and Curriculum Design Considerations

At the start of designing a new online program curriculum, the project lead and department/school which will be responsible for the new program should design with the following items/questions as guides:

- Stakeholders needs
  - Students
  - Employers
  - Faculty
- Accreditation requirements
  - If program specialized accreditation is to be sought for the program, what requirements are imposed on the curriculum from the accrediting agency?
  - What school and/or university accreditation requirements must be considered when designing the program?
- What are the learning outcomes for the program?
- What are the competencies/skills for the individual courses?
- Does a body of knowledge exist for the subject matter to be taught? If not, does research need to be conducted to identify/validate learning outcomes for the curriculum?
- Instructional design model to use
- What data collection will be required for the program/courses?
  - Course evaluations
  - Student learning validations
  - Program evaluations
  - Alumni follow-up
- Program review requirements