Sample Document:
Ohio Board of Regent Request for Approval of BSTOM

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.

SECTION 2: ACCREDITATION

SAMPLE
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 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. 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.

  - 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 HR</th>
<th>OTM, TAG or CT2 Tier Req New or Existing</th>
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<tr>
<td>ETM 3001 PM Intro to Tech. Op. Mgt.</td>
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<td>ETM 2030 PM Advanced Enterprise Computer Methods</td>
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<tr>
<td>ETM 3015 PM Technical Operations Management</td>
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<td>TECH Transfer from 2-year degree BASED ON Articulation Agreements with each community college partner</td>
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<td>ETM 3820 Technical Project Management</td>
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<tr>
<td>ETM 3625 Supervision &amp; Leadership in Tech Org.</td>
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<td>ETM 3635 Quality Assurance and Tech. Doc.</td>
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<td>ETM 4005 TECH OP MGT Senior Seminar</td>
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<td>ETM 4420 Purchasing &amp; Supply Chain Mgt.</td>
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<td>ETM 4325</td>
<td>Lean Systems</td>
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<td>ETM 4600</td>
<td>Applied Tech. Op. Mgt. (T3)</td>
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**Required General Courses**

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<tr>
<td>ENG 3090J or</td>
<td>Junior English (T1J)</td>
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<td>ETM 3700J or</td>
<td>Fundamentals of Public Speaking (T2HL)</td>
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<td>y</td>
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<td>COMS 1030</td>
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<td>PSY 1010</td>
<td>General Psychology (T2SS)</td>
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**Required Math Courses**

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<td>MATH1300 PM</td>
<td>Pre-Calculus (T2AS) or Calculus Higher</td>
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<td>y</td>
<td>n</td>
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<tr>
<td>MATH1350 or</td>
<td>Calculus Higher Calculus that counts for</td>
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<td>ISE 3040 or</td>
<td>Fundamentals of Statistics</td>
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<tr>
<td>**</td>
<td>Introduction to Statistics or ISE 3040 or QBA 2010</td>
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<tr>
<td>MATH 2500</td>
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**Required Physical Sciences Courses**

<table>
<thead>
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<th>Required</th>
<th>Elective</th>
<th>Core</th>
<th>Total</th>
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</thead>
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<tr>
<td>CHEM1210 or</td>
<td>Principles of Chemistry I (T2NS)</td>
<td>4</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>4 y y n</td>
</tr>
</tbody>
</table>
### PHYS2001 or Introduction to Physics (T2NS) 4

<table>
<thead>
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<th>Business Courses</th>
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</thead>
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<td>PHYS2051</td>
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### Required Business Courses 18

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<tr>
<td>ACCT 1010</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>BUSL 2000</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>FIN 2020</td>
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<td>MGT 2000</td>
<td>3</td>
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<td>MIS 2021</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MKT 2020</td>
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<td></td>
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</tr>
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</table>

### Required hours of free Electives 23.0

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Required</th>
<th>Business Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</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](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: ___________________________ E-mail: ___________________________

PID: ___________________________ Overall GPA: ___________________________

Address: ___________________________ Date: ___________________________

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</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication</td>
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<tr>
<td>2. Quantative</td>
<td></td>
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</tr>
<tr>
<td>3. Engineering Technology and Management</td>
<td></td>
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<tr>
<td>ETM 3001</td>
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<tr>
<td>ETM 2030</td>
<td></td>
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<tr>
<td>ETM 3015</td>
<td></td>
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ADVANCED STANDING GPA (total points/total hours) =

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 to 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></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Head-count full time</td>
<td>20</td>
<td>20</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Head-count part time</td>
<td>20</td>
<td>55</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Full Time Equivalent (FTE) enrollment</td>
<td>27</td>
<td>41</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>Projected Program Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Program Expenses

<table>
<thead>
<tr>
<th>New Personnel</th>
<th>Full</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction (technical, professional and general education)</td>
<td>$65,000</td>
<td>$150,000</td>
</tr>
<tr>
<td>Non-instruction (indicate role(s) in narrative section below)</td>
<td>$220,000</td>
<td>$250,000</td>
</tr>
<tr>
<td>New Personnel</td>
<td>Full</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Instruction (technical, professional and general education)</td>
<td>$65,000</td>
<td>$150,000</td>
</tr>
<tr>
<td>Non-instruction (indicate role(s) in narrative section below)</td>
<td>$220,000</td>
<td>$250,000</td>
</tr>
</tbody>
</table>

### III. Projected Expenses

- **Scholarship/stipend support (if applicable, describe in narrative section below)**
  - Graduate and student workers. New facilities/building/space renovation (if applicable, describe in narrative section below)
  - $40,000 (1st year) $30,000 (2nd year) $40,000 (3rd year) $80,000 (4th year)

- **Additional library resources**
  - $40,000 (1st year) $30,000 (2nd year) $40,000 (3rd year) $80,000 (4th year)

- **Additional technology or equipment needs**
  - $70,000 (1st year) $100,000 (2nd year) $120,000 (3rd year) $225,000 (4th year)

- **Other expenses**
  - $70,000 (1st year) $100,000 (2nd year) $120,000 (3rd year) $225,000 (4th year)

- **Total Projected Expense**
  - $175,000 (1st year) $290,000 (2nd year) $400,000 (3rd year) $555,000 (4th year)

#### 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
Course syllabi  
Organizational Chart  
Faculty CVs  
Faculty/student handbooks (or link)  
Current catalog (or link)  
Other items as directed in the supplemental forms (if submitted)

<table>
<thead>
<tr>
<th>Appendix Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>BS-TOM Job Demand</td>
</tr>
<tr>
<td>B</td>
<td>HLC Notification</td>
</tr>
<tr>
<td>C</td>
<td>Program lead CV</td>
</tr>
<tr>
<td>D</td>
<td>Letters of Support</td>
</tr>
<tr>
<td>E</td>
<td>ETM Courses</td>
</tr>
<tr>
<td>F</td>
<td>Supplement Online Delivery Doc</td>
</tr>
<tr>
<td>G</td>
<td>Faculty Development, Promotion and Tenure</td>
</tr>
<tr>
<td>H</td>
<td>Faculty CVs</td>
</tr>
</tbody>
</table>

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