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 format. 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.
N/A—all content is Ohio University content.

1.6 Have the appropriate accreditation agencies been informed of the proposed change?

Yes—see HLC letter in Appendix B.

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.

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**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 training 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