



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.

Questions about the supplement and/or your request may be directed to Matt Exline, director of program approval operations, at (614) 728-3095 or mexline@highered.ohio.gov.

SECTION 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.*
- 1.4 *Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.*
- 1.5 *Describe the technical and help desk support services available to students and faculty (hardware and software systems).*
- 1.6 *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.).*
- 1.7 *Indicate whether the institution has entered into a collaborative agreement with a 3rd 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.***
- 1.8 *Have the appropriate accreditation agencies been informed of the proposed change?*

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.

SECTION 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

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.

SECTION 3: CURRICULUM

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

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.

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.

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.

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

SECTION 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.**

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.

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, below. 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.**

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number	Experience Teaching Online Courses Professional Development in distance education	Number of Courses this Individual will Teach Per Year (include all courses—online and on-ground taught at the institution)
e.g., John Smith	e.g., Professor, Assistant Professor, Adjunct Professor, Lecturer, etc.	FT or PT	e.g., M.S., Mathematics, ABC University, 1990	e.g., MTH120: College Algebra MTH148: Analytic Geometry	e.g., 5 years experience teaching online courses; completed Quality Matters Peer Reviewer Certification	e.g., 7
Open Position	e.g., Professor,	FT or PT	e.g., Master's in	e.g., ENG 100:	e.g., will be required to	e.g.,

	<i>Assistant Professor, Adjunct Professor, Lecturer, etc.</i>		<i>English required</i>	<i>English Composition I, English Composition II</i>	<i>complete Quality Matters Peer Reviewer Certification</i>	<i>4</i>

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).