**Change Request:**

**Online or Blended/Hybrid Delivery**

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid[[1]](#footnote-1) delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

**Date of submission:**  [DATE]

**Name of institution:**  Kent State University

**Degree/degree program to be offered using online or blended/hybrid delivery:**

[MAJOR] major within the [DEGREE] degree

**Primary institutional contact for the request**

**Name:** Therese E. Tillett

**Title:** Executive Director of Curriculum Services  
 Office of the Provost

**Phone number:** 330-672-8558

**E-mail:** ttillet1@kent.edu

**Proposed start date:** [TERM] [YEAR]

**Date that the request received final approval from the appropriate institutional committee:** Approved by the Educational Policies Council,

a subcommittee of the Faculty Senate on [DATE]

**Institution has Higher Learning Commission approval for online or blended/hybrid delivery:** Yes

**Educator preparation program that leads to licensure or endorsement:** No

**3. CURRICULUM**

* 1. **Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?**
  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. **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.**
  4. **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.**
  5. **Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.**

**3.5 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.)*****Please provide a syllabus for each new course as an appendix item.***

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| --- | --- | --- | --- | --- | --- |
| **Course** | **Online** | **On-ground**  **(including web**  **facilitated)** | **Blended/**  **hybrid** | **Course currently required in approved program** | **Comments (as needed)** |
| e.g., MTH 101 College Algebra | ◼ |  |  | Yes |  |
| e.g., MTH 102 College Trigonometry | ◼ |  |  | Yes |  |
| e.g., MTH 103 Calculus and Geometry |  |  | ◼ | Yes | on-site lab |
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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.**

**4.2 Describe faculty members’ responsibilities to the online or blended/hybrid program. In your response, 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.**

**4.3 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.**

**4.4 Using the form below, provide the information requested for each member of the instructional staff. 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.***

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| --- | --- | --- | --- | --- | --- | --- |
| **Name of instructor** | **Rank or title** | **Full-time/**  **part-time** | **Terminal degree title, discipline on diploma, institution, year** | **Course instructor will**  **teach in proposed program** | **Experience teaching distance education courses/**  **professional development in DL** | **Number of**  **courses instructor will**  **teach/year (include traditional and DL)** |
| **e.g.,**  **John Smith** | **Assistant Professor** | **FT** | **PhD, Mathematics, Xavier University, 2010** | MTH 101 College Algebra  MTH 102 College Trigonometry | **five years experience teaching online courses; completed Quality Matters**  **Peer Reviewer Certification** | **7** |
| **e.g.,  Mary Smith** | **Professor** | **FT** | **PhD, Mathematics, Syracuse University, 1983** | MTH 103 Calculus and Geometry | **e.g., will be required to complete Quality Matters Peer Reviewer Certification** | **4** |
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**APPENDICES**

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| **Appendix** | | **Description** |
|  | A |  |
|  | B |  |

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,

*signed after EPC*

Todd A. Diacon

Senior Vice President for Academic Affairs and Provost

1. For this document, the following definitions will be used:

   **Online:** A course where most (80+ percent) of the content is delivered online and typically requires no face-to-face meetings.

   **Blended/hybrid:** Course that blends online and on-ground/face-to-face delivery. Substantial proportion of the content is delivered online; typically uses online discussion and has a reduced number of face-to-face meetings.

   **Web-facilitated:** Course that uses web-based technology to facilitate what is essentially a face-to-face course. Examples of this may be the instructor posting the syllabus or list of assignments on a web page or to a course management system, or requiring some quizzes to be taken via an online method.

   **On-ground (aka traditional or face-to-face):** Course that uses little or no online technology, where content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated. [↑](#footnote-ref-1)