OSU Ecampus welcomes this opportunity to partner with the College of Agricultural Sciences to make a Masters of Engineering in Biological and Ecological Engineering available to an off-campus audience effective Fall 2019. This program will be an important addition to Oregon State’s online offerings.

**Partnership agreement**
The following section provides a high-level overview of the partnership expectations of the College of Agricultural Sciences, hereafter referred to as “the College”, the support and services Ecampus provides, and the funding agreement. The appendices provide further detail regarding Ecampus services and expectations. Upon signing the partnership agreement, the College commits to sharing the relevant appendices with appropriate personnel.

**Program coordination**
The College agrees to ensure there is sufficient coordination of the program between the department and with Ecampus. A checklist of responsibilities and expectations for program development coordination is listed in Appendix 1.

- The program coordination person(nel) are expected to be familiar with all sections of the MOU and ensure all agreed upon expectations have been met.

- Ecampus will fund, per the agreement in the Funding section, the program development coordination for 8 consecutive terms.

- The College is responsible for funding the program leadership once development is complete.

- The College will identify the person(nel) responsible for coordination tasks. It is the responsibility of the academic unit to provide for ongoing administrative support for the program, as distinct from program development coordination, which is funded under this agreement.

The College agrees to appoint the following as the primary liaison for program development coordination:

**TBD – Ecampus to be notified upon appointment**
Ecampus Support
Ec Campus will assign the academic programs manager, to be the key contact for the College regarding this program throughout its lifecycle. The academic programs manager will work with program personnel to coordinate efforts within Ec Campus, through the curricular review/approval process, and thereafter. The academic programs manager will track program development progress and provide high-level reports to the College throughout the program’s lifecycle. The College will ensure a continuous relationship with the academic programs manager and keep them informed of any impactful changes within the program.

Marketing and Enrollment Services (MES)
Whether it’s through the Ec Campus website, an inspiring story or a friendly phone call or email, the Ec Campus Marketing and Enrollment Services team helps connect prospective online students with Oregon State.
- The Ec Campus marketing team will work collaboratively with the program to develop a targeted marketing plan, a program microsite (hosted on the Ec Campus website) and a prospective student communication plan.
- Inquiries for this program will be directed to Ec Campus and collected in a customer relationship management (CRM) system. Staff in Ec Campus Enrollment Services will follow up with prospects through individualized and automated communications.
- Note: Ec Campus marketing implementation, including microsites going live, will begin once curricular approval has been granted and administrative systems are in place for applicants to the program.

Course Development and Training (CDT)
Ec Campus commits to delivering high-quality online courses. Each faculty course developer will be assigned to work with an instructional designer from Ec Campus. All courses making up the distance degree will be focused on outcome-based learning and aligned with the accrediting standards for learning outcomes established by the OSU Office of Academic Programs. All courses in the proposed program will be developed using the best practices framework for instructional design for distance education courses and programs, aligned with OSU and national standards for distance education courses and programs, employing the Canvas learning management system. Please see Appendix 2 for course development and training expectations and schedules.

Use of course and materials
- The faculty course developer is the named author or principal developer of course materials. The course developer may remove his or her name from the course at any time, in coordination with the academic department or school and Ec Campus. The department or school can appoint others to teach this course.
- Consistent with the standards and policies of Oregon State University, OSU owns the course and materials, and OSU shall have the exclusive right to offer the course to any student at any location.

Course delivery
Ec Campus provides scheduling and proctoring support for course delivery every term. You can find department and instructor expectations in Appendix 3.

Term of Offer: Students may enroll as distance degree seeking students in Fall 2019.
Course scheduling: Ecampus schedules all online courses in coordination with the Office of the Registrar’s schedule desk. To schedule a course, departments submit course CRN requests through the online CRN request form located on the Ecampus website at least two weeks before the first registration deadline of the upcoming term.

Proctored exams: The use of proctored exams for a course is at the discretion of the instructor and department. If proctored exams are going to be required, the CRN request should clearly indicate this. Ecampus Testing (ecampustesting@oregonstate.edu) will assist instructors and students in locating and coordinating proctors and delivery of all exam materials. Ecampus Testing will also provide instructors with assistance for any special circumstances that might arise involving a proctored exam.

Program maintenance
A major factor in continued excellence is the maintenance and refreshment of courses and the program. As part of maintenance, the College commits to the following:

- Course redevelopment cycles every 3-5 years to ensure course material is current, relevant, and maintains curricular alignment (Ecampus has a proposal process and offers course development funding, training, and support for the redevelopment of courses.)
- Regular check-ins with program lead, coordinated through the Ecampus academic programs manager, to ensure marketing and recruitment, advising, student services, and course offerings are current and effective
- Communicate with Extended Campus’ academic programs manager as changes to the program are being proposed, not post-facto
- Review program sustainability with Ecampus fiscal strategist

Funding
Funding overview with details of budget transfer per program component: coordination, course development, and program delivery. Funds will be transferred to the College per the agreement below. Ecampus provided staffing funds are to be used only for the indicated purpose.

Total funding for one year development = $ 95,000

Non-recurring total = $ 95,000

Course development
- $ 55,000
  - Funding provided per the schedule shown in Appendix 2a.
  - Develop 4 new OSU courses (see Course Development Plan, Appendix 2a) at $5,000 per course
  - Develop 7 redeveloped OSU courses (see Course Development Plan, Appendix 2a) at $5,000 per course
  - Funds will be budget transferred to the College for support of course development:
    - once a course is deemed complete and up to standards, and
    - has been reviewed and approved by the appropriate designee of the College in collaboration with the Ecampus Director of Course Development and Training.
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Program development coordinator
- $40,000
  - 8 consecutive terms.
  - First payment of budget transferred to the department upon signing of the MOU;
  - Ecampus will assume no direct payroll.
Signatures

Signatures below indicate acceptance of these terms and conditions. Signatures also indicate that identified personnel (coordinators, advisors, course developers, Ecampus staff, etc.) will be notified of their responsibility in meeting the expectations outlined within this MOU.

Daniel J. Arp, Interim Dean
College of Agricultural Sciences

John Bolte, Department Head
Biological and Ecologic Engineering

Lisa L. Templeton, Associate Provost
OSU Extended Campus
Appendix 1: Department Coordination Expectations and Check-ins

Below is a checklist of expectations and responsibilities of the College for person(nel) assigned to each stage of new program coordination. The College will ensure personnel are assigned to the following tasks.

Proposing:
Prior to the signing of the memorandum of understanding between Ecampus and the College (MOU). If the outlined tasks are not complete at time of signing, the College agrees to ensure these expectations are met quickly.

- Identify program development coordinator
- Submit program proposal and work with Ecampus Academic Programs Manager to clarify and revise as necessary
- Create or coordinate the creation and submission of CAT I/II proposals as needed, keeping Ecampus Academic Programs Manager involved
  - Create curriculum comparison chart
- Create degree map for new students and transfer students that creates an unobstructed path towards graduation
- Create course development schedule
  - Identify and secure commitment from faculty developers
  - If multi-disciplinary, coordinate across units and ensure buy-in from external department/school.
  - Clearly communicate development and offering expectations with faculty developers
- Ensure the development schedule aligns with degree map
- Become familiar with enrollment policies that impact their student population
- Determine expectations for student enrollment numbers
  - Ensure course offering schedule enables achievement of enrollment numbers
- Ensure MOU is signed

Program Development Coordination:

During development; funded by Ecampus

Between the signing of the MOU and the completion of the program development. Below the tasks have been segmented into phases of the development.

Ongoing through entire development process:
- Act as liaison between Ecampus contacts and the College to ensure Ecampus is aware of any program or staff changes, and that the College is aware of Ecampus updates
  - Change of personnel updates
  - Delays in development or launch
  - Status of curricular proposal
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- Website information changes
- Identify instructor/TA course development/facilitation training needs, coordinating with Ecampus to plan and schedule training
- Attending regular and frequent meetings with Ecampus
- Be the College’s key contact regarding anything related to the Ecampus program development
- Work with Ecampus Marketing Enrollment Services team to ensure enrollments are reaching desired levels
- Work with Ecampus to map out program sustainability model

Starting the development:
- Meet with Academic Programs Manager and Assistant Directors from Ecampus units for an Ecampus Development Orientation
- Meet with the Ecampus Director of Course Development and Training to discuss training schedule for faculty course developers, course design standards, collaboration with the Course Development and Training team, and course development workflow.
  - If developing a course, complete Developing an Online Course workshop
  - Reviews curriculum or coordinates such reviews within the department
- Meet with Marketing team to coordinate marketing strategy, including competitive differentiation and target audience

During the development process:
- Course Development
  - Ensure alignment of online learning outcomes with those on-campus, and/or ensure curricular alignment with on-campus programs/courses
  - Ensure courses are developed according to the agreed upon timeline and course design standards
    - Ensure all course materials have been submitted 6 weeks prior to the start of the term for each course development
  - Encourage QM certifications where appropriate
  - Help create and coordinate program wide policies and approaches, if desired, as appropriate for the college
    - Test proctoring
    - Open texts
- Department and Student Services
  - Establish which courses will be offered in specific future terms and submit those courses to be added to the schedule of classes

Completing the development:
- Identify ongoing program lead, who will serve as Ecampus’ main point of contact regarding the program moving forward (if different than program development coordinator)

Post-development program leadership:

Post development; funded by the College

Once development of the program has been completed
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- Attend and contribute to regular program check-ins
- Establish which courses will be offered in specific future terms and submit those courses to be added to the schedule of classes
- Distribute program reports from Ecampus to appropriate stakeholders
  - Work with Ecampus academic programs manager to communicate changes or updates to the program and curriculum
- Coordinate the redevelopment of courses within the program after 3-5 years
- Update Ecampus Academic Programs Manager of any changes in the program or personnel
- Working with the Ecampus Marketing and Enrollment Services team (MES) to ensure enrollments are on target and aiding in marketing efforts as needed
- Collaborate with Ecampus Fiscal Strategist to ensure program is sustainable and growing as necessary

Appendix 2: Course Development and Training Expectations

This document is to be shared with all course developers.

- **Course Development Period**: Course development will start fall 2018 and will be completed by fall 2019. Course development will progress according to the development planning chart (See Appendix 2a). Ecampus develops courses over a period of two terms. Course materials are due six weeks in advance of the initial term offering.
- **Schedule Adjustments**: Adjustments to the development plan need to be submitted to Ecampus in writing. If a development plan adjustment is requested, an amended development planning chart should also be submitted (See Appendix 2a).
- **Training Schedule**:
  - Course developers new to online course development or new to OSU will participate in the Developing an Online Course workshop offered by Ecampus.
    - Funding in the amount of $500 is provided for completion of this training,
    - As a 6-week, asynchronous workshop, it requires approximately 18-20 hours to complete.
    - Offered week 2 through week 8, every term
    - Ecampus recommends that course developers participate in this workshop at least two terms prior to first delivering the course.
  - Experienced course developers completing redevelopments of existing online courses will participate in the Redeveloping an Online Course workshop offered by Ecampus.
    - Funding in the amount of $350 is provided for completion of this training,
    - As a 4-week, asynchronous workshop, it requires approximately 12-15 hours to complete.
    - Offered week 2 through week 6, every term
    - Ecampus recommends that course developers participate in this workshop at least two terms prior to first delivering the course.

All courses making up the distance degree will be focused on outcome-based learning and aligned with the accrediting standards for learning outcomes established by the OSU Office of Academic Programs.
All courses in the proposed program will be developed using the best practices framework for instructional design for distance education courses and programs, aligned with OSU and national standards for distance education courses and programs, employing the Canvas course management system. (Sample best practice courses are available for review.) Appendix B, Ecampus Essentials, and Appendix C, Overview of Best Practices for Online Course Design, elaborate on these best practices. In order to be deemed complete and to receive development funding, courses will need to demonstrate the items in Appendix B, Ecampus Essentials. Exceptions must be approved by the Director of Course Development and Training.

Each Course Developer will be assigned to work with an Instructional Designer from Ecampus. The Course Developers will engage in continued collaboration with the Course Development and Training team from project inception and will ensure course completion and approval of the course at least 6 weeks prior to the initial term start. Completion status of the course is determined by the Extended Campus Director of Course Development and Training (CDT) in consultation with the College designee.

If the course materials are not received at least 6 weeks prior to the start of initial term, the CDT Director will consult with the College concerning advisability of course cancellation.

Course Developers will work with an Ecampus Instructional Designer to complete an evaluation of the course design within one term of its initial offering.

Ecampus will provide basic course development and production including: instructional design with best practices covering online pedagogy, accessibility, copyright, project management, media development, Canvas course development, training, and on-going student and instructor support.

When development is complete, the College must give approval for on-going offerings of each course in order to accommodate student demand for the course and timely progress towards degree completion, and to allow Ecampus to recoup development costs over time.

- The sequence and timing of course design, development, and offering are delineated in the Development Plan below. (See Appendix 2a.)
- All courses must have full curricular approval and be posted to OSU General Catalog before they can be offered for online delivery.

**Use of Course and Materials**

1. The Course Developer is the named author or principal developer of course materials. The Course Developer may remove his or her name from the course at any time, in coordination with the academic Department or School and Extended Campus. The Department or School can appoint others to teach this course.
2. Consistent with the standards and policies of Oregon State University, OSU owns the course and materials, and OSU shall have the exclusive right to offer the course to any student at any location.

**Appendix 2a: Program Development Plan**
Appendix 2b: Ecampus Essentials

The course-design rudiments listed below are considered “Ecampus Essentials.” In order for a course development to be deemed complete and funding processed, these requirements need to be met. (In rare cases where an exception may be warranted, the faculty course developer should consult with the Director of Course Development and Training.) Faculty developers work in collaboration with Ecampus personnel and must meet agreed-upon course development deadlines.

1. Faculty developers work in collaboration with Ecampus instructional designers from project inception through completion, meeting ongoing agreed-upon course development deadlines.
2. All OSU-required syllabus information is present, including learning outcomes and, if applicable, outcomes and special curricular instructions for Bacc Core, WIC, and DPD. Online courses are expected to meet the same learning outcomes as sections taught in other modalities.
3. Outcomes, course content, learning activities, and assessments are aligned in terms of content and cognitive level.
4. Courses are organized with student-centered navigation, using a units/themes/week-by-week folder structure (as opposed to lengthy menus or a mass collection of files without a discernible organization).
5. Three forms of interaction are present, in some form, in the course:
   a. Student/content (such as discussion board, readings, video, research projects)
   b. Student/instructor (such as discussion board, response to assignments, inclusion of a Q&A forum the instructor will facilitate)
   c. Student/student (such as discussion board, group projects, peer reviewed assignments)
6. Appropriate tools are used for their intended purposes (for example: assignment tool for homework rather than having students emailing assignments, grade center for communicating grades). Tracking assignments and student progress through Canvas helps us create an archive.
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of the class once it is over, which we can reference in case of a clerical error on a student transcript or a grade challenge. Tracking assignments and student progress through Canvas also helps Financial Aid determine if a student has been “present” in an online class.

7. Copyright permissions for any borrowed images, textual content, film, or other source materials have been requested (course developers provide publication information; Ecampus processes requests).
8. Audio and visual quality must be clear for all multimedia, and multimedia is designed and produced for an audience of online students.
9. Course content is posted in accessible format (such as a PDF file with document tags, alt text provided for images, captions or transcripts for lectures, and PowerPoint presentations with sufficient contrast between the background and text).
10. Information about learner support is provided, such as the Start Here Module in the Ecampus Canvas course template, which includes a link to Ecampus Student Resources.

Appendix 2c: Overview of Best Practices for Online Course Design

This chart builds upon “Ecampus Essentials” to provide more information about best practices in online course design. Recommendations are based upon the Quality Matters Rubric.

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<thead>
<tr>
<th>General Standard</th>
<th>Detailed Standards</th>
<th>Why it’s important</th>
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| Course Overview and Introduction* Navigation | • Course structured into intuitive sections (weeks, units, etc.), with all materials for each section housed within that section  
• Intuitive and logical navigational structures are present  
• All OSU-required syllabus information is present (instructor’s name; OSU email address, contact information, grading policies, etc.)  
• A course schedule with due dates is provided (within the syllabus or as a separate document)  
• Syllabus also includes information for online students, such as netiquette requirements and technical support info  
• Required special curricular instructions are provided for Bacc Core, WIC, and DPD courses | Clear navigation and overview/introductory materials help students find what they need, reducing frustration. They help students avoid missing important instructions or assignments. |
| Learning Outcomes | • Course outcomes are equivalent to on-campus offerings of the same course  
• Course outcomes are measurable and observable (avoiding ambiguous verbs such as “understand,” or “comprehend”)  
• Weekly learning Outcomes and a weekly introduction is provided | An OSU course is an OSU course, regardless of modality. Learning outcomes are the roadmap for the course. Clear outcomes tell us exactly what should be covered and at which depth. Weekly Outcomes help students understand how daily coursework relates to course outcomes. |
### Assessment and Measurement

- Grading policies are stated clearly (such as stating grading criteria or supplying a rubric)
- Assessments (assignments, exams, projects, discussions, etc.) are aligned with course outcomes, weekly Outcomes, content, and cognitive level
- All assessments are collected within Canvas
- Assessments are varied, including formative and summative assessments
- If proctored exams are desired, proctoring requirements are established with the testing coordinator and communicated in the syllabus

Clear expectations help students succeed. Assessments should be aligned with outcomes to ensure that outcomes are being met. Collection within Canvas is important for record-keeping and financial aid purposes. Using a “grade early, grade often” approach helps students monitor progress and helps to close the distance gap.

### Instructional Materials

- Instructional materials are in alignment with the course outcomes and weekly Outcomes
- Instructional materials are appropriately cited
- Copyright permissions for any borrowed images, textual content, film, or other source materials have been requested; in cases where permissions are denied or when fees are not feasible, the source materials in question are removed. Videos are not streamed until permission is granted.
- Instructional materials are presented in formats demonstrating best practices for distance education
  - Appeal to a variety of learning preferences (readings, audio, visual, multimedia, etc.)
  - Lecture content is brief (<20 mins.)
  - All recordings are designed for Ecampus students (no recording of in-class material)
  - Audio and visual quality must be clear for all multimedia
- Lectures are not required; it is fine to use existing materials such as links to open education resources, readings, activities, etc.

Instructional materials should prepare students for assessments.

Copyright laws must be followed.

Research shows that using best practices for presenting instructional materials helps students learn more effectively (for example, using active learning strategies, where students perform meaningful actions involving course content and then reflect on learning).

Materials for online classes should be created for the audience of online students. Online students feel at a disadvantage when they are merely given recordings of on-campus activities or lectures.
### Learner Interaction and Engagement

- Learning activities are aligned with course outcomes and weekly learning outcomes.
- Opportunities for active learning (meaningful action + reflection) are provided.
- The instructor’s response times for communications and grading are clearly stated.
- Three forms of interaction are present in the course:
  - Student/content (such as discussion board, readings, video, research projects)
  - Student/instructor (such as discussion board, response to assignments, inclusion of a Q&A forum the instructor will facilitate)
  - Student/student (such as discussion board, group projects, peer reviewed assignments)

Research shows that active learning opportunities, as well as the three forms of interaction, are effective in online classes and for adult students. Response times help create a structure for interaction.

### Course Technology

- Appropriate tools are used for their intended purpose (assignment tool for homework, exam tool for exams, rather than having students email assignments, for example)
- Tools outside of Canvas are used in ways that comply with FERPA regulations and student completion of work is logged within Canvas.
- Grades are communicated to students using the Canvas grading center.
- Links to outside resources are functional.

FERPA adherence is required by law. Tracking student participation and progress within Canvas helps us keep records and helps the financial aid office determine eligibility.

### Learner Support

- Information about learner support is provided, such as the Start Here Module in the Ecampus Canvas course template, which includes a link to Ecampus Student Resources.
- LibGuides are embedded in Canvas course shells, when appropriate.

Access to student services sometimes differs for campus and Ecampus students. Online student fees provide access to Ecampus-specific student services, such as NetTutor.

### Accessibility

- Simple font and color schemes are used.
- Canvas pages are structured in an accessible format (such as using heading styles).
- Visuals, such as PowerPoint presentations, contain sufficient

Providing accessible content is required by law. Using a universal design approach during course development is better for students, is more inclusive for diverse learners, and is more
Appendix 3: Course Delivery Expectations

- **Course Scheduling:** The Ecampus Course Scheduler schedules all Ecampus courses in coordination with the Office of the Registrar's Schedule Desk. To schedule a course, departments submit course CRN requests through the online CRN request form located on the Ecampus website at least two weeks before the first registration deadline of the upcoming term.
  - Departments will
    - First work with the Ecampus Development Scheduling department to submit and work through the proposal approval process at least two terms in advance of when the course will be offered.
    - Provide a completed CRN request form including all necessary information to schedule the course to the Ecampus Course Scheduler.
    - Submit all necessary information to update courses to the Course Scheduler (ecampus.scheduling@oregonstate.edu), including course status changes, instructor additions, course cancellations or deletions, enrollment cap adjustments, etc.
    - Assign a department staff or faculty member to act as a scheduling contact on behalf of the department.
    - Review quarterly reports to ensure the accuracy of course offerings.
    - Communicate any course changes to the Course Scheduler (ecampus.scheduling@oregonstate.edu) in a timely manner.
  - Instructors will
    - Submit course text materials to the Course Scheduler or to the OSU Beaver Store two weeks in advance of the first registration deadline.
    - Submit a sample course syllabus to (ecampus.syllabi@oregonstate.edu).
    - Communicate any course changes to the Course Scheduler (ecampus.scheduling@oregonstate.edu) in a timely manner.

- **Proctored Exams:** The use of proctored exams for a course is at the discretion of the instructor and department. If proctored exams are going to be required, the CRN request should clearly indicate this. Ecampus Testing (ecampustesting@oregonstate.edu) will assist instructors and students in locating and coordinating proctors and delivery of all exam materials. Ecampus Testing will also provide instructors with assistance for any special circumstances that might arise involving a proctored exam.
  - Departments will
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- Indicate proctored exams on the CRN request and ensure that the course catalog includes the comment about proctored exams being required (Proctored exam(s) required; may involve an additional fee.)

- List the instructor for proctored courses in the course catalog. Please no ‘Staff’ entries.

  o Instructors will

  - Clearly list that proctored exams are required in the course syllabus. This should include a list of the proctored exams and the dates the exams will be available for students to take.

  - Provide Ecampus Testing with the exam parameters (dates, materials allowed, time limit, and password) no later than the Friday of the first week of the term. All instructors using proctored exams will be emailed instructions approximately two weeks before the term begins.

  - Communicate any changes to the exam parameters to Ecampus Testing in a timely manner.

  - Ecampus Testing will assist in investigating reports of academic misconduct for proctored exams, but the instructor will be responsible for filing any paperwork with the office of Student Conduct and Community Standards.