

# Office of Distance Education

## Annual Report 2026

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THE OHIO STATE  
UNIVERSITY  
COLLEGE OF ARTS  
AND SCIENCES



### Mission Statement

The Office of Distance Education in the College of Arts and Sciences supports dynamic course and program development through research driven, forward-thinking solutions proven to ensure understanding, engagement, access, and equity in ASC learning communities.

### Letter from the Director

Dear Colleagues,

As a scholar, I look for patterns in cultural expression. From conversations in the hallway to those in professional conferences, the most recognizable and pervasive expressive pattern defining last year seems to be the inescapable fact that we find ourselves navigating a cultural moment defined by a profound and multifaceted degradation of trust. From the evolving classroom dynamic between teachers and students to broader societal debates regarding the value of higher education, the foundations of our shared work are regularly tested lately. At the Office of Distance Education (ODE), we recognize that rapid technological change can feel like a force of disruption. And it is, for good and ill. I have come to believe that this era offers us unique opportunities to establish and rebuild trust through intentionality, transparency, and a steadfast commitment to our core academic values.

Trust is not a given, static state, but a lived, evolving practice among people. In ODE, we practice trust through a supportive partnership model that rejects “technology for technology’s sake.” Instead, we embrace a framework of “no HOW without WHY,” ensuring that every digital tool we use is anchored in considered purpose, learning theory, and genuine compassion for the student experience. Our approach to navigating AI fluency and experiential learning is not merely a technical task; it is a promise to our faculty and students that innovation will never outpace our integrity or our commitment to academic excellence.

As we look toward a sustainable future grounded in the dignity and joy of teaching, ODE remains dedicated to being a recognizable hub of teaching innovation and support where empathy meets evidence. We are ready to move ahead with you—ideally, bonded by a renewed sense of purpose and energized by the thought-provoking challenges and opportunities posed by our contemporary moment; and if not, as a sympathetic conversation partner willing to find a path to figuring it out with you.

Thank you for your continued partnership and for the trust you place in our team to help create exceptional learning experiences.

Looking forward to the year ahead,

Elizabeth Marsch  
Director  
Office of Distance Education



# Office of Distance Education Directory



**Elizabeth Marsch**  
Director



**Kerry Rubadue**  
Manager, Learning  
Development



**Alyssa Chrisman**  
Instructional Designer  
Project Manager for  
Unite to Read Project  
Grant



**Matthew Carter**  
Instructional Multimedia  
Specialist



**Kayla Hennis**  
Electronic Learning  
Development Senior  
Specialist



**Alex Sousa**  
Electronic Learning  
Development Specialist



**Olivia Loveless**  
Administrative Assistant



**Irina Sthapit**  
Electronic Learning  
Development Senior  
Specialist



**Bob Mick**  
Distance Education  
Program Consultant



**Anna Yocom**  
Electronic Learning  
Development Senior  
Specialist

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# Supporting Academic Success

The Office of Distance Education (ODE) serves as a strategic partner in advancing academic excellence and innovation across the College of Arts and Sciences. Through strategic planning, trend forecasting, compliance guidance, program management and administration, learning design support, quality assurance, faculty development, toolset management, special initiatives, and other means, ODE supports the creation and delivery of high-quality learning experiences that strengthen student and faculty success.

ODE initiatives are intentionally aligned with both University and College strategic priorities, ensuring that our work contributes measurable value and meaningful institutional impact. In addition to supporting innovation in teaching and learning, ODE plays a critical role in maintaining standards of quality, compliance, and risk mitigation across the College. This includes leadership in areas such as Title II accessibility, data security and privacy, academic rigor, and the promotion of academic integrity within an increasingly digital and AI-influenced educational landscape.

The role of ODE extends beyond supporting online education. We are helping shape the future of teaching and learning by building systems, practices, and partnerships that enhance educational quality across a wide range of enterprises to position the College for continued success.

## ODE: Advancing the College Mission

- Supporting the university’s land-grant mission through accessible, high-quality education
- Advancing student success through effective online and hybrid learning experiences
- Supporting research, assessment, and pedagogical innovation
- Partnering with units including Recruitment, Honors, Career Success, Advancement, and Engagement
- Mitigating institutional risk through accessibility, privacy, security, and academic integrity support
- Expanding access for all learners along with inclusive teaching and practices
- Protecting and expanding a critical tuition revenue stream



## Supporting Growth, Quality, and Innovation

ODE provides college support through a specialized team that amplifies institutional impact through scalable and strategic support models.

### Tier 1: Scalable Self-Paced Resources

Faculty resources including nationally recognized website content, guided course creation programs, customizable templates, ready-made multimedia assets, and training on specialized teaching tools.

### Tier 2: Communities of Practice & Faculty Development

Collaboration and professional growth through faculty forums, asynchronous learning communities, and workshops that encourage knowledge sharing across disciplines. Strategic initiatives supporting emerging areas of teaching innovation, including immersive learning in STEM and career-readiness integration within the curriculum.

### Tier 3: Strategic Program Management

Full lifecycle support for online programs and certificates in collaboration with campus partners, helping guide program development, implementation, and continuous improvement while aligning efforts with institutional goals and student success priorities.

### Tier 4: Personalized Instructional Support

Faculty receive individualized support from instructional designers, curriculum developers, and learning specialists who provide expertise in course design, teaching innovation, and research-informed practices. Through collaborative partnerships and deep institutional knowledge, ODE helps faculty address complex teaching challenges while advancing innovation across the curriculum.

# Strategic Plan

## Strategic Plan Updates: Leveraging ODE’s Force Multiplier Model in Two Key Areas

Our 2024 five-year strategic plan set a course to create a fertile ecosystem for strategic distance education growth and technology-enabled teaching innovation that has proven to be integral to student success and to the health of the College curriculum. 719 quality-assured DL, DH, and HY courses were offered online this past year, representing about 30% of the College’s offerings (75% in summer term). 85,727 students were able to take classes in these more flexible formats, generating over \$100 million in tuition revenue that gets reinvested into ASC. Additionally, the diversification of delivery options in our curriculum allows for new methods for student retention, and accommodation of students’ evolving access needs. We continue to see advancements in the ways faculty engage and motivate students online, and studies are showing learning outcomes are often improved in these formats.

As we continue to inform faculty about our range of services and adjust to provide what is most impactful, we are focusing this coming year on two critical areas of innovation that align with the University’s “Education for Citizenship 2035” mission and the President’s strategic priorities: Proactive AI Fluency and Immersive Experiential Learning.

### Proactive AI Fluency

While the past year was predominantly defined by reactive adjustment to the widespread availability of generative AI, our strategic pivot will seek a more proactive approach to build fluencies. We are moving beyond general awareness to help faculty integrate a genuine understanding of AI capabilities into their specific disciplines.

**Disciplinary Integration:** Through targeted workshops and departmental conversations such as “Scaffolding Learning” and “Authentic Assessment with AI,” we are helping faculty articulate for themselves how AI changes the essential skills and “critical thinking” landscapes of their unique fields.

**The Ethics of Non-Use:** Transparency in teaching and learning is central to our model. We are partnering with instructors to articulate clear frameworks for when AI is not appropriate, preserving the integrity of foundational learning while preparing students for a tech-augmented workforce and well-rounded citizenship. We are also helping faculty think through strategies for productively encountering increasing numbers of “conscientious objectors” selectively engaging with emerging technologies.

**Anticipating the Next Wave:** Our futures-thinking framework allows us to look past prompting strategies for current chatbots toward emerging tools, ensuring the College builds effective fluency for the tools students will encounter beyond their time with us.

## Experiential Learning

In alignment with the President’s focus on experiential learning, ODE is expanding its capacity to serve more explicitly as a laboratory for teaching innovations that prioritize problem-based active learning. We are bridging the gap between digital delivery and real-world application by:

**Simulations and Scenario-Based Learning:** Utilizing our multimedia and pedagogical expertise, we are helping faculty build immersive simulations—such as AI-driven personalized coaching and VR-enhanced modules—that allow students to build authentic competencies in a safe environment where failure and reflection are expected on the way to success.

**Virtual Internships and Supports:** We continue to enable virtual pathways for internships, international exchanges, service learning, and other high impact practices ensuring that all students, regardless of their location, can access global experiences that translate their liberal arts education into transferable career skills. Our ongoing partnership with ASC’s Center for Career and Professional Success helps align classroom teaching with industry-informed career competencies.

**Articulating Value:** These experiences combined with prompts for students to reflect on their learning are designed to help students explicitly connect their coursework to the lives they wish to lead.

## Force Multiplier

ODE’s impact across the wide range of services ODE offers is made possible by our Force Multiplier model—wherein we seek to amplify the potential within ASC by empowering faculty strategically through a lean, specialized team that provides tiered support ranging from scalable web resources to personalized instructional design. This internal architecture, now a standard part of our operational planning, will continue to maximize agility and reach to move at the speed and scale our current environment demands, while fostering a personable support environment in which faculty can innovate safely and effectively using the expertise within ODE.



# Strategic Goals Achieved: 2025-2026

This past year, ODE has functioned as a “force multiplier” for the College, ensuring that our rapid technological evolution remains anchored in principled innovation and stewardship of our academic mission. Balancing empathy and evidence to support impactful results, our milestones and priorities are mapped to the University’s and College’s strategic plans.

## 1. Advancing Academic Excellence & Curricular Innovation

*In alignment with ASC Strategic Plan Goal 2 (Accelerate Student Success) and University Priority: Academic Excellence*

- **Flagship Program Development and Ongoing Program Administration:** We reached a critical milestone in curricular innovation by securing CAA approval for the online Bachelor’s Degree in Integrated Arts and Sciences. This program directly supports the College’s goal to create new degree pathways that meet emerging workforce needs and student interest. This program will welcome back college stop-outs who want to pursue finishing their degrees online. ODE supports the administration of 8 of online programs within the college to ensure alignment with strategic priorities.
- **Expansion of Experiential Learning and High Impact Practices:** To meet the President’s goal of expanding experiential learning, we continued to work with our Career and Professional Success office to design student-centered career-connected modules that can be imported into classes. This project leverages evidence-based learning design to help students articulate the transferable skills gained through coursework, connecting their degree to real-world outcomes.
- **Enhancing Student Access via CVC:** We significantly expanded the Cross-Campus Virtual Collaborative (CVC). This initiative fulfills the University’s “Education for Citizenship” priority of expanding access and opportunity for students at regional campuses and creates a smoother path for transitioning to the Columbus campus should a student wish to.

## 2. Leading the National Conversation on AI Fluency

*In alignment with University Theme 7 (Artificial Intelligence) and ASC Strategic Plan Goal 1 (Enhance Faculty Eminence)*

- **Building Institutional Capacity:** Set as priority in 2025, we intentionally shifted from reactive adjustment to proactive exploration of emerging AI technologies. By facilitating departmental workshops and conversations in our Teaching with Technology Learning Community, we helped faculty protect rigor and integrity while grappling with the practical ethical implications of the pervasiveness of AI.

- **Operational Vitality:** We also redesigned many of our internal processes to make use of AI where appropriate in our own daily work, then shared those changes with our peers.
- **Innovative Learning Environments:** ODE is pioneering AI-driven simulation experiences, media-rich immersive learning, and personalized coaching with pedagogically trained AI study partners. These efforts seek to inform and empower our academic communities to judiciously use these tools to meet the moment.

## 3. Strengthening Inclusive Excellence & Technological Innovation

*In alignment with ASC Strategic Plan Goal 5 (Improve Technological Innovation) and Goal 4 (Inclusive Excellence)*

- **Digital Accessibility Leadership:** To meet the ADA Title II priority identified in 2025, we drove an exponential increase in engagement with our accessibility resources through the launch of a comprehensive Digital Accessibility Toolkit. This ensures our technological advancements never outpace our commitment to an inclusive learning environment. We launched a large course accessibility remediation project to help with courses that affect the most students, and ran several customized departmental workshops to advise on field-specific challenges for universal accessibility aspirations.
- **Pedagogical Soundness in Multimedia:** By enhancing ODE’s multimedia capabilities, the college was able to realize ground-breaking projects like the Czech on the Ground videos that highlight specific mouth movements to coach on pronunciation, and ensuring new VR experiences can be accessed by all learners through captioning and other features. By applying specialized technical savvy to add multimodal components to learning experiences, we leveraged modern technology to intensify and diversify meaningful interactions between faculty and students called for in the College’s plan.
- **Live into Our Land Grant Mission:** By transitioning our noncredit course portfolio to a new registration system and building several new professional and continuing education courses, ODE has helped reach our community-engaged public audience and expanded our reach beyond matriculated students to live into the University’s mission to be a positive contributor to our wider communities.



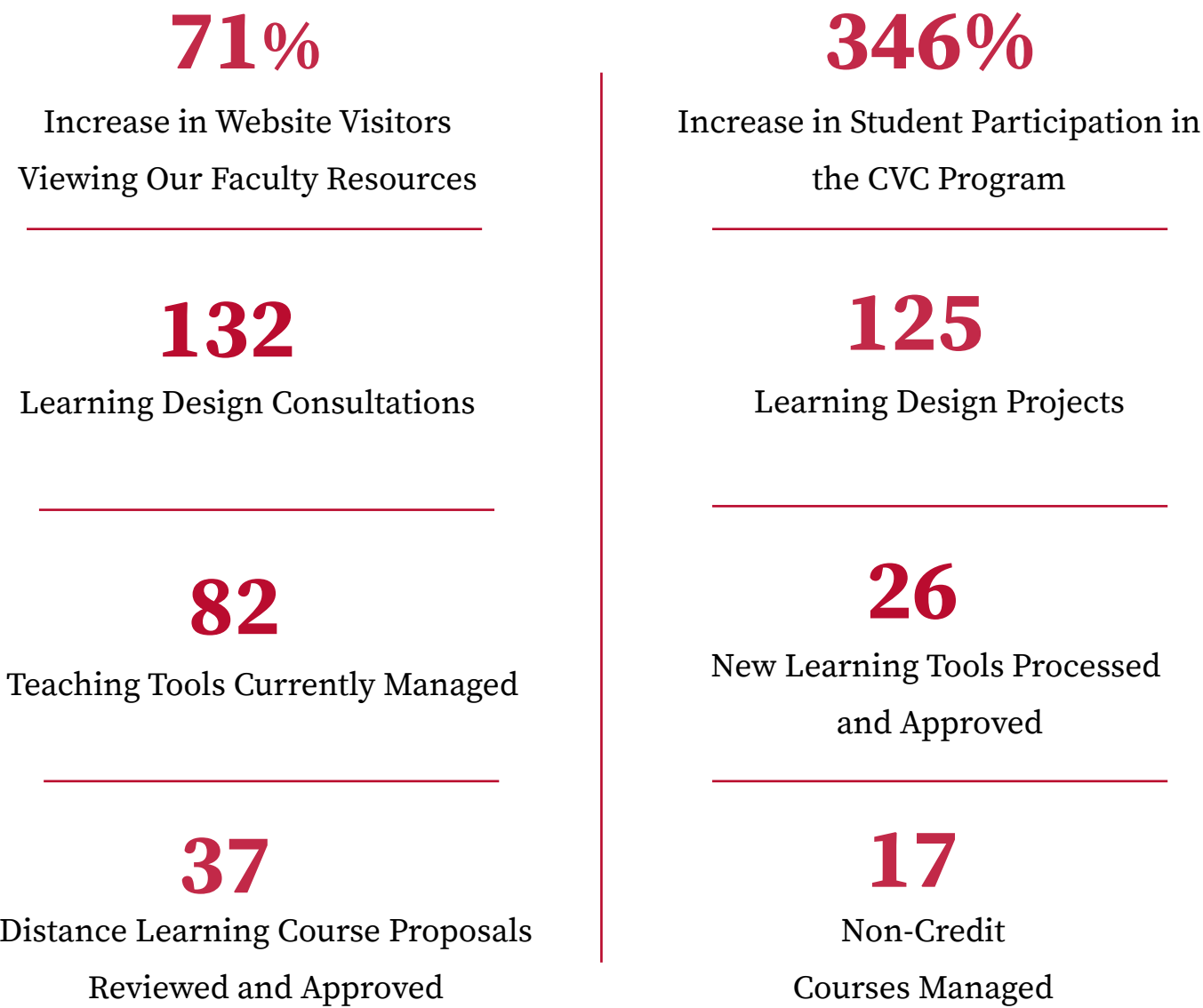
# Strategic Goals Achieved: 2025-2026

# Our Impact By The Numbers

## 4. Operational Excellence & Resource Stewardship

*In alignment with ASC Strategic Plan Goal 6 (Achieve Operational Excellence)*

- **Protecting \$100M in tuition revenue and balancing access to flexible course modalities** by maintaining a considered and balanced 30% of DL, DH, and HY course offerings across ASC’s curriculum. This fiscal stewardship allows the College to reinvest in its academic core and faculty eminence, and gives our students critical options for persistence and success.
- **Fostering Talent Recognition:** The eminence of our staff was recognized through a variety of accolades. These honors demonstrate our commitment to building a culture of staff recognition and professional growth. We enhance these major recognitions through internal kudos, celebrations of small wins, regular knowledge sharing and healthy collaboration to ensure staff wellness and sustainable achievement. Additionally, we highlight and promote ASC faculty successes through our Project Spotlight series and Teaching Forums.
- **Toolset Management:** ODE provides a vital service to the College by shepherding new teaching and learning technology tools through the adoption process and orchestrating renewal of existing tools. By regularizing these adoption processes and focusing on "best-of-breed" solutions through intensive market scanning, we have achieved significant operational efficiencies and cost savings for the College while acting as proactive guardians of compliance in an increasingly complex digital landscape.



## Major Milestones in 2025-2026

Arts and Sciences **1st** fully online Bachelor’s Degree in Integrated Arts and Sciences

**719** distance and hybrid courses available in FY26

**85,727** student seats resulting in **259,519** credit hours generated through quality-assured DL, DH, and HY classes in FY26

# Learning Design Support

The ASC Office of Distance Education welcomes Learning Design consultations and support requests from our colleagues throughout the College of Arts and Sciences to support the teaching and learning mission. We support instructors’ development of modern, engaging, experiential, and accessible online, hybrid, and in-person courses for students while also providing vital and timely professional development opportunities for faculty and graduate student instructors.

### Overview

The ODE Learning Design team made substantive contributions to several university and ASC strategic goals in 2025. This year, the Learning Design team supported instructors with a wide range of services from identifying instructional solutions and leveraging emerging technologies to specific Learning Design, project management, educational scholarship, and delivery challenges identified by the instructor to full course redesigns and ongoing pedagogical and technical support throughout each semester and academic year.



During the 2025-2026 academic year, the Learning Design team launched **114** new projects with faculty, most of which included complex projects requiring sustained support. Feedback regarding ODE’s Learning Design support continues to convey extremely favorable evaluation of services. Of all surveys completed, **100%** of respondents said they were either very satisfied or satisfied with the support received. Two examples of faculty feedback are provided below.

*“We approached ODE for assistance with developing a new online course. Going into the project, we were hoping for guidance on the best tools to use for an engaging and inclusive online learning experience and guidance on ADA compliance. They exceeded my expectations of mere guidance in navigating the online learning environment, to actually providing significant support in making sure that we created a high-quality, engaging course that was ready on time. I highly recommend this team!”*

*“We needed to completely transform our Carmen pages for 2 large enrollment courses. The carmen pages were pretty bad-- almost impenetrable. We want to increase the usability etc for students, and also ensure accessibility compliance. We would not have been able to do what we did without her and her expertise...under her guidance, we transformed to a modular weekly format which is much more student-facing. The end product is great-- and we have had \*far\* fewer student questions (about how the course works etc) since we made these changes. So this improved the quality and reduced the workload at the same time. This change made a big systemic impact for a course sequence that enrolls a lot of students.”*

## Project Spotlights

The Office of Distance Education delivers dynamic, research-driven solutions that ensure engagement, access, and equity across our online learning communities. Because exceptional online education happens in real time, we continuously collaborate with instructors who are actively reshaping online course development and delivery.

To celebrate this work and share exciting, pedagogically sound practices, we regularly feature educators from across the College of Arts and Sciences who design and teach exemplary online courses or who have incorporated a technology-enabled teaching solution in their courses. We include short videos on our website highlighting each of these projects.

This year, we feature the following two projects:

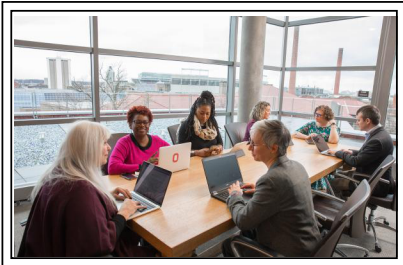
### In-Course Department Promotional Materials

In this project, the Learning Design team partnered with departments across ASC to create scalable, interactive promotional learning experiences that elevate program visibility, engage students, and showcase the real-world value of majors, minors, and courses.



### Career Success Module Redesign

In this project, the ODE Learning Design team collaborated with Career Success staff to design an evidence-based, easily importable student-centered Canvas module aimed at increasing student workforce readiness across disciplines. The evaluation illustrates highly effective learning design that improved student reviews of the module from the previous year.



# Learning Design Support

## The OSU AI Fluency Initiative

This year, ODE launched a dynamic AI Resource Hub to serve instructors across the entire adoption spectrum, from skeptics to enthusiasts. This hub provides vital philosophical, ethical, and practical insights, while simultaneously empowering educators to anchor their practical AI applications in pedagogical effectiveness.

ODE crafted and facilitated departmental workshops for discipline specific AI integration, idea sharing and conversations. These AI-focused workshops are tailored to support unit-level growth in teaching and learning. Through this multi-faceted initiative, our team spearheaded the integration of artificial intelligence into academic practices by driving professional development, community engagement, and innovative course design.

ODE assisted ASC departments with more specialized AI impact conversations. We worked with the Department of Arts Administration, Education and Policy to develop a community dialogue in our non-credit space. This program unites Ohio State University alumni and faculty through recorded discussions on critical, timely issues and most notably, the pedagogical and ethical implications of AI in art education.



Finally, ODE worked with leading-edge faculty embedding AI-driven simulations and personalized AI coaching with gen AIs trained on genuinely helpful pedagogical practices, rather than answer generation. Our team serves on multiple AI task forces and teaching and learning committees and our Director contributes to national thought leadership regarding effective online delivery in the age of AI.

## Cross-Functional Collaboration

ODE regularly collaborates with faculty and staff partners within the college, across the university, and beyond. Our instructional designers worked on 3 major projects this year with ASC Tech’s Emerging Tech studio for the creation of learning apps and games. Our team contributes to a cross-college working group for noncredit learning innovation and curriculum, as well as Ohio State Online’s Professional and Continuing Education curricular design conversations. ODE’s toolset manager joined several OTDI-hosted tool adoption committees last year. And our Director sits on several leadership committees on topics ranging from assessment and AI to mental health and wellness, as well as several international working groups and collaborative initiatives.

## Instructional Multimedia Specialist

The Office of Distance Education Instructional Multimedia Specialist supports multimedia requests for ASC courses by creating resources that enhance engagement, interactivity, and multimodal learning. The Instructional Multimedia Specialist actively supports instructors’ video recording sessions by applying instructional strategies rooted in evidence-based instructional multimedia and learning design principles. The Multimedia Specialist works with learning designers and instructors to create podcasts, instructional videos, virtual site tours, software recordings for complex technical training, video for case-based simulations, scenario-based learning, 3D imaging, immersive and augmented reality experiences, and more, all aligned to student learning outcomes.

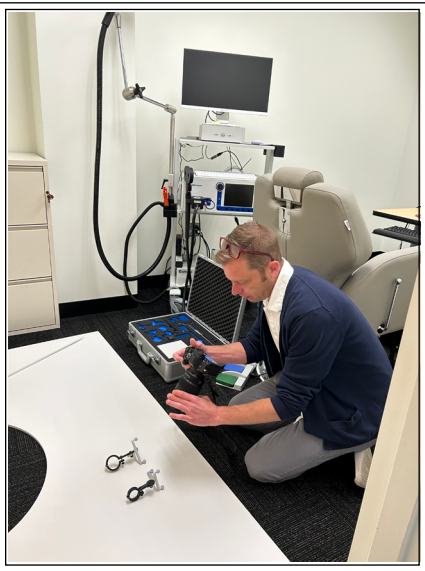
Example Instructional Multimedia Projects this Academic Year:

### *Integrating Captioning in VR: Applying Specialized Technical Savvy to Ensure Accessibility in New Tech*

VR modules were created for French 4690 with help from the Instructional Multimedia Specialist in ODE. One particularly challenging aspect was integrating accessibility captioning, an essential element of inclusive pedagogy in immersive environments.

### *Enabling Pedagogical Methods via Multimedia*

The Czech on the Ground course originally provided videos presenting text and audio for language learning. For the forthcoming online version of the course, the Learning Design Team partnered with the Instructional Multimedia Specialist to record the instructor’s mouth pronouncing the words on video instead, as educational research shows that in face-to-face language learning, the visual of an instructor’s mouth pronouncing the words is critical to learning transfer. This update may result in better learning transfer for students of the course and may inform the instructor’s future scholarship.



# Learning Design Support

## Experiential Learning Initiative

In an effort to help transform abstract academic concepts into deeply understood, practical knowledge, the ODE team supported a number of experiential learning experiences across the College.

Career Success requested help in developing a specialized Career Success module to be deployed across ASC. This initiative functions as a curricular bridge to increase student workforce readiness and drive engagement with ASC Career services. Through embedded experiential checkpoints, the module ensures students actively acquire “durable skills”—like critical thinking and adaptability—that remain applicable across changing job markets.

Extending these experiential principles to instructional leaders, ODE partnered with Maurice Stevens, Dean of Student Engagement and the K-12 Erase the Space leaders. Project collaborators enabled on-the-ground K-12 teachers from diverse local school districts to advise each other on real-time classroom practices and dispositions. By reflecting together on active teaching experiences via an interactive online training platform, educators engage in a continuous cycle of growth to navigate complex, cross-district challenges.

Finally, experiential pedagogy proves vital in specialized, high-stakes technical environments where safety, compliance, and technical ability are paramount. Partnering with the Brain Imaging Lab, ODE co-created a hands-on workforce training course and ongoing support materials requiring specialized videography. This framework ensures Brain Imaging staff master specialized neurological scanning equipment through direct, supervised application rather than just manuals, improving strict operational compliance and technical competencies.

## Teaching Toolset

The Office of Distance Education supports instructors and faculty in the College of Arts and Sciences as they pursue new and innovative ways of teaching, including identifying educational technology tools that align with Ohio States high standards for accessibility, security, privacy, sustainability, and affordability.

The ODE Electronic Learning Development Senior Specialist manages the vetting of these tools and coordinates the reviews for security, accessibility, and contractual terms. Additionally, this team member provides support and guidance to instructors on the various leading technologies available, including how to use the teaching and learning toolset to effectively meet the learning objectives for their courses.

During the 2025-2026 academic year, our office received **26** requests for assistance with new teaching and learning tools and currently manages **82** teaching tools.

## AI and Digital Accessibility Workshops

The Office of Distance Education offers targeted workshops and customized training designed to help instructors enhance pedagogy, improve student learning, and build inclusive digital environments.

### *AI-Focused Workshops*

To support professional development and effective integration of AI in teaching and learning, ODE has crafted and facilitated several departmental workshops. Instructors can choose from a variety of on-demand topics tailored to strengthen course delivery and consider AI’s impact on their fields, including:

- Scaffolding Learning with AI
- Creating Authentic Assessments with AI
- AI Tools Practice
- Transparency and Clarity in AI
- Engaging Student Learning with AI



Additionally, ODE has designed customized workshops and facilitated conversations specifically tailored to meet unique needs and goals of departments as they consider what the pervasiveness and capabilities of new AI technologies mean for their fields and how current students can learn and be assessed effectively.

### *Digital Accessibility Resources & Workshops*

ODE provided specialized workshops to help departments and instructors understand the requirements of accessibility with courses and materials. Workshops were customized to cover particular challenges to universal accessibility faced by departments. We also developed a comprehensive Digital Accessibility Toolkit. This resource includes a practical checklist to identify and address common course barriers, along with helpful job aids. Since publication, this webpage has received 636 visitors.

# Program Development & Support

The Office of Distance Education continues to collaborate with college departments, centers, and faculty to support the development and delivery of online degrees, for-credit certificate programs, and non-credit offerings. The office also helps manage relationships with key university and college stakeholders involved in these programs, including the Office of Academic Affairs, Ohio State Online (OSO), ASC Marketing and Communications, and ASC Technology Services.

## Current Degrees and Certificate Programs

The Office of Distance Education provides strategic support to the college’s online degree programs and credit-bearing certificate programs. ODE offers college-level guidance to program faculty and staff to ensure cohesion and consistency in the leadership and management of distance education initiatives.

### Ohio State Online

Our office serves as the primary liaison between the college and Ohio State Online, fostering collaboration and ensuring alignment between our online programs and university-wide initiatives. We support new program planning, participate in cross-functional meetings with OSO and program teams, track enrollment, coordinate with OSO and ASC Marketing and Communications, and help manage course development schedules with faculty teaching in our online programs.

### Program Support

The Distance Education Program Consultant strengthens the college’s support structure for online programs by managing key relationships and providing dedicated assistance to academic units and Ohio State Online. To ensure program success, the consultant drives operational excellence and marketing strategy through the following initiatives:



- Cross-Functional Collaboration: Partnering with OSO through regular team meetings to align college and university goals
- Data & Progress Tracking: Monitoring program recruitment, enrollment trends, and course development schedules
- Marketing & Recruitment: Formulating enrollment marketing strategies, co-hosting program information sessions, and developing targeted promotional materials

## New Program Development

Each year, the Office of Distance Education supports departments and centers in developing new online programs. This includes offering strategic guidance to ensure alignment with college priorities and providing hands-on assistance with proposal development and navigating the approval process.

In the 2026 academic year, ODE supported the creation of the in-person Fragementary Human Osteology non-credit program, the online Technical Communications for-credit certificate program and the college’s first online Bachelor’s Degree in Integrated Arts and Sciences. Both new online programs will be launched in the next academic year.

## Non-Credit Programs

The Office of Distance Education continues to support college units and faculty in developing and delivering high-quality non-credit online learning opportunities. Currently, ODE manages a portfolio of over **17** non-credit courses, summer camps and institutes, and certificate programs. These offerings serve a diverse range of learners and support lifelong learning across disciplines. ASC non-credit platform offers free and for-fee courses to a wide range of learners.

In addition to managing current offerings, ODE provides ongoing consultation and support for departments and faculty interested in launching new non-credit programs, courses, and other workforce development initiatives. This includes guidance on instructional design, program development, and platform integration, ensuring that new initiatives align with institutional goals and meet the needs of adult and professional learners.

### New Program Highlight - Fragementary Human Osteology

The Office of Distance Education collaborated with the Department of Anthropology to develop “Fragementary Human Osteology,” a new non-credit program. This intensive, five-day, in-person course familiarizes students with the identification of fragmentary human skeletal remains. Its inaugural offering in May 2026 attracted nationwide interest, drawing participants from as far away as Hawaii, California, Colorado, Maryland, New York, and Oregon.



# ASC Course Support

The Office of Distance Education continues to collaborate with departments, centers, and instructors across the college to support the development and delivery of online courses. ODE provides guidance on the procedures and best practices required for curricular approval when converting courses to an online format. ODE also manages the distance learning review of online course proposals, oversees programs and initiatives related to ASC’s online offerings, facilitates teaching forums for instructors to share and learn best practices, and develops resources and templates to support effective online teaching.



## Distance Learning Course Reviews

The Office of Distance Education supports the development of new online courses through the Distance Learning Course Review process. Departments and instructors submit to ODE a course syllabus and the ODE Cover Sheet to revise an existing course for online delivery. ODE reviews these materials and provides feedback to the instructor, recommending improvements or revisions to the syllabus and cover sheet. Once finalized, departments submit the revised documentation to the Arts and Sciences Curriculum Committee (ASCC) for curricular approval. ODE continues to support the process by serving in an advisory capacity during ASCC panel reviews.

In the 2025–2026 academic year, ODE reviewed and completed **37** course proposals. Since the process began in Autumn 2021, ODE has worked with faculty to quality assure over **293** proposals.

## Teaching Forums

The Office of Distance Education facilitates Teaching Forums featuring ASC instructors, staff, and other experts who discuss key topics related to higher education, including course design, AI in higher education, instructional delivery, assessment, and more. These forums are conducted live online, recorded, and made available on the ODE website for broader access.

For the 2025-2026 academic year, ODE redesigned its teaching forums to foster greater engagement, participation, and dialogue among attendees. ODE hosted three forums this year, generating **235 registrations** as well as many additional views of the forum recordings.

## Course Sharing Programs

### *Cross-Campus Virtual Collaborative Program*

The Cross-Campus Virtual Collaborative (CVC) program launched in Autumn 2022 to provide students access to distance learning (DL) courses offered by other campuses they would not otherwise be able to take. The Office of Distance Education has continued to manage the program for last four academic years, growing the program to include more students and courses as demand grows.

The 2025-2026 academic year marked a period of significant growth for the CVC program in both student enrollment and shared courses. During Autumn 2025 and Spring 2026, **654** regional campus students enrolled in **53** ASC-taught online courses offered through the CVC. This represents a **346%** increase in student enrollment compared to the previous year’s 189 students, and a **190%** increase in course offerings from 28 to 53 courses.

### *BTAA Courseshare Program*

The BTAA Courseshare program allows degree-seeking students of member universities to take less commonly taught language and international special topic courses offered at other Big Ten Academic Alliance Institutions from a distance.



## Teaching with Technology Advisory Group

Office of Distance Education leads ASC’s Teaching with Technology Learning Community, a space for instructors to explore, identify, and share how they integrate educational technology tools into their courses. The primary goal of the ASC’s Teaching with Technology Learning Community is to assist and support faculty in meaningfully integrating technology into their instructional practices. Those in the Community share practices and receive of-the-moment updates on changes and considerations within OSU’s teaching technology ecosystem. Individuals with all levels of educational technology expertise are encouraged to join ASC’s Teaching with Technology Learning Community.

The Teaching with Technology Advisory Group, a subset of the Learning Community convened in 2024, establishes an avenue for faculty input for educational technology identification, selection, adoption, and use processes. This group provides more targeted guidance and insight regarding education technology tools and feedback regarding teaching technology questions circulating around the university. While numerous factors contribute to the decision to adopt a tool (including need, cost, student and instructor privacy, security, accessibility, terms and conditions, deployment requirements, and functionality), the advisory group provides critical input used to represent prevailing sentiments among faculty in ASC on needs in our environment. Those interested in contributing should reach out to [ascode@osu.edu](mailto:ascode@osu.edu) to join the Advisory Group.

# Resources and Outreach

## Teaching and Educational Resources

To empower instructors in designing and delivering high-quality online courses, the ODE team continuously populates its website with cutting-edge distance education resources, research, and practical tools. These include evidence-based instructional strategies, software tutorials, customizable syllabus templates, and optimized methods for leveraging CarmenCanvas.

Driven by timely publications on emerging trends and best practices, website engagement experienced massive growth during the 2025–2026 academic year. Unique visitors surged by **71.2%**, growing from 26,295 to 44,911 year-over-year. Furthermore, the website achieved a milestone **65,747** total sessions across all pages, with original research articles commanding some of the highest overall readership and engagement across the ASC community.

### Key Website Data Points for AY26

- **Top Resource Guide:** *Regular Substantive Interaction (RSI) Guidance* was the #1 most-visited content page on the entire site with 6,475 sessions, maintaining its position as a critical foundation for our distance instructors.
- **Explosive Growth Leader:** The update on *New ADA Title II Regulations: What You Need to Know* saw an astronomical increase of 1,883% in traffic, highlighting a high-priority pivot toward digital accessibility compliance this year.
- **The AI Wave:** Three of the top ten landing spaces on the site were brand-new or heavily trending AI topics—*AI and Auto-Grading*, *The Rise of Chatbots*, and *Crafting Policy for Student Use of AI*—collectively drawing over 12,600 sessions.
- **Math Tools in Demand:** The *Desmos Graphing Tool* resource saw strong positive growth, increasing by 62% to secure the #2 spot with 6,464 sessions.

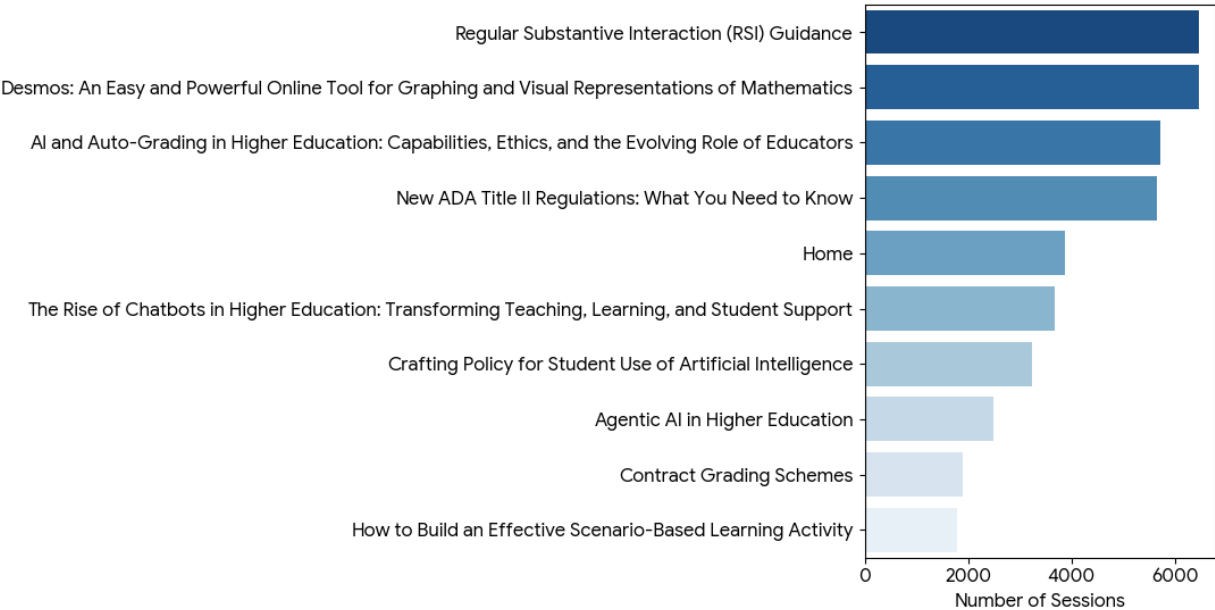


## Social Media & Community Engagement

The Office of Distance Education shares best practices and teaching resources through a quarterly **newsletter** reaching over **2,220** faculty, instructional designers, staff, and campus partners. With a strong average open rate of **43%**, the newsletter serves as a vital platform for promoting community, sparking meaningful dialogue, and driving continuous improvement in online teaching and learning. Each issue highlights effective strategies, faculty insights, and relevant tools, the newsletter fosters a culture of collaboration and innovation across the Ohio State teaching community.

We also maintain an active and engaging presence on **social media**, where we spotlight innovative teaching approaches, celebrate student and faculty success stories, and share timely resources to support online learning. Beyond promoting our online programs, we use these channels to cultivate community through lighthearted, authentic interactions with Ohio State faculty, staff and students. Over the past year, we’ve published **88 posts on X** (formerly Twitter) and **Facebook**, while launching a **LinkedIn** page, to utilize these platforms to stay connected, responsive, and supportive of the student experience beyond the virtual classroom. Please connect with us and other communities on these platforms.

Top 10 Most Visited Web Pages 2025-2026



# Staff Engagement & Recognition

Throughout the 2025–2026 academic year, the Office of Distance Education continued to contribute to the broader teaching and learning community through presentations, scholarship, professional engagement, and campus leadership.

## Professional Engagement and Presentations

- ODE staff presented at the 2026 UPCEA National Digital Teaching & Learning Conference to respond to the keynote session on artificial intelligence in higher education and later facilitated the workshop “Smart Scaffolding and Authentic Assessment with AI.”
- Kerry Rubadue and Anna Yocom presented the poster “Back to the Future: The Imperative of Scholarly Teaching in a Disrupted World” at the Ohio State Academy of Teaching Conference sponsored by the Drake Institute.
- At the inaugural Ohio State IT Conference 2026: Stronger Together, Alex Sousa co-presented alongside campus IT professionals to share ideas and foster innovation across the university community.
- Kayle Hennis and Alyssa Chrisman presented at the Multiple Perspectives Conference 2026 with the session “Title II and UDL: Moving Beyond a Culture of Compliance.”
- Director Elizabeth Marsch was featured on the @OnlinebyDesign podcast, discussing inclusive pedagogy at scale, quality assurance, and strategies for supporting student success in online learning environments.
- Three ODE staff members became Wellness Innovators, and one was selected to be on the University Staff Advisory Council beginng 2026.
- Director Elizabeth Marsch was selected for the Online Learning Consortium’s Institute for Emerging Leadership in Online Learning and completed OLC’s premier leadership development program.



## Awards and Recognition

- Anna Yocom was named the 2026 recipient of the Dick Maxwell Award in recognition of her outstanding commitment to accessibility and student support.
- Alyssa Chrisman received the Marge Lynd Award for excellence in teaching in the Department of Comparative Studies for her community-engaged course on Banned Books.

