University Council Recommendations
The University of Georgia

To: President Michael F. Adams

Re: DOCUMENT NUMBER: 2005.9.22.07

Issue: A proposal to offer the major in Occupational Studies (Workforce Education) (M.Ed.) as an External Degree.

Discussion: None

Action: The vote was called and the proposal was approved.

Submitted by: _Rebecca L. Macon_   _9.26.05_

Rebecca L. Macon, Secretary   Date

☑ Approved

☐ Reconsider

☐ Vetoed (see attached explanation)

☐ Received

M.F. Adams   _10-6-05_

Michael F. Adams, President   Date

Attachment

August 17, 2005

Dr. Arnett Mace
Senior Vice President for Academic Affairs and Provost
Administration Bldg.
Campus

Dear Dr. Mace:

At the Graduate Council meeting on April 20, 2005, a proposal to offer the MEd in Occupational Studies through Distance Education was approved, pending revisions. Enclosed is the revised proposal. An electronic copy was submitted to you via e-mail today.

I am pleased to forward this request to you with my endorsement. Please let me know if you have any questions.

Sincerely,

Maureen Grasso
Dean

MG:lcj

Enclosure
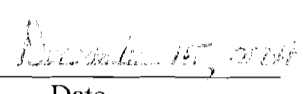
c: Ms. Fiona Liken
    Dr. Jay Rojewski
    Dr. Cliff Smith

Addendum for Distance Education Delivery of All Programs

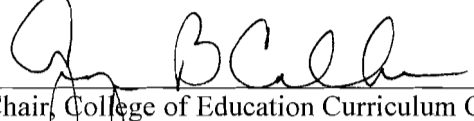Date: August 16, 2005
Institution: The University of Georgia
College/School/Division: College of Education
Department: Occupational Studies
Degree: Master of Education (on-line)
Major: Occupational Studies
CIP Code: 13.1319
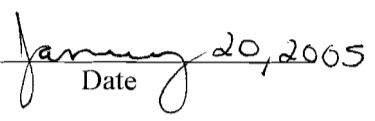Proposed Start Date: Fall, 2006
Proposed End Date: None

_____   _____
Department Head, Occupational Studies   Date
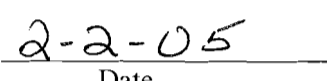
_____   _____
Chair, College of Education Curriculum Committee   Date January 20, 2005

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Dean, College of Education   Date 2-2-05

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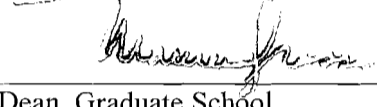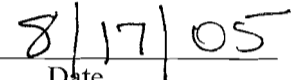Dean, Graduate School   Date 8/17/05

_____   _____
University Curriculum Systems   Date

1

1. **Description of the Delivery System**

"Distance education is planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements" (1996, American Center for the Study of Distance Education, Penn State University). This definition allows for strategic instruction that can be either virtually real-time, or asynchronous allowing students to work on an independent and regular course schedules. Most importantly, distance learning allows geographically dispersed individuals and groups to come together for the purpose of learning and sharing experiences.

The distance learning delivery mode of the Master of Education degree (M.Ed.) program in the Program of Workforce Education (formerly Department of Occupational Studies) is through internet instruction primarily using the WebCT (and the impending Vista) platform provided by The University of Georgia. The WebCT/Vista platform will be used to create entire courses. These courses will use text, images, and video presentations. Some courses will be augmented with HorizonLive technology to enhance direct audio communication between professors and on-line students. These on-line courses will be accessed through common internet browsers such as Netscape and Explorer. Student/instructor interaction will take place through a variety of internet-based technologies. Asynchronous discussions will utilize threaded bulletin boards, private and public mail, and e-mail. Real time, or synchronous, instruction will be delivered using live internet-based instruction (HorizonLive), video, text, and chat rooms.

2. **Assessment of Societal Need and Demand for Distance Learning Delivery**

This proposed on-line M.Ed. program in Workforce Education (Occupational Studies) is designed to enhance the knowledge base and professional practice of accomplished career and technical educators (CTE) at the graduate level. This degree program is designed for individuals who have completed a bachelor's degree in education with a specialization in an area of career and technical education.

The demand for a distance learning program was determined after reviewing (a) the growing need to retain CTE teachers currently in practice in Georgia (b) the number of other career and technical education programs at comparable universities that offer quality distance learning programs (c) the characteristics of currently practicing CTE teachers, and (c) the emergent national trend towards technology-based graduate education.

It is critically important to retain current CTE teachers in Georgia. The current shortage has existed since at least 1999. This claim is supported by designation of a variety of CTE areas "critical shortage" areas by several governmental agencies. In 2003-2004 The United States Department of Education designated Business Education, Health Occupations, Family & Consumer Sciences, and Trade and Industrial Education as critical teacher shortage areas in the state of Georgia. The HOPE Teacher Scholarship Loan program has identified Business Education, Health Occupations, and Trade and Industrial Education as critical shortage fields for the years 2004 and 2005. In the context of a critical teacher shortage our on-line ME.d. program will be useful in retaining current CTE teachers. Further the program will contribute significantly to the professionalization of the field. These benefits will be most apparent in outlying areas of the state where it is impractical to commute to the UGA campus for evening classes.

On-line master degree programs at Virginia Tech, Penn State, Oregon State University, University of Illinois and several research II institutions around the country (Valdosta State University, Ball State University, James Madison University) indicate a growing usage of the internet and related audio and video technologies to deliver instruction in the advanced preparation of experienced career and technical educators as well as a strong student population seeking an advanced degree in this field.

Traditionally, master degree students in the Program of Workforce Education (Occupational Studies) at the University of Georgia are working career and technical educators at the secondary and post secondary levels. As such distance learning is well-suited for these working adults who may be unable to attend traditional university classes due to job demands, location, and/or family responsibilities. Having the capacity to offer an M.Ed. through distance learning will enable the Department to better meet the needs of these students who may be unable to attend on-campus classes due to remote geographic locations or other circumstances. This program will provide a new avenue to attract this potential pool of students to the Department and to serve the needs of the state as well as the southeast region.

Many research universities now offer on-line masters and doctoral degrees. Below is a partial list of selected distance learning programs offered by Research I universities comparable to the University of Georgia.

Business Administration	Universities of Indiana, Florida, Florida State, Maryland, Auburn & Penn State
Education	Universities of Auburn, Colorado State, Illinois, Indiana, & Missouri
Engineering	Universities of Auburn, Carnegie-Mellon, Georgia Tech, Kansas State, Michigan & Stanford
Computer & Information Sciences	Universities of Columbia, Iowa State, Florida, South Carolina, USC & UCLA
Liberal Arts	Universities of Harvard, Oregon State, Wisconsin & Washington State
Nursing	Universities of Massachusetts, Michigan State, Kansas & Wisconsin

According to a December 1999 report from the National Center for Education Statistics of the U.S. Department of Education as of 1997-98 44% of all higher education institutions offered distance learning courses and of those with more than 10,000 students 87% offered distance learning courses. Since that time, the delivery of graduate degrees entirely on-line has become an increasingly accepted medium of delivery. Additionally, International Data Corporation (IDC), a research firm has estimated that the number of college students enrolled in distance learning courses reached 2.2 million in 2002, up from 710,000 in 1998. It is estimated that on-line learners now comprise 15 percent of all higher education students, which represents a 5 percent increase from 1998.

3. **Readiness of the Institution to Offer the Program**

    a. Institutional Mission and Relevance to Other Programmatic Offerings

The University of Georgia offers many programs designed for pre-service and in-service education of teachers. The university is committed to high levels of academic achievement and

instructional quality for Georgia's diverse population. As a part of this mission, these programs of teacher education promote continued excellence in public education, economic development, and technical assistance for the citizens of Georgia. The implementation of an on-line M.Ed. program by the Program of Workforce Education further enhances these commitments. The program is designed to provide a teaching/learning environment for diverse students with a focus on high achievement and excellent instructional quality through computer-mediated instruction.

Through this program, the university is better able to maximize its commitment by reaching larger numbers of students in areas otherwise underserved by the University. This program also supports the College of Education's mission to provide the highest level of leadership in furthering education and lifelong learning for all citizens. Additionally, this program supports the strategic plan of the college's initiative of commitment to service and improving the quality of teaching and learning through distance learning.

b. Faculty Inventory with Delivery Expertise

Tenure-track academic faculty members in the Program of Workforce Education, who select to participate in the delivery of this on-line degree program, will provide a majority of the instruction. Faculty members teaching on-line masters courses will utilize the same student readings, discussions, papers, materials, and written assignments as when they teach the courses in a classroom setting. A majority of the faculty in the Department have already engaged in offering on-line activities through WebCT as supplement to existing courses. Several faculty members in the Department have engaged in offering courses in a total on-line format. Additionally, a large number of the faculty have attended and completed training in WebCT provided at the University of Georgia. As a result faculty of the Program of Workforce Education have become adept on-line course developers and are prepared to meet technical challenges.

The Department will employ an Associate Academic Professional who will serve as the program coordinator of on-line degree program. As program coordinator, this individual will manage the day-to-day logistics of the program, assist in recruitment and marketing of the program, provide information to the Department's Graduate Coordinator on admission, and provide instruction in the degree program. This person will be employed .50 FTE during the first year of operation of this degree program and then employed 1.00 FTE in subsequent years. The Associate Academic Professional (program coordinator) will also be assigned .50 FTE instructional time in the degree program (equivalent of two courses per semester during the academic year) after the first year of operation.

To assist academic faculty members and the Academic Professional Associate who will design courses and instruct in the program as part of their regular instructional load, a Graduate Teaching Assistant (GTA) who has the necessary technical skills and training, will be available as needed to assist in course development and technical aspects as well as instructional support. This individual will be employed .22 FTE for 12 months for the first year and then .33 FTE in subsequent years.

c. Facilities

Except for the regular upgrading of desktop computers and related software for faculty members who are instructing in the program, there are no modifications of existing facilities to establish and maintain the alternative delivery of the program.

d. Instructional Support

The University and the Program of Workforce Education have some available resources to support students enrolled in distance learning activities. Students may apply for admission to the University and the Graduate School on-line as well as register for classes.

Students will be advised and counseled by their academic advisor (either the Associate Academic Professional or faculty member) through e-mail or telephone, and when feasible, through face-to-face meetings. Student/instructor interaction will take place through WebCT's bulletin board for threaded asynchronous discussions, HorizonLive for direct electronic instruction, WebCT chat rooms for synchronous real-time discussions, private and community e-mail, and telephone calls.

Course materials will be delivered electronically between the students and instructors. Grades will be determined by the quality and quantity of on-line discussions, class assignments, projects, papers, exams and on-line activities. Evaluation of each course will be an ongoing process based on course requirements and student interaction and satisfaction. Evaluation of the course and the instructor will be completed at the end of each course according to University guidelines.

e. Student Services

The University of Georgia and the College of Education have extensive resources to support faculty and students enrolled in distance learning activities. Through Student E-Services students have access to information about the on-line bookstore, e-mail accounts, and access to technology support services. Students registered for courses at the university may gain access to the library system by following the instructions at http://libs.uga.edu/galileo.html

f. Cooperative Links with the Community

The economic impact of the M.Ed. program derives from developing the leadership ability of career and technical educators to prepare their students to create economic opportunity, enhance social well-being, and improve the quality of life of the institutions and communities in which they live and work.

g. Accreditation and Legal Issues

This program is subject to the standards as applied by NCATE, Georgia PSC, and the Georgia Board of Regents. The on-line M.Ed. program in Workforce Education (Occupational Studies) will not differ in any substantive way from the on-campus program in admissions, programmatic, or graduation requirements

4. Recruitment and Admission of Students

Recruitment of Students

The Program of Workforce Education will secure a mailing list of career and technical educators from the Technology/Career Education unit of the Georgia Department of Education and the Department of Adult and Technical Education as the initial population for this degree program. Letters will be sent in the Spring of 2006 with appropriate program information including a pre-paid post card to indicate preliminary interest in the program. Those returning the post card will receive appropriate follow-up information including procedures for making application to the Graduate School. Additional activities will include presentations at appropriate career and

technical education conferences in the spring and summer prior to the beginning of this degree program.

Certification by the Academic Common Market (ACM) of the Southern Regional Education Board (SREB) will be sought for this program. This action will allow this program to be offered on a regional basis at in-state tuition rates. The program will then be better positioned to meet the teacher shortage in Georgia by encouraging movement across state lines for access to programs that may not be available in a student's home state.

In addition, recruiting for this on-line M.Ed. will be conducted on a national and international basis. The current ranking of our program among the top five in the United States by the *U.S. News & World Report* gives credibility to recruitment activities nationally. International recruiting will be conducted via collaboration with universities in China and in Thailand. For example, such universities as Sichuan Normal University in Sichuan Province, China and with Chaing Mai University in Chaing Mai Province in Thailand will be utilized to recruit international students and collaboration with this proposed program.

Further recruitment will be accomplished by a listing in the 3rd edition of *Peterson's Guide to Distance Learning Programs*. This will allow additional opportunities to attract students on a regional, national, and international basis.

Admission of Students

The same admissions standards used for the on-campus M.Ed. degree program in Workforce Education will be utilized:

1. Completed and submitted Graduate School application and fee.
2. Bachelor's degree from regionally-accredited institution in education with certification in a career and technical education area and submission of official transcripts from all higher education institutions.
3. Submission of official scores for either the Miller Analogies Test (MAT) or Graduate Record Examination (GRE)
4. Three (3) letters of recommendation from individuals familiar with the applicant's abilities.
5. Demonstration of interest in teaching career and technical education by submission of a letter to the Department's Graduate Coordinator indicating: (a) background in teaching in an area of career and technical education; (b) career aspirations in career and technical education; and (c) relationship of degree attainment and career aspirations.
6. Students admitted to the program will need to document, through previous experiences or coursework, computer skills necessary for the program.
7. Students admitted to the on-line Master of Education degree in Workforce Education must meet a minimum requirement of a multimedia-ready computer that has a sound card, speakers and microphone as well as high speed internet access. Currently, the Department will recommend that the students have a Pentium-based PC (or Mac equivalent). As technology advances, the type of computer recommended will be modified.

Upon receipt of a completed file, the Academic Professional Associate (program coordinator) will assess each student's readiness and skills level for success in the on-line learning environment through a personal telephone conversation. This information will be provided to the Department's Graduate Coordinator prior to the admission of the student into the program. The

Department Graduate Coordinator, the Associate Academic Professional employed to coordinate the program and selected faculty, will make a determination of admission of students to the program.

This degree program will utilize a cohort approach with 20 students admitted each fall semester as part of the cohort. A maximum of 40 students will be enrolled in the on-line degree program at any one time (20 students per cohort, 2 on-going cohorts per year). Cohorts are usually defined as groups of students who enroll at the same time and go through a program by taking the same courses at the same time, a process that is sometimes referred to as *lock step*. Individuals admitted as part of a cohort will be required to complete all course requirements of the degree program in the sequence outlined. If students are unable to remain a part of the assigned cohort and drop out of their assigned cohort, they will be able to resume the program at the point where they left off with the next cohort. Assignment to later cohorts will also be possible if an extended hiatus is needed, and will be determined on a case-by-case basis.

Research on learning in cohorts reveals that cohort members tend to have positive feelings about their experiences. Learners report such benefits as increased development of critical thinking skills (Chairs et al. 2002); greater individual development as a cohort member (ibid.); development of an enhanced knowledge base (Norris and Barnett 1994); opportunity to examine one's own knowledge (Tisdell et al. 2002); motivation to learn more (Brooks 1998); and changes in perspectives on their own and others' learning (Lawrence 1997). A common theme in the research literature is the value placed on the opportunity to be part of a collaborative group.

The program will have a direct impact on affirmative action because it will give equal opportunity to any and all students no matter where they live or work. Students will be classified as in-state or out-of-state for tuition purposes based on USG Board of Regents Policy.

5. Curriculum

The academic standards for this program are the same as those for on-campus delivery. Expectations concerning student readings, discussions, papers, and grades are consistent with departmental standards. The faculty in the Department recognize that learners have new roles in an online learning environment and will need assistance in becoming more self-directed and collaborative with their peers than they might have had to be in traditional, predominantly lecture-based courses. Engaged learning stimulates learners to actively participate in the learning situation, and thus gain the most knowledge from being a member of an online learning community. Faculty will plan and utilize activities in each course that assist each learner to successfully interact and collaborate in an online learning community and eventually engage in independent knowledge building.

All of the courses offered are appropriate for distance learning delivery. There are no laboratory requirements required as part of the program. If students follow the prescribed curriculum then completion of the program should take six semesters.

The following twelve (12) 3-credit hour courses constitute the program of study for the on-line M.Ed. in Workforce Education. These courses, with the exception of a proposed course (EOCS 8020), are already approved. The program of study contains the identical set of core courses required in the traditional masters program. EOCS 6990, Topics in Occupational Studies, will be developed to address expressed needs of each cohort and will be delivered in the second half of program offerings.

* EOCS 7020	Assessing Student Learning in Occupational Studies	3 cr. hr.
* EOCS 7070	Enhancing Learning in Occupational Studies	3 cr. hr.
* EOCS 7080	Developing Curricula and Programs for Modern Work	3 cr. hr.
* EOCS 7560	Diversity in Occupational Education and Work	3 cr. hr.
EOCS 4100/6100	Principles and Practices of Career Education	3 cr. hr.
EOCS 4990/6990	Topics in Occupational Studies	3 cr. hr.
EOCS 8000	Technology for Education in the Workplace	3 cr. hr.
EOCS 8020	International Occupational Education	3 cr. hr.
EOCS 8060	Administration and Supervision of Occupational Studies Programs	3 cr. hr.
EOCS 8200	Contemporary Trends and Strategies in Workforce Education of Teaching (Proposed not yet approved)	3 cr. hr.
ERSH 4220/6200	Methods of Research in Education	3 cr. hr.
ETES 5010/7010	Technology and Society	3 cr. hr.

* = Core course   36 credit hr

In addition to the prescribed program of study, each student will be required to complete an *e-Portfolio* at the end of their coursework to demonstrate their learning throughout the course and its application to their careers.

Program Administration
We plan to admit one cohort of students each Fall semester, starting in Summer, 2006, into the 6 semester-long program. Twenty students will be considered a full cohort. However, to account for attrition, 25 students will be admitted to each cohort.

Sequence of Course Delivery

Cohort 1: Admitted Summer, 2006

Summer 2006	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008
EOCS 7070	EOCS 4100/6100	EOCS 7560	ERSH 4200/6200	EOCS 8020	ETES 5010/7010
EOCS 8000	EOCS 7080	EOCS 8060	EOCS 7020	EOCS 8200	EOCS 4990/6990

Cohort 2: Admitted Summer, 2007

Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009
EOCS 7070	EOCS 4100/6100	EOCS 7560	ERSH 4200/6200	EOCS 8020	ETES 7010
EOCS 8000	EOCS 7080	EOCS 8060	EOCS 7020	EOCS 8200	EOCS 4990/6990

6. Consistency with Principles of Good Practice

All on-line courses offered by the Program are consistent with the principles of good practice for Electronic Programs and Courses—University System of Georgia [http://alt.usg.edu/research/goodpractice.html]. The program will assess all on-line courses through end of the course evaluations. The Academic Professional Associate, with assistance from the Graduate Teaching Assistant, will conduct a follow-up survey with each cohort group of students at the end of the first year.

The program provides an appropriate balance of core, research, and elective courses and through the sequential scheduling of courses students are better able to plan their program of study. The learning structure provides opportunities for growth and development, faculty support, and the rigor of the program is comparable to traditional programs.

7. Fiscal Implications of the Program

The table below shows the costs of the program in its development year (FY06), its first year of operation (FY07), and its second year of operation (FY08) when the first cohort graduates and the second cohort begins.

Fiscal Year One Income (based on current rates of tuition)

Income	Tuition Amount	Number of Students	Totals
Tuition (Summer 2006 for 6 hours)	$ 1014	20	$20,280
Tuition (Fall 2006 for 6 hours)	$ 1014	20	$20,280
Tuition (Spring 2007 for 6 hours)	$ 1014	20	$20,280
Total Anticipated Income for Year One			$60,840
90% Tuition Return			$54,756

Year One Expenses

Expense	Description	Amount	Totals
Personnel	Associate Academic Academic (.50 FTE for 12 months for Year 1)	$27,500	$27,500
	Fringe Benefits (36%)	$ 9,900	$ 9,900
	Faculty (Summer Salaries)	$ 5,000	$ 5,000
	Technical Support (.33 FTE GTA for 12 months)	$ 12,356	$ 12,356
Supplies and Materials	Supplemental items needed for delivery	$ 0	$ 0
Equipment	Computer upgrades	$ 0	$ 0
Professional Development	Training	$ 0	$ 0
Total		$54,756	$54,756

FY06—07 Rationale

- Personnel: Salary and benefits for half-time Associate Academic Professional
- Technical: Salary/benefits for technology and instructional support by a Graduate Teaching Assistant
- Desktop computer upgrades

Fiscal Year Two Income (based on current rates of tuition)

Income	Tuition Amount	Number of Students	Totals
Tuition (Summer 2007 for 6 hours–Cohort 1 & 2)	$1014	40	$40,560
Tuition (Fall 2007 for 6 hours–Cohort 1 & 2)	$1014	40	$40,560
Tuition (Spring 2008 for 6 hours–Cohort 1 & 2)	$1014	40	$40,560
Total Anticipated Income for Year Two			$121,680
90% Tuition Return			$109,512

Fiscal Year Two Expenses

Expense	Description	Amount	Totals
Personnel	Associate Academic Professional (1.00 FTE for 12 months for Year 2)	$55,000	$55,000
	Fringe Benefits (26%)	$14,300	$14,300
	Faculty (Summer Salaries)	$15,000	$15,000
	Technical Support (.50 FTE GTA for 12 months)	$15,000	$15,000
Supplies and Materials	Supplemental items needed for delivery	$ 2,565	$ 2,565
Equipment	Computer upgrades	$ 3,500	$ 3,500
Professional Development	Training	$ 1,953	$ 1,953
Program Costs	2% of total tuition return	$ 2,194	$ 2,194
Total		$109,512	$109,512

FY07—08 Rationale
- Personnel: Salary and benefits for Associate Academic Professional; instruction and summer school support for full-time faculty
- Technical: Salary/benefits for technology and instructional support by a Graduate Teaching Assistant
- Desktop computers and upgrades
- 2% of tuition return for Department administrative overhead

Fiscal Year Three Income (based on current rates of tuition)

Income	Tuition Amount	Number of Students	Totals
Tuition (Summer 2008 for 6 hours–Cohort 1 & 2)	$1164	40	$46,560
Tuition (Fall 2008 for 6 hours–Cohort 1 & 2)	$1164	40	$46,560
Tuition (Spring 2008 for 6 hours–Cohort 1 & 2)	$1164	40	$46,560
Total Anticipated Income for Year Three			$139,680
90% Tuition Return			$125,712

Fiscal Year Three Expenses

Expense	Description	Amount	Totals
Personnel	Associate Academic Professional (1.00 FTE for 12 months for Year 3)	$56,100	$56,100
	Fringe Benefits (26%)	$14,586	$14,586
	Faculty (Summer Salaries)	$26,000	$26,000
	Technical Support (.50 FTE GTA for 12 months)	$14,000	$14,000
Supplies and Materials	Supplemental items needed for delivery	$ 1,120	$ 1,120
Equipment	Computer upgrades	$ 10,500	$ 10,500
Professional Development	Training	$ 1,318	$ 1,318
Program Costs	2% of tuition return	$ 2,088	$ 2,088
Total		$125,712	$125,712

FY08—09 Rationale
- Personnel: Salary and benefits for Associate Academic Professional; instruction and summer school support for full-time faculty (2% increase)
- Technical: Salary/benefits for technology and instructional support by a Graduate Teaching Assistant
- Desktop computers and upgrades
- 2% of tuition return for Department administrative overhead

Overall costs for implementation are broken out on the following schedule:

Item	Year 1	Year 2	Year 3
Network Design	0	0	0
Network Configuration	0	0	0
Network Installation	0	0	0
Hardware Acquisition	0	0	0
Software Acquisition	0	0	0
Technical Integration	0	0	0
Totals	$ 0.00	$ 0.00	$ 0.00

a. What is the funding stream for this type of delivery as well as upgrades and replacements?

The funding stream for the program is derived from the University tuition return program (90% return of tuition) through the Vice President for Instruction, Curriculum Systems, which augments the base budget. These funds will be used for the Associate Academic Professional (career-track faculty member) who will coordinate the program and also teach in the program, faculty summer salaries, graduate teaching assistant, supplies and materials, and technology upgrades.

b. What are the line costs for delivering this program?

The majority of courses in the program will be taught by tenure-track faculty members as part of their normal instructional assignment. The Associate Academic Professional (program coordinator) will also be assigned .50 FTE instructional time in the program (equivalent of two courses per semester during the academic year).

c. Does the campus project that any tuition adjustments will need to be requested to support the delivery of this program?

The primary audiences for the on-line masters program are Georgia residents, employed in public education institutions, who pay in-state tuition. The Department's degree programs in general, as well as this M.Ed. program in particular, are recognized as among the best in North America (*U.S. News & World Report* rankings). Therefore, future enrollment projections include attracting a regional audience, national and international audiences. We will seek participation in the Academic Common Market to support reduced tuition for the regional audience. For the national and international audience, we will seek a tuition adjustment to reduce out-of-state tuition.

d. What are the external sources of funding and support for the program?

No external sources of funding support the program at the current time.

e. Will there be any operating budget requests for this program that would exceed normal operating budget guidelines?

The Office of Instructional Support and Development provides support services for The University of Georgia. Site licenses for WebCT (Vista), networks to host the hardware and software, are provided for the entire university. Faculty members need desktop computers to stay current with the latest software developments. Faculty will use existing laptop and desk computers to teach in the program from on and off-campus locations.

f. Please demonstrate the cost and benefit of developing this program for a distance education format.

This on-line M.Ed. program will serve an audience of career and technical educators who have limited capability to attend on-campus courses at the University of Georgia due to the distance they would have to travel. Other participants are limited because of the demands of their work which prevent them from attending the on-campus program. As a result, this program serves an entirely new market that extends the UGA campus to the world.

g. Assessment

Assessment/evaluation will focus on the course/program, instructors, students, and technology. Standards established by NCATE, Georgia Public Service Commission (PSC), and the Georgia Board of Regents will be applied to the development and assessment of the courses included in this on-line program.

Faculty will provide for an assessment of student achievement, access to services, technology resources and faculty interaction at the completion of each course. Additionally, the Department will request the assistance of the Enterprise Information Technology Services (EITS) on the UGA campus in conducting an evaluation of on-line degree program upon the completion of the first cohort group. This ongoing evaluation of the overall degree program will include planning, evaluation of program goals, assessment of student learning outcomes, student retention, student and faculty satisfaction, support and technology delivery services.

Standard	Core Courses				EOCS 6100	EOCS 6990	EOCS 8000	EOCS 8020	EOCS 8060	EOCS 8200	ERSH 6200	ETES 7020	*e-*Portfolio
	EOCS 7020	EOCS 7070	EOCS 7080	EOCS 7560									
Appropriate NCATE Standards													
1.1 Content knowledge for teacher candidates					✔		✔	✔	✔	✔	✔	✔	✔
1.3 Pedagogical content knowledge for teacher candidates	✔	✔	✔	✔	✔					✔			
1.4 Professional & Pedagogical knowledge & skills for teacher candidates	✔	✔	✔	✔	✔		✔			✔			✔
1.6 Dispositions for all candidates	✔	✔	✔	✔	✔				✔	✔			
1.7 Student learning for teacher candidates	✔	✔	✔	✔	✔		✔			✔			

NCATE Standard 1: Candidate knowledge, skills & dispositions

Summative evaluation conducted at the completion of each course will be used to ascertain achievement of learning outcomes. Students will articulate their knowledge through successful completion of projects, papers, tests, and course activities as related to learning objectives. On-going evaluation will be based on (a) course evaluation, (b) faculty evaluation of student work, (c) quality of *e*-Portfolio, and (d) a final oral examination administered through HorizonLive and/or video conference technology. Other elements of assessment will include:

- Compariblity of on-line course requirements. The content of the on-line masters program will be identical to that of the face-to-face program currently in place. The same reading materials, lectures, and written assignments will be utilized by faculty.

- Student participation on-line and the quantity and quality of this participation. Faculty members in the Department who have offered on-line courses feel that the student participation has in many instances been better than in face-to-face classroom meeting due to students who might be reticent in a classroom setting are quite active in the chat room and bulletin board discussions.

- The quantity and frequency of interaction between students and between the instructor and the students. Each course will be organized and designed with required participation using various on-line platforms such as WebCT (Vista) threaded discussions, e-mail, HorizonLive, and chat rooms throughout the semester.

- Student satisfaction and comfort level with the learning environment. The Department will assess student satisfaction through mid-course and end-of-course evaluations. Faculty members in the Department who have taught on-line courses believe that students become very comfortable with this approach and may even participate at a deeper level than their face-to-face counter parts.

- Institutional resources available to students, such as technical support, library usage, and the bookstore services. The program coordinator, the graduate assistant and College support services such as the Office of Instructional Technology (OIT) will combine to provide high levels of technical support. In addition the library services such as MBS Direct for book orders and on-line reserve system have proven to be efficient and cost effective.

- Evidence of the development of critical thinking skills and knowledge acquisition reflected in student assignments, communications, and projects. A hallmark of our courses has been knowledge acquisition, problem solving, and critical thinking. Faculty will assess papers and projects just as they do in a face-to-face courses. It is anticipated that on-line students will demonstrate scholarly work on equally on par with those in face-to-face coursework. This seems to have been born out by observations of faculty who have or are currently teaching on-line courses.

- Student retention. By utilizing a cohort of 20 students, an on-line learning community will form that will support each student member. This will keep student retention rates high.

- Faculty satisfaction. Faculty members in the Program of Workforce Education who have taught on-line courses report satisfaction with this instructional approach. These faculty

members have reported a high level of student engagement and learning in the program. Faculty satisfaction will be systematically assessed when courses are taught for the second and third time.