



The University of Georgia

University Council
Athens, Georgia 30602

March 27, 2007

UNIVERSITY CURRICULUM COMMITTEE – 2006-2007

Dr. William K. Vencill, Chair
Agricultural and Environmental Sciences - Dr. Amy B. Batal
Arts and Sciences - Dr. Charles L. Platter (Arts)
Dr. Rodney Mauricio (Sciences)
Business - Dr. Stephen P. Baginski
Education - Dr. Todd D. Dinkelman
Environment and Design - Mr. Scott S. Weinberg
Family and Consumer Sciences - Dr. Jan M. Hathcote
Forestry and Natural Resources - Dr. David H. Newman
Journalism and Mass Communication - Dr. Wendy A. Macias
Law - Mr. David E. Shipley
Pharmacy - Dr. Keith N. Herist
Public and International Affairs - Dr. Jeffrey D. Berejikian
Public Health – Dr. Stephen L. Rathbun
Social Work - Dr. Patricia M. Reeves
Veterinary Medicine - Dr. Paige Carmichael
Graduate School - Dr. Malcolm R. Adams
Undergraduate Student Representative – Ms. Alison Gibbons
Graduate Student Representative – Ms. Lindsey Scott

Dear Colleagues:

The revised proposal to offer the major in Special Education (B.S.Ed.) as an external degree on the Griffin campus will be an agenda item for the April 2, 2007, Full University Curriculum Committee meeting.

Sincerely,

Dr. William K. Vencill, Chair
University Curriculum Committee

cc: Dr. Arnett C. Mace, Jr.
Professor Jere W. Morehead

The University Council: Executive Committee, Committee on Facilities, Committee on Intercollegiate Athletics,
Committee on Student Affairs, Curriculum Committee, Educational Affairs Committee, Faculty Admissions Committee,
Committee on Statutes, Bylaws and Committees, Faculty Affairs Committee,
Faculty Grievance Committee, Strategic Planning Committee, University Libraries Committee
An Equal Opportunity/Affirmative Action Institution

Proposal for an External Degree: BSEd in Special Education at Griffin

Institution: University of Georgia

Date: March 1, 2007
(Revised March 27)

College/School/Division: College of Education

Department: Department of Communication Sciences and Special Education

Degree (please indicate whether this is a stand-alone degree): BSEd (stand-alone degree)

Major: Special Education

CIP Code: ____13.1001_____

Proposed Start Date: Fall 2008

The proposal for an External Degree must include a brief narrative that addresses the following points and completion of the attached Addendum for Distance Education Delivery of New Programs.

1. Assessment

The eight school superintendents in the Griffin Regional Education Service Agency area have indicated the need for degree programs to prepare teachers of special education. Distance and on-line education programs in Special Education currently operated by the UGA Department of Communication Sciences and Special Education (the “department”) have enrollments of approximately 140 new students per year from locations other than the Athens campus. We therefore anticipate sufficient enrollments to warrant offering an undergraduate degree with a major in Special Education at the Griffin campus.

2. Admission Requirements

The admissions requirements will be the same as for our currently approved and operating bachelor’s degree programs (on-campus at Athens, and on-line administered at Athens, both of which have equivalent requirements to each other).

3. Program Content

The basic curriculum of the program will be equivalent to our currently approved and operating on-campus program, which is itself equivalent to our currently approved and operating on-line program. Some courses in the Griffin program will be delivered face-to-face at Griffin, and others will be delivered on-line, building in part on some of the infrastructure we have developed for our existing approved and operating on-line. The proposed program for Griffin requires the same didactic coursework and the same student work in school systems (i.e., practicum placements and student teaching) as is required in our existing BSEd programs. Supervision of students in practicum placements and during their student teaching will be accomplished by a combination of face to face and

remote supervision (e.g., cameras in classrooms), again using methods and models already approved and in use for our Athens-based and on-line programs. This proposal specifies the courses required in the major, which are in addition to requirements in core areas for a bachelor's degree. It is estimated that the program will take students four semesters to complete, typically their third and fourth years of a 4-year bachelor's degree program.

Required Courses in the Major (identical to UGA campus requirements and identical to requirements for our currently approved and operating on-line program):

SPED 2000 Survey of Special Education
SPED 3030 Introduction to Assessing Individuals with Disabilities
SPED 3040 Introduction to Individuals with Special Needs
SPED 3050 Classroom Behavior Management for Individuals with Disabilities
SPED 4040 Special Education Technology
SPED 4100 Instruction of Individuals with Mild Disabilities
SPED 4200 Advanced Instructional Methods for Individuals with Mild Disabilities
SPED 4300 Methods in Math Instruction
SPED 4440 Practicum in Special Education
SPED 5400 Collaboration among Families and Professionals
SPED 5450 Student Teaching Seminar
SPED 5460 Student Teaching in Special Education

4. Student Advising

Each student will have a faculty advisor at Griffin or from Athens. A degree program assistant at Griffin will also support the program and assist students with paperwork.

5. Resident Requirements

No more than 6 hours of credit may be transferred into the program. Residency requirements will be equivalent to those for existing departmental programs.

6. Program Management

Program maintenance and quality: The proposed degree program, the BSEd in Special Education at Griffin, will be equivalent in quality to the BSEd currently offered at Athens and to the BSED currently offered on-line by and through the Athens-based department. The degree programs are subject to review by the Georgia Professional Standards Commission and the National Council for Accreditation in Teacher Education.

Timetable: The BSEd in Special Education at Griffin program will begin in Fall 2008, and students will begin to graduate in the spring of 2010.

Program Review: The BSEd in Special Education at Griffin will undergo regular Program Review as any other program within the department.

Duplication: To the best of our knowledge, the Griffin area has a need for this program. We are unaware of concerns about competition for students between any available programs, including our own, and the proposed BSEd at Griffin program.

7. Library and Laboratory Resources

The CAES Griffin Campus Library, a branch of the University of Georgia Libraries, is located on the first floor of the Stuckey Building. Existing library holdings at the Griffin site are not geared toward education courses, and we believe that substantial funding will need to be available to grow the relevant library holdings at Griffin if students there are to have the best possible educational experience. However, the library does provide on-line access to all Elsevier, Kluwer, Blackwell and Wiley Journals, the GIL on-line catalog, the GALILEO on-line databases, and document delivery service. Thus, we anticipate providing photocopies of printed resources, utilizing electronic resources, and encouraging students to use resources that are available to them in other ways.

8. Budget

The attached budget includes full time faculty (an Academic Professional for FY 2008 (1/2 year of 2008, all of FY 2009) and an additional Assistant Professor for FY 2009), as well as part time faculty (to arrange and perform student field-supervision), instructional support personnel, administrative support personnel, travel, equipment, and operating expenses and supplies at the Griffin location. Instructional support and faculty salaries to allow Athens faculty to develop and then continue to be involved in the Griffin program are also necessary, as are travel, communication, administration, and other on-going expenses for the Athens department and Athens faculty related to managing a program at Griffin. Search costs and other start-up expenses will also be required during FY08 and FY09.

9. Program Costs Assessed to Students

Students will pay tuition and applicable fees.

10. Accreditation

The program will be reviewed as part of the regular accreditation of the College of Education by NCATE and the university by SACS.

**Addendum for Distance Education Delivery of New Programs:
BSEd in Special Education at Griffin**

PROCEDURES

The Board of Regents encourages the use of distance education to help meet the instructional needs of the citizens of the State. The guidelines and questions below are not considered to be exhaustive, but rather, are listed to provide an idea of the kind of information being sought in order to judge the merits of the proposal.

Date: March 1, 2007	Institution: University of Georgia
College/School/Division: Education	Department: Special Education
Degree (please indicate whether this is a stand-alone degree): BSEd (stand-alone degree)	
Major: Special Education	CIP Code: 13.1001
Proposed Start Date: August 2008	

The President shall forward to the Senior Vice Chancellor for Academic Affairs, information that addresses the following issues:

1. Description of the Delivery System

The BSED in Special Education at Griffin will combine face-to-face interaction at Griffin and internet-based instruction via UGA's Web Course Tools (WebCT) platform. Course content and activities will be delivered through both synchronous and asynchronous means. Horizon Live and online chats via WebCT will support synchronous interactions. Asynchronous interaction will take place via email and on-line discussion boards within WebCT. Additional face-to-face interactions will occur each semester.

2. Assessment of Societal Need and Demand for Distance Education Delivery

Shortages of special education personnel have been well documented on a national, regional, and state level through a variety of sources. The Council on Exceptional Children (2001) reports that, nationally, institutions of higher education prepare only half as many teachers as are needed in any given year. According to the American Association for Employment in Education (2000), the Southeastern U.S. has a "considerable shortage" of teachers across all areas of special education. Furthermore, the United States Department of Education indicates that, of employed special education teachers in Georgia, approximately one quarter are not fully certified (2002). The Georgia Professional Standards Commission reports that the state will need 12,781 special education teachers by Fall 2007 and 15,828 by Fall 2012. Meanwhile, Georgia student teacher production has declined 59.8% in recent years from 5,415 in 1998 to 3,388 in 2002 (The Georgia Professional Standards Commission, 2003). Clearly, current efforts to prepare and retain special education teachers in the state of Georgia and beyond fall terribly short of projected need.

3. Readiness of the Institution to Offer the Program

a. Institutional Mission and Relevance to Other Programmatic Offerings

This proposed program is consistent with our mission and role as defined by the Southern Regional Education Board [SREB]. The proliferation of for profit programs (e.g. The University of Phoenix) compels institutions of higher education like UGA to offer high quality alternatives in order to remain competitive. 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 education.

The program proposed for Griffin duplicates our on-campus program and our existing on-line program in that we will hold our students to the same expectations with regard to knowledge and skills. However, our current campus-based program is unable to adequately meet the demands for new teachers described above, and our current on-line degree program is somewhat specialized (i.e., targets students in specific high poverty areas of Georgia) and is therefore inappropriate for many students. Therefore, there is a need for another program at Griffin.

b. Faculty Inventory with Delivery Expertise

All faculty in the Special Education program at Athens, and all faculty to be hired for the Griffin program, have or will have expertise in traditional face-to-face instruction. In addition, the Griffin-specific faculty identified in the budget includes an Academic Professional and an Assistant Professor, both of whom will be knowledgeable in the curriculum and in on-line delivery of courses. Currently, 7 full time faculty in Athens, including tenured and tenure-track faculty, have experience delivering distance education through on-line instruction. More generally, our department has extensive experience providing outstanding distance education through our currently approved and operating on-line certification and on-line degree programs. Expertise is in place at Athens for all levels of the distance education experience, including technical support, student support, course development, and course content; faculty and staff at Athens are aware of needs related to distance education and have programs in place at Athens that will be instrumental to the development of a similar program at Griffin, as well as in providing support to the Griffin-specific faculty. It is also important that the Griffin Assistant Professor position have the freedom to be involved with the Athens faculty in order to pursue a research agenda. Several faculty members in Athens are actively engaged in research related to best practices in teacher preparation via distance education, which will allow initial collaboration between campuses.

c. Facilities

With the exception of regularly updating computer equipment for faculty, no changes or alterations are required of the existing facilities in Athens. Facilities in Griffin must be developed, a process to be initiated during the 2007-2008 academic year.

d. Instructional Support

WebCT will provide a platform for on-line course delivery as well as student support for the face-to-face and on-line courses to be used for the Griffin program. Students will need access to the Internet. Based on experience with our department's current and successful on-line program, we expect that the majority of students will have such access either at home or through their employment in the public schools.

Communication through email, bulletin boards (delayed, asynchronous interaction), and chat rooms, and Horizon Live (real-time synchronous interactions), will be used by students and faculty to interact during the one-line portions of the BSEd in Special Education at Griffin program. WebCT provides the security and infrastructure required to guarantee protection of student privacy as well as validate student submission of course assignments. Students will access WebCT using their UGA MyID. Students will also have access to library resources at UGA through GALILEO. On-line tutorials will be available to assist students with procedural issues regarding access and use of GALILEO.

Some student teaching seminars may be offered online, in which case intensive supervision via distance will be provided throughout the program of study. Internet protocol (IP) cameras, sometimes referred to as "webcams," will be used to allow frequent supervision of students. This model has been approved and is currently successfully used for the department's existing on-line BSEd program and certification program.

e. Student Services

An initial orientation to the program will include an in-person meeting to familiarize students with the academic program and WebCT format and to allow program advisors to personally assist students in developing their programs of study. Students will be able to register for all course work online and will have the option of ordering books and materials needed for all program courses on-line. An advisor will be hired to be at Griffin to assist students in these tasks. Our department also has experience, again through our existing on-line BSEd program and on-line certification program, in using online and telephone support on issues such as assignment preparation/proofreading, study strategies, and test preparation.

f. Cooperative Links with the Community

Cooperative links have been made (and will be sought on an ongoing basis) with high need school systems throughout the state of Georgia. This program will offer degree and certification options to aspiring teachers in geographic regions of the state previously un-served, or under-served, by UGA Special Education programs.

g. Accreditation and Legal Issues

The program does not differ in any substantive way from the on-campus program in admissions, programmatic, or graduation requirements. Therefore, NCATE, the Council for Exceptional Children, and the Georgia Professional Standards Commission will review it at the same time as all other programs in the Department of Special Education.

As with all programs in the Department, this program will follow all UGA policies and procedures.

4. Recruitment and Admission of Students

The application process and admission requirements will mirror what is currently required for on-campus students at Athens and for on-line students in the programs administered at Athens. In addition to identifying and recruiting students into the program, we will provide support for students as they navigate through the application, enrollment, and registration process. Our department's existing on-line certification program already employs a dedicated student advisor with extensive experience helping nontraditional students who may be intimidated by the application requirements. We believe that parallel support at Griffin will be important for the on-line portions of this blended program.

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 are located. Our existing approved and operating on-line programs have already increased the diversity of students enrolled in departmental programs, because they cross geographic barriers and allow greater access to individuals in remote areas of the state.

Initially, students will be classified as in-state or out-of-state for tuition purposes based on USG Board of Regents Policy. Ultimately, we plan to apply for inclusion in the Academic Common Market so that we can offer our program at an affordable rate throughout the region and differential tuition so that the program is competitively priced for prospective students in any state.

5. Curriculum

The academic standards for this degree program are identical to our currently approved and operating Athens and on-line degree programs. Faculty members who are experienced teaching and designing courses for on-campus and/or on-line delivery will teach courses. All courses in this program that will be taught on-line are appropriate pedagogically for such a delivery model. The proposed program for Griffin requires the same didactic coursework and the same student work in school systems (i.e., practicum placements and student teaching) as is required in our existing BSEd programs. Supervision of students in practicum placements and during their student teaching will be accomplished by a combination of face to face and remote supervision (e.g., cameras in classrooms), again using methods and models already approved and in use for our Athens-based and on-line programs. This proposal specifies the courses required in the major, which are in addition to requirements in core areas for a bachelor's degree. It is estimated that the program will take students four semesters to complete, typically their third and fourth years of a 4-year bachelor's degree program.

Required Coursework in the Major (identical to UGA campus requirements and identical to requirements for our currently approved and operating on-line program):

SPED 2000 Survey of Special Education
SPED 3030 Introduction to Assessing Individuals with Disabilities
SPED 3040 Introduction to Individuals with Special Needs
SPED 3050 Classroom Behavior Management for Individuals with Disabilities
SPED 4040 Special Education Technology
SPED 4100 Instruction of Individuals with Mild Disabilities
SPED 4200 Advanced Instructional Methods for Individuals with Mild Disabilities
SPED 4300 Methods in Math Instruction
SPED 4440 Practicum in Special Education
SPED 5400 Collaboration among Families and Professionals
SPED 5450 Student Teaching Seminar
SPED 5460 Student Teaching in Special Education

6. Consistency with Principles of Good Practice

All distance-learning activities offered by our department are in accord with the Principles of Good Practice as outlined at: <http://alt.usg.edu/research/goodpractice.html>. These principles encourage a high level of student-faculty contact, cooperation among students, active listening, prompt feedback, emphasis on task, communication of high expectations, and respect for diverse talents and ways of learning (Chickering & Gamson, 1987). The department currently assesses all on-line courses through surveys and questionnaires and faculty and student interviews, and those practices will continue for the Griffin program. The program provides an appropriate balance of core, research, and elective courses; 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, and provides faculty support, and the rigor of the program is comparable to traditional programs.

7. Fiscal Implications of the Program

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

Our current on-line courses and programs are supported by grant funding and by tuition return. Funding for the proposed on-line courses for students in a Griffin-based program will need to be made available from other sources if this program is to be financially feasible for our department.

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

Costs for the proposed BSEd in Special Education at Griffin will include funding for full time faculty (an Academic Professional for FY 2008 and an additional Assistant Professor for FY 2009), part time faculty, instructional support personnel, administrative support personnel, travel, equipment, and operating expenses and supplies at the Griffin location. Instructional support and faculty salaries to allow Athens faculty to develop and then continue to be involved in the Griffin program are also necessary, as are travel, communication, administration, and other on-going expenses for the Athens department

and Athens faculty related to managing a program at Griffin. Search costs and other start-up expenses will also be required during FY08 and FY09.

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

The need for tuition adjustments to support this program will be explored during the 2007-2008 academic year.

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

There is no external funding currently available to support a BSEd in Special Education at Griffin.

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

The University already provides site licenses for WebCT and Horizon Live, networks to host the hardware and software, and support services through the Office of Instructional Technology. The same facilities must be available to students at Griffin. Athens-based and Griffin-based faculty and staff for this program will need laptop computers with large memory and speed specifications, replaced routinely to stay current with the latest software developments.

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

The financial costs of developing a new BSEd in special education program at Griffin are undeniable and yet to be fully determined. Our department would appear to be in the best possible position to develop a high quality program with costs lower than might otherwise be expected, however, given our current expertise and experience with both on-campus and on-line delivery of degree programs that are essentially equivalent to the one proposed here. Some of the infrastructure and expertise for on-line delivery of courses, and for distance supervision of student teachers, exists already at Athens and will not need to be entirely duplicated at Griffin. Thus, given current needs and priorities in the state of Georgia, a program such as this needs to be developed, and attempting to develop it in any way other than through our department would be even more expensive than having our department add such a program to our existing programs.

Expected costs also appear to be well exceeded by the expected benefits, which include serving the population of the state of Georgia in an important geographic region that is not currently reached by the University of Georgia's special education programs. The proposed program at Griffin will reach an audience of future educators who could not attend the University of Georgia due to the distance they would have to travel to participate in on-campus coursework and who do not qualify for our current on-line program because of geographic or other restrictions in that partially grant-supported program – or who desire a blended, rather than all on-line, program. Use of web-based courses, which are highly flexible in nature, will facilitate the inclusion of nontraditional

students, another obvious benefit. Overall, given current needs and priorities in education for the state of Georgia and given the University of Georgia's mission to address those needs in a context that furthers knowledge and skills for all citizens, we believe the benefits of this program will exceed its costs.

8. Assessment

Students will complete anonymous online evaluations of courses and instructors at the end of each semester, consistent with UGA and department policy and similar to those evaluations currently in place for the department's currently approved and operating on-campus and on-line programs. External reviewers who have content expertise and experience with on-line course delivery will also evaluate on-line courses, as we currently do for existing on-line courses.

Student performance will be monitored throughout the program in a manner consistent with the undergraduate assessment plan already in place in the department. The learning outcomes for the program were identified, defined, and updated based on the Council for Exceptional Children's 2000 publication, *What Every Special Educator Must Know: The Standards for Preparation and Licensure of Special Educators*. This publication sets the minimum informational and performance competencies to be mastered by special educators. Through faculty discussion, a set of activities and products was developed to evaluate student achievement of these expected "outcomes". Evidence of student achievement is outcomes are then included in an individual student portfolio. Upon completion of the program, therefore, each student will have developed a portfolio that documents his/her mastery of learning objectives. Live Text, for which UGA holds a site license, will be used as a platform for developing student portfolios.

Consistent with existing department policy, we will ask our graduates to complete student questionnaires 1 and 3 years after completing the program. These questionnaires assist faculty in determining what changes might be made in the program in order to prepare teachers who are ready to meet the challenges of a special education classroom. Employer evaluations will be solicited from principals and special education directors after program completion in order to determine our graduates' competencies related to classroom responsibilities. Both student and employer evaluations are already in use within the department and are appropriate for use in the proposed Griffin program.

Data on student progress and retention will be maintained in manner consistent with current departmental, college, and university requirements.

Budget is on next page

Griffin Special Education Proposed Budget

	FY 2008	FY 2009
	<i>Special Ed</i>	<i>Special Ed</i>
Personnel		
Assistant Professor [12 mo]		\$ 72,100.00
Academic Prof. [12 mo]	\$ 35,000.00	\$ 72,100.00
Deg Prog Asst [1/3 of total shared by 3 progs]	\$ 10,000.00	\$ 10,300.00
Part-time Faculty	\$ 4,000.00	\$ 16,000.00
Summer Schl/TA	\$ 9,000.00	\$ 9,500.00
Travel		
supervision/uga/profl	\$ 2,000.00	\$ 4,000.00
Mail	\$ 500.00	\$ 500.00
Computers, etc.	\$ 10,000.00	\$ 5,000.00
O&E Supplies	\$ 1,000.00	\$ 1,000.00
Tests, Materials, Supplies		\$ 5,000.00
Software	\$ 2,000.00	\$ 2,500.00
Furniture	\$ 3,000.00	
Moving Honoraria	\$ 1,000.00	\$ 1,000.00
Copying	\$ 1,000.00	\$ 1,000.00
Advertising	\$ 1,000.00	\$ 1,000.00
Search Costs	\$ 2,000.00	\$ 3,000.00
Telephone/800 Line	\$ 1,500.00	\$ 3,000.00
FY 2008 TOTAL	\$ 82,500.00	
FY2009 TOTAL		\$ 207,000.00