March 12, 2014

UNIVERSITY CURRICULUM COMMITTEE – 2013-2014
Mr. David E. Shipley, Chair
Agricultural and Environmental Sciences - Dr. William K. Vencill
Arts and Sciences -   Dr. Roxanne Eberle (Arts)
                      Dr. Rodney Mauricio (Sciences)
Business - Dr. William D. Lastrapes
Ecology - Dr. James W. Porter
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Family and Consumer Sciences - Dr. Silvia Giraudo
Forestry and Natural Resources - Dr. Sarah F. Covert
Journalism and Mass Communication - Dr. Alison F. Alexander
Law - No representative
Pharmacy - Dr. Cory Momany
Public and International Affairs - Dr. Robert Grafstein
Public Health - Dr. Katie D. Hein
Social Work - Dr. Kristina Jaskyte
Veterinary Medicine - Dr. Scott A. Brown
Graduate School - Dr. Tracie E. Costantino
Ex-Officio - Provost Pamela S. Whitten
Undergraduate Student Representative - Ms. Hadley Dreibelbis
Graduate Student Representative - Ms. Margaret Robbins

Dear Colleagues:

The attached proposal to offer the existing major in Middle School Education (M.Ed.) as an online program will be an agenda item for the March 19, 2014, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
       Dr. Laura D. Jolly

Committee on Facilities, Committee on Intercollegiate Athletics, Committee on Statutes, Bylaws, and Committees, Committee on Student Affairs, Curriculum Committee, Educational Affairs Committee, Executive Committee, Faculty Admissions Committee, Faculty Affairs Committee, Faculty Grievance Committee, Faculty Post-Tenure Review Appeals Committee, Faculty/ Staff Parking Appeals Committee, Human Resources Committee, Strategic Planning Committee, University Libraries Committee, University Promotion and Tenure Appeals Committee
An Equal Opportunity/Affirmative Action Institution

26 August 2013

Curriculum Committee
College of Education
University of Georgia
Athens GA 30602

Colleagues:

I write to express my strong endorsement of the Middle Grades Education Program's Proposal for an External Degree. The proposal encapsulates an initiative that the program and the department have been working on for some time and for which some of my departmental colleagues were able to gain course development funding last summer.

The initiative was undertaken in part to address the College of Education's declining credit-hour production. While the department itself continues to enjoy high credit-hour production, it realized that it could contribute directly to ameliorating the college's predicament through innovative programing, in this case, on-line availability of its strong face-to-face program. However, it also initiated this program to make a strong program available to a larger audience of public school educators.

I urge your favorable consideration of this proposal.

Cordially,

Ronald E. Butchart
Distinguished Research Professor and Department Head

Middle School Education Program

Proposal for an External Degree

The University of Georgia

Institution: The University of Georgia

Date: August 1, 2013

College/School/Division: Education

Department: Educational Theory and Practice

Degree: Master of Education (M.Ed.)

Major: Middle School Education

CIP Code: 13120302

Proposed Start Date: Summer 2014

1. Needs Assessment

This is a proposal for a fully online version of the currently existing Masters of Education (M.Ed.) degree program in Middle School Education (MSE), specifically for the emphasis areas of Language Arts and Social Studies. The proposed program will also be put forth as an e-rate program, following the University's e-rate guidelines.

The mission of the MSE program at the University of Georgia is to advance knowledge about the attributes of young adolescent learners and to promote the development and application of teaching strategies, curriculum design practices, assessment principles, and research methodologies to improve the education of students in grades 4-8.

Our program prepares teachers for middle grades (4-8) classrooms at the initial and advanced preparation levels, as well as preparing researchers who wish to focus on aspects of education related to this age group.

Selected master's-level coursework in the MSE program has been offered online for the past four years (typically during summers) to support the engagement of students from around the state of Georgia. These courses have proven to be quite popular, and we have received frequent requests to expand our online course offerings. At the same time, our face-to-face enrollments in master's-level courses have fallen over the same period, as graduate students who are full-time teachers seek out more flexible learning options that better meet their needs. Thus, the need and the justification for a fully online version of our existing M.Ed. degree come from this combination of the initial successes of our online endeavors and the increased competition for potential students from other online and flexible delivery degree-granting institutions. We are confident that given the choice, potential students will opt for a UGA degree over other options. It seems clear that we will continue to lose many potential students if we do not provide an online option. We

note that we will continue to offer the face-to-face M.Ed. program for students who wish to pursue science and mathematics content area emphases, as relevant online courses will not be offered by faculty in those emphasis areas in the foreseeable future. The target audience we seek to attract includes:

1. Full-time working middle school teachers who seek a master's degree to gain new skills, abilities and credentials;

2. Recent graduates of initial certification programs in middle school education who wish to continue in their studies and receive a master's degree before beginning a teaching career;

3. Career change professionals who wish to earn a master's degree in middle school education but are not looking to concurrently receive Georgia teacher certification (the M.Ed. is not a path to initial teacher certification).

In sum, we believe that taking the language arts and social studies emphasis areas of our existing degree program into a fully online format will be of benefit for several reasons. First, this move will allow us to better support middle school teachers across the state by offering master's programs that will be significantly more inclusive of the overall population that, as the state's land grant university, we are charged to serve. Second, the proposed online version of the MSE M.Ed. is being co-developed with an online version of the Social Studies Education (SSE) M.Ed. degree program also housed in our department. The development of core courses across the two programs will enhance collaboration among department faculty while at the same time reaching a broader base of students with our programming. Finally, increasing the number of students who graduate with M.Ed. degrees from our program has the potential to increase the pool of future Ph.D. applicants in our department.

We are aware that the creation and implementation of an online version of our program is not without costs in terms of departmental time and resources. However, we believe that the cost of inaction is even greater. Teachers (and other working professionals) are opting for online education in increasing numbers, and the MSE program is well prepared to enter the online market.

2. Admission Requirements

Requirements for admission to the Middle School Education online M.Ed. program mirror those in place for our on-campus degree. Prospective candidates for the M.Ed. program online, must hold a baccalaureate degree from an accredited college or university. Admissions requirements include:

- Graduate School application form
- Application fee
- One official copy of transcripts from all institutions attended – minimum undergraduate (and prior graduate) GPA of 3.0
- Three letters of recommendation

- For international students, official TOEFL or IELTS scores
- Graduate Record Exam (GRE) - a minimum score of at least 146 verbal and 140 quantitative, or the Miller Analogies Test with a score of 402
- A 2-3 page personal statement describing why the student wishes to pursue this degree, why the MSE program at UGA is the best place to pursue these goals, and what the student hopes to gain from her/his experiences as a graduate student
- A resume or CV

Admissions are competitive; merely meeting minimum requirements does not ensure admission. All materials submitted as part of an application are considered and evaluated by the faculty within the MSE Program. Admissions are evaluated holistically, and recommendations for admission are based on an applicant's qualifications, recommendations, statement, and how these match with faculty interests and the program's capacity.

3. Program Content

The academic standards for the proposed online M.Ed. degree program are the same as those for the on-campus degree program. The online degree will require the same standards of academic excellence and rigor. Expectations for student participation are consistent with our departmental and program standards. Some of the courses in the program have already been taught fully online or in a blended delivery format. At least five tenured and tenure-track faculty in the department have agreed to participate in instruction of the program along with several part-time instructors who have taught both face-to-face and online master's level courses in the MSE program in the past. All courses offered are appropriate for distance delivery. There are no laboratory requirements required as a part of the program. A part-time academic advisor will work with the students in this program to plan the program of study, to set professional and career goals, and to establish a support system for the student. In addition to courses in the Educational Theory and Practice Department (ETAP, EDMS, ESOC and EDEC prefixes), students in the program will take two courses in the Language and Literacy Education Department (LLED). Students will be admitted by cohort (initial cohort of 18 students in the first year; cohort size may vary based on our experience with the first cohort). Students who successfully follow the curriculum outlined in the Program of Study will complete the degree in six consecutive terms, beginning in summer and finishing in the spring of the second year.

- 12 total courses (36 total credit hours)
- 2 courses per semester, including summers
- All courses on-line (2-day face-to-face launch event, 1-day face-to-face at start of Year 2, and 1-day face-to-face capstone event for all students who reside in the state of Georgia; online alternatives provided for students who cannot attend)
- Culminates with a capstone course in which students will engage in and produce action research

The curriculum for the M.Ed. online program includes:

* *Courses that are currently offered on campus. Online (e versions) are under development.*

** *Courses that are currently offered as online (e versions)*

*** *New course to be developed for this program*

Summer year 1

   *** ETAP 7080E - Educational foundations (core course)

   ** EDMS 7030E - Middle school philosophy (core course)

Fall year 1

   * EDMS 7060S - School, family, and community (core course)

   * ESOC XXXXE - Social studies course 1 (elective course – choose one; courses offered will vary from year to year - e.g., ESOC 6990E; ESOC 7050E; ESOC 7080E)

Spring year 1

   * EDEC7420E - Classroom management (core course)

   ** LLED XXXXE - Language arts course 1 (elective course – choose one; courses offered will vary from year to year - e.g., LLED 6060E Content Area Literacies; LLED 6070E Middle School Reading; LLED 6010E Reading Foundations K-12; LLED 7310E Informational Literature P-8)

Summer year 2

   ** EDMS 7080E - Middle school curriculum (core course)

   * EDMS 7090E - Middle school instruction & assessment (core course)

Fall year 2

   * ESOC XXXXE - Social Studies course 2 (elective course – choose one; courses offered will vary from year to year - e.g., ESOC 6990E; ESOC 7050E; ESOC 7080E)

   * EDMS 7050E - Adolescent learning (core course)

Spring year 2

   ** LLED XXXXE - Language arts course 2 (elective course – choose one; courses offered will vary from year to year - e.g., LLED 6410E Adolescent Lit; LLED 7040E Language and Culture in the Classroom)

   * ETAP 7500E - Action research capstone course (core course)

Courses in the MSE M.Ed. online degree program will utilize both synchronous and

asynchronous instruction and will be taught primarily though the UGA eLC learning management system (Desire2Learn). A faculty design team is currently in the process of developing a range of modules to be used in courses in the program. However, each instructor will have freedom to design the instructional environment and a large part of the course content according to the course concepts, instructor style and students' needs.

In their last term, students are required to complete an action research project for completion of the master's degree program. This culminating project will be developed in parts throughout the program and will require students to reflect on and apply their coursework to demonstrate how what they have learned in the program has improved their own classroom practice. Students' action research projects will be presented to faculty and peers as part of a one-day culminating activity at the end of the final semester in the program. In-state students will be expected to attend this day face-to-face. An online option will be available for out-of-state students.

4. Student Advising

Students in the MSE M.Ed. online degree program will be assigned to a part-time academic advisor. The academic advisor will be responsible for tasks including, but not limited to, the following: advising students about the program of study, expectations for success, courses to take each semester, and responding to students' needs regarding courses; orienting accepted students to the University of Georgia, e.g., getting a student ID, registering for courses via OASIS/Banner, handling any flags on their admission or registration (e.g., proof of U.S. residency). The academic advisor will also respond to queries from people who are interested in the online program, support prospective students in the application and admissions processes, respond to inquiries from enrolled students about various aspects of the M.Ed. online program, e.g., how to apply for a T-5 teaching certificate, and follow up and stay in communication with program alumni as part of documenting the program's impact and soliciting suggestions for program improvement. The advisor will also have regular opportunities to discuss career options with students and help the students meet their educational goals while in the program. The advising will take the form of communication through a combination of email, telephone conferencing, and video conferencing (e.g., Skype). Of course, face-to-face meeting is also an option if the student chooses to come to campus.

All students will be required to have functioning computers with webcams and microphones and a high speed internet connection, as most all of the communication both with advisors and instructors will be done electronically. The consequences for students who fail to respond to communication from their advisor or course instructor will be similar to those for students who fail to complete required activities in a face-to-face class and will be addressed on a case-by-case basis.

Students who need to pause their program or reduce their course taking below the standard two courses per semester will be advised regarding re-entry on a case-by-case basis.

5. Resident Requirements

All enrolled students pursuing graduate degrees at the University of Georgia must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of three (3) credits in at least two semesters per academic year (fall, spring, summer), including the 3 hours of *graduate* credit that is required for registration during the semester in which degree requirements are complete, until the degree is attained or status as a degree-seeking graduate student is terminated.

The residence requirement for this program will be satisfied through two consecutive semesters of six credit hours (12 total hours) of online coursework.

6. Program Management

The coordination of the MSE M.Ed. online program will be the responsibility of the faculty in the ETAP department teaching in the online program, in collaboration with the Middle School Education program coordinator, who has coordination oversight for all degree programs in MSE. The ETAP faculty members and MSE program coordinator will maintain the quality and viability of the online program through ongoing feedback from students and instructors in the program and through regular meetings to plan, assess, and modify the program as needed. The MSE program coordinator will serve as liaison between the MSE M.Ed. online program and other programs and departments related to program and course goals and objectives, course scheduling, etc. All courses will be taught by faculty in the College of Education or by part-time instructors associated with the program.

As noted earlier, a cohort target of 18 new students will be admitted each year. Prospective students will apply by early spring semester to begin the program in the summer.

Assessing the Program

Students will complete course evaluations at the close of each semester in the same way as face-to-face students in the College of Education (using the COE Web portal). In addition, students in the online program will participate in an annual survey to provide feedback specific to aspects of the online program experience. The focus of this survey will be to assess advisement, registration, support, programmatic issues, and other related topics to help faculty conduct yearly assessments of and adjustments to the program.

Application and Matriculation

Students will apply for this online degree program in the same way they would apply for on-campus degree programs through the Graduate School. As a part of their letter of intent, students will need to specify that they wish to be an online student. Applications will be reviewed in February. Acceptance into the online program will be made by the ETAP Faculty as a whole using the criteria discussed in the *Admission Requirements* area of this document.

Duplication

We know of no other master's degree program at UGA that would be in direct competition with or a duplication of this online M.Ed. degree in Middle School Education, with the exception of our own face-to-face program for students with the Language Arts and Social Studies emphasis areas (as noted earlier, students interested in a science and/or mathematics emphasis area will need to opt for the face-to-face program). Our face-to-face program has been experiencing declining enrollment due to competition from online programs and flexible delivery options at other institutions. Thus, while some students who may have considered the face-to-face program may now apply to the online program, we anticipate a significant net gain in students on balance.

The proposed online program *will* be in competition with online programs at other institutions, but that is intentional. We note that while some of the competing institutions are other members of the University System of Georgia, many of the providers are for-profit institutions not based in Georgia.

Transitioning Coursework to Online

As indicated in the outline of courses above, faculty members have already been teaching several of these courses fully online. A number of the other courses have been taught in hybrid formats that rely heavily on electronic learning technologies. In addition to the work already undertaken, we will be working with the office of online learning and their instructional developer to take existing coursework to an online setting.

Ensuring Compliance With Best Practices

Faculty members teaching in the online program have each completed the College of Education's Innovations in Teaching and Technology Academy in which best practices in design, format, and pedagogy were discussed. At the end of each course, we will evaluate the degree to which existing practices have resulted in positive results for learning, as measured by end-of-course evaluations as well as qualitative analysis of student work by faculty teams. Furthermore, we will maintain our ongoing relationship with the Office of Online Learning to assure our continued alignment with evolving best practices in online education.

How Faculty Will Be Trained to Teach Online Courses

As stated above, faculty members involved in the teaching of online courses in this program have had a significant amount of training and previous experiences working with learning technologies. In preparation for this particular program, each faculty member will be involved in the design of the courses that she or he will teach. As a result, each faculty member will have individualized contact with the instructional developers from the Office of Online Learning.

Course Revision Methods and Intervals

Courses are offered once each year. Courses will be revised before each successive

offering of the course based on the following: (1) faculty assessment of student engagement and learning, (2) end of course evaluations, (3) the continued development and enrichment of pedagogical strategies, and (4) current educational and sociopolitical context.

7. Library and Laboratory Resources

There are no laboratory requirements for the online program. In terms of library access, students will have the same online access to Galileo, GIL, and all other aspects of the university online library system. Students who choose to come to campus at any point during their program will also have access to any of the physical resources of the campus library system.

8. Budget

This online degree program will be maintained with relatively low costs for the College of Education when compared to the income it will generate. The needs of the program are composed of support for graduate assistants, academic advisor, faculty (including full-time and part-time), computers, and advertising.

We note that the emerging body of research on online instruction is clear about the integral role that engaged and interested Graduate Assistants play in the success of such programs. Given the increased expectations of online teaching experience for new faculty members, we anticipate significant enthusiasm among our doctoral students for participating in assistantships to support the online programs in our department. Specific responsibilities for graduate assistants will include, but are not limited to:

• **Technical Support** – includes structuring/making changes to course sites, uploading items, responding to students with troubleshooting aid, supporting faculty and staff in new technologies, supporting major learning management changes like migration to new learning management systems.

• **Student Support** – includes responding to student emails about course requirements and technology, on-campus needs for distance students, helping utilize and access online resources such as the library systems.

• **Promotion and Development of the Online Program** – includes assisting program faculty with programmatic initiatives, such as tutorials, presentations, upkeep of websites; arranging legal use of multimedia materials from third parties, recruitment materials for online program, registration, surveys and communication.

See attached budget for detailed revenue and expense information.

An e-rate program leadership team, including faculty membership from each e-rate program, will propose a plan to the ETAP department faculty for the use of program revenue.

9. Program Costs Assessed to Students

Costs for students taking the online M.Ed. are assessed at the UGA approved e-rate of $643/credit hour plus applicable fees.

10. Accreditation

The online master's degree in Middle School Education, like all degrees in the Department of Educational Theory and Practice, are subject to accreditation by the Georgia Professional Standards Commission (PSC) and the National Council for Accreditation of Teacher Education (NCATE).

UGA Online Program Proposal Budget Sheet

Use the spreadsheet provided to identify anticipated revenues and expenses for the program. If in the first year, there are no courses offered, and therefore no tuition revenue accrued, identify any departmental resources that will be allocated in support of the program as well as any additional resources that will be needed. Note that the University will provide services in the form of course design/development, faculty training, marketing, and student support. Once courses are offered, project the revenue associated with tuition and fees using the information provided on the form. The E-Rate Differential Tuition should be entered in the Program Revenue section along with any other funds that are redirected in support of the program. Be sure to utilize the Guidelines that have been designed to help in completing this form. Additionally, you may wish to review the sample completed Budget form.

Line #		2012-13	2013-14	2014-15	2015-16
1	**Program Name:** Master of Education in Middle Grades Education				
	Projected Enrollments				
2	New Students				18
3	Existing Students				0
4	**Total Enrollments**				18
	Projected Student Credit Hours				
5	New Student Credit Hours				324
6	Existing Student Credit Hours				0
7	**Total Student Credit Hours**				324
	E-Rate Tuition* (no entry required unless differing from UGA standard rates)				
8	Base tuition per credit hour				$368
9	Differential Tuition per credit hour *(UGA standard rate is entered. If program is requesting a different rate, change the figure entered for each year -- assume a $25 increase every other year)*				$275
10	Total E-Rate Tuition Per Credit Hour				$643
	Tuition Revenue **				
11	Total Base Tuition				$119,232
12	Total Differential Tuition Revenue				$89,100
13	**Total Tuition Revenue**				$208,332

	Degree/Certificate Program Departmental Budget				
	Program Expenses ***				
14	Direct Instructor Support Costs (2 summer units @7000)				$14,000.00
15	Graduate Assistants (1 doctoral student for 12 months @50%)				$23,259
16	Faculty Resease Time (5 @ $7000 for course development)				$35,000
17	Program Coordinator				
18	Advising Support (.25 @ 29,365 per year)				$7,341.25
19	Clerical Support (5% of 30,000)				$1,500
20	Professional Development (4 conferences/training @ 1250)				$5,000
21	Supplies/Operating				$3,000
22	Additional Marketing				
23	Course Development/Enhancement ***				
24	Faculty Training ***		**PROVIDED BY THE UNIVERSITY**		
25	Marketing ***				
26	Student Support ***				
27	Other Expenses (please be specific)				
28	**Total Program Expenses**	$0	$0	$0	$89,100
	Program Revenue				
29	E-Rate Differential Tuition Revenue		$0	$0	$89,100
30	Grant Funds				
31	Other: (Name source)				
32	College/Departmen Redirection				
33	**Total Revenue Allocated for Program**	$0	$0	$0	$89,100
	Annual Program Balance (Total Program Revenue less				
34	Total Program Expenses)	$0	$0	$0	$0

	Notes:
	*An E-Rate Tuition is charged for fully online programs. The e-Rate Tuition is the sum of the Base Tuition and the E-Rate Differential Tuition. Each year UGA sets a
	** The e-Rate Differential Tuition Revenue is derived by multiplying the E-Rate Differential Tuition rate by the number of credit hours to be generated per year. This
	*** Program expenses are costs that will be incurred by the college/department with the development and offering of the new program. The University will provide
	1/30/2012

Date: January 31, 2014

To: Dr. Cory Buxton, Associate Professor and Program Coordinator, Department of Educational
         Theory and Practice, College of Education

Re: Online Graduate Degrees in *Middle Grades*

Even though there was an uncertain result with a recent market research study conducted on Middle
Grades, I remain committed to offering my support for the newly proposed online program to be
offered out of the College of Education. While the study reported uncertainty as to the market demand
for the online degree, I believe the program should proceed, as there is a lowered risk for entering the
market as a result of the shared curriculum with Social Studies. In addition, the proposed new
program helps the University fulfill one of its strategic goals to increase online graduate education.

In hopeful anticipation of University approval of this program, the Office of Online Learning agrees to
support the program in the following ways:

- Assist faculty in the design and development of each of the program's courses, ensuring
  courses meet University standards as well as State and Federal regulations;
- Prepare faculty through training and development activities focused on best practices in
  online education;
- Provide marketing expertise to assist in establishing and executing strategies which leverage
  UGAonline's marketing efforts with program-specific needs;
- Assist in establishing a program-specific continuous quality assurance plan to ensure that
  course design, content, and instructors are continually being evaluated for improvement;
- Provide ongoing assistance for online faculty in the maintenance and revision of
  programmatic courses;
- Provide a central point of communication to guide students to the appropriate resources
  across the University in an effort to foster student success.

If during the review process there are questions or concerns to which can be address by the Office of
Online Learning, please contact me at (706) 542-1841.

Sincerely,

Dr. Keith Bailey, Director, Office of Online Learning

CC: Dr. Craig Kennedy, Dean, College of Education
         Dr. Laura Bierema, Associate Dean for Academic Programs, College of Education
         Dr. Laura Jolly, Vice President for Instruction
         Dr. Ron Cervero, Associate Vice President for Instruction