



The University of Georgia

University Council
Athens, Georgia 30602

March 12, 2014

UNIVERSITY CURRICULUM COMMITTEE – 2013-2014

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Dear Colleagues:

The attached proposal to offer the existing major in Music Education (M.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

Proposal for an External Degree
(With recommended elements for ONLINE delivery)
The University of Georgia

Institution: **University of Georgia**

Date: **4 March 2014**

College/School/Division: **Franklin College of Arts and Sciences**

Department: **Hugh Hodgson School of Music**

Degree (please indicate whether this is a stand-alone degree): **Master of Music Education**

Major: **Music Education**

CIP Code:

Proposed Start Date: **Spring Semester 2014**

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

A needs assessment that demonstrates a sufficient pool of qualified applicants and provides information about other institutions offering similar programs.

ONLINE: This section should include information about why this program has been identified as a viable program for online delivery. Identify the competition. What institutions are offering the same program online. Provide information associated with similarity to your program (content, credits, completion timeline, tuition, admissions requirements). Explain any differences or any strengths that might differentiate or make the UGA program competitive. Contact the Office of Online Learning to obtain information about conducting a market research analysis. Include results of a market research study, if available.

UGA's Hugh Hodgson School of Music is the flagship institution in Georgia for music education and one of the leading such schools in the South. Although Florida State is perhaps the most prominent in the region (with twice the number of students and faculty), there is keen interest in UGA's program, due in part to notable achievements in this area over the past 20-30 years (two journals, distinguished and numerous graduates, etc.). Our Music Education programs have been and continue to be crucial to the Hodgson School's success, reputation, and growth, currently accounting for half of the School's enrollment at both the graduate and undergraduate levels. Furthermore, alumni of the music education programs are a strong presence in K-12 schools statewide and greatly aid the School's recruitment initiatives, thus contributing immeasurably to the future strength of all the School's programs.

In Georgia alone, public schools employ approximately 4,000 music educators. The quality of UGA's music education degree program is evident in the success of its graduates: of the 30 or more who complete the baccalaureate degree with a major in music education each year, virtually all pass the state certification test and are offered employment, in spite of

recent cuts in arts education programs. Many of these students subsequently enroll in the School's graduate program in music education; earning a graduate degree not only enriches their teaching but also offers financial advantages and, for many, career advancement. UGA now graduates about 20 music education graduate students each year, with 80% of these at the master's level.

In cooperation with the Franklin College Dean's Office, the Hodgson School has established the highly successful Summer Educational Advancement for Teachers (SEAT) program. Within that program the Master of Music Education or Education Specialist degree can be completed in two years and a Doctor of Education in four. The majority of the coursework is completed in summer session on-campus classes, with some online instruction during fall and spring. Based on student input, the existing online instruction appears to be highly satisfactory. Graduate enrollment has doubled in four years, with 70-80 students currently enrolled in the SEAT program—30 new students will enroll in summer 2014. The success of the mixed-model SEAT program indicates that a UGA online Master of Music Education degree would draw interest throughout Georgia and nationally.

In our initial review, confirmed in the recent study by Eduventures Research and Consulting Group (see Appendix 1, www.curriculumsystems.uga.edu/UCC/ProspOnlineProgDevStudy.pdf), we identified 10 existing national online M.M.Ed. degree programs. We recently noted one other offered by the University of West Georgia:

Auburn Univ	Mansfield Univ of PA	Univ South Florida
Boston Univ	S F Austin State Univ	Univ Southern Mississippi
East Carolina Univ	Univ Florida	Univ West Georgia
Kent State Univ	Univ Nebraska – Kearney	

These institutions are of varying student interest and credibility. By comparison, UGA has the resources and reputation to be highly competitive in terms of size, program breadth and depth, experience in graduate music education, and influence in the state and beyond. UGA's strong alumni base would be preferentially attracted to an online degree offered by their alma mater, and the Hodgson School's visibility beyond the state's borders would draw prospective students from out of state. It seems likely that a high quality, well-delivered and readily available product would realize wide market success.

The proposed online master's degree is not intended to compete with the existing SEAT program: indeed, there is clearly an audience for an in-residence, a mixed-model, and an online version of this degree. While interviews with current and past SEAT participants indicate that most value the face-to-face exchanges and camaraderie of the traditional classroom experience offered in the mixed-model, it is also clear that many potential enrollees are discouraged by the required summer residency and travel restrictions. We wish to maintain our existing resident program while building and maintaining an online version as well, thus becoming a recognized regional center for music education throughout the South.

2. Admission Requirements

All requirements for admission to an External Academic Degree Program will be the same as those for the same degree at an authorized unit.

ONLINE: Restate the admissions requirements for existing degree program and if there are requests to deviate from these requirements, identify the requested modifications with justification.

Applicants must hold a baccalaureate degree in music from an institution accredited by the proper regional accrediting association. Applicants should have attained a grade point average of 3.0 or better for all undergraduate work and achieved satisfactory scores on the degree-appropriate entrance examinations. The Graduate School and the Hugh Hodgson School of Music review the application for admission jointly. Applicants must hold or be eligible for Georgia State Teacher Certification (T-4) in music.

All applicants apply to UGA's Graduate School using the online application. This includes an application fee, three letters of recommendation (from college or university faculty or other music professionals), an official transcript (in sealed envelope) from each institution of higher education attended, except the University of Georgia, and official test scores submitted from the testing agency directly to the Graduate School. Applicants to the M.M.Ed. must take either the GRE General Examination or the Miller Analogies Test. GRE and/or MAT scores are considered together with all other submitted materials in evaluation of applicants.

3. Program Content

The basic curriculum of the program will be equivalent to the authorized unit's approved program. The criteria for electives or substitutions for specific requirements will be equivalent at both (or all) locations.

ONLINE: Provide a list of the courses that will be offered online and provide explanation if this set of courses differs from the face-to-face program of study.

This online M.M.Ed. degree includes 33 hours, identical to one of the existing options for the resident and mixed model M.M.Ed. degree.

Area of Concentration (12 hours)

MUSI 6010	Trends and Issues in Music Education	3 hours
MUSI 7330	Music Curriculum and Supervision	3 hours
EMUS 7650	Applied Project in Music Education	3 hours
Music Education Electives		3 hours
	(online: EMUS 6000, Special Problems in Music Education)	

Other Studies in Music 12 hours
Selected courses in Music Theory, Music History, Applied Music, Ensembles, Conducting, etc.

(online: MUSI 5270/7270 Advanced Conducting, MUSI 4120/6120 Form and Analysis, MUSI 6150 Elements of Music Theory, MUSI 6290 Music History Problems, MUSI 5340/7340 Choral Literature and Performance Practice, MUSI 5350/7350 Instrumental Literature and Performance Practice)

Research

MUSI 7030 Research in Music Education OR
ERSH 4200E/6200E Methods of Research in Education 3 hours

Professional Education

Elective: Psychology of Learning 3 hours

EPSY 6010E, Foundations of Human Development for Education
EPSY 6060E, Foundations of Motivation for Education
EPSY 6800E, Foundations of Cognition for Education
EPSY 7060E, Assessment of Gifted Children and Youth
EPSY 7160E, Nurturing Independent Learners
EPSY 7210E, Multicultural Gifted and Talented Education
EPSY 7230E, Strategies and Materials for the Gifted
EPSY 7240E, Creativity: Instructional Procedures and Problem Solving Processes
EPSY 7260E, Supporting the Social and Emotional Development of Gifted Students
EPSY 7270E, Retention of Ethnic Minorities in Gifted/Advanced Programs

Elective: School Programs and Problems 3 hours

EDAP 7030E, Organizational Leadership in Schools
EDAP 7040E, School Law
EDAP 7060E, School Business and Resource Management
EDAP 7070E, Curriculum Development and Evaluation
EDIT 6100E, Introduction to Instructional Technology
EDIT 4150E/6150E, Introduction to Computer-Based Education
EDIT 4170E/6170E, Instructional Design
EDIT 6190E, Design and Development Tools
EDIT 6200E, Learning Environments Design I
EDIT 4500E/6500E, Educational Video Production
EDIT 4600E/6600E, Multicultural Perspectives on Technology
EDIT 5500E/7500E, Technology-Enhanced Classroom Environments

TOTAL 33 hours

4. Student Advising

Each student must have reasonable access to an advisor or advisory committee.
ONLINE: Indicate how students within this program will receive advisement and support.

The Hugh Hodgson School of Music will provide a dedicated advisor for the online master's degree program. At the beginning of their program, students will be provided with a Handbook explaining all phases of the program; in addition, they will meet with the advisor via SKYPE or a similar aural/visual communication technology for questions/concerns regarding the program. A similar registration advisement will take place at the beginning of each semester thereafter. As in the resident program, a major professor and a graduate committee (minimum of three members) will be assigned. In consultation with the advisor and the major professor, a program of study for the degree will be determined.

5. Resident Requirements

Residence requirements will be identical to those established for the authorized degree program with residence at the approved location serving to meet that requirement.

ONLINE: Indicate if there are any required campus visits for this program or if there are any internships, practicums or student teaching. Explain how these will be addressed for students who reside in other states. Will there be direct supervision at the location of activity and if so explain how will the supervisor be identified and compensated.

All of the required curriculum can be taught online. Instruction in practical skills (conducting, teaching demonstrations, etc.) will be addressed through video technology. We will not require on-campus instruction.

6. Program Management

Each proposal must contain a specified plan for program maintenance and program quality. This plan will provide contact persons at cooperating units, a detailed timetable, and complete plans for application and matriculation of students. In addition, specific plans should be provided concerning the schedule of courses, the duration of the program, program review, and possible duplication with other programs in the immediate area.

ONLINE: Indicate how you plan to transition your face-to-face classes to the online format, how you will ensure compliance with best practices for online course development. Explain how faculty will be trained to teach online and how the department is addressing intellectual property associated with the online courses. Define how courses will be revised and in what interval. Identify the technologies and the student and faculty support that will accompany the technologies. If there will be online proctored tests as part of this program, indicate how many courses might utilize this assessment approach. Provide a chart showing when program courses will be developed and delivered the first time online.

The Hugh Hodgson School of Music does not have excess teaching capacity to carry an online curriculum in addition to its resident program. The online program will require a minimum of 2-3 classes to be offered each semester (see below). Since various members of the faculty will contribute to the coursework, an additional faculty line is required to both (a) contribute to the online curriculum and (b) create the space in existing faculty loads so that others can participate in online instruction.

A dedicated full-time instructor, hired through eRate funds by the Hugh Hodgson School of Music, will thus be required to administer the program. General oversight of this

program will be delegated to the Music Education Area as a whole (five tenure-track faculty members) within the School. Curricular content, changes, management, and all other concerns will be channeled through normal Hodgson School processes, including the Graduate Committee, Graduate Coordinator, and School Director.

This program follows the UGA Graduate School Enrollment Policy (see <http://gradschool.uga.edu/academics/registration.html>). Graduate students must register for a minimum of 3 hours of credit during any semester in which they use University facilities and/or staff time. A student who holds an assistantship must register for a minimum of 12 hours of graduate credit fall and spring semesters and nine hours of graduate credit during the summer semester. 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. Doctoral students who have advanced to candidacy and thesis-writing master's students who have satisfactorily completed all required courses (exclusive of 7000 and 7300) will be allowed to register at a rate equivalent to the prevailing in-state tuition rate. This policy specifies a minimum for maintaining status as a degree-seeking graduate student only.

The following items address other specific aspects of this program:

1. Transition to the online format: **Instructors for the online program will be the same as those who teach the on-campus format. Transition will be made through collaboration with the UGA Office of Online Learning, which will provide design assistance in converting courses that maintain high standards and use best practice strategies to engage online learners.**
2. Best practices: **Compliance with best practices for online course development will be accomplished through continuous application of teaching/learning research and through consultation with the UGA Office of Online Learning.**
3. Faculty training: **Faculty will receive training in compliance with recommendations provided through the Office of Online Learning.**
4. Intellectual property: **All intellectual property associated with the development, presentation, and administration of the online instruction will be guided by the *Board of Regents Policy Manual* (Section 6).**
5. Revision of courses: **Course revision/refreshment of information will be dictated by a continuous quality improvement plan, which will include bi-annual review by the area faculty and selected outside experts. The review process will be designed in consultation with the Office of Online Learning.**
6. Needed technology: **(1) An online service that allows students, in compliance with FERPA regulations, to share teaching and rehearsal demonstrations; (2) Use of ELC services.**
7. Support for technologies: **A streaming service and services offered by ELC.**

8. Number of courses utilizing online proctored tests: **No proctored tests will be used.**

A timetable for program development and delivery is given below.

Online Master of Music Education Time Table

	2014 Summer	2014 Fall	PROGRAM BEGINS SPRING 2015	2015 Spring	2015 Summer	2015 Fall	2016 Spring	2016 Summer	2016 Fall	
Program organization	Continues	Continues			Continues	Continues	Continues	Continues	Continues	Continues
Program advertising	Begins	Continues			Continues	Continues	Continues	Continues	Continues	Continues
FT Lecturer		Hire			In place	In place	In place	In place	In place	In place
PT Secretary	Hire	In place			In place	In place	In place	In place	In place	In place
Coursework										
MUSI 6010 Trends in MusEd		Development			Taught		Taught		Taught	
MUSI 7330 Curr. & Superv.					Development	Taught			Taught	
EMUS 7650 Appl Proj MusEd						Development		Taught		
EMUS 6000 Special Probs MusEd		Development			Taught				Taught	
Other Studies in Music 1 (Theory, History, etc.)						Development		Taught		
Other Studies in Music 2 (Theory, History, etc.)		Development							Taught	
Other Studies in Music 3 (Theory, History, etc.)					Development		Taught			
Other Studies in Music 4 (Theory, History, etc.)						Development		Taught		
MUSI 7030 Research in MusEd					Development	Taught			Taught	
Elective: Psychology of Learning				Development		Taught				
Elective: School Programs and Problems						Development	Taught			
COHORT 1				20 ENROLLED	20 ENROLLED	20 ENROLLED	20 ENROLLED	20 ENROLLED		
COHORT 2						20 ENROLLED	20 ENROLLED	20 ENROLLED	20 ENROLLED	
COHORT 3									20 ENROLLED	

7. Library and Laboratory Resources

The proposal must include a review of existing library and laboratory (or other specialized resources) at the host location. If deficiencies exist, the proposal must include a plan, including timetable and budget, for alleviating the deficiencies.

ONLINE: Explain how the online student will be able to obtain the required materials for this course. Contact information for the Distance Learning Librarian and more information on current distance learning resources can be found at <http://www.libs.uga.edu/ref/dl/>.

Extensive resource materials are currently available to serve the resident and mixed-model teacher education programs offered at the graduate level. These materials include all recognized journals, all books reviewed and recommended by the national association (NAfME), as well as others, and a large sampling of texts and materials used in the public schools. The computer labs are equipped with statistical programs used for data analysis. The School is able to produce needed recordings and video examples for instructional use.

All of this material can be made accessible online, thereby providing the same resources that are currently being used in the resident and mixed-model programs. Each year, the music education program has a library budget adequate to meet any identified deficiencies in resources.

8. Budget

The budget must provide a realistic estimate of the costs of developing and implementing a quality program. Consequently, each program budget must contain detailed estimates -- specified separately for authorized and cooperating units -- concerning faculty and staff positions, library, laboratory, and other specialized facility resource requirements, travel and other significant operating expenses. If the support for the program is the result of an internal reallocation of resources, explicit details should be included in the proposal. The budget must reflect the start-up costs of the program, projected costs for completion of the first cycle of students, and additional costs associated with any future cycles of students.

ONLINE: Complete and include a budget document that provides information associated with costs in the start up year as well as 2-3 years during which the program is live with enrollments. The budget must provide a realistic estimate of the costs of developing and implementing a quality program. Be sure to address start up costs as well as ongoing costs attributed to developing and sustaining the program. Utilize tuition figures that represent the eRate if that is the approach being adopted by the department. Be sure to indicate whether or not the department is planning to adopt the standard eRate approach or to request approval for a different eRate.

The program operating expenses are described on the attached budget sheet.

A full-time lecturer (line 14, Direct Instructor Support Costs) will teach in both the online curriculum and in our resident program—instruction in our resident program creates load relief for other faculty members to teach online courses. The half-time secretary (line 19, Clerical Support) will manage registration, advertising, and other organizational matters.

We expect students will typically enroll in two courses each academic semester (6 credit hours) and three or four courses (9 to 11 credit hours) during the summer semester. The money collected as the eRate differential will be used to enable the program to operate. It is our hope that any additional profit realized could be used by the Hodgson School as

overhead and to assist related programs and student support.

9. Program Costs Assessed to Students

Any costs beyond those normally associated with the program on campus must be spelled out and justified.

ONLINE: Costs associated with the delivery of the online program that exceed those associated with the program offered face-to-face should be addressed in the eRate above. If there are costs that the student will bear for purchases they are required to make to participate in the program, identify those needs here. Examples include a webcam (for online proctoring if the computer doesn't have one), a stylus for drawing on the computer if the course requires this type of activity, etc.

We anticipate no additional program costs for students beyond the stated eRate noted above.

10. Accreditation

Appropriate accreditation procedures will be carried out by the authorized institution.

ONLINE: Our programs are expected to comply with the Southern Association of Colleges and Schools Commission on Colleges (SACS/SOC) Distance and Correspondence Education Policy Statement which can be found at this address:

<http://www.sacscoc.org/pdf/Distance%20and%20correspondence%20policy%20final.pdf>

By engaging with the Office of Online Learning, your department will be advised of guidelines, training, and support services that will help ensure your program successfully addresses these expectations.

We intend to adhere to all online learning standards associated with the Southern Association of Colleges and Schools Commission on Colleges (SACS/SOC) Distance and Correspondence Education Policy Statement. The Hugh Hodgson School of Music is accredited by the National Association of Schools of Music, an agency that also defines online standards of instruction. Those state that online programs must meet all NASM operational and curricular standards for programs of their type and content, including clear statements of purpose, appropriate financial and technical support, delivery systems matched to program purpose, protection of student privacy, regular testing, and other such patterns.

11. State Authorizations for Distance Education

Prior to serving students from other states through our online programs, UGA is required to obtain approval from each state that has regulations in this regard. A key element associated with state regulations is physical presence. States view this from a variety of perspectives and activities that trigger non-compliance with state regulations include a variety of items including: advertising in local media, advertising directly to prospective students, using local proctors, employing faculty other staff who reside in the state, and conducting internships, practicums or student teaching in the state of the student.

To help UGA determine whether or not this program will require any modifications to the approval acquired in approximately 30 states, please indicate whether or not your program may have any of the following components:

- a. Internships, practicums, or student teaching requirements. Please indicate how supervision will be addressed and whether or not staff will be employed in the state of the student

- b. Faculty residing in any state other than Georgia while teaching in this program.
- c. Targeted marketing at prospective students within specific states
- d. Proctored testing experiences in which UGA pays the proctor for services rendered. Online-proctored tests using the UGA recommended service managed by University Testing Services do not trigger state authorization.

The Master of Music Education degree addresses state authorization for distance education in these ways:

- a. **No internships, practicums, or student teaching experiences are required.**
- b. **No faculty residing in any state other than Georgia will teach in this program.**
- c. **As this is a degree in music education, general advertising in appropriate media (such as music education journals, etc.) will be important.**
- d. **All online-proctored tests will use the UGA recommended service managed by University Testing Services.**

12. Program Marketing

The Office of Online Learning will assist in the marketing of online programs. Several strategies will contribute to the marketing effort. Among them are:

UGA Online is UGA's portal to online learning. Your program will be listed within this site and this site will be marketed through a wide variety of approaches to increase awareness of UGA's online portfolio.

Program/Departmental/College Liaisons will be utilized to assist with the identification of specialized marketing strategies that may be utilized to get the word out about your program.

College Websites will be an integral element of the marketing strategy. Suggestions regarding how to make this site align with the UGA Online site and to ensure clear and user friendly communication will be provided.

[Georgia ONmyLINE](#) is a database of online and distance education programs offered through the 31 accredited institutions within the University System of Georgia. Georgia ONmyLINE is a helpful resource for anyone wanting to begin a degree program online, as well as current students seeking an online course to fit into an on-campus schedule. The Southern Regional Education Board's (SREB) [Electronic Campus](#) provides the same service at a regional level.

All programs will be added to both of these sites.

The Hugh Hodgson School of Music is presently revising its website and hopes to provide vigorous and robust recruiting support through that site. We also anticipate marketing through mailing and other means. Any help provided by the university through its marketing staff, listings on appropriate websites and databases, and other means will be welcomed.

Please indicate a point of contact for this program to assist in the formulation of information specific to this program for entry into the two sites listed above.

Name	Dale Monson
Title	Professor and Director Hugh Hodgson School of Music
E-mail	dmonson@uga.edu
Phone	706-542-2701

APPENDIX 1

EDUVENTURES

**“Prospective Online Program Development for an
Online Master of Music Education”**

**(This report is available on the Curriculum Systems website at
www.curriculumsystems.uga.edu/UCC/ProspOnlineProgDevStudy.pdf.)**

APPENDIX 2

BUDGET

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 #		2014-15	2015-16	2016-17	2017-18
1	Program Name: Master of Music Education				
	Projected Enrollments				
2	New Students (2014-15 = enrollment in Spring semester only)	20	20	20	20
3	Existing Students		20	20	20
4	Total Enrollments	20	40	40	40
	Projected Student Credit Hours				
5	New Student Credit Hours (2014-15 = enrollment in Spring semester only)	300	420	420	420
6	Existing Student Credit Hours		360	240	240
7	Total Student Credit Hours	300	780	660	660
	E-Rate Tuition* (no entry required unless differing from UGA standard rates)				
8	Base tuition per credit hour	\$308	\$318	\$328	\$338
9	Differential Tuition per credit hour <i>(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)</i>	\$275	\$275	\$300	\$300
10	Total E-Rate Tuition Per Credit Hour	\$583	\$593	\$628	\$638
	Tuition Revenue **				
11	Total Base Tuition	\$92,400	\$248,040	\$216,480	\$223,080
12	Total Differential Tuition Revenue	\$82,500	\$214,500	\$198,000	\$198,000
13	Total Tuition Revenue	\$174,900	\$462,540	\$414,480	\$421,080

UGA Online Program Proposal Budget Sheet

Degree/Certificate Program Departmental Budget					
Program Expenses ***					
14	Direct Instructor Support Costs	\$30,000	\$60,000	\$60,000	\$60,000
15	Graduate Assistants (1 doctoral for year @33%)		\$14,000	\$14,000	\$14,000
16	Faculty Release Time or extra compensation (Ex: \$5000 per course for develop	\$25,000	\$30,000		
17	Program Coordinator (X% time of \$XX,XXX)				
18	Advising Support				
19	Clerical Support	\$15,000	\$25,000	\$25,000	\$25,000
20	Professional Development (Ex: 4 conferences/training @ \$1000 each)	\$1,000	\$1,000	\$1,000	\$1,000
21	Supplies/Operating	\$2,000	\$1,000	\$1,000	\$1,000
22	Additional Marketing	\$3,000	\$3,000	\$3,000	\$3,000
23	Course Development/Enhancement ***	PROVIDED BY THE UNIVERSITY			
24	Faculty Training ***				
25	Marketing ***				
26	Student Support ***				
27	Other Expenses (please be specific)				
28	Total Program Expenses	\$76,000	\$134,000	\$104,000	\$104,000
Program Revenue					
29	E-Rate Differential Tuition Revenue	\$82,500	\$214,500	\$198,000	\$198,000
30	Grant Funds				
31	Other: (Name source)				
32	College/Department Redirection				
33	Total Revenue Allocated for Program	\$82,500	\$214,500	\$198,000	\$198,000
Annual Program Balance					
34	(Total Program Revenue less Total Program Expenses)	\$6,500	\$80,500	\$94,000	\$94,000
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 standard E-Rate Differential Tuition. Programs may request approval for an alternate E-Rate Differential Tuition by providing a justification for the difference as part of the Request to Offer an Online					
** 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 amount will go to the college to support the program. In addition, departments and colleges are encouraged to consider other funds that may be available at the college/department level will be used to					
*** 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 services centrally for course development, faculty training, marketing, and student services. These items have been blacked out on this form and need not be addressed in the program budget.					
					3/4/2014



The University of Georgia

Office of Online Learning

Date: March 5, 2014

To: Dr. Mary Leglar, Program Chair, Department of Music Education, Hodgson School of Music,
Franklin College of Arts and Sciences

Re: Online Graduate Degree in *Music Education*

Based on the results of a recent market research study conducted on Music Education, I am excited to express my support for the newly proposed online program to be offered out of the College of Arts and Sciences. The results of the study demonstrated program viability, suggesting there is sufficient market demand for the program, and the market is not yet saturated with similar online programs. 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. Alan Dorsey, Dean, Franklin College of Arts and Sciences
Dr. Dale Monson, Director, Hodgson School of Music, Franklin College of Art and Sciences
Dr. Laura Jolly, Vice President for Instruction
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