EXTERNAL DEGREE PROPOSAL FORM

If an institution seeks to offer a program externally, the form below must be used for submission of a program offered outside of the home campus including external face-to-face, online, videotape and DVD, or a combination of technologies thereof.

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 breadth and depth of information sought in order to judge the merits of the proposal.

Date of Submission: May 1, 2009
Institution: Georgia State University
College/School/Division: College of Education
Department: Middle-Secondary Education and Instructional Technology
Degree (please indicate whether this is a stand-alone degree): Master of Science
Major: Instructional Design and Technology
CIP Code: 13050101
Proposed Start Date: Spring 2010
Proposed End Date (for example if this is only for a specific cohort for a limited period of time):

Introduction:

The Instructional Design and Technology (ID&T) program at Georgia State University is ideally suited to attract and prepare students to attain a master’s degree at a distance. The program for the Master of Science degree in Instructional Design and Technology is designed to provide students with the basic knowledge, skills, and attitudes required to perform as an instructional technologist. An instructional technologist is a professional educator who can combine knowledge of the learning process, knowledge of instructional systems theory, and knowledge of various forms of media and learning environments in order to create the most effective and efficient learning experiences. The

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program is designed for individuals interested in working with adults in a wide variety of training and development areas such as those found in education, business and industry. Ample opportunities are provided for applying the competencies learned in the classroom to job-related situations.

Need
As with almost all online degree programs, the need for an online degree in Instructional Design and Technology is growing at a rapid rate. Unlike most other programs, however, Georgia State’s ID&T program is poised to experience a greater demand than most. We are able to meet demand for three market segments: P-12 education, Post-secondary Education, and Corporate Training (including Governmental, NGO, Military, etc.)

**P-12 Education**
In 2000, Georgia House Bill 1187 (The A+ Teacher Education Reform Act) required that all certified teachers in the state complete training to attain or maintain proficiency in using technology in teaching and learning. While many institutions adopted some version of the Intech professional development model (developed by a student at Georgia State), we felt that model was not rigorous enough and instead developed our own extensive course for preparing teachers to use technology. This course, IT 7360, was the first course certified by the PSC as meeting the requirements for HB 1187. For the next several years enrollments in IT meeting the demand caused by this bill drove programs in Georgia. This demand dropped significantly when the 2006 deadline for teachers seeking recertification was passed, but is once again increasing due to the number of individuals seeking to renew certification during the current economic downturn.

Currently demand for degrees in Instructional Technology among P-12 educators in Georgia is re-stabilizing. However, there is a very real limit to this demand. There is no certification for Instructional Technology specialists in Georgia as there is in other states. Most schools in the state employ one Technology Coordinator per school, or a few specialists who are employed by the district and are shared among the schools. Thus, there are openings for a smaller number of well-trained IT graduates in schools than there are for classroom teachers. Demand continues though through those students who are either

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• Teachers transitioning out of the classroom to school or district level positions,
• Professionals transitioning into P-12 education for the first time as (non-certified) Technology Coordinators, or
• Teachers remaining in the classroom but significantly enhancing their instructional skills.

While the first two categories make up the bulk of the demand for an IT MS in P-12 education, the positions available for graduates are finite, thus limiting growth. In the third category, while there is far more potential demand, in practice these students comprise the smallest number of our graduates. (We expect that to change somewhat as Georgia State has implemented a newly created endorsement program that provides already-certified program completers with an endorsement in Online Teaching and Learning. This endorsement was approved by the PSC in December of 2006 and was approved as a new online program at Georgia State in April of 2007. We are currently awaiting final approval from the PSC to begin offering the program in Fall 2009. To our knowledge, we are the only program in the State to have an approved program and to have applied to be authorized to grant this endorsement). The coursework in for the Online Teaching and Learning Endorsement is included in the online Masters degree program. Once online, our Masters program would be attractive to the same categories of students across the country, not just in Georgia. For example, South Carolina has no graduate programs in Instructional Technology, and presents a rich potential market, one already being exploited by for-profit degree granting institutions.

**Post-Secondary Education**

A smaller, though broader and more rapidly growing market for our M.S. degree is found in those students who intend to work in higher education. Virtually every college and university in the country now has some group or division recognizable as an Instructional (or Educational) Technology support group. These organizations typically function to assist faculty in designing and implementing effective courses that take advantage of technologies of instruction. Higher education is far beyond P-12 education in recognizing the need to take advantage of the affordances of current information and communications technologies in providing high-quality educational experiences. A

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growing percentage of our regular on-campus students are made up of people who are either employed or are seeking employment in this arena just with post-secondary institutions in the Metro-Atlanta area. Putting our program online opens this market up across the country and indeed, worldwide.

**Corporate Training**

But by far the biggest potential market, and the one Georgia State is most exclusively poised to serve, is in the corporate training area. (As noted above, we use the term corporate training broadly to include all training and performance organizations not included in P-16 education). Virtually every corporate entity provides training for its employees (and often customers). Most of those that are larger than 10 to 20 people have a set of employees specifically designated to design and deliver that training. Georgia State has been preparing professionals for corporate instructional design positions since the early 1970’s. Prior to about 2000, most of our on-campus students were from the corporate training arena. Today the balance is closer to 50-50 between corporate and P-12 educators. Recognizing the limited (but real) demand for technology coordinators in schools, we have begun a campaign to increase our visibility and enrollments from the corporate sector. One part of this campaign was in 2007 to change the name of the M.S. degree from Instructional Technology to Instructional Design and Technology, thus bringing us more into alignment with other graduate institutions in our field and with expressed needs of corporate trainers. The market for M.S. degrees in ID&T is huge, and growing. We anticipate our offering an online Master of Science degree specifically in Instructional Design and Technology to have an immediate and broad appeal nationwide.

**Goals**

The primary goal of the ID&T MS online program is:

- To prepare students to work as instructional design and technology specialists, in both P-12 and corporate settings, though a high quality, sustainable, and efficient online degree program.

Secondary goals include:

- To insure learners are given relevant, timely, and practical content,
- To insure faculty and students have access to and take advantage of current and emerging instructional technologies for learning.
- To insure that the program is self-sustaining, and
- To insure the program is accessible and attractive to learners throughout the English-speaking world.

Application
The President shall forward to the University System Chief Academic Officer & Executive Vice Chancellor and the Office of Academic Programs, information that addresses the following issues:

1. Description of the Delivery System
What is the primary delivery mode for this program (e.g., internet, videotape, satellite, GSAMS, telecourse, remote site location, etc.)? Will instruction be delivered in a synchronous or asynchronous format? What type of interaction is involved (e.g., point-to-point, two-way video with two-way audio, etc.)? Will the program have variable locations or be offered at a specific site other than the campus?

The primary delivery system for this program is the Internet via uLearn/Blackboard, supplemented with two-way audio-visual desktop technology via vClass/Elluminate, Second Life, and a variety of online social networking tools. Courses will be offered in both synchronous and asynchronous formats with instructional strategies matching course content.

Program location will be based on the location of the individual student. However, it is not unforeseen that an entire cohort might be attracted and nurtured in a single distant location.

2. Assessment of Societal Need and Demand for Distance Education Delivery
Based on quantitative and qualitative evidence, describe the institution’s assessment of societal need and demand for this type of delivery method. Please describe the geographical area to be served through delivery of this program (e.g., another city in Georgia, contiguous states, or other areas).

A recent Internet search yielded that nine schools (Nova Southeastern, Argosy, Dakota State, Jones International, Capella, NorthCentral, Ellis, and West Florida), offer national online IT programs to the Atlanta area and only one of these universities, University of West Florida, offers a matching face-to-face program. The state’s Georgia On My Line program, offered from the University of West Georgia, focuses primarily on School Library Media Technology certification. Most recently, the University of Georgia announced the establishment of a blended (combination of face-to-face and online instruction) program being offered from the Gwinnett College location, and is marketing it to Atlanta professionals. This is well within the traditional enrollment territory of Georgia State students.

While this at first might seem as sufficient coverage for a potentially limited population, none of these aforementioned programs offer a comprehensive, quality degree program taught by full-time faculty at an accredited university that is delivered 100% online. Further, as the faculty in the Learning Technologies
programs at Georgia State University have created and offered online courses, we have noticed an increase in online course enrollments over face-to-face enrollments in the same courses, an increase likely due to the persistent Metro-Atlanta traffic and prohibitive downtown parking fees.

Finally, an examination of the GSU ID&T online program indicates the inclusion of a number of courses in the content area of eLearning, an important component of Instructional Design and Technology that is not included in other online programs.

3. Readiness of the Institution to Offer the Program

a. Institutional Mission and Relevance to Other Programmatic Offerings--Describe how distance education is consistent with the institution’s mission and programmatic role with respect to academic programming. Describe how the program does not duplicate existing offerings in the University System or if it is duplicative, explain why the program is warranted. What is the program’s niche?

Adding an online track of the Master of Science in Instructional Design and Technology may have no substantive effect on the Mission Statement of the College of Education, to “Provide leadership and scholarship for the betterment of education and human development.” However, of the five online degree programs currently offered by Georgia State University, four are offered by the College of Education. All four of those online programs are offered through the Georgia On My Line initiative. Offering a fifth online program, directly housed within the College, would establish our leadership role in online education within the University, and beyond.

The Georgia State University Strategic Plan 2005-2010 makes no specific mention of online learning as an institutional goal. However, the 2008 Action Plan makes clear the University’s intentions.

Quality outreach of academic programs: In order to increase the number of students served, we need to invest not only in increasing our on-line learning capability so that more students can be accommodated without increasing our physical space, but also in expanding beyond our downtown location. In order to compete with national universities that are operating in the Atlanta market, we need to offer blended courses – partially face-to-face but mostly on-line.

(Georgia State University, 2008, p. 14)

The online track of the Master of Science in Instructional Design and Technology certainly is in keeping with Georgia State University’s strategic intent to make better use of space and other resources through the quality outreach of academic programs.

b. Faculty Inventory with Delivery Expertise --Describe the programs available to ensure appropriate training for faculty who teach distance technology delivered programs. Please provide an inventory of available faculty with the expertise to deliver instruction in an alternative format.

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Currently there are six full-time faculty members in the Learning Technologies Unit in the Department of Middle-Secondary Education and Instructional Technology in the College of Education at Georgia State University:

Mary B. Shoffner, Ph.D.; Associate Professor and Unit Coordinator
Stephen W. Harman, Ed.D.; Associate Professor and COE Director of Educational Technology
Laurie Brantley-Dias, Ph.D.; Associate Professor
Brendan D. Calandra, Ph.D.; Associate Professor
Wanjira Kinuthia, Ph.D.; Assistant Professor
Charles Xiaoxue Wang, Ph.D.; Assistant Professor

Each of the above faculty members has more than six years experience in creating, maintaining, and delivering distance technology delivered courses and programs. Further, all of the above faculty list online learning as an area of their research and expertise.

Some new personnel will eventually be needed based on the success of this online program. Faculties in the Learning Technologies Unit currently teach undergraduate service courses on a regular basis. As faculty incorporate the online program courses into their teaching load, these service courses (IT 2010, IT 2210, IT 3210, and IT 7360) will need to be staffed. They are typically staffed with GTAs or, if necessary, with PTIs. Funding for additional GTAs or PTIs will come from the department’s budget. As the program expands, it will eventually require additional faculty. At such time, we will request new faculty as a part of the regular process for doing so.

c. Facilities—Describe any modifications required for existing facilities to establish and maintain the alternative delivery of the program.

Georgia State University has been very proactive in the development of online learning infrastructure and support, offering not only hundreds of courses online each semester, but also supporting multiple Georgia On My Line 100% online programs, as well as a 100% online doctoral program in Nursing. We anticipate that as long as the University maintains this level of facility support, no modifications are required.

d. Instructional Support—

What plans are available to ensure remote student and faculty access to information and resources necessary to support the teaching and learning process?

The online track of the M.S. in Instructional Design and Technology would incorporate a variety of technology tools, synchronous and asynchronous, for delivery of instruction in order to provide students with a broad experience with instructional design and technology tools. Anticipated delivery tools include uLearn/Blackboard, Elluminate/vClass, and Second Life, as well as a variety of online social networking tools.

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What is the institution's assessment of the need for back-ups, encryption, passwords, firewalls and other electronic security measures?

Back-ups of the University's course management system are performed on a regular basis as dictated by best practices. The University online infrastructure supports consistent and necessary encryption, passwords, firewalls, and other electronic security measures, as is required of a Research I University.

How will the campus validate student authentication for the electronic submission of assignments?

All course management systems are password protected. As the program will often make use of two-way audio/visual technology, students in the program will become well known to the faculty.

What are the provisions for real-time and delayed interaction between and among faculty and students? What provisions are in place to support the use of technology and instructional materials after hours (campus-based or contract)?

As stated previously, the program will make use of uLearn/Blackboard, supplemented with two-way audio-visual desktop technology via vClass/Elluminate, Second Life, and a variety of online social networking tools. Courses will be offered in both synchronous and asynchronous formats with instructional strategies matching course content.

In addition, students will have email access to the program coordinator, advisor, and the course faculty. Faculty teaching in this program will meet together to plan a coordinated approach to course structure through the use of similar formats, templates, and language usage for course components. All faculty will be aware of overall program expectation and portfolio requirements. In this way, faculty will work to develop a programmatic approach to their work with students. This will enable students to encounter familiarity and consistency across coursework.

Describe the library resource options available to students to enhance the learning process.

The Georgia State University Library provides access to over 350 electronic databases, 189 from its own collection and the remaining number through the GALILEO (Georgia Library LEarning Online) statewide consortium. Together, the electronic database collections provide access to over 14,000 full-text periodicals. Both GALILEO and Georgia State’s licensed databases are available for off campus access to currently enrolled students, faculty, and staff.

GSU students, faculty and staff have access to the library collections of all 36 institutions in The University System of Georgia (USG). GALILEO Interconnected Libraries (GIL), an extension of the GALILEO project in Georgia, provides a single universal, web-based catalog for the book collections of the member schools of the University System. Using the Universal Catalog, USG patrons are able to initiate requests for books directly from other libraries using a web-based service called GIL Express. Materials eligible for borrowing can be requested for delivery to any USG school and returned to any USG school.

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Online resources and services, including online reference assistance, tutorials and research guides, are also available to provide students at external sites and in online classes with library support. Access to reference assistance from a librarian is available by way of chat software, instant messaging, email, and telephone.

The library also offers and continues to develop online research guides and online tutorials for subject disciplines and specific course work. These research guides and tutorials can be seamlessly integrated into uLearn, allowing students to use library resources without exiting the courseware.

What equipment, software and electronic communication access is required to support appropriate interactions among students, faculty and institutional administration in this program?

Students will be required to have access to a standard software programs. In addition, students will need to access University-licensed software to make use of vClass/Elluminate. Finally, in some courses, students will be required to purchase course-specific software and access to online tools necessary to the learning goals of the field, as well as subscribe to free online social networking sites. These are the same requirements that are expected of a face-to-face program student.

e. Student Services – Please describe how the program ensures that appropriate learning and resources are available for students to fully participate in the learning experience. Describe any special arrangements that will be used to meet the unique needs of distance learners.

One of the critical concerns in offering online coursework of any kind is the difficulty in establishing an online community of learners. To address this concern, both asynchronous and synchronous experiences will be used to develop a sense of community across the students enrolled in the courses. Assignments in courses will require reflections on each other's work as well cooperative learning projects. Online chats occurring in real time will also be used for small group discussions and reflections. Faculty will model effective scaffolding techniques in their responses to students and will work to develop the online students' ability to critically reflect on another's contributions and to extend the thinking of others through thoughtful postings and discussions.

A program coordinator will serve as a point of contact to all students enrolling in the online program track. Students will be assigned academic advisors from the current 6 faculty members in the Learning Technologies unit. The program coordinator will hold an online orientation each semester that will serve to introduce all program, internship, and exit requirements. Using either Eluminate or uLearn with Wimba to provide real-time voice communication between students and the program coordinator, this orientation will provide new students with an overview of the program, a projected schedule of course offerings, and an in-depth introduction to the exit requirements (comprehensive examination and professional portfolio).

Of the 36 required credit hours for the degree, 9 hours are delivered from departments other than MSIT (the college core). Documentation has been included indicating the cooperation of the Departments of
Educational Policy Studies and Educational Psychology and Special Education to provide online instruction to admitted students in the Online M.S. Instructional Design and Technology track. Documentation of this cooperation is included in the AAC proposal, included with this EDP.

The following table outlines the projected course sequence for the Online M.S. Instructional Design and Technology track:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>2009-2010</td>
<td>IT 7150</td>
<td>IT 8200</td>
<td>IT8400*</td>
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<tr>
<td></td>
<td>IT 8150</td>
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<td>Professional</td>
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<td></td>
<td>IT 8420*</td>
<td></td>
<td>Studies Elective</td>
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<td></td>
<td>IT 8440*</td>
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<tr>
<td>2010-2011</td>
<td>IT 7100</td>
<td>IT 7150</td>
<td>IT 8550*</td>
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<td>IT 8000</td>
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<td></td>
<td>IT 7360*</td>
<td>Professional</td>
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<td></td>
<td>Professional Studies Elective</td>
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</table>

*Program elective course. Note that courses are repeated so students may take less than 3 courses each semester and not fall behind. At least one of five required IT courses is offered each semester.

f. Cooperative Links with the Community-- What economic development purpose does the program satisfy? Please describe any cooperative links that the program has with the community.

Instructional technologists are employed in almost every market sector: P-12 education, higher education, non-profits, and corporate institutions. The ID&T program at GSU maintains good, productive relationships via an internship program with many institutions in the metro-Atlanta area, including every major school district, several universities, non-profits such as CARE, Fernbank Science Center, and ZooAtlanta, and numerous corporate partnerships with major and minor instructional design needs.

g. Accreditation and Legal Issues – It is assumed that institutions offering programs in an alternative delivery format are responsible for satisfying all approval, licensing, institutional, and specialized accreditation requirements. Please explain what measures will be taken to satisfy SACS substantive change requirements and, if required, other accreditation requirements.

The face-to-face program has SACS approval; however the online program will require SACS approval. Except for the Endorsement Certificate in Online Learning, which may be obtained as part

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of this program, the degree does not require accreditation from any certifying or professional agency. The Georgia Professional Standards Commission has approved the Endorsement Certificate in Online Learning. This endorsement certificate requires that all four courses that make up the certificate be offered online.

4. **Recruitment and Admission of Students** -- What are the prerequisite technology competencies, skills and equipment requirements? What are the residency requirements associated with this program, if any? Please describe your affirmative action impact analysis with the alternative delivery of this program? Please describe the institutional guidelines for in-state versus out-of-state students.

Students must have minimal technology competencies to enter this program. The program and all of its courses will have online orientation as well as email support from course instructors and from University computing services for technical issues.

The program does not have a residency requirement, but it does have an internship requirement that will be met as it is now, at a location convenient to the learner, overseen by a willing mentor and a course instructor.

The enrollment in the existing face-to-face Masters program in Instructional Design and Technology is very diverse, and represents the racial and ethnic diversity of the population of Metro-Atlanta. By offering the entire program online, students who would not be able to travel to downtown Atlanta several evenings each week will be able to enroll in graduate education. This should have a positive impact on the program, as more students of every variety are able to enroll.

5. **Curriculum** -- What are the academic standards for this program? Please explain how the program provides the appropriate rigor and breadth for the degree awarded. Are all of the courses in the program appropriate for distance delivery? Is a laboratory experience part of the curriculum? Are lab kits or videotaped experiments required? Please describe available alternatives. What is the time to degree length for the program?

This program is in compliance with the professional organization standards used to assess students and evaluate programs in this field (Association for Educational Communication and Technology—AECT).

The online cohort of the program was approved by the College of Education in December 2008. As it is a 100% online program, along with College of Education approval, this program will also require University Senate approval (CAP), and Board of Regents approval, beginning with this **External Degree Proposal Form**.

All courses in the program are appropriate for distance delivery. No laboratory experiences are part of the program. The program consists of 36 credit hours of course work. Of the 36 required credit hours for the degree, 9 hours are delivered from departments other than MSIT (the college core).
Documentation is included indicating the cooperation of the Departments of Educational Policy Studies and Educational Psychology and Special Education to provide online instruction to admitted students in the Online M.S. Instructional Design and Technology track. Documentation of this cooperation is included in the AAC proposal, included with this EDP.

6. Consistency with Principles of Good Practice -- Demonstrate how the institution incorporates the Principles of Good Practice (http://www.alliance.usg.edu/usg_info/policies/good_practice.html/) in the delivery of the program. Describe the relevant benchmarks that can be used to develop comparisons about the program’s merits.

Note correct link: http://alt.usg.edu/research/goodpractice-print.html

This information provided in this External Degree Proposal form addresses many of the Principles of Good Practice for electronic Programs and Courses (1998). Institutional mission and commitment, commitment to distance education students, academic standards, curriculum and instruction, and technology infrastructure and services have all been addresses in this proposal form thus far. Other areas that might need further explanation are parity with traditional courses and programs, and evaluation and assessment.

Parity with traditional courses and programs. The online Master of Science Degree is identical to the traditional program in admissions except that the online program will make use of cohort admissions opposed to rolling admissions. This makes for ease of scheduling of courses. Course selection will be slightly less in the online program in the area of electives, again for ease of scheduling. Both tracks of the program have the same exit requirements. Both tracks of the program meet Association for Educational Communications and Technology standards for advanced programs.

Evaluation and Assessment. In addition to current program annual assessment (WeaveOnline, Learning Outcomes Assessment), each course in the program will be internally assessed for online readiness by using the Quality Matters Rubric Standards 2008-2010 for online courses of the Quality Matters Inter-Institutional Quality Assurance in Online Learning initiative. The rubric is available at http://qminstitute.org/home/Public%20Library/About%20QMI/RubricStandards2008-2010.pdf

7. Fiscal Implications of the Program -- What is the funding stream for this type of delivery as well as upgrades and replacements? What are the line costs for delivering this program? Does the campus project that any tuition adjustments will need to be requested to support the delivery of this program? What are the external sources of funding and support for the program? Will there be any operating budget requests for this program that would exceed normal operating budget guidelines? Please demonstrate the cost and benefit of developing this program for a distance education format.

As the University has been proactive and generous in addressing the need for online learning with appropriate infrastructure and support, we anticipate no further costs in offering this program at this time. The online track of the MS in Instructional Design and Technology will be treated the same as any traditional graduate program in the Department of Middle-Secondary Education and Instructional...
Technology in the College of Education and operate within typical operating budget guidelines. If the program is as successful as we anticipate it will be, funding of future faculty lines may be necessary to cover instructional load. Unless the University or Board of Regents sets a policy for a tuition differential for online courses and programs, the online program will charge in-state and out-of-state tuition as currently indicated for all GSU students.

The return on the investment of faculty development time to develop the remaining courses to an online format and use of University infrastructure to offer the program will be increased enrollments and thus, enrolled student tuition and fees.

As there are no formal anticipated costs to develop and implement this program that can be described from the department level, we have left the following table blank.

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<thead>
<tr>
<th>Costs Per Year of Implementation</th>
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<tr>
<td>Item</td>
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<tr>
<td>Network Design</td>
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<td>Network Configuration</td>
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<td>Network Installation</td>
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<td>Hardware Acquisition</td>
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<td>Software Acquisition</td>
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<td>Technical Integration</td>
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<td>Support Services</td>
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<tr>
<td>Course Acquisition and Licensing Fees</td>
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<td>Distribution Costs</td>
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<tr>
<td>Personnel (Faculty)</td>
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<td>Personnel (Technical Support)</td>
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<tr>
<td>Personnel (Secretarial)</td>
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<tr>
<td>Estimated Cost for Renovated Facilities for Technological Support</td>
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<tr>
<td>Maintenance and Operation (specify)</td>
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<tr>
<td>Supplies and Materials (specify)</td>
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<tr>
<td>Other (specify)</td>
</tr>
<tr>
<td>Total:</td>
</tr>
</tbody>
</table>

8. Assessment -- Please indicate how students will meet the educational outcomes of the degree program. Does the institution have a system whereby it can monitor the effectiveness of the program in terms of numbers of students engaged in this mode of delivery for the program and the number of degrees conferred versus traditional delivery methods? Please describe the evaluation plan to be used.
Students will meet the educational outcomes of the degree program through coursework (including in-course assessment), an internship, a comprehensive examination, and the production and presentation of an online portfolio of their work. The exit portfolio, created in LiveText, is designed to match the assessment of AECT standards for advanced studies in Instructional Design and Technology. All of the aforementioned assessments make up the MS in Instructional Design and Technology program assessment currently in place in WeaveOnline. Enrollment management, including admission, attrition, and graduation tracking is already in place in the College of Education at GSU through the current student information system.
Please accept the excerpted emails as evidence of support for our online M.S. in ID&T from the EPS and EPY departments.

Thanks,

Steve

______________________________

Peggy Gallagher wrote:
Steve: EPSE is willing to talk further with you about offering an online cohort class for EPY 7080. We would need 25-30 students enrolled if it were to be exclusive to your program. Otherwise, we are planning to offer at least one online section of 7080 each semester, including summer, so that would be available to your students as well. We would also expect that if this course/cohort falls under the new tuition return policy, that EPSE would receive the "profits" for this course. Keep us posted as you know more details please. Thanks for checking. PG

Sorry, we missed seeing EPY 8070. Our coordinator, Daphne Greenberg, has left for the holidays but I've talked to the previous coordinator, Dennis Thompson, who also teaches the course. He said he'd be willing to work with you to put that course online and teach it in a cohort scenario as well, again given a 25 student minimum per cohort and the tuition return policy. Thanks Steve. PG

Sheryl Gowen wrote:
Steve,
We can offer 7900 online, but have not yet developed online sections of 7910 or 7920. However, at this point, we have more demand for special cohorts of 7900 online than we have capacity to deliver. We would not only need additional resources to hire faculty, we need to identify faculty willing to offer additional sections online. When would you begin offering courses in this major?

Assuming that we can staff an online section of 7900 for your cohort and it does not fill, we would need to be able to add students not in your cohort to the course in order to ensure it is fully enrolled.

We might also want help developing an online version of 7920, which is a much better option for practitioners. It is just a matter of finding qualified folks to teach it.

Sheryl

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