Distance Education Program and Tuition Proposal

Distance Learning Graduate Programs in Adult Education (Master’s, Ed.S.)

Submitted by:

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Department of Educational Foundations, Leadership and Technology
As of: July 19, 2008
DISTANCE EDUCATION PROGRAM AND TUITION PROPOSAL

Distance Learning Graduate Programs in Adult Education

Title of program

M.Ed. and Ed.S.

Degree or Certificate to be Awards

Dr. James Witte and Dr. Maria M. Witte / EFLT / July 19, 2008

Submitted by                     Department     Date

/                             /               

Reviewed by        Date

/                             /               

Reviewed by University SACS Accreditation Liaison Officer Date

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1) Department Head: ____________________________________________________________________________________________

2) College Outreach Officer: ____________________________________________________________________________________________

   Optional, Required for College of Education Programs

3) Learning Resource Center: ____________________________________________________________________________________________

   Optional, Required for College of Education Programs

4) Academic Review: ____________________________________________________________________________________________

   College/School Curriculum Committee

5) Dean: ____________________________________________________________________________________________

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   University Curriculum Committee

7) University Outreach: ____________________________________________________________________________________________

8) Provost: ____________________________________________________________________________________________

9) President: ____________________________________________________________________________________________

Distribution of final approvals:
Vice President of University Outreach, Director of Distance Learning,
Program Head, Department Head, Dean, Bursar, Registrar
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Commission on Colleges, SACS: Best Practices for Electronically Offered Degree and Certificate Programs
Commission on Colleges, SACS: Distance Education Policy Statement
NCATE Guidelines and Policies on Distance Learning Programs in Traditional Institutions
Distance Learning Graduate Programs in Adult Education  
(Master’s and Ed.S.)  
Auburn University Distance Education Program Proposal  
College of Education  
Department Educational Foundations, Leadership and Technology  
Dr. James E. Witte, Associate Professor  
Dr. Maria Martinez Witte, Associate Professor  

I. Program Overview  

Graduate programs in Adult Education are housed in the Department Educational Foundations, Leadership and Technology. Courses will be offered in a variety of distance learning formats depending on the pedagogical mode. Formats include asynchronous voice over lectures and Internet-based learning.  

a) Program  
The distance learning graduate programs in Adult Education are an extension of campus-based offerings. The degrees (Master’s and Educational Specialist) will have identical course requirements as the traditional degree program and will be equivalent in credit hours. Courses that already exist will be converted to distance learning format. Both the M.Ed and Educational Specialist (Ed.S) degrees are 30 semester hours. The Ed.S. on-line program is available only to those who currently have a Master’s degree in a program other than Adult Education. Sample plans of study are attached (see Attachment B). A reasonable estimate for course development is assessed at two per semester until complete.  

Overview of Requirements: Admission requirements and prerequisites for the distance learning graduate programs are identical to that of the traditional campus based programs. Admission to graduate programs in the Department of Educational Foundations, Leadership and Technology is competitive in respect to past achievement, scholarship potential, and professionalism. The department makes admissions based on the compatibility of the applicant’s goals with departmental resources, the availability of spaces for new students, and a holistic evaluation of the applicant’s potential for success in the program.
To be considered for full admission to graduate programs in the Department, students must meet Departmental graduate admission requirements. Departmental requirements include the following:

- A bachelor’s degree from a regionally accredited college or university in an appropriate academic field and competitive grade point averages, both cumulative and in the area of specialization. Typically, students admitted to master’s degree programs in the Department have cumulative undergraduate grade point averages above 2.50 and excellent grades in their respective areas of specialization.

- Competitive Graduate Record Examination (GRE) scores for Verbal and Quantitative tests. Typically, students admitted to master’s degree programs in the Department have GRE Verbal Subtest scores above 400 and Quantitative Subtest scores above 400. Scores more than five years are typically not used. In addition to competitive GRE scores, International applicants must submit scores of at least 550 on the TOEFL paper version (pBT), 213 on the computer version (cBT), and 79 on the Internet version (iBT) with scores of at least 16 on the listening, reading, speaking, and writing components of the iBT.

- At least three letters of recommendation that address professional and academic qualifications. References should send their letters to: Program Coordinator, Department of Educational Foundations, Leadership and Technology, 4036 Haley Center, Auburn University, AL 36849.
A statement of intent indicating professional interest(s) and goals. It can include: current goals for professional career, reason for selecting the major field of study, type of position(s) expected to after completion of the program of study. Also include philosophy of education, professional issues of most concern or interest, and areas of research interests.

Approval by the Department Chair, Program Coordinator, and faculty members in the applicant’s area of specialization, which may require additional evidence to support the application.

At the end of coursework, students are required to complete a comprehensive examination. Comprehensive examinations may be administered on campus by a faculty member or at a distance location using an appropriately appointed proctor.

Distance learning courses will carry the same curriculum pre-requisites as on-campus courses. Distance learning courses will not use the same course numbers as on-campus corresponding courses. Graduate distance learning courses will end in “6.” For example, on campus ADED 7640 becomes ADED 7646 for distance learning format.

As with all curriculum development and review, each course will be designed with collegiate level learning outcomes appropriate to the rigor and breadth of the degree being offered (SACS 2a). Distance learning courses will be equivalent to on campus courses in rigor and breadth.

Preparation to convert courses to distance learning format is currently in process. Two courses required for completing the Adult Education graduate program have already been designed for distance learning and approved by the Curriculum Committee. Table 1 is a listing of the courses required for the Adult Education program that has already been
approved and are currently taught via distance learning or in the process of being developed for delivery. See Table 2 on page 5 for the courses that need to be approved by the Curriculum Committee. Courses will be designed by current faculty who have experience designing the courses. Accommodations will be addressed with the Office of Students with Disabilities on an as needed basis.

**Courses and Schedule**: Scheduling of the following courses will meet all of the requirements for the Master’s and Ed.S. in Adult Education.

**TABLE 1: Courses Required for the Adult Education Program Already Approved for Distance Learning**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>HR</th>
<th>SEMESTER</th>
<th>PEDAGOGICAL MODES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADED 7600/7606</td>
<td>Nature of Adult Education</td>
<td>3</td>
<td>Fall</td>
<td>Course material available on University supported learning environment (Blackboard) with appropriate media (such as asynchronous and synchronous) Communication sources will consist of office hours and the use of electronic resources as e-mail and telephone.</td>
</tr>
<tr>
<td>ADED 7650/7656</td>
<td>Teaching the Disadvantaged Learner</td>
<td>3</td>
<td>Spring</td>
<td>Course material available on University supported learning environment (Blackboard) with appropriate media (such as asynchronous and synchronous) Communication sources will consist of office hours and the use of electronic resources as e-mail and telephone.</td>
</tr>
<tr>
<td>COURSE</td>
<td>TITLE</td>
<td>HR</td>
<td>SEMESTER</td>
<td>PEDAGOGICAL MODES</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>----</td>
<td>----------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ADED 7050/7056</td>
<td>Methods of Teaching the Adult Learner</td>
<td>3</td>
<td>Spring</td>
<td>Course material available on University supported learning environment (Blackboard) with appropriate media asynchronously using WIMBA live classroom augmented by discussion boards, chat rooms, or other electronic means deemed appropriate. Communication sources will consist of office hours and the use of electronic resources as e-mail and telephone.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>ADED 7060/7066</td>
<td>Curriculum and Program Planning</td>
<td>3</td>
<td>Spring</td>
<td>Course material available on University supported learning environment (Blackboard) with appropriate media asynchronously augmented by discussion boards, chat rooms, or other electronic means deemed appropriate. Communication sources will consist of office hours and the use of electronic resources as e-mail and telephone.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>ADED 7620/7626</td>
<td>Community Concepts, Programs and Resources</td>
<td>3</td>
<td>Spring</td>
<td>Course material available on University supported learning environment (Blackboard) with appropriate media asynchronously using WIMBA live classroom augmented by discussion boards, chat rooms, or other electronic means deemed appropriate. Communication sources will consist of office hours and the use of electronic resources as e-mail and telephone.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>ADED 7640/7646</td>
<td>Workforce Education</td>
<td>3</td>
<td>Fall</td>
<td>Course material available on University supported learning environment (Blackboard) asynchronously augmented by discussion boards, chat rooms, or other electronic means deemed appropriate. Communication sources will consist of virtual office hours and the use of electronic resources as e-mail and telephone.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>ADED 7910/7916</td>
<td>Practicum</td>
<td>3</td>
<td>Fall</td>
<td>Course material available on University supported learning environment (Blackboard) with appropriate media (such as asynchronous and synchronous) Communication sources will consist of office hours and the use of electronic resources as e-mail and telephone.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summer</td>
<td></td>
</tr>
</tbody>
</table>
Courses needed from other program areas:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERMA 7206</td>
<td>Basic Methods in Educational Research</td>
<td>3</td>
<td>Course already approved for distance learning format and offered</td>
</tr>
<tr>
<td>EPSY 7426</td>
<td>Learning Theory and Educational Practices</td>
<td>3</td>
<td>Course already approved for distance learning format and offered</td>
</tr>
<tr>
<td>ERMA 7306</td>
<td>Design and Analysis in Education I</td>
<td>3</td>
<td>Course already approved for distance learning format and offered</td>
</tr>
</tbody>
</table>

**Orientation:** A detailed orientation or training tutorial will be developed for new students. Tutorials will include accessing the courses on Blackboard, information and links to library services, student services, and any other services deemed appropriate. Beginning semester of initial enrollment, students will be encouraged to participate in an online orientation session. The orientation will consist of a voice over PowerPoint presentation reviewing the procedures for distance learning courses as it relates to how to access Auburn University’s library resources, navigate the basic features for using
Blackboard, reviewing specific information in the syllabus, accessing various student services, and any other services deemed appropriate. Students will be given an option to attend an orientation session on campus that will allow them to view the orientation and confer with the instructor. On campus orientations will also be available on request. Students will not be permitted initial course enrollment until orientation has been completed.

Students-on-campus are not part of the proposed distance concept; therefore, no on campus meetings are planned. Adult Education has both a national and international appeal. Orientation to the program will include blackboard navigation, email, and other technology based instructions. The Orientation will be developed by EFLT faculty and made available on-line. For interested students, one-on-one orientations will be provided.

**b) Program Approvals**

The graduate programs in Adult Education have been approved by the following accreditation agencies: Alabama Commission on Higher Education (ACHE), Southern Association of Colleges and Schools (SACS). As required by SACS, distance learning programs are consistent with Auburn University’s stated purpose. Documentation will be available to demonstrate that goals of the distance learning Adult Education programs are effective and comply with all applicable SACS criteria. Degree programs will be accessed for ongoing evaluations as part of the usual process. Both traditional and distance learning programs will be evaluated through the College of Education Continuous Improvement Seminars.
## Timetable and Projections for Course Development – Adult Education Distance Education Program

<table>
<thead>
<tr>
<th>Graduate Courses</th>
<th>Will be offered</th>
<th>To be developed</th>
<th>To be offered from</th>
<th>Present</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADED 7050 Methods of Teaching</td>
<td>Fall/Spring</td>
<td>Spring 2009</td>
<td>Fall 2009</td>
<td>Lecture / MS PPTs</td>
<td>MS PPTs w/voice overs &amp; Wimba</td>
</tr>
<tr>
<td>ADED 7060 Curriculum, Program &amp; Planning</td>
<td>Fall/Spring</td>
<td>Spring 2009</td>
<td>Fall 2009</td>
<td>Lecture / MS PPTs</td>
<td>MS PPTs w/voice overs</td>
</tr>
<tr>
<td>ADED 7606 Nature of Adult Education</td>
<td>Fall/Spring/Summer</td>
<td>Offered</td>
<td>Offered</td>
<td>Lecture / MS PPTs</td>
<td>MS PPTs w/voice overs</td>
</tr>
<tr>
<td>ADED 7620 Community Concepts, Programs &amp; Resources</td>
<td>Fall/Spring</td>
<td>Fall 2008</td>
<td>Spring 2009</td>
<td>Lecture / MS PPTs</td>
<td>MS PPTs w/voice overs &amp; Wimba</td>
</tr>
<tr>
<td>ADED 7640 Workforce Education</td>
<td>Fall/Spring</td>
<td>Summer 2009</td>
<td>Fall 2009</td>
<td>Lecture / MS PPTs</td>
<td>MS PPTs w/voice overs</td>
</tr>
<tr>
<td>ADED 7656 Teaching the Disadvantaged</td>
<td>Fall/Spring</td>
<td>Offered</td>
<td>Offered</td>
<td>Lecture / MS PPTs</td>
<td>MS PPTs w/voice overs</td>
</tr>
<tr>
<td>ADED 7900 Directed Studies</td>
<td>Fall/Spring/Summer</td>
<td>Summer 2009</td>
<td>Fall 2009</td>
<td>Lecture</td>
<td>Lecture/One-on-one</td>
</tr>
<tr>
<td>ADED 7910 Practicum</td>
<td>Fall/Spring/Summer</td>
<td>Fall 2008</td>
<td>Spring 2009</td>
<td>Lecture</td>
<td>Lecture/One-on-one</td>
</tr>
<tr>
<td>ADED 7970 Special Topics</td>
<td>Fall/Spring</td>
<td>Summer 2009</td>
<td>Fall 2009</td>
<td>Lecture / MS PPTs</td>
<td>MS PPTs w/voice overs</td>
</tr>
<tr>
<td>ERMA 7206 Basic Methods in Educational Research</td>
<td>Fall/Spring</td>
<td>Offered</td>
<td>Offered</td>
<td>Lecture / MS PPTs</td>
<td>MS PPTs w/voice overs</td>
</tr>
<tr>
<td>ERMA 7306 Design and Analysis in Education – I</td>
<td>Fall/Spring</td>
<td>Offered</td>
<td>Offered</td>
<td>Lecture / MS PPTs</td>
<td>MS PPTs w/voice overs</td>
</tr>
<tr>
<td>EPSY 7426 Learning Theory and Educational Practices</td>
<td>Fall/Spring</td>
<td>Offered</td>
<td>Offered</td>
<td>Lecture / MS PPTs</td>
<td>MS PPTs w/voice overs</td>
</tr>
<tr>
<td>ADED 8980* Field Project (Only for Ed.S)</td>
<td>Fall/Spring/Summer</td>
<td>Summer 2009</td>
<td>Fall 2009</td>
<td>Lecture</td>
<td>Lecture/One-on-one</td>
</tr>
</tbody>
</table>
c) Mission/Goals

The mission of the Adult Education program at Auburn University is to provide professional development opportunities to individuals engaged in adult-centered learning. Instruction, research and outreach form the basis for addressing essential knowledge and skill components for the professional adult educator. Our objective reinforces the belief that adult education is a lifelong process committed to purposeful, synergistic, and systemic learning.

The goal of the program is to prepare students to enter the nation’s largest enterprise, that of Adult Education. Rapid changes in technology and workplace demands influence individuals to retrain, update, or change careers. Adult education fills in the training and development gaps. This program prepares individuals for careers in adult fields, such as: Business and industry trainers; teachers of adult basic education; educational program writers and evaluators; college and university faculty; independent training consultants; individuals with special interests or expertise offering sessions through community or educational agencies; community leadership positions; or coordinators of non-profit, profit, or not-for-profit organizations.

d) Delivery Systems

Description and Rationale: Adult Education courses involve presentations, discussions, projects, readings and assessments.

Continuous interaction between students and faculty and among students will be a priority of the distance learning programs in Adult Education. Discussion boards, chat rooms, e-mail or other electronic means will be utilized on a regular basis as requirements for all courses in the distance learning programs. As courses are designed for distance learning, interaction between students and faculty and students and other students will be an element of the design (SACS 2e).
Assigned readings and assessments will be delivered electronically via Blackboard. Discussions that involve two-way interaction will be delivered through electronic discussion boards and chat rooms. Voice over PowerPoints will be available for distance learning students to view asynchronously. The Real Media/WIMBA server will be used to host the audio/video content with DLOT support. The planned transition to Tegrity as a replacement for Prof Cast will further reduce the need for technology support.

Distance learning students will submit oral presentations as video files or other electronic means. The video files may be captured and posted to WIMBA for other students to view. The use of message boards will allow more time for students to ask questions than may be possible in a traditional classroom. Electronic submission will be required for student papers. Written projects will be completed by students and submitted electronically.

The Distance Learning and Outreach Technology (DLOT) office maintains an AUONLINE webpage and the ADED program information will be added once it is approved. EFLT will be responsible to provide content updates and changes to DLOT. The ADED website will be maintained as a link on the Distance Learning and Outreach Technology website. The website will contain a program description, requirements, courses and schedules, delivery systems, estimated program cost, text and materials, and forms. There will also be a link from the College of Education Adult Education Program webpage to this information. The EFLT webpage will be updated by EFLT faculty.

e) Academic Resources

No academic resources other than those already available through the University will be needed. The required library resources include those already available for distance education students: documents delivery, electronic access to reference services, E-Reserves, interlibrary loan, and a Web page with links to services, contacts, and self-help modules. Students will be informed of these resources during orientation sessions and in course materials.
Students will need to have a current computer and access to the Internet via their own Internet Service Provider. This information will be communicated to students prior to admission (SACS 4b).

**Technology recommendations:**

1 GHz processor or greater (supports simultaneous record/playback features)
512 MB of RAM, 1 GB with Vista or later
High-speed Internet connection (audio/video)
Full Duplex sound card and speakers
CD and DVD writer (for CD and DVD writing features)
DVD player and DVD playback software (for DVD playback)
4+ GB available disk space for saving media, and for creating CDs or DVDs
Windows Media Player 9.0 or later
QuickTime 6.4 or later
Adobe Flash player 9
High-speed Internet connection
Microsoft Office (Current Version)
Inkjet or Laser Printer
Microphone/Headset
Webcam

**Absolute minimum requirements:**

Pentium 4; >2.0GHz (for PC) or PowerPC G4 (for Mac)
512MB memory
4GB free hard drive space
Broadband Internet connection - either DSL or Cable modem
Required Hardware:
Core-2 Duo processor > 1.6GHz processor (for PC) or Intel processor (for Mac)
2GB available RAM
50% of hard drive capacity is free
Broadband Internet connection
Microphone/Headset
Webcam

As technology advances, courses will be upgraded accordingly. Students will be informed of any additional technology requirements prior to enrolling in the program. Every effort will be made to minimize the negative impact of technology issues. Continuous research will be conducted to assess the technology capabilities of potential and current students.

f) Adjustments
Students in distance learning courses will develop teamwork skills, as required in the traditional classroom, by working in teams with other students.

Classroom discussions will take place via Blackboard or other university-supported learning environments.

Continuous interaction between students and faculty will be a priority of the distance learning programs in Adult Education. Discussion boards, chat rooms, e-mail or other electronic means will be used on a regular basis as a requirement for all courses.

Required presentations will be submitted in an acceptable electronic format. Student presentations may be posted on Blackboard for other students to view.
g) Student Evaluation

Student assessments are completed formally and distance learning students will be assessed using the same rubrics and guidelines as campus-based students. Assessments will be paper, presentation, or project-based and will be evaluated in accordance with on-campus standards. Documented assessment of student achievement will be conducted in each course and at the completion of the program by comparing student performance to the intended outcomes (SACS 5a, 5d).

In student skill demonstrations, distance and on-campus students are assessed identically. In a traditional classroom setting, students are guided and receive feedback for their performance in real time. Distance students will also receive feedback and guidance as it relates to their performance depending on the instructor and the nature of the course, guidance may be through feedback sent via email, telephone calls, podcast, or video.

Objective type exams will be administered through Blackboard. On campus students will complete the exam on campus and distance students will be required to have an approved proctor (see Appendix A). Student identity is confirmed by requiring the student and proctor to submit a picture id. Proctors will be contacted prior to administering exams and given directions. A notebook with all proctor forms will be maintained in the program office.
h) Program Review

Distance Learning Adult Education programs will undergo the same reviews as the campus-based programs: SACS, NCATE, ACHE, Alabama State Department of Education, and the College of Education Improvement Seminars. Standard course evaluation and student surveys will be conducted. The student surveys will contain questions regarding the effectiveness and efficiency of delivery systems, academic resources, student resources, and access to faculty. Records of data, analysis, and corresponding course adjustments will be kept in the program office. Reports will be maintained to document student retention and student satisfaction (SACS 5d). The program will undergo self-evaluation directed toward program improvement, more effective use of pedagogy, improved retention, and effectiveness of resources (SACS 5e). The Department Head, Program Coordinator and Advisor will review evaluations. Continuous review with program faculty will result in adjustments and updates to assure the quality of the distance program.

i) Cooperating Units

Information Technology will provide access to networking service and Blackboard. As recommended by SACS, a technology help desk will be available for distance learning students (SACS 1h).

The Office of Distance Learning and Outreach will assist with the program and course review process, and grant review. Services are also available to assist with course development.

The Instructional Multimedia Group will assist with Blackboard training (SACS 3b, 3d).

The Auburn University Bookstore offers book delivery services for distance learning students (SACS 4c).
The Auburn University Library already has online resources available to all Auburn students. The same library resources will be available to distance learning students as well. Use of the Learning Resource Center (LRC) or Wallace Center is not anticipated. Distance education courses have been developed and delivered using EFLT Department resources with assistance from the Office of Distance Learning Outreach Technology (DLOT). EFLT currently has a dedicated laptop to record audio lectures using Prof Cast. Technical support from the DLOT office is anticipated on an as needed basis to include voiceover/video recording, editing and product access and distribution.

II. Target Population

a) Demographics

This program is designed for graduate students who are pursuing degrees in Adult Education. Applicants must have a bachelor’s degree and meet the requirements for admission. There is no State of Alabama teacher certification in Adult Education.

Target students will have constraints preventing them from attending on-campus courses. Most students will live in Alabama, Georgia, and Florida. The program will be available nationally and internationally.

Students will need familiarity with web browsing software, word processing, and e-mail in order to succeed in the program.

b) Program Need

Our department receives many requests for these types of programs. It is expected that the programs will become self-supporting. Our University will be the only one in the state offering such a degree program. There are no other Universities in Alabama offering distance education graduate programs in Adult Education. The Auburn University program’s unique combination of delivery methods and convenience will make it attractive throughout the nation.
c) Program Demand

With the rapid rise in the industrial sector of Alabama, particularly with the increase of foreign based manufacturing operations, there is an accompanying rise in need for worker education and training. Training in industry has a long and well established place within Adult Education. Adult Education via distance serves to meet the demand for trained educators in both depth and scope.

Virtually all adult education graduate students are full time employees within Alabama and Georgia. The cost of commuting in terms of both dollars and time made distance education a viable alternative.

There is a shortage of adult educators in Alabama. Population changes within the Southern Regional Education Board (SREB) states will reflect a growing number of maturing workers, an increased number of undereducated young adults, and find 20% of all adults without a high school diploma (SREB, 2005). SREB is a nonprofit, nonpartisan organization that helps government and education leaders in its 16 member states work together to advance education and improve the social and economic life of the region. Member states include: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. With the increased economic and industrial growth across the state, the need for individuals with a strong background in adult training and education has not increased at the same degree.

Lives can be more productive with additional education (SREB, 2005). For instance, within the Alabama Extension service there are at least 70 extension agent personnel who hold only a bachelor’s degree. These educators are prime candidates for the adult education master’s program. Our program will allow these and other educators to complete an advanced degree in Adult Education. It is estimated that 15 students will take 30 hours of coursework to complete the graduate program. Every 15 students completing the Master’s or Educational Specialist would thus generate 450 credit hours.
d) Market Research

Comparable online programs, listed through the Southern Regional Education Board (SREB), were reviewed for comparison purposes. There are three online Master degree programs listed at the SREB website: University of Georgia, University of South Florida, and Florida State University.

The University of Georgia has the only Master’s (M.Ed.) in Adult Education distance education program. Like all programs in Georgia, in-state students are subsidized to $189.00 per student credit hour. The Program is listed with the following costs:

TUITION AND FEES PER COURSE

<table>
<thead>
<tr>
<th></th>
<th>In-State:</th>
<th>Out-of-State:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$507.00</td>
<td>$2,175.00</td>
</tr>
</tbody>
</table>

There’s a related Master’s at the University of South Florida, titled Master of Arts in Career and Technical Education.

TUITION AND FEES PER COURSE

<table>
<thead>
<tr>
<th></th>
<th>In-State:</th>
<th>Out-of-State:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$712.56</td>
<td>$2,666.79</td>
</tr>
</tbody>
</table>

Plus an additional $37.00 flat fee each semester

The remaining Master’s, which is aimed at educators working with K-12 as well as adults, is Florida State University’s Master of Science in Science Education.

TUITION AND FEES PER COURSE

<table>
<thead>
<tr>
<th></th>
<th>In-State:</th>
<th>Out-of-State:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$649.74</td>
<td>$2,543.94</td>
</tr>
</tbody>
</table>
III. Faculty

a) Faculty Profile

Faculty are those who normally would teach the corresponding on-campus courses (SACS 2b). The faculty would include:

- James E. Witte, Associate Professor, Department of Educational Foundations, Leadership and Technology
- Maria M. Witte, Associate Professor, Department of Educational Foundations, Leadership and Technology
- Sean Forbes, Associate Professor, Department of Educational Foundations, Leadership and Technology
- David Shannon, Professor, Department of Educational Foundations, Leadership and Technology
- Paris Strom, Associate Professor, Department of Educational Foundations, Leadership and Technology

b) Faculty Involvement

All faculty have communicated their commitment to this new delivery option. Faculty will participate in designing distance learning courses and participate in training for the delivery of the courses. All faculty have experience delivering distance learning courses.

c) Development

Faculty already have experience with distance learning courses; however, continued faculty and graduate assistant development will be a priority.

d) Support

Graduate Assistants will help faculty deliver and maintain the program. The graduate assistant and office staff will help with publicity, assessment, and record keeping. Expertise from the Learning Resources Center staff will be called upon as needed. University Blackboard staff will assist with problems that may arise with Blackboard.
e) Reward and Remuneration

College of Education policy will be followed. According to the Auburn University
Comprehensive Policies and Procedures for Distance Education Courses and Programs
(2002), “Faculty may be remunerated for any additional effort in serving distance
education students as appropriate for the particular policies set by the individual
department, college or school and in accordance with established University policy.”

Faculty remuneration choices:

1) Direct payment – flat amount per section, dollar amount per distance education student
or dollar amount per semester hour in distance education section.
2) Allocated funds – funds placed in a departmental account and earmarked for faculty
personal professional use.
3) Other negotiated remuneration that benefits the faculty member in such a way as to
accommodate the extra effort of the distance education section.

Note: Distance learning programs are self-supporting; therefore, University budgeted
dollars cannot be used to support these activities.

IV. Administration

a) General

The Department of Educational Foundations, Leadership and Technology office staff will
handle financial management. The Adult Education distance learning program advisor
will coordinate marketing and recruiting. These duties are the normal duties of the
advisor and office staff. Current program faculty will facilitate necessary course and
program development. Graduate research assistants will also assist with program
development and revisions.
b) Student Support
Student enrollment and registration process will be the same as on campus students. The Adult Education program advisor will advise distance learning students.

V. Financial Aspects
a) Budget for the 30 Hour Master’s / Ed.S. Program

**PROJECTED INCOME**

<table>
<thead>
<tr>
<th>Item</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on 10 3-credit courses offered to an average of 15 students</td>
<td>$171,000</td>
</tr>
</tbody>
</table>

**PROJECTED COSTS**

<table>
<thead>
<tr>
<th>Item</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Royalty (10 courses @ $2,000)</td>
<td>$ 20,000</td>
</tr>
<tr>
<td>Graduate Assistant (2 @ 21,200)</td>
<td>$ 42,400</td>
</tr>
<tr>
<td>Delivery of Instruction $135 per unit X 30 credits X 15 students</td>
<td>$60,750</td>
</tr>
<tr>
<td>University Fee $56 per unit X 30 credits X 15 students</td>
<td>$25,200</td>
</tr>
</tbody>
</table>

Total Projected Costs $148,350

Reserve and COE/LRC Fee (difference between projected income and costs) $22,650

The Design Royalty budget was developed and is in place for the Department of EFLT. We are currently operating under the budget as stated. It is anticipated that there will be no additional support personnel. No budget change is anticipated unless there is a need to compensate for services by other departments as the need occurs.
b) Tuition Rate

The Distance Learning Adult Education Programs will be self-supporting. All courses will be developed during the start-up year; therefore developmental costs will decrease after year 1. Faculty effort will be funded through course tuition. Other supporting departments may have different tuition rates.
References


APPENDIX A

Proctor Forms
Students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include representatives of an educational institution or a supervisor. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

**Proctor Information:**

Name__________________________________________  Title__________________________________________

Address____________________________________________________________________________________

Phone___________________________  Fax___________________________

E- Mail__________________________

**Student Information:**

Name__________________________________________  Course Number __________________________

Course Title________________________________________________________________________________

Phone___________________________  E-Mail__________________________

Date of Exam___________________  Time of Exam___________________

**THIS FORM SHOULD BE FAXED TO (334) 844-3072 AT LEAST TWO DAYS PRIOR TO THE EXAM DATE.**

Thank you for your assistance. If you have any questions, please contact me:

Dr. James E. Witte  
4010 Haley Center  
Auburn, AL 36849  
Telephone: (334) 844-3054  
Email: witteje@auburn.edu
ADULT EDUCATION
PROCTORED EXAM VERIFICATION FORM

Student ___________________________________________________________

Proctor __________________________________________________________

Course Number _______ Course Name__________________________________

To be completed by Proctor:

I certify that ______________________(student) has completed the exam under my supervision according to the stated requirements.

__________________________________  ______________________________
Signature of Proctor                  Date and Time

To be completed by Student:

I certify that I have completed this exam completely by myself without outside assistance.

__________________________________  ______________________________
Signature of Student                  Date and Time

THIS FORM SHOULD BE FAXED TO (334) 844-3072 IMMEDIATELY FOLLOWING THE EXAM. YOU MUST ALSO FAX A COPY OF A PICTURE ID FOR BOTH THE STUDENT AND THE PROCTOR.

Thank you for your assistance. If you have any questions, please contact me:

Dr. James E. Witte
4010 Haley Center
Auburn, AL 36849
Telephone: (334) 844-3054
Email: witteje@auburn.edu
APPENDIX B

Course Planning Worksheets

M.Ed. Adult Education

Ed.S. Adult Education
### SAMPLE PLAN OF STUDY

**Master's Degree (M.Ed) in Adult Education**
Department of Educational Foundations, Leadership and Technology
College of Education  •  Auburn University

#### Student Name:

<table>
<thead>
<tr>
<th>30 Hours</th>
<th>Course # &amp; Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>ADED 7056 Methods of Teaching the Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>ADED 7066 Curriculum &amp; Program Planning</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>ADED 7606 Nature of Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>ADED 7626 Concepts, Programs, &amp; Resources</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>ADED 7646 Workforce Education</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>ADED 7656 Teaching the Disadvantaged Adult</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>ADED 7926 Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select 3 hrs</th>
<th>ADED 7916 Practicum</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 3 hrs</td>
<td>ADED 7906 Directed Studies in Adult Education</td>
<td>3</td>
</tr>
</tbody>
</table>

| Required 3 hrs | ERMA 7206 Basic Methods in Educational Research | 3 |

<table>
<thead>
<tr>
<th>Select 3 hrs</th>
<th>EPSY 7406 Educational Psychology and Ed Implications</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 3 hrs</td>
<td>EPSY 7426 Learning Theory and Educational Practices</td>
<td>3</td>
</tr>
</tbody>
</table>

**Thesis Required Program:**

**Master of Science (M.S.) Degree in Adult Education (36 hour program)**
Complete above program of studies and an additional graduate course
(6 hours of ADED 7996 Research and Thesis)
## Educational Specialist Degree (Ed.S) in Adult Education
Department of Educational Foundations, Leadership and Technology  
College of Education  •  Auburn University

### SAMPLE PLAN OF STUDY

**Student Name:**

<table>
<thead>
<tr>
<th>30 Hours</th>
<th>Course # &amp; Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>ADED 7056 Methods of Teaching the Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>ADED 7066 Curriculum &amp; Program Planning</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>ADED 7606 Nature of Adult Education</td>
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<td>ADED 7646 Workforce Education</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>ADED 7656 Teaching the Disadvantaged Adult</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>ADED 7916 Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>ADED 8986 Field Project</td>
<td>6</td>
</tr>
</tbody>
</table>

| Required | ERMA 7306 Design and Analysis in Education I | 3     |

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APPENDIX C

Resources:

Commission on Colleges, SACS: Best Practices for Electronically Offered Degree and Certificate Programs

Commission on Colleges, SACS:

Distance Education Policy Statement

NCATE Guidelines and Policies on Distance Learning

Programs in Traditional Institutions