

Soave, Melissa

To: Pfister, Jill
Subject: RE: The Proposal for the Online Masters Degree in Ag and Ext Educ

Hi Jill,

Thanks for the update. Can you send me the revised tables and rationale and I'll just sit those on top of the original proposal.

Thanks again,
Melissa

From: Pfister, Jill [<mailto:pfister.1@osu.edu>]
Sent: Tuesday, July 10, 2012 7:09 PM
To: Soave, Melissa
Subject: The Proposal for the Online Masters Degree in Ag and Ext Educ

Melissa: Just to update you, the online Masters degree differential fees are now on the agenda for the Board of Trustees meeting scheduled for Aug 30-31. We are adjusting the differential fees on tables 5 and 6 based on the last Board of Trustees decisions to be sure enough dollars are generated to sustain the program. We are submitting revised tables and the rationale to the Office of Business and Finance.

Go Bucks!!!



Jill A. Pfister

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Office of Academic Affairs – Semester Conversion
MySwitch – a student's personal guide to the semester conversion
Quarter-to-Semester Course Conversion Guide

Table 5 (REVISED)

Autumn 2012 Tuition and Fees (Masters & PhD)

Hours	Ins. Fee	St. Activ.	St. Union	COTA	Gen. Fee	Rec. Fee	Learn Tech	Res. Total	Non-Res.	Non-Res. Total
0.0-0.5	354.25	37.50	4.65	13.50	11.50	-	-	421.40	541.00	962.40
1	708.50	37.50	9.30	13.50	23.00	-	-	791.80	1,082.00	1,873.80
2	1,417.00	37.50	18.60	13.50	46.00	-	-	1,532.60	2,164.00	3,696.60
3	2,125.50	37.50	27.90	13.50	69.00	-	-	2,273.40	3,246.00	5,519.40
4	2,834.00	37.50	37.20	13.50	92.00	123.00	-	3,137.20	4,328.00	7,465.20
5	3,542.50	37.50	46.50	13.50	115.00	123.00	-	3,878.00	5,410.00	9,288.00
6	4,251.00	37.50	55.80	13.50	138.00	123.00	-	4,618.80	6,492.00	11,110.80
7	4,959.50	37.50	65.10	13.50	161.00	123.00	-	5,359.60	7,574.00	12,933.60
8+	5,668.00	37.50	74.40	13.50	184.00	123.00	-	6,100.40	8,656.00	14,756.40

Table 6 (REVISED)

AAEDL-MS - Proposed tuition and fees for ACEL Online Master of Science in AEE

Hours	Ins. Fee	St. Activ.	St. Union	COTA	Gen. Fee	Rec. Fee	Distnc. Ed. Surchage	Res. Total	Non-Res.	Non-Res. Total
0.0-0.5	430.75	-	-	-	11.50	-	100.00	542.25	5.00	547.25
1.00	861.50	-	-	-	23.00	-	100.00	984.50	5.00	989.50
2.00	1,723.00	-	-	-	46.00	-	100.00	1,869.00	5.00	1,874.00
3.00	2,584.50	-	-	-	69.00	-	100.00	2,753.50	5.00	2,758.50
4.00	3,446.00	-	-	-	92.00	-	100.00	3,638.00	5.00	3,643.00
5.00	4,307.50	-	-	-	115.00	-	100.00	4,522.50	5.00	4,527.50
6.00	5,169.00	-	-	-	138.00	-	100.00	5,407.00	5.00	5,412.00
7.00	6,030.50	-	-	-	161.00	-	100.00	6,291.50	5.00	6,296.50
8+	6,892.00	-	-	-	184.00	-	100.00	7,176.00	5.00	7,181.00

*Per January, 2012 feedback from Registrar Brad Myers, this table follows the distance education fee structure proposed by the University's eLearning Advisory Committee including a waiver of all on-site fees, a distance education surcharge for centralized support, and \$5 non-resident fee in lieu of the standard non-resident fee.

Soave, Melissa

From: Pfister, Jill <pfister.1@osu.edu>
Sent: Thursday, July 12, 2012 9:43 AM
To: Soave, Melissa
Subject: FW: AEE Online MS Proposal
Attachments: AEE Online MS Program Proposal - Tables 5 and 6.docx; Proposal M.S. Agriculture & Extension Education_Distance Education FY2013.pdf

Please see e-mail and attachments.

Go Bucks!!!



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[Quarter-to-Semester Course Conversion Guide](#)

From: Hattey, Jeffery A. (Jeff)
Sent: Tuesday, July 10, 2012 11:56 AM
To: Krygier, Melissa
Cc: Martin, Linda; Straquadine, Gary S.; Pfister, Jill; Whittington, Pat
Subject: FW: AEE Online MS Proposal

Melissa,

The Department of Agricultural Communication, Education and Leadership has reviewed the tuition and fees approved by the Board of Trustees at their June 22nd meeting and are requesting that tables 5 and 6 of the proposed Master of Science in Agricultural and Extension Education via distance delivery (AEEDL-MS) submitted on January 19, 2012 be amended prior to submission for Board of Trustees consideration on their meeting scheduled for August 30-31st.

Justification for this request is to maintain the \$153 per credit hour differential instructional fee necessary to ensure the AEEDL-MS program is launched and sustained on sound financial footing. After the proposal was submitted to the Office of Business and Finance, a decision was made to include a tuition adjustment of 5/4 to convert from full-time status of 10 quarter hours versus 8 semester hours for graduate students and tuition was increased by 3.5% rather than the 5% estimate used in the proposal.

You will find attached two documents, the original proposal and amended tables 5 and 6. Your assistance in submitting these documents to the Office of Business and Finance for review and inclusion in materials for the Board of Trustees meeting by the August 6th deadline is appreciated.

Please contact me if you have any questions,

Jeff

From: Straquadine, Gary S.
Sent: Friday, July 06, 2012 4:55 PM
To: Hattey, Jeffory A. (Jeff)
Cc: Cochran, Graham; Beebe, Trina
Subject: AEE Online MS Proposal

Dr. Hattey:

Following discussion with ACEL leaders engaged in the proposed AEE Online MS program, I submit to you two attachments.

We have upgraded the program proposal with new data in Tables 5 and 6. See completed document. I have provided the two tables in a separate attachment as well.

The intention is to charge a differential tuition of \$153/credit. This charge will secure needed support to initiate, operate, and evaluate online delivery of the degree program. Long term implementation and the resolution of unanticipated consequences will require a financial foundation best realized through the proposed differential tuition.

Thank you for the assistance in moving the AEE Online MS to the next stage of approval. We look forward to positive results.

Gary S. Straquadine, Chair
ACEL Department

Soave, Melissa

From: Pfister, Jill <pfister.1@osu.edu>
Sent: Thursday, July 05, 2012 5:25 PM
To: Soave, Melissa
Cc: Cochran, Graham; Hattey, Jeff (hattey.3@cfaes.osu.edu); Straquadine, Gary S.
Subject: FW: AAE Online M.S.
Attachments: Proposal Online MS + letters 19 Jan 2012.pdf; Response to Questions from Office of Financial Planning & Analysis Final.pdf

Melissa: As you requested, attached is the most recent version of the proposal for the distance learning Online MS degree for Ag and Extension Education which was submitted in January. It has been approved by the Graduate School, RACGS and the Board of Regents. Wayne Carlson and Randy received a copy at the same time we submitted the proposal to Scott Herness. Jeff Hattey met with Randy and Wayne early in the approval process. It also was submitted for the approval of fees by the deadline so that it should have been approved by the Board of Trustees at their last meeting which was what we thought would occur. Randy indicated he would present it to CAA for information only as this is just option for completing an already approved degree.

Please let me know whether a representative should attend the July 18 CAA meeting. Thanks for your assistance.

Go Bucks!!!



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From: Cochran, Graham
Sent: Thursday, July 05, 2012 10:34 AM
To: Pfister, Jill
Cc: Straquadine, Gary S.; Hattey, Jeffory A. (Jeff)
Subject: AAE Online M.S.

Jill,

As a follow up to your questions about getting a program code for us and a potential discussion item at Council on Academic Affairs, I wanted to make sure you had current versions of information that has gone forward from the College.

Attached is the most recent version our proposal to deliver our M.S. degree online and a memo Jeff worked on for Melissa as part of the budget justification process with Office of Business and Finance. Jeff can help if you have questions on who has reviewed this at the University level and where we are with approvals on the programmatic and fiscal side.

Thank you for your help with this process. Let Gary or me know if you need anything else from the department.

Regards,
Graham

Graham Cochran, Ph.D.
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To: Melissa Krygier
Asst. Vice Pres. Agriculture Admin.

Fr: Jeff Hattey
Asst. Dean, Academic Affairs

Da: March 5, 2012

Re: Addendum to proposal for AEEDL-MS program

The Agriculture and Extension Education Distance Learning, Master of Science (AEEDL-MS) was developed under the guidance of Dr. Matt Baker, Professor of Agriculture Education from Texas Tech University while he was on sabbatical at OSU during the fall of 2011. He has extensive experience in creation, administration, and delivery of distance education programs which he used in crafting the proposal specifically related to questions 1 and 2. The faculty in the Department of Agricultural Communication, Education and Leadership (ACEL) based the budget on a four year initial startup to illustrate expenses associated with two complete cohort cycles, followed by an external program review and appropriate course redesign.

Question 1: Comparison of program costs to comparable programs at other universities. On page 13 of the proposal, they talk generally about tuition and fees being less than Texas A&M University but greater than Iowa State University and University of Florida (UF). Numbers to back this up would be very helpful – and make sure they are comparing apples to apples.

It is difficult to make a budgetary comparison among peer institutions, Dr. Baker, provided his experience related to question 1 in this manner:

“The comparison of apples to apples makes sense, however this is one of the conundrums of comparing costs at institutions. At UF for example (where I have conducted professional development workshops at the college level), as well as at NCSU (where within the last five years I have chaired a departmental level review), they have had permission to run their programs ‘off-book’ to bolster enrollment. This is akin to running the program through continuing education, where is there an agreed upon revenue model to incentivize or as an incentive to grow distance education programs at their respective institutions.”

Thus while the academic programs are comparable to the proposed AEEDL-MS funding models are unique to each institution which makes a direct comparison difficult. As stated in section 7.3 on page 13, the two lower priced institutions, Iowa State University and UF have recently adopted a resource based budgeting model thus their program-level respective administrations anticipate delivery costs for these programs to increase, as more of costs will be assumed at the unit-level.

cc: Linda C. Martin, Associate Dean and Director, CFAES
Ken Martin, Interim Department Head, ACEL
Graham Cochran, Assoc. Professor, ACEL
Matt Baker, Professor, Texas Tech University

Addendum Table 1 contains out-of-state tuition and fees for a three hour course from peer institutions used to compare the proposed AEEDL-MS program. Included in this comparison of distance master’s degree programs are four in agriculture and/or extension education and one in adult education. Based on this analysis the total cost for a three credit course from OSU is similar to peer intuitions. While not all institutions charge an instructional differential fee, most include higher out-of-state tuition which OSU has reduced to \$5 per semester for a degree offered completely online.

Addendum Table 1. Estimate of tuition and fees for a three-hour course for out-of-state students in comparable degree programs at peer institutions.

Institution	Tuition (2011-2012)	Technology and University Fees	Instructional Differential Fee	Total Cost
	----- \$/course -----			
Iowa State University ^a	1,293	46	0 ^b	\$1,339
North Carolina State University ^c	1,752	57	0	\$1,809
The Ohio State University	1,644 ^d	164	459	\$2,267
The Penn State University ^e	2,148	82		\$2,230
Texas A&M University ^f	2,285	85	99 ^g	\$2,469
University of Florida ^h	1,404	0	0	\$1,404

^a<http://www.distance.iastate.edu/information/costs.php>

^bA tuition differential of **\$162 per course** can be charged for distance education courses at Iowa State University although not implemented for this program.

^c<http://distance.ncsu.edu/tuition/graduate-tuition.php>; Comparable program is considered “off-book” therefore similar to continuing education.

^dThis estimate is based on the 2011-2012 tuition to provide a relevant comparison among institutions. This tuition is different than the proposed by approximately 5% used to estimate 2012-2013 tuition in Tables 5 & 6 of the proposal.

^e<http://www.worldcampus.psu.edu/tuition-and-financial-aid/tuition-estimator>; This is a Master of Education in Adult Education program which would be comparable to the proposed program.

^f<http://alec.tamu.edu/Home/Academics/DistanceEducationPrograms.aspx>;

^ghttp://finance.tamu.edu/sbs/tuition/course_specific_fees.asp with a maximum fee of **\$1,500 per course**.

^hhttp://cals.ufl.edu/current_students/pdfs/2010%20-%202011%20Tuition%20and%20Fees.pdf; Comparable program is considered “off-book” therefore similar to continuing education.

Question 2: A full explanation (including financial data) as to why this program costs more to offer than the traditional masters program – and therefore why a differential is warranted. I would look at the total differential revenue that is expected to be generated based on the amount requested, and compare that with the additional costs associated with online delivery. It’s kind of being done with the Tables in the back, but it’s sort of indirect. A more direct comparison would be better.

Ranked 3rd by its national peer programs, ACEL is bolstered by success of current graduates and alumni who are in prominent national leadership roles. With a national reputation for preparing leaders in the profession, OSU-ACEL alumni currently hold seven department chairs, three assistant/associate deans, and four vice-president or vice-provost positions at peer land-grant institutions including Penn State University, University of Arizona, University of Florida, Texas A&M University, and Virginia Tech University. Based on this national reputation, ACEL believes demand for the AEEDL-MS program will be strong enough to invest time and effort to develop the curriculum and courses.

The instructional differential fee is requested for additional faculty, doctoral students, instructional design and technology required to sustain delivery a high quality education program. As a distance learning program, it will be under the recently approved OSU funding model for distance education thus enrolled students will not be subject to out-of-state tuition.

The proposed fees, are modeled upon instructional differential fees associated with other graduate degree programs at OSU, which considers key student and programmatic needs. Three important concerns for the evaluating the instructional differential fee are program demand, student benefits realized from distance delivery and programmatic quality. First, demand for the program is anticipated to be strong within Ohio from OSU Extension field staff required to attain an advanced degree for employment. Once courses in the degree program have been developed they can be delivered to international students through the University Gateway programs which will increase external demand.

Second, students and their communities will realize several benefits from the program however those benefits do have associated delivery costs. Students in the AEEDL-MS program will receive access to a nationally recognized graduate degree program delivered at times and locations of their convenience. Ohio communities will benefit from Extension personnel who are better prepared to meet client needs. Students will be able to remain in their community while receiving their education thus minimizing disruptions for families and allowing for continuity in critical county or district-level Extension programming.

Third is program quality; nationally there appears to be two program delivery camps. One camp includes 'scaled' models, where academic coaches or online technology are supplemented to bolster student/faculty ratios in an effort to keep costs down. A natural consequence of such programs is little direct student/faculty interaction. The other camp includes programs which focus upon lower student/faculty ratios, greater student/faculty interaction, choice of time and location of study, and higher student costs. This program is designed with the latter camp in mind.

Based on our review of recent publications on quality in administration of online programs and discussion with colleagues at OSU and other institutions engaged in online learning, we believe that an online graduate degree program require more faculty interaction with students via email, conference calls, discussion boards and phone calls which will consume more faculty time than traditionally-delivered Master's program (Maryland Online, 2011; Sloan Consortium, 2011). Using program quality as a driver, ACEL developed the program with a goal of setting a new standard for online learning in their field.

The ACEL faculty are fully committed to delivering a graduate education worthy of The Ohio State University brand and ensuring the proposed AEEDL-MS program be of equal quality to the current AEE-MS delivered as a resident program. Key to sustaining program quality will be student access to faculty by maintaining appropriate student to faculty ratios. Currently, ACEL has seven (7) faculty assigned to the graduate program with others listed in Table 3 of the proposal on courtesy appointments or are emeriti faculty.

After the initial investment by ACEL, it will be imperative that a portion of the instructional differential fee be reinvested into ACEL to hire additional faculty and doctoral students to lower the student to faculty ratio and ensure future programmatic quality, sustainability, and success.

Average enrollment numbers from 2007-2011, projected enrollment, and graduate student to faculty ratios for ACEL are listed in Addendum Table 2. To maintain programmatic quality, the faculty have chosen to limit each cohort to 25 students thus teaching an estimated 50 additional students per year in the AEEDL-MS program comprised of concurrent first and second year cohorts. Enrollment projections include scenarios where students in the AEE-MS program might opt for the AEEDL-MS program.

Increasing the graduate student to faculty ratio from 3.2 to 11.2 would extend current faculty beyond their capacity thus risking the quality of graduate programs in both AEE-MS and

AEEDL-MS programs. At projected maximum enrollment for the AEEDL-MS program with two new faculty, the faculty to student ratio would more than double, however the faculty believes they can maintain programmatic quality at the 8.8 ratio.

Addendum Table 2. Projected impact of AEEDL-MS enrollment on capacity of ACEL faculty and staff.

Scenario Assumptions	AEE-MS and AEE-Ph.D.†	Student Enrollment		Total Students	Without Instructional Differential Fee‡	With Instructional Differential Fee§
		AEEDL-MS Cohort Year 1	AEEDL-MS Cohort Year 2		Student to Faculty Ratio	
Current only resident program.	29	0	0	29	3.2	-
All students from the first cohort are retained to graduation¶	29	25	25	79	11.2	8.8
Twenty-two students from the first cohort are retained to graduation	29	25	22	76	10.9	8.4
Twenty-two students from the first cohort are retained to graduation and 9 switch from AEE-MS to AEEDL-MS	20	25	22	67	9.6	7.4

† From 2007-2011, 5-year average enrollment of M.S. and Ph.D. students in ACEL resident degree programs.

‡ Student to Faculty Ratio with seven (7) existing faculty in ACEL.

§ Student to Faculty Ratio with two (2) additional faculty supported by the instructional differential.

¶ Twenty-five incoming students per cohort.

In light of Question 2, the CFAES Fiscal Office provided an updated projection of revenue returned to CFAES and ACEL for FY13 in Addendum Table 3. Based on revenue projections generating at maximum 875 student credit hours per year without the proposed instructional differential fee, the program could support a faculty member and doctoral student.

The instructional differential fee will allow ACEL to invest in their graduate distance learning program by hiring two additional faculty and doctoral students to support students enrolled in the program. Adding as many as 50 new students to the ACEL program without at least two additional faculty to the program would reduce student-faculty contact for all students. Most impacted by this would be those in the distance learning program who rely heavily on email, conference call, phone call or discussion threads to communicate with faculty and do not have the ability to meet during office hours.

Table 7 of the proposal identifies a column as instructional expenses in the form of temporary instructors for initial startup costs. This would be for overload pay to existing faculty or to hire adjunct faculty to teach undergraduate courses. Neither solution is conducive for sustaining a quality graduate program. Expenses for hiring a new assistant professor in ACEL are approximately \$100,000 per year for salary and benefits compared to \$87,000 per year for hiring adjuncts or allowing current faculty overload pay.

The column labeled instructional support in Table 7 of the proposal is for a doctoral graduate student to serve as a teaching assistant for the distance delivery courses. Annual expenses for a doctoral student in ACEL are \$21,057 for stipend, benefits of \$1,063 and fee authorization of \$16,655 for a total of \$38,775.

Addendum Table 3. Projected FY13 estimated net revenue to CFAES and ACEL based on multiple enrollment scenarios.

Scenario Assumptions	Estimated Students (n)	Estimated New Student Credit Hours†	Estimated Total Net CFAES Revenue‡	Estimated Total Net ACEL Revenue	Instructional Fee Revenue§	Estimated Total Net Revenue to ACEL ¥
All students from the first cohort are retained to graduation	25	875	\$294,392	\$211,657	\$133,875	\$345,532
Twenty-two students from the first cohort are retained to graduation	22	824	\$277,455	\$200,455	\$126,072	\$326,527
Twenty-two students from the first cohort are retained to graduation and 9 switch from resident to distance program.	22	509	\$171,474	\$123,316	\$77,877	\$201,193

† Student credit hours is the combined of two student cohorts enrolled, year 1 and year 2 of their respective programs.

‡ Based on sum of FY12 net weighted rate (subsidy) and net unweighted rate (graduate fees) associated with each course.

§ Based on the instructional differential fee of \$153 per credit hour.

¥ Sum of estimated total net ACEL revenue and instructional differential fee.

New expenses to the deliver this program are course administration, redesign and delivery for FY13 are projected at \$137,833 rising to \$194,333 by FY15. Table 7 estimates cost by student cohort rather than by fiscal year therefore FY13 does not include course revision expenses required after initial course creation in FY12 to maintain program quality. A more accurate estimate of annual costs in Table 9 is FY14 at \$186,833 which does take into account course redesign fees associated with a fully operational program.

Additional costs associated with high quality online delivery as ACEL has proposed include: targeted course development and frequent course revisions in subsequent years to ensure content and technology are current, instructional support, an external evaluator to review program quality, travel and seminar expenses, and faculty development for teaching in the online environment which is new for most faculty.

- **Course development and revision** – Budget Table 7 includes an initial estimated investment of \$5,000 per three credit hour course to support an instructional designer. This estimate is based on ACEL’s recent work with a national expert in instructional design for distance education. This person will work directly with our faculty as content experts to redesign courses for the online environment which requires different pedagogy for effective teaching and learning. After three years, another \$1,500 is budgeted for instructional designer support for revision (e.g., to take advantage of new innovations in online learning).
- **Instructional support** – Budget Table 7 includes \$5,000 per course for instructional support. This is a new expense is intended to help fund at least one doctoral student to support instructors teaching in the online program; support that is necessary to provide a high level of interaction with students who are not in a classroom-based teaching environment. The proposed instructional fee differential will support an additional doctoral student who will assist with courses offered as part of this program. Multiple forms of communication with students will be required to sustain programmatic quality.

The students will play a key role in communications with students and delivery of course content.

- **External evaluation** – Budget Table 8 includes an external evaluator who will conduct review after two cohorts have completed the program. This is a key component to sustaining programmatic quality by specifically assessing teaching and learning activities in this program. The faculty welcome this opportunity for external evaluation.
- **Travel and seminar expenses** – These costs are unique to ACEL’s model for cohort progress through a program where student cohorts will gather off-campus at least once per academic year for face-to-face meetings. Funds will support faculty and doctoral teaching assistants to meet with student cohorts at a professional meeting. Students in each cohort will be responsible for their own expenses to participate. These meetings will be held in conjunction with research conferences sponsored by professional associations in the discipline with a preference for regional meetings to reduce travel costs. This activity will provide an important opportunity for direct interaction among faculty and students, for students to build a community, and for interaction with scholars and practitioners.
- **Faculty development** – Investment in faculty development programs to prepare faculty for this learning environment is critical for sustain program quality. A modest amount (\$5,000) annually are new dollars for faculty development to ensure faculty teaching courses and advising in the program are prepared with the skills and competencies for the online environment. Pedagogy appropriate for face-to-face delivery is not always appropriate for online course delivery. Teaching about learning styles in a classroom demonstration where students are physically present might not communicate in the same manner if the same lesson is delivered as a videotape or PowerPoint presentation on a webpage. Different and possible new ways to communicate the concept might need to be developed for distance delivery and faculty will need to learn these skills and strategies.
- **Instructional technology** – In addition to plans to support technology centrally at the University, new dollars will be needed at the College and department level. This is an absolute necessity for ACEL faculty and staff to have current technology capable of delivering online courses. The entire premise of distance learning is to use technology to lower student time and location barriers associated with the opportunity to receive a quality education. Funds will need to be available to support hardware and software identified as new technologies continue to emerge. This could include new and upgraded computers; mobile devices to promote access and integration with students and faculty; and software site licenses such as the widely popular Media Site by Sonic Foundry and new versions of Smart Phones and iPads.

Graduate Program Proposal

Online Delivery of Existing M.S. Degree

**M.S. Thesis and Non-thesis Options
In Agricultural and Extension Education**

**Department of Agricultural Communication, Education, and Leadership
College of Food, Agricultural, and Environmental Sciences
The Ohio State University**

January 19, 2012

Executive Summary

The Department of Agricultural Communication, Education, and Leadership (ACEL), recently renamed from Human and Community Resource Development (HCRD), has a long history of serving the needs of place-bound learners through innovative distributed learning models. Two of the program's largest graduate student populations include Extension professionals employed by Ohio State University Extension and public school agricultural science teachers in Ohio. Presently, there are approximately 630 Extension professionals and 510 high school agricultural science teachers employed in the state. As a natural extension of the distributed learning models previously used in the department, ACEL faculty identified offering its existing M.S. in Science degree in Agricultural and Extension Education as an online program targeting early- and mid-career professionals in its most recent strategic plan. Serving place-bound learners through an online graduate program modality is also well aligned with CFAES, University, and Ohio Board of Regents strategic intents.

The faculty's *sine qua non* in adding this modality of delivery is program quality above all else. This indispensable and essential drive for quality permeates the faculty's entire curricular and program delivery philosophy. Consequently, the Department is convinced that the proposed program will establish a new standard for quality online learning in our field of study.

Based on needs assessment data and information on other online programs, the Department expects high demand for the program in Ohio and beyond. A recent program needs assessment of 251 practicing Extension professionals, agricultural communicators, and public school agricultural science teachers in Ohio revealed that almost one-half of the targeted populations of current undergraduates and program graduates teaching in the public schools reported that they needed graduate courses to maintain current and/or future employment and that 58% of respondents would be "somewhat likely" or "very likely" to enroll in the proposed online Master's degree program (Rhodes, Miller, Scheer, Bruns, & Cochran, 2010). The Department expects to admit 25 students/cohort, and to admit a new cohort each academic year. It is anticipated that the proposed program will attract a largely untapped cohort of new, high quality place-bound students. Therefore, the Department does not see the proposed program being deleterious to its Columbus-based enrollment.

Due to litigation involving the latest controversy in state approval of online learners, for the first year the faculty will limit admissions to only Ohio residents who are currently residing in Ohio. Concurrently, the faculty will aggressively seek approval for offering the degree in other states with underserved student populations. The Department perceives the potential for serving the population of international students from the newly industrialized countries of Brazil, India, and China who would benefit from the proposed program as well.

Students pursuing graduate study in the Department acquire knowledge grounded in foundational disciplines for planning, implementing, and evaluating educational and communication programs in the food, agriculture, and environmental sciences. The proposed program meets curricular requirements for the existing Master of Science in Agricultural and Extension Education, which was approved as part of the Quarters to Semesters conversion. The option for enrolling in the proposed online program is new. Through FY16, the program will net **\$1,242,525** in new revenue to the Ohio State University, of which **\$359,668** will be returned to the College of Food, Agricultural, and Environmental Sciences to sustain the program.

1. Overview of the Request

- a. Degree Program Title: Agricultural and Extension Education
- b. Degree Program Designation: Master of Science
- c. Program Delivery

The program will be delivered predominately online with required annual intensive face-to-face meetings that will be held outside of Columbus in conjunction with research conferences throughout the United States or abroad. In addition, new students will participate in an online program orientation prior to the beginning of Autumn semester to equip them with the basics for success including academic resources, research-oriented philosophy of the program, program requirements, and faculty members.

The intensive face-to-face meetings will serve four purposes. First, they will allow for direct interaction between the graduate faculty in the program and students in the cohort. Second, the meetings will provide the opportunity for students to coalesce into a true community of practice for peer support and academic enrichment. Third, the meetings will enrich the curriculum experience by allowing the cohort members to interact with scholars and fellow graduate students throughout the U.S. and abroad. Finally, the intensive meetings will provide students a first-hand look at scholarship in the discipline and how such scholarship affects practice.

In the second year of the program, second-year students will interact with the new cohort of students, in addition to spending dedicated time with faculty as a cohort. The second year students will also be encouraged to submit original or team research as poster presentations or as papers through a peer-reviewed process. The proposed online delivery of courses will include only those students admitted into the distance cohort through CARMEN and other online formats. This 'purity of cohort' philosophy will enrich the academic experience for the student by allowing faculty to tailor the context of the program to a dedicated audience, and serve to enhance the sense of community within a cohort.

- d. Program Site Origination: Columbus

2. Program Need and Demand

As a natural extension of distributed learning models used previously in the department, ACEL faculty identified offering its existing M.S. degree in Agricultural and Extension Education as an online program in its most recent strategic plan. Serving place-bound learners through an online format is well aligned with CFAES, University, and Ohio Board of Regents strategic intents. Letters of support from Dr. Keith Smith, Director of Ohio State University Extension and Dr. Isaac Kershaw, Assistant Director of Career Technical Education at the Ohio Department of Education attest to the need of their professionals for the proposed program can be found in Appendix II. Presently, there are

approximately 630 Extension professionals and 510 high school agricultural science teachers employed in the state.

Rhodes, et al. (2010) conducted a needs assessment of 251 practicing Extension professionals, agricultural communicators, and public school agricultural science teachers in Ohio. The results of the assessment revealed that almost one-half of the targeted populations of current undergraduates and program graduates teaching in the public schools reported that they needed graduate courses to maintain current and/or future employment. When asked if the obtainment of a master's degree would lead to a salary increase, 97% of the public school agricultural teachers and 57% of the Extension Professionals responded positively. About 71% of the current undergraduates perceived that the obtainment of a master's degree would serve to increase their starting salaries. The study also revealed that 82% of the current agricultural science teachers, 87% of the Extension professionals, and 100% of current undergraduates would take online courses. Finally, 58% of respondents indicated that they would be "somewhat likely" or "very likely" to enroll in the proposed online Master's degree program.

Although no quantitative data exists, there is anecdotal evidence that national and international demand would be significant for the program. National peer studies have ranked the overall program in Agricultural Communication, Education, and Leadership in the top five for the previous 25 year period. Online programs are offered at North Carolina State University, University of Florida, Texas A&M University, Texas Tech University, Oklahoma State University, and Iowa State University. In terms of Big 10 institutions, the proposed program would be the first of its kind and very attractive to place-bound agricultural professionals across the U.S., and particularly those in the Midwest and Northeast.

The proposed program would serve to advance President Gee's desire for The Ohio State University to become the "Land Grant to the World" with anticipated robust international student demand, particularly from China, India, and Brazil. Concurrent with this proposal is a proposal by the Department to develop an International Development graduate specialization. When approved, the specialization would be very attractive to both domestic and international students.

3. Program Description

The foundation for graduate study in the Department includes the behavioral and social sciences and the history and philosophy of education and communication. Education and communication, as branches of knowledge and learning, are complementary as both draw from similar philosophical, theoretical, and empirical foundations and each contributes to the study and practice of the other. Students pursuing graduate study in the Department learn to understand and use knowledge grounded in foundation disciplines for planning, implementing, and evaluating educational and communication programs in the food, agricultural, and environmental sciences.

The substance and process of graduate study must ensure that graduates:

- pursue knowledge and understanding as scholars;
- acquire theoretical knowledge and practical skills in one or more areas of specialization in education or communication;
- are appreciative of the role of systematic study and inquiry in the formulation and improvement of policy and programs, are discerning consumers of research, and have demonstrated competence in conducting and reporting research;
- exhibit openness and respect for diverse views and opinions; and
- seek new knowledge and experiences in the pursuit of and commitment to lifelong learning.

As such, the online program will deliver the same high quality curriculum that Columbus-based students receive. Table 1 provides a course-by-course layout of the proposed non-thesis option which consists of a minimum of 35 semester credit hours.

Table 2 provides a course-by-course layout of the proposed thesis option, consisting of a minimum of 30 semester credit hours.

a. Administrative Oversight and Quality Assurance

Oversight for the program is the responsibility of the graduate faculty in the Department of Agricultural Communication, Education, and Leadership. Institutional oversight and support will be the same as all graduate programs at the university, including the College of Food, Agricultural, and Environmental Sciences, the Graduate School, and the Office of the Provost.

All online courses will be developed through the university's CARMEN Learning Management System using the Quality Matters (Maryland Online, 2011) rubric as a standard for quality assurance. Quality Matters includes standards in the following areas: (1) course overview and introduction; (2) learning objectives; (3) assessment and measurement; (4) resources and materials; (5) learner engagement; (6) course technology; (7) learner support; and (8) accessibility.

From a program management perspective, the Sloan Consortium (2011) has recently released national quality standards for online programs. These standards are in the areas of: (1) institutional support; (2) technical support; (3) course development and instructional design; (4) course structure; (5) teaching and learning; (6) faculty support; (7) student support; and (8) evaluation and assessment.

In Year 4 of the proposed program, the Department will employ an External Consultant to review the program based upon the Sloan Consortium and Quality Matters standards.

Table 1

*Proposed On-line M.S. Degree Curriculum in Agricultural and Extension Education
Plan B – Nonthesis Option (35 Semester Credit Hour Minimum)*

Semester/Year	Course/Semester Credit Hours (SCH)
Fall 2012	AEE 7000 (1 SCH) Grad. Orientation Seminar
	AEE 8850 (2 SCH) (Research Methods)
	AEE 8000 (3 SCH) (Leading through Historical Perspectives)
	Off-campus Face to Face Seminar (Late Fall)
Spring 2013	AEE 8870 (2 SCH) (Analysis and Interpretation of Data)
	AEE 8875 (1 SCH) (Data Analysis and Interpretation Lab)
	Course in Cognate Area (3 SCH)
Summer 2013	AEE 7320 (3 SCH) (Adult Learning and Professional Development) OR AEE 7520 (3 SCH) (Human Development and Program Planning)
	AEE 7420 (3 SCH) (Emerging Issues in AEE)
Fall 2013	AEE 7230 (3 SCH) (Strategic and Program Planning for Visionary Change)
	AEE 7700 (3 SCH) (Documenting Change through Evaluation and Accountability)
Spring 2014	AEE 8420 (3 SCH) Leadership and Administration in AEE
	AEE 8100 (3 SCH) Applied Communication Theory and Practice Written Exam (Late Spring)
Summer 2014	AEE 8898 (2 SCH) Graduate Research
	Course in Cognate Area (3 SCH)
	Presentation/Defense of Quantitative or Qualitative Project or Thesis (TBD – Grad School Deadline)

Table 2

*Proposed On-line M.S. Degree Curriculum in Agricultural and Extension Education
Plan A – Thesis Option (30 Semester Credit Hour Minimum)*

Semester/Year	Course/Semester Credit Hours (SCH)
Fall 2012	AEE 7000 (1 SCH) Grad. Orientation Seminar
	AEE 8850 (2 SCH) (Research Methods)
	AEE 8000 (3 SCH) (Leading through Historical Perspectives)
Spring 2013	AEE 8870 (2 SCH) (Analysis and Interpretation of Data)
	AEE 8875 (1 SCH) (Data Analysis and Interpretation Lab)
	Course in Cognate Area (3 SCH)
Summer 2013	AEE 7320 (3 SCH) (Adult Learning and Professional Development) OR AEE 7520 (3 SCH) (Human Development and Program Planning)
	AEE 7230 (3 SCH) (Strategic and Program Planning for Visionary Change)
Fall 2013	AEE 7700 (3 SCH) (Documenting Change through Evaluation and Accountability)
	AEE 8420 (3 SCH) Leadership and Administration in AEE
Spring 2014	Written Exam (Late Spring)
	AEE 8899 (3 SCH) Research
Summer 2014	Course in Cognate Area (3 SCH)
	Presentation/and Thesis Defense (TBD – Grad School Deadline)

b. Administrative Structure

The M.S. in Agricultural and Extension Education is an already approved program at The Ohio State University. This proposal is requesting an alternative delivery strategy for non-Columbus-based learners. All administrative measures to ensure program quality will remain in place. Oversight of this program is the responsibility of the graduate faculty in the Department of Agricultural Communication, Education, and Leadership in the College of Food, Agricultural, and Environmental Sciences. The online program will be managed on a day-to-day basis by the Director of Graduate Studies in the Department and an administrative assistant. The current individual designated in this role is Dr. Robert Birkenholz, Professor and former chair. His administrative assistant is Greta Wyrick. Dr. Birkenholz reports to Dr. Ken Martin, Interim Chair.

4. Relationship to Existing Programs in the Offering Unit

- a. With the exception of delivery modality and a focus on place-bound working professionals, the curriculum is comparable to the Columbus-based program. The Department is committed to a high quality student experience, regardless of delivery modality.

b. Student Interaction

Faculty, staff, and current students will have a number of ways to interact with the online learners including CARMEN and face-to-face intensive sessions. Additional means of communication may be through the use of Second Life, WebEx, Adobe Connect, Skype, wikis, Twitter, Facebook, traditional listservs, blogs, and threaded discussions.

The Departmental Columbus-based Graduate Student Organization will be expanded to include this new population of graduate students.

5. Anticipated Enrollment

- a. The faculty anticipate admitting 25 students per cohort, and admitting a new cohort on an annual basis.

b. Impact on Existing Face-to-Face Program

The Department anticipates minimal direct impact upon current Columbus-based program and course enrollments. Figure 1 contains a trend line of on-campus enrollment from 2008 through 2011. It is apparent that the enrollment is predominately static, with most of the Columbus-based enrollment driven by graduate associate funding.

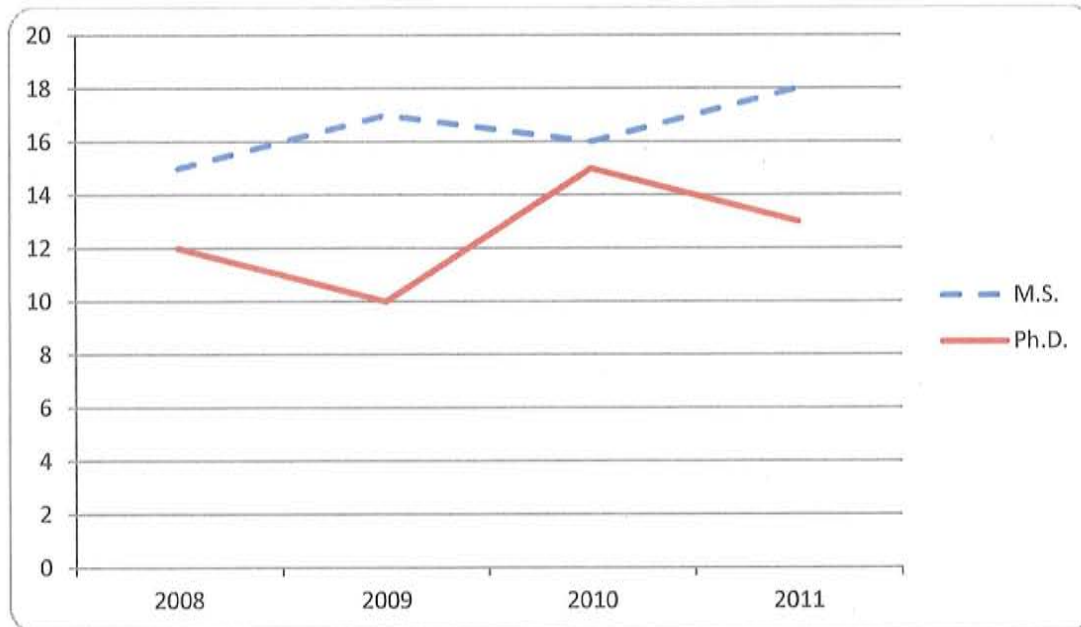


Figure 1: Columbus-Based Graduate Enrollment Trends in Agricultural and Extension Education (Autumn 2008 through Autumn 2011 – Source: HCRD Staff Report, 2011)

6. Faculty and Related Resources

a. Current Graduate Faculty

As reported in Table 3, there are 19 faculty members who are members of the ACEL Graduate Faculty (including two retirees who serve as part-time instructors in the graduate program). Members of the graduate faculty are not new to alternative delivery strategies. For many years, selected faculty taught off-campus courses at OARDC in Wooster and at other locations throughout the state. In 1999, Dr. Jamie Cano was awarded a significant USDE project to develop an alternative program delivery model with place-bound learners throughout the state.

More recently, Drs. Scott Scheer, Emily Rhodes, M. Susie Whittington, Jerry Thomas, and Graham Cochran have taught graduate courses (either fully online or web-supported) through CARMEN. In an attempt to be proactive in developing an online graduate degree, faculty and administrators in the Department have been involved in a number of activities identified in Table 4.

b. Equipment, Software, and Connectivity Needs of Program: Student and Institution

The main course delivery platform (Learning Management System) will be through Ohio State's CARMEN supported by OSU's Office of the CIO. Faculty will also use other technologies based upon individual preference/course design.

These technologies may include WebEx, conference calls, Mediasite, Adobe Connect, and others.

c. Student Access to Library Resources: Print, Electronic, and Human

Ohio State University Libraries provide online services for all of its collections, electronic access and free document delivery services, online instructional support, and research consultation through subject librarians. The University Libraries provide patrons with 24/7 access to library information through its web site, library.osu.edu and via email, chat, or phone. CFAES is served by subject and liaison librarians housed in the Food, Agricultural and Environmental Sciences Library; Veterinary Medicine Library; and the Ohio Agricultural Research and Development Center Library. Students may communicate directly with library faculty and staff via email, chat, or phone.

Ohio State University Libraries are versed in providing services and library materials to learners and faculty not present on a campus in an efficient and timely manner. According to its service standards, Ohio State University Libraries respond to inquiries from off-campus students and faculty within five minutes (or referral to a subject librarian) by phone or IM or within 24 hours by email.

Distance learners have excellent online access to Ohio State University Libraries collections and services:

- Ohio State University Libraries provide full-text access to more than 70,000 online journals, 400 online research databases, and 450,000 e-books.
- ILLiad Article Express service provides electronic delivery of journal articles, book chapters, and proceedings papers to OSU faculty, staff, and students. The Article Express service can be used to request articles from both OSU and non-OSU collections at no cost to students and faculty. Requests for items held in any OSU collection are typically filled within 24 hours. Users can access electronically received items from any computer with internet access.
- OSU faculty, staff, and students have access to OhioLINK, a consortium of 88 Ohio colleges and university libraries across Ohio, and the State Library of Ohio. Students and faculty can search the OhioLINK catalog to locate 48 million books, and other items held by these institutions and have them delivered to any OhioLINK library location. Individualized delivery options are available for students not located in proximity to an OhioLINK member library. OhioLINK provides students also with online access to millions of electronic articles, 14,000 electronic journals, 150 electronic research databases, 62,000 e-books, thousands of images, videos and sounds, and 26,000 theses and dissertations from Ohio students. In addition, OhioLINK provides access to an additional 9.5 million popular books, DVDs and CDs, through a collaborative program with SearchOhio, a network of 19 public library systems throughout the state.
- Ohio State University Libraries eReserves (electronic reserves) is an online service that provides web access to *supplementary* course reserves readings for students via the CARMEN online course management system.

- Library faculty and staff work cooperatively with course instructors to teach students to use information resources effectively for course assignments. Librarians will provide research instruction tailored to specific course topics and goals, collaborate with instructors to develop information-rich assignments, and create course-specific resource pages in the CARMEN online course management system via the CARMEN Library Link to help students quickly access specific library or other information resources.
- Ohio State University Libraries provide OSU students, faculty and staff with free access to RefWorks, an online research management, writing and collaboration tool that can be used to collect, store, share and organize citations for multiple research papers and projects. RefWorks can be used to create bibliographies and prepare manuscripts.
- Subject and liaison librarians are always available for personalized individual and group consultations to help students with their library research.

7. Financial Support (note that all budget Tables are contained in Appendix I)

a. Requested Revenue Model for Program

A program-level revenue model is proposed for this program based upon an anticipated base budget for semester-based programs effective Autumn 2012 (Table 5). In developing the base budget, a factor of 1.5 was used to convert the current quarter-based budget template (2011-2012 Tuition and Fee Schedule from the Registrar for Masters and PhD) to a semester-based model, and an anticipated 5% increase was added to the base model per recommendation from the Registrar's office.

A differential instructional fee 27% higher than the base instructional fee is proposed to help fund the program (Table 6). This fee increase is needed to cover the cost of delivering the program inclusive of faculty salaries, staff salaries (e.g., instructional support such as graduate teaching associates), faculty development, travel, and off-campus face-to-face meeting expenses. Also, to support high quality online learning, new revenue will be used for online course design and redesign purposes, emerging technologies, to offset costs of additional communication services and information technology associated with online program delivery and management, and for monitoring program quality through internal and external review.

Following the University's new distance education fee structure, on-campus fees (Student Activity, Student Union, COTA, and Recreation Fees) for students are waived, a distance education surcharge is included, and a \$5 non-resident fee is charged in lieu of the standard non-resident fee. Decreasing the total cost to non-residents will be important for remaining competitive in our field of study in the out-of-state domestic and international markets.

Table 3
Current Graduate Faculty in the Department of Agricultural Communication, Education, and Leadership

Name	Rank or Title	Programmatic Research Area
Robert Agunga	Associate Professor	Communication strategies for change and international development
Robert Birkenholz	Professor	Leadership and administration, adult education, and agricultural literacy
Karen Bruns	Assistant Professor	University-community partnerships
Jamie Cano	Associate Professor	Teaching and learning theory related to teaching and learning styles
Graham Cochran	Associate Professor	Organizational development, workplace learning, workforce preparation
Garee Earnest	Professor	Organizational and employee development; compensation; employee relations
Theresa Ferrari	Associate Professor	Outcomes of participation and engagement in youth development programs, programs for military youth
Joe Gliem	Associate Professor	<i>(Retired/Part-Time Instructor)</i>
Chris Igodan	Professor	Organizational development, international development practices, and organic foods/ systems
Dee Jepsen	Assistant Professor	Curriculum design in agricultural safety and health; influencing behavior change through education, engineering, and public policy
Jeff King	Associate Professor	Leadership development, youth development, ethics
Kristi Lekies	Assistant Professor	Interactions between young people and physical settings, particularly their communities and the natural environment.
Larry Miller	Professor	<i>(Retired/Part-Time Instructor)</i>
Jill Pfister	Assistant Dean	Leadership, curriculum development, retention in baccalaureate programs, and college advising
Emily Rhoades	Assistant Professor	Social networking, new technology adoption, critical thinking
Scott Scheer	Professor	Preadolescent education and youth development (protective and risk factors – families, peers, youth programs, and problem behaviors)
Keith Smith	Professor	Organizational change, assessing leadership in an organization, and adult education models
Jerry Thomas	Associate Professor	eXtension and technology, impact of technology on outreach delivery and engagement; use of newer technologies to increase innovation, collaboration and effectiveness in Extension and non-profit organizations
M. Susie Whittington	Professor	Cognitive levels of teaching and learning; engaging learners in learning environments; teaching and learning methodologies

Table 4

Recent Faculty Led Activities in Preparation for Online Program Delivery

<i>Activity</i>	<i>Date</i>	<i>Faculty Member/Academic Leader</i>
Obtained Institutional Grant for a Departmental Retreat on Distance Learning	Spring 2009	Emily Rhodes, Assistant Professor Larry Miller Scott Scheer Karen Bruns
Conducted Needs Assessment	Fall 2009	Emily Rhodes, Assistant Professor Larry Miller, Scott Scheer, Karen Bruns, Graham Cochran
Faculty Retreat	February 2010	L.H. Newcomb, Department Chair (Retired) Emily Rhodes, Assistant Professor
Identified Faculty Champion for Program from Department	Summer 2011	CFAES Administration Ken Martin, Interim Department Chair
Employed External Consultant	Fall 2011	CFAES Administration
Faculty Champion and External Consultant begin collaborative efforts	Fall 2011	Graham Cochran, Associate Professor
Brownbag Lunch Series on Distance Learning	Fall 2011	Scott Scheer, Professor
Departmental Support to CFAES eLearning Workgroup	November 2011	Ken Martin, Interim Department Chair
Faculty review of online program proposal	November 2011	Graham Cochran, Associate Professor

b. Anticipated Expenses

Table 7 presents a ‘drill down’ on course redesign and delivery expenses through FY16. The program expenses include \$5K/three-semester credit hour course for initial redesign with a shelf life of three years, after which another investment of \$1,500/three-semester credit hour course for modest revision. It also includes instructional costs at \$9K/course (based upon a 3 SCH course) for faculty salary and \$5K/course for instructional support. This budget includes the costs of delivering the 35 SCH non-thesis program with the exception of 6 SCH’s being taken from outside of the department from AG*IDEA consortium which is further discussed later in the proposal.

Table 8 contains program administrative expenses, including marketing, program management, travel, seminar expenses, faculty development, and learning technology. The FY16 budget includes a previously-referenced expense for an external consultant to assess overall program quality. In Table 9, the total projected expenses through FY16 are \$747,332.

Program quality was given considerable thought in developing this budget, particularly standards from Quality Matters (Maryland Online, 2011) and the Sloan Consortium (2011). In order to meet our goal of establishing a new standard for online learning in our field of study, the budget includes expenses referenced that will support course and program quality. Those expenses include: course development (support from an instructional designer who will work with our faculty); instructional support (e.g., teaching associates to support a high level of interaction); systematic course revision; an internal program review; and an external consultant to evaluate the program.

c. Anticipated Revenue and Return on Investment

The four-year revenue projection excludes nonresident students and assumes 25 students enrolled in the nonthesis option. The new program delivery strategy will result in 2,550 new SCH through FY16 and will generate **\$2,349,525** (Table 10) in gross revenue to the university, of which **\$1,107,000** (Table 11) will be returned to the College of Food, Agricultural, and Environmental Sciences.

d. Return on Investment

Through FY16, the program will net **\$1,242,525** in new revenue to the Ohio State University, of which **\$359,668** will be returned to the College of Food, Agricultural, and Environmental Sciences to sustain the program.

e. Pricing in Relationship to Competition

In terms of our market, the proposed pricing structure is competitively priced in relation to our online competition. Our tuition and fee cost to students is less than what Texas A&M University charges, and greater than Iowa State University and University of Florida. Through informal conversations with administrators at both ISU and UF, we anticipate the lower-priced institutions will be forced to increase their pricing structure within the next few years (e.g., the University of Florida's pricing model is 'off-book' -similar to offering a degree through continuing education). Both institutions have implemented a RBB-related budgetary model which will impact the amount that they can depend on their university budgets augmenting faculty and centralized support costs associated with distance delivery. The minimal non-resident charge that is proposed at OSU will be very beneficial in helping us compete for out-of-state and international students.

More importantly, in marketing this program, our emphasis will be on recruiting students looking for a high quality program and The Ohio State University brand. Finally, it should be noted that most similar programs are designed as terminal degrees whereas ours is not. In addition to learning about planning, implementing, and evaluating educational and communication programs, students will complete a rigorous set of research courses that would prepare them for future doctoral study.

8. Additional Delivery Considerations

a. Collaborative Agreements

A strategic partnership in this endeavor will be AG*IDEA. AG*IDEA is a national consortium of predominately land grant universities offering programs and courses in food, agriculture, and environmental disciplines. The courses in the AG*IDEA programs are taught by faculty members in each field. The AG*IDEA partnership will allow students to enroll in online courses in cognate areas outside of their primary field of study which include agricultural systems management, bioenergy and sustainable technology, food safety and security, grassland management, horticulture, soil, water, and environmental science, swine science, and the soon to be launched area of agricultural and environmental law.

Although our first priority is to enroll these students in OSU coursework offered by OSU faculty, AG*IDEA will serve as a safety net in instances of unanticipated faculty separations and in high demand programs which are over-subscribed.

b. Student Admissions

Department standards for admission of graduate students (in addition to those of the OSU Graduate School) are:

- Minimum cumulative undergraduate grade point average of 3.0 on a scale of 4.0
- Applicants must submit a one page Statement of Intent which describes a career objective consistent with the department's mission.
- Applicants must have a minimum GRE score at the 40th percentile (Verbal and Quantitative) for domestic and international applicants.
- Three letters of recommendation that attest to the applicant's academic performance and potential ability to complete the graduate degree requirements.

c. Examinations

Comprehensive exams will be proctored by a faculty-approved proctor (in the case of Ohio residents, this may be at an Ohio State University Extension county office) or an accredited College Testing Center by the National College Testing Association.

d. Residency Requirements

In 2000, Shinn and Briers authored a white paper for the Texas Higher Education Coordinating Board outlining how a proposed doctoral program in Agricultural Education satisfied the spirit of residency to meet both Texas and the Southern Association Commission on Schools – Commission on Colleges. In this seminal work, the authors advanced that residency in a distance graduate program could be satisfied by programs that included the following:

1. Immersing learners in advanced study and inquiry;
2. Providing learners with opportunities for interaction with faculty and peers;

3. Providing learners with access to educational resources of universities and the academic community;
4. Providing learners with opportunities for interchanging knowledge with the academic community; and
5. Broadening educational and cultural experiences of learners.

The Department perceives that the curriculum outlined in this proposal will allow for students in this program to satisfy the spirit of residency.

e. Advising

Advising will be very similar to how students on the Columbus campus are advised. The Graduate Studies Chair will appoint each student a temporary adviser at the time of initial enrollment into graduate program. The student, in consultation with the temporary adviser and/or Director of Graduate Studies, will propose a permanent adviser and program committee.

A change in adviser may be requested by the adviser or student, in writing, to the Director of Graduate Studies on an internal adviser notification form. The Director of Graduate Studies, in consultation with the parties involved, may appoint a new adviser. Changes in membership of the program committee may be made upon approval by the adviser and student.

9. Program Assessment

a. Program Quality and Accreditation

Although there are no program-specific accreditation agencies with the exception of NCATE which focuses predominately upon undergraduate teacher certification programs, online program standards by the Middle States Commission on Higher Education (2006, 2009) will be monitored and met.

The Commission expects distance learning programs to meet comparability and rigor standards, and to monitor closely learner authentication referenced repeatedly in the Higher Education Opportunity Act. Additionally, the ongoing litigation between the USDE involving state authorization legislation will be monitored closely by the Department. Regardless of the outcome of the litigation, the Department has an ethical obligation to follow emerging state laws and policies for admitting nonresident students who are place-bound outside of Ohio. Consequently, information compiled by the State Higher Education Executive Officers on state compliance policies and WCET organization will be closely monitored, in consultation with the Dean of the College of Food, Agricultural, and Environmental Sciences and the Provost.

b. Participant Satisfaction and Program Quality

As previously mentioned, the budget includes funding for an external consultant during the fourth year of the program. In addition to looking at the program/Courses through the lenses of the Sloan Consortium and Quality Matters,

the consultant will be expected to spend time with current and former students in program, as well as faculty, staff, and administrators.

c. Assessment Procedures

The program assessment process will be the same as for the Columbus-based program. The following program-specific goals and outcomes will apply to learners in this new delivery format.

Goal 1: Articulate a professional philosophy based on the history and foundations of the discipline.

Outcome 1.1 Describe the history and philosophy of the discipline.

Outcome 1.2 Discuss current trends and practices affecting the discipline.

Outcome 1.3 Analyze and synthesize disciplinary literature.

Outcome 1.4 Identify key leaders who influenced the development of the discipline.

Goal 2: Understand how to influence change in the context of the discipline.

Outcome 2.1: Develop quality programs basis on assessed needs and appropriate planning models.

Outcome 2.2: Model effective communication based on knowledge of learning and delivery systems.

Outcome 2.3: Implement appropriate formative and summative evaluation strategies.

Goal 3: Value scholarship in the discipline.

Outcome 3.1: Describe characteristics of quality research.

Outcome 3.2: Read and interpret research.

Outcome 3.3: Conduct high quality research.

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Appendix I
Budget Tables 5-11

Table 5
Projected Autumn 2012 Student Tuition and Fee Schedule (Masters and Ph.D. (1))*

Hours	Ins. Fee	St. Activ.	St. Union	COTA	Gen. Fee	Rec. Fee	Lrn Tech	Res. Total	Non-Res.	Non Res Total
1	\$575	\$39	\$8	\$14	\$20	\$	\$	\$656	\$878	\$1,534
2	\$1,150	\$39	\$16	\$14	\$39	\$	\$	\$1,258	\$1,756	\$3,015
3	\$1,725	\$39	\$24	\$14	\$59	\$	\$	\$1,861	\$2,634	\$4,495
4	\$2,300	\$39	\$32	\$14	\$79	\$129	\$	\$2,592	\$3,512	\$6,105
5	\$2,874	\$39	\$39	\$14	\$98	\$129	\$	\$3,195	\$4,390	\$7,585
6	\$3,449	\$39	\$47	\$14	\$118	\$129	\$	\$3,797	\$5,268	\$9,066
7	\$4,024	\$39	\$55	\$14	\$138	\$129	\$	\$4,400	\$6,146	\$10,546
8	\$4,599	\$39	\$63	\$14	\$158	\$129	\$	\$5,002	\$7,025	\$12,027
9	\$5,174	\$39	\$71	\$14	\$177	\$129	\$	\$5,605	\$7,903	\$13,507
10	\$5,749	\$39	\$79	\$14	\$197	\$129	\$	\$6,207	\$8,781	\$14,988

* Per communication on 1/11/2012 from Registrar Brad Myers we based this budget on the 2011 Student Tuition and Fee Schedule using a 1.5 multiplier for quarter to semester conversion, with a 5% estimated across-the-board increase for 2012.

Table 6
Proposed ACEL Online Master's of Science Degree Template for Fall 2012 Semester (New Program Code: AEEDL-MS)*

Hours	Ins. Fee	St. Activ.	St. Union	COTA	Gen. Fee	Rec. Fee	Dist Ed.	Res. Total	Non-Res.	Non Res Total
1	\$ 728	\$ -	\$ -	\$ -	\$ 20	\$ -	\$ 100	\$ 848	\$ 5	\$ 853
2	\$ 1,457	\$ -	\$ -	\$ -	\$ 39	\$ -	\$ 100	\$ 1,596	\$ 5	\$ 1,601
3	\$ 2,185	\$ -	\$ -	\$ -	\$ 59	\$ -	\$ 100	\$ 2,344	\$ 5	\$ 2,349
4	\$ 2,913	\$ -	\$ -	\$ -	\$ 79	\$ -	\$ 100	\$ 3,092	\$ 5	\$ 3,097
5	\$ 3,642	\$ -	\$ -	\$ -	\$ 98	\$ -	\$ 100	\$ 3,840	\$ 5	\$ 3,845
6	\$ 4,370	\$ -	\$ -	\$ -	\$ 118	\$ -	\$ 100	\$ 4,588	\$ 5	\$ 4,593
7	\$ 5,098	\$ -	\$ -	\$ -	\$ 138	\$ -	\$ 100	\$ 5,336	\$ 5	\$ 5,341
8	\$ 5,827	\$ -	\$ -	\$ -	\$ 158	\$ -	\$ 100	\$ 6,085	\$ 5	\$ 6,090
9	\$ 6,555	\$ -	\$ -	\$ -	\$ 177	\$ -	\$ 100	\$ 6,832	\$ 5	\$ 6,837
10	\$ 7,283	\$ -	\$ -	\$ -	\$ 197	\$ -	\$ 100	\$ 7,580	\$ 5	\$ 7,585

* Per January, 2012 feedback from Registrar Brad Myers, this table follows the distance education fee structure proposed by the University's eLearning Advisory Committee including a waiver of all on-site fees, a distance education surcharge for centralized support, and \$5 non-resident fee in lieu of the standard non-resident fee.

Table 7

Course Redesign and Delivery Expenses for Proposed Online Master's of Science in Agricultural and Extension Education

Course Prefix and Number	Cohort I			Cohort II			Cohort III			Cohort IV	
	Course Devel.	Instruction	Inst. Sup.	Instruction	Inst. Sup.	Course Revis.	Instruction	Inst. Sup.	Instruction	Inst. Sup.	
AEE 7000 (1 SCH*)	\$ 1,666	\$ 3,000	\$ 1,667	\$ 3,000	\$ 1,667	\$ 500	\$ 3,000	\$ 1,667	\$ 3,000	\$ 1,667	
AEE 8850 (2 SCH)	\$ 3,333	\$ 6,000	\$ 1,333	\$ 6,000	\$ 3,333	\$ 1,000	\$ 6,000	\$ 3,333	\$ 6,000	\$ 3,333	
AEE 8000 (3 SCH)	\$ 5,000	\$ 9,000	\$ 5,000	\$ 9,000	\$ 5,000	\$ 1,500	\$ 9,000	\$ 5,000	\$ 9,000	\$ 5,000	
AEE 8870 (2 SCH)	\$ 3,333	\$ 6,000	\$ 3,333	\$ 6,000	\$ 3,333	\$ 1,000	\$ 6,000	\$ 3,333	\$ 6,000	\$ 3,333	
AEE 8875 (1 SCH)	\$ 1,666	\$ 3,000	\$ 1,667	\$ 3,000	\$ 1,667	\$ 500	\$ 3,000	\$ 1,667	\$ 3,000	\$ 1,667	
Course in Cognate Area (3 SCH)											
AEE 7320 (3 SCH)	\$ 5,000	\$ 9,000	\$ 5,000	\$ 9,000	\$ 5,000	\$ 1,500	\$ 9,000	\$ 5,000	\$ 9,000	\$ 5,000	
OR											
AEE 7520 (3 SCH)											
AEE 7420 (3 SCH)	\$ 5,000	\$ 9,000	\$ 5,000	\$ 9,000	\$ 5,000	\$ 1,500	\$ 9,000	\$ 5,000	\$ 9,000	\$ 5,000	
AEE 7230 (3 SCH)	\$ 5,000	\$ 9,000	\$ 5,000	\$ 9,000	\$ 5,000	\$ 1,500	\$ 9,000	\$ 5,000	\$ 9,000	\$ 5,000	
AEE 7700 (3 SCH)	\$ 5,000	\$ 9,000	\$ 5,000	\$ 9,000	\$ 5,000	\$ 1,500	\$ 9,000	\$ 5,000	\$ 9,000	\$ 5,000	
AEE 8420 (3 SCH)	\$ 5,000	\$ 9,000	\$ 5,000	\$ 9,000	\$ 5,000	\$ 1,500	\$ 9,000	\$ 5,000	\$ 9,000	\$ 5,000	
AEE 8100 (3 SCH)	\$ 5,000	\$ 9,000	\$ 5,000	\$ 9,000	\$ 5,000	\$ 1,500	\$ 9,000	\$ 5,000	\$ 9,000	\$ 5,000	
AEE 8898 (2 SCH)	\$ 3,333	\$ 6,000	\$ 3,333	\$ 6,000	\$ 3,333	\$ 500	\$ 6,000	\$ 3,333	\$ 6,000	\$ 3,333	
Course in Cognate Area (3 SCH)											
Sub Totals	\$ 48,333	\$ 87,000	\$ 48,333	\$ 87,000	\$ 48,333	\$ 14,000	\$ 87,000	\$ 48,333	\$ 87,000	\$ 48,333	
Total											
									\$ 45,000	\$ 25,000	
										\$ 538,332	

Table 8

Program Administration Expenses for Proposed Online Master's of Science in Agricultural and Extension Education

	FY 13	FY 14	FY 15	FY 16
External Consultant				\$ 10,000
Marketing	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Program Management (Graduate Coordinator's Time)	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Program Management (Clerical Time)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Seminar Expenses	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Faculty Development	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Instructional Technology	\$ 7,500	\$ 14,500	\$ 14,500	\$ 14,500
Subtotals	\$ 44,500	\$ 51,500	\$ 51,500	\$ 61,500
Total Program Administration Expense				\$ 209,000

Table 9

Total Projected Expenses FY13-FY16

	FY12	FY13	FY14	FY15	FY16
Course Redesign and Delivery	\$ 25,000	\$ 93,333	\$ 135,333	\$ 142,833	\$ 141,833
Program Administration	\$ ---	\$ 44,500	\$ 51,500	\$ 51,500	\$ 61,500
Subtotals	\$ 25,000	\$ 137,833	\$ 186,833	\$ 194,333	\$ 203,333
Total					\$ 747,332

Table 10

Total University Projected Revenue FY 13- FY16

	FY13	FY14	FY15	FY16	Sub Totals
Instructional Fee	\$ 327,600	\$ 637,000	\$ 637,000	\$ 637,000	\$ 2,238,600
General Fee	\$ 8,550	\$ 16,625	\$ 16,625	\$ 16,625	\$ 58,425
Distance Ed. Surcharge	\$ 7,500	\$ 15,000	\$ 15,000	\$ 15,000	\$ 52,500
Total					\$ 2,349,525

Table 11

Total College of Food, Agricultural, and Environmental Sciences Projected Revenue FY 13- FY16

	Total Student Credit Hours	Base Instructional Fee Return (36%)	Differential Instructional Fee Return (100%)	Subtotals
FY 13	450	\$93,150	\$68,850	\$162,000
FY 14	875	\$181,125	\$133,875	\$315,000
FY 15	875	\$181,125	\$133,875	\$315,000
FY 16	875	\$181,125	\$133,875	\$315,000
Total Program Revenue				\$1,107,000

Appendix II
Letters of Support



Ohio State University Extension

Office of the Director
2120 Fyffe Road
Columbus, OH 43210-1010

Phone (614) 292-4067
Fax (614) 688-3807

November 2, 2011

Dr. Joseph A. Alutto
Executive Vice President and Provost
203 Bricker Hall
190 North Oval Mall
CAMPUS

Dear Provost Alutto:

I am writing this letter of support for the proposed online M.S. in Agricultural and Extension Education by the Department of Human and Community Resource Development (HCRD) in the College of Food, Agricultural, and Environmental Sciences. It seems very much aligned with your initiative to grow professionally-oriented graduate programs offered by The Ohio State University. Dr. Ken Martin, Interim Department Chair in HCRD, has briefed me on the proposed program and I feel that it is ideal for many of our employees in Ohio State University Extension who are place-bound throughout the state.

This program would provide many of our beginning Extension professionals their first opportunity to obtain a high-quality Ohio State University graduate degree without long commutes to the Columbus campus. It would be less disruptive to their current positions and provide the needed knowledge base to help become long-term successful Extension professionals. As you know, there are over 600 Extension professionals employed in Ohio, many of whom are becoming close to retirement. Consequently, such an online graduate program is both timely and necessary for our talent management and succession planning.

I also believe that there is a tremendous place-bound audience outside of Extension who would benefit from this innovative degree program delivery platform. The HCRD graduate programs have been ranked among the top five programs nationally since the late 1980's. Consequently, a graduate degree from this nationally-recognized program — and the first such online graduate degree program in Agricultural and Extension Education in the nation from a Big 10 institution — has the prestige that many place-bound, mid-career professionals employed in the human dimension of the food, agricultural, and environmental fields desire.

Consequently, I enthusiastically endorse this degree proposal. I would be more than pleased to visit with you in more detail about my support for this pioneering program at your convenience.

Sincerely,

A handwritten signature in black ink, appearing to read "Keith L. Smith".

Keith L. Smith
Associate Vice President, Agricultural Administration;
Associate Dean, College of Food, Agricultural, and Environmental Sciences;
Director, Ohio State University Extension; and
Gist Chair in Extension Education and Leadership



John R. Kasich, Governor
Stan W. Heffner, Superintendent of Public Instruction

November 2, 2011

Joseph A. Alutto, Executive VP and Provost
203 Bricker Hall
190 North Oval Mall
Office of Academic Affairs
The Ohio State University
Columbus, OH 43210-1358

Dear Provost Alutto,

I am writing this letter of support for the proposed online M.S. in Agricultural and Extension Education by the Department of Human and Community Resource Development (HCRD) in the College of Food, Agricultural, and Environmental Sciences. As the Assistant Director of Career Technical Education at the Ohio Department of Education, I am charged with providing leadership to our 510 public school agriscience teachers in Ohio. Most of these teachers received their baccalaureate degree from The Ohio State University, however due to the time demands of their jobs and the travel required to access the degree program, few of these teachers currently transition into The Ohio State University graduate program.

The proposed program would provide many of our public school agriscience teachers their first opportunity to obtain a high-quality graduate degree without long commutes to the Columbus campus. It would be less disruptive to their current positions and provide the needed knowledge base to help become long-term successful educators and leaders in their respective school districts.

I also believe that there is a tremendous place-bound audience outside of Ohio. To my knowledge, a similar online graduate program in our discipline in contiguous states does not exist. Once approval is granted to offer this program in those states, the number of known potential applicants increases to over 1,400.

Our profession's leading national professional association strongly encourages lifelong learning and leadership development of our practitioners in the field. Consequently, I enthusiastically and without reservation support this degree proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Isaac Kershaw", written over a light blue horizontal line.

Isaac Kershaw
Assistant Director
Career Technical Education
Ohio Department of Education

25 South Front Street (877) 644-6338
Columbus, Ohio 43215 (888) 886-0181 (TTY)
education.ohio.gov



International Programs in Agriculture

113 Agricultural Administration Building
2120 Fyffe Road, Columbus, OH 43210-1099

Phone: 614-292-7252

Fax: 614-292-1757

E-mail: erbaugh.1@cfaes.osu.edu; rigby.8@cfaes.osu.edu

November 7, 2011

Prof. Joseph Alutto, Provost
Bricker Hall
The Ohio State University

Dear Provost Alutto:

I am writing to support the proposal submitted by the Department of Human and Community Resource Development (HCRD) in the College of Food, Agricultural, and Environmental Sciences for a new M.S. degree program in Agricultural Extension Education. Although I am aware of strong domestic demand for such a program of equal importance to me is the increased access that others will have to it by making it available online. This will allow greater access to individuals around the globe. Global access will increase OSU's global outreach consistent with President Gee's shared vision of Ohio State becoming the global land grant university. In that regard we have already received expressions of interest for the proposed graduate degree program from our Global Gateway partners of Brazil, India, and China.

The timing is right for addressing the demand for graduate education in the developing world. Due to recent spates of food insecurity around the world, major donors, including the World Bank, USAID, and UN/FAO, have renewed their interest in human and institutional capacity building focused on agricultural education, extension and research programs. Our college has a long history of international involvement and demonstrated strengths in planning and implementing institution building and training activities in agricultural research, extension and higher education. Some of our major programs have been with partner institutions in India, Brazil, Nigeria, Somalia, Myanmar, the Dominican Republic, Swaziland, Uganda, Senegal and now, Tanzania.

Concurrent with this proposed online master's program, the involved faculty members are developing a graduate specialization in International Agriculture and Rural Development. If approved, it would complement the proposed online program. Both programs would leverage our ability to compete internationally for grants and contracts and would complement those grants that we already are implementing. Dr. Robert Agunga, Associate Professor in HCRD, who is leading this effort, has extensive experience working in agricultural and rural development projects, as do many other faculty in the college.

Thus I believe that the online graduate degree program will be a high quality, high demand program, particularly for potential international participants. I strongly encourage you to support

development of this M.S. degree program. It is definitely future oriented; it will attract bright, capable students from around the world, it will help enhance our global international reputation.

Sincerely,

A handwritten signature in black ink that reads "J. Mark Erbaugh". The signature is written in a cursive style with a large, looping initial "J".

J. Mark Erbaugh
Director
International Programs in Agriculture

Cc: Bobby M. Moser, Vice President and Dean, CFAES