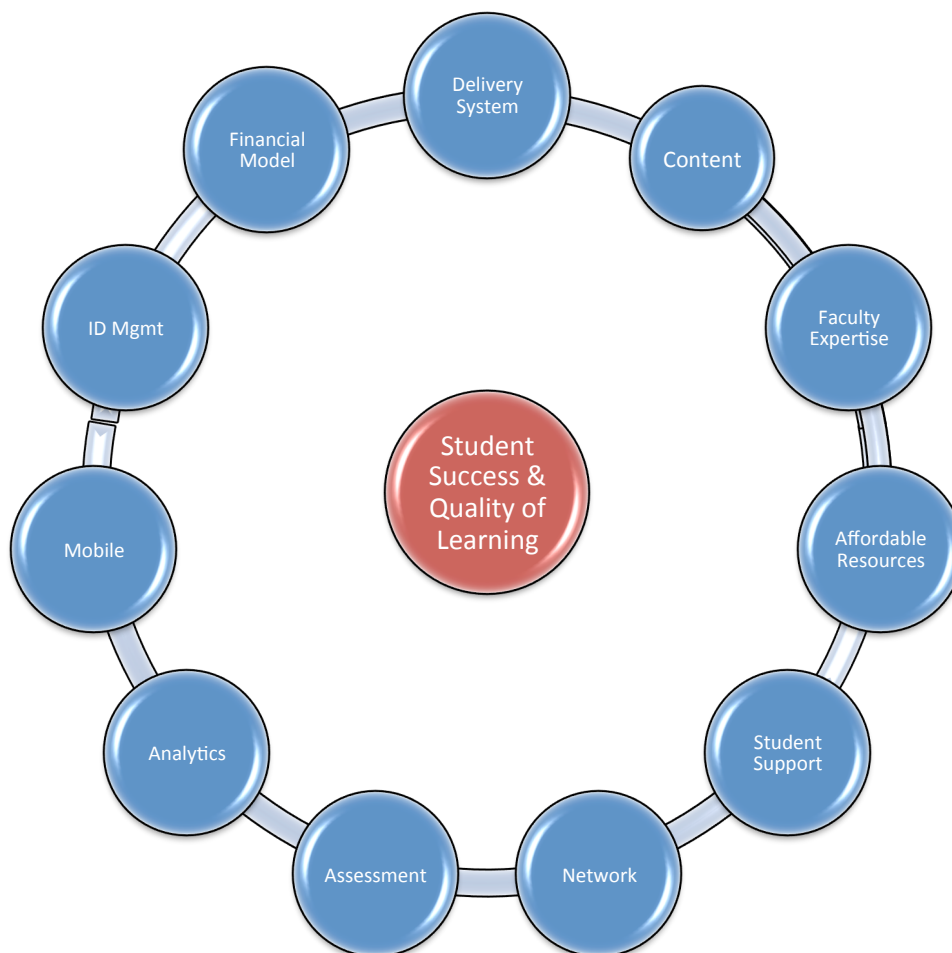


Framework for the USG Expansion of Distance Learning and Development of New Models of Teaching and Learning

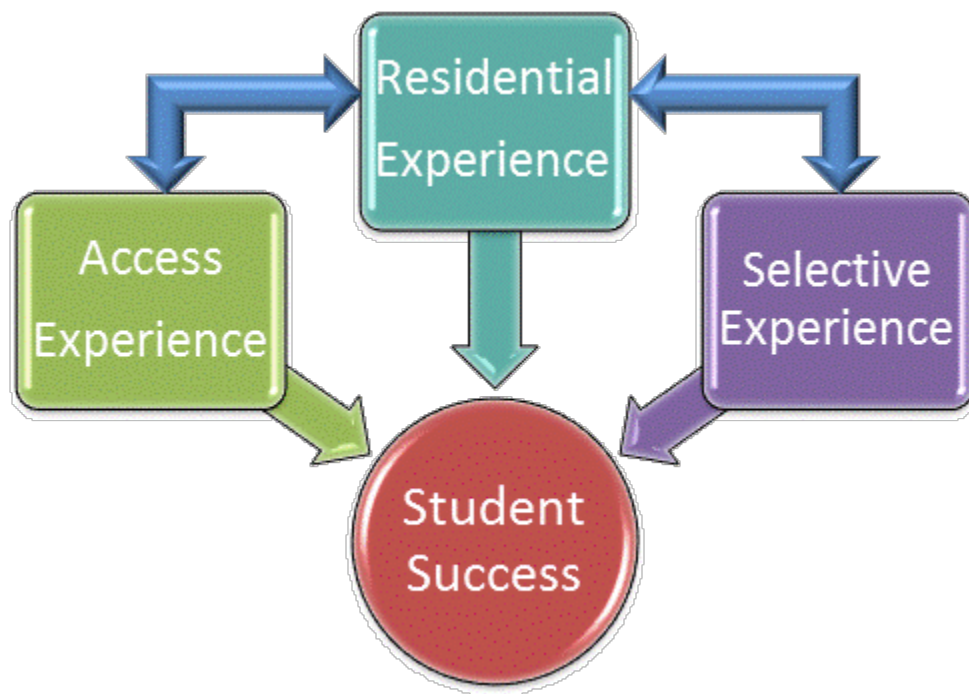
**Houston Davis, Chief Academic Officer and Executive Vice Chancellor
University System of Georgia**

Exploring, enabling and ensuring success in new delivery models has many dimensions, but student success and quality of teaching and learning must be at the center of our work. As higher education nationally grapples with change, there is an opportunity for USG to be a leader in utilizing MOOC and open educational resource content for high-quality, more affordable academic course and program opportunities for Georgia students. By being a leader, we can insist on the preservation of academic quality and find appropriate ways to use these tools to increase access, improve affordability, and shorten time to degree. We are viewed as a state and system that is well-positioned to deliver, yet the model below shows the complexity of the challenge.



From the outset of this work, it is recognized that we have good progress or functionality in networks. Additional work is needed in delivery systems, student support and mobile deployment, but a foundation is in place that is on par with the best nationally. Strategies for deploying affordable resources, assessment, and analytics require additional work are less mature and require greater progress, but the USG is firmly committed to developing these tools to meet faculty and student needs. Identity management and financial models are the least developed and are core components of the exploratory work that is underway on how new models of delivery will shape our system of institutions.

If the University System of Georgia is to be successful, our institutions must provide multiple pathways and educational experiences to meet the needs of our students and the state. It is certainly reasonable for Georgia residents to expect that USG has university and state college opportunities that afford access, residential, and selective experiences. Indeed, these pathways and educational experiences complement, influence, and contribute to the quality of our system of higher education.



USG must pursue next generation learning modalities that promote high-quality access experiences. Current economic realities and our system’s long-held value of access demand that USG be able to offer low-cost, flexible higher education experiences that fit the average Georgian’s lifestyle. USG must also pursue how educational technology can improve the quality and efficiencies of the residential and selective experiences. Students want the highest quality educational experience available to them, but markets are increasingly demanding that the latest technologies be leveraged toward minimizing student debt. To this end, efforts must be focused on exploring changes and new initiatives such as:

- **Repositioning existing distance learning assets for more flexible, transient enrollments and setting online tuition at appropriate rates to promote an affordable yet high-quality experience.**
- **While adhering to admissions and placement policies, make all USG online courses visible and accessible to all USG students in their Banner.**
- **Move toward maximizing the number of institutions utilizing INGRESS as a means to promote seamless articulation.**
- **Increase participation in the national development and utilization of MOOC's and other open education resources.**
- **Lower textbook costs by buying as a system while resourcing the development and adoption of open resources and leveraging Georgia virtual academic library resources against repositories of other states and systems.**

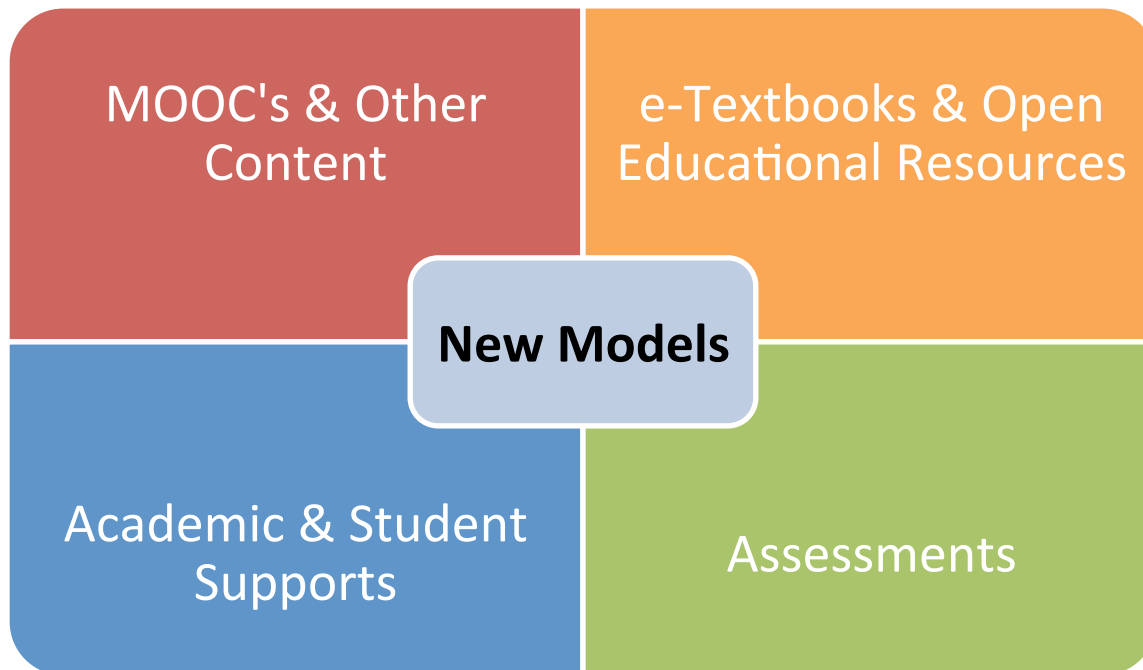
Two Critical Initiatives

In response to a charge for USG to take a leadership role in developing and utilizing these next generation teaching and learning tools to serve students and the state, a **USG New Learning Models Advisory Council (details on page 4)** will extend the breadth, depth, and understanding of how new, nascent, and future technologies and trends will impact and can benefit the system. The task force will draw on the knowledge, resources, and guidance from across the system and will shape the collaborative ventures and new initiatives that can promote deeper and expanded teaching and learning opportunities.

Additionally, the University System of Georgia will invite the universities and state colleges to participate in the systemwide **USG MOOC/New Models Consortia (details on page 6)** to explore MOOC-based learning opportunities and develop pathways for open content to be merged with existing academic content, new academic supports, and rigorous assessments to provide affordable credit opportunities. This is an opportunity for USG to be a leader in utilizing MOOC content and supports for high-quality, more affordable course and program opportunities for Georgia students. By being a leader we can insist on the preservation of academic quality and find appropriate ways to utilize these tools to increase access, improve costs, and shorten time to degree.

University System of Georgia New Learning Models Advisory Council

The structures that have engendered and enabled education are in a period of transformative change. New modalities and pedagogies for delivering instruction and teaching students are emerging as technology enables faculty and learners to reach, and be reached, far beyond the physical classroom. As technology has driven sizable shifts in the work and culture of professions like journalism and healthcare, similar forces are shaping the academic, fiscal, and infrastructure assumptions of education.



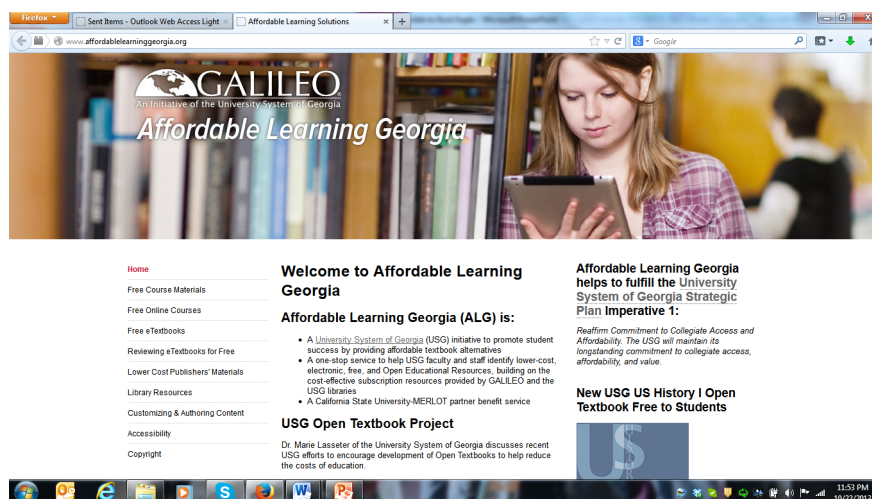
Vision. Technology has much potential to address key system goals including: increasing USG enrollments, supporting low enrollment strategies, engaging and retaining remediation student, increasing affordability, and reducing time to degree. The System has in place strategies and tactics that leverage and maximize technology to accomplish those goals – as we understand technology today. But the rate of change, and unexpected emergence of new models, is furious and increasing continuously. Thus, in companionship with the System’s strategic plans and initiatives, the System seeks to identify future trends and opportunities to inform its current plans and catalyze the development of new ones.

In October 2012, the USG Distance Education Task Force called on the system to “leverage the scale of the USG to ensure basic technologies for distance education at all institutions and to share new technologies and tools, including analytics and MOOCs.” In April 2013, the Policy Review Task Force for College Completion called for convening “an expert group to develop strategy for new models and the associated policy changes.” The USG New Learning Models Advisory Council will take on these charges and will extend the work of the

USG Distance Education Task Force and the ongoing, operational guidance of the Regents Advisory Committee on Distance Education (RACDE).

Charge. The new advisory council will draw on the knowledge base and resources from across the system, including membership from:

- USG Distance Education Task Force
- Regents Advisory Committee on Distance Education
- Faculty Advisory Council
- Presidents
- VPAA's, VPSA's, CBO's, and CIO's

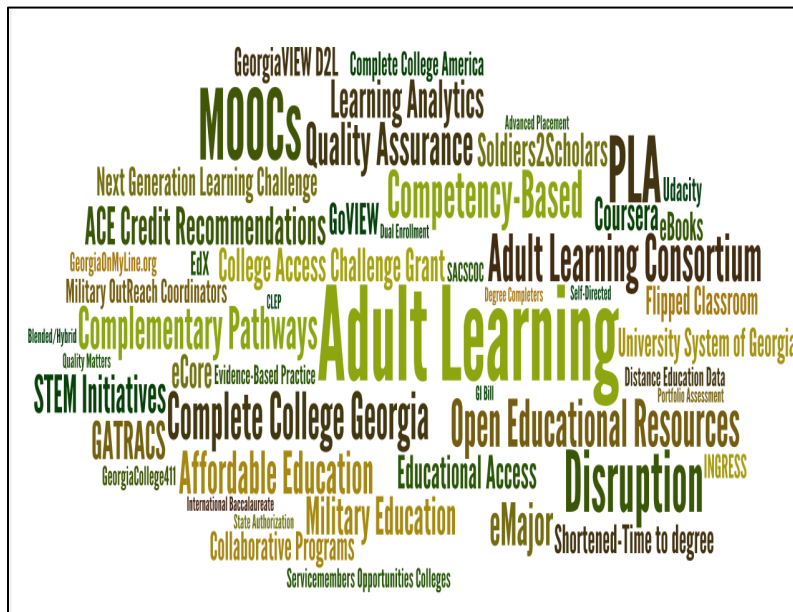


The Advisory Council will develop a vision which will inform and advance the development, adoption, and utilization of new teaching and learning models and open educational resources. Additionally, the group will advise on policy developments through thought leadership, future scenario development, and predictive planning that informs and guides system collaborative ventures and initiatives. The council will do this by:

- Identifying and addressing key eLearning, economic, social, policy, and educational trends that create critical uncertainties and strategic opportunities that will impact the System.
- Convening internal and external stakeholders and experts to investigate and recommend on policy and strategic alignments to support college completion and other System initiatives through new models for learning and opportunities for future planning, development and implementation.
- Producing reports that describe and communicate future scenarios, uncertainties, opportunities, and recommendations.

University System of Georgia MOOC/New Models Consortia

The consortia of USG institutions will develop a utilization plan for new learning models as well as initial implementation to improve access and degree completion for Georgia learners, while preserving and enhancing quality. The primary scope of the project will include both the use of external MOOC platform providers' content and services and the further utilization and development of similar in-system capabilities in the areas of content, support, and assessment.



The consortia will lead in the development of a clearinghouse of high-quality, affordable, complementary credit pathways utilizing MOOC and MOOC-like resources, including potentially:

1. Credit sequences for general education core completion
2. High-demand associate degree completion options
3. Selected certificate, bachelor's and master's degree options
4. Supplemental support for co-requisite and/or gateway courses
5. Flexible options to match student preferences on a course-by-course basis

The work of the partnership will result in the prioritization, design, and implementation of the following potential use-cases, as well as new ones yet envisioned to promote student success:

1. *Competency-based Opportunities for Self-directed Learners* (Formalization and expansion of prior learning assessment opportunities through assessments and limited supports)
 - a. Whether through supported assessments or embedded assessments and including certification of a quality course content by a USG institution, this consortia of institutions, and/or an outside entity (i.e. ACE as one possibility)

2. *Hybrid courses* (Structured mix of MOOC and in-person instructor and group experiences)
3. *Supplemental instruction* (provides concurrent aid to students in USG courses)
4. *USG consortia developed MOOC* (Fully on-line course delivered via a USG-branded MOOC platform with appropriate assessments and tiered support levels)
 - a. Includes super-sections: concurrent courses within or across several USG institutions tying into and a primary content base, assessment base, and student network
5. *USG consortia approved MOOC* (Fully on-line course delivered via an approved non-USG institutional partner on a MOOC platform but with quality controls and assessments controlled by USG institutions)
 - a. With or without USG institution-provided appropriate assessments and tiered support levels

Georgia State University has agreed to serve as the coordinating institution for a multi-campus initiative and will partner with implementation partners in developing complementary options and pathways for students. A call to participate will be issued and will provide opportunities for any of the USG universities and state colleges to play one or more of the following roles:

1. Lead Institution(s) – Engage consortia of institutions and play lead role in developing core components of courses, faculty development, content, assessment, support, and other possible use-cases for student success
2. Implementation Partner Institutions – Fully participate in development and deployment of tools, services, and utilization strategies adopted by consortia institutions and USG
3. Enrollment Institutions – Institution of record for student enrollments and source of basic supports in self-directed use-models
4. Expert Assistance Partners – Engage in production, technical assistance, and strategic advice