MASTER OF ARTS IN EDUCATION ANNUAL ASSESSMENT PLAN & FINDINGS
2010-2011 ACADEMIC YEAR

	PLO 1 *Analyze basic educational needs of diverse learners within the context of a community.*	PLO 2 *Identify and apply components of differentiated instruction within the classroom in delivering core content to multiple learning needs.*	PLO 3 *Analyze and implement assessment strategies for the educational setting and program improvement.*	PLO 4 *Implement research principles in the design and delivery of instruction to meet the needs of diverse learners.*	PLO 5 *Demonstrate knowledge of designing effective curriculum and instructional processes within the educational setting.*	PLO 6 *Apply leadership principles in advancing classroom practices for diverse learning needs within the profession.*	PLO 7 *Demonstrate reflective and critical analyses of curriculum and instructional delivery models in meeting the needs of diverse learners.*
EDU 623: Introduction to Teaching and Learning	I	I		I			
EDU 618: Assessment of Learning Outcomes with Technology			I	I			
EDU 620: Meeting Individual Student Needs with Technology	R	R		R			I
EDU 626: Research Design and Methodology				R			
EDU 639: Human Relationships and Learning in the Multicultural Environment	R			R		R	
EDU 673: Instructional Strategies for Differentiated Teaching and Learning	R	R			R	R	R
EDU 675: Change Leadership for the Differentiated Educational Environment	M	M	M	M		M	
EDU 695: Capstone	M	M	M	M	M	M	M

I (Introduced), **R** (Reinforced), or **M** (Mastered).

ANNUAL ASSESSMENT PLAN FINDINGS					
PLO 1 – Analyze basic educational needs of diverse learners within the context of a community.					
MEASURE	**ACCEPTABLE TARGET**	**TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET**	**TOTAL NUMBER OF STUDENT RECORDS OBSERVED**	**ASSESSMENT RESULTS:** **PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET**	**ASSESSMENT RESULTS:** **1. EXCEEDS THE ACCEPTABLE TARGET** **2. MEETS THE ACCEPTABLE TARGET** **3. DOES NOT MEET THE ACCEPTABLE TARGET** **4. INSUFFICIENT DATA**
Direct Measure 1: EDU 675 Final Project	100% (of the sample selected) must score 70% or higher on the final project in which students present an overview of differentiated instruction for fellow faculty.	1159	1364	85%	3. DOES NOT MEET THE ACCEPTABLE TARGET

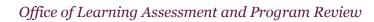| MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS	TOTAL NUMBER OF STUDENT	ASSESSMENT RESULTS:	ASSESSMENT RESULTS:
Direct Measure 2: EDU 695 Final Capstone Project	100% (of the sample selected) must score 70% or higher on the final capstone project responding to an interview scenario in the form of a power point presentation demonstrating the student's knowledge of the educational needs of diverse learners.	728	750	97%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	12	14	86%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: Course GPA	70% or higher must meet or exceed 3.0.	3498	3832	91%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the end of course survey that assesses the students' impressions about their major area proficiency.	6478	7043	92%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 2 – Identify and apply components of differentiated instruction within the classroom in delivering core content to multiple learning needs.

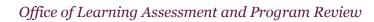| MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS	TOTAL NUMBER OF STUDENT	ASSESSMENT RESULTS:	ASSESSMENT RESULTS:

		MEETING ACCEPTABLE TARGET	RECORDS OBSERVED	PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Direct Measure 1: EDU 620 Final Project	100% (of the sample selected) must score 70% or higher on the final assessment identifying the needs of students with special learning needs as well as describing differentiated instruction within the classroom that would take place in order to meet the diverse needs of students.	943	999	94%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: EDU 673 Final Paper and Presentation	100% (of the sample selected) must score 70% or higher on the final paper identifying and presenting the implementation of differentiated teaching and learning strategies.	1245	1470	85%	3. DOES NOT MEET THE ACCEPTABLE TARGET

Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	12	14	86%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: Course GPA	70% or higher must meet or exceed 3.0.	3498	3832	91%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the end of course survey that assesses the students' impressions about their major area proficiency.	6478	7043	92%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 3 – Analyze and implement assessment strategies for the educational setting and program improvement.

MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET

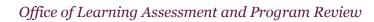|					4. INSUFFICIENT DATA
Direct Measure 1: EDU 618 Final Project	100% (of the sample selected) must score 70% or higher on the final project proposing the implementation for program evaluation and improvement.	437	487	90%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: EDU 675 Week Five Assignment	100% (of the sample selected) must score 70% or higher on the week 5 assignment identifying an area of change related to the implementation of differentiated instruction and developing a plan that would improve assessment strategies.	1172	1364	86%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	12	14	86%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: Course GPA	70% or higher must meet or exceed 3.0.	3498	3832	91%	1. EXCEEDS THE ACCEPTABLE TARGET

Indirect Measure 3: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the end of course survey that assesses the students' impressions about their major area proficiency.	6478	7043	92%	1. EXCEEDS THE ACCEPTABLE TARGET
PLO 4 – Implement research principles in the design and delivery of instruction to meet the needs of diverse learners.					
MEASURE	**ACCEPTABLE TARGET**	**TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET**	**TOTAL NUMBER OF STUDENT RECORDS OBSERVED**	**ASSESSMENT RESULTS:** **PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET**	**1. EXCEEDS THE ACCEPTABLE TARGET** **2. MEETS THE ACCEPTABLE TARGET** **3. DOES NOT MEET THE ACCEPTABLE TARGET** **4. INSUFFICIENT DATA**
Direct Measure 1: EDU 620 Final Project	100% (of the sample selected) must score 70% or higher on the final assessment in which students must research, create and deliver a specialized plan for implementing a technology instruction tool to meet the needs of diverse learners.	943	999	94%	3. DOES NOT MEET THE ACCEPTABLE TARGET

MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS	ASSESSMENT RESULTS:
Direct Measure 2: EDU 626 Research Paper	100% (of the sample selected) must score 70% or higher on the final research paper using research principles to collect data for a specific study that would be conducted to meet the needs of students.	1524	1663	92%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	12	14	86%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: Course GPA	70% or higher must meet or exceed 3.0.	3498	3832	91%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the end of course survey that assesses the students' impressions about their major area proficiency.	6478	7043	92%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 5 – Demonstrate knowledge of designing effective curriculum and instructional processes within the educational setting.

MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET

		ACCEPTABLE TARGET		MEETING ACCEPTABLE TARGET	2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Direct Measure 1: EDU 673 Final Project	100% (of the sample selected) must score 70% or higher on the final project designing effective differentiated teaching and learning strategies related to education.	1245	1470	85%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: EDU 695 Capstone Final Assignment	100% (of the sample selected) must score 70% or higher on the final capstone project demonstrating knowledge of successful instructional strategies.	728	750	97%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	12	14	86%	1. EXCEEDS THE ACCEPTABLE TARGET

Indirect Measure 2: Course GPA	70% or higher must meet or exceed 3.0.	3498	3832	91%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the end of course survey that assesses the students' impressions about their major area proficiency.	6478	7043	92%	1. EXCEEDS THE ACCEPTABLE TARGET
PLO 6 – Apply leadership principles in advancing classroom practices for diverse learning needs within the profession.					
MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA

Direct Measure 1: EDU 673 Final Paper	100% (of the sample selected) must score 70% or higher on the final paper identifying a problem area related to the implementation of differentiated teaching and learning strategies.	1245	1470	85%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: EDU 675 Final Project	100% (of the sample selected) must score 70% or higher on the final project analyzing and researching the leadership necessary to implement effective professional development for differentiated instruction.	1159	1364	85%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	12	14	86%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: Course GPA	70% or higher must meet or exceed 3.0.	3498	3832	91%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the end of course survey that assesses the students' impressions about their major area proficiency.	6478	7043	92%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 7 – Demonstrate reflective and critical analyses of curriculum and instructional delivery models in meeting the needs of diverse learners.

MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Direct Measure 1: EDU 620 Final Project	100% (of the sample selected) must score 70% or higher on the final power point presentation in which a student must describe the needs of the student, technology tools chosen to meet the needs of the student, analysis of curriculum and instructional delivery models.	943	999	94%	3. DOES NOT MEET THE ACCEPTABLE TARGET

Direct Measure 2: EDU 626 Final Research Paper	100% (of the sample selected) must score 70% or higher on the final research paper demonstrating a critical analysis of instruction and curriculum models, including recommendations to school board.	1524	1663	92%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	12	14	86%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: Course GPA	70% or higher must meet or exceed 3.0.	3498	3832	91%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the end of course survey that assesses the students' impressions about their major area proficiency.	6478	7043	92%	1. EXCEEDS THE ACCEPTABLE TARGET

OVERALL RECOMMENDATIONS

Program Learning Outcome 1 Recommendations:

1.1 Review course and course resources to increase student performance in EDU 675 and rigor in EDU 695.
1.2 Evaluate faculty grading to ensure consistent application of grading rubric.
1.3 Raise demonstration of student mastery to 100% of students enrolled earn 70% or higher on the Capstone Final Assignment(s).

1.4 Analyze course materials in relation to a changing demographics and diversity of learners to ensure a culturally competent faculty.

1.5 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.

1.6 Implement more meaningful indirect measures that are specific to Program Learning Outcome 1 for the Master of Arts in Education.

1.7 Implement a Waypoint rubric in EDU 675.

Program Learning Outcome 2 Recommendations:

2.1 Review course and course resources to increase student performance in EDU 673 and rigor in EDU 620.

2.2 Improve student learning by identifying learning patterns where students experience common difficulty with MAED concepts, knowledge, or skills and develop intervention strategies and options for students who do not master PLO 2.

2.3 Evaluate faculty grading to ensure consistent application of grading rubric.

2.4 Provide students who are not successfully mastering PLO 2 with options to demonstrate mastery.

2.5 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.

2.6 Implement more meaningful indirect measures that are specific to Program Learning Outcome 2 for the Master of Arts in Education.

2.7 Implement a Waypoint rubric in EDU 620 and EDU 673.

Program Learning Outcome 3 Recommendations:

3.1 Review course and course resources to analyze student performance rigor in EDU 618 and EDU 675.

3.2 Evaluate and train faculty on how to effectively use the assignnment grading rubric to ensure consistent application.

3.3 Include a practicum final assessment piece as another evidence of student mastery.

3.4 Develop customized interactive curriculum.

3.5 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.

3.6 Implement more meaningful indirect measures that are specific to Program Learning Outcome 3 for the Master of Arts in Education.

3.7 Implement a Waypoint rubric in EDU 675.

3.8 Evaluate faculty grading to ensure consistent application of the assignment grading rubric.

Program Learning Outcome 4 Recommendations:

4.1 Review course and course resources to increase student performance and rigor in EDU 626 and EDU 620.

4.2 Evaluate faculty grading to ensure consistent application of grading rubric.

4.3 Provide more current articles and scholarly resources using E-Library and tutorials to guide on how to conduct online research.

4.4 Include an Action Research Project proposal in EDU 626.

4.5 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.

4.6 Implement more meaningful indirect measures that are specific to Program Learning Outcome 4 for the Master of Arts in Education.

4.7 Implement a Waypoint rubric in EDU 620 and EDU 626.

Program Learning Outcome 5 Recommendations:

5.1 Review course and course resources to increase student performance in EDU 673 and rigor in EDU 695.

5.2 Raise demonstration of student mastery level 5% within year of course improvements.

5.3 Raise demonstration of student mastery to 100% of students enrolled earn 70% or higher on the Capstone Final Assignment(s).

5.4 Evaluate faculty grading to ensure consistent application of grading rubric.

5.5 Provide multiple opportunities for professional development.

5.6 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.

5.7 Implement more meaningful indirect measures that are specific to Program Learning Outcome 5 for the Master of Arts in Education.

5.8 Implement a Waypoint rubric in EDU 673.

Program Learning Outcome 6 Recommendations:

6.1 Review course and course resources to increase student performance in EDU 675 and in EDU 673.

6.2 Raise demonstration of student mastery level 5% within year of course improvements.

6.3 Raise demonstration of student mastery to 100% of students enrolled earn 70% or higher on the Capstone Final Assignment(s).

6.4 Evaluate faculty grading to ensure consistent application of grading rubric.

6.5 Evaluate faculty performance, increase professional development opportunities, and remove low performing faculty.

6.6 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.

6.7 Implement more meaningful indirect measures that are specific to Program Learning Outcome 6 for the Master of Arts in Education.

6.8 Implement a Waypoint rubric in EDU 673 and EDU 675.

Program Learning Outcome 7 Recommendations:

7.1 Review course and course resources to increase student performance and rigor in EDU 620 and EDU 626.

7.2 Evaluate faculty grading to ensure consistent application of grading rubric.

7.3 Provide more current articles and scholarly resources using E-Library and tutorials to guide on how to conduct online research.

7.4 Include an Action Research Project.

7.5 Improve the quality of course content by identifying subject matter experts whose expertise is in curriculum development.

7.6 Implement more meaningful indirect measures that are specific to Program Learning Outcome 7 for the Master of Arts in Education.
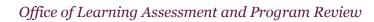
7.7 Implement a Waypoint rubric in EDU 620 and EDU 626.

ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT				
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION

1	ALL	MAED Faculty	Complete.	*Commencing 1/2012; ongoing across academic years*
Action Details	**Evaluate and provide feedback to faculty using the Peer Faculty Review Process.** Teams for the Peer Faculty Review Process are comprised of two full-time faculty members. Each team reviews 20 associate faculty members using the Ashford University Peer Review rubric. Reviews are completed on a monthly basis, with each associate faculty member being reviewed at least once per year. The Peer Faculty Review Process began in January, 2012. The full-time faculty teleconference with the College of Education Instructional Specialist team on a monthly basis to analyze associate faculty performance data, including Peer Review results, and make decisions regarding interventions and professional development. During 2012, completed Peer Reviews existed for all new College of Education faculty. New faculty were assigned to the second-course support system and will be Peer Reviewed, along with all other College of Education faculty, annually from this point forward. In addition, the College of Education full-time faculty formulated and implemented staff development activities in response to the needs identified in the peer reviews.			

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
1-7	*ALL*	*MAED FACULTY*	*Complete.*	*Summer, 2012*
Action Details	**Implement course improvements based on continuous feedback systems.** Revise courses based on Quality Matters Review results, Assessment results analysis (i.e. Waypoint), adoption of new course materials/text, and student and faculty curriculum feedback. Based on continuous feedback systems, the following courses were modified: EDU 623: Introduction to Teaching & Learning EDU 620: Meeting Individual Student Needs with Technology EDU 626: Research Design & Methodology EDU 639: Human Relationships & Learning in the Multicultural Environment EDU 675: Change Leadership for the Differentiated Educational Environment EDU 695: Master of Arts in Education Capstone EDU 676: Curriculum & Instruction Design for Increased Achievement EDU 677: Monitoring & Evaluating Curriculum & Instruction through Systems Thinking			

EDU 678: Seminar in Curriculum & Instruction for Diverse Needs
EDU648: Teaching & Learning with Technology
EDU 652: Instructional Design & Delivery
EDU 655: Trends & Issues in Instructional Design & Technology for Online Learning
EDU 660: Tests & Measurements
EDU 661: Data Analyses & Decision-Making
ECE 654: Assessment & Intervention in Early Childhood
EDU 637: Planning, Implementing & Assessing Instruction for Diverse Learners
EDU 662: Curriculum & Assessment in Higher Education
ESE 695: Characteristics of Students with Mild & Moderate Disabilities
ECE 623: Collaboration with Parents & Community
EDU 649: Technologies for Teaching & Learning
EDU 652: Instructional Design & Delivery
EDU 642: Understanding & Teaching English Language
EDU 643: Methods, Materials & Technology for Learning a Second Language
EDU 659: Testing & Assessment for English Language Learners

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
1-7	*ALL*	*MAED FACULTY*	*Complete.*	*Summer, 2012*
Action Details	*Monitor external course improvement efforts.* The externally controlled course improvement effort of achieving Quality Matters (QM) approval for Master of Arts in Education courses, as well as the specializations within the MAED program, was implemented. All of the MAED courses, including specializations, were QM-approved between May, 2010 and May, 2012. In addition, 15 MAED core courses and specialization courses were implemented in Waypoint. The process of monitoring external course improvements is ongoing. Courses will continue to be sent to QM for approval based on a redevelopment timeline, as well as implemented in Waypoint based on a redevelopment timeline.			

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
1-7	*ALL*	*MAED FACULTY*	*Complete.*	*Summer, 2012*
Action Details	*Develop 2011-2012 Continuous Improvement Plan.* The assessment cycle for the 2011-2012 academic year ended on June 30, 2012. The Continuous Improvement Plan for the 2011-2012 academic year was completed in August, 2012.			

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
1-7	*ALL*	*MAED FACULTY*	*Complete.*	*January, 2012*
Action Details	*Implement Subject Matter Expert selection process.* The implementation of a Subject Matter Expert selection process was developed by the College of Education Academic Program Manager and Instructional Designer. For each course that needed to be developed or redeveloped, the Academic Program Manager sent a letter in which she asked for the potential developer (Subject Matter Expert) to write a one to two paragraph proposal for the course development, based on the course description and Program Learning Outcomes. Potential developers were also asked to provide ideas for multimedia activities, recommended resources, and a final project. Based on the work submitted by the pool of applicants, the Academic Program Manager and the Instructional Designer contracted the developer with the most effective proposal.			