MEMORANDUM

TO: Reed Dassenbrock, Vice Chancellor for Academic Affairs
Office of the Chancellor, UH-Mānoa

VIA: Patricia Cooper, Dean (Graduate Division)

FROM: Christine Sorensen, Dean (College of Education)

SUBJECT: Authorization to Plan (ATP) an Academic Program (Graduate Certificate) in On-line Learning and Technology (COLT)

Attached is the Authorization to Plan (ATP) an Academic Program for a new graduate certificate from the Department of Educational Technology in the College of Education. The ATP new graduate certificate is: Certificate in On-line Learning and Technology (COLT).

Having discussed this proposal with our Dean's Council, the proposal was routed through our College of Education, Committee on Curriculum and Program Planning (CCPP) and Faculty Senate. Along with Dean's Council, both the CCPP and COE Faculty Senate voted unanimously to support this graduate certificate. Consequently, I am in full support of moving forward with this proposed certificate.

If there are any questions/concerns, you may call me at ext. -67703.

Attachments

c: Nathan Murata, Interim Associate Dean
Catherine Fulford, Chair, Educational Technology
AUTHORIZATION TO PLAN (ATP) AN ACADEMIC PROGRAM

1. School/College and Department/Unit:
   College of Education/Department of Educational Technology

2. Chair/Convener of Planning Committee:
   Michael Menchaca

3. Program Category: _X_ New ___Modified ___ Interdisciplinary

4a. Degree or Certificate Proposed:
   Certificate in Online Learning and Teaching

4b. List similar degrees or certificates offered in UH System:
   This certificate is similar to the Department of Special Education’s Certificate in Disability and Diversity Studies. The course unit and culminating experience are similar and the proposal seeks to similarly leverage already existing and popular courses. Additionally, Special Ed and ETEC operate in the same College.

5. a. Planning period: December 2010 - February, 2011
   b. Planning activities:
      The primary remaining tasks are to (a) finalize course sequencing; (b) complete needs assessment including consulting with stakeholders; (c) link to standards and institutional goals, and (d) develop a more complete budget. It is expected that these can be completed quickly upon ATP approval.

A planning committee has already been formed led by Michael Menchaca, Associate Professor and ETEC Coordinator of Online Masters (OTEC). In addition, ETEC sought to include representatives from groups identified as appropriate stakeholders including K-12, DOE and Hawaiian Immersion, continuing and adult education, and UH professional development. These groups were identified based on strategic plans, student populations, and ETEC collaborators. They represent individuals typically interested in ETEC program and course offerings. The additional members include Ellen Hoffman, Professor, ETEC and three external advisory members, all e-learning experts: for K-12, Dean Tomita, Technology Coordinator, Kamehameha Schools, D. Lilinoe Yong, DOE Hawaiian Immersion teacher, Puohala School; and adult education, Susan Jaworowski, Associate Professor and Program Chair, Legal Studies, Kapiolani Community College.

The planning committee will conduct the following activities:
1. Research existing Certificate programs in this area.
2. Survey current ETEC students concerning how well our courses prepared them to assume roles in online learning and teaching and possible modifications
3. Consult with stakeholders such as DOE and other entities interested in hiring instructors skilled in online learning and teaching as to desired competencies
4. Evaluate Certificate courses using the Association for Educational Communications and Technology (AECT) through the National Council for Accreditation of Teacher Education (NCATE) standards and develop appropriate assessments
5. Inform teachers, trainers, instructional technologists, and other potential candidates throughout Hawaii and other Pacific Rim partners who have expressed interest in our Certificate

c. Submission date of program proposal: Spring 2011

d. Workload/budget implications during planning period: No significant impact as all courses currently exist. No workload releases for faculty or budget for planning activities is anticipated.

6. Program Description

a. Objectives: The objectives of the Certificate in Online Learning and Teaching are to:

- Increase the number of effective e-learning educators to provide high quality workforce education and professional development in the State of Hawaii.
- Improve the capabilities of Hawaii K-12 educators to effectively incorporate e-learning to improve learning outcomes for Hawaii’s children.
- Meet requests from the Hawaii Department of Education and HAIS for a formal program on e-learning for teachers.
- Identify and encourage widespread use of emerging technologies to advance and diversify the state’s economy through training and development.

b. Relationship to Campus Mission and Strategic Plan: This program is critical to developing the expertise needed in Hawaii for expanding education access required to meet goals for life-long workforce development and just-in-time learning. The program will meet both state and UH strategic goals for career development and growth of technology skills and industries.

- The Certificate of Online Learning and Teaching will enhance the ability of the College of Education to accomplish its core mission and enhance our capability in the area of online teaching and learning.
- Similarly, the UHM Strategic Plan: Defining Our Destiny, 2002-2010 emphasizes educational effectiveness, economic development, partnerships and outreach to the state, and technology innovation, all of which are directly addressed.
- In addition, in the Chancellors April 1, 2010 message on “Future Campus Direction,” emphasis was placed on meeting workforce needs in areas that UHM can uniquely provide and advancing knowledge through maintaining areas of unique strength and excellence.
- Finally, the Certificate will contribute to the broader UH priority for a new “Initiative on Workforce Development and Technology Advancement” announced by President Greenwood in April 2010.

c. Draft Program Description

Course Delivery: The courses in the program are all current course offerings. All courses are fully online taught by experienced faculty in ETEC with research and teaching expertise in distance learning.

Anticipated Course Sequence: The proposed Graduate Certificate will require three currently existing 3-credit plus two additional existing 3-credit elective courses. The five courses will be designed to cover a range of competencies to educate candidates in understanding, designing, and delivering online learning. Competencies will include (1) theory- and research-based knowledge; (2) assessment; (3) an understanding of tools and strategies; (4) practical application of theory, tools, and strategies in designing online
environments; and (5) a culminating project. The culminating project will integrate program competencies through an internship, project, or electronic portfolio.

7. Program Justification

**Critical Need.** There is a critical need in the Hawaii for educators skilled in online education. Online education is projected to grow significantly. Although the majority of students today take nearly all of their courses in physical classrooms, market analysts predict that by 2014, the majority will learn in hybrid environments with significant online components (Ambient Insight, Innovation in Educational Technology and the Virtualization of K-12 and Higher Education, October 2009).

**Pilot Program:** The initial impetus for development of the Certificate in Online Learning and Teaching came from a request by the Hawaii Department of Education (DOE) for a program to support their teachers who are involved in the virtual high school program in 2008. Further, their goal was for all DOE teachers to obtain additional training in e-learning, whether to teach fully online or to supplement traditional face-to-face class time. At that time, we increased our courses on e-learning and developed a departmental, three-course sequence of existing courses as a pilot project. This program has continually attracted new students in the past two years despite a lack of publicity. Students who completed the sequence indicated a desire for a more formal credential and the ability to take advanced coursework.

**Demand from Multiple Audiences:** However, the need is not limited to the K-12 professional segment, as there are increased calls for online learning, both stand-alone and supplemental (hybrid) throughout the educational community. For example, federal regulations and policy are moving towards requiring competence in e-learning for all new teachers, as documented in the National Technology Plan. The growth of online learning in higher education has been noted, particularly as institutions attempt to expand enrollments at a time of budget cuts and resource shortages. We have been approached by many organizations to provide online teaching expertise. In fact, online learning has grown in the UH system itself. This certificate will address UH system needs. Potential program participants include individuals from military, corporate, educational, and health care institutions. Many participants may already have Master's degrees and are seeking additional professional development or an update of skills.

**Statewide Reach:** The need for online teaching expertise extends beyond Oahu to the neighbor islands, especially where such programs have previously not been available. Because the courses will not only teach but also model distance education strategies by being online, the Certificate will be a statewide program. Thus, the program is expected to follow trends of current ETEC programs in expanding educational access across the state and successfully reaching underserved populations, including Native Hawaiian and Pacific Islanders.

**Meeting Strategic Goals:** As noted in 6B above, this program directly addresses critical areas of workforce development, technology implementation, improving educational effectiveness, and addressing educational needs state-wide.

**Low Cost of Implementation:** Because of the use of existing faculty and current course offerings, the program is highly cost effective as well as a potential source of new
revenues through tuition dollars. Any additional resources that may emerge can be met through increased class size and summer program offerings.

8. Description of resources required
   All proposed requirements are existing courses, and current faculty teach these courses as electives already.

9. Five-Year Business Plan
   a. Annual costs to implement the program:
      No additional costs except as noted in table below.
   b. Projected enrollment and estimated tuition revenue:
      20 students per year. See table for estimated revenue.
   c. How will program be funded?
      Tuition
   d. Does the current or proposed budget (Department/College/Campus) include funds or a request for funds for the proposed program?
      No, program does not request additional funds.
   e. Given a "flat budget" situation, how will the proposed program be funded?
      Courses will be offered through Outreach.
   f. Mini Cost Revenue Template:
      See table below

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<tr>
<td><strong>PROGRAM COSTS</strong></td>
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<td>Software including Elluminate (partial) and Atomic Learning maintenance agreements</td>
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<td>Other: Marketing including inter-island travel for recruiting</td>
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<td>Outreach percentage of tuition (27% est.)</td>
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**TOTAL Expenses**                     | 86,075  | 91,378  | 96,944  | 102,824 | 108,623 |

| **REVENUES**                           |         |         |         |         |         |
| Projected Enrollment (per course)      |         |         |         |         |         |
| No. of Courses                         | 20      | 20      | 20      | 20      | 20      |
| No. of Credits                         | 5       | 5       | 5       | 5       | 5       |
| SSH                                    | 300     | 300     | 300     | 300     | 300     |
| Tuition Rate/Credit                    |         |         |         |         |         |
| Total Revenue from Tuition             | 124,500 | 137,400 | 151,200 | 166,200 | 180,900 |
| Other Sources of Income                | 0       | 0       | 0       | 0       | 0       |

**TOTAL Revenues**                      | 124,500 | 137,400 | 151,200 | 166,200 | 180,900 |

10. Impact on current courses or programs:
    The new certificate is likely to increase enrollment in the ETEC department.
11. If this program is multidisciplinary, provide evidence of commitment for support from the colleges, departments, programs, and/or individuals expected to participate.
N/A

_Campus Chief Academic Officer:_
Comments and Recommendations:

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_Council of Chief Academic Officers (Systemwide Consultation):_
Comments/Recommendations:

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**Chancellor: ___ Approved ___ Disapproved**

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*(Final signed copy is provided to the Vice President of Academic Planning and Policy for Program Action Report)*

6/12/07