



The University of Georgia

University Council
Athens, Georgia 30602

October 10, 2012

UNIVERSITY CURRICULUM COMMITTEE – 2012-2013

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Graduate Student Representative – Mr. Garrett Jaeger

Dear Colleagues:

The attached proposal for the following new Graduate Certificates will be an agenda item for the October 17, 2012, Full University Curriculum Committee:

Graduate Certificate in eLearning Design

Graduate Certificate in Instructional Technology for Teaching

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Provost Jere W. Morehead
Dr. Laura D. Jolly

Proposal for an Instructional Technology for Teaching Graduate Certificate

Titles: Instructional Technology for Teaching

I. Basic Information

1. Institution: The University of Georgia Date: March 7, 2012
2. School/College: The College of Education
3. Department/Program: Department of Educational Psychology and Instructional Technology -- Learning, Design, and Technology Program
4. Level: Graduate
5. Proposed Starting Date: Fall of 2013
6. Program Abstract

We request permission to begin offering a Certificate in Instructional Technology for Teaching beginning in the fall of 2013 for a total of 15 graduate credits. The Learning, Design, and Technology (LDT) Program at the University of Georgia serves two primary audiences – Teachers and Instructional Developers. This proposal is for a certificate that serves the Teacher audience. We have designed this certificate to align with the Georgia Professional Standards Commission’s new certification for instructional technology. Therefore, the primary audience for this certificate will be the 92,000 teachers in the state of Georgia. Nearly all of them will be working on this certificate as a non-degree graduate student. However, we have found that there are others who are interested in how to use technology effectively in their classrooms. Students in other teacher education programs and students across the University of Georgia campus who aspire to become university faculty all have an interest in using technology more effectively in their classrooms. So, while not the majority of the students, there will be some students who are currently enrolled at the university who will opt to take these 5 courses for the certificate and the knowledge and skills to improve their classroom instruction. While we carefully chose the courses for this certificate to align to the certification of the Professional Standards Commission, it turns out that all 5 courses are already offered online and have the “E” designation. Because we have been offering our master’s and specialist degrees using a hybrid, flexible or blended model where half the classes are face-to-face in Gwinnett and half are offered online, we have over 10 years of experience in effectively offering online courses at the graduate level. By effectively, it is meant that we have low dropout rates and we maintain the same academic rigor as our non-online classes. Finally, this certificate will help meet the needs of teachers throughout the state, but we also hope to use this certificate to attract more teachers to our degree programs.

7. Letters of Support

Since this is offered completely within the Program of Learning, Design, and Technology using already existing classes, no letters of support were considered necessary.

Department of Educational Psychology and Instructional Technology

Robert M. Branch, Department Head

Andy M. Horne, Dean

II. Response to the criteria for all education programs

1. Purpose and Educational Objectives

A. Purpose

Instructional Technology for Teaching Certificate -- The purpose of this certificate is to provide teachers with the expertise to use technology effectively in the classroom. Each of these courses will align to the Georgia Professional Standards Commission's required assessments. Each of these courses will have products that align to these assessments.

1. Objectives -- Some of the courses are used across certificates, but this list is the complete list of courses that will be used in the certificate programs. Objectives for each course are then listed.

EDIT 4150E/6150E Introduction to Computer-Based Education (3 Credits)

- Understand and use various integration models in your classroom.
- Understand and use various software applications and apply their use in the classroom.
- Explore and become familiar with emerging technology and reflect on their application in educational settings.

EDIT 6320E Information Technology (3 Credits)

- Read and provide constructive criticism of the literature related to information technology,
- Demonstrate the information literacy and technology skills necessary to locate, gather, and synthesize information relevant to starting an information technology plan, and
- Create components of a technology plan that can be used in the schools.

EDIT 6400E Emerging Approaches in Teaching, Learning, and Technology (3 Credits)

- Explore the foundations and assumptions of technology-enhanced approaches to learning, teaching, and human performance.
- Critically examine the literature on emerging applications of technology.
- Articulate principled technological approaches with the potential to address current educational problems and/or to substantively enhance learning, teaching, and human performance.

EDIT 4600E/6600E Multicultural Perspectives on Technology (3 Credits)

- To develop *awareness* of multicultural issues of importance in education (and other fields) today
- To increase *knowledge* of multicultural education
- To develop *skills* in meeting the needs of diverse populations
- To adapt to disparity in access to technology (both skills and equipment) in various settings across various SES situations.

EDIT 5500E/7500E Technology-Enhanced Classroom Environments (3 Credits)

- To examine the roles of current and emerging technologies in the classroom
- To design, develop, implement, and evaluate technology-enhanced learning environments
- To model and apply the National Educational Technology Standards for Students (NETS•S) to technology-enhanced learning environments

B. Planning

While the courses already exist as “E” courses, the overall structure and the individual courses will continuously go through improvements to better meet the needs of the learners.

2. There must be a demonstrated and well documented need for the program

A. Explain why this program is necessary

Instructional Technology for Teaching Certificate: Teachers in the United States have more access to technology in K12 schools than ever before (NCES, 2010). In Georgia specifically, schools reflect this trend; local districts are integrating technology at an unprecedented rate. Green and Clarke County are initiating ubiquitous computing with iPads. Several Atlanta public schools are piloting digital textbooks. Forsythe County emphasizes inquiry-based technology strategies for teaching science and other subject matter. Other districts are providing teachers with a wide variety of teaching technologies, from laptop technology to interactive whiteboards.

There is a current and pressing need to reach a broader audience with LDT coursework. While we currently serve teachers through our Master’s program in Gwinnett, teachers within driving range of Gwinnett represent a small portion of potential students. There are currently over 100,000 teachers in the State of Georgia alone, many of whom are in rural or remote areas of the state. In addition, many teachers seek university-level course credit without pursuing a higher degree. A certificate in Instructional Technology for Teaching would allow teachers outside of the Gwinnett areas, including international students, to take courses at the University of Georgia through online coursework.

B. Timeline

Instructional Technology for Teaching certificate would begin in the Fall of 2013.

3. Evidence of Student Demand

A. Documentation of the student interest in the program

1. While the eLearning Certificate (a separate proposal) originated based on international demand, this demand suggested that we might also have other courses that could have other audiences and other demands. Since we have been engaged in curriculum reform to align our degree program

to the Georgia Professional Standards Commission's new certification and since they allow for a non-degree option for meeting these requirements, we examined the possibility of offering a non-degree, completely online, solution that can be offered throughout the state and thereby allow us to reach all 92,000 teachers in the state of Georgia. This option will allow the Learning, Design, and Technology program to have a greater impact on the ways teachers use technology in their classrooms.

The amount of technology in the classroom and lack of expertise in technology are at odds in classrooms here in the United States and abroad. The current model for teacher expertise is called Technological Pedagogical Content Knowledge or TPACK. Teachers need both content and pedagogical knowledge. This has been true for a long time. However, today, they also need technology knowledge. Some of the best teaching strategies involve technology, but teachers need to be competent in all three areas if they are going to be successful as teachers. The Instructional Technology for Teaching certificate provides learners with both technology knowledge and maps this to some of the more popular pedagogical strategies. With 100,000 teachers in Georgia alone, the potential for this certificate is significant.

Besides international and Georgia interest (and likely national interest), we believe that there will be interest in other programs here at UGA. Not only will other Teacher Education programs have an interest in helping their students learn powerful ways of using technology for teaching, students in other disciplines that hope to one day be teachers in higher education can benefit from this certificate program. The knowledge and skills that can be learned in this program can help them become better teachers by making better use of technology for teaching.

B. To what extent will minority student enrollments be increased and, or the equivalent to the proportion of minority students in the overall student body?

We hope that this certificate not only is successful in its own right, but that it will serve as a tool to attract students to our master's and doctoral programs. By expanding our reach, we will have a greater ability to reach minority students and to recruit them directly to our regular degree programs.

4. The design and curriculum of the program must be consistent with the appropriate disciplinary standards and accepted practice.

The appropriate standards for the Instructional Technology for Teaching Certificate are the International Society for Technology in Education standards. The LDT program and our courses already align to these standards.

A. Curriculum Outline

Instructional Technology for Teaching Certificate

EDIT 4150E/6150E	Introduction to Computer-Based Education	3 Credits
EDIT 6320E	Information Technology	3 Credits
EDIT 6400E	Emerging Approaches on Teaching, Learning, and Technology	3 Credits
EDIT 4600E/6600E	Multicultural Perspectives on Technology	3 Credits
EDIT 5500E/7500E	Technology-Enhanced Classroom Environments	3 Credits
Total		15 Credits

B. Identify which aspects of the proposed curriculum already exist and which constitute new courses

All courses already exist and all of them are already offered online.

C. Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

During the planning phase for this certificate, colleges and universities were surveyed, particularly peer and aspirant institutions for similar certificate programs. There were a wide range of programs that offer these specialized training certificates, and ours generally conforms to many of these. While our certificate will align to others that are offered, the quality of our faculty and their expertise will allow us to compete and provide a much better alternative to others such as the University of Phoenix or Walden University, two online universities that are considered our direct competitors here in Georgia and even further than our borders.

D. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

Program accreditation is not required for the Instructional Technology for Teaching Certificate.

5. Faculty resources must be adequate to support an effective program

A. Define the size, experience, and specialization of the full time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution. Specify how many FT faculty will provide direct instructional support to the program.

Faculty who teach courses in this certificate program are all full time regular faculty. All courses are taught by faculty whose expertise aligns to the content.

1. List each faculty member directly involved in the program: name, rank, degrees, academic specialty, background; special qualifications related to this program; relevant professional and scholarly activity for the past 5 years; projected responsibility in this program and required adjustment in current assignments.

Below is a list of faculty who have agreed to manage the certificates. These faculty are active in their respective fields as well as in the college in providing leadership in eLearning, technology and information. Other faculty who express an interest and whose scholarship aligns to these programs may also join the program faculty.

Name/rank	Degree	Academic specialty/ background	Special Qualifications	Scholarly activity past 5 years
Dr. Robert M. Branch, Professor	Ed.D.	Instructional design process and informational message design		Many publications and presentations
Dr. Ikseon Choi, Associate Professor	Ph.D.	Case-based e- learning design and evaluation; Real- world problem solving under uncertainty; Dynamic learning resources		10+ scholarly publications; 14 invited & 17 conference presentations; 6 grants including an NSF as a PI.
Dr. Gregory Clinton, Lecturer	Ph.D.	Instructional Technology; Creativity in Instructional Technology; Connectivism and Professional Networking		2 top-tier first-author journal publications; one IEEE first-author proceedings paper; one co-authorship on an engineering education proceedings paper; numerous conference presentations
Dr. Christa Harrelson Deissler, Academic Professional Associate	Ph.D.	Technology Integration in K-12 Education, School Librarianship, Information Science in K-12	Georgia Certified School Library Media Specialist	Publications and presentations about technology integration and teachers' belief and epistemological change.
Dr. ChanMin Kim, Assistant	Ph.D.	Motivation, emotion regulation, online		9 articles in peer- reviewed journals; 4

Professor		learning, personalized learning, virtual change agents, technology integration		book chapters
Dr. T. J. Kopcha, Assistant Professor	Ph.D.	Technology integration in K12 and higher education	Experience as full-time technology mentor at K12 school ; teaches technology integration to grads and undergrads	Three top-tier journal publications on technology integration; additional scholarly and practitioner presentations
Dr. Michael Orey, Associate Professor	Ed.D.	Application of learning and advanced instructional models to eLearning and other technology advances	Teaches theory and design for eLearning, Technology Integration and Information Technology	Publications, conference presentations, panels, presentations in eLearning, Technology integration and information technology
Dr. Lloyd Rieber, Professor	Ph.D.	Visualization, interactive learning environments (microworlds, simulations, games), universal design for learning, innovation in teaching and technology		Publications, conference presentations, iPhone/iPad app

2. Added faculty

If the program is successful, we may contract teachers to teach additional sections of these courses, but we will use our eRate funds to hire these contractors.

6. Library, computer or other instructional resources needed

A. Describe available library resources:

Online access to some library resources will be required, but no additional library resources will be necessary to offering these courses.

B. Document the extent to which there is sufficient computer equipment, instructional equipment, lab, etc.

We will use the current online infrastructure (eLC or whatever that evolves into) to offer these courses. No additional technology will be required.

7. Physical facilities necessary to fully implement program

No new or dedicated physical facilities are required to implement the program.

8. Expense to the institution (including personnel, operating, equipment facilities, library) to implement program.

Given all the courses are online, we will use the eRate funding to pay for the delivery of these certificates. We will use existing resources, but use the eRate to fund the personnel to deliver the courses. We will offer one course each semester. We will use the following schedule, but the courses do not need to be taken in this order. Students can begin at any time and there will always be one course available for the certificate, and sometimes two, in any given semester. If a student cannot take a class in a given semester, there are other options in the subsequent semester. If a student has completed all but one course and that course is not being offered within the next two semesters, an accommodation will be made by either having the student take one of the sections in the degree program or taking an independent study alternative.

Semester	Instructional Tech.
Fall 2013	EDIT 4150E/6150E
Spring 2014	EDIT 6320E
Summer 2014	EDIT 6400E
Fall 2014	EDIT 4600E/6600E
Spring 2015	EDIT 5500E/7500E
Summer 2015	
Fall 2015	Rotate Again

A. Funding Plan: In our typical Summer to Spring year we will either have 3 or 2 courses. If we average 20 students per course and the eRate return is \$825/student, the budget will range from \$33,000 to \$49,500 per year. We will use this income for personnel, splitting the amount between hiring instructors and hiring Ph.D. graduate assistants to help the instructors with the teaching of the class and to continuously improve these classes.

	First Year	Second Year	Third Year
Personnel	\$33,000	\$49,500	\$33,000
Operating Costs	0	0	0
Capital Outlays	0	0	0
Library acquisitions	0	0	0
Total	\$33,000	\$49,500	\$33,000

B. Student Support

There will be no student support for certificate students. However, we will use these programs to help support our Ph.D. program by setting up graduate assistantships for our Ph.D. students that will allow them to gain experience in teaching online (at least in the form of assisting faculty in the teaching of these classes).

9. Commitments of financial support needed

A. Identify sources of additional funds needed to support the program

Besides the eRate funding, there will not be any additional funding necessary.

B. It is important to include the long range plans for additional or expanded facilities necessary.

The existing online learning technologies should be sufficient to support these courses. These courses are all already online and use the UGA's eLearning Commons and all of them will be ported to the new Learning Management System when implemented by the Board of Regents.

10. Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practices.

Program administration will reside in the Learning, Design, and Technology program. Support for these certificates will also come from the leaders of the Instructional Design and Development and the School Library Media Emphasis Areas. Currently, Dr. Michael Orey is the chair of the Learning, Design, and Technology program, Dr. Greg Clinton is the lead of the Instructional Design and Development emphasis area and Dr. Christa Deissler is the lead of the School Library Media emphasis area. All students who are interested in the certificate, will need to apply to the certificate program (even if they are already UGA students), so that we can assure that they enroll in all required classes and can notify the Graduate School when they have completed the requisite courses. Those students who are not currently enrolled at UGA, must apply as a non-degree seeking graduate student to the Learning, Design, and Technology

program. We will use the Graduate School's admissions standards for non-degree students. We will not impose any further requirements.

While the courses include a variety of projects, the primary assessment of the student's performance will be course grades. Once a student has completed all five courses with a cumulative GPA of 3.0 or better, the LDT program chair will notify the Graduate School that the student has successfully completed the certificate. In addition to the course evaluation, students can pursue certification from the Georgia Professional Standards Commission. In addition to the products from our courses, there is a standard assessment test candidates must take. We will collect data on the students' success in this exam and their ability to acquire certification to continuously evaluate the quality of this certificate program.

All students admitted to the program will be assigned an advisor to make sure that they stay on track to complete their certificate. As part of the advisor role, students will be informed as to any status change as the result of poor performance. Students in this certificate will be held to the same Graduate School requirements for academic probation and dismissal for academic reasons. Students enrolled in the certificate program as non-degree students will be required to register every third semester according to Graduate School policy. In addition, every effort will be made to keep students informed that if they wish to transfer in to one of the degree programs, that only 9 credits can transfer in. While the advisor will serve as a mentor at the program level, the PhD graduate assistants will mentor students at the course level providing any necessary assistance and encouragement to help students be successful in the certificate program.

Any currently enrolled student who chooses to pursue this certificate, must notify the program chair of the Learning, Design, and Technology program so that they can be assigned an advisor who can then help ensure successful completion of the courses.

Because students can begin the certificate in any semester, we will not use a cohort model for this program.

Finally, in order for this program to be successful, we will need to market the program. Our primary mechanism for marketing will be to create an email detailing the certificate and its align to Instructional Technology Certification and distribute this email to the various listservs of teachers throughout the state. We will initially use this strategy to enlist teachers in the state. If the certificate is successful, we can then pursue other marketing strategies to expand the audience beyond the state.

Proposal for an eLearning Design Graduate Certificate

Title: eLearning Design

I. Basic Information

1. Institution: The University of Georgia Date: March 7, 2012
2. School/College: The College of Education
3. Department/Program: Department of Educational Psychology and Instructional Technology -- Learning, Design, and Technology Program
4. Level: Graduate
5. Proposed Starting Date: Summer of 2013

6. Program Abstract

We request permission to begin offering a Certificate in eLearning Design beginning in the summer of 2013 for a total of 15 graduate credits. The Program of Learning, Design, and Technology has been using a Flexible Delivery/Blended Learning solution for their master's emphasis areas for almost 10 years. As such, 14 of our courses are already designated as "E" courses. In an attempt to reach out to a much broader audience, to increase enrollment, and to provide a completely online certificate, we examined these 14 courses and determined that repackaging of five of those courses would provide students with the essential knowledge needed for instructional design professionals across the globe. In fact, we have already begun discussions with other universities in the Republic of Georgia and South Korea about offering this certificate to students at partner universities in these countries. As we began to explore the potential audiences for this certificate, we found that it would be of interest to more than just these partner universities. We found that eLearning is growing throughout the United States and more teachers are being asked to teach online. These teachers could benefit from this certificate, and they could be teachers at the K-12 level or at the higher education level. We are certain that there are likely many other audiences that will emerge. eLearning is becoming very popular, and the need for well trained teachers who teach online is going to continue to grow. So while we initiated this process with an international audience in mind, we have found that there is interest within the United States and there is interest within UGA. The 5 specific courses for this certificate are courses we use in our existing master's programs, but the course sections offered for this certificate will be separate from the sections offered in the master's program.

7. Letters of Support

Since this is offered completely within the Program of Learning, Design, and Technology using already existing classes, no letters of support were considered necessary.

Department of Educational Psychology and Instructional Technology

Signatures

Robert M. Branch, Department Head

Andy M. Horne, Dean

II. Response to the criteria for all education programs

1. Purpose and Educational Objectives

A. Purpose

eLearning Design Certificate -- The purpose of this certificate is to provide eLearning Design professionals with the formal training to successfully engage in the design of eLearning content. EDIT 4170E/6170E is our design course where students can learn how to systematically design and develop content to be delivered via eLearning. EDIT 6400E provides the theoretical basis for designing specific learning experiences for learners in an eLearning class. EDIT 7520E helps learners to plan to use a Learning Management System (what UGA calls the eLC) to plan and deliver an eLearning course. EDIT 7550E helps students learn how to manage a design and development team. Finally, EDIT 8350E engages students in the detailed evaluation of an eLearning course or product.

1. Objectives – Here are the courses for this certificate. Objectives for each course are listed.

EDIT 4170E/6170E Instructional Design (3 Credits)

- Identify the essential components of guided learning.
- Interpret instructional design as an application of the systems concept.
- Apply an interactive planning process to the design of learning resources.
- Analyze learning.
- Synthesize a proposal to develop instruction.
- Evaluate learning resources and development processes.

EDIT 6400E Emerging Approaches in Teaching, Learning, and Technology (3 Credits)

- Explore the foundations and assumptions of technology-enhanced approaches to learning, teaching, and human performance.
- Critically examine the literature on emerging applications of technology.
- Articulate principled technological approaches with the potential to address current educational problems and/or to substantively enhance learning, teaching, and human performance.

EDIT 7520E Distance Learning and Telecommunications (3 Credits)

- Integrate instructional design models within online, eLearning, and distance courses
- Utilize different tools for the design and delivery of online, eLearning and distance courses
- Compare and contrast synchronous and asynchronous learning
- Incorporate different instructional methods (lecture/presentations, group work, interaction with technology, visual aids, case studies, research, projects, simulations) and explain how they should be used within online, eLearning, and distance courses

- Define the roles of teachers/facilitators and students in online, eLearning and distance courses
- Engage learners by giving feedback, organizing collaborative learning, and facilitating synchronous virtual discussions, asynchronous forums, and breakout sessions, within an online, eLearning, and distance course
- Integrate video, blogs, wikis, and other Web 2.0 applications within your courses

EDIT 7550E Management of Instructional Technology Projects (3 Credits)

- Generate and refine a personal definition of project management.
- Develop and defend a personal philosophy of project management.
- Compare and contrast various project management "models."
- Distinguish between/among various concepts such as:
 - project definition and scope
 - project objectives, deliverables and activities
 - time, cost, communication, risk and team management.
- Write and revise a project management plan.
- Manage an instructional design project focused on e-learning or other learning and performance support products.
- Develop and refine tools and resources for practical use by project managers.
- Understand more about your personal work habits.
- Understand more about your personal leadership style.
- Develop a plan for continuing professional development in project management.

EDIT 8350E Instructional Product Evaluation (3 Credits)

- Generate and refine a definition of evaluation.
- Develop and defend a philosophy of evaluation.
- Compare and contrast various evaluation "models."
- Distinguish between/among various concepts such as:
 - measurement and evaluation
 - input, context, process and product criteria
 - intrinsic and extrinsic evaluation
 - norm-referenced and criterion-referenced measurement
 - formative and summative evaluation
- Implement various facets of instructional product evaluation:
 - review
 - needs assessment
 - formative evaluation
 - effectiveness evaluation
 - impact evaluation
 - maintenance evaluation
- Write an evaluation plan for an instructional product.
- Evaluate an instructional product in a practical context.
- Report your evaluation of an instructional product.
- Conduct meta-evaluations of evaluation reports according to relevant cultural and political value perspectives.

- Plan for further development of your evaluation KSA's.

B. Planning

While the courses already exist as “E” courses, the overall structure and the individual courses will continuously go through improvements to better meet the needs of the learners.

2. There must be a demonstrated and well documented need for the program

A. Explain why this program is necessary

eLearning Design Certificate: Allen and Seaman (2011) estimate that 6.1 million people took an online class in the fall of 2011. This speaks volumes to the need for well qualified eLearning designers. This is a particular expertise of the LDT Program faculty at UGA, and we can share this with others here in the U.S. and abroad. While there are growing needs for well qualified eLearning designers in the U.S., there are also growing needs abroad. For example, Tbilisi State University is already interested in this certificate and several Korean universities as well. We believe there will be large demand for this certificate here in Georgia, throughout the U.S., and abroad. While we believe most of the students will be non-degree students who have applied to UGA for this certificate, there may also be some students who take the certificate who are already enrolled in other programs at UGA. However, we will initially offer this program as part of Suwan University (South Korea) and Tbilisi State University's (Republic of Georgia) graduate programs. Other students will be welcome to join in, but we will not do any other marketing. This will allow us to get started with the certificate and build up the resources necessary to then market to a broader audience. Tbilisi State and Suwan will be referred to as our partner institutions.

B. Timeline

We will begin offering the eLearning certificate in the summer of 2013.

3. Evidence of Student Demand

A. Documentation of the student interest in the program

1. The idea for proposing this certificate began when one faculty member visited Tbilisi State University in the Republic of Georgia. When meeting with the Rector of this, the major university in the Republic of Georgia, a discussion of possibly offering a joint degree ensued. Upon return to the United States, the Dean suggested that the simplest way to do this would be to offer a certificate. Tbilisi State can then approve this certificate to transfer into their university for credit and then their faculty can offer the other courses. Not only did the Rector think this was a very good idea, but when shared with the larger LDT faculty, other possibilities in South Korea, Brazil and Australia were discussed. In all cases, the potential is tremendous.

Using Tbilisi State as example, what we are proposing to do is offer the 5 course certificate to their students. We will also work with their faculty to

design a curriculum that includes 7 other courses taught by TSU faculty. This will allow TSU to offer a graduate degree in eLearning by having their students take 5 classes from UGA through this certificate program and 7 TSU classes. The students will receive a certificate from the University of Georgia and master's degree from TSU.

One challenge we will face with this program is that the faculty of the Learning, Design and Technology Program have been committed to using synchronous online learning tools like Wimba. The Wimba classroom allows learners to attend class from anywhere (most of our students attend from their homes), but they must attend at a certain time of day. If we have students in the certificate program that are from South Korea, the Republic of Georgia, and Brazil, we may have to offer the class at two different times of the day each week to accommodate the time differences between these countries. We are reluctant to abandon Wimba, since we believe that this tool is very useful in enhancing retention and success for all students in our classes.

While the above suggests that there is great international interest, there would be equal interest here in the United States. For the eLearning certificate, just note that according to Allen and Seaman (2011) there were 6.1 Million online learners. Old models of teaching face-to-face do not translate well to online courses, so the need for eLearning Designers is growing and having well qualified designers is a great need.

We also believe that other majors at UGA may have an interest in this certificate. Because many institutions of higher education are embracing eLearning, having the knowledge and skills to design and develop your own courses for online delivery is very important. This certificate will enable them to do so.

B. To what extent will minority student enrollments be increased and, or the equivalent to the proportion of minority students in the overall student body?

We hope that this certificate is not only successful in its own right, but that it serves as a tool to attract students to our masters and doctoral program. By expanding our reach, we will have a greater ability to reach minority students and to recruit them directly to our regular degree programs.

4. The design and curriculum of the program must be consistent with the appropriate disciplinary standards and accepted practice.

The appropriate standards for the eLearning Design Certificate are the International Board of Standards for Training, Performance and Instruction standards for instructional designers. We already conform to those standards within our LDT program. The curriculum outlines below all align to our current courses that then align to the appropriate standards.

A. Curriculum Outline

eLearning Design Certificate

EDIT 4170E/6170E	Instructional Design	3 Credits
EDIT 6400E	Emerging Approaches in Teaching, Learning, and Technology	3 Credits
EDIT 7520E	Distance Learning and Telecommunications	3 Credits
EDIT 7550E	Management of Instructional Technology Projects	3 Credits
EDIT 8350E	Instructional Product Evaluation	3 Credits
Total		15 Credits

B. Identify which aspects of the proposed curriculum already exist and which constitute new courses

All courses already exist and all of them are already offered online.

C. Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

There are very few such certificate programs available. Drexel University offers such a certificate. While their certificate has a similar curriculum, ours takes advantage of the expertise at UGA. Also, the American Society for Training and Development offers a two-day certificate. While this indicates the need, our certificate would provide a much deeper understanding of how to design and implement eLearning. We have carefully chosen the courses to be a part of this certificate, and we believe that it will not only be marketable, but will set a new standard in eLearning for the country.

D. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

Program accreditation is not required for the eLearning Certificate.

5. Faculty resources must be adequate to support an effective program

A. Define the size, experience, and specialization of the full time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution. Specify how many FT faculty will provide direct instructional support to the program.

Faculty who teach courses in this certificate program are all full time regular faculty. All courses are taught by faculty whose expertise aligns to the content.

1. List each faculty member directly involved in the program: name, rank, degrees, academic specialty, background; special qualifications related to this program; relevant professional and scholarly activity for the past 5 years; projected responsibility in this program and required adjustment in current assignments.

Below is a list of faculty who have agreed to manage the certificates. These faculty are active in their respective fields as well as in the college in providing leadership in eLearning, technology and information. Other faculty who express an interest and whose scholarship aligns to these programs may also join the program faculty.

Name/rank	Degree	Academic specialty/ background	Special Qualifications	Scholarly activity past 5 years
Dr. Robert M. Branch, Professor	Ed.D.	Instructional design process and informational message design		Many publications and presentations
Dr. Ikseon Choi, Associate Professor	Ph.D.	Case-based e- learning design and evaluation; Real- world problem solving under uncertainty; Dynamic learning resources		10+ scholarly publications; 14 invited and 17 conference presentations; 6 grants including an NSF as a PI.
Dr. Gregory Clinton, Lecturer	Ph.D.	Instructional Technology; Creativity in Instructional Technology; Connectivism and Professional Networking		2 top-tier first-author journal publications; one IEEE first-author proceedings paper; one co-authorship on an engineering education proceedings paper; numerous conference presentations
Dr. Christa Harrelson Deissler, Academic Professional Associate	Ph.D.	Technology Integration in K-12 Education, School Librarianship, Information Science in K-12	Georgia Certified School Library Media Specialist	Publications and presentations about technology integration and teachers' belief and epistemological change.
Dr. ChanMin	Ph.D.	Motivation, emotion		9 articles in peer-

Kim, Assistant Professor		regulation, online learning, personalized learning, virtual change agents, technology integration		reviewed journals; 4 book chapters
Dr. T. J. Kopcha, Assistant Professor	Ph.D.	Technology integration in K12 and higher education	Experience as full-time technology mentor at K12 school ; teaches technology integration to grads and undergrads	Three top-tier journal publications on technology integration; additional scholarly and practitioner presentations
Dr. Michael Orey, Associate Professor	Ed.D.	Application of learning and advanced instructional models to eLearning and other technology advances	Teaches theory and design for eLearning, Technology Integration and Information Technology	Publications, conference presentations, panels, presentations in eLearning, Technology integration and information technology
Dr. Lloyd Rieber, Professor	Ph.D.	Visualization, interactive learning environments (microworlds, simulations, games), universal design for learning, innovation in teaching and technology		Publications, conference presentations, iPhone/iPad app

2. Added faculty

If the program is successful, we may contract teachers to teach additional sections of these 5 courses, but we will use our eRate funds to hire these contractors.

6. Library, computer or other instructional resources needed

A. Describe available library resources:

Online access to some library resources will be required, but no additional library resources will be necessary to offering these courses.

B. Document the extent to which there is sufficient computer equipment, instructional equipment, lab, etc.

We will use the current online infrastructure (eLC or whatever that evolves into) to offer these courses. No additional technology will be required.

7. Physical facilities necessary to fully implement program

No new or dedicated physical facilities are required to implement the program.

8. Expense to the institution (including personnel, operating, equipment facilities, library) to implement program.

Given all the courses are online, we will use the eRate funding to pay for the delivery of these certificates. We will use existing resources, but use the eRate to fund the personnel to deliver the courses. We will offer one course each semester. We will use the following schedule, but the courses do not need to be taken in this order. Students can begin at any time and there will always be one course available for the certificate, and sometimes two, in any given semester. If a student cannot take a class in a given semester, there are other options in the subsequent semester. If a student has completed all but one course and that course is not being offered within the next two semesters, an accommodation will be made by either having the student take one of the sections in the degree program or taking an independent study alternative. Our partner institutions may prefer a cohort approach where all their students take these courses in this sequence, but we will not require it.

Semester	eLearning
Summer 2013	EDIT 4170E/6170E
Fall 2013	EDIT 6400E
Spring 2014	EDIT 7520E
Summer 2014	EDIT 7550E
Fall 2014	EDIT 8350E
Spring 2015	
Summer 2015	Rotate Again

A. Funding Plan: In our typical Summer to Spring semester year we will either have 3 or 2 courses. If we average 20 students per course and the eRate return is \$825/student, the budget will range from \$33,000 to \$49,500 per year. We will use this income for personnel, splitting the amount between hiring instructors and hiring Ph.D. graduate assistants to help the instructors with the teaching of the class and to continuously improve these classes.

	First Year	Second Year	Third Year
Personnel	\$49,500	\$33,000	\$49,500
Operating Costs	0	0	0
Capital Outlays	0	0	0
Library acquisitions	0	0	0
Total	\$49,500	\$33,000	\$49,500

B. Student Support

There will be no student support for certificate students. However, we will use these programs to help support our Ph.D. program by giving these students support for their studies and experience in teaching (at least in the form of assisting) in an online class.

9. Commitments of financial support needed

A. Identify sources of additional funds needed to support the program

Besides the eRate funding, there will not be any additional funding necessary.

B. It is important to include the long range plans for additional or expanded facilities necessary.

The existing online learning technologies should be sufficient to support these courses. These courses are all already online and use UGA's eLearning Commons, and all of them will be ported to the new Learning Management System when implemented by the Board of Regents.

10. Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practices.

Program administration will reside in the Learning, Design, and Technology program. Support for these certificates will also come from the leaders of the Instructional Design and Development and the School Library Media Emphasis Areas. Currently, Dr. Michael Orey is the chair of the Learning, Design, and Technology program, Dr. Greg Clinton is the lead of the Instructional Design and Development emphasis area and Dr. Christa Deissler is the lead of the School Library Media emphasis area. All students who are interested in the certificate, will need to apply to the certificate program (even if they are already UGA students), so that we can assure that they enroll in all required classes and can notify the Graduate School when they have completed the requisite courses. Those students who are not currently enrolled at UGA, must apply as non-degree seeking graduate students to the Learning, Design, and Technology program. We will use the Graduate School's admissions standards for non-degree students. We will not impose any further requirements.

While the courses include a variety of projects, the primary assessment of the student's performance will be course grades. Once a student has completed all five courses with a cumulative GPA of 3.0 or better, the LDT program chair will notify the Graduate School that the student has successfully completed the certificate. We will also work with our partner schools to assess the quality of the certificate in meeting the needs of their students. This external assessment of the certificate will help ensure quality assurance.

All students admitted to the program will be assigned an advisor to make sure that they stay on track to complete their certificate. As part of the advisor role, students will be informed as to any status change as the result of poor performance. Students in this certificate will be held to the same Graduate School requirements for academic probation and dismissal for academic reasons. Students enrolled in the certificate program as non-degree students will be required to register every third semester according to Graduate School policy. In addition, every effort will be made to keep students informed that if they wish to transfer in to one of UGA's degree programs, that only 9 credits can transfer into that program. While the advisor will serve as a mentor at the program level, the Ph.D. graduate assistants will mentor students at the course level providing any necessary assistance and encouragement to help students be successful in the certificate program.

Any currently enrolled student who chooses to pursue this certificate must notify the program chair of the Learning, Design, and Technology program so that they can be assigned an advisor who can then help ensure successful completion of the courses.

Because students can begin the certificate in any semester, we will not use a cohort model for this program.

Finally, in order for this program to be successful, we will need to market the program. Initially, we will rely on Tbilisi State and Suwon University in South Korea. Both of these institutions have committed to this approach to offering a degree from their institution augmented with courses from the University of Georgia. After successful implementation with these partners, we will seek out other approaches to marketing these certificates.

Allen, I. E., & Seaman, J. (2011). Going the distance: Online education in the United States, 2011. Babson Survey Research Group. Accessed March 20, 2012 from <http://www.onlinelearningsurvey.com/reports/goingthedistance.pdf>