IRAO OFFICE USE ONLY	
Received	5/6/16
In Banner	
MTVCOMP/Codeset	
Master Curriculum	
CIP Code	13.0501
Program Code	
Program Description	

Reset Form

University of Hawai'i
Code Request Form for Academic Programs for

NEW OR MODIFY PROGRAM CODE

[✔] **New Program Code**   [ ] **Modify Program Code**   Date: _____

REQUESTOR CONTACT INFORMATION

Name	Stuart Lau	Campus	UH Manoa
Title	University Registrar	Email	stuartl@hawaii.edu
Office/Dept	Office of the Registrar	Phone	956-5322

NEW PROGRAM CODE TO CREATE

Institution	MAN - UH Manoa	Campus	MAN - UH Manoa
Level	GR - Graduate	Effective Term	Summer 2016

	Code (Max. Characters)	Description	Check if requesting new code:
College	(2) 50	Graduate Division	[ ] See Banner form STVCOLL
Department	(4) LTEC	Learning Design and Technology	[ ] See Banner form STVDEPT
Degree/Certificate	(6) GCER	Graduate Certificate	[ ] See Banner form STVDEGC
Major	(4) ~~TTEC~~ LTEC	Learning Design ~~& Tech for Teach~~ and Technology	[✔] See Banner form STVMAJR
Concentration	(4) TT	TeachTech K-12	[ ] See Banner form STVMAJR
Minor	(4)		[ ] See Banner form STVMAJR

If a similar major/concentration code exists in Banner, please list the code: _____

Justification to warrant a new major/concentration code similar to an existing major/concentration code:

_____

Is this major/concentration code being used the same way at the other UH campuses?		[ ] Yes	[✔] No	
Should this program be available for applicants to select as their planned course of study on the online application? *If yes, student may select the code as their only program of study.*	[✔] Yes		[ ] No	

RULES PERTAINING TO FINANCIAL AID AND 150% DIRECT SUBSIDIZED LOAN LIMIT LEGISLATION

Is 50% or greater of the classes in this program offered at a location other than the Home Campus?	[ ] Yes	[✔] No	
Is this program/major/certificate financial aid eligible?	[ ] Yes	[✔] No	
Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? See http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html	[ ] Yes	[✔] No	

Program Length

In academic years; decimals are acceptable. The length of the program should match what is published by the campus in any online and/or written publication.   30.000 weeks

Special Program Designations
See Special Program Designations Code Definitions on IRAO Program Code Request webpage

[ ] A   [ ] B   [✔] N   [ ] P   [ ] T   [ ] U

Required Terms of Enrollment: [✔] Fall   [✔] Spring   [ ] Summer   [ ] Extended

ADDITIONAL COMMENTS

per email confirmation from Stuart Lau 6/9/2016

Major = LTEC, Learning and Teaching Design

Concentration = TT, TeachTechK-12

Program = LTEC-GCER-TT, LTEC-GCER-TeachTechK-12

ATTACHMENTS

BOR Approved: Associate, Bachelor and Graduate Degrees, and sole credential certificates

☐ BOR Meeting Minutes & Supporting Documents   ☐ Curriculum

Chancellor Approved: Certificates related to authorized BOR program & Associate in Technical Studies (ATS) Degree

☑ Memo from Chancellor to notify VPAA about new program   ☐ Curriculum

For new certificates approved by the Chancellor, the related BOR authorized academic program is:

LTEC-MED

VERIFICATIONS

By signing below, I verify that I have reviewed and confirm the above information that is pertinent to my position.
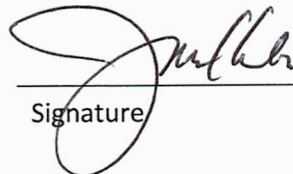
Registrar:

Stuart Lau

Print Name   Signature   4/14/16

                                                                      Date

Financial Aid Officer:

Jodie Kuba

Print Name   Signature   5/6/16

                                                                      Date

For Community Colleges, verification of consultation with OVPCC Academic Affairs:

Print Name   Signature   Date

UNIVERSITY
of HAWAI'I
SYSTEM

Princess Soares <pfrederi@hawaii.edu>

Program Code Requests: Graduate Certificates under Major with Concentrations

Stuart Lau <stuartl@hawaii.edu>　　　　　　　　　　　　　Thu, Jun 9, 2016 at 12:42 PM
To: Princess Soares <pfrederi@hawaii.edu>
Cc: Pearl Iboshi <iboshi@hawaii.edu>

Hi,

The coding for Teach Tech is ok. Waiting for a response on the Literacy Leader.

Stuart

On Tue, Jun 7, 2016 at 2:40 PM, Princess Soares <pfrederi@hawaii.edu> wrote:
　Aloha Stuart,

　UH System Academic Affairs was consulted and supports that the graduate certificates majors should be the BOR authorized
　program, and the concentration code would be the certificate name. Therefore, the program codes would be:

　Program Code (max 12): EDCS-GCER-LL
　Program Desc (max 30): EDCS-GCER-Literacy Leader
　Major (max 4): EDCS, Curriculum Studies
　Concentration (max 4): LL, Literacy Leader

　Program Code (max 12): LTEC-GCER-TT
　Program Desc (max 30): LTEC-GCER-TeachTechK-12*
　Major (max 4): LTEC, Learning Design and Technology
　Concentration (max 4): TT, TeachTechK-12*

　*I went based on the correspondence that wanted to originally use TeachTechK-12 in the title. Please let me know if it
　should be the other way.

　As for the GCERT in Tropical Medicine, I am checking with Melissa the best way to create the program:

　Program Code (max 12): BMDT-GCER
　Program Desc (max 30): Tropical Medicine-GCER
　Major (max 4): BMDT, Biomed Sci (Tropical Medicine)
　Concentration (max 4): N/A

　or

　Program Code (max 12): BMDT-GCER-TM
　Program Desc (max 30): BMDT-GCER-Tropical Medicine
　Major (max 4): BMDT, Biomed Sci (Tropical Medicine)
　Concentration (max 4): TM, Tropical Medicine (not financial aid eligible)

　I will let you know.

　In the mean time, please confirm that GCERT in Literacy Leader and LTEC-TeachTechK-12 are okay to create as
　suggested above. If you have any questions, please feel free to ask.

　Mahalo,
　Princess

　--
　Princess Soares
　Institutional Research Analyst
　Institutional Research and Analysis

University of Hawai'i System
Sinclair Annex 1, Room 1
1633 Bachman Place
Honolulu, HI 96822
Phone: 808-956-5464
Fax: 808-956-9870

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****
Stuart Lau
University Registrar
Office of the Registrar
University of Hawaii at Manoa
Ph: 808 956-8010
****

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MĀNOA

RECEIVED

16 FEB 29 P4 :46

MANOA ⸱⸱⸱⸱ ⸱⸱⸱⸱⸱⸱⸱⸱
OFFICE

February 22, 2016

MEMORANDUM

TO: Robert Bley-Vroman
          Interim Chancellor

FROM: Reed Dasenbrock
          Vice Chancellor for Academic Affairs

SUBJECT: REQUEST TO APPROVE THE GRADUATE CERTIFICATE IN
          LEARNING DESIGN & TECHNOLOGIES FOR TEACHERS

SPECIFIC ACTION REQUESTED:

It is requested that the Chancellor approve the Graduate Certificate in Learning Design and Technologies for Teachers, to be administered by the Department of Learning Design and Technology in the College of Education.

EFFECTIVE DATE:

Summer 2016.

ADDITIONAL COST:

None.

PURPOSE:

The proposed Graduate Certificate in Learning Design and Technologies for Teachers (TeachTech) is designed to provide Hawai'i teachers with training on technology and teaching at the K-12 level.

BACKGROUND:

UH Executive Policy E5.205 grants the Chancellor the authority to approve certificate programs in specific subjects that represent recognition of work taken within (or among) existing Board-authorized programs.
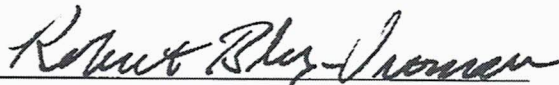
While the Department of Learning Design and Technology offers a number of successful and high quality graduate programs, the faculty recognized the need for one aimed specifically at Hawai'i teachers on technology and teaching at the K-12 level. The proposed TeachTech Graduate Certificate is designed for educators seeking professional development credits, as well as those who have already earned master's degrees. Additional information about the TeachTech Graduate Certificate may be found in the attached proposal.

The proposed program has been reviewed and recommended for approval by the Office of Graduate Education, the Graduate Council, and the Mānoa Faculty Senate. My staff and I have also reviewed the proposal, and we recommend your approval.

ACTION RECOMMENDED:
It is recommended that the Chancellor approve the Graduate Certificate in Learning Design and Technologies for Teachers (TeachTech), to be administered by the Department of Learning Design and Technology in the College of Education.

APPROVED / DISAPPROVED

_____   3/3/16
Robert Bley-Vroman   Date _____
Interim Chancellor

Attachment

c: Risa Dickson, Vice President for Academic Affairs
       Dean Young
       Dean Aune
       Chair Ho

UNIVERSITY
of HAWAI'I*
MĀNOA

RECEIVED

14 NOV 25 P2:49

MANOA CHANCELLOR'S
OFFICE

November 20, 2014

MEMORANDUM

TO: Reed Dasenbrock
          Vice Chancellor for Academic Affairs

FROM: Krystyna S. Aune, Dean
          Graduate Education

SUBJECT: Proposal for Graduate Certificate in Learning Design & Technologies for
          Teachers (GCERT-TeachTech)

Enclosed, please find a new proposal for Graduate Certificate in Learning Design &
Technologies for Teachers (GCERT-TeachTech).

Graduate Council met on November 18, 2014 and unanimously approved the graduate
certificate proposal. I have no reservations and support the proposal.

Should you have any questions, please contact Petra G. Kubalkova, Assistant to the Dean,
at 956-7542.

Enclosure

PROPOSAL FOR AN ACADEMIC PROGRAM:
Graduate Certificate in Learning Design & Technologies
for Teachers (GCERT-TeachTech)

Submitted September 24, 2014

I. Overview

a) **School/College and Department/Unit:**
College of Education, Department of Learning Design and Technology - LTEC (formerly Educational Technology)

b) **Contacts**
Department Chair: Curtis Ho, curtis@hawaii.edu
GCert Committee (Ellen Hoffman, Professor, ehoffman@hawaii.edu ; and Michael Menchaca, Associate Professor, mikepm@hawaii.edu)

c) **Certificate Proposed**
Graduate Certificate in Learning Design & Technologies for Teachers (GCERT TeachTech)

d) **Curriculum Design**: 5 three-credit courses, three required, two elective. Culminating project in final practicum course.

e) **ATP approval obtained** - July 1, 2014 (see Appendix C, attached)

II. Description (following graduate program certificate proposal guidelines)

1. What is the purpose and objectives of the proposed academic subject certificate program, including the relationship to existing degree programs(s), if any?

LTEC has a number of successful and high quality graduate programs but has recognized the need for one aimed specifically at Hawaii teachers focused on technology and teaching at the K-12 level. We have developed this new program as a Graduate Certificate that could be taken by any educator qualified for admission to the Graduate Division, including those who already have a master's degree or by those seeking additional graduate credits to meet state requirements for teacher pay increments. The proposed name is the Graduate Certificate in Learning Design and Technologies for Teachers (GCERT TeachTech).

While we serve teachers in our existing Masters program, the curricula in that program is more general and aimed at a wider audience tending to focus on adult and higher education. We are cognizant of the more targeted needs of K-12 teachers that are different from those in other educational venues. We have evidence from our current students who are or have been teachers as well as contacts within the Hawaii Department of Education that such a focused program is both desired and critical for helping Hawaii teachers work with digital-age students who will need 21st Century Skills for their future careers. Further, the need for this program is state-wide and should therefore reach teachers and potential teachers on all islands.

The opportunity to proceed with a proposed Graduate Certificate became more pressing when the Kamehameha Schools (KS) requested that LTEC determine whether a Graduate Certificate could be offered in conjunction with professional development on distance and blended learning, and culture-based education being developed by KS for Hawai'i teachers. The PD program includes teachers from KS as well as Hawai'i public and charter schools. KS has received a grant to

implement the PD program and already has a signed Memorandum of Understanding (MOU) with the state Department of Education. Those teachers interested in college credit will be able to extend their learning from the KS professional development sequence into the graduate certificate program at UHM. A letter of support from KS is attached to this proposal.

Once initiated, TeachTech may also be taken by those teachers enrolled in LTEC masters or doctoral programs, or by any educator who desires the additional certification. The collaboration with KS provides the opportunity to broadly market the program from the start, encourage participation by a diverse group of teachers with a focus on Native Hawaiian participants, and kick-start the certificate in its initial years. However, we note that the need and importance of the program extend beyond this initial partnership through the development and implementation of a long-term and beneficial academic program for K-12 teachers.

The new Graduate Certificate is modeled after the department's successful Graduate Certificate in Online Learning and Teaching (COLT) which received approval two years ago. Like COLT, the program will be standards based and open to both current graduate students in the College of Education as well as students interested in enhancing their understanding of teaching with technology. Following COLT, the intent is to offer the program through online delivery via Outreach College to meet state-wide needs for improving teaching and learning. The new certificate is focused on Hawai'i schools while COLT has tended to be more focused on higher education and adult training online. Further, the new program will focus specifically on K-12 classroom uses and blended learning such as the "flipped classroom" model which has become an important option for 21st century learning.

2. How will the program be administered? Who will be responsible for advising of students (e.g., department chair, program director or staff, individual faculty from the various participating departments)?

As with all our graduate programs, TeachTech will have a dedicated coordinator who is a regular faculty member to do recruiting, advising, and other administrative tasks. The coordinator is assisted by the Department Graduate Chair and the front office staff. At this time, we expect the individual will be the same person who coordinates our other graduate certificate in online learning and teaching. The workload increase will be possible within the existing arrangements for that coordinator.

3. What units (e.g., programs, departments, schools, colleges) are involved? Who are the faculty involved in the planning process and who will be involved in implementing the proposed academic subject certificate?

In addition to the faculty members listed at the beginning of this document, Drs. Ho, Hoffman, and Menchaca, planning has involved an administrator from the Kamehameha Schools, Dorothy Hirata, Distance Learning Director. Note that a letter of support from KS is included in this application.

4. What population will be served by the program (e.g., graduate students enrolled in degree programs at the University; professionals working in the community who wish to upgrade knowledge and skills, desire a certificate only, and will not enroll in a degree program; undergraduate students enrolled in degree program at the University (full-time, part-time))? What is the anticipated number of students to be served each year?

As noted above the focus is K-12 teachers in Hawaii schools. Because the Certificate will be offered online, it will be open to teachers outside the state as well. While we have an immediate audience through the KS collaboration, we expect the numbers to grow beyond those in the KS professional development sequence as the program becomes established and widely publicized.

Numbers are expected to begin at approximately five students growing to 15 per year (see budget at end of document).

There are no similar programs for K-12 teachers. In addition to the COLT GCert, the Department of Educational Technology offers master's and doctoral programs that teachers may take, but none focus on K-12 teaching. Further, the planned program is unique both in its initial collaboration with Kamehameha Schools and the emphasis on culture-based education. The students in TeachTech will be increasing professional development credits related to their teaching rather than completing a full degree program. Many may already have master's degrees and have an interest in updating skills if our experience with COLT is an indicator.

5. How is the program organized?
a. What are the foundation courses and prerequisites needed for acceptance into the program (e.g., graduate or undergraduate status, grade point average; work experience)?
> The certificate follows the Graduate Division minimum requirements for admission to a graduate degree program.

b. What are the fields of concentration (tracks, areas of specialization) in the program? If there is more than one concentration, how do the fields differ?
> There are no tracks or specializations in TeachTech.

c. What are the number of credits required for the academic subject certificate?
> The certificate requires 15 credits minimum.

d. What courses are required for the certificate program? What is the rationale for including these courses?
> As required for all Graduate Certificate programs, the TeachTech course sequence will require students to complete five three-credit courses (total 15 credits) to earn the certificate. Three courses must be at the graduate level and are required. Each has a curricular focus on K-12 except the practicum which is tailored to individual student's projects and interests. Required courses include:
> - LTEC* 641 – Emerging Technologies for K-12 Teaching
> - LTEC 662 – Assessment and Evaluation in Educational Technology
> - LTEC 689 - LTEC Training and Evaluation Practicum
> Students may select two additional electives from existing LTEC courses at either the graduate or undergraduate (400 or above) level appropriate to their interests and teaching needs (see catalog for full list of LTEC courses).
>
> * LTEC courses will have the new abbreviation LTEC in the future. This change has already been approved.

e. What is the structure of the program (e.g., first-semester courses; required or core courses; electives)?
> There is no sequencing of courses other than the practicum must be the final course as it includes the capstone project. Students must take five courses as specified in the previous question response, ending the program with the practicum.

f. Will a practicum or internship be required for the academic subject certificate? If so, how will the certificate program arrange for and administer the practicum?
> Students will develop a capstone project in the required final practicum course, LTEC 689. The appointed faculty member who is the instructor for the course will be responsible for assessing

the capstone project, but all students will do a presentation in front of the full faculty on their project as part of practicum assignments.

g. Is there an integrative experience at the end of the certificate program and if so, of what nature, e.g., scholarly paper, research project, written examination, integrative interdisciplinary seminar?

The final experience includes development and implementation of an instructional project, writing a paper on the results, and presenting to the class and faculty on it. Typically this involves designing a technology-intensive unit for the classroom and evaluating it in practice, such as a "flipped classroom" approach or a project-based learning exercise that might involve communicating with students from other cultures using digital tools. The certificate students will be expected to write a paper suitable for presentation at a professional conference describing the project and results, and presenting the paper to a classroom and faculty audience.

6. What resources are required for program implementation and operation? How will these resources be obtained? Are additional resources required for the operation of the program?

In general, those teachers who enroll will increase numbers in existing LTEC electives rather than requiring new courses. The TeachTech students can be accommodated within existing classes already in the catalog focused on K-12, so the certificate will not require new resources. However, the certificate will also ensure that the department has a solid core of courses in each semester aimed at K-12 teachers, an audience with need and interest as noted in the overview above. We already receive many requests from current students and teachers seeking additional graduate credit for more courses focused on technology and schools. Should enrollment exceed initial projections, costs can be recovered through the additional tuition generated through Outreach. Further detail can be found in Section III.

7. How will the effectiveness of the program be demonstrated and measured? How will student learning be assessed?

The learning outcomes for TeachTech are grounded in three arenas: knowledge and pedagogy, inquiry, and professional ethics. The program ILOS are based on the Learning Outcomes now being finalized for Graduate Education as well as standards established by the International Society for Technology in Education (ISTE), a national standards body for K-12 teachers using technology which help focus on curriculum for K-12 needs.

Student Learning Objectives for TeachTech

Students will:

(Knowledge & Pedagogy)
- Demonstrate knowledge of creative, efficient, and effective applications of technology to improve student learning.
- Design, develop and evaluate digital age learning experiences and assessments.
- Demonstrate the ability to communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.

(Inquiry)
- Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

(Professional Ethics)
- Demonstrate an understanding of and engage in practices to promote and model digital citizenship and responsibility.

4

- Develop and model cultural understanding and global awareness using digital age communication and collaboration tools.

It should be noted that LTEC has received national recognition for its Masters and COLT programs for assessments aligned to national standards, and we hope to do a similar process for our new certificate. Students are assessed within the individual courses in the program as well as on the culminating project to determine that the learning outcomes are met.

At a programmatic level, the LTEC faculty hold an annual retreat in which evaluation of both students and programs are formally reviewed. The review includes demographic, budgetary and student assessment data. In addition, faculty in LTEC are engaged in design-based research on our programs, developing peer-reviewed conference and journal publications which provide feedback on outcomes from external experts.

8. Are the program objectives appropriate functions of the college and university? (Applies to proposals for all graduate certificates and for undergraduate certificates that involve units in more than one college or that require the commitment of new resources by the University.) Discuss relationship to University and campus mission and evidence of continuing need for the program.

This Certificate plan was initiated following discussions with Kamehameha Schools with a recognition that the state's teachers need additional education in the areas of technology uses in teaching and its uses within a culture-based education framework, although the need extends beyond the UHM-KS collaboration. KS has already identified students interested in pursuing professional development and continuing with graduate credits.

The program directly relates to the UHM mission and Strategic Plan in the following ways:
- the need for teacher professional development of teachers in order to enhance the learning of K-12 students in a digital age, and ensure the needed 21st century skills required for college entrance.
- recognition of the importance of technology in society and education.
- strong diversity among faculty and students.
- recognition of the importance in being a Hawaiian place of learning, and successful recruiting and engagement of Native Hawaiian students.

In particular, the collaboration with Kamehameha Schools will promote both the inclusion of culture-based education and an increase in Native Hawaiian students in graduate education from the program's initiation.

Further, TeachTech has a technology focus. As noted in the Strategic Plan, "Smart technologies will allow us to emerge as a stronger and more organizationally sustainable campus and will expand our connections locally and globally." All LTEC programs, including this newly proposed certificate, are a key component at UHM in making the goal a reality by educating the teachers who will impact our future college students and state citizens.
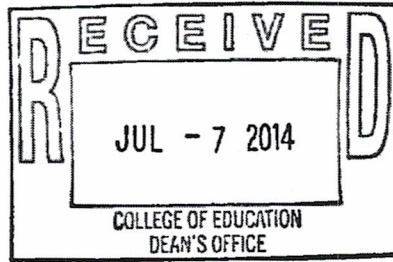
III. Appendices

A. Copy of ATP approval letter

B. Letter of support from Kamehameha Schools

C. Description of Resources Required

UNIVERSITY
of HAWAI'I
MĀNOA

RECEIVED
JUL - 7 2014
COLLEGE OF EDUCATION
DEAN'S OFFICE

July 1, 2014

MEMORANDUM

TO: Donald Young, Dean
            College of Education

FROM: Reed Dasenbrock
            Vice Chancellor
            for Academic Affairs

SUBJECT: Approved Authorization to Plan (ATP), Graduate Certificate in Learning
            and Technology for Teachers, University of Hawai'i at Mānoa

Chancellor Apple has approved your ATP for the Graduate Certificate in Learning Design and Technology (GCERT TeachTech), to be administered by the Department of Learning Design and Technology (formerly the Department of Educational Technology), College of Education. We look forward to receiving the program proposal in Fall 2014.

Should you have any questions, please contact Program Officer Wendy Pearson at 956-6145.

Attachment

c: Joanne Itano, Interim Executive Vice President and Provost
     Krystyna Aune, Dean, Graduate Education
     David Ericson, Faculty Senate Chair
     Ellen Hoffman, Graduate Chair, Learning Design and Technology
     Robert Nagao, Director, Mānoa Budget Office
     Wendy Pearson, Program Officer

KAMEHAMEHA SCHOOLS®
DISTANCE LEARNING

February 10, 2013

To Whomever It May Concern,

I am truly honored to have been invited by Dr. Ellen Hoffman & Dr. Michael Menchaca to participate in the University of Hawaiʻi at Mānoa (UHM) Department of Educational Technology (ETEC), Graduate Certificate in Learning Design & Technologies for Teachers (TeachTech) steering committee. In addition to my current role as an ETEC Advisory Board committee member, I look forward to contributing in the following ways:

- Utilize my background and knowledge working with K-12 teachers to assist with improving upon the current UHM ETEC certification program.
- Engage in collaboration opportunities between UHM ETEC & Kamehameha Schools Distance Learning's Aʻo Kumu (online professional development program for K-12 educators focusing on culture-based education & 21st century skills) and leverage the depth and experience of both institutions for mutual benefit.
- Strengthening K-12/UH ties that will provide opportunities to create educational technology professional development pathways when servicing K-12 D.O.E., Charter Schools & Kamehameha School teachers through marketing, recruitment, and dual credit possibilities.

Please feel free to email me at dohirata@ksbe.edu or call (808) 842-8881 if you have any questions. Mahalo.

Me ke aloha pumehana,

Dorothy Hirata
Distance Learning Director

Appendix C. Description of Resources Required

a. **Impact on current programs and budget summary:**
   The purpose of this program is not focused on adding new revenues but is intended to meet specific needs for the state. The overall budget shows a small excess which is used by the department to keep up with emerging technology needs beyond those costs deducted by Outreach College. For the initial years in the budget, the idea is to add students within existing courses and therefore the program will not require new resources. An increasing number are expected to pursue the GCERT over time, but our experience with COLT suggests that additional students will be co-enrolled in LTEC Masters and doctoral programs so are not counted in the budget figures below. For co-enrolled students, earning a GCERT requires taking two additional electives beyond the usual coursework for the degree.

   All courses currently exist, and are offered and successfully completed by the students in our current graduate programs. With the GCERT students, we will be able to increase enrollment on those focused on K-12 teaching and technology to ensure this is a continuing strand serving an important constituency. The intent is to have the additional enrollment increase class size rather than add new courses. This will ensure that electives be filled every semester, and particularly allow a richer selection of courses in the summer semester for all students given that it is a good time for teachers to complete coursework. It also will fulfill needs to have some regularly offered electives aimed specifically at K-12 teachers.

   As a result, very limited resources will be required to implement the program. The primary impact will be in advising additional students. This cost will be covered through new revenues generated by student tuition in Outreach.

b. Faculty – *No new faculty are required* as the current faculty support the existing program. The department currently has 11 FTE faculty. In addition, the department has regularly employs several lecturers each semester who bring specialized knowledge and skills to their teaching from their current employment in the field. The projected costs are based on current estimates of .25 FTE efforts applied to instruction and advising which will be covered by an existing faculty member.

c. Library resources – *no new resources are required*. The current collection is adequately supporting the existing LTEC programs, and in fact, this topic area has expanded in the past three years in recognition of the increasing role of technology in education and society more broadly, which has been immensely useful and appreciated. The estimate does not assume any additional costs for this area since all courses currently exist and the number of additional students is expected to be small.

d. Physical resources. *The current program is adequately supported*. Since this will be a distance education program, physical facilities are not needed. The COE and department have excellent resources for providing online courses. No additional funds are required.

e. Other resources required. The change will have one small impact related to the processing of student applications for an additional certificate. However, the change will be accommodated within the existing clerical support staff who now process the other LTEC program applications. No new staff will be added.

Five-Year Business Plan.

There are minimal additional cost implications for this program. The additional costs required for advising are expected to be sufficiently funded through tuition generated by the Outreach Program. Where additional revenues are generated, these will support ongoing needs for faculty access to emerging technologies required for their teaching and research.

Appendix A: Estimated Five-Year Program Costs and Revenues

Based on .25 for additional advising and supplementing enrollment in existing courses					
YEAR	**FY 15**	**FY 16**	**FY 17**	**FY 18**	**FY 19**
PROGRAM COSTS					
Faculty w/o fringe*	$17,500	$18,283	$18,381	$19,396	$19,978
Other personnel costs w/o fringe	0	0	0	0	0
Library	0	0	0	0	0
Equipment/Supplies	0	0	0	0	0
Other	0	0	0	0	0
TOTAL Expenses	17,500	18,283	18,381	19,396	19,978
REVENUES					
Projected Enrollment (per course)**	5	10	15	15	15
No. of Courses**	4	5	5	5	5
No. of Credits (each course)	3	3	3	3	3
SSH	60	150	225	225	225
Tuition Rate/Credit***	$514	$529	$545	$561	$578
Total Revenue from Tuition	$30,840	$79,350	$122,725	$126,225	$130,050
Other Sources of Income	0	0	0	0	0
TOTAL Revenues	$30,840	$79,350	$122,725	$126,225	$130,050

*Median salary for COE is $71,000; estimate .25 FTE dedicated to GCERT advising.

** These new GCERT students will not fill a class but are additive to existing courses and will increase overall LTEC enrollments; note that numbers in table do not include those students who are co-enrolled in a Masters or doctoral program.
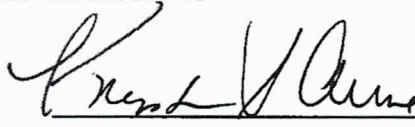
*** Based on resident Outreach tuition for all students; 3% increase per year premised for salaries and tuition rates used in table.

Dean, Graduate Education

APPROVED / DISAPROVED

Comments and Recommendations:

Krystyna S. Aune   _____   11/20/14
                         Signature   Date

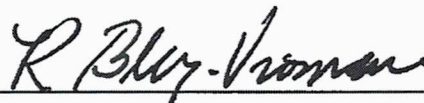*VCAA Review:*

Comments and Recommendations:

Reed Dasenbrock   _____   2/25/2...
                         Signature   Date

Chancellor's Approval: ____✓____ Approved _____ Disapproved

_____   _____   _____
Print Name   Signature   Date

GUIDELINES FOR ACADEMIC SUBJECT CERTIFICATE PROPOSALS
University of Hawai'i at Mänoa

1. What is the purpose and objectives of the proposed academic subject certificate program, including the relationship to existing degree programs(s), if any?

2. How will the program be administered? Who will be responsible for advising of students (e.g., department chair, program director or staff, individual faculty from the various participating departments)?

3. What units (e.g., programs, departments, schools, colleges) are involved? Who are the faculty involved in the planning process and who will be involved in implementing the proposed academic subject certificate?

4. What population will be served by the program (e.g., graduate students enrolled in degree programs at the University; professionals working in the community who wish to upgrade knowledge and skills, desire a certificate only, and will not enroll in a degree program; undergraduate students enrolled in degree program at the University (full-time, part-time))? What is the anticipated number of students to be served each year?

5. How is the program organized?
   a. What are the foundation courses and prerequisites needed for acceptance into the program (e.g., graduate or undergraduate status, grade point average; work experience)?
   b. What are the fields of concentration (tracks, areas of specialization) in the program? If there is more than one concentration, how do the fields differ?
   c. What are the number of credits required for the academic subject certificate? (Note that the minimum required credits for graduate and undergraduate academic subject certificates are 15.)
   d. What courses are required for the certificate program? What is the rationale for including these courses?
   e. What is the structure of the program (e.g., first-semester courses; required or core courses; electives)?
   f. Will a practicum or internship be required for the academic subject certificate? If so, how will the certificate program arrange for and administer the practicum?
   g. Is there an integrative experience at the end of the certificate program and if so, of what nature, e.g., scholarly paper, research project, written examination, integrative interdisciplinary seminar?

6. What resources are required for program implementation and operation? How will these resources be obtained? Are additional resources required for the operation of the program?

MCO

UNIVERSITY
of HAWAI'I
SYSTEM

Stuart Lau <stuartl@hawaii.edu>

Re: Graduate Certificate in Learning Design & Technologies for Teachers
1 message

Curtis Ho <curtis@hawaii.edu>   Thu, Apr 14, 2016 at 1:24 PM
To: Stuart Lau <stuartl@hawaii.edu>

And also, we haven't decided on whether the length of program would include the summer. Why don't we set it at 30 weeks like the other certificate programs.

Curtis

On Thu, Apr 14, 2016 at 1:21 PM, Curtis Ho <curtis@hawaii.edu> wrote:
> Yes Stuart, this is more descriptive. Thanks.
>
> Curtis
>
> On Thu, Apr 14, 2016 at 1:11 PM, Stuart Lau <stuartl@hawaii.edu> wrote:
>> Dear Chair Ho:
>>
>> Would something like "Learning Design&Tech for Teach" be a better description for the program? Please let me know.
>>
>> Sincerely,
>> Stuart Lau
>>
>> On Thu, Apr 14, 2016 at 9:52 AM, Stuart Lau <stuartl@hawaii.edu> wrote:
>>> Dear Chair Ho:
>>>
>>> Thank you for the reply. Yes, the code "TTEC" is available and will be requested for your program. I will let you know when this has been implemented in Banner.
>>>
>>> Sincerely,
>>> Stuart Lau
>>>
>>> On Thu, Apr 14, 2016 at 9:39 AM, Curtis Ho <curtis@hawaii.edu> wrote:
>>>> Hi Stuart,
>>>>
>>>> 1. Would it be possible to have the major code "TTEC" ?
>>>> 2. Description: TeachTechK-12-GCERT
>>>> 3. Our certificate program is designed to be completed in a full year. Summer-Fall-Spring. If each semester is 15 weeks and summer, 6 weeks, the length of program = 36 weeks.
>>>>
>>>> Let me know if these responses fit in with what you need.
>>>>
>>>> Thanks,
>>>> Curtis
>>>>
>>>> On Wed, Apr 13, 2016 at 1:40 PM, Stuart Lau <stuartl@hawaii.edu> wrote:
>>>>> Dear Chair Ho:
>>>>>
>>>>> We are currently working on establishing the code for the Graduate Certificate in Learning Design & Technologies for Teachers and have a couple of questions:
>>>>>
>>>>> 1. Would the major code of "TT" be acceptable
>>>>> 2. The length of the description shown on STAR and printed on the transcript is limited to thirty

characters. Would you have a suggestion for the description?
3. Indicate the length of the program in weeks (Mote: Most graduate certificates are 30 weeks with 30 weeks in a year).

Your response to these questions will facilitate the process to have the codes created.

Sincerely,
Stuart Lau

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****

Stuart Lau
University Registrar
Office of the Registrar
University of Hawaii at Manoa
Ph: 808 956-8010
****

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LTEC 50: Innovating for Fifty Years

Curtis P. Ho, Ph.D., Professor and Chair
Learning Design & Technology
University of Hawaii at Manoa

1776 University Avenue, Wist 232
Honolulu, HI 96822
Voice (808) 956-7771
Fax: (808) 956-3905
Web: go.hawaii.edu/hN
Virtual Room: go.hawaii.edu/aL

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Stuart Lau
University Registrar
Office of the Registrar
University of Hawaii at Manoa
Ph: 808 956-8010
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LTEC 50: Innovating for Fifty Years

Curtis P. Ho, Ph.D., Professor and Chair
Learning Design & Technology
University of Hawaii at Manoa

1776 University Avenue, Wist 232
Honolulu, HI 96822
Voice (808) 956-7771
Fax: (808) 956-3905
Web: go.hawaii.edu/hN
Virtual Room: go.hawaii.edu/aL