UNIVERSITY OF HAWAI'I
CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

REQUESTOR CONTACT INFORMATION

Date: August 7, 2012	Effective term of request (Semester-Year): Fall 2012
Name: Stuart Lau	Title: University Registrar
Campus: Manoa	Office/Department: Office of the Registrar
Phone: 956-5322	Email: stuartl@hawaii.edu

1. PROGRAM CODE, MAJOR CODE, CONCENTRATION CODE   Banner forms: SMAPRLE SOACURR STVMAJR

Institution: UH Manoa (MAN) ☑	College: 50 (Graduate Division)	Department: ETEC

☑ New program code   ☐ Change/replace existing program code: _____

Level: ☐ Undergraduate   ■ Graduate   ☐ First-Professional   ☐ Post-Baccalaureate   ☐ Other: _____

Degree:	Certificate: GCER Graduate Certificate ☑

If requesting an existing Major code and/or Concentration code in Banner:

Existing Major: Code   Description   Existing Concentration: Code   Description

If requesting a new ■ Major code or ☐ Concentration code that does not exist in Banner:

New Code [4 char/space limit]:   COLT   Description [30 char/space limit]: Online Learning and Teaching

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

Is this major/concentration code being used the same way at other UH campuses?

Is 50% or greater of the classes in this program offered at a location other than the Home Campus?   ☑ Yes   ☐ No
(Please consult your Financial Aid Officer on Program Participation Agreement impact)

Is this program/major/certificate financial aid eligible?   ☐ Yes   ☒ No   (Financial Aid Officer consultation required for all new program codes)

Should this program be available for applicants to select as their planned course of study on the online application?   ☑ Yes   ☐ No
(If yes, students may select the code as their only program of study.)

Rec'd 8/13/12

Replacing or eliminating an existing program code:

If replacing an existing program code, are current students "grandfathered" under the old code? ☐ Yes ☐ No

Should the old program code be available for use in Banner? ☐ Yes ☐ No

Will the old program code be available for:

Banner Module	Yes	No	Ending Term (Semester-Year)
Online Application	☐	☐	_____
Recruitment	☐	☐	_____
Admissions	☐	☐	_____
General Student	☐	☐	_____
Academic History	☐	☐	_____

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2. CERTIFICATES ONLY

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? ☐ Yes ☐ No
(Please consult your Financial Aid Officer or see: http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html)

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

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3. NEW CAMPUS, COLLEGE, DIVISION, OR DEPARTMENT CODE   Banner forms: STVCAMP, STVCOLL, STVDIVS, STVDEPT

Campus code [3 char]:	Campus description [30 char/space limit]:
College code [2 char]:	College description [30 char/space limit]:
Division code [4 char/space limit]:	Division description [30 char/space limit]:
Department code [4 char/space limit]:	Department description [30 char/space limit]:

UNIVERSITY OF HAWAI'I
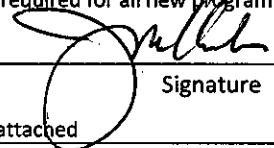## CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

4. NEW COURSE SUBJECT CODE (Subject Appr.)	Banner Form: STVSUBJ
College:	Department:
Subject code [4 char/space limit]:	Subject description [30 char/space limit]:

5. NEW MINOR (Minor codes are listed on the Major code table)	Banner Form: STVMAJR
Minor Code [4 char/space limit]:	Minor Description [30 char/space limit]:

Please briefly describe your request and explain why you are requesting the code(s):

See Attached

SUPPORTING DOCUMENTATION

Please see the **Code Request Guide** for the required supporting documents to be submitted. Documents submitted with this form:

- ☐ Board of Regents meeting minutes and supporting documents provided to the BOR
- ☐ Memo from UH President
- ☒ Memo from Chancellor *Nicole*
- ☐ Curriculum (required for requests for new programs/majors/minors/certificates)
- ☐ Gainful Employment Program notification to the US Department of Education
- ☐ Other: _____

CRF 325

Rev. 07-2011

UNIVERSITY OF HAWAIʻI
CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

CAMPUS VERIFICATION		
Requestor Signature _(signature)_		Date August 7, 2012

Registrar (If different from Requestor)

Print name	Signature	Date

Email/memo in lieu of Registrar's signature may be attached

Financial Aid Officer (Financial Aid Officer consultation required for all new program codes)

JODIE KUBA	_(signature)_	8/9/12
Print name	Signature	Date

Email/memo in lieu of Financial Aid Officer's signature may be attached

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

Print name	Signature	Date

Email/memo in lieu of signature may be attached

Send completed form and supporting documentation to:

Institutional Research and Analysis Office (IRAO)
- 1633 Bachman Place   Email: iro-mail@lists.hawaii.edu
- Sinclair Annex 2, Room 4   Fax: 808-956-9870
- Honolulu, HI 96822   Phone: 808-956-7532

After all required forms and supporting documents have been submitted, please allow at least two weeks for processing by IRAO and Banner Central.

FOR INTERNAL USE ONLY	Date form/docs received: 8/13/12
Program code [12]:	Program Description [30]:
CIP code [6]:	CIP description [30]:

CRF 325   Rev. 07-2011

UNIVERSITY
of HAWAI'I*
MĀNOA

RECEIVED

12 APR 11 P5:24   April 4, 2012

MEMORANDUM

MANOA CHANCELLOR'S
OFFICE

TO: Virginia S. Hinshaw
           Chancellor

FROM: Reed Dasenbrock
           Vice Chancellor
           for Academic Affairs

SUBJECT: Approval of Provisional Graduate Certificate in Online Learning and
           Teaching (COLT), College of Education, University of Hawai'i at
           Mānoa

I request that you provisionally establish a Graduate Certificate in Online
Learning and Teaching (COLT) to be offered by the College of Education. The
graduate certificate has been reviewed and endorsed by the Mānoa Faculty
Senate. A copy of the proposals and Senate's resolution are attached for your
information.

The proposed Department of Educational Technology's Graduate Certificate in
Online Learning and Teaching (COLT) is to fill the need for competent online
instructors as requested by the Hawai'i Department of Education. The need for
online teaching expertise extends beyond O'ahu to the neighbor islands. The
program is expected to expand educational access across the state and
successfully reach underserved populations, including Native Hawaiian and
Pacific Islanders.

No net additional cost will be incurred, as total revenue generated by enrollment is
expected to exceed expenses to the college.

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. I recommend that the certificate be
established. The effective date for provisional establishment will be Fall 2012.

Attachments

c: Acting Dean Young
      Interim Associate Vice Chancellor Aune
      Program Officer Pearson

**UNIVERSITY
of HAWAI'I**
MĀNOA

RECEIVED

12 APR 11 P5:24

March 21, 2012

MANOA CHANCELLOR'S
OFFICE

MEMORANDUM

TO: Virginia S. Hinshaw
           Chancellor

VIA: Reed W. Dasenbrock
           Vice Chancellor for Academic Affairs

VIA: Gary K. Ostrander
           Vice Chancellor for Research & Graduate Education

VIA: Patricia Cooper, Interim Dean
           Graduate Division

FROM: Donald Young, Acting Dean
           College of Education

SUBJECT: Establishment of a Graduate Certificate in Online Learning and Teaching
           (COLT) in the College of Education, University of Hawai'i at Mānoa

SPECIFIC ACTION REQUESTED:

It is requested that the Chancellor approve the establishment of the Graduate Certificate
in Online Learning and Teaching (COLT), in the College of Education, University of
Hawai'i at Mānoa. The College of Education Faculty Senate approved this Certificate in
Spring 2010, and Dean Christine Sorensen, Department faculty, and the Dean's Council
expressed unanimous support. The ATP for this Certificate was presented and
approved by the Chancellor on February 10, 2011.

The proposal was submitted to the CCPP and Faculty Senate in Spring 2011 and
approved by the CCPP on March 7 and the Senate on March 18. The proposal was
resubmitted to the Graduate School in March 2011. The Graduate Council unanimously
recommended approval on October 13, 2011 and the Dean of the Graduate School
wrote a letter of support in October 2011.

RECOMMENDED EFFECTIVE DATE:

January 1, 2012

ADDITIONAL COST:

No net additional cost will be incurred, as total revenue generated by enrollment is expected to exceed expenses to the college. The program is being created within the existing course offerings in the Department of Educational Technology's current graduate programs.

PURPOSE:

The purpose of the Department of Educational Technology's (ETEC) Graduate Certificate in Online Learning and Teaching (COLT) is to fill the need for competent online instructors. The certificate program will provide those who desire to deliver learning materials at a distance with the foundational knowledge and skills required to design, develop and implement effective materials for online learning.

Specific program objectives in relation to need include:
- 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.

BACKGROUND INFORMATION:

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. The Hawaii Online Task Force created the Hawaii Virtual Learning Network (HVLN) to expand and systematize online courses by offering a wide array of online courses to Hawaii's students. 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. The demand for the certificate program also fit the department's own assessment of why such a program was needed for K-12 and higher education instructors. Thus, 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.

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 and individuals in multiple training settings to provide online teaching expertise. These include non-profits, corporations, and military. 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. Many participants may also be in existing Master's programs, including the ETEC MEd.

Finally, 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.

ACTION RECOMMENDED:

It is requested that the Chancellor approve the establishment of the Graduate Certificate in Online Learning and Teaching (COLT), in the College of Education, University of Hawai'i at Mānoa.

Attachment(s)
    A. Proposal for a New Graduate Certificate in Online Learning and Teaching

APPROVED / DISAPPROVED:

_____   _____4-20-12_____
Virginia S. Hinshaw   Date
Chancellor

c: Catherine Fulford, Chair, Education Technology

A Proposal for a New Graduate Certificate in Online Learning and Teaching
Based on the "Guidelines for Academic Subject Certificate Proposals"
University of Hawai'i at Mänoa

Proposal history:

Following approval by the College of Education Faculty Senate and the Dean, the Authorization to Plan (ATP) was approved by VCAA Dasenbrock, Chancellor ATP in February 2011. The full proposal was submitted to the CCPP and Faculty Senate in Spring 2011 and approved by both bodies in March 2011. The proposal was resubmitted to the Graduate School in March 2011 and the Dean of Graduate Division wrote a letter of support in October 2011.

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

The purpose of the Department of Educational Technology's (ETEC) Graduate Certificate in Online Learning and Teaching (COLT) is to fill the need for competent online instructors. The program is being created within the existing course offerings in ETEC's current graduate programs. The certificate program will provide those who desire to deliver learning materials at a distance with the foundational knowledge and skills required to design, develop and implement effective materials for online learning. Although targeted for Hawaii's educators, this program will also appeal to online educators throughout the Asia-Pacific. Participants will learn the skills necessary to be successful online teachers and online learners. The skills they will learn range from how to design effective instruction for a distance-learning environment to how to evaluate critical issues in distance education to how to develop distance education materials. The Certificate will prepare participants to apply the theories, principles, models, tools, and techniques associated with online teaching in diverse educational settings. Throughout this completely online certificate program participants will have numerous opportunities to integrate their professional experiences into their learning, apply their course assignments to their current professional activities, and actively engage with other professionals in the development of these proficiencies. Participants who complete the certificate will attain the following student learning objectives (SLOs):

- Demonstrate an ability to evaluate the effective use and implementation of online learning materials
- Demonstrate an ability to effectively design, develop and implement successful online learning materials
- Apply foundational online learning principles and theories to learning activities in their work place
- Demonstrate their capacity to successfully design, develop and implement online learning materials

Specific program objectives in relation to need include:

- 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.

Finally, the Certificate will fit well within ETEC's current course offerings. All courses are already currently offered as electives in the Department's MEd in Educational Technology program through Outreach College. Current MEd students will have the option of completing the Certificate as well as the MEd concurrently as the MEd program requires five electives. ETEC electives typically have a mix of MEd, PhD, non-ETEC classified, and unclassified students. Opening enrollment to certificate students will fit well within the current structure. Certificate students will not be required to be in the ETEC MEd or PhD programs, but must have a Bachelor's degree from an accredited institution to be eligible for admission.

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)?

The program will be administered within existing ETEC structures and through the Outreach College. The current program director of ETEC's MEd will also coordinate and advise COLT students. It is likely that many students will already be ETEC MEd students. Additional support will be provided within ETEC's existing administrative and academic support systems. ETEC has a strong record of providing successful support to its student population.

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?

The Certificate will be delivered entirely within ETEC. ETEC faculty members are well-known in the field of e-learning and instructional technology, having provided presentations, proceedings, and journal articles specifically in the field of e-learning and the design and assessment of online programs.

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?

There is a critical need in 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).

The need and demand for online courses, both in K-12 and higher education, has increased because of the desire to make education accessible to all learners in a current economy that restricts travel, small class sizes, and specialized teachers. The Hawaii State Legislature recognized the importance of online teaching when it established the Online Task Force to review education policies, requirements, and oversight functions of the state to provide congruency and alignment with the needs and potential presented by online learning.

The initial impetus for development of the Certificate in Online Learning and Teaching came from a <u>request by the Hawaii Department of Education (DOE)</u> for a program to support their teachers who are involved in the virtual high school program in 2008. The Hawaii Online Task Force created the Hawaii Virtual Learning Network (HVLN) to expand and systematize online courses by offering a wide array of online courses to Hawaii's students. 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. The demand for the certificate program also fit the department's own assessment of why such a program was needed for K-12 and higher education instructors. Thus, 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.

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 and individuals in multiple training settings to provide online teaching expertise. These include non-profits, corporations, and military. 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. Many participants may also be in existing Master's programs, including the ETEC MEd.

Finally, 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.

The ideal candidates for this certificate will be those who are already involved in distance education or who have the desire to become involved in distance learning. The Certificate is expected to enroll approximately 20 students per year. ETEC enrolled approximately 20 students

per year in its pilot departmental sequence of e-learning courses. Beyond those who are already in our graduate degree programs, we expect some of the students will be those who already hold Master's degrees but are looking to update skills or add new competencies. In addition, such certificate programs often provide an opportunity for students to explore the field of educational technology and later enroll in our other graduate programs.

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)?

No pre-requisites or foundation courses are required to enter the program. Applicants must meet graduate admissions requirements as set forth by the graduate division. In addition, a statement of objectives indicating reasons for desiring to enroll in the certificate as well as future goals once completed will be required. The program is designed for the graduate-level student. The courses begin with foundations then add more advanced electives. A desire to apply e-learning in varied settings is required. Practical work experience may provide a richer experience but is not specifically required.

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?

The field of concentration is e-learning, which could cover both hybrid and completely online environments.

c. What is 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.)

The program requires 15 credits for completion.

d. What courses are required for the certificate program? What is the rationale for including these courses?

The courses in the program are all current ETEC course offerings and have received high ratings from students. All courses are fully online taught by experienced faculty in ETEC with research and teaching expertise in distance learning.

The proposed Graduate Certificate requires three currently existing 3-credit required courses *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 completed in the final course. The final course in the sequence is ETEC 632 as a

capstone course. If previously taken as a masters/doctoral elective, ETEC 632 may be repeated for credit as a capstone course. See the next section for course specifics.

e. What is the structure of the program (e.g., first-semester courses; required or core courses; electives)?

Sequence	Required Courses *Note: ETEC will offer these courses in the indicated session.*	Example Advanced Electives *Note: ETEC will offer at least one COLT elective per session.*
Summer	ETEC 612: Introduction to E-Learning: This course will focus on an *overview* as well as practical issues of online *learning* and will include basic *web design*.	Summer elective course optional.
Fall	ETEC 673: Planning for Technology and Resources: This course will focus on *planning* for high quality online courses including *selecting* and evaluating appropriate material, learning activities, and *assessment* instruments.	ETEC 622: E-Learning Theory and Design: This course will focus on *theoretic* and *practical design* of instruction for advanced online delivery including interactive tools.
Spring	ETEC 632: Developing E-Learning Environments: This course will focus on online instruction for *educational* and *training* settings including social networking and *Web 2.0* tools. It will require integration of core competencies in an internship, project, or electronic portfolio. This is the COLT capstone course.	ETEC 652B: Authoring E-learning Environments: Computer-Assisted Instruction: This course will focus on *designing* and *creating* instructional materials using multimedia authoring tools such as *Flash*.

Students may opt for a 1 year or 2 year completion. Certificate students not already enrolled in another program may take a 1 year sequence with 1 course in summer, 2 courses in Fall, and 2 in Spring. Certificate students already enrolled in an ETEC or other graduate program will likely only be able to take 1 course per semester in addition to other program requirements. ETEC MEd students typically take one elective per semester, including summer.

Additional Advanced Elective offerings that fulfill COLT requirements and may be used to fulfill the elective requirements with advisor approval include but are not limited to:
ETEC 620:   Visual Design
ETEC 642:   Facilitating E-learning Communities
ETEC 651:   Interactive Multimedia Production
ETEC 654:   Programming for Games & Simulations
ETEC 662:   Assessment and Evaluation in E-learning
ETEC 672:   Distance Education Technology

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?

A practicum or internship is not required. Internships may be offered and will be administered by the instructor teaching the capstone course.

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 Certificate program will require a culminating, integrative experience. This may be an internship, project, or electronic portfolio. The culminating experience will demonstrate mastery of program objectives. The instructor in the capstone course (ETEC 632) will administer the culminating experience.

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?

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. No significant impact is anticipated as all courses and support structures currently exist. No workload releases for faculty or budget for planning activities is anticipated. Coordination and advising will be provided by the current coordinator of the online MEd. Any additional resources that may emerge can be met through increased class size and summer program offerings. A draft budget is provided in Appendix A.

7. How will the effectiveness of the program be demonstrated and measured? How will student learning be assessed? (Describe the plan for assessing the quality of student learning. In addition, information should be gathered on projected number of graduates yearly; placement of graduates; special accreditation; student satisfaction; career and employer satisfaction, etc.)

The effectiveness of the Certificate will be measured through assessing candidate performance based on the Association for Educational Communications and Technology (AECT) and National Council for Accreditation of Teacher Education (NCATE) standards. These assessments are linked to candidate learning outcomes and are part of the College's Student Information System (SIS). Assessment of candidate learning will be measured through program specific course assignments and the culminating project. In addition, program review will also be conducted as recommended by Executive Policy E5.201.

Specific assessments related to the program include measuring:
- FTEs
- Number of sections offered
- Average class size
- Number of FTE faculty
- Student-faculty ratio
- Number of certificate completions

Other program assessment measures include:
- Meeting program objectives
- Assessing culminating experiences in relation to learning objectives and AECT standards
- Student advising, support, and program resources
- Student satisfaction according to evaluations and program surveys
- Student job placement and/or promotion
- Links to updated UH strategic plan
- Relevance to local, state, national, and international need

Currently, ETEC programs have an exceptionally high completion rate, strong student satisfaction, and significant national recognition. With current structures in place, ETEC would expect similar success in this new program offering.

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 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 was specifically indicated as a priority for new programs in the COE strategic plan and is fully supported by COE and its dean.
- 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—to provide on-going professional development in education, increase the knowledge base in education and related fields through the application of educational research, and serve as a leader in the area of e-learning for excellence in education.
- 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. ETEC is a significant provider for e-learning education and instructional technology research in the state. Through its state-wide initiatives, ETEC has been highly successful in recruiting Native Hawaiian and Pacific Islander students who will be the future education leaders in their communities in applying technology for learning.
- 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.

This program directly addresses critical areas of workforce development, technology implementation, improving educational effectiveness, and addressing educational needs state-wide.

Appendix A

YEAR	FY2010	FY2011	FY2012	FY2013	FY2014
PROGRAM COSTS					
Faculty w/o fringe	43,000	44,500	46,000	47,500	49,000
Other personnel costs w/o fringe	3,010	3,115	3,220	3,325	3,430
Library	0	0	0	0	0
Equipment/Supplies: Software including Elluminate (partial) and Atomic Learning maintenance agreements Hardware including server / storage	4,300	4,450	4,600	4,750	4,900
Other: Marketing including inter-island travel for recruiting	2,150	2,225	2,300	2,375	2,450
Outreach percentage of tuition (27% est.)	33,615	37,098	40,824	44,874	48,843
TOTAL Expenses	86,075	91,378	96,944	102,824	108,623
REVENUES					
Projected Enrollment (**per course**)	20	20	20	20	20
No. of Courses	5	5	5	5	5
No. of Credits	15	15	15	15	15
SSH	300	300	300	300	300
Tuition Rate/Credit	415	458	504	554	603
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