



## Request To Add / Change A Graduate Certificate

1. **Proposing College / School:** College of Education

**Department:** EFLT

2. **Proposed Implementation Date:** Fall 2015

**Department Coordinating Certificate (if not Originating Department):**

3. **Proposed Certificate Title:** Technology Educator (CIP 13.0501)

4. **Designated Certificate Coordinator:** Sara Wolf (wolfsa1@auburn.edu)

5. **Credit Hours in Certificate:** 12

*(Graduate Certificates must, by definition, consist of at least 9 to 21 semester hours. A minimum GPA of 3.0 must be maintained for all graded coursework in the certificate program.)*

### 6. Courses Required for Certificate Program:

*(Include course prefix, course number, title, credit hours, and prerequisites, where applicable. For changes to existing certificate programs, **clearly** indicate the courses that are to be added and/or removed, with the same information (i.e.: title, credit hours, etc.)*

- EDMD 7000/7006 Instructional Design and Development/ 3hrs
- EDMD 7010/7016 Instructional and Information Technologies/ 3hrs
- EDMD 7210/7216 Integration of Technology into Curriculum/ 3hrs

### 7. Elective Courses Eligible for Certificate Credit:

*(Include course prefix, course number, title, credit hours, and prerequisites, where applicable. For changes to existing certificate programs, **clearly** indicate the courses that are to be added and/or removed, with the same information (i.e.: title, credit hours, etc.)*

- EDMD 7200/7206 Applied Instructional Design/ 3hrs (Prerequisite: EDMD 7000)
- EDMD 7910/7916 Practicum/ 3 hrs
- EDMD 7900/7906 Directed Studies/ 3 hrs
- EDMD 7930 Teaching Apprenticeship/ 3 hrs
- EDMD 7970/7976 Special Topics in Instructional Technology / 3 hrs

Note: EDMD 7200/7206 is a revised course that was approved by the Grad. Curr. Council June, 2014.

Note: Preliminary Proposal approved by the Office of the Provost & Graduate School October, 2014.

### 8. Curriculum Model for Certificate Program *(if applicable):*

Students are required to complete 12 credit hours for this certificate. Nine of those hours are prescribed, with the last 3 hours available as elective credit that the student may select.

A sample model is included below. Assuming a beginning term of Fall semester:

Fall 1 : EDMD 7000/7006 (3 hrs)

Spring 1: EDMD 7210/7216 (3 hrs)

Summer 1: EDMD 7010/7016 (3 hrs)

Fall 2: Elective (3 hrs) -- Select from EDMD 7200/7206, 7910/7916, 7900/7906, 7930, 7970/7976

### 9. Justification:

*(Include a concise, yet adequate rationale for the addition/revision of the certificate program, citing accreditation, assessments (faculty, graduate, and/or external) where applicable.)*

The rapid adoption of emerging technology (e.g., digital textbooks, mobile devices) in school requires educators to become familiar with new tools and skills to develop and implement technology-enhanced lessons in classrooms. This certificate is designed to help K-12 classroom teachers, technology coordinators, school librarians, and/or school administrators advance knowledge and skills to effectively integrate technology to support student learning. The graduate level certificate can be completed through distance or on-campus delivery formats. This flexibility will not only help increase graduate enrollment in the College of Education but also assist educators in staying up-to-date with emerging technology. This certificate is also appropriate for those individuals who intend to take teaching positions in universities, community colleges, or other training environments (e.g. Preparing Future Faculty cohort members, doctoral students seeking faculty positions, etc.)

#### **10. Relationship of Proposed Program to Other Auburn University Programs:**

*(If "yes" for either item, please provide explanation in the space provided below.)*

Will the program support or be supported by other program(s) at Auburn University?  Yes  No

Will this program replace any existing program(s), or specializations / options / concentrations within existing program(s) at Auburn University?  Yes  No

#### **11. New or Additional Resources / Resource Shifting Required:**

*(If "yes" for any item, please provide explanation in the space provided below.)*

Will additional faculty lines be required?  Yes  No

Will new or additional space (e.g.: laboratory or classroom) be required?  Yes  No

Will additional library resources be required?  Yes  No

Will additional GTA support be required?  Yes  No

*Explanation of or provision for new or additional resources / explanation of program's support or replacement of other programs:*

In order to deliver all required courses, we would need one additional adjunct faculty member. The Library Media program currently has three faculty members. However, one faculty member has high administrative responsibilities and can only teach one course per year within the associated certification program. Two other faculty have undergraduate teaching obligations and cannot teach all courses in a timely manner.

Existing faculty and facilities have sufficient capacity to implement and monitor the proposed certificate within the structure of existing course scheduling and on a startup basis. However, as the program grows, there may be the need to hire GTA and/or adjunct faculty to help distribute the teaching load in a manageable fashion. These needs will be met through incoming funds. Any additional resources required in order to offer the certificate in the DE format will be supported through incoming funds.

#### **12. Distance Education:**

*(If Distance Education will be incorporated in the delivery of the proposed program, provide details of implementation, scope, etc.)*

Courses involved in the certificate program are already approved to be offered as distance delivered courses. Any additional resources needed for the distance version of this course will be funded through the distance course revenue. The traditionally formatted version of this course can be taught with current faculty in place.

For distance education students the following technologies will support the distance learning delivery. Specifically, (a) timely and appropriate interactions between teacher and students will occur primarily through the Auburn University email system, and the learning management site (discussion board and chat features); the instructor will be available for office hours each week and students may contact the instructor via telephone, email, LMS chat features, Adobe Connect or Skype; (b) students will engage with content (Narrated Power Point presentation, reading material, other posted links and articles) asynchronously or synchronously (depending on the requirements set by the instructor for a particular course or assignment); discussion among class members will take place primarily on the LMS Chat, email, or Adobe Connect; (c) the technology will allow students to engage with the course content via their personal Internet connection, engage with their peers over the LMS, and allow for personalized support from the instructor via email; (d) there may be some face to face meetings for individual students and for the class.

#### **13. Expected Program Outcomes and Assessment Methods:**

*(Include a comprehensive description of the program's student learning outcomes, as well as a description of the assessment plan to be implemented for determination of the extent to which those outcomes are being achieved; explain how the results of that assessment will inform the revision process for the program, where necessary)*

Upon the completion of the Technology Educator certificate coursework, students are expected to:

1. Demonstrate appropriate skills to use various educational technologies.
2. Apply appropriate technology skills in a classroom or other appropriate teaching environment.
3. Explore emerging technology and reflect on their application in educational settings.
4. Locate, evaluate, and select instructional and informational technology for curriculum, taking into consideration of the learner characteristics in a multicultural society.
5. Develop an appropriate technology plan that can be used in a specific educational setting.
6. Develop instructional materials by applying appropriate instructional design principles with regard to specific learning objectives.

In order to measure students' achievements of the identified outcomes, two evaluation requirements will be applied.

First, all students are expected to maintain a 3.0 or higher in each course, which is reinforced by the Graduate School's Grade requirement.

Second, at the end of the coursework, students will be required to complete a capstone project consisting of multiple domains. Each domain (written & oral communication; integrative learning; creative thinking) will be assessed by at least two members of the faculty members of the Library Media program incorporating a domain specific rubric. The project will investigate students' understanding and ability to integrate educational technology and appropriately develop 21st century learning environments. The project will require students to synthesize information from all certificate-related coursework and illustrate their ability to critically connect, analyze and apply the content that was learned throughout their certificate-related coursework in the design and development and implementation of the project. The scores will be averaged and mean scores 3 and above will result in a recommendation to pass the capstone project. Scores will range from 1 – Poor (performance is far below expectations); 2 – Approaching competence (performance sometimes meets expectations but is inconsistent); 3 – Competent (performance meets and sometimes exceeds expectations); and 4 – Exemplary (performance far exceeds expectations; consistency is evident).

# Approvals

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Department Chair / Head

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Date

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College / School Curriculum Committee

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Date

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College / School Dean

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Date

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Dean of the Graduate School

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Date

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Chair, University Curriculum Committee (UCC)

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Date

**Contact Person:** Sara Wolf

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