March 12, 2014

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Dear Colleagues:

The attached proposal for a new online Graduate Certificate in Teaching English to Speakers of Other Languages will be an agenda item for the March 19, 2014, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
        Dr. Laura D. Jolly

Committee on Facilities, Committee on Intercollegiate Athletics, Committee on Statutes, Bylaws, and Committees,
Committee on Student Affairs, Curriculum Committee, Educational Affairs Committee, Executive Committee, Faculty Admissions Committee,
Faculty Affairs Committee, Faculty Grievance Committee, Faculty Post-Tenure Review Appeals Committee, Faculty/ Staff Parking Appeals Committee,
Human Resources Committee, Strategic Planning Committee, University Libraries Committee, University Promotion and Tenure Appeals Committee
An Equal Opportunity/Affirmative Action Institution

Proposal for e-certificate in TESOL

I. Basic Information

1. Institution: The University of Georgia   Date: February 5, 2014

2. School/College: The College of Education

3. Department/Division: Language and Literacy Education

4. Level: Graduate Online Certificate

5. Proposed starting date for program: Spring of 2015

6. Program Abstract

We request permission to begin offering an E-certificate in TESOL beginning in the spring of 2015 for a total of 15 graduate credits.   The Teaching English to Speakers of Other Languages (TESOL) and World Language Education (WLE) program has featured a three course online ESOL endorsement program since 1990 in order to meet student-clients' various expertise and licensure needs.   There are several reasons why we feel the need to create an additional E-certificate program that meets the needs of both international and national educators.   First, even though our existing online ESOL endorsement courses are offered every semester, including summer, they are almost always filled to capacity, and often have wait lists for admission.   Second, our existing add-on endorsement is only valid for educators who already have Georgia state certification in another content area (e.g., Language Arts, Science).   It does not address the needs of many potential students on campus and around the world who desire stand-alone certification of expertise in TESOL, one that can be beneficial to international and domestic educators who do not have or need state certification.   To meet the needs of this broader audience and to increase enrollment in our TESOL and World Language Education Program (TWLE), we have decided to redesign three ESOL endorsement courses and also two additional courses (i.e., language assessment and a guided teaching practicum).   The five courses for this certificate already are being offered in our ESOL endorsement and master's program; however, we will provide separate sections that have been redesigned exclusively to meet the needs of the online broader range of educators.

7. Letters of Support

Since this is offered completely within the Teaching English to the Speakers of Other Languages (TESOL) and World Language Education (WLE) program, no letters of support were considered necessary.

II. Response to the Criteria for All Programs

1. *The purpose and educational objectives of the program must be clearly stated, and must be consistent with the role, scope, and long-range development plan of the institution.*

   A. State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.

The purpose of the e-certificate in TESOL is to provide language teachers with theories and practices related to second language education, bilingual education, multilingual and multicultural matters, and empirical strategies for the study of language education processes and outcomes.   LLED 7630 is our foundation of language teaching course where students learn the basic theories and practices of language teaching.   LLED 7040 is a course where students learn how language and culture are inextricably connected in local and global contexts, through experiential, theoretical and autobiographical activities.   LLED 7730 introduces students to the field of lifelong development of language with the goal of relating theories of first and second language (L1 and L2) acquisition to classroom methodology and practice.   LLED 7502 is a course where students learn how to assess learners' language development.   LLED 7504 is a practicum course where students critically and creatively reflect on their TESOL practices in domestic and global K-12 or adult settings.

B. Describe the interdisciplinary nature of the proposed program.   Which school(s) or college(s) and department(s) will be involved in the development of the program? Describe the expected stage of development for this program within five years.

All programs in the College of Education will be encouraged to share the information about the e-certificate in TESOL program as an option for continuing professional development.   The Office of International Education will also be involved in helping to share news of this program with international students who may wish to have an English teaching professional option.   In five years, we expect to have strong partnerships with universities in Korea, Mexico, Russia, Ireland, and Hong Kong where our faculty have connections to international language institutes.   We hope these partners will send a minimum of 5 students each to our program and to have two cohorts of 15 students each; 30 students total enrolled.

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

   A. Explain why this program is necessary.

Rapid globalization, transnational demographic shifts and the use of English as a lingua franca are prime motivators for teaching English as a Second Language or Foreign Language in many parts of the world. With an expansion of internet use as well as pedagogical strategies for online learning that promote new understandings of literacies, we have seen an increasing demand for online certificate programs to license English language educators who are unable, for a variety of reasons, to attend programs at U.S. campuses. The demand and interests are evidenced in 3-A section.

In the field of second language education, another important reason for launching this certificate program is to support educators in developing new understandings of why and how to use 21st century literacies in the language classroom.   Informed by New Literacy and digital perspectives on language and culture, our newly designed courses will support understanding of how language use and literacy are multiple and multimodal, and embedded in particular social, political, and cultural contexts (e.g., Lankshear & Knobel, 2011; New London Group, 1996).   For these purposes, new literacies (e.g., blogging, wikis, social networks, MOO's) will be integrated into the courses to provide our students with resources for their own teaching.

   B. In addition, provide the following information:

1.   Semester/Year of Program Initiation
We will begin offering the e-certificate in TESOL in the spring of 2015.   The courses will be offered in the following sequence in order to establish a cohort system:
Cohort 1

| Spring 2015 | LLED 7730E and 7040E | 6 credits |
| Fall 2015 | LLED 7630E and 7502E | 6 credits |

Spring 2016	LLED 7504E	3 credit

Cohort 2

Fall 2015	LLED 7730E and 7040E	6 credits
Spring 2016	LLED 7630E and 7502E	6 credits
Summer 2016	LLED 7504E	3 credit

2. Semester/Year Full Implementation of Program
The program will be fully implemented by Spring 2016.

3. Semester/Year First Certificates will be awarded
The first certificate will be awarded in the spring semester in 2016.

4. Annual Number of Graduates expected (once the program is established)
We aim for a cohort of 15 students in the spring 2015 and 20 in the fall 2015.

5. Projected Future Trends for number of students enrolled in the program
We expect that this program will grow as we broaden our potential audience in various colleges at the University and our collaboration with foreign universities.

3. *There must be substantial evidence that student demand for the program will be sufficient to sustain reasonable enrollments in the program.*

   A. Provide documentation of the student interest in the program, and define what a reasonable level of enrollment is for a program of this type.   Provide evidence that student demand will be sufficient to sustain reasonable enrollments.

The following graphic illustrates the relationship between (a) the current, **_local_** three-course endorsement certificate for state-certified GA educators; (b) the **_global_** five-course e-certificate program which transforms the three existing local courses for an international audience, adding two additional courses; and (c) the UGA campus M.Ed. in TESOL which will recruit students from either the local and/or global programs, providing international students with an optional one year study abroad experience.   We plan to offer all of these programs to meet local as well as global audience's needs.

Figure 1
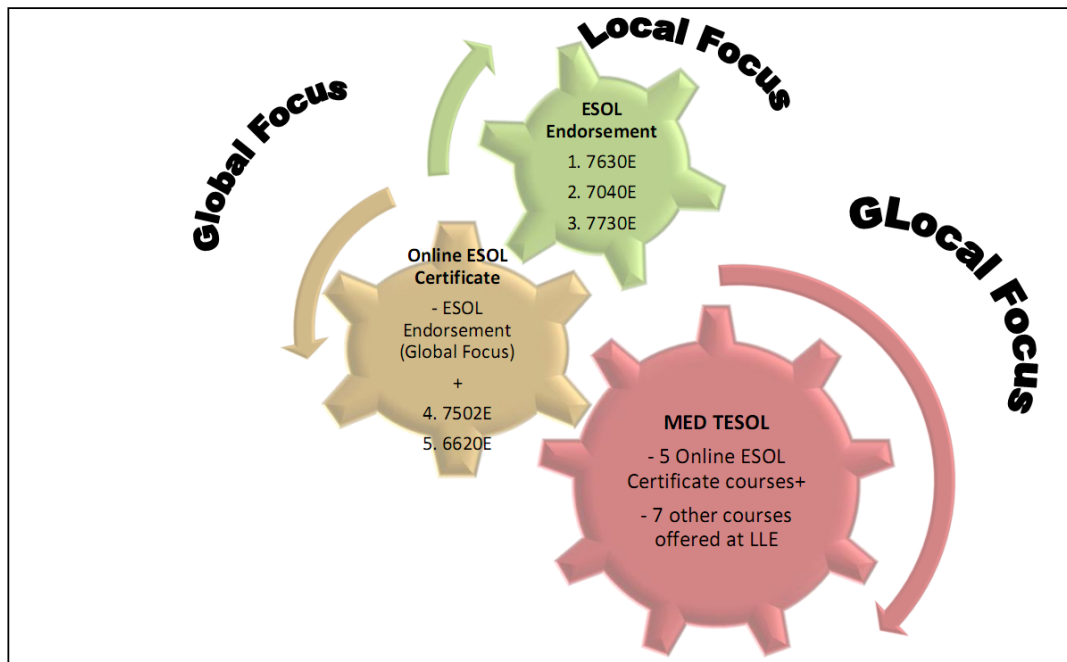
The Bureau of Labor Statistics predicted that the job market of adult literacy and ESL teachers would grow about 15 percent between 2010 and 2020.   The following are some of the inquiries we have received regarding an online certificate program.   On average we receive 8-12 queries a month about such possibilities, such as the following:

> *Dear Ms. (sic) Cahnmann,*
>
> *I am a graduate student pursuing an MA degree in Romance Languages Linguistics. I happened to read some information about the programs you offer.*
>
> *Having taught ESOL in Peru for more than seven years, I am really interested in enrolling in the ESOL endorsement program.*
>
> *I would be most grateful if you could send me the admission requirements and all the necessary information in order for me to apply for this program.*
>
> *Sincerely,*

In addition to local queries from UGA students not seeking certification, we regularly receive email inquiries from students in other states and nations about online options.   April 2012, this email was sent from Florida:

> *Hello Melissa, and thank you for your prompt reply.   I have an M.A. (face-to-face) from the University of Virginia in French Language and Literature, as well as extensive teaching experience in ESOL.   Currently I teach ESOL Education courses to teacher education students at Flagler College - Tallahassee (Florida), and would like to add an online EdS so that I might further my career opportunities.   I've located only one online EdS in TESOL (Univ. Missouri - Columbia) that I understand to be accredited, and two additional programs that I think might be proprietary, and so am not fully interested in those two programs.   I prefer to complete the program online but could travel during the summer for face-to-face opportunities if such were necessary.   My motivation in seeking an online program is, as I noted, the furthering of my career, but I also have a young child and so need to continue teaching as my income is dependant upon this.   In particular, what I'm looking for is an online EdS in TESOL that will allow me to transfer at least some of my prior coursework (M.A.) and the classes that I currently teach -- because, frankly, they're the same ones I'd be taking as a student.   Should your program grow to include an online EdS in TESOL, I hope you won't hesitate to contact me.   Thank you, again, for your consideration.*

The following example shows the interests from abroad in online certificate and advanced degree.

> *Dear Dr. Lee,*
>
> *This is ******, I am Egyptian living currently in Bahrain. I was searching for some distance learning programs that can give me the masters degree to be able to teach English in universities here in Bahrain. I would like to know more about the subjects I will have to study, the way I can communicate and be examined while here in Bahrain, and more on the fees.*
>
> *I appreciate your help so much.*
>
> *Thank you*

Finally, the TESOL and World Language Education program was recently contacted by *Beijing Cannel Consulting International Education Group* regarding a collaborative program.

> *Beijing Cannel Consulting International Education Group* (BCC) *enrolls Chinese students from universities around China, who would love to choose TESOL/World Language Education as their future major. These students will take UGA online courses in China. We can also hold summer courses and invite some TESOL faculty to teach in China. After the students successfully finish their one year courses, they will get a certification from UGA. If they choose to continue to pursue their Master's degree at UGA, they will save one year time in the US. Our possible students for this program are senior college students. BCC has abundant resources and collaborative relationships with numerous universities in China. BCC will be responsible for the advertisement and marketing this program in China.*

Given the current ESOL endorsement program's add-on licensure limitations to state-certified teachers, we have had to encourage international UGA students like the person who wrote the first letter to look elsewhere. The new, five-course e-certificate will allow us to serve international students like him as well as other students seeking online options, U.S. educators in other states as well as international students who do not have the ability or interest in on-campus enrollment. The five courses have been adapted from the state endorsement sequence so that the content is applicable on a global level and that the sequence of courses scaffolds the multinational student cohort in understanding the interconnectedness of language, literacy and culture, global language practices, dynamic assessment resources and importantly to reflect on themselves as multicultural global educators. The content of each course has been designed to incrementally support students in accessing this deep knowledge of these issues.

B. In addition, provide the following information:

To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

As this certificate is offered online, we hope that this certificate attracts students worldwide who speak a diversity of first languages and who represent significant racial, cultural, and linguistic diversity. Moreover, this program will attract a wider socioeconomic and geographic range of student, state and nation-wide, as it will not require any student to relocate or travel to the UGA Athens campus. Finally, this certificate will attract students to our master's and doctoral programs as we transfer the courses (i.e., up to 6 credits) they will take during the certificate program.

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

Our courses conform to the TESOL Standards. The curriculum outline is aligned with the appropriate standards.

Provide the following information:

A. Present a detailed curriculum outline of the program listing specific course requirements (to include

programs of study, course prefix, number, and title).

Objectives – The following are courses for this online certificate, whose objectives for each course are listed.

LLED 7630E ESOL Grade P-12
This course provides an introduction to theory and practice in language teaching.   Readings cover major issues in the field from the disciplinary perspectives of linguistics, psychology, anthropology, and education. Class Topics provide opportunities for students to raise questions, react to readings, offer formal presentations, create materials, and practice teaching.

Students will be able to understand:

1) contemporary theory, research, and practice in language learning and teaching;
2) implications of historical trends in language teaching methods;
3) key variables of language teaching contexts;
4) curricular design principles;
5) purposes, processes, and tools of assessment;
6) practice the knowledge as they teach/tutor a language of their choice;
7) synthesize available recommendations for L2 teaching practice in broad areas, both familiar and unfamiliar;
8) gather and use evidence about L2 teaching programs, classes, learners, and teachers for understanding and improvement;
9) deliver effective workshops and related teacher development activities;
10) plan for their own continuing professional development.

LLED 7040E Language and Culture
This course provides participants with a working knowledge of how culture and language inform very different literacy and cultural patterns of being across the world and in different social contexts. After beginning with an anthropological inquiry into the diverse meanings of culture, participants engage with theoretical readings and practical activities that foster understanding of cultural and social equity issues in education globally.   Class topics provide opportunities for students to raise questions and discussion, respond critically to readings, offer formal presentations, create materials, and reflect on how multicultural education can inform how they teach and interact with others in the classroom and other contexts.

Students will be able to understand:

1) contemporary theory, research, and practice in multicultural education;
2) implications of existing policies and practices related to social equity issues (e.g. English only policies);
3) key tenets of multicultural education and social justice pedagogies;
4) curricular design principles informed by a critical multicultural framework.

LLED 7730E 1st and 2nd Language Acquisition and Development
The course introduces students to the field of lifelong development of language with the goal of relating theories of first and second language (L1 and L2) acquisition to classroom methodology and practice.   The topics related to the goal form four groupings:

1) human capacities for language learning and universal features of L1 acquisition;
2) universal capacities in the L2 learning process that determine the nature and route of acquisition (e.g., age and critical periods; cross-linguistic influences; role of the environment and environmental triggers of acquisition; cognitive contributions; interlanguage variability vs. systematicity and developmental stages and sequences);
3) individual influences related to differential rate of acquisition and ultimate success in an L2 (e.g., aptitude, motivation, and affect);

4) social dimensions that influence L2 learning (e.g., social identity, power asymmetries, class and gender, macro socio-political and socio-cultural context);
5) methods of analyzing learner development.

The course offers theoretical and practical engagement with the issues. All of the activities will be systematically connected to the implications of the findings for L2 teaching.

Students will be able to:

1) develop a vocabulary and sensitivity for monitoring first and second language development, including sequential and chronological expectations;
2) understand the interplay between the development of language structures and language functions;
3) understand the role of individual difference, cultural difference, and the learning situation in first and second language development;
4) participate in informed debate about social and educational issues pertaining to first and second language development.

LLED 7502E Assessment practice in ESOL classroom
This course provides an introduction to theory and practice in second/foreign language assessment in classroom as well as large-scale settings.   The class topics will cover theoretical and historical framework of language assessment, a range of language assessment including different skilled areas, alternative assessment, social dimensions, and future directions of language assessment.   Students will raise questions, react to readings, offer formal presentations, review published assessments, and develop a population specific assessment.   More specifically,

Students will be able to:

1) understand the theoretical and technical aspects of testing;
2) understand issues regarding different types of language assessment;
3) critically review commercially published language assessment;
4) develop language assessment for specific contexts.

LLED 7504E Reflective Practice in the TESOL Classroom
Students build on understanding of language and literacy development theory and research, learn to advocate for students and families, develop media and policy awareness to provide optimal learning environments for English learners, and conduct theory-based action research in their own classrooms in coordination with student teaching or internships.

Course objectives or expected learning outcomes
Students will learn to:

1) use their understanding of language and literacy development theory and research to provide optimal environments for teaching English to speakers of other languages   (ESOL) and to conduct theory-based research in their own classrooms;
2) provide contact information and support for ESOL students and help their family's access community language education and other resources;
3) provide ESOL students and their families with information, support, and assistance as they advocate together for the students and their families;
4) support ESOL students and their families as they make decisions and advocate for themselves in the schools and community;
5) create the circumstances and environment that support ESOL student and family empowerment;
6) model for their colleagues a variety of techniques and attitudes needed to work effectively with ESOL students;
7) keep current with media reports about the education of ESOL students;

8) share with colleagues the importance of ESOL students' equal access to educational resources, including technology;
9) assist colleagues to appropriately select, adapt, and customize resources for use by ESOL students.

Topical outline
Classroom applications of current theories and research in language and literacy development. 2. Language and education resources and advocacy for English learners and families in their schools and communities. 3. The role of professional resource personnel in educational communities. 4. Advocacy for ESOL students' access to all available academic resources, including instructional technology. 5. Action research to improve classroom practice.

Courses	Course title	Course requirements
LLED 7630E	ESOL Grade P-12	• Reading questions and discussion on the web • Reaction/participation/discussions of each week's lecture • Teaching Portfolio • Presentations
LLED 7730E	1st and 2nd language acquisition and development	• Response to the readings, including additional, advanced readings & synthesis (eLC Discussion Board) • Interactive lab work/small group work (VoiceThread) • Research article presentations (VoiceThread) • Analytical paper on L1 acquisition • Analytical paper on L2 acquisition • Peer feedback on fellow students' research papers on L1 • Peer feedback on fellow students' research papers on L2
LLED 7040E	Language and Culture	• Family ethnography, cultural group interviews, reaction/participation/ discussion on each week's lecture • Presentations • Multicultural action plan
LLED 7502E	Assessment practice in language classroom	• Reading questions and discussion on the web • Mini-group assignments • Test development
LLED 7504E	Reflective practices in the TESOL classroom	• Ongoing assignments: active reading and participation in the course, including a minimum of two wiki posts during the course and one wiki post after course completion between summer and fall 2011. • One longer assignment, a reflection paper, due at the end of the course. This paper is meant to reflect on students' teaching experiences and curriculum decisions. • One activity of practitioner renewal: planning activist events; writing Op-Eds, generating dialogue in their respective communities, drafting papers, engaging in community events.

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

Three courses (LLED 7630E, 7040E, & 7730E) already exist online and two other courses (7502 & 7504) will be modified and transferred to the online format. Currently each course offers only one section but as the program expands, we will offer sections meeting the needs of both domestic and international educators. Furthermore, course assignments and contents will be modified based on the students' interests in domestic and international sections (e.g., K-12 public education contexts in the domestic context versus K-12 global contexts). However, the quality and rigor of the courses will be identical for all interests, which is reflected in the assessment processes we have designed for each course.

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.

Competitive higher education institutions such as the University of Illinois, the University of Southern California, and Penn State University offer online certificate and degree programs.   These are among the few accredited institutions that are also in this market and fall far short of meeting global and local demand.

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 e-certificate in TESOL. However, we will comply with the International Standards in TESOL.

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

A. Define the size, experience, and specializations of the full-time faculty needed to support an effective program.   Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program.   Specify how many full-time faculty will provide direct instructional support to this program.

The faculty members who will teach in the program are all full-time standing faculty with strong expertise in respective course content.   They will develop and revise course content and supervise future adjunct instructors who will be hired once the program expands.   Below is a list of faculty members who have agreed to teach in the certificate program.   These faculty members are very active in their fields as well as at the College of Education, UGA.

B. In addition, for each faculty member directly involved in this program, list:

Name/rank	Degree	Academic specialty	Special qualifications	Relevant professional and scholarly activity for past five years	Projected responsibility
Melisa Cahnmann-Taylor Professor	Ph.D.	Bilingualism and Bilingual Education; multicultural language education; creativity and arts-based approaches to teaching and learning languages.	Ph.D., Educational Linguistics; M.F.A. Poetry	Publications and presentations about second language acquisition and assessment, see www.teachersactup.com for c.v. information and publication listings.	Teach LLED 7504 and guide future instructors of the course; support and collaborate with Dr. Lee in running the program; recruit partner universities and students.
Ruth Harman Associate Professor	Ed.D	TESOL and bilingual education; discourse analysis; second language literacy;	Critical Discourse Analysis and Systemic Functional Linguistics	Publications and presentations about second language literacy and immigration policies and issues	Teach LLED 7040; support and collaborate with Dr. Lee in running the program; recruit partner universities and students

Victoria Hasko Associate Professor	Ph.D.	TESOL; Second/Foreign/ Heritage Language Acquisition And Instructed Learning; Bilingualism and Cognition	Ph.D. in Applied Linguistics M.A. in TESOL Experience in a variety of educational settings, including ESL and EFL	Publications and presentations on the topic of Second/Foreign/ Heritage Language Acquisition And Instructed Learning; funded grant work; Have taught and redesigned 7730; UGA eLearning Fellow	Teach 7730; support and collaborate with Dr. Lee in running the program and with curriculum alignment; help with recruitment
Jiyoon Lee Clinical Assistant Professor	Ph.D.	Second language acquisition, task-based language learning and teaching, language assessment	Ph.D., Educational Linguistics; M.S.Ed in TESOL Certified secondary English teacher in S. Korea	Publications and presentations about second language acquisition and assessment	Coordinate e-certificate program Expand collaboration; instruct two of the five courses; recruit and guide invited highly qualified TESOL instructors (as program expands)

C. Where it is deemed necessary to add faculty in order to fully develop the program give the desired qualifications of the persons to be added.

After launching the program, if the program demands larger classes, we may contact highly qualified adjunct instructors in the field.   We will be able to use the eRate to fund to hire these contractors.

6. Library, computer, and other instructional resources must be sufficient to adequately support the program.

A. Describe the available library resources for this program and the degree to which they are adequate to support an effective program.   Identify the ways and the extent to which library resources need to be improved to adequately support this program.

Online access to library resources will be required.   We will submit requests for e-book purchases in TESOL & World Language Instruction as well as library journal subscriptions that will support this program.

B. Likewise, document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc. available to adequately support this program.   Specify improvements needed in these support areas.

We will use the current online instruction system provided by the University.   We are also planning to use external and commercially available software that are widely used among students and other schools.   It includes *Voicethread*, *Skype professional account*, secured wiki account, and so forth.

We also want to require well-equipped computer hardware and software for each faculty and instructor to teach these courses.

7. *Physical facilities necessary to fully implement the program must be available.*

Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program's full implementation of the program should also be identified.

We would like to request an administration office to manage issues related to student enrollment, transfer to the master's program, computer hardware and software information, and advising.   We would like to request the administrator be able to take over space from retiring faculty in LLED or wherever is deemed suitable by the department head and college.

8. *The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program must be identified.*

   A. Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below.   Estimates should be based upon funding needed to develop an effective and successful program and not upon the minimal investment required to mount and sustain a potentially marginal program.

   Please refer to Appendix A

   B. Indicate the extent of student support (fellowships, assistantships, scholarships, etc.) available for this program, and evaluate the adequacy of this support.   Assistantships funded from institutional (as opposed to sponsored) funds should be included in this funding analysis as well.

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 assisting teaching in an online class. We will require a GTA for every course instructor to assist with grading and interacting with students.

9. *Commitments of financial support needed to initiate and fully develop the program must be secured.*

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

We will use eRate funding and actively seek internal and external grant opportunities to support this program.   Please see the attached budget layout for further information.

The cost and administration of this graduate certificate will be borne by the College of Education and the Department of Language and Literacy Education. We are applying for the e-rate and anticipate acceptance of our application. If accepted, per the UGAOnline website, we will receive "an advance against the expected e-rate differential earnings for the first two semesters."   We have anticipated the costs that the program will incur (see Budget in Appendix A) and have provided a small fiscal cushion for unanticipated costs. Additionally, the Office of Online Learning (see Appendix B) has provided a letter of support with regard to course development and marketing advice.   We anticipate the program will be self-sustaining once it has solidified itself in the field.   If our application is not approved, we will not offer the program.

   B. It is particularly important to include in this response the long-range plans for additional or expanded facilities necessary to support an effective program.   Evaluate the timing and likelihood of such capital funding.

We will use the current online instruction system provided by the University.   We are also planning to use external and commercially available software that are widely used among students and other schools.   It includes *Voicethread*, *Skype professional account*, secured wiki account, and so forth.

Three of the courses are already online and use the UGA's eLearning Commons and all of them will be exported 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 practice.*

   Describe and evaluate the structure for the administration of the program.   Explain the degree to which that structure is in keeping with good practice and accepted standards.   Similarly, explain how and by what criteria students will be admitted to and retained in the program, and how these procedures are consistent with accepted standards for effective and successful programs.

Admission application will include statement of purpose and a bachelor's degree from a regionally accredited institution.   The program administrator on a rolling admission basis will review completed applications.   We will use TOEFL scores or IELTS for international applicants to ensure applicants' target language proficiency.

All students admitted to the certificate program will receive on-going guidance from an academic advisor to ensure that they are on track to complete the program. The academic advisor will monitor their performance in courses and communicate with students regularly. Mentoring will be conducted via virtual communication systems such as Skype or Google hangout as well as emails. 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 TWLE program chair will notify the Graduate School that the student has successfully completed the certificate.

TESOL and World Language Education program faculty will meet on a yearly basis to evaluate the curriculum and suggest revisions and updates to keep the curriculum aligned with national and international standards for TESOL teacher preparation.   Students are subject to standard policies regarding academic warning, probation, and dismissal.

If a student needs to step out of the program, they will be advised that they can rejoin the following cohort, but that they must complete the program within five years of leaving it.

UGA Online Program Proposal Budget Sheet

Use the spreadsheet provided to identify anticipated revenues and expenses for the program. If in the first year, there are no courses offered, and therefore no tuition revenue accrued, identify any departmental resources that will be allocated in support of the program as well as any additional resources that will be needed. Note that the University will provide services in the form of course design/development, faculty training, marketing, and student support. Once courses are offered, project the revenue associated with tuition and fees using the information provided on the form. The E-Rate Differential Tuition should be entered in the Program Revenue section along with any other funds that are redirected in support of the program. Be sure to utilize the Guidelines that have been designed to help in completing this form. Additionally, you may wish to review the sample completed Budget form.

Line #		2014 - 15	2015 - 16	2016 - 17	
1	**Program Name:** TESOL Online Certificate				
	Projected Enrollments				
2	New Students	15	20	20	
3	Existing Students		15	20	
4	**Total Enrollments**				
	Projected Student Credit Hours				
5	New Student Credit Hours	90	240	300	
6	Existing Student Credit Hours		135	60	
7	**Total Student Credit Hours**	90	375	360	
	E-Rate Tuition* (no entry required unless differing from UGA standard rates)				
8	Base tuition per credit hour	$321	$321	$321	
9	Differential Tuition per credit hour *(UGA standard rate is entered. If program is requesting a different rate, change the figure entered for each year -- assume a $25 increase every other year)*	$275	$275	$275	
10	Total E-Rate Tuition Per Credit Hour	$596	$596	$596	
	Tuition Revenue **				
11	Total Base Tuition	$28,890	$120,375	$115,560	
12	Total Differential Tuition Revenue	$24,750	$103,125	$99,000	
13	**Total Tuition Revenue**	$53,640	$223,500	$214,560	

	Degree/Certificate Program Departmental Budget				
	Program Expenses ***				
14	Direct Instructor Support Costs (Part-time faculty 5@$4000)			$20,000	$20,000
15	Graduate Assistants (1 doctoral for year @50%)			$23,262	$23,262
16	Faculty Resease Time (5 @ $2400 for course development)			$12,000	
17	Academic advisor		$24,750	$32,000	$32,000
20	Professional Development (4 conferences/training @ 1000)			$5,000	$10,000
21	Supplies/Operating			$6,000	$6,000
22	Additional Marketing			$4,000	$7,000
23	Course Development/Enhancement ***				
24	Faculty Training ***		**PROVIDED BY THE UNIVERSITY**		
25	Marketing ***				
26	Student Support ***				
27	Other Expenses (please be specific): e-books and online journals			$863	$738
28	**Total Program Expenses**		$24,750	$103,125	$99,000
	Program Revenue				
29	E-Rate Differential Tuition Revenue		$24,750	$103,125	$99,000
30	Grant Funds				
31	Other: (Name source)				
32	College/Departmen Redirection				
33	**Total Revenue Allocated for Program**		$24,750	$103,125	$99,000
	Annual Program Balance (Total Program Revenue less				
34	Total Program Expenses)		$0	$0	$0
	Notes:				
	*An E-Rate Tuition is charged for fully online programs. The e-Rate Tuition is the sum of the Base Tuition and the E-Rate Differential Tuition. Each				
	** The e-Rate Differential Tuition Revenue is derived by multiplying the E-Rate Differential Tuition rate by the number of credit hours to be				
	*** Program expenses are costs that will be incurred by the college/department with the development and offering of the new program. The				

Date: January 14, 2014

To: Dr. Robert Fecho, Department Head, Language & Literacy Education, College of Education

Re: Online Graduate Certificate in TESOL

I express my support for the proposed online graduate certificate in Teaching English as a Second Language (TESOL) to be offered out of the College of Education. The proposed new program helps the University fulfill one of its strategic goals to increase online graduate education.

In hopeful anticipation of University approval of this program, the Office of Online Learning agrees to support the program in the following ways:

- Assist faculty in the design and development of each of the program's courses, ensuring courses meet University standards as well as State and Federal regulations;
- Prepare faculty through training and development activities focused on best practices in online education;
- Provide marketing expertise to assist in establishing and executing strategies which leverage UGAonline's marketing efforts with program-specific needs;
- Assist in establishing a program-specific continuous quality assurance plan to ensure that course design, content, and instructors are continually being evaluated for improvement;
- Provide ongoing assistance for online faculty in the maintenance and revision of programmatic courses;
- Provide a central point of communication to guide students to the appropriate resources across the University in an effort to foster student success.

If during the review process there are questions or concerns to which can be address by the Office of Online Learning, please contact me at (706) 542-1841.

Sincerely,

Dr. Keith Bailey, Director, Office of Online Learning

CC: Dr. Craig Kennedy, Dean, College of Education
         Dr. Laura Bierema, Associate Dean for Academic Programs, College of Education
         Dr. Laura Jolly, Vice President for Instruction
         Dr. Ron Cervero, Associate Vice President for Instruction