



Proposal Transmittal Sheet

Full Category I and Abbreviated Category I Proposals

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation
314 Waldo Hall – Oregon State University

Attach Transmittal Sheet; Proposal; Library Evaluation (performed by the Library for Full Category I proposals), Letters of Support (external to OSU); Liaison Correspondence (internal to OSU), External Review (new graduate program proposals), and Budget Information (both OSU and HECC budget sheets for Full Category I proposals and OSU budget sheets for Abbreviated Category I proposals)

Full Category I Proposals: New Programs

Final Approval--for new degrees, extension to OSU's branch campus, and substantive changes:
Higher Education Coordinating Commission (HECC)

Final Approval-- for new certificate programs: OSU Provost

Check one:

- New Degree Program
- New Certificate Program
- Extend Program to OSU Branch Campus
- Substantive Change

Abbreviated Category I Proposals: Other Proposals

Final Approval--for new academic units, renames, reorganizations, and, suspensions: OSU Provost

Final Approval-- for terminations: OSU Board of Trustees

Check one:

- Establish:** new college, school, department or program
- Rename:** change the name of an existing academic program or academic unit
- Reorganization:** move the responsibility of an academic program from one academic unit to another; reorganize existing academic unit(s), including mergers and splits
- Suspension (or Reactivation):** suspend an academic program (maximum period: three years)
- Termination:** terminate an academic program or academic unit

Title of Proposal:

Graduate Certificate in Instructional Design

Proposed Effective Term:

Fall 2020

School/Department/Program:

Adult and Higher Education

College:

Education

I certify that the above proposal has been reviewed by the appropriate Program, Department, School, and College administrators and committees. I approve this proposal.

Sign (Department/School Chair/Head; Director)

8/27/19

Date

Gloria Crisp

Print (Chair/Head; Director)

Jen S. Doolen

Sign (College Dean)

9/23/19

Date

Toni L. Doolen

Print (College Dean)

Executive Summary for Graduate Certificate in Instructional Design

The proposed graduate certificate in instructional design is a 20-credit credential to be offered online through a partnership with the Adult and Higher Education (AHE) program in the College of Education and Ecampus. The certificate is an outgrowth of conversations involving faculty members in AHE and administrators and course designers from Ecampus who are interested in developing a graduate certificate in instructional design.

The proposed graduate certificate will be offered in parallel to the new online 45-credit hour master's program in Adult and Higher Education. The College of Education and Ecampus have already dedicated faculty resources and a financial commitment to the online master's program that began in fall 2018. The certificate program enrollment will support the master's degree which is presently under-enrolled. The certificate will not require new courses or additional resources. All courses are already taught on an annual basis for the master's program. ID graduate certificate students will take courses concurrently with the AHE master's students.

An online graduate certificate in instructional design provides opportunities for remotely located and/or geographically bound learners to engage in graduate education. A market analysis was conducted in 2017. Findings of the market analysis reveal a growing national and regional employer demand for bachelor's-level professionals with instructional design skills suggesting that the AHE programs may better serve market need by offering both a master's degree and certificate option that provides instructional design skills. In addition to supporting a growing national need for bachelor's degree instructional designers, the proposed certificate supports OSU's Ecampus need for instructional design support. Ecampus will offer a limited number of students a paid experiential learning experience working with an Ecampus instructional designer.

Market analysis findings suggest that offering an online for-credit graduate certificate focused on instructional design will appeal to a diversity of working professionals in and outside of Oregon who work in educational, corporate, or military settings. Specifically, it is expected that the ID certificate will serve: (a) students who recently completed a bachelor's degree who are interested in technology and/or education; (b) professionals who want to move into ID roles in their field/organization seeking professional development; (c) adult educators who hold a master's degree who want to remain up-to-date with the latest developments in instructional technology; and (d) bachelor's degree holding professionals who hold instructional design roles who seek a graduate certificate to advance their careers or be more competitive on the job market. Graduates of the proposed ID certificate are expected to secure jobs as instructional designers, curriculum designers, instructional design specialists, and education coordinators.

The proposed ID certificate is likely to strengthen existing OSU graduate programs and certificates in at least three ways. First, admitting certificate students is expected to support enrollment for the new online master's AHE program. Second, a stand-alone certificate in instructional design can be incorporated with other OSU and OUS graduate certificates and/or graduate degrees (including but not limited to GCCUT), adding value to those programs and degrees. Finally, the certificate program will strengthen OSU online graduate course enrollment.



Proposal for a New Academic Program

Institution: Oregon State University

College/School: College of Education

Department/Program Name: Adult and Higher Education

Degree and Program Title: Graduate Certificate in Instructional Design

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number.

13.1201: Adult & Continuing Education

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The proposed graduate certificate in instructional design is a 20-credit credential to be offered online through a partnership with the Adult and Higher Education (AHE) programs in the College of Education and OSU Ecampus. The certificate is an outgrowth of conversations involving faculty members in AHE and administrators and course designers from Ecampus who are interested in developing a graduate certificate in instructional design. The proposed program and curriculum is also supported by a 2017 market analysis that identified an increasing demand for bachelor's degree holding instructional designers. Specifically, the market report recommends that OSU offer an online instructional design certificate that provides coursework/skills in the following areas: (1) application of educational media and technology skills, (2) developing multimedia materials, (2) instructional design, (4) instructional needs analysis, and (5) computer interface design for learning. In addition to supporting a growing national need for bachelor's degree instructional designers, the proposed certificate supports OSU's Ecampus need for instructional design support. Ecampus will offer a limited number of students a paid experiential learning experience working with an Ecampus instructional designer. The proposed graduate certificate will be offered in parallel to the new online 45-credit hour master's program in Adult and Higher Education. The certificate will not require new courses or additional resources.

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

The proposed Instructional Design (ID) graduate certificate will be 20 credits and will be completed part-time in one academic year. All proposed courses are currently being redesigned with Ecampus as part of the new online Adult and Higher Education master's

program that began in fall 2018. All courses are already taught on an annual basis for the master's program. ID graduate certificate students will take courses concurrently with the AHE master's students. No new courses will be required. Note: master's students will not be able to claim they have the certificate.

Term	Course Numbers, titles, credit hours and description
Fall	<p>AHE 553 Adult Learning and Development (4 credits) Introduction to key theories, orientations, models, and principles of learning and development in adulthood.</p> <p>AHE 522: Instructional Technology I (1 credit) Application of adult learning theory to identifying and using text and image media tools to engage learners.</p> <p><i>Note: AHE 522 is taught concurrently with AHE 553. Students in 522 apply technology related to adult development. A proposal has been submitted to add AHE 553 as a co-requisite for students enrolling in AHE 522.</i></p>
Winter	<p>AHE 533 Needs Assessment and Research (4 credits) Introduction of workplace learning needs assessment (WLNA) principles and practices for individual and collaborative learning groups.</p> <p>AHE 523: Instructional Technology II (1 credit) Introduction to how to engage learners through the use of audio and video media tools.</p> <p><i>*Note: AHE 523 is taught concurrently with AHE 533. Students practice using and audio or video tool by developing a narrated presentation or video for the needs assessment final project. A proposal has been submitted to add AHE 533 as a co-requisite for students enrolling in AHE 523.</i></p>
Spring	<p>AHE 531 Instructional Design (4 credits) Designed for instructors, trainers, managers, organizational consultants or others who are responsible for the development of programs and courses in community colleges, the workplace or other settings. Using systems concepts and methods, students will learn to design learner-centered instructional programs and courses.</p> <p>AHE 524: Instructional Technology III (1 credit) Application of work group learning principles to using digital and video collaboration tools to create engaging collaborative experiences.</p> <p><i>*Note: AHE 524 is taught concurrently with AHE 531. Students apply technology related to course instructional design. A proposal has been submitted to add AHE 531 as a co-requisite for students enrolling in AHE 524.</i></p>
Summer	<p>AHE 547: Instructional Strategies for Adult Learners (4 credits) Exploration of and practice in using instructional strategies to enhance adult learning. Acquisition of an instructional strategy tool kit as well as a method for evaluating adult learning events.</p> <p>AHE 525: Instructional Technology IV (1 credit) Overview of learning management systems (LMS). Students will learn how to use LMSs to design course modules aligned with instructional design principles.</p>

<p><i>Note: AHE 525 is taught concurrently with AHE 547. Students apply technology related to instructional strategies. A proposal has been submitted to add AHE 547 as a co-requisite for students enrolling in AHE 525.</i></p>

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The entire certificate will be offered online. The certificate can be completed in one year on a part-time basis. The AHE Program Lead will interact with students via email, Zoom, and telephone. Graduate Certificate in College and University Teaching (GCCUT) and other OSU graduate students may also enroll in either individual courses or the certificate program.

e. Adequacy and quality of faculty delivering the program.

All instructors will be AHE tenure-track faculty or long-term term hires who bring specialized instructional design expertise for the Adult and Higher Education programs. Tenured and tenure-track faculty who will teach in and support the ID Graduate Certificate include Gloria Crisp (professor), Lucy Arellano (assistant professor), Tenisha Tevis (assistant professor), and Bach Mai Dolly Nguyen (assistant professor). Our instructor and program lead, Lindsay Andrews, will also provide support to the program as the students' advisor. All faculty hold a doctorate and expertise related to adult education. Additionally, AHE term-hires (George Reese and Theme Grenz) have supported AHE programs for over five years and are an integral part of the proposed ID Certificate. Each of them have specialized expertise and practical experience related to instructional design and adult education (see faculty CVs attached).

f. Adequacy of faculty resources – full-time, part-time, adjunct.

The College of Education and Ecampus have already dedicated faculty resources and a financial commitment to the new online master's program that began in fall 2018. The proposed ID certificate would not require additional faculty resources. The certificate program enrollment will support the master's degree which is currently under-enrolled. When the certificate program grows to the point where course enrollment exceeds 25 students, AHE will add course sections specifically for the certificate students. Ecampus is dedicated to working with the program lead to identify instructional designers to teach courses as needed.

g. Other staff.

No additional staff or faculty resources are needed. The AHE program lead will provide advising support to ID Certificate students. Additionally, E-campus instructional designers have committed to providing informal industry specific mentoring and support to students as needed.

h. Adequacy of facilities, library, and other resources.

No special facilities are required since the program faculty and program lead will operate out of the offices already assigned on equipment already provided by the College of Education. Library resources already allocated for graduate students in AHE are adequate. Certificate

students will have the same access to online journals and other library resources as AHE master's students.

i. Anticipated start date.

Fall 2020

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

The proposed ID graduate certificate closely aligns with OSU's stated mission to teaching, research and outreach and engagement. By providing a fully online certificate, the proposed certificate supports goal II, "transformative education that is accessible to all learners" by demonstrating commitment to promoting access by offering an affordable credential that is offered online to students both in and outside of Oregon. The certificate further supports this goal by integrating knowledge and experiential learning and by preparing graduates for a successful career in instructional design. Graduates will be prepared to work effectively in a variety of educational and training environments with learners from diverse backgrounds.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

An online graduate certificate in instructional design provides opportunities for remotely located and/or geographically bound learners to engage in graduate education. The demographics of AHE online graduate students are different from those on campus. The majority of students who are interested in and enrolling in our new online master's program are disproportionately older, women, people of Color, and/or active military, veterans, or military spouses. We expect that the ID graduate certificate will similarly serve a diverse group of students. In light of the commitments outlines in Strategic Plan (SP) 4.0, this certificate aligns with providing excellent education for all learners and being leaders in the delivery of education, especially in digital and hybrid learning. This program aligns with SP 4.0 second goal: Transformative Education that is Accessible to all Learners. Given the program's focus on equity, we further advance SP 4.0, Goal II by ensuring equity amongst our students and foster a lifelong commitment to education equity in our graduates.

c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

- i. improve educational attainment in the region and state;**
- ii. respond effectively to social, economic, and environmental challenges and opportunities; and**
- iii. address civic and cultural demands of citizenship.**

Given the need for instructional designers at OSU, peer institutions, and within industry, this proposed certificate would improve educational attainment within the state. In particular, this certificate would all individuals to earn a credential while remaining in the state and region. This program responds to the increased social and economic realities of learning-centered organizations. More specifically, earning a certificate in instructional design responds to the realities of the knowledge economy. Supporting organizational learning is critical to the success of any company, agency or college. The certificate also serves a

local/regional marketplace need for ID training recognized by the Cascadia chapter of the Association for Talent Development.

3. Accreditation

- a. **Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.**

The existing Adult and Higher Education master’s degree curriculum is guided by the [Academy of Human Resource Development](#) standards to provide skills and knowledge for designing, administering and assessing training programs in a variety of instructional formats. The new ID Certificate will also be guided by AHRD standards but will not require accreditation.

- b. **Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.**

N/A

- c. **If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.**

N/A

- d. **If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.**

N/A

4. Need

- a. **Anticipated fall term headcount and FTE enrollment over each of the next five years.**

Fall 2020	4
Fall 2021	6
Fall 2022	8
Fall 2023	10
Fall 2024	12

*ID certificate students will take courses with AHE master’s students. Additional course sections will be added when total course enrollment (combined certificate and degree seeking students) exceeds 25 graduate students (estimated fall 2022).

- b. **Expected degrees/certificates produced over the next five years.**

Summer 2021	3	certificates
Summer 2022	5	certificates
Summer 2023	7	certificates

Summer 2024 9 certificates
Summer 2025 11 certificates

c. Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).

A market analysis was conducted in 2017. Findings suggests that offering an online for-credit graduate certificate focused on instructional design will appeal to a diversity of working professionals in and outside of Oregon who work in educational, corporate, or military settings. Similar certificate programs typically enroll students between the ages of 30 and 40 who have five to 10 years of work experience. Specifically, it is expected that the ID Certificate will serve:

- Students who recently completed a bachelor’s degree who are interested in technology and/or education;
- Professionals who want to move into ID roles in their field/organization seeking professional development
- Adult educators who hold a master’s degree who want to remain up-to-date with the latest developments in instructional technology;
- Bachelor’s degree holding professionals who hold instructional design roles who seek a graduate certificate to advance their careers or be more competitive on the job market.

d. Evidence of market demand.

Findings of the market analysis reveal a growing national and regional employer demand for bachelor’s-level professionals with instructional design skills suggesting that the AHE programs may better serve market need by offering both a master’s degree and certificate option that provides instructional design skills. The report found that employers sought bachelor’s-level instructional design professionals in 9,339 relevant job postings in 2016-17. In addition, nationwide employer demand for bachelor’s-level instructional design professionals increased 18 percent from 2013 to 2017 (i.e., from 3,794 postings to 4,629 postings). During the same period, regional employer demand was found to grow 11 percent (i.e., from 615 postings to 694 postings). In 2017, national employers posted 4,770 ‘instructional designer’ positions and 497 ‘curriculum designer’ positions. Employers in the higher education, health care, and technology industries tend to post the greatest number of job openings for bachelor’s-level instructional design professionals.

e. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

N/A

f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Graduates of the proposed ID certificate are expected to secure jobs as instructional designers, curriculum designers, instructional design specialists, and education coordinators.

Colleges and universities (e.g., University of Colorado, Arizona State University) represent 6 of the top 20 employers for instructional design professionals. Employers in the health care (e.g., MMS Group, UnitedHealth Group) and technology industries (e.g., Amazon, CA Technologies) represent 5 of the top 20 employers for instructional design professionals.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

Students who successfully complete all experiences associated with the graduate certificate will have the skills and knowledge to:

1. Apply learning theories through the use of instructional technology
 - Courses: AHE 553 Adult Learning & Development; AHE 531: Instructional Design; AHE 522-525: Instructional Technology I-IV
2. Evaluate the diverse needs and characteristics of adult learners
 - Courses: AHE 533 Needs Assessment and Research; AHE 553: Adult Learning & Development; AHE 547 Instructional Strategies
3. Create educational and training opportunities in diverse settings
 - Courses: AHE 531: Instructional design; AHE 547: Instructional Strategies

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

- See attached Graduate Assessment Plan for assessment plan, benchmarks and process for gathering assessment data.
- Solicitation of formal feedback from graduating students regarding how certificate courses helped them in achieving the learning outcomes and securing employment as an instructional designer post-graduation (survey to be developed)
- The AHE Program Lead will initiate these processes and prepare an annual assessment report to include in the College of Education's annual report, as well as the Graduate Learning Outcomes report submitted to the graduate school.

c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Program faculty who teach ID Certificate courses will be engaged in research related to adult education (broadly defined), in most cases, specifically higher education. In the annual report prepared by the AHE Program Lead, a summary of faculty research will be included to assure that students are learning from faculty with ongoing research interests in the related subjects.

6. Program Integration and Collaboration

a. Closely related programs in this or other Oregon colleges and universities.

Institution and Program	Description and number of credits	How the proposed certificate is different/unique
<p>Oregon State University - Professional and Continuing Education (PACE)</p> <p>Instructional Design and Development Certificate</p>	<p>The PACE program serves professionals who want to learn e-learning design, development, and instruction, including K-12 teachers and administrators, college and university instructors and administrators, instructional designers, business trainers, human resource managers and business leaders. 18 CEUs (5 non-credit courses)</p>	<p>PACE is a non-credit certificate that primarily serves industry professionals. The proposed ID program will have a higher education focus and provide students with graduate level credit (transcript-visible credential). Our certificate will also offer students with research and assessment skills that are not provided by the PACE certificate.</p>
<p>Oregon State University – Graduate School</p> <p>Graduate Certificate in College and University Teaching</p>	<p>The GCCUT certificate is designed to provide advanced course work and experiential learning opportunities to students who plan to pursue careers in teaching in higher education settings, or who plan to pursue careers in other fields that may require similar facilitation skills. Offered both on-campus and online.</p>	<p>The GCCUT program is focused on university teaching. The ID certificate is designed for students who desire to become instructional designers – not university faculty. The ID certificate would support the GCCUT program by offering specialized coursework for students who are interested in gaining instructional technology skills.</p>
<p>Western Oregon University (WOU)</p> <p>Instructional Design Certificate Program</p>	<p>The WOU instructional design certification program is appropriate for individuals who work, or plan to work, in adult learning environments, corporate training, informal education, K-12 school systems, or any field where teaching and learning are integral to the mission. 3 9-credit modules are offered. Each leads to a badge that can count towards the 45-credit master’s degree.</p>	<p>The primary focus of the WOU program is teaching and learning in a K-12 school context. In contrast, our certificate is designed for individuals who desire to become instructional designers in higher education. Specific ways our proposed certificate can be distinguished from the WOU program:</p> <ul style="list-style-type: none"> (1) faculty have higher education expertise/experience (2) grounding in adult learning & development theories (3) applied research and assessment skills (4) intentional focus on adult learners and learner- centered design

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.**

The proposed ID certificate is likely to strengthen existing OSU graduate programs and certificates in at least three ways. First, admitting certificate students is expected to support enrollment for the new online master's AHE program. Second, a stand-alone certificate in instructional design can be incorporated with other OSU and OUS graduate certificates and/or graduate degrees (including but not limited to GCCUT), adding value to those programs and degrees. Finally, the certificate program will strengthen OSU online graduate course enrollment.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.**

The proposed certificate draws from existing classes offered in the new AHE online master's adult education program.

- d. Potential impacts on other programs.**

The certificate is expected to compliment but not compete with other OSU programs/certificates. The impact on the WOU program enrollment is unknown. The WOU program has a different focus and audience and so any impact is expected to be minimal.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

Not applicable; this is not a "program".



Oregon State
University

PROFESSIONAL AND CONTINUING EDUCATION

April 26, 2019

This letter is to provide support for the College of Education's proposal to offer an Ecampus graduate level certificate in Instructional Design. The proposed certificate is similar yet different from the PACE/CofEd non-credit "e-Learning" professional certificate.

Oregon State University's Professional and Continuing Education is proud to partner with its College of Education in providing the Colleges non-credit "E-Learning Instructional Design and Development Certificate". The certificate is a fully online, non-credit education experience aimed at individuals who are wanting to learn e-learning design, including teachers, university instructors, administrators, and business leaders. The certificate is an extremely popular choice, with a steady growth and enrollment trend. The certificate is comprised of 5 distinct courses intended to provide a comprehensive and thorough understanding of theory, practice and principles for E-Learning Design.

The College of Education PACE programming is similar to the proposed Ecampus graduate certificate however would not compete with any for-credit offering. Non-credit audiences do not have a tendency to overlap with formally matriculated academic audiences.

If additional information is needed regarding the non-credit offering, the office of Professional and Continuing Education can be reached at (541) 737-3690, with inquiries directed to Paula Matano.

Sincerely,

DocuSigned by:

Paula Matano

A90E47587B624A3...

Paula Matano

Paula.matano@oregonstate.edu

(541) 737-3690

Pace.oregonstate.edu



**Association for
Talent Development**

Mr. Erich Pitcher
Oregon State University
College of Education, Joyce Collin Furman Hall
200 SW 15th Street
Corvallis, OR 97331

August 6, 2019

Dear Erich:

The Association for Talent Development (ATD) is the world's largest association supporting the professional development of those in the training and talent development field, a field which includes instructional designers. Our membership comes from more than 120 countries representing organizations in every industry and sector.

I am writing this letter to offer ATD's support to the proposal at Oregon State University to create a graduate certificate in instructional design. There is a growing global need for instructional designers and adult learning specialists. As the talent development field has continued to evolve and expand, and as the rapid pace of technological change impacts the field, it is critical that people learn how and why instructional design is critical to learning success.

ATD strongly supports the professionalization of the adult learning field. The creation of programs like the proposed instructional design certificate at Oregon State University are welcome resources in achieving this aim.

We are entering a time of constant upskilling and reskilling of adults in the workplace; Amazon's recent announcement of a \$700 million investment in reskilling is just the tip of the iceberg. Future-ready skills need to be developed, and it will be up to individuals in the adult learning space to design and deliver relevant programs to help prepare for the future of work.

We look forward to hearing news of this creation of this program.

Sincerely,

A handwritten signature in black ink that reads 'Jennifer Homer'. The signature is fluid and cursive, with the first name 'Jennifer' being more prominent than the last name 'Homer'.

Jennifer Homer
Vice President, ATD



Oregon State
University

Oregon State Ecampus
Oregon State University
4943 The Valley Library
Corvallis, Oregon 97331

DATE: May 9, 2019

TO: Dr. Gloria Crisp
Adult and Higher Education Program
College of Education

FROM: Lisa L. Templeton
Associate Provost
Ecampus

SUBJECT: Letter of Support for Graduate Certificate in Instructional Design

OSU Ecampus fully supports the establishment of an OSU Graduate Certificate in Instructional Design. We have other successful graduate programs, know how to market to this audience, and have established a reputation with state and national professionals for high quality, accessible courses and programs. Bringing this program to an extended audience nationally and internationally reinforces our goal of improving access to OSU programs, and also provides a "stackable" credential for students who may wish to go on to pursue the Ed.M. in Adult and Higher Education.

Ecampus is already providing assistance for the master's program in adult higher education, specifically with the following: program development coordination, marketing, course design and development, faculty training in Canvas and online course delivery, and supporting services to students at no cost to the college or department, and will return tuition revenue to the program according to the established Ecampus revenue-share model. Upon curricular approval, this support would be extended to the graduate certificate in instructional design. Note that no new courses need to be developed in order to provide this credential. With careful planning and with anticipated enrollment, we expect this program will be self-sustaining under this model.

Additionally, Ecampus plans to make several special project assistant positions in instructional design available each year, to be managed by an Ecampus senior instructional designer. These positions will provide students in the ID grad cert and Ed.M. program opportunities to gain valuable professional experience with the Ecampus instructional design team. Remote and on-campus positions will be available.

We look forward to continuing Ecampus' relationship with the College of Education in their efforts to expand access to OSU's educational offerings to a broader audience.



Oregon State
University

Ecampus
Oregon State University
4943 The Valley Library
Corvallis, Oregon 97331

Adult in Higher Ed Ed.M. MOU Addendum Graduate Certificate in Instructional Design

College of Education
Prepared 9/4/2019

OSU Ecampus welcomes the opportunity to partner with College of Education to make a Graduate Certificate in Instructional Design available to students fall 2020.

The following addendum provides an overview of the partnership expectations of the College of Education, hereafter referred to as “the College”, and the support and services Ecampus provides.

Program coordination

The College agrees to ensure there is sufficient coordination between the program and Ecampus. It is the responsibility of the academic unit to provide for ongoing administrative support for this program.

Program coordinator:

Lindsay Andrews, Adult and Higher Education Program Lead, College of Education

Project Assistant Coordinator

Ecampus is committed to providing hands on experience that is available to support students who are interested about instructional design in higher education. Ecampus will offer internship and/or special project assistant positions to select students in this program and the Adult in Higher Education Ed.M. Ecampus will manage the selection process for interns and special project assistants. Ecampus agrees to provide a senior instructional designer to serve as the Ecampus internship and project manager.

Ecampus Support

Ecampus will assign the academic programs manager to be the key contact for the College. The academic programs manager will work with program personnel to coordinate efforts within Ecampus, The College will ensure a continuous relationship with the academic programs manager and keep them informed of any impactful changes within the program.

Marketing and Enrollment Services (MES)

Upon curricular review and approval, and after the program has been added to the OSU catalog, the MES team will create a program page on the Ecampus website. Ecampus enrollment services specialists are available to respond to inquiries from prospective students, and coordinate with the program as needed to ensure that students’ questions are answered.

Course delivery

This program will utilize existing courses and requires no course development. Ecampus provides scheduling and proctoring support for course delivery every term.

Term of Offer: Students may enroll in the online options starting in **fall 2020**.

Program maintenance

A major factor in continued excellence is the maintenance and refreshment of courses and the Instructional Design program. As part of maintenance, the College commits to the following:

- Course redevelopment cycles every 3-5 years to ensure course material is current, relevant, and maintains curricular alignment (Ecampus has a proposal process and offers course development funding, training, and support for the redevelopment of courses.)
- Regular check-ins, coordinated through the Ecampus academic programs manager, to ensure marketing and recruitment, advising, student services, and course offerings are current and effective
- Communicate with Extended Campus’ academic programs manager as changes to the program are being proposed

Signatures

Signatures below indicate acceptance of these terms and conditions. Signatures also indicate that identified personnel (coordinators, advisors, course developers, Ecampus staff, etc.) will be notified of their responsibility in meeting the expectations outlined within this MOU.

DocuSigned by:

 726986A1218E43F...

Toni Doolen, Dean
College of Education

9/26/2019 | 14:49:58 PDT

Date

DocuSigned by:

 F2AE40E1FD7E465...

Jennifer Bachman,
Director of Programming and Operations,
College of Education

9/30/2019 | 08:38:57 PDT

Date

DocuSigned by:

 F2AE947BBB704AC...

Lisa L. Templeton, Associate Provost
OSU Ecampus

9/30/2019 | 11:48:18 PDT

Date



ACCESSIBILITY

New Program Proposal (Degree or Certificate)

Guidelines for Addressing Accessibility

Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008 prohibits discrimination on the basis of disability. The Rehabilitation Act and the ADA require that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated by the University. Each qualified person shall receive the reasonable accommodations needed to ensure equal access to employment, educational opportunities, programs, and activities in the most integrated setting feasible.

*For questions and assistance with addressing access, please contact:
the Office of Disability and Access Services (737-4098), or
the Office of Affirmative Action and Equal Opportunity (737-3556).*

Title of Proposal:

Date:

Graduate Certificate in Instructional Design

8/27/2019

School/Department/Program:

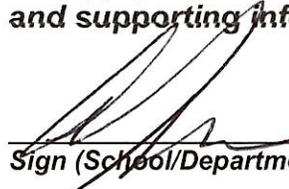
College:

Adult and Higher Education

Education

- Accessibility (<http://oregonstate.edu/accessibility/policies>)
- Faculty Guidelines (<http://ds.oregonstate.edu/facultyguidelines>)
- Information Technology Guidelines (<http://oregonstate.edu/accessibility/ITpolicy>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.



Sign (School/Department/Program Director/Chair/Head)

Gloria Crisp

Print (School/Department/Program Director/Chair/Head)

8/17/19

Date

Oregon State University Libraries Evaluation of the Collection Supporting a Proposal to Initiate Graduate Certificate Programs in Instructional Design

This Oregon State University Libraries and Press (OSULP) assessment reviews the print monographic, e-book, and electronic serials collections needed to support a graduate certificate in Instructional Design. According to the proposal, the certificate will focus on “(1) application of educational media and technology skills, (2) developing multimedia materials, (2) instructional design, (4) instructional needs analysis, and (5) computer interface design for learning.”

Summary of Recommendations

As the proposed graduate certificate is for an online-only program, the electronic collections of OSULP and the services providing access to print resources are key to supporting the proposed programs. The proposed program is based on existing College of Education classes and OSULP collections and services are adequate to support the proposed graduate certificate.

Collections

The growing availability of e-books makes it possible to expedite access to more information from various locations. Students are able to access the books from their computer or mobile device at any time. The library currently has over 17,000 e-books on education, including over 7,800 on subjects related to instructional design and other topics covered by the courses.

Streaming media is becoming more important in teaching and learning, and OSULP has a decent collection of streaming videos, including over 11,800 education-related videos, including over 800 on instructional design and related subjects.

OSU is well served by the OSULP investment in the Orbis/Cascades Alliance, whose combined collection is substantial. Students and faculty can order from the collections of all the libraries in the Orbis Cascade Alliance through the Summit catalog. University of Oregon, Portland State University, University of Washington and Washington State University are some of the larger research libraries represented in the Summit catalog. Books requested through Summit are delivered to OSUL within three to five working days.

OSULP maintains a journal collection that adequately supports the existing College of Education programs. Library subscriptions and full-text education-related databases provide electronic access to the education-related journals. As the proposed certificate is based on existing courses, the OSULP maintain an adequate collection of journals in the field of education.

There is concern that with regular price increases to our licenses and a flat budget that access may be eroded over time. The OSULP already have sacrificed timely access to some titles in favor of an embargo period to cut costs (these journals are only available after a 12-18 month delay). The library will monitor usage of inter-library loan (ILL) for titles under embargo and those with no access to determine whether usage justifies the acquisition of additional journals.

OSULP subscribes to a number of databases provide full-text access to education-related journals, including *Educators Reference Complete*, *Education Research Complete*, and the *Professional Development Collection*. In addition, OSULP subscribes to several packages that include journals and conference proceedings on instructional design and learning technology, including *ACM Digital Library* and *IEEE Xplore Digital Library*.

Key library services & librarian expertise

Library faculty help students develop information literacy skills--the ability to locate, evaluate, and use information effectively--and help students understand their lifelong roles and responsibilities as both consumers and creators in the information ecosystem. More information on library instruction is available at <https://library.oregonstate.edu/instruction-services>.

The Library Liaison for the College of Education is Brooke Robertshaw. Liaisons are library faculty members that monitor the strategic directions and priorities of college and programs, and are a conduit to the expertise and services of the OSU Libraries.

Ecampus programs are also supported by Zach Welhouse, the Online Learning Librarian, who supports instructors and students in the use of library resources and services, including custom research guides and webinars on demand. See the Ecampus Library Services guide at <https://guides.library.oregonstate.edu/c.php?g=285892&p=1906544> for more information.

The OSULP Collection Council maintains the libraries' collections. Providing access to items not owned by OSULP is the domain of the Interlibrary Loan and Summit staff both at OSULP and at lending libraries. Print articles located in the OSU Libraries collections may be requested via the Scan and Deliver service, which provides PDFs of the requested articles. Additional services for students include the physical attributes of the libraries including excellent computer facilities, study areas for individual and group work, and practice rooms for students.

Laurel Kristick
September 16, 2019

Faculty List for Graduate Certificate in Instructional Design

AHE Tenure/Tenure Track Faculty

Lindsay Andrews, M.Ed.

AHE Program Lead and Instructor

Will provide advising support to certificate students

Gloria Crisp, Ed.D.

AHE Program Chair and Professor

Program leadership and teaches AHE 533 Needs Assessment and Research

Lucy Arellano, Ph.D.

Assistant Professor

Teaches AHE 553 Adult Learning and Development

Tenisha Tevis, Ph.D.

Assistant Professor

Qualified and available to teach certificate courses

Bach Mai Dolly Nguyen, Ph.D.

Assistant Professor

Qualified and available to teach certificate courses

Term Hires

George Reese, M.Ed.

Instructional Designer and Adjunct Instructor

Teaches Instructional Technology I-IV (AHE 522-525) and AHE 523 Instructional Design

Theme Grenz, MBA

IT Project Manager and Adjunct Instructor

Teaches AHE 547 Instructional Strategies for Adult Learners

Program Information	
Program:	Adult and Higher Education (AHE) Graduate Certificate in Instructional Design
College or Administrative Division:	College of Education
Subunit(s)	Adult and Higher Education (AHE)
Report Submitted By:	Lindsay Andrews, AHE Program Lead
Email address:	Lindsay.andrews@oregonstate.edu
Date Submitted:	
Assessment Period:	
Due Date:	

	University: Graduate Learning Outcomes (GLOs) for Master's students (approved by Faculty Senate on April 14, 2011)			Program Level Student Learning Outcomes (add additional columns if needed)		
Outcomes: University and program level student learning outcome (GLO)	Conduct research or produce some other form of creative work	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner	Apply learning theories through the use of instructional technology	Evaluate the diverse needs and characteristics of adult learners	Create educational and training opportunities in diverse settings
Outcomes: What year was this program level learning outcome developed or most recently changed?	NA	NA	NA	2020	2020	2020

Assessment Method						
Assessment Method ¹ : <u>List the measures or instruments used to assess each outcome.</u> [How do students demonstrate their attainment of the learning outcome? How is their learning evaluated?] At least one of these must be a direct measure. For additional guidance see: http://oregonstate.edu/admin/aa/apaa/assessment-resources	NA	NA	NA	Indirect assessment of learning in courses: AHE 553 Adult Learning & Development, AHE 533 Needs Assessment & Research, AHE 531 Instructional Design, AHE 522-525 Instructional Technology I-IV Direct assessment: Rubric for Needs Assessment; Course Assignment: "Needs Assessment Proposal Presentation"	Indirect assessment of learning in courses: AHE 553 Adult Learning & Development, AHE 547 Instructional Strategies for Adult Learners Direct assessment: Rubric for Adult Learning & Development course	Indirect assessment of learning in courses: AHE 531 Instructional Design, AHE 533 Needs Assessment & Research, AHE 547 Instructional Strategies for Adult Learners Direct Assessment: Rubric for Instructional Design course final assignment (TBD)

Assessment Method: Has this assessment method changed since the last reporting cycle? Yes or No. Explain any changes.						
¹ In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year.						
Benchmark for evaluating satisfactory achievement of learning outcome						
Benchmark²: What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students?	NA	NA	NA	80% of students will earn a B or better in their courses 80% of students will earn an average of 2 or better on the rubric for the needs assessment proposal	80% of students will earn a B or better in their courses 80% of students will earn an average of 2 or better on the rubric for the Evaluation Plan	80% of students will earn a B or better in their courses 80% of students will earn an average of 2 or better on the rubric for the needs assessment proposal
Benchmark: Describe any changes to the benchmark or milestone since the last reporting cycle.						
² In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year.						
Process used for gathering assessment data						
Process: Describe the <u>data collection process</u> (e.g., Who is involved? How is the data collected?)	NA	NA	NA	The instructor will tally the scores via rubric and the program coordinator will pull the grades of the classes	The instructor will tally the scores via rubric and the program coordinator will pull the grades of the classes	The instructor will tally the scores via rubric and the program coordinator will pull the grades of the classes
What do the data show about student learning?						
Results: What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success.						
Actions						

Actions: Describe any <u>course-level</u> (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines.						
Actions: Describe any <u>program or degree-level</u> changes that are an outgrowth of the current year's assessment of this outcome. Include timeline.						
Full-Cycle Impact						
Full-Cycle impact: If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, please indicate the year you will revisit this outcome.	We will revisit all assessment processes on an annual basis and will complete a larger scale revision in year 3 of the assessment cycle					
Process						
Process: Describe the process the program used to reflect on the outcome data.						
Process: Were there any challenges or concerns?						
Process: How are the results of your assessment effort related to strategic planning and overall program review?						
Process: Are there specific data archiving notes for the outcome(s) you are reporting on in this report?						
Plans						
Describe the unit's (or sub-units) assessment plans for the upcoming year.	The program lead will collect the data, compile a brief report, and present this report to the faculty for discussion. Based on feedback, courses, rubrics, and assessment practices will be modified on an annual basis with a more substantial review in the third year of the cycle.					



Oregon State University

Capital Planning and Development

Oregon State University
3015 SW Western Blvd
106 Oak Creek Building
Corvallis, Oregon 97331

P 541-737-5412
F 541-737-4810
cpd.oregonstate.edu

3/5/2019

Jennifer Bachman, PhD
Director of Programming and Operations
College of Education
Oregon State University
201-B, Furman Hall, Corvallis OR 97331
541-737-1819
jennifer.bachman@oregonstate.edu

Dear Jennifer,

We appreciate the opportunity to review the College of Education proposal to offer a new instructional program leading to a Graduate Certificate in Instructional Design. Per our review of the documentation provided, we understand that the program will require no immediate additional space to accommodate new faculty, instructional, research, student support and administrative functions.

From the Cat 1 proposal all core curriculum courses will be taught online with no on-campus classroom space necessary. Existing faculty will be used to teach the courses need to attain this Graduate Certificate in Instructional Design.

Given that your proposal outlines that no new space will be need to complete the Graduate Certificate in Instructional Design, Capital Planning and Development supports this proposal.

Sincerely,

Libby Ramirez
University Architect/Manager, Capital Resources
Oregon State University

Eric Smith
Management Analyst / Space Management
Oregon State University

Reply to Co-Chair Curriculum Council Questions

Crisp, Gloria E

[Actions](#)

To:

[Swift, Michele - COB](#)

Cc:

[Mc Kiel, Carol J](#); [Helback, Susan Lee](#); [Andrews, Lindsay](#)

Tuesday, November 26, 2019 5:40 PM

Michele,

Thank you for sharing the committee's feedback and questions. Lindsay and I have discussed the items and offer the following responses to your questions. We will also work with our College Coordinator, Sue, to make the necessary changes in CPS. If we have misinterpreted any of your comments/questions, please let us know.

1. The proposal indicates the certificate is stackable but, while the graduate council is discussing modifying the policy, under the current policy only 15 credits can transfer towards a Masters. Given this, the reference to the certificate being stackable needs to come out of the proposal.
 1. Response: Thank you for noticing this. We will remove the stackable language from the proposal as requested.
2. Our understanding is that all the courses required for the certificate are also required in the Masters of Adult and Higher Education. Given this, can students in the Masters' program claim they have this certificate? This was unclear.
 1. Response: We appreciate this question. Master's degree students will not be awarded the certificate. Relatedly, Lindsay and I are giving careful thought to advising processes/messaging for both the master's and certificate applicants/students. Fortunately, Lindsay is responsible for working with prospective students and also serves as the advisor for both groups of students and so she will be able to provide consistent messaging.
3. We also wondered if students in the Masters in Adult and Higher Education still go through the coursework as a cohort. If so, could you provide us with some information on how the certificate and the Masters will coordinate? This is something that might come up when I present the proposal to Faculty Senate and I'd like to be able to address the question.
 1. Response: The certificate and EdM students will be treated as a cohort for the first year of their program (as they will be completing the same curriculum). During the second year, the EdM program becomes more individualistic as students begin working on their internship and capstone projects. The EdM cohort will remain into the second year, but the purpose shifts into supporting each other toward their final projects rather than content-based coursework. If the certificate students leave the cohort after summer term, it should not disrupt the purpose of the cohort model to provide a supportive environment for the students during the remainder of their program.

If you would like (and if appropriate) Lindsay and/or I would be happy to attend the Faculty Senate meeting when the certificate is presented in case there are questions?

Thanks!
Gloria

From: "Swift, Michele - COB" <michele.swift@bus.oregonstate.edu>
Date: Monday, November 25, 2019 at 1:53 PM
To: Lindsay Andrews <Lindsay.Andrews@oregonstate.edu>, "Crisp, Gloria E" <gloria.crisp@oregonstate.edu>
Cc: "Mc Kiel, Carol J" <carol.mckiel@oregonstate.edu>
Subject: CPS #101468 Instructional Design Graduate Certificate

Hello Lindsay and Gloria,

The Curriculum Council reviewed the Instructional Design Graduate Certificate and is very supportive of the certificate. However, a few things came up in our discussion and we thought we'd share them with you prior to sending the proposal back. This information will also be entered in to the CPS.

1. The proposal indicates the certificate is stackable but, while the graduate council is discussing modifying the policy, under the current policy only 15 credits can transfer towards a Masters. Given this, the reference to the certificate being stackable needs to come out of the proposal.
2. Our understanding is that all the courses required for the certificate are also required in the Masters of Adult and Higher Education. Given this, can students in the Masters' program claim they have this certificate? This was unclear.
3. We also wondered if students in the Masters in Adult and Higher Education still go through the coursework as a cohort. If so, could you provide us with some information on how the certificate and the Masters will coordinate? This is something that might come up when I present the proposal to Faculty Senate and I'd like to be able to address the question.

If you have any questions, please don't hesitate to let me know.

Best,
Michele
Curriculum Council Co-chair

Michele Swift, Ph.D., SPHR, SHRM-SCP (she/her/hers)
Senior Instructor of Management | Professional Development Coordinator
Assistant School Head – Management, Entrepreneurship, & Supply Chain
Oregon State University | College of Business
[LinkedIn](#) | [Website](#)
364 Austin Hall | Corvallis, OR 97331
541-737-4110 | michele.swift@bus.oregonstate.edu

Integrity | Respect | Responsibility

Subject: RE: AHE instructional design graduate certificate
Date: Tuesday, October 8, 2019 at 6:52:50 PM Pacific Daylight Time
From: Gurung, Regan
To: Crisp, Gloria E, Howland, Brooke
CC: Andrews, Lindsay

Dear Gloria,

Thank you very much for this note. We are actively working to coordinate activities with different colleges and this is very helpful to know. Do let us know if we can help you and your efforts in any way.

Cheers

Regan

Regan A. R. Gurung, Ph. D.
Interim Executive Director, Center for Teaching and Learning
Director, General Psychology Program & Professor, School of Psychological Science
Oregon State University
Reed Lodge, 2950 SW Jefferson Way, Corvallis, OR 97331

President, Psi Chi International Honor Society in Psychology
Twitter: @ReganARGurung

From: Crisp, Gloria E
Sent: Tuesday, October 08, 2019 4:09 PM
To: Gurung, Regan; Howland, Brooke
Cc: Andrews, Lindsay
Subject: AHE instructional design graduate certificate

Dr.'s Gurung and Howland,

It was nice to see you both at the Dean's Council meeting on Monday. My colleagues in the Adult and Higher Education program and I wanted you to know that we are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). I'm attaching a copy of the executive summary as well as the full proposal for your information. We hope that this new certificate will complement the excellent work that you are doing in the Center for Teaching and Learning (CTL).

We welcome any feedback that you may have about the proposal.

Best,
Gloria

Gloria Crisp
Professor and Program Chair
Adult & Higher Education [PhD/EdD](#) & [EdM](#)
Oregon State University
104 Joyce Collin Furman Hall
200 SW 15th Street
Corvallis, OR 97331-3502

541-737-9286
www.gloriacrisp.com
@crisp_gloria

Subject: RE: AHE instructional design graduate certificate
Date: Wednesday, October 9, 2019 at 8:31:52 AM Pacific Daylight Time
From: Howland, Brooke
To: Gurung, Regan, Crisp, Gloria E
CC: Andrews, Lindsay
Attachments: image001.png

This is very exciting news Gloria – congratulations! I echo Regan’s sentiments – please let us know how we might best support your efforts!

Brooke Howland, Ed.D. | Associate Director

400K Learning Innovation Center (LInC)
Office: 541.737.2809 | Cell: 714.724.2934



Oregon State University
Center for Teaching and Learning

From: Gurung, Regan <regan.gurung@oregonstate.edu>
Sent: Tuesday, October 8, 2019 6:53 PM
To: Crisp, Gloria E <gloria.crisp@oregonstate.edu>; Howland, Brooke <Brooke.Howland@oregonstate.edu>
Cc: Andrews, Lindsay <Lindsay.Andrews@oregonstate.edu>
Subject: RE: AHE instructional design graduate certificate

Dear Gloria,

Thank you very much for this note. We are actively working to coordinate activities with different colleges and this is very helpful to know. Do let us know if we can help you and your efforts in any way.

Cheers

Regan

Regan A. R. Gurung, Ph. D.

Interim Executive Director, Center for Teaching and Learning
Director, General Psychology Program & Professor, School of Psychological Science
Oregon State University
Reed Lodge, 2950 SW Jefferson Way, Corvallis, OR 97331

President, Psi Chi International Honor Society in Psychology

Twitter: @ReganARGurung

From: Crisp, Gloria E
Sent: Tuesday, October 08, 2019 4:09 PM
To: Gurung, Regan; Howland, Brooke
Cc: Andrews, Lindsay

Subject: AHE instructional design graduate certificate

Dr.'s Gurung and Howland,

It was nice to see you both at the Dean's Council meeting on Monday. My colleagues in the Adult and Higher Education program and I wanted you to know that we are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). I'm attaching a copy of the executive summary as well as the full proposal for your information. We hope that this new certificate will complement the excellent work that you are doing in the Center for Teaching and Learning (CTL).

We welcome any feedback that you may have about the proposal.

Best,
Gloria

Gloria Crisp

Professor and Program Chair

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Subject: AHE instructional design graduate certificate
Date: Tuesday, October 8, 2019 at 4:05:02 PM Pacific Daylight Time
From: Crisp, Gloria E
To: Beck, Jessica
CC: Andrews, Lindsay
Attachments: AHE Instructional Design Grad Certificate Proposal.pdf, AHE Instructional Design Grad Cert. Summary.pdf

Dr. Beck,

My colleagues in the Adult and Higher Education program and I wanted you to know that we are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). I'm attaching a copy of the executive summary as well as the full proposal for your information. As we note in the proposal, the proposed ID certificate is designed for students who desire to become instructional designers – not university faculty. As such, we do not expect the ID certificate will compete with the GCCUT certificate program. However, we hope that the ID certificate may support/complement the GCCUT certificate by offering specialized courses for students who may be interested in developing instructional technology skills.

We welcome any feedback that you may have about the proposal.

Best,
Gloria

Gloria Crisp

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Subject: RE: AHE instructional design graduate certificate
Date: Wednesday, October 30, 2019 at 12:14:17 PM Pacific Daylight Time
From: Beck, Jessica
To: Crisp, Gloria E

Dear Dr. Crisp,

Thank you for contacting me about your Category I proposal to create a new graduate certificate in Instructional Design. I also appreciate the opportunity to meet with you, along with other Graduate School and College of Education leadership today.

Based on that conversation, I am comfortable supporting your proposal and look forward to opportunities for collaboration. As noted in our discussion, there may be areas to consider in terms of overlap between the ID certificate and the Graduate Certificate in College and University Teaching (GCCUT) and so we'll want to discuss these in the future to ease crossover and support those students who may wish to pursue both.

Additionally, I believe Associate Dean Bernell offered comments with respect to transfer and residency requirements for the ID certificate and AHE master's degree that may need additional consideration before promoting the program and communicating with prospective/current students.

Thanks again for including me in the liaison process. Best to you on next steps.
-Jessica

Jessica Beck, Ph.D.

Assistant Dean and Director, Graduate Certificate in College and University Teaching
Graduate School | Oregon State University
204 Heckart | Corvallis, OR 97331
541.737.8576 | jessica.beck@oregonstate.edu

From: Crisp, Gloria E <gloria.crisp@oregonstate.edu>
Sent: Wednesday, October 30, 2019 11:01 AM
To: Beck, Jessica <jessica.beck@oregonstate.edu>
Subject: AHE instructional design graduate certificate

Dr. Beck,

My colleagues in the Adult and Higher Education program and I wanted you to know that we are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). I'm attaching a copy of the executive summary as well as the full proposal for your information. As we note in the proposal, the proposed ID certificate is designed for students who desire to become instructional designers – not university faculty. As such, we do not expect the ID certificate will compete with the GCCUT certificate program. However, we hope that the ID certificate may support/complement the GCCUT certificate by offering specialized courses for students who may be interested in developing instructional technology skills.

We welcome any feedback that you may have about the proposal.

Best,

Gloria

Gloria Crisp

Professor and Program Chair

Adult & Higher Education [PhD/EdD](#) & [EdM](#)

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Subject: AHE instructional design graduate certificate
Date: Monday, October 28, 2019 at 4:49:07 PM Pacific Daylight Time
From: Crisp, Gloria E
To: Kibler, Amanda
CC: Andrews, Lindsay
Attachments: AHE Instructional Design Grad Certificate Proposal.pdf, AHE Instructional Design Grad Cert. Summary.pdf

Dr. Kibler,

My colleagues in the Adult and Higher Education program and I wanted you to know that we are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). I'm attaching a copy of the executive summary as well as the full proposal for your information. We expect that this new graduate certificate will complement the growing programs/certificate options that our College provides.

We welcome any feedback that you may have about the proposal. If you are willing, Lindsay and I would also appreciate it if you would serve as a liaison for the proposal by replying to this email indicating your support.

Best,
Gloria

Gloria Crisp

Professor and Program Chair
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Subject: Re: AHE instructional design graduate certificate
Date: Monday, October 28, 2019 at 6:46:14 PM Pacific Daylight Time
From: Kibler, Amanda
To: Crisp, Gloria E
CC: Andrews, Lindsay

Dear Dr. Crisp,

Thank you for your email: this is an excellent and well-developed proposal. As chair of the Teaching - Clinical Based Elementary Education program in the College of Education, I would be more than happy to serve as a liaison and to support the proposal for AHE's instructional design certificate.

Best wishes,
Amanda

--

Amanda Kibler, PhD
Associate Professor
Program Chair – Teaching
Associate Editor, *Journal of Second Language Writing*
College of Education
Oregon State University
<https://education.oregonstate.edu/people/amanda-kibler>

From: "Crisp, Gloria E" <gloria.crisp@oregonstate.edu>
Date: Monday, October 28, 2019 at 4:49 PM
To: "Kibler, Amanda" <amanda.kibler@oregonstate.edu>
Cc: "Andrews, Lindsay" <Lindsay.Andrews@oregonstate.edu>
Subject: AHE instructional design graduate certificate

Dr. Kibler,

My colleagues in the Adult and Higher Education program and I wanted you to know that we are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). I'm attaching a copy of the executive summary as well as the full proposal for your information. We expect that this new graduate certificate will complement the growing programs/certificate options that our College provides.

We welcome any feedback that you may have about the proposal. If you are willing, Lindsay and I would also appreciate it if you would serve as a liaison for the proposal by replying to this email indicating your support.

Best,
Gloria

Gloria Crisp
Professor and Program Chair
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Subject: AHE instructional design graduate certificate
Date: Monday, October 28, 2019 at 4:52:08 PM Pacific Daylight Time
From: Crisp, Gloria E
To: Roper, Larry
CC: Andrews, Lindsay
Attachments: AHE Instructional Design Grad Certificate Proposal.pdf, AHE Instructional Design Grad Cert. Summary.pdf

Dr. Roper,

As I mentioned during our lunch last week, my colleagues in the Adult and Higher Education program are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). I'm attaching a copy of the executive summary as well as the full proposal for your information. We expect that this new certificate will complement the growing programs/certificate options that we provide to OSU's graduate students.

We welcome any feedback that you may have about the proposal. If you are willing, Lindsay and I would also appreciate it if you would serve as a liaison for the proposal by replying to this email indicating your support.

Thank you in advance.

Best,
Gloria

Gloria Crisp
Professor and Program Chair
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Corvallis, OR 97331-3502
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www.gloriacrisp.com
[@crisp_gloria](mailto:crisp_gloria)

Subject: Re: AHE instructional design graduate certificate
Date: Thursday, October 31, 2019 at 8:03:59 AM Pacific Daylight Time
From: Roper, Larry
To: Crisp, Gloria E
CC: Andrews, Lindsay
Attachments: Notice of Intent - ECampus Certificate.docx

Gloria,

Thank you very much for sharing this. I certainly support your proposal and would be happy to be a liaison.

As I indicated, I am just beginning work on our proposal for a Certificate in Student Service Administration. I have attached the Notice of Intent that I submitted to Academic Programs to provide you with an indication of the direction of my thinking.

Larry

Larry D. Roper
Professor, School of Language, Culture and Society
Coordinator, College Student Services Administration
Coordinator, Social Justice Minor
226 Waldo Hall
Oregon State University
Corvallis, OR 97331
(541) 737-2759
larry.roper@oregonstate.edu

Oregon State University in Corvallis, OR is located within the traditional homelands of the Mary's River or Ampinefu Band of Kalapuya. Following the Willamette Valley Treaty of 1855 (Kalapuya etc. Treaty), Kalapuya people were forcibly removed to reservations in Western Oregon. Today, living descendants of these people are a part of the Confederated Tribes of Grand Ronde Community of Oregon (<https://www.grandronde.org>) and the Confederated Tribes of the Siletz Indians (<https://ctsi.nsn.us>).

From: "Crisp, Gloria E" <gloria.crisp@oregonstate.edu>
Date: Monday, October 28, 2019 at 4:52 PM
To: Larry Roper <larry.roper@oregonstate.edu>
Cc: "Andrews, Lindsay" <Lindsay.Andrews@oregonstate.edu>
Subject: AHE instructional design graduate certificate

Dr. Roper,

As I mentioned during our lunch last week, my colleagues in the Adult and Higher Education program are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). I'm attaching a copy of the executive summary as well as the full proposal for your information. We expect that this new certificate will complement the growing programs/certificate options that we provide to OSU's graduate students.

We welcome any feedback that you may have about the proposal. If you are willing, Lindsay and I would also appreciate it if you would serve as a liaison for the proposal by replying to this email indicating your support.

Thank you in advance.

Best,
Gloria

Gloria Crisp

Professor and Program Chair

Adult & Higher Education [PhD/EdD](#) & [EdM](#)

Oregon State University

104 Joyce Collin Furman Hall

200 SW 15th Street

Corvallis, OR 97331-3502

541-737-9286

www.gloriacrisp.com

@crisp_gloria

Subject: AHE instructional design graduate certificate
Date: Monday, October 28, 2019 at 4:49:53 PM Pacific Daylight Time
From: Crisp, Gloria E
To: Rubel, Deborah
CC: Andrews, Lindsay
Attachments: AHE Instructional Design Grad Certificate Proposal.pdf, AHE Instructional Design Grad Cert. Summary.pdf

Dr. Rubel,

My colleagues in the Adult and Higher Education program and I wanted you to know that we are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). I'm attaching a copy of the executive summary as well as the full proposal for your information. We expect that this new graduate certificate will complement the growing programs/certificate options that our College provides.

We welcome any feedback that you may have about the proposal. If you are willing, Lindsay and I would also appreciate it if you would serve as a liaison for the proposal by replying to this email indicating your support.

Best,
Gloria

Gloria Crisp

Professor and Program Chair
Adult & Higher Education [PhD/EdD](#) & [EdM](#)
Oregon State University
104 Joyce Collin Furman Hall
200 SW 15th Street
Corvallis, OR 97331-3502
541-737-9286
www.gloriacrisp.com
@crisp_gloria

Subject: RE: AHE instructional design graduate certificate
Date: Monday, October 28, 2019 at 5:04:34 PM Pacific Daylight Time
From: Rubel, Deborah
To: Crisp, Gloria E
CC: Andrews, Lindsay

To whom it may concern -

I have great the proposal for AHE's instructional design graduate certificate and fully support their efforts to implement this program through the College of Education and Ecampus. It meets a growing need and fits well with the College's and AHE's expertise and staffing. I am willing to serve as a liaison for this proposal.

Deborah Rubel, Ph.D
Counseling Program Chair

From: Crisp, Gloria E
Sent: Monday, October 28, 2019 4:49 PM
To: Rubel, Deborah
Cc: Andrews, Lindsay
Subject: AHE instructional design graduate certificate

Dr. Rubel,

My colleagues in the Adult and Higher Education program and I wanted you to know that we are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). I'm attaching a copy of the executive summary as well as the full proposal for your information. We expect that this new graduate certificate will complement the growing programs/certificate options that our College provides.

We welcome any feedback that you may have about the proposal. If you are willing, Lindsay and I would also appreciate it if you would serve as a liaison for the proposal by replying to this email indicating your support.

Best,
Gloria

Gloria Crisp
Professor and Program Chair
Adult & Higher Education [PhD/EdD](#) & [EdM](#)
Oregon State University
104 Joyce Collin Furman Hall
200 SW 15th Street
Corvallis, OR 97331-3502
541-737-9286
www.gloriacrisp.com
@crisp_gloria

Subject: AHE instructional design graduate certificate
Date: Monday, October 28, 2019 at 4:49:36 PM Pacific Daylight Time
From: Crisp, Gloria E
To: Thompson, Karen
CC: Andrews, Lindsay
Attachments: AHE Instructional Design Grad Certificate Proposal.pdf, AHE Instructional Design Grad Cert. Summary.pdf

Dr. Thompson,

My colleagues in the Adult and Higher Education program and I wanted you to know that we are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). I'm attaching a copy of the executive summary as well as the full proposal for your information. We expect that this new graduate certificate will complement the growing programs/certificate options that our College provides.

We welcome any feedback that you may have about the proposal. If you are willing, Lindsay and I would also appreciate it if you would serve as a liaison for the proposal by replying to this email indicating your support.

Best,
Gloria

Gloria Crisp
Professor and Program Chair
Adult & Higher Education [PhD/EdD](#) & [EdM](#)
Oregon State University
104 Joyce Collin Furman Hall
200 SW 15th Street
Corvallis, OR 97331-3502
541-737-9286
www.gloriacrisp.com
@crisp_gloria

Subject: Re: AHE instructional design graduate certificate
Date: Wednesday, November 6, 2019 at 10:44:40 PM Pacific Standard Time
From: Thompson, Karen
To: Crisp, Gloria E
CC: Andrews, Lindsay

Dr. Crisp,

As chair of the ESOL/Dual Language program in the College of Education, I'm happy to serve as a liaison, and I support AHE's instructional design certificate proposal.

Best,
Karen

Karen Thompson, Ph.D. (she/her)
Associate Professor
ESOL/Dual Language Program Chair
College of Education
Oregon State University

On Oct 28, 2019, at 4:49 PM, Crisp, Gloria E <gloria.crisp@oregonstate.edu> wrote:

Dr. Thompson,

My colleagues in the Adult and Higher Education program and I wanted you to know that we are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). I'm attaching a copy of the executive summary as well as the full proposal for your information. We expect that this new graduate certificate will complement the growing programs/certificate options that our College provides.

We welcome any feedback that you may have about the proposal. If you are willing, Lindsay and I would also appreciate it if you would serve as a liaison for the proposal by replying to this email indicating your support.

Best,
Gloria

Gloria Crisp

Professor and Program Chair
Adult & Higher Education [PhD/EdD](#) & [EdM](#)
Oregon State University
104 Joyce Collin Furman Hall
200 SW 15th Street
Corvallis, OR 97331-3502
541-737-9286

www.gloriacrisp.com

@crisp_gloria

<AHE Instructional Design Grad Certificate Proposal.pdf><AHE Instructional Design Grad Cert. Summary.pdf>

Subject: AHE instructional design graduate certificate
Date: Monday, October 28, 2019 at 4:48:44 PM Pacific Daylight Time
From: Crisp, Gloria E
To: Buxton, Cory A
CC: Andrews, Lindsay
Attachments: AHE Instructional Design Grad Certificate Proposal.pdf, AHE Instructional Design Grad Cert. Summary.pdf

Dr. Buxton,

My colleagues in the Adult and Higher Education program and I wanted you to know that we are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). I'm attaching a copy of the executive summary as well as the full proposal for your information. We expect that this new graduate certificate will complement the growing programs/certificate options that our College provides.

We welcome any feedback that you may have about the proposal. If you are willing, Lindsay and I would also appreciate it if you would serve as a liaison for the proposal by replying to this email indicating your support.

Best,
Gloria

Gloria Crisp
Professor and Program Chair
Adult & Higher Education [PhD/EdD](#) & [EdM](#)
Oregon State University
104 Joyce Collin Furman Hall
200 SW 15th Street
Corvallis, OR 97331-3502
541-737-9286
www.gloriacrisp.com
[@crisp_gloria](#)

Subject: Re: AHE instructional design graduate certificate
Date: Sunday, November 17, 2019 at 9:21:48 AM Pacific Standard Time
From: Buxton, Cory A
To: Crisp, Gloria E
CC: Andrews, Lindsay

Hi Gloria,

So sorry that I never responded to this. Of course I'm happy to support the proposal in any way I can, including by serving as a liaison for the proposal.

Cory

Cory Buxton, Professor

Program Chair for Science and Mathematics Education
College of Education

Oregon State University

cory.buxton@oregonstate.edu

On Oct 28, 2019, at 4:48 PM, Crisp, Gloria E <gloria.crisp@oregonstate.edu> wrote:

Dr. Buxton,

My colleagues in the Adult and Higher Education program and I wanted you to know that we are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). I'm attaching a copy of the executive summary as well as the full proposal for your information. We expect that this new graduate certificate will complement the growing programs/certificate options that our College provides.

We welcome any feedback that you may have about the proposal. If you are willing, Lindsay and I would also appreciate it if you would serve as a liaison for the proposal by replying to this email indicating your support.

Best,
Gloria

Gloria Crisp

Professor and Program Chair
Adult & Higher Education [PhD/EdD](#) & [EdM](#)

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541-737-9286

www.gloriacrisp.com

@crisp_gloria

<AHE Instructional Design Grad Certificate Proposal.pdf><AHE Instructional Design Grad Cert. Summary.pdf>

Subject: AHE instructional design graduate certificate
Date: Wednesday, October 30, 2019 at 11:00:23 AM Pacific Daylight Time
From: Andrews, Lindsay
To: Rooker, Terry Lee
CC: Crisp, Gloria E
Attachments: AHE Instructional Design Grad Cert. Summary.pdf, AHE Instructional Design Grad Certificate Proposal.pdf

Dr. Rooker,

My colleagues in the Adult and Higher Education program and I wanted you to know that we are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). After meeting with Carol McKiel, we were referred to contact you as a potential liaison who may have interest in this certificate. I'm attaching a copy of the executive summary as well as the full proposal for your information. We expect that this new graduate certificate will complement the growing programs/certificate options that our College provides.

We welcome any feedback that you may have about the proposal. If you are willing, my colleague, Gloria Crisp and I would also appreciate it if you would serve as a liaison for the proposal by replying to this email indicating your support. Thank you for your consideration.

Kindly,

Lindsay

Lindsay Andrews

Program Lead

Adult & Higher Education [PhD/EdD](#) & [EdM](#)
[College of Education](#)

Furman 301H

541-737-3574

Lindsay.Andrews@oregonstate.edu

Pronouns: *(She/Her/Hers)*

Subject: Fwd: AHE instructional design graduate certificate
Date: Tuesday, November 26, 2019 at 6:04:34 AM Pacific Standard Time
From: Andrews, Lindsay
To: Crisp, Gloria E

Is it too late to add another liaison to the ID certificate proposal?

Lindsay

Sent from my iPhone

Begin forwarded message:

From: "Weller, Tom" <tom.weller@oregonstate.edu>
Date: November 25, 2019 at 11:34:41 PM PST
To: "Andrews, Lindsay" <Lindsay.Andrews@oregonstate.edu>, Jennifer Parham-Mocello <parhammj@engr.orst.edu>
Subject: RE: AHE instructional design graduate certificate

Dear Lindsay,
I apologize for the delayed response. Dr. Jennifer Parham-Mocello is interested in being a liaison for the proposal.
Sincerely,
Tom

Jennifer Parham-Mocello, PhD
Assistant Professor of Computer Science
School of Electrical Engineering and Computer Science Oregon State University
2101 Kelley Engineering Center
Corvallis, OR 97331
Phone (541) 737-8895

From: Amador, Janet <janet.amador@oregonstate.edu>
Sent: Thursday, October 31, 2019 7:53 AM
To: Weller, Tom <tom.weller@oregonstate.edu>
Subject: FW: AHE instructional design graduate certificate

Tom,
I received this today, does this go to you?
Janet

From: Andrews, Lindsay <Lindsay.Andrews@oregonstate.edu>
Sent: Wednesday, October 30, 2019 7:56 PM
To: Amador, Janet <janet.amador@oregonstate.edu>
Subject: AHE instructional design graduate certificate

Greetings Janet -

My colleagues in the Adult and Higher Education program are submitting a Cat I proposal for a new graduate certificate focused on Instructional Design (ID). Because this certificate may be of interest to those in the Computer Science department, I'm wondering if there is someone to whom I may inquire about serving as a liaison for this proposal? I'm attaching a copy of the executive summary as well as the full proposal for your information. We expect that this new graduate certificate will complement the growing programs/certificate options that our College provides.

If you are willing to provide a name and email, I will gladly send a formal request to your suggested contact. I appreciate your assistance in helping us connect with the appropriate person for this request.

Kindly,

Lindsay

Lindsay Andrews

Program Lead

Adult & Higher Education [PhD/EdD](#) & [EdM](#)

[College of Education](#)

Furman 301H

541-737-3574

Lindsay.Andrews@oregonstate.edu

Pronouns: *(She/Her/Hers)*

USU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program
If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: **Instructional Design Grad Certificate**

BUDGET PERIOD: From FY 20 to FY 23

Business Center ASBC Date

Name and Title of Reviewer Penny Pinard, FAM

Recurring				
	Year 1 (FY20)	Year 2 (FY21)	Year 3 (FY22)	Year 4 (FY23)
Personnel				
Faculty, Tenured/Tenure-track				
Faculty, fixed-term				
Sub-total, Faculty	-	-	-	-
Graduate Assistants				
Support Staff				
Fellowship/Scholarship				
OPE				
Personnel Subtotal	-	-	-	-
Other Expenses				
Library, Printed	-			
Library, Electronic	-	-	-	-
Services & Supplies				
Capital Equipment	-	-	-	-
Other Resources Subtotal	-	-	-	-
Physical Facilities				
Construction				
Major Renovation				
Other Expenses ---field trips/field study support				
Physical Facilities Subtotal	-	-	-	-
Total Cost of Program				
	-	-	-	-

No Impact

Resources				
Current Budget, unit				
Tuition (e campus, differential)	27,360	41,040	54,720	68,400
Institutional Reallocation from other budgetary units (MSI)				
Special State Appropriation				
Federal Funds and other Grants				
Fees/Sales				
Foundation Endowment				
Tuition remission (GA support)				
Other, describe:				
<i>non-CLA/MSI budgetary units</i>				
<i>Degree conferrals</i>	5,112	8,520	12,180	15,336
Total Resources	32,472	49,560	66,900	83,736

*Ecampus returned rate = 342.00 per SCH. 1-year cert is 20 credits = 6,840 per student

**5 grad certificate completions = 1 masters level completion (8,519/5 = 1,703.80 each)

Projected headcount = 2020 (4), 2021 (6), 2022 (8), 2023 (10)

Projected completions = 2020 (3), 2021 (5), 2022 (7), 2023 (9)

USU Internal Budget Outline Form
 Estimated Costs and Sources of Funds for Proposed Program
 Total new resources allocated to the Proposed Program, if any.

PROGRAM TITLE: **Instructional Design Grad Certificate**

BUDGET PERIOD: From FY 20 to FY 23

Business Center ASBC Date
 Name and Title of Reviewer Penny Pinard, FAM

	One-Time			
	Year 1 (FY20)	Year 2 (FY21)	Year 3 (FY22)	Year 4 (FY23)
Personnel				
Faculty, Tenured/Tenure-track - A				
Faculty, fixed-term -B				
Sub-total, Faculty	-	-	-	-
Graduate Assistants				
Support Staff				
Fellowship/Scholarship				
OPE				
Personnel Subtotal	-	-	-	-
Other Expenses				
Library, Printed				
Library, Electronic				
Services & Supplies				
Capital Equipment				
Other Resources Subtotal	-	-	-	-
Physical Facilities				
Construction	-	-	-	-
Major Renovation	-	-	-	-
Other Expenses	-	-	-	-
Physical Facilities Subtotal	-	-	-	-
Total Cost of Program	-	-	-	-

No Impact

Resources				
Current Budget, unit				
Tuition (e campus, differential)				
Institutional Reallocation from other budgetary units (MSI)				
Special State Appropriation				
Federal Funds and other Grants				
Fees/Sales				
Foundation Endowment				
Tuition remission (GA support)				
Other, describe:				
<i>non-CLA/MSI budgetary units</i>				
<i>Degree conferrals</i>				
Total Resources	-	-	-	-

USU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program
If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: **Instructional Design Grad Certificate**

BUDGET PERIOD: From FY 20 to FY 23

Business Center ASBC Date 2/25/2019
Name and Title of Reviewer Penny Pinard, FAM

Total				
	Year 1 (FY20)	Year 2 (FY21)	Year 3 (FY22)	Year 4 (FY23)
Personnel				
Faculty, Tenured/Tenure-track	-	-	-	-
Faculty, fixed-term	-	-	-	-
Sub-total, Faculty	-	-	-	-
Graduate Assistants	-	-	-	-
Support Staff	-	-	-	-
Fellowship/Scholarship	-	-	-	-
OPE	-	-	-	-
Personnel Subtotal	-	-	-	-
Other Expenses				
Library, Printed	-	-	-	-
Library, Electronic	-	-	-	-
Services & Supplies	-	-	-	-
Capital Equipment	-	-	-	-
Other Resources Subtotal	-	-	-	-
Physical Facilities				
Construction	-	-	-	-
Major Renovation	-	-	-	-
Other Expenses	-	-	-	-
Physical Facilities Subtotal	-	-	-	-
Check math	-	-	-	-
Total Cost of Program	-	-	-	-

No Impact

Resources				
Current Budget, unit	-	-	-	-
Tuition (e campus, differential)	27,360	41,040	54,720	68,400
Institutional Reallocation from other budgetary units	-	-	-	-
Special State Appropriation	-	-	-	-
Federal Funds and other Grants	-	-	-	-
Fees/Sales	-	-	-	-
Foundation Endowment	-	-	-	-
Tuition remission (GA support)	-	-	-	-
Other, describe:				
<i>non-CLA/MSI budgetary units</i>	-	-	-	-
<i>Degree conferrals</i>	5,112	8,520	12,180	15,336
Total Resources	32,472	49,560	66,900	83,736

Revenue/Expense check	32,472	49,560	66,900	83,736
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OSU BUDGET NARRATIVE - ID Graduate Certificate

Please provide details on Personnel, FTE directly supported by the budget and reallocation of personnel if appropriate

The Instructional Design (ID) Graduate Certificate will use existing Ecampus courses and instructors. There will be no need for new personnel. Our college FTE, salary rates, and OPE will remain the same with normal and reasonable rate increases already budgeted.

Personnel:

Faculty, Tenured/tenure-track: No new faculty, No budgetary impact.

Faculty, Fixed-term: No new faculty, No budgetary impact.

Graduate Assistants: No new GAs, No budgetary impact.

Support Staff: No new support staff, No budgetary impact.

OPE:

Tenured Faculty: No new faculty, No budgetary impact

Part-Time Faculty: No new faculty, No budgetary impact

Support Staff: No new support staff, No budgetary impact.

Other Expenses:

Library: (include supporting material from Library, and note if library expenses are one time or recurring)

Printed material: No new printed materials required. No budgetary impact.

Electronic material: No new electronic media required. No budgetary impact.

Services and Supplies: No new services or supplies required. No budgetary impact.

General Operating Costs: No new operating costs required. No budgetary impact.

Capital Equipment: No new software or equipment required. No budgetary impact.

Physical Facilities: No new facilities required. No budgetary impact.

Resources: Please identify and explain sources of all funds and highlight whether they are recurring or one time.

Current Budget: E and G funds and e-campus revenue will be used to support the new program and cover expenses. No new expenses are expected.

Tuition remission support (for Graduate Programs only) : Graduate school, Laurels and Block Grant awards and other Grants

Other: Describe other resources including endowments and any special appropriations.

Finally: Show that Expenses = or are less than Resources

The College of Education already offers the Ecampus courses that will compose the ID graduate certificate. We have been under-enrolled in these courses with expenses exceeding revenue annually. This graduate certificate should help increase our enrollment numbers to cover current expenses. No new expenses are expected and current resources will be used with better return on investment.

New Certificate Program Proposal

Instructional Design

Status: Pending Review - Faculty Senate Exec Committee ([Previous Version](#))

Hide All Reviews ▾

1. Review - College Approver - Education

Approved by [Randy Bell](#) Assoc Dean-Academic Affairs / College of Education, *September 30, 2019 4:22pm*

2. Review - Curriculum Coordinator

Sent Back by [Janice Nave-Abele](#) Curriculum Coordinator / Acad Progms & Assessment, *October 1, 2019 4:05pm*

Comments

Janice Nave-Abele (Curriculum Coordinator) October 1, 2019 4:05pm

1. The Budget and Budget Narrative needs to be reviewed by your Business Center rep. and cannot state "No Impact." All programs have expenses of some sort however nominal those might be. Your Business Center rep can help you work that out.

2. Need responses from a minimum of three campus based liaisons. Recommended to include liaisons that are outside of the College of Education.

3. Originator Response

[Susan Helback](#) Coordinator-Academic Program 2 / College of Education, *October 9, 2019 3:56pm*

Comments

Susan Helback October 9, 2019 3:56pm

Three emails from liaisons attached

4. Review - Curriculum Coordinator

Approved by [Janice Nave-Abele](#) Curriculum Coordinator / Acad Progms & Assessment, *October 9, 2019 4:03pm*

5. Review - Graduate School

Approved by [Stephanie Bernell](#) Associate Dean / Graduate School Admin, *October 16, 2019 5:28pm*

Comments

Stephanie Bernell (Graduate School) October 16, 2019 5:28pm

This certificate appears to have a technology focus, which could complement the graduate certificate in college and university (GCUT) teaching. Please consult with Jessica Beck re possible synergies.

6. Review - Budgets and Fiscal Planning Committee

Approved by [Andrew Ibarra](#) Dir-Physical Activity Program / Sch of Bio/Pop Hlth Sci, *October 18, 2019 11:12am*

Comments

Andrew Ibarra (Budgets and Fiscal Planning Committee) October 18, 2019 11:12am

We would recommend that you redo the budget excel document and clarify your projected income. You do not expect any additional costs, which is fine, but you may expect additional income with projections on this.

7. Review - Graduate Council Chair

Sent Back by [Ben Mason](#) Associate Professor / Sch of Civil/Constr Engr, *October 28, 2019 1:34pm*

Comments

Ben Mason (Graduate Council Chair) October 28, 2019 1:34pm

Please add additional liaisons as discussed at the Graduate Council Meeting on 10/28/2019 and improve concurrent course language.

8. Originator Response

[Susan Helback](#) Coordinator-Academic Program 2 / College of Education, *November 7, 2019 4:51pm*

Comments

Susan Helback November 7, 2019 4:51pm

Changes:

Response to 5. Graduate School review: The program leadership met with Jessica Beck on October 30th to discuss possible synergies with GCCUT. Dr. Beck's liaison response has been added. See Liaison response from Jessica Beck, Ph.D. Assistant Dean and Director, Graduate Certificate in College and University Teaching Graduate School |Oregon State University

Response to 6. Budget and Fiscal Planning Committee: The projected income has been made to the budget Excel spreadsheet.

Response to 7. Graduate Council Chair: Additional liaisons have been added to the proposal as requested. Liaisons Added:

Cory Buxton, PhD Professor, Education UG & MS Program Chair

Amanda Kibler, PhD Associate Professor, Program Chair – Teaching

Terry Rooker, Instructor, School Electrical Engineering & Computer Science

Larry D. Roper Professor, School of Language, Culture and Society Coordinator, College Student Services Administration

Deborah Rubel, Ph.D, Counseling Program Chair

Karen Thompson, Ph.D., Associate Professor, ESOL/Dual Language Program Chair

Additionally, the concurrent course language in the proposal was improved and four course change proposals were submitted to add 4-credit co-requisites for AHE 522-525 as suggested. See pending proposals: AHE 522 (108410), AHE 523 (108411), AHE 524 (108412), and AHE 525 (108413).

9. Review - Graduate Council Chair

Approved by [Ben Mason](#) Associate Professor / Sch of Civil/Constr Engr, *November 18, 2019 1:06pm*

Comments

Ben Mason (Graduate Council Chair) November 18, 2019 1:06pm

Thanks for your prompt response and corrections.

10. Review - Curriculum Council Chair

Sent Back by [Michele Swift](#) Senior Instructor I / College of Business Dept, *November 25, 2019 2:00pm*

Comments

Michele Swift (Curriculum Council Chair) November 25, 2019 2:00pm

As per my email, please address the following -

1. The proposal indicates the certificate is stackable but, while the graduate council is discussing modifying the policy, under the current policy only 15 credits can transfer towards a Masters. Given this, please take the reference to the certificate being stackable out of the proposal.
2. Our understanding is that all the courses required for the certificate are also required in the Masters of Adult and Higher Education. Given this, can students in the Masters' program claim they have this

certificate? This was unclear.

3. Do students in the Masters in Adult and Higher Education still go through the coursework as a cohort. If so, please provide us with information on how the certificate and the Masters will coordinate.

11. Originator Response

[Susan Helback](#) Coordinator-Academic Program 2 / College of Education, *November 27, 2019 1:25pm*

Comments

Susan Helback November 27, 2019 1:25pm

Gloria Cris's replies to questions posed by Michelle Swift, Co-chair Curriculum Council are attached as a separate document in Supporting Documents Tab, under Other Attachments.

12. Review - Curriculum Council Chair

Approved by [Michele Swift](#) Senior Instructor I / College of Business Dept, *December 6, 2019 1:37pm*

13. Review - Faculty Senate Exec Committee

Pending Review

More Queued Reviews (4)

Faculty Senate; Provost /Academic Affairs; Academic Programs; Catalog Coordinator

Proposal

Proposal ID:101468

Type:New Certificate Program

Submission Date:November 27, 2019 1:25pm

Comments:*None*

History

Active Version - Submitted November 27, 2019 1:25pm

[Version 3](#) - Submitted November 7, 2019 4:51pm

[Version 2](#) - Submitted October 9, 2019 3:56pm

[Version 1](#) - Submitted September 23, 2019 4:12pm

Originators

NAME	TITLE	DEPARTMENT/SCHOOL
Susan Helback	Coordinator-Academic Program 2	College of Education

Contacts

NAME	TITLE	DEPARTMENT/SCHOOL
Alfonso Bradoch	Dir-Dept & Studen Svcs	Extended Campus
Shannon Riggs	Director	Extended Campus
Lindsay Niemeyer	Consultant-Academic Advisor	College of Business Dept
Erica Curry	Academic Programs Manager	Extended Campus
Gloria Crisp	Associate Professor	College of Education

Proposal Details

College:College of Education

Department/School:No Department

New Certificate Name:Instructional Design

Supporting Documents

DOCUMENTS
* Signed Transmittal Sheet 
ID_Cert_Transmittal.pdf (52.36 Kb added Nov 25, 2019 2:00 pm)
* Executive Summary 
ID_Cert_Executive_Summary.pdf (62.98 Kb added Nov 25, 2019 2:00 pm)
* Proposal 
5 ID_Cert_Proposal_revised_112619.docx (85.67 Kb added Nov 27, 2019 1:22 pm) Revised proposal based on feedback from Curriculum Council
* Letters of Support 
OSU PACE PACE Letter of Support.pdf (465.59 Kb added Nov 25, 2019 2:00 pm)
Assoc for Talent Development External letter of support from ATD.pdf (48.89 Kb added Nov 25, 2019 2:00 pm)
Ecampus ID_Cert_Ecampus Letter of Support.pdf (45.95 Kb added Nov 25, 2019 2:00 pm)
Ecampus MOU Instructional Design MOU Addendum for Ecampus letter of support.pdf (651.93 Kb added Nov 25, 2019 2:00 pm)
* Accessibility Form 
ID_Cert_Assessibility Form.PDF (394.56 Kb added Nov 25, 2019 2:00 pm)
* Library Evaluation 
ID_Cert_Library_Evaluation.pdf (107.16 Kb added Nov 25, 2019 2:00 pm)
* Faculty CVs 
ID_Cert_Faculty_List.pdf (62.98 Kb added Nov 25, 2019 2:00 pm)
Other Attachments 
ID_Cert_Graduate_Assessment_Plan.pdf (616.45 Kb added Nov 25, 2019 2:00 pm)
ID_Cert_Space_Evaluation.pdf (138.92 Kb added Nov 25, 2019 2:00 pm)
Reply to Co-Chair Curriculum Council Questions.docx (16.95 Kb added Nov 27, 2019 1:23 pm) Replies to questions posed by Michelle Swift, Co-chair Curriculum Council
LIAISONS
* Liaisons 
Regan Gurung Request: Gurung Liasion .pdf (117.62 Kb added Nov 25, 2019 2:00 pm) Response: Gurung Liasion .pdf (117.62 Kb added Nov 25, 2019 2:00 pm) See attachments for request and response

Brooke Howland

Request: [Howland Liaison.pdf](#) (116.89 Kb added Nov 25, 2019 2:00 pm)

Response: [Howland Liaison.pdf](#) (116.89 Kb added Nov 25, 2019 2:00 pm)

See attachments for request and response

Jessica Beck

Request: [Beck Liaison.pdf](#) (49.76 Kb added Nov 25, 2019 2:00 pm)

Response: [Beck Response.pdf](#) (56.26 Kb added Nov 25, 2019 2:00 pm)

Amanda Kibler

Request: [Kibler Request.pdf](#) (48.96 Kb added Nov 25, 2019 2:00 pm)

Response: [Kibler Liaison Response.pdf](#) (61.42 Kb added Nov 25, 2019 2:00 pm)

Larry Roper

Request: [Roper Request.pdf](#) (48.73 Kb added Nov 25, 2019 2:00 pm)

Response: [Roper Response.pdf](#) (80.95 Kb added Nov 25, 2019 2:00 pm)

Deb Rubel

Request: [Rubel Request.pdf](#) (48.70 Kb added Nov 25, 2019 2:00 pm)

Response: [Rubel Liaison Response.pdf](#) (72.57 Kb added Nov 25, 2019 2:00 pm)

Karen Thompson

Request: [Thompson Request.pdf](#) (48.67 Kb added Nov 25, 2019 2:00 pm)

Response: [Thompson Response.pdf](#) (50.61 Kb added Nov 25, 2019 2:00 pm)

Cory Buxton

Request: [Buxton Request.pdf](#) (48.41 Kb added Nov 25, 2019 2:00 pm)

Response: [Buxton Response.pdf](#) (70.80 Kb added Nov 25, 2019 2:00 pm)

Terry Rooker

Request: [Rooker Request.pdf](#) (56.13 Kb added Nov 25, 2019 2:00 pm)

Response: [Weller Response.pdf](#) (63.21 Kb added Nov 25, 2019 2:00 pm)

BUDGET INFORMATION*** Budget Year 1** 

[11b ID Cert Budget KED- ID Grad Certificate Proposal \(revised 11719\).xlsx](#) (34.24 Kb added Nov 25, 2019 2:00 pm)

*** Budget Year 2** 

[ID Cert Budget Narrative.pdf](#) (63.54 Kb added Nov 25, 2019 2:00 pm)

*** Budget Year 3** 

[11b ID Cert Budget KED- ID Grad Certificate Proposal \(revised 11719\).xlsx](#) (34.24 Kb added Nov 25, 2019 2:00 pm)

*** Budget Year 4** 

[11b ID Cert Budget KED- ID Grad Certificate Proposal \(revised 11719\).xlsx](#) (34.24 Kb added Nov 25, 2019 2:00 pm)