Indiana University
Request for a New Credit Certificate Program

Campus: Indiana University East

Proposed Title of Certificate Program: Graduate Certificate in Online Instruction and Assessment

Projected Date of Implementation: Fall 2014

TYPE OF CERTIFICATE: (check one)

- UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

- GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate credit.

- POST-BACCALAUREATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

I. Why is this certificate needed? (Rationale)

Due to the growing presence of online educational opportunities, the need for quality instruction and assessment is critical. To address the issue of effective online pedagogy, a graduate certificate in online instruction and assessment would be offered by the School of Education at Indiana University East. Online classes are firmly entrenched in the post-secondary learning environment and are becoming increasingly common in secondary settings. The state of Indiana is currently encouraging high school students to take at least one or more online class prior to graduation. They are also in the developmental stages of determining teacher licensure requirements to teach online. Additionally, virtual high schools present the need for online teaching to be a strong part of teacher pedagogy. In the private sector, businesses and corporations often require that part or all of their training takes place in an online environment so that learning time is maximized and can occur in several locations with a minimum number of facilitators.

These varying educational settings create the need for a system of study whereby an individual can become proficient in the foundational components of online teaching and assessment in ways that promote highly efficient and engaging instruction through research-driven practices. The School of Education would offer online courses leading to a graduate certificate focused on instruction and assessment in online teaching, regardless of the context of that teaching. The nature of the course schedule will be different from the traditional academic schedule. It has
been shown that schedule flexibility is one of the hallmark advantages in taking online courses. The courses for this certificate are scheduled in modules over the course of the traditional academic semester. The student has the option of completing these courses in only eight weeks. Having courses with the same content but with flexibility in duration will make this program advantageous to the needs of working professionals. Each course would be offered every semester or as needs require.

This graduate certificate provides further professional development at the graduate level for teachers already teaching in the public school level and beyond. Additionally, this program will work towards the licensure of K-12 teachers to teach online courses. This certificate can also readily apply to individuals conducting online teaching/training in corporate, private, or governmental settings so that they have the requisite instructional and assessment skills to deliver whatever content or instruction their employers require.

The School of Education at IU East currently offers all the required courses for the certificate on regular rotation. The courses are based around the Core Propositions of the National Board of Professional Teaching Standards. This and the conceptual framework of the school readily lend themselves to the delivery of this certificate, even if the student is not a licensed teacher. The principles and assumptions will apply regardless of the setting.

II. List the major topics and curriculum of the certificate.

**Course #1-Foundations (3 hours)**
EDUC-R505 (Instructional Media Applications)
- Introduction to foundations/theory of online education
- Psychological dimensions for online learning
- Evolution of online education
- Design elements of the interface
- Aesthetics and quality design
- Software bundles

**Course #2-Planning and Assessment (3 hours)**
EDUC-P507 (Targeted Assessment)
- Curriculum and planning
  - Segments and sequences
  - Pre-planning
  - Frontloading the course
  - Setting expectations
  - Critical evaluation of resources
- Assessment Strategies
  - Types of assessment strategies most conducive to online learning
  - Outside K-12 School Settings
    - Assessment strategies aligned with unique needs of corporate/private clientele. Students would structure planning and assessments according to the requirements and standards
of the profession or setting they are working from. These students would not be required to complete K-12+ educational assessments.

K-12 School Settings
- Aligning to common core standards, state and virtual standards for public education
- Oriented to PARK (replacing ISTEP+)
- Alignment with College Readiness and 21st Century Skills

Course #3-Practitioner Resources (3 hours)
EDUC-W520 (Instructional Technology)
- Online tools and their effective uses and formatting
  - Blogs
  - Wikis
  - Presentation tools
  - Use of film/audio
  - Websites
  - Youtube
  - Google docs and Google earth
  - Forms
  - Cloud computing

Course #4-Facilitation and Course Development (Capstone-3 hours)
EDUC-R503 (Application of Instructional Media and Technology)
- Specific to the student where the academic product is the development of a starting framework for an online course they would teach.
  - Establishing the connection and presence of the educator establishing the presence of the instructor
  - Facilitating interaction between the students
    - Setting the pace

Note: Other courses may apply toward the certificate if approved by the Director of Graduate Programs in Education.

E. The graduate certificate can be completed in one year. Course #1 (R505) and course #4 (W520) are the only courses that must be taken first and last.

III. What are the admission requirements?
Alongside acceptance to IU East as a degree or non-degree seeking graduate student, students enrolling and completing courses toward the Graduate Certificate in Online Teaching and Assessment program will be required to have earned a BS, BA, MS, or MA with a minimum overall GPA of 2.7; submit a two to three page personal statement clearly explaining their background and the reasons why they wish to pursue this particular certificate; and review the graduate advising form provided by the School of Education.
IV. List the major student outcomes (or set of performance based standards) for the proposed certificate.

On completion of this certificate, students will demonstrate the ability to:
1. Understand the unique situational needs for different types of online learning environments.
2. Develop effective planning and assessment strategies for online courses they will teach and/or author.
3. Select the most effective means of delivery and/or interaction to classes they will teach.
4. Demonstrate the ability to author a course that meets the needs of the discipline or context they will teach in.

V. Explain how student learning outcomes will be assessed (course-embedded assessment, graduate follow up, employer survey, standardized test, etc.).

Progress toward the completion of the certificate will be monitored in a number of ways:
1. Students must maintain a "B-" or better in all courses that are applied to this certificate.
2. Student papers and projects will be evaluated for the performance-based composition knowledge and skills outlined above in item “IV.”
3. For capstone, students will develop a template for a potential or real course that they will teach. The construct and content of this course will be evaluated by the instructor using a standard assessment rubric.

1. Procedures for program evaluation and assessment
   a. Overview: The School of Education will oversee the performance, progress, and timely completion of requirements by students and actively oversee student transition to further graduate education or to a professional career. The Director of Graduate Programs for Education will serve as the graduate certificate coordinator and will also monitor the program.

   b. Procedures:
      i) Individual students enrolled in the Graduate Certificate for Online Instruction and Assessment Program will have at least two meetings with the Certificate Coordinator each semester who will also be available during the summer. Student planning for coursework, selection of electives, and progress to date in the program will be addressed formally in meetings as well as informally on an ongoing basis. Students will have a program file where documentation of progress will be maintained. Results will both assist in assessing and improving courses along with overall program delivery and assist with the assessment of individual student progress.

      ii) Completion of course evaluation forms for each course will be tabulated
and reviewed by the School of Education and Certificate Advisor. Results will assist in improving courses and overall program delivery.

iii) Students complete an exit survey as they complete the program to assess individual courses and overall program delivery. **Analysis of results will assist with the improvement of the courses and the program delivery.**

c. **Assessment Outcomes:** Outcomes will be assessed through online discussions and various embedded assignments in the student's courses. Individual courses have specific evaluation and criteria in a syllabus that has been reviewed and approved by the School of Education. Three major overarching learning competencies will be assessed in a program portfolio. The attached table outlines the general outcomes, objective findings, methods for imparting and measuring the outcomes, assessment expectations, and potential improvements based upon the assessment findings.

**NOTE:** The assessment goal is to offer a mentoring system of assessment as well as a programmatic one. Particularly with this program being delivered online, intervention and individual assessment will greater ensure programmatic quality and integrity.

The program assessment focus on both the student level and program level offers a two-tier system of ensuring that students succeed to the best of their abilities. By having a program-focused assessment and an individually-focused assessment throughout tenure in the program, faculty are able to intervene with greater effect on student success.

**VI. Describe student population to be served.**

Students who would take these courses would come from a variety of different backgrounds and have different professional needs. As stated earlier, the goal behind this certificate is to provide a skillset that can take instructors in whichever direction they need to go. The population would include, but not be limited to, the following: public school teachers (secondary), post-secondary instructors (community college and baccalaureate/full or part-time), trainers or instructors or others involved in human resources development within the private sector, and trainers or instructors involved with the public sector. Additionally, the subject matter skills possessed by students would likely be in very different areas. Students completing this degree with education backgrounds would have the option of using earned credits and applying them toward the M.S. degree in Education here at IU East.

This certificate is open to students from numerous professional or academic backgrounds **who currently holding a BA, BS, MA or MS degree who desire to gain a documented concentration in teaching in online environments.** This can apply to individuals teaching in corporate or private settings so that they have the requisite instructional and assessment skills to deliver whatever content or instruction their employers require. The
certificate also provides further professional development at the graduate level for licensed teachers already teaching the public school level or beyond.

VII. How does this certificate complement the campus or departmental mission?  
Indiana University East seeks to meet the educational needs of the east central Indiana and west central Ohio populations by offering quality educational programs. These online courses also complement the goals of IU East to establish and grow its online educational presence. This particular certificate addresses a need currently not met by area institutions and provides education that can be useful for those in a range of positions. It also addresses the campus learning objectives, while complementing and enhancing the undergraduate and graduate mission of IU East.

VIII. Describe any relationship to existing programs on the campus or within the university.  
There is currently not a program offering graduate transcript credit in this area within the Indiana University system or at IU East. There is a non-credit program offered in online teaching through the CTL at IU East, but it does not apply to K-12, corporate, governmental, or non-profit settings. This program is modeled on similar graduate programs offered nationally. The certificate will be housed in the School of Education on the Indiana University East campus. The IU East School of Education currently offers the courses required for the certificate, and this will complement other course offerings from the School of Education.

IX. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).  
The courses required for this graduate certificate are already authorized by Indiana University. Faculty to teach them will have at least a Master’s degree or higher and experience working with online teaching and learning. The courses will be offered each semester. The courses are offered frequently enough to complete the certificate in a one-year period, though the student can take the courses at a slower pace as individual needs may dictate.