Certificate Assessment Plan 2012-13

College of Education

University of Florida

Instructional Design Certificate

College of Education

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Instructional Design Certificate Program
College of Education
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A. Rationale

The Instructional Design graduate certificate program offered through the College of Education is designed to prepare professionals to effectively and efficiently design learning environments using a variety of media. The certificate is designed to appeal to several possible educational professionals, including professional development specialists, curriculum specialists, corporate trainers, instructional leaders, instructional designers, and educational technologists. This certificate provides students with a theoretical and practical grounding in how to design instruction. Students learn about the five phases of systematic instructional design: analysis, design, development, implementation and evaluation. Students have the opportunity to conduct an authentic instructional design project with a real-world client. This certificate program will graduate individuals with the knowledge, skills, and dispositions to be effective instructional designers.

B. Mission

The **Instructional Design** graduate certificate prepares professionals to design and evaluate electronic and face-to-face learning environments using a variety of media. The certificate program is delivered through the School of Teaching and Learning in the College of Education by faculty specializing in Educational Technology. The mission of the certificate program aligns to the School of Teaching and Learning as its mission is to prepare "educational professionals to work in diverse contexts with diverse learners" and supports the College of Education's mission to "prepare exemplary practitioners" in "teaching, learning and human development." Finally, the certificate supports the University in its efforts to provide leadership in developing and delivering quality online programs and preparing a 21st century workforce.

C. Student Learning Outcomes (SLOs)

The Instructional Design graduate certificate program's Student Learning Outcomes are:

1. **Students will create effective digital instructional artifacts using a variety of media and methods.**
2. Students will design an effective instructional development plan that meets the needs of various stakeholders.
3. **Students will create effective digital instructional artifacts using a variety of media and methods.**
4. Students will create effective technology-enhanced instruction that includes analysis, design, development, implementation and evaluation.
5. Students will negotiate an effective instructional design and development initiative that meets the needs of a real client.

D. Assessment Timeline for Certificates

Program: Instructional Design Graduate Certificate   College: College of Education_____

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Assessment 4
#1	ePortfolio Assessment (EME 6208)			
#2				Evaluation of instructional development plan (EME 6235)
#3	ePortfolio Assessment (EME 6208)			
#4			Evaluation of instructional design report (EME 6609)	
#5		Client evaluation (EME 6606)		

E. Assessment Cycle Chart for Certificates

Program: Instructional Design Graduate Certificate____   College: College of Education_____

Analysis and Interpretation: Spring (April)
Improvement Actions: Summer (June)
Dissemination: Fall (August)

Year SLOs	10-11	11-12	12-13	13-14	14-15	15-16
#1					X	
#2					X	
#3					X	
#4					X	
#5					X	

F. Methods and Procedures

The faculty involved in the graduate certificate in Instructional Design will review certificate courses and completers conforming to the schedule in Table E above. The courses will be reviewed by examining student produced artifacts using rubrics consistent with evidence-based practices. The artifacts are derived from student assessments and include a student ePortfolio, instructional design report, instructional development plan, and a client evaluation. Also, an exit survey will be administered to certificate completers to ascertain their perceptions of how well the program prepared them to meet SLOs and to collect recommendations for program improvement. As a result of this process, we will make adjustments to our curriculum, change our teaching methods, and continuously improve our coursework to meet student needs and the demands of the workforce. This process will be executed in a two year rotation beginning with the 2014-2015 academic year.

G. Assessment Oversight

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