

# Certificate Assessment Plan 2012-13

*College of Education*  
*University of Florida*

Managing Distance  
Education Environments  
Certificate

College of Education

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## Table of Contents

A. Rationale.....	3
B. Mission .....	3
C. Student Learning Outcomes (SLOs).....	3
D. Assessment Timeline for Certificates .....	4
E. Assessment Cycle Chart for Certificates .....	4
F. Methods and Procedures.....	5
G. Assessment Oversight .....	5

# Managing Distance Education Environments Certificate Program College of Education *Certificate Assessment Plan*

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## **A. Rationale**

The Managing Distance Education Environments graduate certificate program offered through the College of Education to prepare professionals to manage in distance education settings. The certificate is designed to appeal to virtual school leaders, post-secondary leaders, corporate leaders and others involved in managing distance environments. This certificate provides students with theoretical and practical grounding in how to manage distance education environments. This certificate program will distinguish individuals with the knowledge, skills, and dispositions to be effective managers in distance education environments.

## **B. Mission**

The **Managing Distance Education Environments** graduate certificate prepares professionals to manage in distance education settings. 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 21<sup>st</sup> century workforce.

## **C. Student Learning Outcomes (SLOs)**

The Managing Distance Education Environments graduate certificate program’s Student Learning Outcomes are:

1. Students will design an effective instructional development plan that meets the needs of various stakeholders.
2. Students will use a variety of media and methods to demonstrate their understanding of theory, critical issues and design of distance learning.
3. Students create effective technology-enhanced instruction that includes analysis, design, development, implementation and evaluation.
4. Students will demonstrate the application of research and effective practice in the development and implementation of quality distance education programs.

## D. Assessment Timeline for Certificates

Program: Managing Distance Education Environments Graduate Certificate

College: College of Education

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Assessment 4
#1	Evaluation of instructional development plan (EME 6235)			
#2			Online course plan (EME 6458)	
#3		Evaluation of instructional design report (EME 6609)		
#4				Case study of distance education program and leader (EME 6236)

## E. Assessment Cycle Chart for Certificates

Program: Managing Distance Education Environments Graduate Certificate

College: College of Education

Analysis and Interpretation:

Improvement Actions:

Dissemination:

Spring (April)

Summer (June)

Fall (August)

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

## F. Methods and Procedures

The faculty involved in the graduate certificate in Managing Distance Education Environments 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 an evaluation of instructional development plan, an online course plan, an evaluation of an instructional design report, and a case study of a distance education program and leader. 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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