

**Indiana University**

**Request for a new certificate program**

**Campus: Indiana University Bloomington**

**Proposed title of certificate program:** Graduate Certificate in Adult Education

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.

*1. Why is the certificate needed? (Rationale)*

Technological advancements and rapidly changing work environments present challenges which require new knowledge and skills. Educators are in high demand who are committed to helping adult learners overcome challenges and achieve their goals of attaining new knowledge and skills. Qualified adult education professionals are needed in academic, community, governmental and corporate organizations.

This Online Graduate Certificate in Adult Education is the only one of its kind offered in the state. It is designed to help professionals work effectively with adult learners in a variety of learning environments. This online certificate will be especially attractive to people who teach or develop programs for adults yet do not have a Master's Degree in Adult Education or the skills needed to educate this growing adult population. The online certificate provides a basic background in adult learning and program planning, as well as the diverse philosophical, theoretical, and historical contexts of adult education in the United States.

The evidence is clear concerning the need for education to help people teach the growing number of adult learners. For example, at the post-secondary level alone, The National Center for Education Statistics (NCES, 2011) ([http://nces.ed.gov/programs/digest/d11/ch\\_3.asp](http://nces.ed.gov/programs/digest/d11/ch_3.asp))

reported “In recent years, the percentage increase in the number of students age 25 and over has been larger than the percentage increase in the number of younger students, and this pattern is expected to continue. Between 2000 and 2010, the enrollment of students under age 25 increased by 34 percent. Enrollment of students 25 and over rose 42 percent during the same period. From 2010 to 2020, NCES projects a rise of 11 percent in enrollments of students under 25, and a rise of 20 percent in enrollments of students 25 and over.” This provides academic institutions with both opportunity and challenge: we must expand our capacity to provide more ways to meet the educational needs of these adult learners and to pursue Indiana University’s mission “...to provide broad access to undergraduate, graduate, and continuing education for students throughout Indiana, the United States and the world...” (<http://trustees.iu.edu/resources/mission-statements/index.shtml>).

The demand for qualified adult education professionals extends beyond the formal academic environment and includes community, governmental and corporate environments as well. Many members of the training and development community have reached their current positions by way of work experience, business degrees, human resources management degrees, or any of a variety of other degrees. They would like to learn more about adult education and how it applies to their job but do not have time, resources, or interest to complete the MS Ed in Adult Education. This certificate program would offer these potential students the ability to learn about the theory, principles and practices of adult education in a convenient on-line medium and earn a certificate from Indiana University that can be used to promote themselves in the workforce. This certificate is also consistent with Indiana’s goal of advancing the work of its public, private and non-profit education and workforce entities through educational and career Innovation by better aligning educational and workforce development resources and programs (<http://www.in.gov/ceci/>). Finally, this certificate would create many additional Full-Time equivalents (FTE’s) with minimal need for additional resources.

*2. List the major topics and curriculum of the certificate.*

This will be a 15 credit hour certificate program following the structure of the current Master’s in Adult Education program which requires several core courses and electives.

The **required courses** for the online certificate program will be:

- EDUC D500** Introduction to Adult Education Theory
- EDUC D505** Adult Learning through the Lifespan
- EDUC D506** Adult Education Planning and Development
- EDUC D512** Forms and Forces of Adult Education

The elective course for the certificate program will be drawn from other Adult Education courses (see recommended list below) or graduate course outside Adult Education approved by a student's advisor. Students must complete one elective.

**EDUC D525** Introduction to Distance Education Systems

**EDUC D600** The Teaching Learning Transaction in Adult Education

**EDUC D523** Small Group Theory in Adult Education.

The course descriptions for the required courses are:

**D500 Introduction to Adult Education Theory**

Theories and principles of adult learning vary, and it is important to understand the complexities among them. Students are introduced to the writings of major adult education theorists, including Lindeman, Knowles, and Freire. This course reviews theories of practice from a historical perspective, and encourages students to develop and defend their personal theories.

**D505 Adult Learning through the Lifespan**

Study of the adult lifespan with emphasis on the individual in context. Investigate and critically analyze theories and concepts used to understand adult development and lifelong learning including how social and cultural forces influence adults' engagement in the learning process.

**D506 Adult Education Planning & Development**

Theory and practice of program planning and development in a variety of adult education settings. Analysis and application of models and tools used to develop educational programs for adults. Topics include needs assessment, administration, evaluation and promotion of programs.

**D512 Forms and Forces of Adult Education**

The history and current status of adult education in the United States; the nature, scope, purposes and historical development of adult education institutions and program areas.

*Completion requirements:*

a) 15 credit hours

b) EDUC D 500; EDUC D 505; EDUC D506; EDUC D512; and at least three credit hours of electives within adult education.

- c) Minimum GPA of 3.0 with a minimum course grade of C.
- d) No more than three credit hours of graduate coursework may be transferred in from another institution.
- e) No undergraduate credits may be used toward the certificate.
- f) Completing the certificate in two years is possible and recommended.
- g) Courses taken in this certificate may be applied to the Master's in Adult Education.

3. *What are the admission requirements?*

- a) Bachelor's degree from an accredited institution.
- b) Minimum undergraduate GPA of 3.0 out of 4.0.
- c) Minimum TOEFL score of 550 for paper test, 250 for computer test and a 79 on the IBT for international students or non-native English speakers.
- d) Completed online application that includes transcripts, personal goal statement, resume and two letters of recommendation.
- e) GRE is not required.

4. *List the major student outcomes (or set of performance-based standards) for the proposed certificate.*

When students complete the required courses of this certificate they will be able to:

- A. Gain an overview of the philosophical foundations of Adult Education within Western civilization by:
  - 1. Recognizing the names and theories of selected key philosophers in the field of Adult Education.
  - 2. Distinguishing between some of the major schools of thought in Adult Education and comparing and contrasting their main ideas.
  - 3. Demonstrating practical applications of seven Adult Education theories covered in this course.
  - 4. Developing, describing and defending their personal philosophy of Adult Education.
- B. Understand contemporary adult life with emphasis on the individual in the context of the field of professional practice of adult education by:
  - 1. Describing fundamental developmental changes of adulthood as they occur in a sociocultural context and how adult development impacts learning throughout the lifespan.
  - 2. Explaining individual characteristics of learners such as motivation, self-efficacy, self-directedness, etc.

3. Integrating social, institutional, and other contextual factors that affect adult learning and development.
  4. Analyzing their own learning processes and strategies, as well as their philosophical and theoretical assumptions regarding adult learning and development.
  5. Integrating the various models and theoretical perspectives into a coherent personal "working model" of adult development and learning.
  6. Applying the multiple perspectives and theories on adult development to practice.
- C. Understand the theory and practice of educational program design in a variety of education settings by:
1. Analyzing the literature on program design theory and models.
  2. Applying program design in various settings.
  3. Assessing existing adult education programs.
  4. Identifying appropriate program design tools to develop educational programs for adults.
  5. Developing their self-directed learning skills as members of an interactive online learning community.
  6. Using Case Study and/or Problem Based Learning tools in programming.
  7. Supporting the work of their colleagues in group work.
- D. Gain a comprehensive overview and understanding of the field of adult education by:
1. Identifying the major concepts, goals, and purposes of adult education.
  2. Analyzing the major philosophical foundations of adult education.
  3. Recognizing how the history of adult education has been approached and interpreted.
  4. Describing the critical issues related to adult education practice.
  5. Explaining how organizations deliver adult education in the United States.
  6. Identifying who participates in adult education and why.
  7. Recognizing the international characteristics of adult education.
  8. Distinguishing the major issues related to the organization and delivery of adult education.
  9. Assessing the issues and characteristics concerning the professionalization of adult education.
  10. Analyzing adult education practices outside of mainstream adult education.
  11. Explaining the different visions of adult education and possible future directions for adult education.

*5. Explain how certain outcomes will be assessed (course-embedded assessments, graduate follow-up, employer survey, standardized tests, etc.)*

Student outcomes will be assessed via course embedded assessments including papers, projects, and on-line exams. They will also be assessed for student self-evaluation after each

course and at the completion of the program. Employers will also be surveyed one year after student completion of the program. The official course evaluations will also be used to assess student satisfaction.

*6. Describe the student population to be served.*

This Certificate in Adult Education is the only one of its kind offered in the state. The population to be served includes professionals in human resources, training and development in corporate, not-for-profit, and governmental sectors. It is unlikely that these students would be concurrently enrolled in a graduate program at Indiana University. The strength of this certificate is that we will be able to draw upon students from any location (since it is an online program) and from diverse fields. The program can serve the needs of professionals who need additional education for career advancement, for pleasure or for additional training. Additionally, students who take our certificate may apply to the Master's degree in Adult Education or elsewhere in the university and transfer most if not all of their certificate credits. It is anticipated that initial enrollment will be approximately 6 to 10 students. Steady-state enrollment at 8 to 12 students should be attained by spring 2015.

*7. How does this certificate complement the campus or departmental mission?*

The certificate complements the adult education program mission of providing the knowledge and skills required of an adult educator. This knowledge and these skills are for employment and training in human resource development and a variety of post-secondary education settings or other organizations. In addition, this certificate in adult education complements the mission of the Instructional Systems Technology department (and its certificate program) and campus by addressing unemployment needs in Indiana. Many adults who are out of work need to learn new skills and knowledge to become competitive in the job market. Both Instructional Systems Technology and Adult Education programs prepare their graduates to design and develop training programs for adult learners who need further education to improve their employability. Because these programs are offered at a distance, this certificate is a cost-effective way to deliver them. Students do not need to physically move to campus in order to learn. The program will also enhance and expand the research and other scholarly and creative activities of adult education. Also, the increased number of online participants in distance classes will increase the amount of data we can gather to do research about distance education.

*8. Describe any relationship to existing programs within Indiana University.*

Students in this program will have the opportunity to transfer from the certificate to the Master's Degree in Adult Education. This certificate program would provide additional education in adult education for students graduating from the undergraduate programs in Instructional Systems Technology, or a variety of liberal arts and social sciences degrees.

*9. List and include the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.)*

Since this program utilizes existing Adult Education courses, no additional resources are required until enrollment exceeds current class capacity. At that point, additional instructors will be hired using tuition revenue generated by program students.

*10. Describe any innovative features of the program (e.g. involvement with local or regional agencies, offices, etc., cooperative efforts with other institutions, etc.)*

The program will be offered completely online using Oncourse. Students will not need to travel to campus to complete any required course. This makes the program accessible to in-state students who do not live near an Indiana University campus and to out-of-state and international students (especially alumni of Indiana University who have relocated outside Indiana).

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