

Project Name:	Certificate in Education and Educational Services
MIU Round:	Round 3
Sponsor(s):	School of Education, Department of Educational Psychology
Coordinator(s):	Chuck Kalish, Professor of Educational Psychology
Report Date:	Year 1, June 2012; Year 2, August 2013

Project Specific Goal and Measures	
Project Impact Measure(s)	<ul style="list-style-type: none"> • Develop and implement a new undergraduate certificate in Education and Educational Services. • Increase course array and expand undergraduate enrollment in the School of Education.
Project Impact Data Source(s)	Academic Planning and Institutional Research has standard queries showing course offerings, enrollments, awards, and majors.
Baseline Measure(s)	NA. This certificate program did not exist prior to MIU funding.

General MIU Goals and Measures (applicable to project)		
C	Increased capacity for high-impact practices	Increased opportunities for students to take advanced level classes in small/seminar format. Increased opportunities for students to participate in faculty research projects.
D	Increased student learning and teaching excellence	Course instructors are using student interviews, artifacts from students coursework, and observational notes to ascertain the degree to which students are able to understand in intersections of race, class, gender and education (one of the learning outcomes of the Introduction to Education course. New courses introducing biological and neuroscience research in Education will broader opportunities for sustained/organized program of study in Education.
E	More tenured, tenure-track faculty teaching undergraduate courses	The Introduction to Education sections are taught by tenured or tenure-track faculty. Faculty hired with MIU funds will increase the number of tenure track faculty teaching undergraduate classes. The proposed certificate will increase the opportunities for undergraduates to take advanced seminar-style classes with tenure track faculty in the School of Education.

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F	Decreased achievement gaps	Because the core courses are brand new, it is not known whether achievement gaps exist. More generally, core courses were designed to meet the needs of a diverse range of student issues.
G	Attention to diversity in new hires	The focus of the certificate on issues of educational access, inequality, and improving education for all learners should lead to successful recruiting in fields with significant representation of scholars of color. New hires increased the diversity of departmental faculty.

Progress Reports

Year 1, 2011-12

- Conducted two successful faculty searches.
 - Developed proposal for the Certificate in Education and Educational Services. The proposal is being considered within the School of Education and will then move to the University Academic Planning Council for approval.
 - Piloted a course for freshmen and sophomores that will serve as the Introduction to Education course in the proposed certificate program.
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Year 2, 2012-13

- Finalized the approval process for the certificate in Education and Education Services (EES). Conducted outreach to publicize the availability of the new certificate. As of the date of the report, 7 students had already declared the certificate.
 - One of the faculty hired with MIU funds developed new undergraduate courses. Educational Psychology 326 (Mind, Brain and Education) will be offered to 100 undergraduates in Fall 2013.
 - The second faculty MIU hire will not start until the 2013-14 academic year. Plans are for the development of an advanced-level undergraduate course, Educational Psychology 210 (Education and Learning in Out-of-School Contexts).
 - Increased the number of sections of Curriculum and Instruction 375 (Proseminar) offered to undergraduates. This course serves as the Introduction to Education course required for the EES certificate program.
 - Developed new course, Educational Psychology 506 (Contemporary Issues in Educational Psychology). This course was taught as a special topics course in 2012-13 but will be submitted for approval as its own course this year. In addition to fulfilling a course requirement for the EES certificate, this course was approved by the Psychology Department to count as a Level III Capstone course.
 - Assessment: No assessment of student learning outcomes was reported.
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