

CERTIFICATE OF ADVANCED STUDY IN DESIGNING DIGITAL INSTRUCTION



PLEASE NOTE:

Once matriculated into a certificate program, you must complete a CAS Program of Study Form, in collaboration with your advisor, and submit it by the beginning of the second semester of your study. This form can be found on the School of Education website under Student Forms.

The Syracuse University Instructional Design, Development and Evaluation (IDD&E) program offers this Certificate of Advanced Study to help students develop the competencies required to design digital learning resources and online or e-learning instruction. The courses are carefully combined into a fully online program that is built on a framework of internationally validated standards for instructional designers, online instructors, and online learners. This provides candidates with a 360-degree (designer, instructor, learner) view of digital instruction and learning, facilitating them in learning how to design and create sound instructional resources and environments that will lead to quality learning experiences. In addition to the coursework, candidates will be required to develop a digital portfolio that consists of both sample digital projects and reflections on their development of instructional designer, online instructor, and online learner competencies.

(over)

CERTIFICATE IN DESIGNING DIGITAL INSTRUCTION (15 CREDITS)

REQUIRED—4 courses (12 credits)

- IDE 611 Technologies in Instructional Settings—Fall
- IDE 756 Design of Online Courses—Winterlude (between Fall and Spring)
- IDE 761 Strategies in Educational Project Management—Spring
- IDE 737 Advanced Instructional Design—Summer

ELECTIVE—Choose one course (3 credits) from the list below

- IDE 764 Planned Change and Innovation—Fall
- IDE 771 Methods and Techniques for Teaching Adults—Spring
- IDE 656 Computers as Critical Thinking Tools—Summer
- IDE 772 Educational Technologies in International Settings—Summer

REQUIRED PORTFOLIO

Reviewed by advisor as a final assessment of the program, using rubric.

- **Sample digital projects:** (Foci: design-interactive and reflective; facilitating-activity and social engagement)
- **Self-reflection:** Instructional designer competencies, instructor competencies, online learner competencies (Reflection activities are built into several of the courses.)

PLEASE NOTE:

Courses may only be counted twice toward graduation from Syracuse University. This means that if you complete this certificate and move onto a master's degree, the double-counted courses cannot be used toward another degree.

Certificate of Advanced Study in DESIGNING DIGITAL INSTRUCTION (15 CREDITS—FULLY ONLINE)

Many professionals in business and industry, higher education, nonprofits and social service organizations, government and military, health care and insurance, media, and other contexts find themselves in positions related to training and professional development, yet have little knowledge about how to design effective and efficient instruction, especially instruction that takes advantage of digital technologies. This certificate provides professionals with the opportunity to advance their knowledge and skills in instructional design and learning with digital technologies.

Candidates must apply and matriculate into the certificate program. The certificate can be completed within one year (fall, spring, summer). Once matriculated, candidates must work with their advisor complete and submit a CAS Program of Study before their second semester. No substitutions or transfers of courses from outside of IDD&E will be made for the core courses listed. There are no graduate course prerequisites for the Designing Digital Instruction Certificate.

HOW DOES IT WORK? FEATURES OF THE PROGRAM

Engagement/quality course activities

Each of the courses uses a variety of techniques and tools to engage students in multiple types of interactions with content (e.g., digital readings, animations, models, videos), with peers (e.g., discussion boards, email, video/audio conferencing), with faculty (e.g., discussion boards, email, video/audio conferencing, online office hours), and others outside the program through digital or in-person methods. Both synchronous (recorded) and asynchronous means are used to gather students together for learning and engaging them at different times.

Assessment

Each course has defined expected learning outcomes, project guidelines, and/or rubrics.

The type of content, level of expected learning, types of pedagogy, and technology resources all are part of the decision rubrics faculty use to develop course-level assessments.

Students are required to meet the same rigorous standards as in classroom-based courses, provide reflections on the development of their competencies, and demonstrate their competencies through the papers/projects/portfolio created within the course and program as a whole.

Assessment includes an overall program digital portfolio based on a variety of rubrics. The portfolio includes sample digital projects (Foci: design-interactive and reflective; facilitating-activity and social; assessment) and self-reflection on instructional designer competencies, instructor competencies, manager competencies, and online learner competencies (reflection activities are built into in several of the core and elective courses).

Professors

Faculty who created the courses are specialists and have expertise in instructional design, including both learning assessments and technological pedagogical content knowledge.

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CONTACT

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Certificate of Advanced Study

Instructional Design,
Development and
Evaluation

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FOR MORE INFORMATION, contact IDD&E through our website: idde.syr.edu or call 315-443-3703.