

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:  
 02-29 App 4/3/03 App 4/29/03

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Dennis Ausel	Email Address DAUSEL@iup.edu
Proposing Department/Unit Communications Media	Phone 357-3099 (Ausel)

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

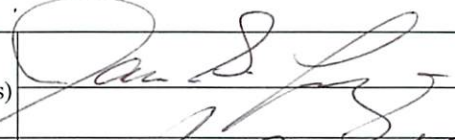
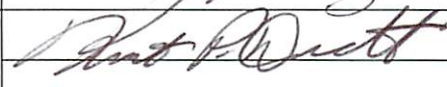
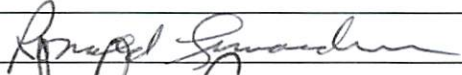
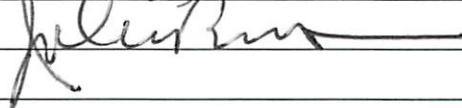
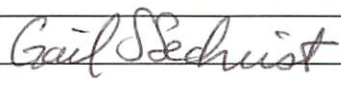
1. Course Proposals (check all that apply)
- New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

COMM 330 Instructional Design for Training & Development	
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>

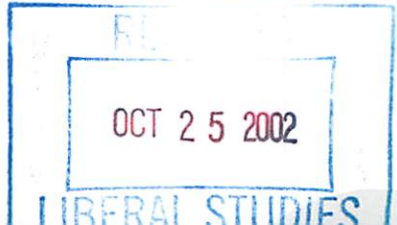
2. Additional Course Designations: check if appropriate
- This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

3. Program Proposals
- New Degree Program                       Program Title Change                       Other  
 New Minor Program                       New Track                       Catalog Description Change                       Program Revision

<i>Current program name</i>	<i>Proposed program name, if changing</i>
-----------------------------	---

4. Approvals		Date
Department Curriculum Committee Chair(s)		10-24-02
Department Chair(s)		10/25/02
College Curriculum Committee Chair		10-25-02
College Dean		10/23/02
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		4/3/03

\* where applicable



## **Description of the Curriculum Change**

- 1. New syllabus of record including catalog description with course title, number of credits, prerequisites and an appropriately written course description.**

*Appendix A*

- 2. Summary of proposed revisions**

At the present time there are four prerequisite courses (COMM 101 Communications Media in American Society, COMM 240 Communications Graphics, ENGL 101 College Writing and ENGL 202 Research Writing) for COMM 330 Instructional Design for Training and Development. We would like to eliminate COMM 240.

- 3. Justifications/rationale for revisions**

COMM 240 Communications Graphics was added as a prerequisite several years ago when we revised our curriculum. At that time most students were unfamiliar with basic graphic options (i.e. inserting pictures) in programs such as MS Word. However students now come to our department with the necessary graphic skills to complete the final project without taking COMM 240.

- 4. The old syllabus of record**

*Appendix B.*

- 5. Liberal Studies course approval form and check list**

NA

## **Appendix A**

**Attached is the New Syllabus of Record, including catalog description with course title, number of credits, prerequisites and an appropriately written description.**

## New Syllabus of Record

### I. Catalog Description

COMM

CM 330 Instructional Design for Training and Development

Prerequisite COMM 101, ENGL 101, 202

*class hours*  
3 credits  
0 lab hours  
3 semester hours  
(3c - 0l - 3sh)

Examines the systems approach for the design, development, and evaluation of instructional material. Students will learn about the history of instructional design and development and the current status of the field. Each student will produce a self-instructional prototype that will require the student to systematically and creatively apply the concepts and rules learned in the class.

### II. Course Objectives

After successfully completing this course the learners will be able to do the following:

A. Demonstrate an understanding of the field of training and development and the approach employed by:

1. explaining the historical growth and development of the field.
2. discussing rationales for using a systematic approach to solve instructional performance problems.
3. paraphrasing the major elements commonly included in all instructional design models.
4. define the terms used in the instructional design process.

B. Demonstrate specific competencies in an instructional design project by generating an original instructional module which incorporates the following:

1. identification of an instructional goal

2. analysis of the characteristics of learners, the learning environment, and the learning task.
3. specification of performance objectives
4. development of criterion measures
5. selection of instructional strategies
6. construction of a prototype
7. preparation of formative evaluation
8. planning and conducting tryout of the prototype
9. specification of revisions resulting from a prototype tryout

### III. Course Outline

Class	Assignment	Ch. Read	Assignment Due	Quiz
1.	Introduction to the Course			
2.	Why Instructional Design Systematic Model	Ch. 1		
3.	How do we learn?????		Learning Assignment	
4.	Goal Identification / Needs Assessment	Ch. 2		
5.	Goal Identification / Needs Assessment			
6.	Goal Identification / Needs Assessment		<i>Rationale and Goal</i>	Ch. 1&2
7.	Instructional Analysis of a Goal	Ch. 3		
8.	Instructional Analysis of a Goal			
9.	Instructional Analysis of a Goal			Ch. 3
10.	Instructional Analysis of the Subskills	Ch. 4	<i>Goal Analysis</i>	
11.	Instructional Analysis of the Subskills			
12.	Instructional Analysis of the Subskills		<i>Subskill Cards</i>	
13.	Instructional Analysis of the Subskills		<i>Subskill Cards</i>	
14.	Instructional Analysis of the Subskills			Ch. 4
15.	Individual Consultation			
16.	Learner Analysis	Ch. 5		
17.	Learner Analysis			Ch. 5
18.	Instructional Objectives	Ch. 6	<i>Learner Analysis</i>	
19.	Instructional Objectives			
20.	Instructional Objectives			Ch. 6

21.	Criterion Reference Test	Ch. 7	<i>Instructional Objectives in SCOAT Format Training Interview</i>	
22.	Criterion Reference Test			
23.	Criterion Reference Test			Ch. 7
24.	Guest Speaker			
25.	Instructional Strategy	Ch. 8	<i>Three Column Format</i>	
26.	Instructional Strategy			
27.	Instructional Strategy			
28.	Instructional Strategy		<i>Project's Instructional Strategy</i>	Ch. 8
29.	Individual Consultation			
30.	Instructional Material	Ch. 9		
31.	Instructional Material			Ch. 9
32.	Formative Evaluation	Ch. 10	<b>Technical Report Due(80%complete )</b>	
33.	Formative Evaluation			
34.	Formative Evaluation			Ch. 10
35.	Individual Consultation			
36.	Data Collection and Revision		<i>Formative Evaluation Plan</i>	
	Thanksgiving Break			
37.	Data Collection and Revision		<b>Instructional Module Due (80%complete)</b>	Ch. 11
38.	Review Modules			
39.	Summative Evaluation			
40.	Summative Evaluation			Ch. 12
41.	Final Project		<b>Complete Technical Report and Module Due!!!!</b>	
42.	Final Meeting		<b>Formative Evaluation of Classmates Module</b>	
43.	<i>Final Exam</i>			

## **IV. Evaluation Assignment Overview**

### **Chapter and Presentation Quizzes:**

There will be a quiz for each chapter. The quiz will be taken directly from the objectives provided in the accompanying class booklet. The purpose of the quizzes is to help you understand each step of the process. You may miss one quiz without a valid excuse however after the first miss, you must produce a valid excuse in order to make up additional missed quizzes. You will be able to make up the single unexcused quiz and any other quizzes for which you provide a valid excuse. The make up will be at the end of the semester.

**You will have only 20 minutes to finish each quiz and no more, so you must work quickly. The quizzes will be worth 20% of the final grade.**

### **Assignments to Build the Project:**

The final project is a large project. In order that you may complete the project and reduce the stress that you will feel at the end of the semester, we will build the project as we go. You will be required to turn in a part of the project every couple of class periods. This should help keep you from procrastinating. This process has proven useful in the past.

The parts that you will be required to turn in are not too lengthy and you should have little trouble keeping up if you try. **All short project assignment must be typed and must be turned in at the required time.** You will lose 2% of your total grade for each short assignment submitted late and without a valid excuse.

### **Executive Summary of Training Facility:**

You will be required to identify an individual whose responsibility is to provide training in an organization. Once you have identified this individual, you will set up an appointment for an interview. The interview should answer questions about how training is conducted at the facility and the use of new technology. You will then summarize this interview and prepare an executive summary and a short presentation that will be shared with the class.

**This will be worth 20% of your final grade.**

### **Evaluation of an Instructional Module:**

For this assignment you will evaluate a module that one of your classmates developed for the final project. The criteria will be generated during the semester.

This part of the course will be worth 10% of your total grade.

### **Final Project:**

For your final project you will generate a self-instructional module (print or computer based), instructor's guide and material for a workshop, or a WebQuest. (The WebQuest concept will be explained in class) Accompanying the module will be a Technical Report that will detail the design and development

process. You will receive additional information on these requirements in class and a detailed handout will be provided.

You will be required to turn in a prototype of your Technical Report and Instructional Module for review. **When you turn in these documents, they must be at least 80% finished and typed.** The purpose for this is to provide feedback and to help you to not procrastinate. If you do not turn in the typed, nearly completed prototypes on the dates as marked in the course calendar, you will lose 5% of the final grade, unless you have a valid excuse:

**This part of the course will be worth 40% of your total grade.**

**Participation:**

During the course you will be asked to participate in a number of exercises. These will include in-class and out-of-class assignments. **This will be worth 10% of your final grade.**

**Grading:**

Evaluation will be as follows:

	Points
Quizzes	200 20%
Training Interview	150 15%
Module Evaluation	150 15%
Final Project	400 40%
Participation	100 10%
Total	1000 100%

*range*

**Grade distribution:**

910 to 1000	A
810 to 909	B
710 to 809	C
610 to 709	D

**Attendance:**

Attendance is important and I will try to make class a worthwhile experience. However, as busy students, there may be times when it is impossible to make it to class. All I ask is that you let me know about your absence, if possible, so that I may help you understand what you missed in class.

**Type of Class:**

I will try to make this class as interactive and based in reality as possible. I will however expect that you participate and give it your best effort. If you have a question or wish to comment, please do not hesitate to let me know.

**Late Assignments:**

All assignments are due on the assigned date. Late short assignments without a valid excuse will be penalized 2% of your total grade. Late prototypes will ~~be~~ result in a 5% reduction of your final grade.



## **V. Required textbook, supplemental books and supplies**

Textbook required:

Dick, D., Carey L. & Carey, J. (2001). The Systematic Design of Instruction. New York: Addison-Wesley Educational Publishers Inc. ~~X~~

Williams, R. (1994). The Non-Designer's Design Book. Berkeley, CA: Peachpit Press.

No other materials are required.

## **VI. Special course requirements**

There are no special requirements for this course

## **Appendix B**

**Attached is the Old Syllabus of Record, including catalog description with course title, number of credits, prerequisites and an appropriately written description.**

## Old Syllabus of Record

### I. Catalog Description

*COMM*  
CM 330 Instructional Design for Training and Development

Prerequisite *COMM* CM 101, 240 *GL* EN 101, 202 *and* (Grade of C or better) *or permission*

3 credits *class hours*  
3 lecture hours  
0 lab hours  
(3c-0l-3sh)

Examines the systems approach for the design, development, and evaluation of instructional material. Students will learn about the history of instructional design and development and the current status of the field. Each student will produce a self-instructional prototype that will require the student to systematically and creatively apply the concepts and rules learned in the class. *(Previous*

*title: Communications Media in Training and Education)*

### II. Course Objectives

After successfully completing this course the learners will be able to do the following:

A. Demonstrate an understanding of the field of training and development and the approach employed by:

1. explaining the historical growth and development of the field.
2. discussing rationales for using a systematic approach to solve instructional performance problems.
3. paraphrasing the major elements commonly included in all instructional design models.
4. define the terms used in the instructional design process.

B. Demonstrate specific competencies in an instructional design project by generating an original instructional module which incorporates the following:

1. identification of an instructional goal

61.	Instructional Objectives	Ch. 6	<i>Learner Analysis</i>	
62.	Instructional Objectives			
63.	Instructional Objectives			Ch. 6
64.	Criterion Reference Test	Ch. 7	<i>Instructional Objectives in SCOAT Format Training Interview</i>	
65.	Criterion Reference Test			
66.	Criterion Reference Test			Ch. 7
67.	Guest Speaker			
68.	Instructional Strategy	Ch. 8	<i>Three Column Format</i>	
69.	Instructional Strategy			
70.	Instructional Strategy			
71.	Instructional Strategy		<i>Project's Instructional Strategy</i>	Ch. 8
72.	Individual Consultation			
73.	Instructional Material	Ch. 9		
74.	Instructional Material			Ch. 9
75.	Formative Evaluation	Ch. 10	<b>Technical Report Due(80%complete)</b>	
76.	Formative Evaluation			
77.	Formative Evaluation			Ch. 10
78.	Individual Consultation			
79.	Data Collection and Revision		<i>Formative Evaluation Plan</i>	
	Thanksgiving Break			
80.	Data Collection and Revision		<b>Instructional Module Due (80%complete)</b>	Ch. 11
81.	Review Modules			
82.	Summative Evaluation			
83.	Summative Evaluation			Ch. 12
84.	Final Project		<b>Complete Technical Report and</b>	

			<b>Module Due!!!!</b>	
85.	Final Meeting		<b>Formative Evaluation of Classmates Module</b>	
86.				

#### **IV. Evaluation Assignment Overview**

##### **Chapter and Presentation Quizzes:**

There will be a quiz for each chapter. The quiz will be taken directly from the objectives provided in the accompanying class booklet available at Pro Packets. The purpose of the quizzes is to help you understand each step of the process. You may miss one quiz without a valid excuse however after the first miss, you must produce a valid excuse in order to make up additional missed quizzes. You will be able to make up the single unexcused quiz and any other quizzes for which you provide a valid excuse. The make up will be at the end of the semester.

**You will have only 20 minutes to finish each quiz and no more, so you must work quickly. The quizzes will be worth 20% of the final grade.**

##### **Assignments to Build the Project:**

The final project is a large project. In order that you may complete the project and reduce the stress that you will feel at the end of the semester, we will build the project as we go. You will be required to turn in a part of the project every couple of class periods. This will keep you from procrastinating and I will be able to provide feedback to keep you on track. This has process has proven very useful in the past and I suspect you will appreciate it around finals time.

The parts that you will be required to turn in are not too lengthy and you should have little trouble keeping up if you try. **All short project assignment must be typed and must be turned in on the required time.** If the assignment is not turned in you will lose 2% of your total grade for each late assignment without a valid excuse. Please see me if you think you have a valid excuse.

##### **Executive Summary of Training Facility:**

You will be required to identify an individual whose responsibility is to provided training in an organization. Once you have identified this individual, you will set up an appointment for an interview. The interview should answer questions about how training is conducted at the facility and the use of new technology. You will then summarize this interview and prepare an executive summary and a short presentation that will be shared with the class.

**This will be worth 20% of your final grade.**

**Evaluation of an Instructional Module:**

For this assignment you will evaluate a module that one of your classmate's developed for the final project. The criteria will be generated during the semester. This part of the course will be worth 10% of your total grade.

**Final Project:**

For your final project you will generate either a self-instructional module (print or computer based), instructor's guide and material for a workshop, or a WebQuest. (The WebQuest concept will be explained in class) Accompanying the module will be a Technical Report which will detail the design and development process. You will receive additional information on these requirement in class and a detailed handout will be provided.

You will be required to turn in a prototype of your Technical Report and Instructional Module for review. **When you turn in these documents, they must be at least 80% finished and typed.** The purpose for this is to provide feedback and to help you not to procrastinate. If you do not turn in the prototypes on the assigned dates, (the dates are clearly marked in the course calendar) typed and near completion, you will loose 5% of the final grade unless you have a valid excuse.

**This part of the course will be worth 40% of your total grade.**

**Participation:**

During the course you will be asked to participate in a number of exercises. These will include in-class and out-of-class assignments. You will receive 10% if you participate in most of the activities and complete all the assignments. **This will be worth 10% of your final grade.**

**Grading:**

The grading scale will look like this:

	Points
Quizzes	200 20%
Training Interview	150 15%
Module Evaluation	150 15%
Final Project	400 40%
Participation	100 10%
Total	1000 100%

**Attendance:**

Attendance is important and I will try to make class a worthwhile experience. However, as busy students, there may be times when it is impossible to make it to class. All I ask is that you let me know about your absence, if possible, so that I may help you understand what you missed in class.

**Type of Class:**

I will try to make this class as interactive and based in reality as possible. I will however expect that you participate and give it your best effort. If you have a question or wish to comment, please do not hesitate to let me know.

**Late Assignments:**

All assignment are due on the assigned date. If they are not turned in on time, you must have a valid excuse to not ~~lose~~ 2% of your final grade.

**Grade distribution:**

910 to 1000	A
810 to 909	B
710 to 809	C
610 to 709	D

**V. Required textbook, supplemental books and supplies**

Textbook required: Dick, D. , Carey L. & Carey, J. (1998) The Systematic Design of Instruction Scott, Forceman and Company, Glenview, IL, Fifth Edition

Williams, R. (1994) The Non-Designers Design Book, Peachpit Press, Berkeley, CA

No other materials are required.

**VII. Special recourse requirements**

There are no special requirements for this course