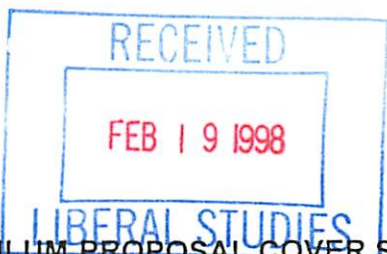


LSC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_



UWUCC USE Only  
Number: 97-52v  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Dr. Dennis Ausel Phone 3099

Department Communications Media

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

**COURSE** Instructional Design  
Suggested 20 character title

\_\_\_\_ New Course\* \_\_\_\_\_  
Course Number and Full Title

**Course Revision** CM 330 Instructional Design for Training and Development  
Course Number and Full Title

\_\_\_\_ Liberal Studies Approval+ \_\_\_\_\_  
for new or existing course Course Number and Full Title

\_\_\_\_ **Course Deletion** \_\_\_\_\_  
Course Number and Full Title

**Number and/or Title Change** CM 330 Communications Media in Training & Education  
Old Number and/or Full Old Title

CM 330 Instructional Design for Training and Development  
New Number and/or Full New Title

**Course or Catalog Description Change** CM 330 Instructional Design for Training and Development  
Course Number and Full Title

\_\_\_\_ **PROGRAM:** \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_ Track

\_\_\_\_ **New Program\*** \_\_\_\_\_  
Program Name

\_\_\_\_ **Program Revision\*** \_\_\_\_\_  
Program Name

\_\_\_\_ **Program Deletion\*** \_\_\_\_\_  
Program Name

\_\_\_\_ **Title Change** \_\_\_\_\_  
Old Program Name

New Program Name

**III. Approvals (signatures and date)**

[Signature] 12/15/97  
Department Curriculum Committee

[Signature] 12/15/97  
Department Chair

[Signature] 2/18/98  
College Curriculum Committee

[Signature] 2/18/98  
College Dean

+ Director of Liberal Studies (where applicable)

\*Provost (where applicable)

## Course Revision

### Part II. Description of Curriculum Change

#### 1. New Syllabus of Record (attached)

#### 2. Summary of Proposed Revisions

##### 1. Old course title and catalog description

CM 330 Communications Media in Training and Education

3c-0l-3sh

**Prerequisites: CM 101, 303**

The course reviews the historical growth and philosophies of the design and development of training and education products and processes. The student examines the principal roles and functions of human and material resource professionals for training (performance improvement), education (competency improvement), and development (personal and organizational growth).

##### 2. New course title and catalog description with new prerequisites

CM 330 Instructional Design for Training and Development

3c-0l-3sh

**Prerequisites: CM 101, 240, EN 101 and 202 (C or better) or permission**

This course examines the systems approach for the design, development and evaluation of instructional material (print, video, multimedia, etc.). 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.

#### 3. Justification/rationale for the changes

The current catalog description is vague and wordy. The new course description is more specific and gives students a clearer idea of what they will learn in the course and what will be required of them. The title change also more accurately reflects the course content.

The prerequisite of CM 240 - Communications Graphics is added because the instructor has observed that the students who have taken this course produce significantly more professional looking materials and are more successful in the course. As CM students move toward the completion of a portfolio requirement in their major, professional appearance of their products is increasingly important.

The prerequisites of EN 101 and 202 with a C or better are added because the instructor of this course has been approved as a Writing Intensive instructor and typically teaches this as a "W" course. The faculty believes students need to have sufficient competencies in writing and research before enrolling in CM writing intensive courses. The statement "or permission" is added to accommodate those occasions when this course might be taught by another instructor or not as a "W" section. The prerequisite of CM 303 - Scriptwriting is deleted because the EN requirements will provide an adequate writing background for this course.

#### 4. Old Syllabus of Record (attached)

### Part III. Letters of support (attached to end of documents)

## Part II Description of the Curriculum Change

### 1. Syllabus of Record

#### I. Catalog Description

CM 330 - Instructional Design for Training and Development

Prerequisites: CM 101, 240, EN 101 and 202 (C or better) or permission of instructor.

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

This course examines the systems approach for the design, development, and evaluation of instructional material (print, video, multimedia etc.). 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:

1. Explain the historical growth and current status of the training and development field.
2. Discuss rationales for using the systematic approach to solve instructional performance problems.
3. Explain the major elements common in all models of instructional design.
4. Define the terms in the instructional design process.
5. Generate a self-instructional module with a technical report.

#### III. Detailed Course Outline.

Class Meeting	Topic	Reading Assignment	Quiz
1.	Introduction to Course	None	
2.	Human Resource Development	None	
3.	Instructional Design Models	D&C Chapter 1	
4.	Goal Identification	D&C Chapter 2	1
5.	Instructional Analysis of Goal	D&C Chapter 3	2
6.	Instructional Analysis of Sub-Skills	D&C Chapter 4	3
7.	Entry Behaviors and Characteristics	D&C Chapter 5	4
8.	Instructional Objectives	D&C Chapter 6	5
9.	Instructional Objectives	None	6
10.	Review Quizzes 1-6		
11.	Criterion Reference Test	D&C Chapter 7	
12.	Instructional Strategy	D&C Chapter 8	7
13.	Instructional Materials	D&C Chapter 9	8
14.	Formative Evaluation	D&C Chapter 10	9
15.	Revising Materials	D&C Chapter 11	10
16.	Summative Evaluation	D&C Chapter 12	11
17.	Summative Evaluation	None	12

18.	Review Quizzes 7-12		
19.	Needs Assessment	D&C Chapter 2	
20.	Needs Assessment	D&C Chapter 2	
21.	Goal Identification	<b>Rationale for Instructional Goal Due</b>	
22.	Goal Analysis	D&C Chapter 3	
23.	Instructional Analysis	D&C Chapter 4	
24.	Instructional Analysis	<b>Half Class; Instructional Analysis Due</b>	
25.	Instructional Analysis	<b>Half Class; Instructional Analysis Due</b>	
26.	Target Population	D&C Chapter 5	
27.	Performance Objectives	D&C Chapter 6	
28.	Performance Objectives		
29.	Performance Objectives	<b>Performance Objectives from Inst Analysis Due</b>	
30.	Criterion Reference	D&C Chapter 7	
31.	Criterion Reference	<b>Criterion Reference Test Items Due</b>	
32.	Media Selection		
33.	Instructional Strategy	D&C Chapter 8	
34.	Workday		
35.	Instructional Strategy Formative Evaluation	<b>Instructional Strategy Due D&amp;C Chapter 10</b>	
36.	<b><i>Rough Draft Due Technical Report</i></b>	<b>Formative Evaluation Plan Due</b>	
37.	Workday	Individual Appointments	
38.	Workday	Individual Appointments	
39.	<b><i>Rough Draft Due Prototype</i></b>		
40.	Workday	Individual Appointments	
41.	Summative Evaluation	Individual Appointments	
42.	<b>Final Projects Due</b>		
<b>Final Meeting</b>	<b>Presentation of Final Project</b>		

D&C Dick and Carey

#### IV. Evaluation Methods.

The students will be required to take twelve chapter quizzes covering the instructional design process. In addition they will be required to generate a self-instructional module and a technical report explaining the development of the module. Finally, the students will be involved in numerous exercises in the classroom that will be their participation grade.

Quizzes	50%
Self-instructional Module	20%
Technical Report	20%
Participation	<u>10%</u>
	100%

Grading Scale	
91-100%	=A
81-90%	=B
71-80%	=C
61-70%	=D
below 61%	=F

**V. Required Textbook(s).**

Dick D. & Carey L. (1995) The Systematic Design of Instruction, Scott, Foresman and Company, Glenview. IL. Third Addition

**VI. Special Resources Requirements.**

None

**VII. Bibliography.**

AECT Task Force on Definitions and Terminology. (1977). The definition of educational technology. Washington, DC: Association for Educational Communications and Technology.

Ausubel, D.P. (1968). Educational psychology: A cognitive view. New York: Rinehart & Winston.

Anglin, G. J. (1995) Instructional Technology: Past Present and Future. Englewood., Colorado, Libraries Unlimited

Berk, R.A. (1980). Criterion-referenced measurement: The state of the art, Baltimore: The Johns Hopkins University Press.

Biehler, R.F., & Snowman, J. (1986). Psychology applied teaching. Boston: Houghton Mifflin.

Bloom, B.S. (1976). Human characteristics and learning. New York: McGraw-Hill Book Company.

Braden, R.A. (1981). One hundred book titles: A twelve-foot shelf of basic reference for instructional design and development. Educational Technology. 21 (9), 41-45.

Bransford, J.D. (1979). Human cognition: Learning, understand and remembering. Belmont, CA: Wadsworth.

Briggs, L.J. (1970). Instructional design: Principles and applications. Englewood Cliffs, NJ: Educational Technology.

Briggs, L.J. & Wager, W.W. (1981). Handbook of procedures for the design of instruction. (2nd Edition). Englewood Cliffs, NJ: Educational Technology.

Carlisle, K.E. (1986). Analyzing jobs and tasks. Englewood Cliffs, NJ: Educational Technology.

Clark, R.F. (1983) Reconsidering research on learning from media. Review of Educational Research, 53, 445-460.

Copperud, C. (1979). The test design handbook. Englewood Cliffs, NJ: Educational Technology.

Davis, R.H., Alexander, L.T. & Yelon, S.L. (1974). Learning systems design: An approach to the improvement of instruction. New York: McGraw Hill.

Flemming, M. & Levie, H. (1993) Instructional message design. Principles from the behavioral and cognitive sciences. (2nd ed.) Englewood Cliffs, NJ: Educational Technology Publications.

Gagne, R.M. (1971). Essentials of learning for instruction. Hinsdale, IL: The Dryden Press.

Gagne, R.M. (1985). The conditions of learning. (4th Edition). New York: Holt, Rinehart and Winston.

Gagne, R.M., Briggs, L.J., & Wager, W.W. (1992). Principles of instructional design (4th Edition). Orlando, FL: Harcourt, Brace, Jovanovich.

Gentry, C.G. (1994) An introduction to instructional development. Process and technique. Belmont, CA: Wadsworth Publishing Company.

Gronlund, N.E. (1991). How to write and use instructional objectives (4th ed). New York: Macmillan.

Kaufman, R. (1988). Planning educational systems. Lancaster, PA: Technomic.

Merrill, M.D., & Tennyson, R.D. (1977). Teaching concepts: An instructional design guide. Englewood Cliffs, NJ: Educational Technology.

Phillips, J.J. (1991). Handbook of training evaluation and measurement methods. (2nd. ed.) Houston, TX: Gulf Publishing Co.

Leshin, C.B., Pollockj., Reigeluth, C.M. (1992). Instructional Strategies and Tactics. Englewood Cliffs, NJ: Educational Technology Publications

Rahmlow, H.F., & Woodley, K.K. (1979). Objectives-based testing: A guide to effective test development. Englewood Cliffs, NJ: Educational Technology.

Rivard, D. J. (1995) Selected Topics on Technology, Teaching and Learning. Needham, MA: Simon & Schuster.

Rothwell, W.J. & Kazanas, H.C. 1992. Mastering the Instructional Design Process. San Francisco, CA: Joesy-Bass Publishers

Seels, B., & Glasgow, Z. (1990). Exercises in instructional design. Columbus, OH: Merrill.

Smith, P.L. & Regan, T.J. (1992) Instructional Design. New York, NY: Macmillan Publishing Company

Sullivan, H.J. (1971). Developing effective objectives-based instruction. Educational Technology, 11 (7), 55-57.

Sullivan, H.J. (1984). Instructional development through a national industry-education partnership. Journal of Instructional Development, 7 (4), 17-21.

Sullivan, H.J., Gere, M., Nowlin, B.J., & Kloehn, B. (1976). Development of a nutrition education program for homemakers. Journal of Nutrition Education, 8 (3), 118-121.

West, C.K., Farmer, J.A. & Wolff, P.M. (1991). Instructional design: Implications from cognitive science. Englewood Cliffs, NJ: Prentice-Hall.

**Recommended Journals:**

Educational Technology Research and Development  
Educational Technology  
Training  
Performance and Instruction  
Performance Improvement Quarterly  
Journal of Computer Based Instruction  
Education Training Technology International

Communications Media 330  
Communications Media In Training and Education

Professor Dr. Dennis Ausel  
Telephone Office 357-3099  
Office 121-C Stouffer  
Office Hours

INTRODUCTION TO THE COURSE

Title of the Course:  
Communications Media In Training and Education

Catalog Description:

The course reviews the historical growth and philosophies of the design and development of training and educational products and processes. The student examines the principle role and functions of human and material resource professionals for training (performance improvement) education (competency improvement) and development (personal and organizational growth).

Justification:

This course is intended to be the first of a series of courses which are designed to prepare students to work in the management or process field of training and development (design, development, evaluation, staff development, organizational development). It will introduce the learners to the field by answering the following questions:

- What is meant by the terms training and development?
- Where is one employed when one is in this field?
- What techniques does a professional in this field employ?
- How does one employ these techniques?

General Course Objectives

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

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 rationals for using a systematic approach to instructional problems.

3. paraphrasing the major elements commonly included in instructional design models.
  4. comparing and contrasting the emphasis of a representative sample of instructional development models.
  5. defining the terms used in the instructional design process.
- B. Demonstrate competence in conducting an instructional design project by carrying out such a project, incorporating:
1. identification of an instructional problem.
  2. analysis of the characteristics of the learners, the learning environment, and the learning tasks.
  3. specification of performance objectives.
  4. development of criterion measures.
  5. selection of instructional strategies and media.
  6. construction of a prototype product.
  7. preparation of a formative evaluation plan.
  8. preparation of appropriate test instrument.
  9. planning and conducting a prototype tryout.
  10. specification of revisions resulting from a prototype tryout.

#### TEXT MATERIAL

##### Required

Dick, D. & Cary, L. (1990) The Systematic Design of Instruction. Scott, Foresman and Company, Glenview Illinois. Third Edition (Co-Op Bookstore).

##### Additional Material

Periodically, special articles will be placed at Kinko's (936 Oakland Avenue) for you to purchase and review. You will be told of the availability of this material in class.

#### ASSIGNMENTS

Article reviews. During the course of the semester you will be required to review a series of five articles. You will turn in to me a summary of the article and your reaction to the article. More on how you are to format this assignment will be provided later.



Grading for this assignment will be as follows:

0 points --- review not turned in

1 point --- review turned in but done in obvious haste

2 points --- review turned in but not complete

3 points --- well reviewed and reaction shows good thought

Assignments must be handed in on time or one point will be subtracted for each day the assignment is late.

This part of the course will be worth 15% of your final grade.

Final project. The final project for this class will consist of two distinct components. The first component is called a technical report. The second component will consist of a prototype of a self-instructional module. Later in the course you will receive a detailed handout which will provide further information on both requirements.

These two components will be worth 40% of you final grade.

#### EXAMINATIONS

Three examinations will be given in this course. These examinations will be a combination of short answer and applied essays. The first test will cover the first 6 chapters in the D & C text while the second test will cover the remaining chapters on the D & C text. The final test will be a comprehensive exam given at the end of the course.

The three examinations will consist of 45% of your total grade.

#### GRADING

The final grade will be broken down as follows:

Three Exams	45%
Term project	40%
Article Reviews	<u>15%</u>
	100%