

**CEBS CURRICULUM COMMITTEE**  
**3:00 pm – April 2, 2013**  
**GRH 3073**

I. Approval of Minutes of the March 5, 2013 CEBS Curriculum Committee. (These minutes can be found on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. **New Business**

School of Teacher Education

1. Delete a Course – ID 573, Instructional Performance and Task Analysis
2. Delete a Course – ID 581, Ethical and Legal Issues in Instructional Design
3. Revise Course Catalog Listing – ID 577, management of Instructional Systems
4. Revise Course Title – ID 587, Issues and Problems in ID
5. Multiple Revisions to a Course – ID 570, Principles of Instructional Design
6. Multiple Revisions to a Course – ID 583, Training Materials
7. Multiple Revisions to a Course – ID 585, Distance Delivery Systems
8. Multiple Revisions to a Course – ID 590, Practicum in Instructional Design
9. Multiple Revisions to a Course – ID 595, Advanced Instructional Design Studio
10. Create New Course – ID 560, Instructional Design Foundations
11. Create New Course – ID 572, Performance Improvement in the Workplace
12. Create New Course – ID 575, Special Topics in Instructional Design
13. Create New Course – ID 588, Multimedia Design
14. Revise Program – 0418, Certificate in Instructional Design
15. Revise Program – 0428, Master of Science in Instructional Design
16. Revise Program – 441, Autism Spectrum Disorders

Counseling and Student Affairs

1. Create Temporary Course – CNS 110, Human Relations (Information Only)
2. Create New Course – CNS 110, Human Relations

III. **Other Business**

- Elect a UCC representative and an alternate member for the upcoming academic year
- Selection of Outstanding Graduate Student

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Silvie Huang, [xiaoxia.huang@wku.edu](mailto:xiaoxia.huang@wku.edu), 745-4322

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ID 573
- 1.2 Course title: Instructional Performance and Task Analysis
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** ID 573 Instructional Performance and Task Analysis will be deleted from the program because its original content is now incorporated into ID 560 Instructional Design Foundations and ID 572 Performance Improvement in the Workplace, and ID 570 Systematic Instructional Design.

**3. Effect of course deletion on programs or other departments, if known:** There will not be an effect on the program since the content will be covered in three other courses.

**4. Proposed term for implementation:** Fall 2013

**5. Dates of prior committee approvals:**

School of Teacher Education Department: March 22, 2013

CEBS Curriculum Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Silvie Huang, [xiaoxia.huang@wku.edu](mailto:xiaoxia.huang@wku.edu), 745-4322

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ID 581
- 1.2 Course title: Ethical and Legal Issues in Instructional Design
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** These issues are covered in ID 585 Distance Education, ID 588 Multimedia Design, and ID 587 Trends and Issues in Instructional Design. Another full course on this topic is not necessary.

**3. Effect of course deletion on programs or other departments, if known:** There will not be an effect on the program since the content will be covered in three other courses.

**4. Proposed term for implementation:** Fall 2013

**5. Dates of prior committee approvals:**

School of Teacher Education Department: 3/22/2013

CEBS Curriculum Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**College of Education and Behavioral Sciences  
Department of School of Teacher Education  
Proposal to Revise to a Course Catalog Listing  
(Consent Item)**

Contact Person: Silvie Huang, [xiaoxia.huang@wku.edu](mailto:xiaoxia.huang@wku.edu), 745-4322

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ID 577
- 1.2 Course title: Management of Instructional Systems
- 1.3 Credit hours: 3

**2. Revise course catalog listing:**

- 2.1 Current course catalog listing: Overview of the management of instructional design projects in the context of instructional systems design. Topics include project management, instructional design and knowledge management tools for instructional delivery platforms
- 2.2 Proposed course catalog listing: Management of all phases of instructional development projects, including planning, team selection and building, scheduling, budgeting, monitoring, and evaluating. Emphasizes practical skill development and the use of management tools and systems.
- 2.3 Rationale for revision of course catalog listing: The revised catalog listing emphasizes project-based learning and practical skills acquisition for management of instructional design projects.

**3. Proposed term for implementation:** Fall 2013

**4. Dates of prior committee approvals:**

School of Teacher Education:	<u>March 22, 2013</u>
CEBS Curriculum Committee:	_____
Graduate Council:	_____
University Senate	_____

**College of Education and Behavioral Sciences  
Department of School of Teacher Education  
Proposal to Revise a Course Title  
(Consent Item)**

Contact Person: Silvie Huang, [xiaoxia.huang@wku.edu](mailto:xiaoxia.huang@wku.edu), 745-4322

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ID 587
- 1.2 Course title: Issues and Problems in ID
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Issues and Problems in ID
- 2.2 Proposed course title: Trends and Issues in Instructional Design
- 2.3 Proposed abbreviated title: Trends and Issues in ID
- 2.4 Rationale for revision of course title: The proposed title is more aligned with the course content.

**3. Proposed term for implementation: Fall 2013**

**4. Dates of prior committee approvals:**

School of Teacher Education: 3/22/2013

CEBS Curriculum Committee: \_\_\_\_\_

Graduate Council: \_\_\_\_\_

University Senate \_\_\_\_\_

**College of Education and Behavioral Sciences  
Department of School of Teacher Education  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Silvie Huang, [xiaoxia.huang@wku.edu](mailto:xiaoxia.huang@wku.edu), 745-4322

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ID 570
- 1.2 Course title: Principles of Instructional Design
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Principles of Instructional Design
- 2.2 Proposed course title: Systematic Instructional Design
- 2.3 Proposed abbreviated title: Systematic ID
- 2.4 Rationale for revision of course title: This title is better aligned with the course content and intent of the course.

**3. Revise course prerequisites/corequisites/special requirements:**

- 3.1 Current prerequisites/corequisites/special requirements: none
- 3.2 Proposed prerequisites/corequisites: Prerequisite or corequisite: ID 560 or instructor permission
- 3.3 Rationale for revision of course prerequisites/corequisites: This course can be after or taken with ID 560 Instructional Design Foundations. This course will complement the introductory course with the opportunity to apply one of the instructional design theories.
- 3.4 Effect on completion of major/minor sequence: This revision will have little effect on completion of the program. Both courses are required courses to be completed at the beginning of the program.

**4. Revise course catalog listing:**

- 4.1 Current course catalog listing: Overview of principles of instructional design with consideration of historical development, professional terminology, relevant learning theories, contemporary learning systems, instructional design models and processes.
- 4.2 Proposed course catalog listing: Systematic instructional design procedures to design, produce, and evaluate a unit of instruction.
- 4.3 Rationale for revision of course catalog listing: While these two catalog descriptions may sound very different, the original content outline for the course follows the proposed course catalog listing. Therefore, the course title and catalog listing will align with the course content.

**5. Proposed term for implementation:** Fall 2013

**6. Dates of prior committee approvals:**

School of Teacher Education:	<u>March 22, 2013</u>
CEBS Curriculum Committee:	_____
Graduate Council:	_____
University Senate	_____

**College of Education and Behavioral Sciences  
Department of School of Teacher Education  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Silvie Huang, [xiaoxia.huang@wku.edu](mailto:xiaoxia.huang@wku.edu), 745-4322

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ID 583
- 1.2 Course title: Training Materials
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Training Materials
- 2.2 Proposed course title: Training Design and Development
- 2.3 Proposed abbreviated title: Training Design & Development
- 2.4 Rationale for revision of course title: The revised title is more closely aligned with course content and correctly indicates the incorporation of design principles.

**3. Revise course prerequisites/corequisites/special requirements:**

- 3.1 Current prerequisites/corequisites/special requirements: none
- 3.2 Proposed prerequisites: ID 570 or instructor approval
- 3.3 Rationale for revision of course prerequisites: Students who take this course need the hands-on experience of systematic instructional design before they can produce training materials.
- 3.4 Effect on completion of major/minor sequence: This revision should not affect student completion of the ID program since ID 570 is one of the first courses taken in the program.

**4. Revise course catalog listing:**

- 4.1 Current course catalog listing: The application of basic instructional design principles and communication strategies to the preparation of relevant instructional modules and manuals for end-users. Emphasis on transportability of ID materials and documentation.
- 4.2 Proposed course catalog listing: Production of training materials in a variety of settings. Design, develop and formative evaluation of a training session for an external client.
- 4.3 Rationale for revision of course catalog listing: The revised catalog listing is more closely aligned with the course content and better informs prospective students about the course content and experiences.

**5. Proposed term for implementation: Fall 2013**

**6. Dates of prior committee approvals:**

School of Teacher Education:   March 22, 2013  

CEBS Curriculum Committee: \_\_\_\_\_

Graduate Council: \_\_\_\_\_

University Senate \_\_\_\_\_

**College of Education and Behavioral Sciences  
Department of School of Teacher Education  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Silvie Huang, [xiaoxia.huang@wku.edu](mailto:xiaoxia.huang@wku.edu), 745-4322

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ID 585
- 1.2 Course title: Distance Delivery Systems
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Distance Delivery Systems
- 2.2 Proposed course title: Distance Education Opportunities and Challenges
- 2.3 Proposed abbreviated title: Distance Education
- 2.4 Rationale for revision of course title: The revised title indicates a broader scope that includes many aspects of distance education.

**3. Revise course catalog listing:**

- 3.1 Current course catalog listing: Distance education critical concepts and issues, including theoretical foundations and current practice, are addressed. Course will explore distance learning technologies and models and engage in program development and evaluation.
- 3.2 Proposed course catalog listing: Critical concepts, issues, technologies, and models of distance education. Explores the design and technologies of quality interactive education at a distance.
- 3.3 Rationale for revision of course catalog listing: The revised catalog listing emphasizes a broader scope than the technologies or delivery system.

**4. Proposed term for implementation:** Fall 2013

**5. Dates of prior committee approvals:**

School of Teacher Education: \_\_\_\_\_March 22, 2013\_\_\_\_\_

CEBS Curriculum Committee: \_\_\_\_\_

Graduate Council: \_\_\_\_\_

University Senate \_\_\_\_\_



**College of Education and Behavioral Sciences  
Department of School of Teacher Education  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Silvie Huang, [xiaoxia.huang@wku.edu](mailto:xiaoxia.huang@wku.edu), 745-4322

**1. Identification of course:**

1.1 Current course prefix (subject area) and number: ID 590

1.2 Course title: Practicum in Instructional Design

1.3 Credit hours: 3

**2. Revise course prerequisites/corequisites/special requirements:**

2.1 Current prerequisites: Completion of 21 semester hours of course work within the ID program and instructor permission.

2.2 Proposed prerequisites: ID 570 and instructor permission.

2.3 Rationale for revision of course prerequisites: Only ID 560 and ID 570 are needed before a student is ready to apply some of the instructional design basics in a field experience setting. ID 560 is a prerequisite or corequisite for ID 570; therefore, it does not need to be included as a prerequisite.

2.4 Effect on completion of major/minor sequence: There should be no impact on student completion of the program since the original intent was for this course to be completed as a requirement in the program after the initial courses.

**3. Revise course credit hours:**

3.1 Current course credit hours: 3

3.2 Proposed course credit hours: 1-6

3.3 Rationale for revision of course credit hours: The revised course credit hours provides more field based options for students in the Professional Emphasis.

**4. Proposed term for implementation:** Fall 2013

**5. Dates of prior committee approvals:**

School of Teacher Education: 3/22/13

CEBS Curriculum Committee: \_\_\_\_\_

Graduate Council: \_\_\_\_\_

University Senate \_\_\_\_\_

**College of Education and Behavioral Sciences  
Department of School of Teacher Education  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Silvie Huang, [xiaoxia.huang@wku.edu](mailto:xiaoxia.huang@wku.edu), 745-4322

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ID 595
- 1.2 Course title: Advanced Instructional Design Studio
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Advanced Instructional Design Studio
- 2.2 Proposed course title: Internship in Instructional Design
- 2.3 Proposed abbreviated title: Internship in ID
- 2.4 Rationale for revision of course title: The title “Internship” is more appropriate for education, business, government, or industry setting.

**3. Revise course prerequisites/corequisites/special requirements:**

- 3.1 Current prerequisites: ID 590 or instructor permission.
- 3.2 Proposed prerequisites: Completion of all of the required courses and at least 24 semester hours of program course work; admission to candidacy approved; and instructor permission.
- 3.3 Rationale for revision of course prerequisites: Admission to this course will serve as a mid-point student and program assessment. After completion of these prerequisites, students should be adequately prepared for the internship experience.
- 3.4 Effect on completion of major/minor sequence: There should be no impact on student completion of the program since the original intent was for the course to be offered near the end of the program. It was already identified as the capstone course.

**4. Revise course catalog listing:**

- 4.1 Current course catalog listing: Development and application of an authentic professional quality product under the supervision of a faculty member.
- 4.2 Proposed course catalog listing: Supervised, field-based internship under an appropriate field-based supervisor and faculty member in an approved setting. Development and application of an authentic professional quality product and professional portfolio will be the capstone project.
- 4.3 Rationale for revision of course catalog listing: The addition of the field-based experience to the catalog listing gives a more accurate description of the course and expectations.

**5. Proposed term for implementation: Fall 2013**

**6. Dates of prior committee approvals:**

School of Teacher Education: \_\_\_\_\_3/22/13\_\_\_\_\_

CEBS Curriculum Committee: \_\_\_\_\_

Graduate Council: \_\_\_\_\_

University Senate: \_\_\_\_\_

**College of Education and Behavioral Sciences  
Department of School of Teacher Education  
Proposal to Create a New Course  
(Action Item)**

**Contact Person:** Elena Novak, [elena.novak@wku.edu](mailto:elena.novak@wku.edu), 745-4135

**1. Identification of proposed course:**

- 1.1 Prefix and number:** ID 560
- 1.2 Title:** Instructional Design Foundations
- 1.3 Abbreviated title:** ID Foundations
- 1.4 Credit hours and contact hours:** 3/3
- 1.5 Type of course:** (L)-Lecture
- 1.6 Prerequisites/corequisites:** none
- 1.7 Course catalog listing:** Systematic approach to instructional design, the contexts of application of this approach, and the roles of professionals in this field; Adapt and apply the process in a flexible and innovative manner.

**2. Rationale:**

**2.1 Reason for developing the proposed course:**

Presently, the Instructional Design (ID) program at WKU does not have a survey course that helps students become conversant in the ID models and process, and their applications in a variety of settings. Based on the feedback that we received from potential employers in the field of ID, present and prospective ID students, and an ID advisory board comprised of highly-qualified members with several decades of experience in the ID field, the proposed ID 560 course is a crucial component in the ID program since it provides students with the ID foundations that will enable students to successfully complete more advanced ID courses and become experts in the ID field.

In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, and to support the initiation of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020, the proposed course is an essential part of the core requirements of the proposed revision to the Instructional Design program. This survey course will introduce graduate students to the systematic approach to instructional design, the contexts of application of this approach and the roles of professionals in this field to be able to adapt and apply the process in a flexible and innovative manner. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research in the areas of the analysis of learning and performance problems, and the design, development, implementation, evaluation, and management of instructional and non-instructional processes and resources intended to improve learning and performance. This course provides an overview of many components of the instructional design process included in the curricular area of Instructional Design.

**2.2 Proposed enrollment for the proposed course:**

Estimated initial enrollment in the course is 8 to 11 students with a subsequent increase to 12-20 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment

should grow after the degree program is promoted and knowledge of its existence is well established. Students in the MS in Library Media Education program and the MAE in Adult Education may use the proposed course as a content elective. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

### **2.3 Relationship of the proposed course to courses now offered by the department:**

The proposed ID 560 Instructional Design Foundations course complements LME 537 Principles of Educational Technology Applications and LME 547 Integration of Educational Technology in the MS in Library Media Education program. LME 537 Principles of Educational Technology Applications requires development of an instructional design project with emphasis on the integration of educational technology into a classroom setting. LME 547 Integration of Educational Technology also deals with the incorporation of educational technology into classroom teaching through constructivist learning experiences. While LME 537 and 547 include some Instructional Design principles, they focus more on the improvement of pupil learning through traditional unit and lesson planning for the classroom. While TCHL 530 Curriculum Development emphasizes the development of curriculum and instruction, its sole application is in preschool through twelfth grade classroom settings. The orientation of the proposed ID 560 is to adapt and apply the Instructional Design process in a flexible and innovative manner in a variety of workplace settings, such as business and industry, government, military, and higher educational institutions.

### **2.4 Relationship of the proposed course to courses offered in other departments:**

The Department of Psychology offers PSY 570: Job Analysis and Compensation that provides an overview of the I/O discipline with an emphasis on job analysis and compensation. The Department of Management offers BA 560 Contemporary Human Resources Management focusing on the current critical issues of human resource management including discussions on recruitment and selection techniques, performance appraisals, training, and development. While PSY 570 and BA 560 cover selected topics from the proposed ID 560 Instructional Design Foundations, they focus on the management of human resources and job analysis. The ID 560 course provides a broader conceptual framework of the instructional design field where students will adapt and apply the Instructional Design process in a flexible and innovative manner in a variety of workplace settings, such as business and industry, government, military, and higher educational institutions.

### **2.5 Relationship of the proposed course to courses offered at other institutions:**

The University of Northern Iowa offers INSTTECH 7340 Designing Instructional Systems course that includes an overview of several instructional design models. The University of Kentucky offers EDC 607 Instructional Design I course that introduces students to the instructional design process from needs assessment and goal definition through evaluation. Western Illinois University offers IDT 510 Principles of Instructional Design that engages students in study and application of instructional design theories and models. The proposed ID 560 is similar to these courses but goes beyond their scope with the application in context and roles of professionals.

## **3. Discussion of proposed course:**

### **3.1 Course Objectives:**

Upon accomplishment of this course, students will be able to:

- Analyze and describe an organization in systems terms.
- Compare and contrast ISD models in terms of their appropriateness for a given set of education or training development requirements.
- Classify instructional goals according to characteristics of performance and task domains.
- Identify the steps required to accomplish an instructional goal and correlated performance objectives.
- Identify subordinate skills including hierarchical, procedural, cluster, and integrated techniques.

- Determine entry behaviors and knowledge requisite to accomplishment of an instructional goal and correlated performance objectives.
- Ascertain multicultural factors that influence accomplishment of a goal and objectives.
- Produce an ISD process that is tailored to the education and training requirements of a specific organization.

### 3.2 Content outline:

- Foundations of Instructional Systems Design
- General Systems Theory and its relationship to ISD
- ISD Models
- Performance Improvement Models and Processes
- ADDIE (Analysis, Design, Development, Implementation, and Evaluation) Model
  - o Conducting a Needs Assessment
  - o Analyzing Learners and Settings
  - o Conducting a Work Analysis
  - o High Level Design
  - o Design & Development of Instruction
  - o Evaluation and Quality Management of Instruction

3.3 **Student expectations and requirements:** Student expectations and course requirements may include such activities and projects as analyzing the system structure of an organization, preparing a plan for a needs assessment in an organization, or reporting the results of a job/task analysis for all or part of a job. Preparing an instructional system or HPT process model that is tailored to the requirements of a specific organization will be the culminating project required of each student in the course. All assignments will be evaluated and will contribute to the final grade in the course. Assessments will primarily be performance-based, allowing for the demonstration of the skills of focus within the course.

### 3.4. Tentative texts and course materials:

**Rothwell, W. J., & Kazanas, H.C. (2008/ *Mastering the Instructional Design Process: A Systematic Approach*, 4nd edition. New York: John Wiley & Sons. ISBN 978-0-7879-9646-8.**

## 4. Resources:

4.1 **Library resources:** Library resources are adequate for the course.

4.2 **Computer resources:** The CEBS Dean has stated that equipment and software will be secured to support the course.

## 5. Budget Implications:

5.1 **Proposed method of staffing:** One of the two full-time Instructional Design faculty members will teach this course. Two other qualified part-time instructors have been identified who could also teach the course if needed.

**5.2 Special equipment needed:** No special equipment is needed

**5.3 Expendable materials needed:** None

**5.4 Laboratory supplies needed:** None

**6. Proposed term for implementation:**

Fall 2013

**7. Dates of prior committee approvals:**

School of Teacher Education March 22, 2013

CEBS Curriculum Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**College of Education and Behavioral Sciences  
Department of School of Teacher Education  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Elena Novak, [elena.novak@wku.edu](mailto:elena.novak@wku.edu), 745-4135

**1. Identification of proposed course:**

- 1.1 Prefix and number: ID 572**
- 1.2 Title: Performance Improvement in the Workplace**
- 1.3 Abbreviated title: Performance Improvement**
- 1.4 Credit hours and contact hours: 3/3**
- 1.5 Type of course: (L)-Lecture**
- 1.6 Prerequisites/corequisites: ID 570 or instructor approval**
- 1.7 Course catalog listing: Foundational information and activities to develop the skills necessary to be successful in completing performance systems analysis in a variety of workplace settings.**

**2. Rationale:**

**2.1 Reason for developing the proposed course:**

According to the American Society for Training & Development (ASTD), applying human performance improvement principles are foundational competencies for instructional designers. However, the current ID program at WKU does not provide students with skills in the field of human performance improvement. After consulting with potential employers and ID specialists, and revisiting current trends and market requirements in the ID field, we propose to create ID 572 in order to provide students with foundational competencies in the field and prepare them to be effective training and development professionals.

The proposed course will engage students in analysis of performance systems, including gap and cause analysis, and selecting appropriate interventions to mitigate or resolve causal factors. Students will be able to apply a systematic process for analyzing human performance gaps and for closing them in a variety of settings.

**2.2 Proposed enrollment for the proposed course:**

Estimated initial enrollment in the course is 8 to 11 students with a subsequent increase to 12-20 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. Students in the MS in Library Media Education program and the MAE in Adult Education may use the proposed course as a content elective. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

**2.3 Relationship of the proposed course to courses now offered by the department:**

The proposed ID 572 Performance Improvement in the Workplace course complements ID 560 Instructional Design Foundations since ID 560 provides students with an overview of various Human Performance

Technology models, which they further explore in the proposed ID 572 Performance Improvement in the Workplace course. All other courses in the department focus specifically on improving teacher performance in P-12 educational settings. The orientation of the proposed ID 572 is to engage ID students in the analysis of systems and organizations as a prerequisite for the development of interventions to improve performance in the workplace.

#### **2.4 Relationship of the proposed course to courses offered in other departments:**

**The Department of Psychology offers PSY 570, Job Analysis and Compensation, that provides an overview of the I/O discipline with an emphasis on job analysis and compensation, and PSY 711, Human Resources Management and Personnel Decisions for Organizational Leaders, that surveys leadership roles in managing human resources in organizations to achieve both individual and organizational objectives and ensure effective work practices in dynamic work environments.** While PSY 570 emphasizes job analysis and compensation and PSY 711 emphasizes administrative management and personnel decisions, ID 572 emphasizes a systematic analysis of systems and organizations, in particular, the development of interventions to improve human performance on the job. The Department of Management offers BA 500 Management Dynamics focusing on organizational analysis through the understanding and management of behavior in organizations and BA 560 Contemporary Human Resources Management focusing on the current critical issues of human resource management including discussions on recruitment and selection techniques, performance appraisals, training, and development. Both BA 500 and BA 560 emphasize organizational management, while the proposed ID 572 Performance Improvement in the Workplace focuses on analyzing human performance, identifying performance gaps, and developing solutions to close them.

#### **2.5 Relationship of the proposed course to courses offered at other institutions:**

The proposed ID 572 Performance Improvement in the Workplace course is similar to standard ID courses offered in other institutions. For example, Western Illinois University offers IDT 532 Fundamentals of Performance Technology for Instructional Designers and Technologists. California State University (Chico) offers CDES 475 Performance Analysis course. While both IDT 532 of Western Illinois University and CDES 475 of California State University (Chico) survey performance technology approaches and tools to improve the performance of individuals, work groups, and work processes, the proposed ID 572 will provide students with hands-on experience of conducting performance analysis for a "real-world" client, in addition to surveying various Human Performance Technology (HPT) models.

### **3. Discussion of proposed course:**

#### **3.1 Course Objectives:**

At the end of this course, students will be able to make training and development recommendations that would improve human performance within an organization by using Performance Systems Analysis methodology to systematically identify performance issues, identify and analyze causes, and determine appropriate interventions. Specifically, students will be able to:

- Describe the history and emergence of the Human Performance Technology (HPT) field as it relates to training and development field
- Explain how key theories helped shape HPT
- Explain the purpose of HPT
- Describe the performance technology process utilized by training and development professionals
- Describe and apply key performance technology models
- Analyze a performance system and determine its major components



### 3.2 Content outline:

- Defining HPT
- Emergence of the HPT field
- HPT Principles & Processes
  - o Identifying and clarifying key organizational goals, targets, or needs
  - o Developing performance measurement standards or criteria
  - o Determining the differences between the actual and desired performance level
  - o Identifying causes behind the performance gap
  - o Selecting interventions that can mitigate or eliminate the performance gap
  - o Identifying and involving key stakeholders throughout the entire change process
  - o Evaluating the impact of an intervention on individual or organization effectiveness
- HPT Profession
- Trends & Issues
- Systems Thinking

**3.3 Student expectations and requirements:** Student expectations and course requirements may include such activities and projects as conducting research about a specific HPT model and preparing a presentation about key features of the model. Over the semester, students will carry out a performance systems analysis (PSA) project while learning about various HPT models. Students will interact with a project client and participate in meetings, presentations, observations, and communications relevant to their project. All assignments will be evaluated and will contribute to the final grade in the course. Assessments will primarily be performance-based and problem-based, allowing for the demonstration of the skills of focus within the course.

### 3.4. Tentative texts and course materials:

Piskurich, G. M. (2002) *HPI essentials*. Alexandria, VA: American Society for Training and Development.

Van Tiem, D.M., Moseley, J.L., & Dessinger, J.C. (2012). *Fundamentals of performance technology: A guide to improving people, process and performance* (3 ed.). San Francisco, CA: Pfeiffer

## 4. Resources:

**4.1 Library resources:** Library resources are adequate for the course.

**4.2 Computer resources:** The CEBS Dean has stated that equipment and software will be secured to support the course.

## 5. Budget Implications:

**5.1 Proposed method of staffing:** One of the two full-time ID faculty members will teach this course. Two other qualified part-time instructors have been identified who could teach the course if needed.

**5.2 Special equipment needed: No special equipment is needed**

**5.3 Expendable materials needed: None**

**5.4 Laboratory supplies needed: None**

**6. Proposed term for implementation:**

Fall 2013

**7. Dates of prior committee approvals:**

School of Teacher Education March 22, 2013

CEBS Curriculum Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**College of Education and Behavioral Sciences  
Department of School of Teacher Education  
Proposal to Create a New Course  
(Action Item)**

**Contact Person:** Elena Novak, [elena.novak@wku.edu](mailto:elena.novak@wku.edu), 745-4135

**1. Identification of proposed course:**

- 1.1. **Prefix and number:** ID 575
- 1.2. **Title:** Special Topics in Instructional Design
- 1.3. **Abbreviated title:** Special Topics in ID
- 1.4. **Credit hours and contact hours:** 1-6
- 1.5. **Type of course:** S, I, C
- 1.6. **Prerequisites:** ID 570 and permission of instructor
- 1.7. **Course catalog listing:** An in-depth examination of a topic of current interest and relevance to instructional design professionals; can be repeated for a maximum of 6 hours.

**2. Rationale:**

- 2.1. Reason for developing the proposed course: A course of this type with content that will vary with the needs of the profession and will meet a need in a timely manner. By addressing current topics, the program can provide an immediate response to issues that are needed to help those within the instructional design area. In addition, the proposed ID 575 will allow for program flexibility to meet the needs of students who already work in the ID field and are seeking credentials at WKU. This is an elective course that can be taken after completing ID 560 and ID 570 core courses. By that time, ID students will have a sufficient background in Instructional Design in order to select and explore additional topics in ID to meet their academic and professional needs. Some examples of possible topics include game-based learning, learning objects, and e-learning in instructional design.
- 2.2. Projected enrollment in the proposed course: 15-20 based on current and projected enrollment in the ID program.
- 2.3. Relationship of the proposed course to courses now offered by the department: Several programs in the department offer special topics courses such as LME 519 Special Topics in Educational Technology, EDU 695 Advanced Topics in Education, ENVE 585 Special Topics in Environmental Education, IECE 525 Special Topics in Interdisciplinary Early Childhood Education. While each of these courses focuses on special topics relevant to various programs within the department, none of them focuses on Instructional Design current topics.
- 2.4. Relationship of the proposed course to courses offered in other departments: Many other departments offer similar courses that examine contemporary issues in reference to the specific discipline. A few examples are: PH 469 Critical Issues in Health & Safety, GERM 555 Topics in Germanic Literature and Culture, and MLNG 480G Topics in Modern Language Cultures and Pedagogy. These courses do not cover topics from the Instructional Design area of study.
- 2.5. Relationship of the proposed course to courses offered in other institutions: Most universities offer an independent study or special topics course, i.e., Towson University offers ISTC 674 Special Topics in Instructional Technologies, and University of Northern Iowa offers INSTTECH 5286 Studies in Media.

**3. Discussion of proposed course:**

- 3.1. Course objectives: Specific objectives will be determined when the course topic is identified. In general, the objectives will be:

- Explore a topic of current interest in instructional design
- Develop assessment skills in a targeted area of instructional design
- Develop intervention skills in a targeted area of instructional design

3.2. Content outline: Detailed outline cannot be specified due to the nature of the course. The outline will be specified when the course topic is identified.

3.3. Student expectations and requirements: Student learning will be evaluated based on research papers, projects, and exams, as appropriate to the specific topic or issue addressed.

3.4. Tentative texts and course materials: Text and course materials will change as the topic changes. The following textbook that surveys recent trends and issues in instructional design will serve as a starting point for further readings.

**Reiser, R.A., & Dempsey, J.V. (Eds.) (2012). *Trends and Issues in Instructional Design and Technology* (3rd ed.). Saddle River, NJ: Pearson Education.**

**4. Resources:**

- 4.1. Library resources: adequate
- 4.2. Computer resources: adequate

**5. Budget implications:**

- 5.1. Proposed method of staffing: One of the two full-time ID faculty members will teach this course. Two other qualified part-time instructors have been identified who could teach the course if needed.
- 5.2. Special equipment needed: none
- 5.3. Expendable materials needed: none
- 5.4. Laboratory materials needed: none

**6. Proposed term for implementation:**

Fall 2013

**7. Dates of prior committee approvals:**

School of Teacher Education

March 22, 2013

CEBS Curriculum Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**College of Education and Behavioral Sciences  
Department of School of Teacher Education  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Xiaoxia "Silvie" Huang, [xiaoxia.huang@wku.edu](mailto:xiaoxia.huang@wku.edu). 270-745-4322

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: ID 588
- 1.2 Course title: Multimedia Design
- 1.3 Abbreviated course title: Multimedia Design
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: (L)-Lecture
- 1.6 Prerequisites/corequisites: ID 560 and ID 570 or instructor approval
- 1.7 Course catalog listing: Application of multimedia design principles in educational and training settings. Students will design and develop a multimedia instructional or training module for business and industry, government, military, P-12, and higher educational institutions.

**2. Rationale:**

**2.1 Reason for developing the proposed course:**

The proposed course aligns with the WKU mission of providing students with opportunities to become productive and engaged leaders in a global society, and it will better equip students with the competencies and skills that are expected of instructional designers. We have consulted with potential employers and an ID advisory board with members of rich training experiences, and it was identified that industry standard media and technology skills are highly employable skills for instructional design students. The proposed course will allow students to apply principles and best practices of multimedia design to producing an interactive instructional or training module using appropriate software applications. The proposed course is necessary because it enhances and complements the skills and competencies students acquire in the other courses offered by the Instructional Design program. A multimedia design course is widely offered in instructional design programs across different institutions. However, WKU currently does not have such a course that meets the requirement of skills and competencies expected of the students in the Instructional Design programs.

**2.2 Proposed enrollment for the proposed course:**

Estimated initial enrollment in the course is 8 to 11 students with a subsequent increase to 12-20 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments

in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. Students in the MS in Library Media Education program and the MAE in Adult Education may use the proposed course as a content elective. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

**2.3 Relationship of the proposed course to courses now offered by the department:**

The proposed ID 588 Multimedia Design course complements LME 537 Principles of Educational Technology Applications, LME 545 Educational Technology Production, and LME 550 Emerging Technology in Education in the MS in Library Media Education program. LME 537 Principles of Educational Technology Applications requires evaluation and utilization of software applications for instruction and instructional management. LME 545 Educational Technology Production requires development of electronic prototypes using a variety of software and hardware. LME 550 Emerging Technology in Education includes an examination of new and emerging technologies in P-12 learning environments. The content of the above courses is more aligned with P-12 classroom settings. The proposed ID 588 is different because it focuses on applying principles and strategies of multimedia design, interface design, and visual design to producing and evaluating multimedia products in a variety of settings, such as business and industry, government, military, and higher educational institutions. The proposed ID 588 will also use industry standard computer software of which most employers expect instructional designers to be proficient users.

**2.4 Relationship of the proposed course to courses offered in other departments:**

One graduate level course offered by the Department of Modern Languages, MLNG 420G Multimedia Technologies in Teaching Foreign Languages, focuses on teaching foreign languages. The proposed ID 588 course focuses on multimedia design and development in a broad instructional or training setting, including business and industry, government, military, and higher educational institutions. Several departments offer undergraduate courses that cover some of the topics in the proposed ID 588 course. For example, School of Journalism and Broadcasting offers JOUR 362 Web Narratives, JOUR 343 Print Design, Production and Typography, and JOUR 261 Introduction to Multimedia; Department of Art offers Art 430 Graphic Design and ART 436 Electronic Illustration. However, these undergraduate level courses do not meet the needs of the Master of Science in Instructional Design program.

**2.5 Relationship of the proposed course to courses offered at other institutions:**

A multimedia course is typically offered in Instructional Design and Technology programs across different institutions. Indiana State University offers CIMT 625 Multimedia Design for Interactive Learning that focuses on instructional theory and interactive course development. Ball State University offers EDTE 652 Multimedia Web Design and Development for Education that emphasizes multimedia design in K-12 settings. University of Kentucky offers EDC 609 Interactive Multimedia and User

Design, with a focus on theories and best practices related to multimedia research and interface design. Towson University offers ISTC 655 Multimedia Design that covers an overview of digital media and a laboratory task for students to create and edit media assets in instructional settings. The proposed ID 588 Multimedia Design course is different for these courses at other universities in its emphasis on project-based learning in instructional design settings. This ID 588 course is intended to equip students with practical skills and competencies in applying multimedia principles and best practices to designing, developing, and evaluating an "authentic" interactive multimedia module for settings such as business and industry, government, military, or higher educational institutions. The proposed ID 588 will also use industry standard computer software of which most employers expect instructional designers to be proficient users.

### **3. Discussion of proposed course:**

#### **3.1 Course Objectives:**

Upon completion of this course, students will be able to:

- Interpret and apply copyright and intellectual property policies to multimedia development
- Apply principles and strategies of multimedia design, interface design, and visual design to evaluating existing and creating new multimedia products in an instructional design setting
- Examine and evaluate current software applications for multimedia development
- Design, develop and evaluate a multimedia module using appropriate software applications in training settings

#### **3.2 Content outline:**

- Introduction to multimedia design
- Copyright, fair use, and intellectual property issues for instructional designers
- Multimedia design principles
- Interface design principles
- Visual design principles
- Evaluating existing multimedia products for learning or training purposes
- Examining and selecting multimedia design software applications for instructional design projects
- Design specifications for instructional design projects
- Development of multimedia products for instructional design settings
- Publishing multimedia products
- Formative evaluation of multimedia products for learning or training purposes

**3.3 Student expectations and requirements:** Students may be assessed with a combination of the following assignments: reflection or group discussions on assigned topics, case analyses, evaluation and critique of multimedia products in instructional or

training settings, presentation and writing report comparing and selecting multimedia design software applications, and design specification documents. The culminating project required of each student of the course is an effective and engaging multimedia module developed for an instructional or training setting. Final grade will be determined by the accumulation of scores of all the individual assignments and the final project.

**3.4. Tentative texts and course materials:**

Mayer, R. (2009). *Multimedia learning* (2<sup>nd</sup> ed.). New York, NY: Cambridge University Press.

**4. Resources:**

**4.1 Library resources:** Library resources are adequate for the course.

**4.2 Computer resources:** Current resources are adequate.

**5. Budget Implications:**

**5.1 Proposed method of staffing:** One of the two full-time Instructional Design faculty members will teach this course. Two other qualified part-time instructors have been identified who could teach the course if needed.

**5.2 Special equipment needed: No special equipment is needed.**

**5.3 Expendable materials needed:** None

**5.4 Laboratory supplies needed:** None

**6. Proposed term for implementation:**

Fall 2013

**7. Dates of prior committee approvals:**

School of Teacher Education March 22, 2013

CEBS Curriculum Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_



**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise a Program  
(Action Item)**

Contact Person: Silvie Huang, [xiaoxia.huang@wku.edu](mailto:xiaoxia.huang@wku.edu), 745-4322

**1. Identification of program:**

- 1.1 Current program reference number: 0418
- 1.2 Current program title: Certificate in Instructional Design
- 1.3 Credit hours: 12 hours

**2. Identification of the proposed program changes:**

- Additional program explanation about experiences in the work place.
- Revisions in the Certificate Requirements include the following:
  - Addition of one new course—ID 560 Instructional Design Foundations
  - Deletion of ID 573 Instructional Performance and Task Analysis
  - Reduce the number of required courses from three to two
- Revisions in Electives include the following:
  - Addition of ID 575 Special Topics in Instructional Design, ID 590 Practicum in Instructional Design, ID 572 Performance Improvement in the Workplace, and ID 588 Multimedia Design
  - Deletion of ID 581 Ethical and Legal Issues in Instructional Design
  - Relocation of ID 577 Management of Instructional Systems from a Certificate Requirement to an Elective option

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program Revisions</b>
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program <a href="#">website</a> .</p> <p>The Certificate in Instructional Design provides preparation in the principles and strategies of instructional design to enhance the competence of practitioners in designing effective and efficient instruction and training for students and employees in schools, government agencies, and private businesses.</p> <p>The curriculum for the Certificate in Instructional Design includes 9 hours of required courses and one 3-hour restricted elective, for a total of 12 hours.</p>	<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program <a href="#">website</a> .</p> <p>The Certificate in Instructional Design provides preparation in the principles and strategies of instructional design to enhance the competence of practitioners in designing effective and efficient instruction and training for students and employees in schools, government agencies, and private businesses.</p> <p>The curriculum for the Certificate in Instructional Design includes <b>6</b> hours of required courses and <b>six hour of</b> restricted electives, for a total of 12 hours.</p> <p><b>The curriculum for all Instructional Design courses is modularized (except ID 560 and ID 570). A student who is registered for a course may be credited for completion of a module by demonstrating proficiency.</b></p>

<p>Admission Requirements Please refer to the university admission requirements for graduate students found in the <b>Admission section</b> of this catalog.</p> <p>Certificate Requirements Required Courses 9 hours ID 570 Principles of Instructional Design ID 573 Instructional Performance and Task Analysis ID 577 Management of Instructional Systems</p> <p>Electives 3 hours One of the following: ID 581 Ethical and Legal Issues in Instructional Design ID 583 Training Materials ID 585 Distance Delivery Systems ID 587 Issues and Problems in Instructional Design</p> <p>Other related course with advisor's approval</p>	<p><b>For example, a student with experience in multimedia design may want to submit projects to demonstrate proficiency in one or more modules. Using the evaluation method for the module, the ID faculty will determine if the student's work is proficient for each module. All courses will be offered for 3 hours credit (except for Special Topics and Practicum). Course modules may be completed through demonstrated proficiency from prior learning or completion of the prescribed elements of the module.</b></p> <p>Admission Requirements Please refer to the university admission requirements for graduate students found in the <b>Admission section</b> of this catalog.</p> <p>Certificate Requirements Required Courses <b>6</b> hours <b>ID 560 Instructional Design Foundations</b> ID 570 Systematic Instructional Design</p> <p>Electives <b>6 hours (no more than 3 hours between ID 575 Special Topics in ID and ID 590 Practicum in ID)</b> <b>Two</b> of the following: <b>ID 575 Special Topics in Instructional Design (1-3 hours)</b> <b>ID 590 Practicum in Instructional Design (1-3 hours)</b> <b>ID 572 Performance Improvement in the Workplace</b> <b>ID 577 Management of Instructional Systems</b> ID 583 Training Design and Development ID 585 Distance Education Opportunities and Challenges ID 587 Trends and Issues in Instructional Design <b>ID 588 Multimedia Design</b></p> <p>Or other related course with advisor's approval</p>
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**4. Rationale for the proposed program change:**

- The Instructional Design faculty are rendering the program into a more experiential program where students are not only engaged the field during the program but can also bring their prior experiences to the program to possibly earn credit for some course modules. The curriculum will be modularized (except ID 560 and ID 570). A student may be credited for completion of a module by demonstrating proficiency. For example, a

student with experience in multimedia design may want to submit projects to demonstrate proficiency in one or more modules. Using the evaluation method for the module, the ID faculty will determine if the student's work is proficient for each module. All courses will be offered for 3 hours credit (except for Special Topics and Practicum). Course modules may be completed through demonstrated proficiency from prior learning or completion of the prescribed elements of the module.

- Revisions in the Certificate Requirements include the following:
  - The number of required courses is reduced from three to two courses to allow more flexibility for students to select elective courses to match their career goals.
  - ID 560 Instructional Design Foundations will be added to the required core. This survey course will introduce graduate students to the systematic approach to instructional design, the contexts of application of this approach and the roles of professional in this field to be able to adapt and apply the process in a flexible and innovative manner. Presently, the ID program does not have a survey course that helps students become conversant in the ID models and process, and their applications in a variety of settings. A survey course that presents an overview of instructional design is needed in the program.
  - ID 573 Instructional Performance and Task Analysis will be removed from the program because its original content is now incorporated into ID 560 Instructional Design Foundations, ID 570 Systematic Instructional Design, and ID 588 Multimedia Design.
- Revisions in Electives include the following:
  - ID 575 Special Topics in Instructional Design will be a course with variable hours from 1-3 hours. This provides students with options to earn hours by completing modules from other ID courses they may not have a chance to take, completing a high level training offered by another agency, or completing a special project with prior approval of the ID faculty.
  - ID 590 Practicum in Instructional Design will be an optional course with variable hours from 1-3 hours. Students will gain instructional design experience in a workplace or school setting.
  - No more than 3 hours may be completed between ID 575 Special Topics in Instructional Design and ID 590 Practicum in Instructional Design to allow students to complete at least one other course in a different topic of instructional design.
  - The addition of a new course, ID 572 Performance Improvement in the Workplace, adds another dimension to the elective options. It is viewed as an equivalent component in this option with ID 577 Management of Instructional Systems and ID 583 Training Design and Development.
  - ID 588 Multimedia Design was added to the electives to provide students with the opportunity to develop industry standard media and technology skills.
  - ID 581 Ethical and Legal Issues in Instructional Design will be deleted from this program. These issues are covered in ID 585 Distance Education Challenges and

- Opportunities, ID 588 Multimedia Design, and ID 587 Trends and Issues in Instructional Design. Another entire course is not necessary.
- ID 577 Management of Instructional Systems will be relocated from a required course to an elective. It is viewed as an equivalent component with ID 572 Performance Improvement and ID 583 Training Design and Development.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2013

**6. Dates of prior committee approvals:**

School of Teacher Education: 3/22/13

CEBS Curriculum Committee: \_\_\_\_\_

Graduate Council: \_\_\_\_\_

University Senate \_\_\_\_\_

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise a Program  
(Action Item)**

Contact Person: Silvie Huang, [xiaoxia.huang@wku.edu](mailto:xiaoxia.huang@wku.edu), 745-4322

**1. Identification of program:**

- 1.1 Current program reference number: 0428
- 1.2 Current program title: Master of Science in Instructional Design
- 1.3 Credit hours: 30

**2. Identification of the proposed program changes:**

- Additional program explanation about experiences in the work place.
- Addition of ID 580 Research in Instructional Design as the research tool
- Revision of program Required Core as follows:
  - Addition of new courses—ID 560 Instructional Design Foundations
  - Relocated ID 587 Trends and Issues in Instructional Design from Professional Emphasis to a required course
  - Relocated ID 577 Management of Instructional Systems from a required course to Professional Emphasis/Instructional Design option
  - Deletion of ID 573 Instructional Performance and Task Analysis
- Revision of Professional Emphasis as follows:
  - Identification and clarification of course options for professional emphasis
  - Addition of ID 575 Special Topics in Instructional Design, ID 590 Practicum in Instructional Design, ID 572 Performance Improvement in the Workplace, and ID 588 Multimedia Design
  - Deletion of ID 581 Ethical and Legal Issues in Instructional Design

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program</b>
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program <a href="#">website</a>.</p> <p>Instructional design is the systematic analysis of learning and performance needs, and the development of effective strategies, processes, systems, and products to address those needs. The purpose of instructional design is to improve learning and performance for people of all ages in a variety of settings, including educational environments, work places, community settings, and homes. Professionals in the field of instructional design apply systematic instructional design methodologies and a variety of instructional</p>	<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program <a href="#">website</a>.</p> <p>Instructional design is the systematic analysis of learning and performance needs, and the development of effective strategies, processes, systems, and products to address those needs. The purpose of instructional design is to improve learning and performance for people of all ages in a variety of settings, including educational environments, work places, community settings, <b>schools</b>, and homes. Professionals in the field of instructional design apply systematic instructional design methodologies and a variety of instructional strategies to accomplish</p>

strategies to accomplish established goals.

The Master of Science in Instructional Design prepares practitioners to assume leadership roles in public or private organizations. Program graduates are equipped to design and develop instructional elements such as instructional videos, online instructional activities, user manuals for instructors, instruction manuals for commercial products, professional development curricula for teachers, multi-media instructional units, training packs for trainers, instructional materials for vocational/technical courses, lesson and unit plans for classroom use, and educational curricula. Program graduates will possess the following competencies:

- \_ Ability to analyze a variety of instructional performance issues in business, government, education, and home settings
- \_ Ability to design and develop instructional solutions, including appropriate combinations of traditional instructor-led strategies, constructivist techniques, technology systems, and performance support systems
- \_ Ability to ethically and effectively manage instructional design projects, including project management/tracking and scheduling, budgeting, and client consultation skills
- \_ Ability to design appropriate assessment plans for instructional solutions
- \_ Ability to evaluate the efficiency and effectiveness of instructional solutions

Students who graduate with a master's degree in instructional design may expect employment as instructional designers and trainers in businesses, corporations, school and university settings, government agencies, and military services. Instructional design graduates may also be employed as managers of technology-based systems and designers of technology products in settings that include corporations, universities, community colleges, medical centers, libraries, and school districts.

#### Admission Requirements

Applicants to the MS in ID program must qualify for admission through one of the following three admission options.

1. Admission based on a previously completed master's degree requires the following:  
Admission may be recommended for applicants who hold a master's degree or higher from a regionally accredited institution and who earned an overall graduate GPA of 3.0 or higher.

established goals.

The Master of Science in Instructional Design prepares practitioners to assume leadership roles in public or private organizations. Program graduates are equipped to design and develop instructional elements such as instructional videos, online instructional activities, user manuals for instructors, instruction manuals for commercial products, professional development curricula for teachers, multi-media instructional units, training packs for trainers, instructional materials for vocational/technical courses, lesson and unit plans for classroom use, and educational curricula. Program graduates will possess the following competencies:

- \_ Ability to analyze a variety of instructional performance issues in business, government, education, and home settings
- \_ Ability to design and develop instructional solutions, including appropriate combinations of traditional instructor-led strategies, constructivist techniques, technology systems, and performance support systems
- \_ Ability to ethically and effectively manage instructional design projects, including project management/tracking and scheduling, budgeting, and client consultation skills
- \_ Ability to design appropriate assessment plans for instructional solutions
- \_ Ability to evaluate the efficiency and effectiveness of instructional solutions

Students who graduate with a master's degree in instructional design **are equipped for** employment as instructional designers and trainers in businesses, corporations, school and university settings, government agencies, and military services. Instructional design graduates may also be employed as managers of technology-based systems and designers of technology products in settings that include corporations, universities, community colleges, medical centers, libraries, and school districts.

**The curriculum for all Instructional Design courses is modularized (except ID 560 and ID 570). A student who is registered for a course may be credited for completion of a module by demonstrating proficiency. For example, a student with experience in multimedia design may want to submit projects to demonstrate proficiency in one or more modules. Using the evaluation method for the module, the ID faculty will determine if the student's work is proficient for each module. All courses will be offered for 3 hours credit (except for Special Topics and**

<p>2. Admission based on scores for the GRE or GMAT requires one of the following:</p> <p>(a) Admission with GRE</p> <ol style="list-style-type: none"> <li>i. Scores prior to August 2011- The required GAP score based on the GRE is 2200 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). An Analytical Writing score of 3.5 or higher is also required. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.</li> <li>ii. Scores after August 2011 - Minimum GAP score (undergraduate GPA X 100) + (GRE Verbal + Quantitative score) of 550, with a minimum verbal and quantitative score of 139 each. An Analytical Writing score of 3.5 or higher is also required.</li> </ol> <p>(b) Admission with GMAT- The required GAP score based on the GMAT score is <b>1050</b> (GAP=Undergraduate grade point average times 200 plus GMAT score). An analytical writing score of 3.5 or higher is also required.</p> <p>3. Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following:</p> <p>(a) Applicants who hold a bachelor's degree from a regionally accredited college or university may apply for admission without a GRE or GMAT score if they achieved an overall undergraduate GPA of 3.0 or least a 3.2 GPA in their last 60 hours of undergraduate credit for the degree.</p> <p>(b) The following materials must be submitted as part of an admission portfolio with the application form for admission to Graduate Studies and the MS in Instructional Design degree program:</p> <ol style="list-style-type: none"> <li>i. A letter of application that provides a rationale for admission without a GRE or GMAT score.</li> <li>ii. A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design.</li> <li>iii. A current vita.</li> <li>iv. At least two letters of recommendation: <ol style="list-style-type: none"> <li>A. One letter of reference from a college/university instructor that details the applicant's potential for successful completion of the Master</li> </ol> </li> </ol>	<p><b>Practicum). Course modules may be completed through demonstrated proficiency from prior learning or completion of the prescribed elements of the module.</b></p> <p>Admission Requirements</p> <p>Applicants to the MS in ID program must qualify for admission through one of the following three admission options.</p> <ol style="list-style-type: none"> <li>1. Admission based on a previously completed master's degree requires the following: Admission may be recommended for applicants who hold a master's degree or higher from a regionally accredited institution and who earned an overall graduate GPA of 3.0 or higher.</li> <li>2. Admission based on scores for the GRE or GMAT requires one of the following: <ol style="list-style-type: none"> <li>(c) Admission with GRE <ol style="list-style-type: none"> <li>i. Scores prior to August 2011- The required GAP score based on the GRE is 2200 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). An Analytical Writing score of 3.5 or higher is also required. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.</li> <li>ii. Scores after August 2011 - Minimum GAP score (undergraduate GPA X 100) + (GRE Verbal + Quantitative score) of 550, with a minimum verbal and quantitative score of 139 each. An Analytical Writing score of 3.5 or higher is also required.</li> </ol> </li> <li>(d) Admission with GMAT- The required GAP score based on the GMAT score is 1050 (GAP=Undergraduate grade point average times 200 plus GMAT score). An analytical writing score of 3.5 or higher is also required.</li> </ol> </li> <li>3. Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following: <ol style="list-style-type: none"> <li>a. Applicants who hold a bachelor's degree from a regionally accredited college or university may apply for admission without a GRE or GMAT score if they achieved an overall undergraduate GPA of 3.0 or least a 3.2 GPA in their last 60 hours of undergraduate credit for the degree.</li> <li>b. The following materials must be submitted as part of an admission portfolio with the application form for admission to Graduate Studies and the MS in Instructional Design degree program:</li> </ol> </li> </ol>
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<p>of Science program in instructional design.</p> <p>B. One letter of reference from an employer or supervisor that addresses the applicant's dispositions that predict success as a member of an instructional design or training team.</p> <p>v. At least a 3-page paper that indicates the applicant's analytical writing ability.</p> <p>The admission decision by program faculty under this alternative will be based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success in the field of instructional design.</p> <p>Program requirements The program includes one 3-hour research course, 15 hours of required courses, and 12 hours of advisor-approved electives selected from selected professional emphasis areas, for a program total of 30 hours.</p> <p>Research Tool 3 hours <del>EDFN 500 Research Methods</del></p> <p>Required Courses 15 hours ID 570 Principles of Instructional Design <del>ID 573 Instructional Performance and Task Analysis</del> <del>ID 577 Management of Instructional Systems</del> ID 590 Practicum in Instructional Design *ID 595 Advanced Instructional Design Studio (Capstone Course)</p> <p>Professional Emphasis (12 hours) Twelve hours of advisor-approved course work</p>	<p>i. A letter of application that provides a rationale for admission without a GRE or GMAT score.</p> <p>ii. A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design.</p> <p>iii. A current vita.</p> <p>iv. At least two letters of recommendation: A. One letter of reference from a college/university instructor that details the applicant's potential for successful completion of the Master of Science program in instructional design. B. One letter of reference from an employer or supervisor that addresses the applicant's dispositions that predict success as a member of an instructional design or training team.</p> <p>v. At least a 3-page paper that indicates the applicant's analytical writing ability.</p> <p>The admission decision by program faculty under this alternative will be based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success in the field of instructional design.</p> <p>Program requirements The program includes one 3-hour research course, 15 hours of required courses, and 12 hours of advisor-approved <b>Professional Emphasis courses</b> for a program total of 30 hours.</p> <p>Research Tool (3 hours) <b>ID 580 Research in Instructional Design</b></p> <p>Required Core (15 hours) <b>ID 560 Instructional Design Foundations</b> ID 570 Systematic Instructional Design <b>ID 587 Trends and Issues in Instructional Design</b> ID 590 Practicum in Instructional Design (3 hours) *ID 595 Internship in Instructional Design (Capstone Course)</p> <p>Professional Emphasis (12 hours) <b>The student and ID faculty advisor will collaborate to select courses in the best interest of the student's career goals.</b></p>
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<p>must be selected from courses in one or more of the following professional emphasis areas or other disciplines:</p> <p>Adult Education  Assessment and Evaluation  Business  Communication  Curriculum and Instruction  Counseling and Student Affairs  Educational Administration and Leadership  Educational Technology  Instructional Design  <del>ID 581 Ethical and Legal Issues in Instructional Design</del>  ID 583 Training Materials  ID 585 Distance Delivery Systems  <del>ID 587 Issues and Problems in Instructional Design</del></p> <p>*The capstone course requires the development and application of an authentic and professional quality product. A professional portfolio is compiled and submitted in the capstone course in multimedia format (CD, DVD, or web based) focused on projects and activities from across the program.</p>	<ul style="list-style-type: none"> <li>• <b>Students must take 6-12 hours of Instructional Design courses from the list below.</b></li> <li>• <b>If the 12 hours are completed in Instructional Design courses, no more than 6 hours between the ID 575 Special Topics in ID and ID 590 Practicum in ID courses may be taken.</b></li> <li>• <b>However, if a student elects to take 6 hours of adult education courses, educational technology courses, or transfer courses, then neither ID 575 Special Topics in ID or ID 590 Practicum in ID may be completed as part of the Professional Emphasis. The student must complete two other ID courses listed below.</b></li> </ul> <p><b>Course Selections for Professional Emphasis:</b></p> <ul style="list-style-type: none"> <li>• <b>ID 575 Special Topics in Instructional Design (1-6 hours)</b></li> <li>• <b>ID 590 Practicum in Instructional Design (1-3 hours)</b></li> <li>• <b>ID 572 Performance Improvement in the Workplace</b></li> <li>• ID 577 Management of Instructional Systems</li> <li>• ID 583 Training Design and Development</li> <li>• <b>ID 588 Multimedia Design</b></li> <li>• ID 585 Distance Education Opportunities and Challenges</li> </ul> <p><b>Students may take up to 6 hours from the following areas with advisor approval:</b></p> <ul style="list-style-type: none"> <li>• Adult Education courses</li> <li>• Educational Technology courses</li> <li>• <b>Other appropriate areas</b></li> </ul> <p>*The capstone course requires the development and application of an authentic and professional quality product <b>for their approved workplace setting</b>. A professional portfolio is compiled and submitted in the capstone course in multimedia format (CD, DVD, or web based) focused on projects and activities from across the program.</p>
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**4. Rationale for the proposed program changes:**

- The Instructional Design faculty are rendering the program into a more experiential program where students are not only engaged in the field during the program but can also bring their prior experiences to the program to possibly earn credit for some course modules. The curriculum will be modularized (except ID 560 and ID 570). A student may be credited for completion of a module by demonstrating proficiency. For example, a

student with experience in multimedia design may want to submit projects to demonstrate proficiency in one or more modules. Using the evaluation method for the module, the ID faculty will determine if the student's work is proficient for each module. All courses will be offered for 3 hours credit (except for Special Topics and Practicum). Course modules may be completed through demonstrated proficiency from prior learning or completion of the prescribed elements of the module.

- The ID 580 Research in Instructional Design will replace EDFN 500. While students in the Master of Science in Instructional Design program may acquire basic research skills in EDFN 500, they may not see the relevance of research to their instructional design practices. The proposed ID 580 course will emphasize the relationship between practical research skills and practices of instructional design. It will incorporate essential quantitative and qualitative research skills relevant to instructional designers. Course topics will be addressed in the specific context of instructional design (ID) and, whenever necessary, how they are related to ID processes. The proposed course will enable students to effectively use the research skills to enhance their instructional design practices.
- Required Core revisions:
  - ID 560 Instructional Design Foundations will be added to the required core. This survey course will introduce graduate students to the systematic approach to instructional design, the contexts of application of this approach and the roles of professional in this field to be able to adapt and apply the process in a flexible and innovative manner. Presently, the ID program does not have a survey course that helps students become conversant in the ID models and process, and their applications in a variety of settings. A survey course that presents an overview of instructional design is needed in the program.
  - The ID 587 Trends and Issues in Instructional Design course will be relocated from the Professional Emphasis courses to a required course because it is important for students to be aware of changes and trends in the field as well as learn strategies for managing issues that may arise in their career.
  - ID 577 Management of Instructional Systems will be relocated from a required course to the Professional Emphasis in Instructional Design. It is viewed as an equivalent component with ID 572 Performance Improvement in the Workplace and ID 583 Training Design and Development.
  - ID 573 Instructional Performance and Task Analysis will be deleted from the program because its original content is now incorporated into ID 560 Instructional Design Foundations, ID 570 Systematic Instructional Design, and ID 588 Multimedia Design.
- Professional Emphasis revisions:
  - Identification and clarification of course options give students clearer direction in meeting their career goals. Students will have more options to learn specific skills and competencies, to gain more experience in instructional design in the workplace, and to demonstrate proficiency for prior experience for some course modules.
  - Some of the other program areas originally listed in the Professional Emphasis have indicated that their courses are no longer available or their enrollment is restricted to only their majors. The programs in the remaining

list of options have communicated that the Instructional Design students are welcome in their program and courses.

- Most of the course options are Instructional Design courses to target specific skills and competencies. The following conditions address the selection of courses:
  - Students must take 6-12 hours of Instructional Design courses from the list of ID courses.
  - If the 12 hours are completed in Instructional Design courses, no more than 6 hours between the ID 575 Special Topics in ID and ID 590 Practicum in ID courses may be taken.
  - However, if a student elects to take 6 hours of adult education courses, educational technology courses, or transfer electives, then neither ID 575 Special Topics in ID or ID 590 Practicum in ID may be completed as part of the Professional Emphasis. The student should complete two other ID courses.
- The revision of the Professional Emphasis courses includes the addition of new courses, which adds a more experiential dimension to the Professional Emphasis.
  - ID 575 Special Topics in Instructional Design will be a course with variable hours from 1-6 hours. This provides students with options to earn hours by completing modules from other ID courses they may not have a chance to take, completing a high level training (and product) offered by another agency, or completing a special project with prior approval of the ID faculty.
  - ID 590 Practicum in Instructional Design will be an optional course with variable hours from 1-3 hours. Students will gain instructional design experience in a workplace or school setting.
  - ID 572 Performance Improvement in the Workplace is viewed as an equivalent component in this option with ID 577 Management of Instructional Systems and ID 583 Training Design and Development.
  - ID 588 Multimedia Design will be added to provide students with industry standard media and technology skills.
- ID 581 Ethical and Legal Issues in Instructional Design will be deleted from this program. These issues are covered in ID 585 Distance Education, ID 588 Multimedia Design, and ID 587 Trends and Issues in Instructional Design. Another full course on this topic is not necessary.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2013

**6. Dates of prior committee approvals:**

School of Teacher Education: 3/22/13

CEBS Curriculum Committee: \_\_\_\_\_

Graduate Council:

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University Senate

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**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Marty Boman, [marty.boman@wku.edu](mailto:marty.boman@wku.edu). 5-8833

**1. Identification of program:**

- 1.1 Current program reference number: 441
- 1.2 Current program title: Autism Spectrum Disorders
- 1.3 Credit hours: 15

**2. Identification of the proposed program changes:**

This proposal revision will allow students to be enrolled in a master's degree and the ASD certificate simultaneously.

**3. Detailed program description:**

This 15-hour program prepares students to provide academic, social, behavioral, communication, sensory, and community services and information to individuals diagnosed with ASD and their families. Individuals who complete the program will be knowledgeable about the various disorders included in the spectrum of autism, characteristics, educational strategies, collaboration efforts, communication, and technology skills to be implemented with individuals with ASD.

Enrollment in this program is restricted to post-master's students who have completed a degree in any of the following graduate programs: Education, Literacy, School Psychology, Communication Disorders, Social Work, Marriage and Family Therapy, Mental Health Counseling, Nursing, Public Health. It may also be appropriate for other post-master's individuals seeking to learn more about individuals who have been diagnosed with ASD. The program consists of 15 hours of required courses: SPED 610 (prerequisite for all other courses), 612, 615, 618, and 619. SPED 612 requires completion of a 3-hour practicum (comprising at least 120 hours) at an

This 15-hour program prepares students to provide academic, social, behavioral, communication, sensory, and community services and information to individuals diagnosed with ASD and their families. Individuals who complete the program will be knowledgeable about the various disorders included in the spectrum of autism, characteristics, educational strategies, collaboration efforts, communication, and technology skills to be implemented with individuals with ASD.

Enrollment in this program is restricted to post-master's students who have completed a degree in any of the following graduate programs: Education, Literacy, School Psychology, Communication Disorders, Social Work, Marriage and Family Therapy, Mental Health Counseling, Nursing, Public Health, **or students currently enrolled in any of these graduate programs.** It may also be appropriate for other post-master's individuals seeking to learn more about individuals who have been diagnosed with ASD. The program consists of 15 hours of required courses: SPED 610 (prerequisite for all other courses), 612, 615, 618, and 619. SPED 612 requires

approved site in the field of autism. To enroll in the practicum the student must have completed SPED 610, and the internship site and supervisor must be approved by the program coordinator. The graduate Autism Spectrum Disorders certificate provides essential information regarding individuals diagnosed with ASD. Students examine research-based practices that have been identified for individuals with ASD as well as learn how to implement these strategies in the classroom and community. Practicum hours will be required.

completion of a 3-hour practicum (comprising at least 120 hours) at an approved site in the field of autism. To enroll in the practicum the student must have completed SPED 610, and the internship site and supervisor must be approved by the program coordinator. The graduate Autism Spectrum Disorders certificate provides essential information regarding individuals diagnosed with ASD. Students examine research-based practices that have been identified for individuals with ASD as well as learn how to implement these strategies in the classroom and community. Practicum hours will be required.

4. **Rationale for the proposed program change:** Concurrent enrollment in two programs was not previously permitted by Graduate Council policy but is now allowed. The proposed program change will allow students to seek a master's degree and the ASD certificate simultaneously, if desired.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2013

6. **Dates of prior committee approvals:**

School of Teacher Education: 3-22-13

CEBS Curriculum Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**College of Education and Behavioral Sciences  
Department of Counseling and Student Affairs  
Proposal to Create a Temporary Course  
(Information Item)**

**Contact Person:** Fred E. Stickle, [fred.stickle@wku.edu](mailto:fred.stickle@wku.edu), 270-745-6319

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: CNS 110
- 1.2 Course title: Human Relations
- 1.3 Abbreviated course title: Human Relations
- 1.4 Credit hours: 2 credit hours
- 1.5 Schedule type: C- Lecture Lab
- 1.6 Prerequisites/corequisites: No prerequisites
- 1.7 Course description: Theory, concepts, and skills necessary to increase self-awareness and improve relationships in social and academic settings. Processes of managing the problems of everyday life including conflict, and social demands.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis:  
Must be created to accommodate registration, and there is insufficient time to complete the new course approval process.
- 2.2 Relationship of the proposed course to courses offered in other academic units:  
PSY 250 is most similar to this course. Major differences in the proposed course include instructional methods that stress learning activities in small groups (12 to 15 members) under the direction of trained group facilitators. Significant differences in content and skills covered in PSY 250 include knowledge, attitudes and skills for diversity competence; conflict management skills; emotional intelligence; development of self-awareness based on experiential activities and interpersonal feedback; elements and implications of self-concept and self-esteem; the role of attitudes, personal experiences, and perceptions in relationships, and relationship skills development in small groups. Ms. Virginia Pfhof, the instructor of PSY 250, verified that the proposed course is substantially different.

**3. Description of proposed course**

- 3.1 Course content outline
  - Foundations of human relations
  - Self-esteem
  - Self-concept
  - Diversity awareness, knowledge, and skills
  - Self-motivation and goal setting
  - A model for understanding self and others in a social context
  - Social support

- The role of attitudes, beliefs, and personal experiences in human relations
- Emotional Intelligence
- Relationship skills
- Conflict and conflict management

3.2 Tentative text(s)

DuBrin, Andrew J. (2014). *Human Relations for Career and Personal Success: Concepts, Applications, and Skills* (10th ed). Upper Saddle River, New Jersey: Pearson Publishing.

**4. Second offering of a temporary course (if applicable)**

- 4.1 Reason for offering this course a second time on a temporary basis:
- 4.2 Term course was first offered:
- 4.3 Enrollment in first offering:

**5. Term of Implementation:** Fall 2013

**6. Dates of review/approvals:**

Department of Counseling and Student Affairs

2/27/2013

CEBS Curriculum Committee:

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CEBS Dean:

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UCC Chair:

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Provost:

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**College of Education and Behavioral Sciences  
Department of Counseling and Student Affairs  
Proposal to Create a New Course  
(Action Item)**

**Contact Person:** Fred E. Stickle, [fred.stickle@wku.edu](mailto:fred.stickle@wku.edu), 270-745-6319

**1. Identification of proposed course:**

- 1.1 **Course Prefix (subject area) and number:** CNS 110
- 1.2 **Course Title:** Human Relations
- 1.3 **Abbreviated course title:** Human Relations
- 1.4 **Credit hours and contact hours:** 2 credit hours
- 1.5 **Type of course:** L - Lecture
- 1.6 **Prerequisites:** No prerequisites
- 1.7 **Course catalog listing:** Theory, concepts, and skills necessary to increase self-awareness and improve relationships in social and academic settings. Processes of managing the problems of everyday life including conflict, and social demands.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** This course is designed to help students have more satisfying social experiences in the university setting. Content and skills addressed in the course objectives are intended to help retention.
- 2.2 **Projected enrollment in the proposed course:** Initially class size is projected to range between 30 to 45 students per semester.
- 2.3 **Relationship of the proposed course to courses now offered by the department:**

The department's programs include helping students develop requisite counseling knowledge, self-awareness, and interpersonal skills in various counseling contexts. The current course would teach freshmen related knowledge and skills and increase self-awareness in interpersonal contexts.
- 2.4 **Relationship of the proposed course to courses offered in other departments:**

PSY 250 is most similar to this course. Major differences in the proposed course include instructional methods that stress learning activities in small groups (12 to 15 members) under the direction of trained group facilitators. Significant differences in content and skills covered in PSY 250 include knowledge, attitudes and skills for diversity competence; conflict management skills; emotional intelligence; development of self-awareness based on experiential activities and interpersonal feedback; elements and implications of self-concept and self-esteem; the role of attitudes, personal experiences, and perceptions in relationships, and relationship skills development in small groups. Dr. Virginia Pfhof, the instructor of PSY 250, verified that the proposed course is substantially different.
- 2.5 **Relationships of the proposed course to courses offered in other institutions:**

Examples of other schools with similar courses include University of Oklahoma (HR 3013, Introduction to Human Relations), University of Minnesota (EPSY 5135, Workshop in Human Relations), Minnesota State University (EEC 222, Human Relations in a Multi-Cultural Society), and Indiana University (EDUA, Problems in Human Relations and Cultural Awareness).

3. **Description of proposed course:**

3.1 **Course objectives:** At the conclusion of the course, the student should be able to:

- Explain what the study of human relations includes
- Define and explain self-esteem and self-concept
- Develop awareness, knowledge, and skills as they apply to living in a diverse multicultural environment.
- Understand how self-motivation and goal setting influences human relations
- Participate in group interaction that focuses on developing a clearer understanding of self and others
- Develop skills and knowledge necessary to form and use social support systems
- Explain how attitudes, beliefs, and personal experiences effect relationships
- Understand the elements of Emotional Intelligence and how to improve one's emotional intelligence
- Understand and demonstrate skills necessary to improve relationships in a group setting
- Understand conflict and conflict management concepts and demonstrate related skills

3.2 **Content outline:**

- Foundations of human relations
- Self-esteem
- Self-concept
- Diversity awareness, knowledge, and skills
- Self-motivation and goal setting
- A model for understanding self and others in a social context
- Social support
- The role of attitudes, beliefs, and personal experiences in human relations
- Emotional Intelligence
- Relationship skills
- Conflict and conflict management

3.3 **Student expectations and requirements:**

- Students will complete required readings posted on Blackboard and in the course text.
- Three exams covering readings and lecture content will be administered.
- Students will complete a book review and a course project.
- Students will participate in skill development and group interaction experiences.
- Grades will be determined based on examination performance, participation in group experiences, and evaluations of a book review and a course project.



3.4 **Tentative Text:**  
DuBrin, Andrew J. (2014). Human Relations for Career and Personal Success: Concepts, Applications, and Skills (10th ed). Upper Saddle River, New Jersey: Pearson Publishing.

4. **Resources:**

4.1 **Library resources:** Current resources are sufficient.  
**Computer resources:** Current resources are sufficient.

5. **Budget implications:**

5.1 **Proposed method of staffing:** Three graduate teaching assistants and a faculty supervisor. Assistantships are currently allocated to the department.  
5.2 **Special equipment needed:** None  
5.3 **Expendable materials needed:** None  
5.4 **Laboratory materials needed:** None

6. **Proposed term for implementation:** Fall 2013 (201330)

7. **Dates of prior committee approvals:**

Department of Counseling and Student Affairs 2/27/2013

CEBS Curriculum Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_