

Eastern Illinois University  
**NEW/REVISED COURSE PROPOSAL FORMAT**

**Please check one:**      ☒ New course      ☐ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** COS4855
2. **Title (may not exceed 30 characters, including spaces):** Web-Based Train and Instruct
3. **Long title, if any (may not exceed 100 characters, including spaces):** Web-Based Training and Instruction
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☒ Fall      ☐ Spring      ☐ Summer      ☐ On demand
6. **Initial term of offering:** ☐ Fall      ☒ Spring      ☐ Summer      **Year:** 2009
7. **Course description (not to exceed four lines):** This course provides an overview of the fundamental theory and principles of how to design, develop, and manage web-based training (WBT) programs for adult learners within industry, service, and other organizations. Participants will design, develop and implement a web-based course.
8. **Registration restrictions:**
  - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). NONE
  - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. Admission to COS major or permission of the program coordinator.
  - c. **Who can waive the prerequisite(s)?**  
☐ No one      ☒ Chair      ☐ Instructor      ☐ Advisor      ☐ Other (Please specify)
  - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
  - e. **Repeat status:**      ☒ Course may not be repeated.  
   ☐ Course may be repeated to a maximum of \_\_\_\_\_ hours or \_\_\_\_\_ times.
  - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: None
  - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: None
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
10. **Grading methods** (check all that apply): ☒ Standard letter      ☐ C/NC      ☐ Audit      ☐ ABC/NC  
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**11. Instructional delivery method:** ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

## PART TWO: ASSURANCE OF STUDENT LEARNING

### 1. List the student learning objectives of this course:

- a. Compare and contrast ways to use technology to assess, design and distribute instruction and training to employees.
- b. Apply principles of blending technology and traditional training strategies to deliver, extend and enrich learning situations within training and organizational development settings.
- c. Implement and evaluate the learning effectiveness of web-based instruction modules.

### 2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

	Midterm Exam	Final Exam	Critique of Web-Based Course	Learning Module Design Project	Writing Assignments	Discussion/ Participation
Compare and contrast ways to use technology to assess, design and distribute instruction and training to employees.	X	X	X		X	X
Apply principles of blending technology and training strategies.	X	X	X		X	X
Implement and evaluate the learning effectiveness of web-based instruction modules.		X		X		X

### 3. Explain how the instructor will determine students' grades for the course:

Web-Based Course Critique	15%
Learning Module Design Project	20%

Writing Assignments	10%
Discussion/Participation	10%
Midterm Exam	20%
Final Exam	25%

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

**a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**

Midterm and final examinations will be administered through WebCT. Podcasts for technology-delivered sections will provide same content as the lecture format in face-to-face sections. Case Studies and Research Paper will be submitted through the WebCT dropbox. All handouts and instructions relating to assignments will be posted within WebCT. Lecture notes, presentations, and class resources distributed in face-to-face sections will be available within WebCT.

**b. Describe how the integrity of student work will be assured:**

Student work is submitted using a series of small, sequential, individualized tasks and student-centered personal responses. Multiple, individualized tasks are harder to counterfeit because of the necessary coordination and planning involved for the student to arrange for someone else to do work in the appropriately specified manner. Some assignments include a degree of cooperation and coordination among students. These too make it difficult for a student to find consistent help throughout a cooperative project of some duration and complexity. Discussion and reflection assignments also insure frequent student-instructor contact that familiarize the instructor with each particular students writing style and ability. Examinations include mastery-type question which require the student to relate the subject matter to their own personal, professional, and work-related experiences.

Written assignments will be submitted through the WebCT dropbox and will be linked to Turnitin to check for possible plagiarism.

Class participation in discussions can be more accurately assessed within WebCT than in a face-to-face through careful analysis of the number, length, and quality of comments posted to the discussion.

**c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

Instructor-student interaction will be facilitated using the email function within WebCT, through the use of the WebCT chat function, and through WebCT discussion topic areas. The instructor also schedules regular office hours for the technology-delivered section

when she or he is available in one of the chat rooms for conversation or via telephone. Student-student interaction is required multiple times each week through the structure of assignments for discussion. Group based projects also require intensive and ongoing interaction between students.

**5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

**a. course objectives;**

In addition to the above learning objectives, objectives for graduate students include:

1. Plan and produce scholarly research on topics related to supervision.
2. Present scholarly research and facilitate discussion

**b. projects that require application and analysis of the course content; and**

	Midterm Exam	Final Exam	Research Paper	Presentation	Web-Based Course Critique	Learning Module Design Project	Writing Assignments	Discussion/ Participation
Design and compare different ways of use technology.	X	X			X		X	X
Apply principles of blending technology and traditional training.	X	X			X		X	X
Implement and evaluate the learning effectiveness of web-based instruction modules.		X				X		X
<i>Plan and produce scholarly research</i>			X					
<i>Present scholarly research and facilitate discussion</i>				X				

**c. separate methods of evaluation for undergraduate and graduate students.**

Web-Based Course Critique	10%
Learning Module Design Project	10%
Writing Assignments	7.5%
Discussion/Participation	7.5%
Midterm Exam	15%
Final Exam	20%
<i>Research Paper</i>	<i>20%</i>
<i>Presentation</i>	<i>10%</i>

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)

### **PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

#### **Unit 1 (Week 1)**

Review General Information, Course Syllabus and Assignment Schedule  
Overview of Technology-Based Training

#### **Unit 2 (Week 2)**

Choosing the Right Technology for Web-Based Training

#### **Unit 3 (Week 3)**

Systematic Design Process for Web-Based Training

#### **Unit 4 (Week 4)**

Designing Web-Based Training for Adult Learners- Design Principles

#### **Unit 5 (Week 5)**

Learner Motivation in Web-Based Training and Instruction

#### **Unit 6 (Week 6)**

Interface Design and the Learner

#### **Unit 7 (Week 7)**

Mid-term Exam

**Unit 8 (Week 8)**

Content Structuring and Sequencing in Web-Based Training

**Unit 9 (Week 9)**

Content-Centric vs. Learner-Centric Design in Web-Based Training

**Unit 10 (Week 10)**

Navigation Design Principles in Web-Based Training

**Unit 11 (Week 11)**

Effective Interactivity and Rehearsal Strategies vs. Pseudo-Interactivity

**Critique of Web-Based Training Course Assignment Due**

**Unit 12 (Week 12)**

Measuring Costs and Benefits of Web-Based Training

**Unit 13 (Week 13)**

Organizational Context and Support in the Implementation and Expansion of Web-Based Training

**Unit 14 (Week 14)**

The Future of Web-Based Training – Next Steps

**Unit 15 (Week 15)**

Presentation and Class Critiques of Learning Module Design Project

Summary and Final Exam Review

**Learning Project Design Project Due**

**Research Paper Due**

This course is designed to be delivered to off-campus, non-traditional learners, who are the primary audience for the COS program. Each course week equates to three 50-minute sessions. Classes are 150 minutes or 2 ½ hours in length. When this course is taught in a technology-delivered format, students will be expected to interact with each other and the instructor for at least 2 ½ hours of contact time weekly. This contact time consists of regularly scheduled chat sessions, discussion boards, and listening to podcasts. The rubric for the discussion portion of the grade includes length of discussion comments and activity at three separate times during each week when they must read and respond to other students' comments. Podcasts are uploaded weekly so that students in a technology-delivered section receive the same weekly lectures that are given in a face-to-face classroom. Time spent in discussion-related activities in technology-delivered sections probably exceeds discussion time in face-to-face section.

**PART IV: PURPOSE AND NEED**

1. **Explain the department's rationale for developing and proposing the course.** Organizations of all types increasingly use some form of web-based training and instruction, according to the American Society for Training and Development. Focus groups with training and development officers in regional organizations, which were part of the COS program's assessment process, emphasized a need for courses that prepared employees to design, deliver, and evaluate web-based training and instruction. COS faculty members developed the initial course using a special topics

number. This special topics course was offered for three semesters. Feedback was positive to the course and provided further data and ideas for developing the final course proposal.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
  - b. **If the course or some sections of the course may be technology delivered, explain why.** The Career and Organizational Studies (COS) Program serves off-campus, working adults. The majority of these students reside outside Coles County. Alternative forms of deliver are important in serving this population.
2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

The Career and Organizational Studies (COS) Program serves off-campus, working adults. Students admitted to the program have typically completed an A.A., A.S., or A.A.S. at a community college before admission to the COS program and typically have 75-90 SH when admitted. This course level presupposes and builds upon the knowledge of human behavior, organizational theory, and both oral and written communication already acquired in earlier courses and workplace experiences.
3. **If the course is similar to an existing course or courses, justify its development and offering.**
  - a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
  - b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**
4. **Impact on Program(s):**
  - a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

Course is not required for major or minor.

- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

## **PART V: IMPLEMENTATION**

1. **Faculty member(s) to whom the course may be assigned:** Barnard, Hawkins, Hogan, Woodley, Wyatt

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

2. **Additional costs to students:**

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

3. **Text and supplementary materials to be used (Include publication dates):**

Allen, M. (2003). *Guide to e-learning*. Hoboken, NJ: John Wiley and Sons.

Driscoll, M. & Carliner, S. (2005). *Advanced Web-Based Training Strategies*. San Francisco: Pfeiffer.



## PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

"A community college course will not be judged equivalent to this course."

## PART VII: APPROVALS

Date approved by the department or school: 9/27/07

Date approved by the college curriculum committee: 4/23/08

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS:

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).