Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 4/13/06 and CGS on 4/18/06, Effective Fall 2006)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies. (See http://www.eiu.edu/~eiucaa/Directions.pdf for directions on completing this form.)

Please check one: ☒ New course   ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** TEC 5283

2. **Title (may not exceed 30 characters, including spaces):** Instructional Systems Design

3. **Long title, if any (may not exceed 100 characters, including spaces):** Instructional Systems Design

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:** 2010

7. **Course description (not to exceed four lines):** Examination of the systems approach to instructional design in training. Participants will analyze and apply the major components of instructional systems design, including deeds analysis, design, development, implementation, and evaluation of training instruction.

8. **Registration restrictions:**

    a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

    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.

    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:
    g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

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 II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**
   A. Analyze the major elements in instructional systems design theory and the structure of instructional systems design as a professional field of practice.
   B. Apply instructional systems design theory, tools, and techniques to a real or simulated workplace instructional need.
   C. Appraise the primary publications and professional resources in the field of instructional systems design.

   a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
      - **EIU graduates will write and speak effectively.**
      - **EIU graduates will think critically.**
      - **EIU graduates will function as responsible citizens.**

   b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
      - **Depth of content knowledge**
      - **Effective critical thinking and problem solving**
      - **Effective oral and written communication**
      - **Advanced scholarship through research or creative activity**

   Depth of content knowledge -- Analyze the major elements in instructional systems design theory and the structure of instructional systems design as a professional field of practice.

   Effective critical thinking and problem solving -- Apply instructional systems design theory, tools and techniques to a real or simulated workplace instructional need.

   Effective oral and written communication -- Apply instructional systems design theory, tools, and techniques to a real or simulated workplace instructional need.

   Advanced scholarship through research or creative activity -- Appraise the primary publications and professional resources in the field of instructional systems design; Analyze the major elements in instructional systems design theory and the structure of instructional systems design as a professional field of practice.

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

OBJECTIVE	Compose, present and evaluate ISD projects, demonstrating ability to implement the systematic instructional design process (40%)	Profile an ISD professional or an ISD organization. (5%)	Read and summarize four recent (or "classic") professional articles on ISD (10%)	Midterm Exam (15%)	Final Exam (30%)
Analyze the major elements in instructional systems design theory, and the structure of instructional systems design as a professional field of practice.				X	X
Apply instructional systems design theory, tools, and techniques to a real or simulated workplace instructional need	X				
Appraise the primary publications and professional resources in the field of instructional systems design.		X	X		

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

   a. Profile an ISD professional or an ISD organization. (5%)
   b. Read and summarize four recent (or "classic") professional articles on ISD (10%)
   c. Compose, present and evaluate ISD projects, demonstrating ability to implement the systematic instructional design process (40%)
   d. Midterm Exam (15%)
   e. Final Exam (30%)

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:** A technology-delivered format will be available. The use of web, WebCT, homework assignments and other technologies will be used to deliver the course content. Delivering the course through WebCT will enable those professionals working in the field to gain access to the course. Homework assignments, tests, projects, and other activities will be the same as the traditional course, thus meeting the specified learning objectives.

   b. **Describe how the integrity of student work will be assured:** The integrity of the course will be the same as a traditional face-to-face course. Student work will be submitted in a series of small individual tasks (article summaries, professional profile, subparts of ISD project. Individual tasks

will be difficult 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. Discussion assignments also insure student-instructor interaction allowing the instructor to familiarize with each student's writing style and typical phraseology and conceptual approach. Tests will have time limits, consist of questions chosen from a pool of possible questions, and be of sufficient length to restrict students from consulting references or other students since they will be constructing their own arguments and supporting information in response to the question.

    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, the chat function within WebCT, and WebCT discussion topic areas. The instructor also schedules regular office hours when she or he is available for conversation via chat or telephone. Student-student interaction is required multiple times each week through the structure of assignments for discussion.

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
    a. **course objectives;**
    b. **projects that require application and analysis of the course content; and**
    c. **separate methods of evaluation for undergraduate and graduate students.**

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.
Course will meet weekly for one 2.5 hour session

Week One
What is instructional systems design?

Week Two
Work performance improvement strategies and training design
Determining projects appropriate for instruction design solutions

Week Three
Conducting a needs assessment

Week Four
Establishing performance objectives for training
Developing performance measures

Week Five
Sequencing performance objectives in training

Week Six
Specifying instructional strategies
Selecting or designing instructional materials for training

Week Seven
Assessing training

Week Eight
Midterm examination

Week Nine
Designing the instructional management system in training settings

Week Ten
Individual presentations on primary publications and professional resources in the field of instructional systems design

Week Eleven
Planning and monitoring design projects in organizational settings

Week Twelve
Knowledge management and instructional design

Week Thirteen
Promoting the use of effective, appropriate instructional design within organizations

Week Fourteen
Presentation and critique of individual instructional design projects

Week Fifteen
Presentation and critique of individual instructional design projects
Developing yourself as an instructional designer and trainer
Review for final examination

PART IV: PURPOSE AND NEED

1. **Explain the department's rationale for developing and proposing the course.**
    The training and development concentration was re-assessed in 2009 in light of changes to the OPD program. This assessment included focused group interviews with present graduate students and recent graduates. All participants indicated that the curriculum needed a specific course that addressed instructional design for training programs. This course sees to fill a stated gap in the curriculum.

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 training and development concentration within the Masters of Science in Technology program serves working, nontraditional students. Many of these students live in the Champaign-Urbana and Danville communities and work full-time. Offering some sections of this course in a technology-delivered format enables the program to serve these working adults who live at a distance from the Charleston campus.

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
This course involves activities at the synthesis, analysis, and application levels. It presupposes a working knowledge of basic theories and concepts taught in OPD 4840/*Training Program Development* and builds upon this knowledge base

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.**
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.** Core requirement for training and development concentration of Master of Science in Technology.

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:** Hawkins, Woodley

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):**
    Rothwell, W. & Kazanas, H. (2008). *Mastering the instructional design process: A systematic approach* (4th Ed.). 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.

PART VII: APPROVALS

Date approved by the department or school: December 10, 2010

Date approved by the college curriculum committee: March 8, 2010

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).

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