

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 16-44 Effective Spring 2017

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** MSTD 5255
3. **Short title:** Facilitating Talent Development
4. **Long title:** Facilitating Talent Development
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☒ Spring ☐ Summer Year: 2017
8. **Catalog course description:** This course will explore the techniques of facilitating talent development and will provide in-depth practice of knowledge and skills necessary to successfully deliver talent development solutions.
9. **Course attributes:**

General education component: N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

10. Instructional delivery

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

Mode(s) of Delivery:

☐ Face to Face ☒ Online ☐ Study Abroad
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction: 60% online / 40% Face-to-face

11. Course(s) to be deleted from the catalog once this course is approved. None

12. Equivalent course(s): N/A

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No

13. Prerequisite(s): None

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? _____

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Graduate Level

b. Degrees, colleges, majors, levels, classes which may not take the course: All others

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 3

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☒ Course is required for the major(s) of Masters of Science in Talent Development
☐ Course is required for the minor(s) of _____
☐ Course is required for the certificate program(s) of _____
☐ Course is used as an elective
2. **Rationale for proposal:** Based on an occupational analysis of Talent Development professionals in the Chicagoland area, it was determined that specific skills within delivering and facilitating talent development solutions were not addressed in current courses. Experts in the area of facilitation indicated that in-depth skills were needed in prepping for delivery, time management, and engaging stakeholders.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: Minimum overlap from OPD 4860 - Facilitating Learning and Project Groups may be included.

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: Not a General Education Course

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: This course will be offered as part of the new Masters of Science in Talent Development. This program will be offered completely online or in a hybrid format within the Chicagoland area.

Instruction: Instructional materials and assessments in the online course will be used to support students' learning. The instructor will have completed training (e.g. OCDI) for online course delivery and will sequence the presentation of content and pace the material so as to avoid content overload, and also personalize instruction to be relevant to the needs of individual participants.

The curriculum will be designed especially for the short-term, collaborative nature of online learning. Course content will ultimately be organized in modules with clear deadlines for assigned work. Instructors will give simple, clearly defined assignments, and will not assign over-complicated tasks. Ample time will be provided for the completion of assigned work. Lectures will be reduced and balanced with open-ended remarks that elicit discussion and varying viewpoints. The curriculum will include a focus on application of knowledge to the real world, and it will foster critical thinking skills with opportunities for an interchange of ideas among students and instructor. A qualified online instructor will utilize the facilities that accommodate interactive, high quality instructional delivery. Students will watch

videos, perform case study analyses, and receive lectures delivered from actual classroom settings where available.

Integrity: Students will use a log-in/password system to access and complete assessment materials. Assessment materials will be difficult enough so that people who have not performed the requisite work in the course will be highly challenged to successfully complete the assignments. Many short assessments/exams will be embedded in class exercises so that it will be difficult for a student to have "help" available for all of them. The instructor will ask mastery-type questions so that a student must know the material himself/herself in order to answer the question (e.g., case studies vs. memorization questions). The instructor may ask students to relate the subject matter to their own personal/professional/life experiences so their answers are personalized and difficult to replicate. If the time frame allows, the instructor may require students to submit an outline and rough draft of essays before papers are due, so that the instructor can see the work in progress. Depending on technology capabilities, the instructor may limit the times when the online tests are available to ensure that tests are taken within a finite temporal window. The instructor may alternatively require one or more proctored, non-online examinations for course credit (i.e. on campus, at a testing center, library, etc.).

Interaction: The curriculum will be designed to promote synergistic online dialog among the participants, using online discussion boards and similar software tools for collaborative activity. The instructor will create an atmosphere of collaborative teamwork and prioritize practices that help the students work with and learn from each other. The instructor will ask open-ended discussion questions that span different intellectual levels. The instructor will also strive to find a balance between autocratically leading the class and creating a democratic environment where students help each other meet the learning objectives.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: MSTD 5255 - Facilitating Talent Development
2. Catalog description: This course will explore the techniques of facilitating talent development and will provide in-depth practice of knowledge and skills necessary to successfully deliver talent development solutions.
3. Learning objectives.
Upon completion of this course students will be able to:
 1. Apply facilitation skills in virtual and traditional talent development environments. (G1/content knowledge, G2/critical thinking, G3/communication)
 2. Manage traditional and virtual talent development events. (G1/content knowledge, G2/critical thinking, G3/communication)
 3. Diagnose issues within virtual and traditional talent development environments. (G1/content knowledge, G2/critical thinking, G4/advanced research)
 4. Analyze, provide and apply informative feedback within virtual and traditional talent development environments. (G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)
4. Course materials.
Justice, T. (2012). The Facilitator's Fieldbook (3rd ED). New York: AMACOM.
Mahal, A. (2014). Facilitator's and Trainer's Toolkit. Basking Ridge, NJ: Technics Publications.
5. Weekly outline of content.

Week	Topic	Hybrid	Internet
1	Intro to Facilitating	1st Sat/F2F	1
2	Facilitating Techniques	1st Sat/F2F	2
3	Managing Virtual Talent Development Environments	Online	3
4	Managing Traditional Talent Development Environments	Online	4
5	Time Management and Facilitating	2nd Sat/F2F	5
6	Scheduling Talent Development	2nd Sat/F2F	6
7	Preparing the Talent Development Environment	Online	7
8	Engaging Talent	Online	8
9	Managing Interactions	Online	9
10	Checking for Understanding	Online	10
11	Preparing for Different Cultures	3rd Sat/F2F	11
12	Co-Facilitation	3rd Sat/F2F	12
13	Facilitating Practice Project	3rd Sat/F2F	13
14	Adapting to Difficult Situations	Online	14
15	Individual Talent Development Facilitation Plan	Online	15
16	Final Exam/Final Project	Online	16

6. Assignments and evaluation, including weights for final course grade.

Assignment	Weight
In-Class Discussions - Students will be expected to substantively participate and engage in class discussion.	20%
Case Study Write-ups (2 @ 10% each) - The student will analyze cases related to issues talent development facilitation (e.g. virtual environments vs. traditional, feedback methods, etc.)	20%
Exams (2 exams @ 10% each)	20%
Individual Talent Development Facilitation Plan - The students will develop and deliver a detailed talent development facilitation plan including strategies for success, adult learning theories, mediums of delivery, feedback mechanisms, etc.	20%
Facilitation Practice Project - The students will facilitate a lesson before faculty and peers. This could require a visit to campus or be delivered online. Presentations will be scheduled at a time appropriate for both the students and faculty	20%

7. Grading scale. Standard A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59

8. Correlation of learning objectives to assignments and evaluation.

Objective	Class Discussions	Exams	Case Studies	Final Project	Facilitation Plan
1	X	X	X	X	X
2	X	X	X	X	X
3	X	X	X	X	X
4	X	X	X	X	X

Date approved by the department or school: 01/14/02016

Date approved by the college curriculum committee: 03/02/2016

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

course): Date approved by CAA: CGS: 5-3-16