LSC Use Only No: LSC Action-	Date: UWUCC USE Only No. UW	UCC Action-Date:	Senate Action Date:
	08-23	App-9/23/08	Ann: 1/26/10
Curriculum Proposal Cover	Sheet - University-Wide Undergra	duate Curriculur	n Committee
Contact Person		Email Address	
Dawn E. Woodland		woodland@iup.ed	u
Proposing Department/Unit Technology Support and Training		Phone	
Check all appropriate lines and com	plete information as requested. Use	724-357-3003	had Company
proposal and for each program propo	sal.	a separate cover s	meet for each course
Course Proposals (check all that ap New Course	pply)Course Prefix Change	Course	Deletion
X Course Revision	X Course Number and/or Title Chan		1
BTST 311 Training Methods in Busi Technology Support	ness and Information BTST 442 Train	ing Methods in Bus	siness and Information
Current Course prefix, number and full title	Technology Supp <u>Proposed</u> course prej	OOTT fix, number and full title	e, if changing
2. Additional Course Designations: cl This course is also proposed a This course is also proposed a	heck if appropriate as a Liberal Studies Course.	_ Other: (e.g., Wom Pan-African)	nen's Studies,
3. Program Proposals	Catalog Description Change	Prog	gram Revision
New Degree Program	Program Title Change	Othe	er
New Minor Program	New Track		
<u>Current</u> program name	<u>Proposed</u> program no	ame, if changing	
4. Approvals			Date
Department Curriculum Committee Chair(s)	SEE Graduate Cover sheet		
Department Chair(s)			
College Curriculum Committee Chair	•		
College Dean			
Director of Liberal Studies *	4		
Director of Honors College *	(
Provost * Additional signatures as appropriate:			
(include title)	L		
UWUCC Co-Chairs	Guil Sechist		9/23/08
* where applicable			

Received .

SEP 19 2008

Liberal Studies

Alert to great School 9-26-08

APPENDIX D

GRADUATE CURRICULUM AUTHORIZATION FORM

C1 1 4 4	•		-	- ·
Check As Appropriate:				•
	⇒	New Program O	or	Program Revision O
·	_	ogram Revision o	or	New/Revised COR o
Level III Minor	•			
Application for	COR Renew		. .	
Deletion	, maamama Dalir		Track O	or Minor O or Program O
Variability in P. Program Reacti	•	ery		
		Code (Contact Regi	strar's C	Office): 521206
Major Course R				, <u>=====</u>
X Minor Course R				
X Dual-Level or C	_			
Distance Educa	tion			•
Description 4	of Proposa	l•Dual listed source DTS	ET 440/54	2 Training Methods in Business and Information
-	-			
<u>Technology Suppo</u>	rt; change in nu	imber from BTST 311 to	BTST 442	<u>2</u>
Department	Technology Su	pport and Training		
Author or Contain and email and		SON: <u>Dr. Dawn E. Wood</u>	land woo	odland@iup.edu
	S	SIGNATURES O	F APP	ROVAL
	Academi	c Integrity Res	ource Ir	mplications ^T Email Address Date
Department Curricul	um	of all		511) @ 01 \$412 18
Committee Chair:		-	21	
Department Chair:	Hinds	- And -	Hp.	1-5201(a) 10p. eds 3-27
TECC Chair:	Jarepe	Comarach_		SMEND CIP. edu 3-27- LF5201@10p. edu 3-27- JWDOMANA EINP. edu 5. (.08
College Curriculum ((>) amv	dy Show		A17/08
Committee Chair:	<u> </u>	Noll 1	216	
College Dean:	KOW	oc any		
Graduate Dean:				
Provost:				
Graduate Com. Chair	r:			
COMMENTS:				

^T To sign off on resource implications, confirm that detailed justification of resource sufficiency has been made and approved

2. <u>Course Description and Particulars</u>

- a. Attachments:
 - (i) Course syllabus is attached.
 - (iii) Bibliography is part of the course syllabus.
- b. Rationale: One of the criticisms offered by graduate students was that the specialization in Workforce Development needed more courses in training and development in the areas of business and information technology. In the current program, students only take one course. This dual-listed course is being proposed to meet the needs of not only graduate students but also undergraduates, and the course number is being changed to accommodate the dual-listing. This course will be the required course in training and development for undergraduates.

c. Other courses or programs:

- (i) This proposed, dual-listed course does not overlap courses offered by other departments.
- (ii) This proposed, dual-listed course is not currently a required or elective course in another department.
- d. <u>Variable credit</u>: This course will not be offered for variable credit.
- e. <u>Teaching plan</u>: This course will be taught by one instructor in the Department of Technology Support and Training, using a variety of pedagogical techniques such as lecture and discussion, research papers, group work, and technological applications.
- f. Special Topics: This course has not been offered on a Special Topics basis.
- g. <u>Comparisons</u>: Courses similar to the proposed course are taught in graduate programs across the country, including Southern Illinois University-Carbondale and the Pennsylvania State University.
- h. <u>Standards</u>: No professional organization or accrediting body sets standards for programs that include this course.

3. <u>Implementation</u>

- a. Resources:
 - (i) Faculty: one faculty member will teach this course once a year. This will be part of his/her load and will not affect complement resources.
 - (ii) Space and equipment: This course will be taught in the Eberly College of Business and Information Technology.
 - (iii) Laboratory Supplies: No special supplies are needed.

- (iv) Library: A combination of resources from the library (see letter of support, Appendix, the department's resource room, and the Internet are adequate.
- (v) Travel Funds: No need exists for travel funds.
- b. <u>Frequency of Offering</u>: This course will be offered once a year.
- c. <u>Enrollment</u>: Anticipated enrollment is 25.
- 4. <u>Catalog Description</u>

See attachment.

- 5. Logistics
 - a. Start term: Fall 2009
 - b. Number confirmed with Registrar's Office.
 - c. CIP Code: 521206
 - d. Catalog term: Fall 2009

BTST 442 Training Methods in Business and Information Technology Support 3c-01-3cr

I. Catalog Description: Includes the application of theories of adult learning to planning, delivering, and evaluating training for education and information technology. Major emphasis is placed on the planning of instruction. Topics include needs assessment; live and mediated instruction; classroom management; evaluation and follow-up methods; and evaluation of training strategies.

Prerequisites: PSYC 101, junior standing

II. Course Outcomes:

- 1. Summarize the role of the training and support in technology systems
- 2. Describe organizing structures for the training function
- 3. Discuss characteristics of adult learners
- 4. Develop an evaluation plan that meets specified criteria
- 5. Construct performance objectives from specified learning outcomes and evaluations
- 6. Develop needs assessment tools
- 7. Develop evaluation tools
- 8. Design a training program to match identified needs
- 9. Present a training proposal orally
- 10. Assess on-line help and reference systems

Outcome	Danielson	Standards	Assessment
1	1, 3	1, 2, 3, 4, 7, 8, 9, 10	Training Proposal and Readings
2	2	5, 6	Training Proposal and Needs Assessment
3	3	1, 3, 4, 7, 9	Training Proposal and Participation
4	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Training Proposal, Needs Assessment and Exam
5	1, 4	1, 2, 3, 4, 6, 7, 8, 9, 10	Training Proposal
6	1, 3	1, 2, 3, 4, 7, 8, 9, 10	Needs Assessment
7 .	1	1, 2, 3, 4, 8, 9, 10	Evaluation Tools
8	3	1, 3, 4, 7, 9	Training Proposal
9	4	1, 4, 6, 7	Training Course Delivery
10	1, 3, 4	1, 2, 3, 4, 6, 7, 8, 9, 10	Readings and Exam

III. Course Outline

A. The Training Function (obj. 1, 2, 3)

6 hours

- 1. Overview of Training Cycle for Technology
- 2. Analysis of Performance Problems in Technology
- B. Assessing Needs for Training in Technology (obj. 4, 5, 6, 7)

9 hours

- 1. Training Needs in Technology
- 2. Analysis of Needs Training Identified
- 3. Research Skills
- C. Training Development (obj. 3, 5, 8)

9 hours

- 1. Learning Theories
- 2. Training Program Development

D. The Training Proposal (obj. 8)

- 1. Development of Training
- 2. Development of Documentation
- 3. Training Application

E. Training Delivery (obj. 9, 10)

9 hours

9 hours

- 4. Live Instruction
- 5. Mediated Instruction
- 6. On-Line (web-based)
- 7. Training Trends
- 8. On-line
- 9. Modules
- 10. Industry Standards

Total Hours 42 hrs

IV. Evaluation Methods

1.	Training Proposal	20%
2.	Training Course Delivery	10%
3.	Needs Assessment Tool	15%
4.	Evaluation Tools	15%
5.	Exams (2 @ 10%)	20%
6.	Class Participation	10%
7.	Readings (Formal critique)	<u>10%</u>
	Total	100%

V. Grade Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

VI. Course attendance and participation

Per university policy, no more than three (3) absences are permitted during the regular session. After that time, each absence is worth 3% deducted from your final grade. This policy will be strictly enforced.

NO TARDIES will be permitted! You are aware of class time. You will be penalized by an absence for each tardy. I check the attendance at the beginning of each class; if you are not present, you are marked ABSENT. If for some unforeseen, legitimate reason you are running late and a student is presenting to the class, do not enter the room until the student has completed his/her presentation.

VII. Required Textbook (subject to change)

Silberman, M. (2003). Active Training: A handbook of Techniques, Designs, Case Examples, and Tips. San Francisco: Jossey-Bass/Pfeiffer.

VII. Special Resource Requirement for Students Enrolled in 542:

Horine, G. M. (2005). Absolute beginner's guide to project management. Indianapolis, IN: Que Publishing.

VIII. Bibliography

- Blanchard, P., & Thacker, J. (2004). Effective training: Systems, strategies, and practices. 2nd Ed. Upper Saddle River, NJ: Prentice-Hall.
- Caffarella, R. S. (1994). Planning programs for adult learners: A practical guide for educators, trainers, and staff developers. San Francisco: Jossey-Bass.
- Donaldson, L., & Scannell, E. E. (1993). Human resource development: The new trainers guide.

 Reading, MA: Elsevier.
- Epstein, R. (1996). Creativity games for trainers. New York: McGraw-Hill.
- Knowles, M. (2005). The adult learning, sixth edition: The definite classic in adult education and human resource development. Burlington, MA: Elsevier.
- Mager, R. (1997). Making instruction work. Atlanta: The Center for Effective Performance, Inc.
- Mager, R. (1997). *Preparing instructional objectives*. Atlanta: The Center for Effective Performance, Inc.
- Mager, R. F., & Pipe, P. (1997). Analyzing performance problems or your really ougta wanna (3rd ed.). Atlanta: The Center for Effective Performance, Inc.
- Nadler, L., & Nadler, Z. (1991). Developing human resources. San Francisco: Jossey-Bass, Inc.
- O'Conner, B., Bronner, M., & Delaney, C. (2000). *Training for organizations*. Cincinnati, OH: South-Western Educational Publishing.

Stolovitch, H., & Keeps, E. (Eds). (1999). Handbook of human performance technology. San Francisco: Jossey-Bass.

JOURNALS - articles may come from various journals, to include, but not limited to:

- Computers and Education
- Educational Psychology
- Psychology Today
- T&D Journal (ASTD Publication)

BTST 311 Training Methods in Business and Information Technology Support 3c-01-3cr

I. Catalog Description: Includes the application of theories of adult learning to planning, delivering, and evaluating training for education and information technology. Major emphasis is placed on the planning of instruction. Topics include needs assessment; live and mediated instruction; classroom management; evaluation and follow-up methods; and evaluation of training strategies.

II. Course Outcomes:

At	the end of the course, the student will be able to:	Danielson's Domains
1.	Summarize the role of the training and support in	1a,b,c,d; 3a,b,c
	technology systems	
2.	Describe organizing structures for the training function	2a,b,c,e
3.	Discuss characteristics of adult learners	3a,b,c
4.	Develop an evaluation plan that meets specified criteria	1a,b,d; 2a,b,c,e; 3b,d
5.	Construct performance objectives from specified learning	1a,b,cd; 4a
	outcomes and evaluations	
6.	Develop needs assessment tools	1f; 3a,b,d
7.	Develop evaluation tools	1f
8.	Design a training program to match identified needs	3a,b,c,d,e
9.	Present a training proposal orally	4d,e,f
10.	Assess on-line help and reference systems	1f; 3a,b,c,d,e; 4a

III. Course Outline

A. The Training Function (obj. 1, 2, 3)

(6 hrs)

- 1. Overview of Training Cycle for Technology
- 2. Analysis of Performance Problems in Technology
- B. Assessing Needs for Training in Technology (obj. 4, 5, 6, 7)

(9 hrs)

- 1. Training Needs in Technology
- 2. Analysis of Needs Training Identified
- 3. Research Skills
- C. Training Development (obj. 3, 5, 8)

(9 hrs)

- 1. Learning Theories
- 2. Training Program Development
- D. The Training Proposal (obj. 8)

(9 hrs)

- 1. Development of Training
- 2. Development of Documentation
- 3. Training Application

- E. Training Delivery (obj. 9, 10) (9 hrs)
 - 4. Live Instruction
 - 5. Mediated Instruction
 - 6. On-Line (web-based)
 - 7. Training Trends
 - 8. On-line
 - 9. Modules
 - 10. Industry Standards

Total Hours 44 hrs

IV. Evaluation Methods

1.	Training Proposal	20%
2.	Training Course Delivery	10%
3.	Needs Assessment Tool	15%
4.	Evaluation Tools	15%
5.	Exams (2 @ 10%)	20%
6.	Class Participation	10%
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NO MAKE-UP TEST OR ASSIGNMENTS WILL BE GIVEN AND NO LATE WORK WILL BE ACCEPTED. If you turn in work without placing your name on it, the assignment will not be graded and you will receive no credit for that assignment.

VII. Required Textbook (subject to change)

Silberman, M. (2003). Active Training: A handbook of Techniques, Designs, Case Examples, and Tips. San Francisco: Jossey-Bass/Pfeiffer.

VIII. Special Resource Requirement for Students Enrolled in 542:

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