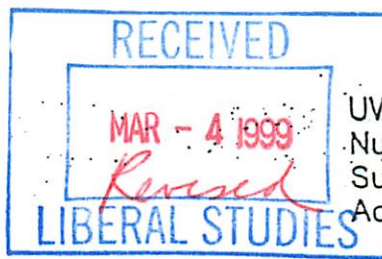


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Submission Date: _____
Action Date: _____



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19-18d
UWUCC USE Only
Number: _____
Submission Date: _____
Action Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Moore, Dr. Szul, Dr. Woodland Phone X 7 3003
Department Office Systems and Business Education

II. PROPOSAL TYPE (Check All Appropriate Lines)

☒ COURSE Trg Meth in Tech Sup
Suggested 20 character title
☒ New Course* OS 311 Training Methods in Business/Information
Course Number and Full Title Technology Support
☐ Course Revision _____
Course Number and Full Title
☐ Liberal Studies Approval + _____
for new or existing course Course Number and Full Title
☐ Course Deletion _____
Course Number and Full Title
☐ Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title
☐ Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: _____ Major _____ Minor _____ Track _____
☐ New Program* _____
Program Name
☐ Program Revision* _____
Program Name
☐ Program Deletion* _____
Program Name
☐ Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Linda Szul 4-23-98 Wage Moore 4/23/98
Department Curriculum Committee Department Chair
William Szul 7/17/98 Robert C. Long 9/30/98
College Curriculum Committee College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

Part II. Description of Curriculum Change

1. New Syllabus of record is attached.
2. Course Analysis Questionnaire is attached.

Part III. Letters of Support

No letters of support are required.

New Course

I. Catalog Description

OS 311 Training Methods in Business/Information Technology Support 3 credits
3 lecture hours
0 lab hours
(3c-0l-3sh)

Prerequisites: PC 101, Junior Standing

This course 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 Objectives

Upon completion of this course, the student will be able to:

1. Summarize the role of 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. Deliver training program to match identified needs.
10. Present a training proposal orally
11. Assess on-line help and reference systems.

III. Course Outline

- A. The Training Function (6 hrs)**
 - 1. Overview of Training Cycle for Technology
 - 2. Analysis of Performance Problems in Technology
- B. Assessing Needs for Training in Technology (9 hrs)**
 - 1. Training Needs in Technology
 - 2. Analysis of Needs Training Identified
 - 3. Research Skills
- C. Training Development (9 hrs)**
 - 1. Learning Theories
 - 2. Training Program Development
- D. Training Delivery (9 hrs)**
 - 1. Live Instruction
 - 2. Mediated Instruction
 - 3. On-line (web-based)
 - 4. Training Trends
 - a. On-line
 - b. Modules
 - c. Industry Standards
- E. The Training Proposal (9 hrs)**
 - 1. RFP
 - 2. Funding Opportunities
- G. Final Activity (2 hrs)**

III. Evaluation Methods

Training Proposal	20%
Training Course Delivery	10%
Needs Assessment Tool	20%
Evaluation Tools	20%
Exams (2 @ 10%)	20%
Readings (Formal critique)	<u>10%</u>
Total	100%

A	=	90-100%
B	=	80-89%
C	=	70-79%
D	=	60-69%
F	=	59% and below

IV. Required Textbooks

Mager, R. F. (1997). *Preparing Instructional Objectives: A Critical Tool in the Development of Effective Instruction*. The Center for Effective Performance, Inc.: Atlanta.

Mager, R. F. & Pipe, P. (1997). *Analyzing Performance Problems or You Really Oughta Wann* (3rd ed.). The Center for Effective Performance, Inc.: Atlanta.

O'Connor, B. N., Bronner, M., & Delaney, C. (1996). *Training for Organizations*. South-Western Educational Publishing: Cincinnati.

V. Special Resource Requirements

Other than the required text no additional resources will be required of each student.

VI. Bibliography

Donaldson, L., Scannell, E. E. (1993). *Human Resource Development: The New Trainers Guide*. Reading, Massachusetts: Addison-Wesley Publishing Company, Inc.

Caffarella, R. S. (1994). *Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers and Staff Developers*. San-Francisco, California: Jossey-Bass, Inc.

Epstein, R. (1996). Creativity Games of Trainers, New York, NY: McGraw-Hill.

Nadler, L., Nadler, Z. (1991). *Developing Human Resources*. San Francisco, California: Jossey-Bass, Inc.

O'Conner, B., Bronner, M., & Delaney, C. (1996). Training for Organizations, Cincinnati, OH: South-Western Educational Publishing.

Mager, R. (1997). Making Instruction Work, Atlanta, GA: The Center for Effective Performance, Inc.

Mager, R. (1997). Measuring Instructional Results, Atlanta, GA: The Center for Effective Performance, Inc.

Mager, R. (1997). Preparing Instructional Objectives, Atlanta, GA: The Center for Effectiver Performance, Inc.

OS 311 – COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of Course

- A1 This course will be required for students majoring in Business Technology Support. Students in other majors may elect this course. The course is not intended for inclusion in the liberal studies program.
- A2 This course does not require changes in existing courses.
- A3 No, this class has not been offered before.
- A4 This course is not intended to be a dual level course.
- A5 This course cannot be taken for variable credit.
- A6 This course or one similar is currently being offered by other universities following the Office Systems Research Association curriculum model.
- A7 The content of this course and skills acquired through this course are recommended by OSRA (Office Systems Research Association).

Section B: Interdisciplinary Implications.

- B1 One instructor will teach this course.
- B2 The content of this course is specifically designed for individuals who would like to pursue a career in technology training.
- B3 Seats will be available to students in the School of Continuing Education.

Section C: Implementation

- C1 Faculty teaching loads will be adjusted to accommodate the revised curriculum; no additional faculty will be requested.
- C2 All resources needed to teach this course are available in the Eberly College of Business.
- C3 No grant funds are associated with this course.
- C4 This course will be offered once a year.
- C5 One section of this course will be offered at a time.

- C6 Twenty-five students will be accommodated in this course.
- C7 No professional society recommends enrollment limits for a course of this nature.

Section D: Miscellaneous

When the Office Systems curriculum was last revised in 1991, the subject matter proposed in this course did not exist. Currently, one of the fastest growing areas in information technology is technology support. This course provides an important component for information technology support majors, who would like to specialize in the area of training and development for information technology support.

The faculty all have degrees in appropriate areas and have also conducted research on training and development.