CEBS CURRICULUM COMMITTEE
3:00 pm – December 4, 2007
Dean's Conference Room

I.   Approval of Minutes from the November 6, 2007 meeting (Click on Faculty & Staff and then Meeting Minutes and Agendas on the CEBS Web Page)

II.   New Business

From the Department of Special Instructional Programs

1. Create a New Course-ID 570, Principles of Instructional Design
2. Create a New Course-ID 573, Performance and Task Analysis
3. Create a New Course-ID 577, Management of Instructional Systems
4. Create a New Course-ID 581, Ethical and Legal Issues in Instructional Design
5. Create a New Course-ID 583, Training Materials
6. Create a New Course-ID 585, Distance Delivery Systems
7. Create a New Course-ID 587, Issues and Problems in Instructional Development and Design
8. Create a New Course-ID 590, Practicum in Instructional Design
9. Create a New Course-ID 595, Advanced Instructional Design Studio
10. Create a New Major Program-Master of Science in Instructional Design

From the Department of Curriculum and Instruction

1. Proposal to Revise a Program-Secondary Education (Grades 8-12): Professional Education Courses
2. Proposal to Create Exception to an Academic Policy— requiring that at least half of the hours in a major or minor program be in courses numbered 300-499.
3. Create a New Course – BE 210, Computer Applications for Business Educators
4. Create a New Course – BE 310, Advanced Computer Applications for Business Educators
5. Create a New Course – BE 410, Digital Media for Business Educators
6. Revise a Program – Business and Marketing Education

III.   Other Business

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

1. **Identification of proposed course:**

    1.1 Prefix and number: ID 570
    1.2 Title: Principles of Instructional Design
    1.3 Abbreviated title: Principles of ID
    1.4 Credit hours and contact hours: 3/3
    1.5 Type of course: (L)-Lecture
    1.6 Prerequisites, corequisites: None
    1.7 Course Catalog listing: Overview of principles of instructional design with consideration of historical development, professional terminology, relevant learning theories, contemporary learning systems, instructional design models and processes. The course requires completion of a term project.

2. **Rationale:**

    2.1 **Reason for developing the proposed course:** In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, the proposed course will introduce graduate students to instructional design principles required for developing effective instructional materials that can be used in a variety of educational and training settings. The proposed course also supports the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020. The proposed course is necessary because it is a foundational course in the proposed Master of Science in Instructional Design program. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research in the areas of design, development, utilization, management and evaluation of instructional interventions to address real world educational issues. This course provides that foundation by orienting student to the field, introduces instructional design principles and practices, and provides essential content information required in subsequent courses in the program.

    2.2 **Proposed enrollment for the proposed course:** Estimated initial enrollment is the course is 8 to 11 students with a subsequent increase to 12-18 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in

adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. Students in the MS in LME/Technology focus and the MA in ADED may use the proposed course as a content elective. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

2.3 Relationship of the proposed course to courses now offered by the   department:
The proposed course complements the educational technology courses in the MS in Library Media Education program. Courses like LME 535 Survey of Educational Technology Practices, LME 537 Principles of Educational Technology Applications, LME 545 Educational Technology Production, and LME 547 Integration of Educational Technology contain threads of instructional design. These courses specifically focus on development of skills in the selection of technologies and production of technology based products. The specific orientation of the proposed ID 570 Principles of Instructional Design is the development and design processes and sequences that address the resolution of specific instructional problems.

2.4 Relationship of the proposed course to courses offered in other departments:
Psychology 570 Industrial/Organizational Psychology is a similar course that emphasizes business organizations rather than educational institutions. BA 510 Organizational Theory is a similar course that covers contemporary theory and research on organizational structure and design that has relevance for practical problems of designing and managing organizations; but, does not cover educational institutions specifically.

2.5 Relationship of the proposed course to courses offered elsewhere:
This course is part of the core component required for the preparation of instructional designers in both public and private agencies and entities that offer instruction and training. It is similar to educational technology courses offered by other graduate programs including the University of Kentucky (**EDC 607 INSTRUCTIONAL DESIGN I**), Indiana University, and the University of Tennessee. The proposed course is also similar to courses offered at the benchmark institutions of Valdosta State University, University of Georgia, University of South Alabama, and Arkansas Tech University.

3. **Discussion of proposed course:**

3.1 **Course Objectives:**
- The proposed course is designed to help students to:
- Define basic terminology of instructional design.
- Identify and describe theories of communication applicable to instruction/training.
- Identify, describe, and compare the influence contemporary theories of instruction/training on instructional design.

- Identify and compare contemporary design models and how they are influenced by theories of communication and instruction.
- Identify a training problem.
- Plan a basic needs assessment.
- Plan an appropriate audience analysis.
- Select appropriate training strategies and media.
- Develop guidelines for assessing efficiency and effectiveness of products and strategies.
- Prepare a cohesive and defensible ID product manual.
- Develop clearly defined training goals and performance objectives (enabling and terminal).
- Prepare appropriate assessment instruments and procedures for assessment of efficiency and effectiveness.

3.2 Content outline:
- Introduction to instructional design
- Historical context of ID
- Terminology
- Implications of communication theories and models
- Principles of learning and learning theories
- Professional organizations and publications
- Instructional systems
- Basic processes
- Types and characteristics of ID models.
- Processes versus representations
- Instructional design processes
    - Audience analysis
    - Task analysis
    - Learning outcomes
    - Goals and objectives
    - Educational goals
    - Performance objectives
- Goal analysis
    - Principles
    - Process of analysis
- Subordinate sills and entry behaviors
- Analysis of learners and contexts
    - Collection of data
    - Learning and performance contexts
- Development of performance objectives
    - Function
    - Characteristics
    - Evaluation
- Development of assessments
    - Criterion-referenced tests
    - Criteria for mastery

- o Other assessments: portfolio, etc.
- o Measures of congruence in design
- Development of instructional strategies
  - o Selection of delivery contexts
  - o Content sequence and clusters
  - o Sequence of components
  - o Constructivist strategies
- Development of appropriate media
- Development and conduct of formative evaluations
- Design and conduct of summative evaluations
- Copyright and ethical issues
  - o Media formats and features
  - o Production considerations
  - o Applications
  - o Privacy
  - o Censorship
- Development of instructional documents

3.3 Student expectations and requirements: Student expectations and course requirements may include such activities and projects as identification of instructional/training problems and exercises in audience and learner analysis, task analysis, strategy sequences, formative and summative assessments, etc.. The culminating project required of each student will be the development of an instructional design product with necessary documentation.

3.4 Tentative texts and course materials:

Dick, W., Carey, L., & Carey, J.O.. (2005). *The systematic design of instruction*. (6th ed.) New York: Pearson.

4. **Resources:**

   4.1 **Library resources:** Library resources are adquate for the course.

   4.2   **Computer resources:** The CEBS Dean has stated that equipment and software will be secured to support the course.

5. **Budget Implications:**

   5.1 **Proposed method of staffing:** The SIP Department head has stated that a faculty position is included in the staffing plan for the Department of Special Instructional Programs.

   5.2 **Special equipment needed:** The CEBS Dean has stated that equipment and software will be secured to support the course.

   5.3 **Expendable materials needed:** None

5.4 **Laboratory supplies needed:** None

6. **Proposed term for implementation:**

   Fall 2008

7. **Dates of prior committee approvals:**

   Department Special Instructional Programs   10/12/07

   CEBS Curriculum Committee   _____

   Graduate Council

                                                    _____

   University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

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Technology.

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

1. **Identification of proposed course:**

    1.1 Prefix and number: ID 573
    1.2 Title: Instructional Performance and Task Analysis
    1.3 Abbreviated title: Inst. Perform/Task Analysis
    1.4 Credit hours and contact hours: 3/3
    1.5 Type of course: (L)-Lecture
    1.6 Prerequisites/corequisites: ID 570 or Instructor approval
    1.7 Course catalog listing: Analysis of contexts and classification of instructional goals by performance and task domains. Strategies for analysis of task sequences required for identification of subordinate skills including hierarchical, procedural, cluster, and integrated techniques. Requires development of an analysis protocol.

2. **Rationale:**

    2.1 Reason for developing the proposed course: In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, and to support the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020, the proposed course is an essential part of the core requirements of the proposed Instructional Design program. The course will introduce graduate students to the task analysis process which is the initial step in the Instructional Design process and will provide the background knowledge and skills for performing a task analysis, understanding the taxonomy of task analysis approaches, and how to incorporate this key component into instructional design. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research in the areas of design, development, utilization, management and evaluation of instructional interventions to address real world educational issues. The field of performance and task analysis is an important part of the design and development curricular areas of Instructional Design.

    2.2 Proposed enrollment for the proposed course: Estimated initial enrollment is the course is 8 to 11 students with a subsequent increase to 12-15 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow

after the degree program is promoted and knowledge of its existence is well established. Students in the MS in Library Media Education program and the MA in Adult Education may use the proposed course as a content elective. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

2.3 Relationship of the proposed course to courses now offered by the department:
The proposed ID 573 Instructional Performance and Task Analysis course complements LME 537 Principles of Educational Technology Applications and LME 547 Integration of Educational Technology in the MS in Library Media Education program. LME 537 Principles of Educational Technology Applications requires development of an instructional design project with emphasis on the integration educational technology into a classroom setting. LME 547 Integration of Educational Technology also deals with the incorporation of educational technology into classroom teaching through constructivist learning experiences. LME 537 and 547 include limited study of the performance and task analysis and are more characteristic of traditional unit and lesson planning. The orientation of the proposed ID 573 is the application of processes and strategies of analysis accepted as best practice in the field for determining the best solutions to a specific instructional problem in or outside of a classroom setting.

2.4 Relationship of the proposed course to courses offered in other departments:
The Psychology Department offers PSY 570: Job Analysis and Compensation that provides an overview of the I/O discipline with an emphasis on job analysis and compensation. The proposed ID 573 Performance and Task Analysis emphasizes analysis of contexts and classification of instructional goals by performance and task domains.

2.5 Relationship of the proposed course to courses offered at other institutions:
Southern Illinois University at Carbondale offers 520-3 Performance Technology that emphasizes assessment and analysis of training and educational needs, procedures for performing instructional analysis, and consultation strategies. The proposed ID 573 Instructional Performance and Task Analysis emphasizes analysis of contexts and classification of instructional goals by performance and task domains. The University of Georgia offers EDIT 6190 Design & Development Tools that emphasizes software and tools for development. The proposed ID 573 Instructional Performance and Task Analysis emphasizes analysis of contexts and classification of instructional goals by performance and task domains.

3. Discussion of proposed course:

3.1 Course Objectives:
- The proposed course is designed to help students to:
- Classify instructional goals according to characteristics of performance and task domains.
- Identify the steps required to accomplish an instructional goal and correlated performance objectives.

- Identify subordinate skills including hierarchical, procedural, cluster, and integrated techniques.
- Determine entry behaviors and knowledge requisite to accomplishment of an instructional goal and correlated performance objectives.
- Ascertain multicultural factors that influence accomplishment of a goal and objectives.
- Explain the implications of KERA on the development of instructional strategies and sequences in the school curriculum.
- Identify implications of various media and integration strategies to accomplish a goal and objectives.
- Employ appropriate and elegant techniques (matrices, cluster charts, decision tables, priority charts, flow-charts, etc.) for presentation of analyses.

3.2 Content outline:
- Processes of performance and task analysis
  - Selecting tasks and identifying performances
  - Classification of knowledge and skills
- Methods for job, procedural, and skill analysis
  - Descriptive techniques
  - Procedural analysis
  - Job/task analysis
  - Functional job/task analysis
- Instructional and guided learning analysis
  - Prerequisite (hierarchical) analysis
  - Information processing analysis
  - Learning contingency analysis
- Cognitive performance/task analysis methods
  - Goals, operators, methods, selection model (GOMS)
  - Prediction, actions, results, interpretation model (PARI)
  - Decompose, Network, and Assess model (DNA)
  - Cognitive stimulations
  - Case based reasoning
- Activity-Based Models
  - Activity theory
  - Syntactic analysis
  - Critical incident/ critical decision methodolgy
  - Performance/task analysis structures
- Subject matter/content analysis methods
  - Conceptual graphing
  - Master design charting
  - Matrix analysis
  - Repertory grid technique
  - Fault tree analysis
- Knowledge elicitation techniques
  - Documentation analysis
  - Observation instruments

       o Survey questionnaires
       o Interview techniques
       o Think-aloud protocols
       o Unstructured group interviews
       o Focus groups
       o Brainstorming sessions
       o Structured group interviews (Delphi technique)

3.3 Student expectations and requirements: Student expectations and course requirements may include such activities and projects as identification of instructional/training problems and exercises in audience and learner analysis. The development of an analysis protocol for a performance skill, procedural skill, information processing task, or a learning/cognitive task will be the culminating project required of each student in the course.

3.4. Tentative texts and course materials:

Jonassen, D.H., Tessmer, M., & Hannum, W.H. (1999). *Task analysis methods for instructional design.* Mahway, NJ: Lawrence Erlbaum Associates.

4. Resources:

4.1 Library resources: Library resources are adequate for the course.

4.2 Computer resources: The CEBS Dean has stated that equipment and software will be secured to support the course.

5. Budget Implications:

5.1 Proposed method of staffing: The SIP Department head has stated that a facultyposition is included in the staffing plan for the Department of Special Instructional Programs.
5.2 Special equipment needed: The CEBS Dean has stated that equipment and software will be secured by the College of Education and Behavioral Sciences to support the course.
5.3 Expendable materials needed: None
5.4 Laboratory supplies needed: None

6. Proposed term for implementation:

Spring 2009

7. Dates of prior committee approvals:

Department Special Instructional Programs   10/12/07

CEBS Curriculum Committee   _____

Graduate Council   _____

University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

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Tobey, D. (2005). *Needs assessment basics.* New York: ASTD.

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Technology.

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu Phone 5-3446

1. **Identification of proposed course:**

    1.1 Course prefix and number: ID 577
    1.2 Title: Management of Instructional Systems
    1.3 Abbreviated course title: Manage Inst Systems
    1.4 Credit hours and contact hours: 3/3
    1.5 Type of course: (L)-Lecture
    1.6 Prerequisites/corequisites: ID 570 or approval of instructor
    1.7 Course catalog listing: Overview of the management of instructional design projects in the context of instructional systems design. Topics include project management, instructional design and knowledge management tools for instructional delivery platforms.

2. **Rationale:**

    2.1 Reason for developing the proposed course: In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, the proposed course will prepare students to manage instructional development projects in a variety of education settings. The content of the proposed course covers project management, and instructional design and knowledge management tools for different delivery formats. The course content meets the latest standards established by the Association for Educational Communications and Technology for program accreditation. The course is aligned with course titles, descriptions, and content in similar instructional design programs at other institutions. The proposed course is needed because it is one of the core courses in the proposed Instructional Design program.

    2.2 Proposed enrollment for the proposed course: Estimated initial enrollment for the proposed ID 577 Management of Instructional Systems is 8 to 11 students with a subsequent increase to 12-15 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

2.3 Relationship of the proposed course to courses now offered by the department: The orientation of the proposed ID 577 Management of Instructional Systems is the management of instructional design projects including tracking and scheduling, budgeting, and consulting skills. The emphasis is on maximizing the effectiveness and efficiency of an instructional design unit or project in the private and public sectors. The course is similar to LME 501 Program Organization and Administration. However, this course is limited to the to management of library media centers and educational technology support units in schools and does not address content related to business and industry.

2.4 Relationship of the proposed courses offered in other departments: The business department offers BA 510 Organizational Theory. This course teaches contemporary theory and research on organizational structure and design that has relevance for practical problems of designing and managing organizations. The proposed ID 577 Management of Instructional Systems provides an overview of the management of instructional design projects in the context of instructional systems design.

2.5 Relationship of the proposed course to courses offered elsewhere: The University of Alabama offers ISD 641 Performance Systems Technology that provides students with practical methods of analyzing and solving human performance problems. Emphasis is placed on development of both non-instructional and instructional interventions. The proposed ID 577 Management of Instructional Systems provides an overview of the management of instructional design projects in the context of instructional systems design.Southern Illinois University at Carbondale offers 510-3 Instructional Systems Design that teaches concepts and procedures related to systematic design, development, implementation, and evaluation of instruction. The proposed ID 577 Management of Instructional Systems provides an overview of the management of instructional design projects in the context of instructional systems design.The University of Kentucky offers EDC 750 Internship in Instructional Systems Design where students apply their knowledge of instructional systems design in a real-life setting. The proposed ID 577 Management of Instructional Systems provides an overview of the management of instructional design projects in the context of instructional systems design.

3. **Discussion of proposed course:**

   3.1 Course objectives:
   - The proposed course is designed to help students to:
   - Define and explain the management of instruction systems
   - Define and explain knowledge management and its relation to instructional design and project management
   - Compare and contrast the processes of instructional design and project management
   - Describe popular project management models, tools, and software used in instructional design
   - Describe knowledge management models, tools and software used in instructional design
   - Describe the components of project management
   - Apply a project management model to an instructional design problem

- Describe the roles and relationships of the project manager, project team and the client in all phases of the instructional design process
- Select and use project management and knowledge management software in an instructional design project simulation

3.2 Content outline:
- Overview of ID Project Management
    - ID project management models
    - The role of ID project manager
- Overview of Project Management and Knowledge Management Tools
    - Project management tools and software
    - Knowledge management tools and software
- Project planning
    - developing project timeline
    - estimating project resource requirements
    - estimating project budget
    - developing and maintaining client relationships
- Organizing the Project
    - assembling the project team
    - assigning project roles and responsibilities
    - managing the project team
- Managing the project production and distribution process
    - components of the protoype phase
    - components of the testing and revision phase
    - components of the production phase
    - components of the distribution phase
- Managing the evaluation phase
    - developing information feedback systems
    - developing a phase-out plan
    - developing and exit report

3.3 Student expectations and requirements: Student expectations and course requirements may include such activities and projects as case study analyses, group projects, simulations, and group discussions. The culminating performance required of each student will be a case study comparative analysis of successful and unsuccessful instructional design projects and completion of an instructional design project proposal.

3.4 Tentative texts and course materials:

Greer, Michael. (2002). *ID project management: Tools and techniques for instructional designers and developers.* Englewood Cliffs, NJ: Educational Technology Publications.

4. Resources:

4.1 Library resources: Library resources are adequate for the course.
4.2 Computer resources: The CEBS Dean has stated that equipment and software will be

secured to support the course.

5. **Budget implications:**

    5.1 Proposed method of staffing: A faculty position is included in the staffing plan for the Department of Special Instructional Programs.
    5.2 Special equipment needed: Equipment and software will be secured by the College of Education and Behavioral Sciences to support the course. Library resources will also be increased in support of the course.
    5.3 Expendable materials needed: None
    5.4 Laboratory supplies needed: None

6. **Proposed term for implementation:**

    Spring 2009

7. **Dates of prior committee approvals:**

    Department Special Instructional Programs   10/12/07

    CEBS Curriculum Committee   _____

    Graduate Council   _____

    University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

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Technology.

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

1.   **Identification of proposed course**

   1.1 Prefix and number: ID 581
   1.2 Title: Ethical and Legal Issues in Instructional Design
   1.3 Abbreviated title: Ethical and Legal Issues in ID
   1.4 Credit hours and contact hours: 3/3
   1.5 Type of course: (L)-Lecture
   1.6 Prerequisites, co-requisites: None
   1.7 Catalog course listing: An exploration of the legal and ethical aspects of instructional design and use of media within public and private organizations. Analysis of ethical/legal issues to specific practice.

2.   **Rationale**

   2.1 Reason for developing the proposed course: In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society and in support of the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020, the proposed course will increase students knowledge of legal and ethical principles in Instruction Design. The course is an elective course in the proposed Master of Science in Instructional Design program and covers important legal and ethical issues related to privacy, professional standards, and intellectual property. It also meets the latest standards established by the Association for Educational Communications and Technology for program accreditation in the areas of design, development and utilization of instructional materials. The course is aligned with course titles, descriptions, and content in similar instructional design programs at other institutions. The proposed course is necessary because it will be part of the Instructional Design concentration for the proposed Master of Science in Instructional Design.

   2.2 Proposed enrollment for the proposed course: Estimated initial enrollment is the course is 8 to 11 students with a subsequent increase to 12-15 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. Students in the MS in Library Media Education and the MA in Adult

Education may use the proposed course as a content elective. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

2.3 Relationship of the proposed course to courses now offered by the department:
Because ID 581 Ethical and Legal Issues in Instructional Design focuses on intellectual property, it complements but does not infringe on the course LME 512 Issues in LME. LME 512 includes limited coverage of intellectual property issues such as copyright while the proposed course covers intellectual property laws specific to intellectual properties like copyright, fair use, trademarks, and trade secrets, legal basis codes of conduct, etc. Other courses on professional issues in the Department of SIP, like ID 587 Issues and Problems in Instructional Development and Design, are oriented toward broader topics of professional concern while the proposed ID 581 course emphasizes legal ramifications intellectual property.

2.4 Relationship of the proposed course to courses offered in other departments:
The Philosophy department offers undergraduate courses in ethics and legal issues but they do not cover instructional design. PSY 541: Professional Issues and Ethics in Psychology. This course covers the Roles and responsibilities of professional psychologists emphasizing the ethical, legal, and methodological issues for the master's-level professional. This course does not cover instructional design.

2.5 Relationship of the proposed course to courses offered at other institutions:
This course is similar to ethics and legal issues courses taught in instructional design programs across the country. It is similar to the course offered by other graduate Instructional Design programs including Cameron University in Oklahoma (MM 2132 Ethical and Legal Issues in Multimedia), Seton Hall University (EDST 6344 Seminar: Social, Ethical, Legal Issues in Technology), and State University of New Your Institute of Technology (IDT 555 Ethical and Legal Issues of the Information Age).

3. **Discussion of proposed course:**

3.1 Course objectives:
- Students will be able to apply copyright, trademark, and intellectual property laws to the role of the instructional designer and library media specialist.
- Students will be able to apply copyright, trademark, and intellectual property laws to the creation of instructional works, writing, Websites, and software in a legal and ethical fashion.
- Students will be able to apply basic licensing laws to the day-to-day issues of licensing within instructional design and librarianship.
- Students will be able to apply basic principles of ethical decision-making.
- Students will be able to apply the ethical issues involved in the creation and use of intellectual property.
- Students will be able to analyze and apply professional codes of ethical conduct to their roles as instructional designers, educators, and librarians.

- Students will be able to apply the legal and ethical framework of access to information, freedom of expression, censorship, filtering, electronic privacy, surveillance, and monitoring.

3.2 Content outline:
- Overview
- The ethical background
- The ethical background (continued)
- *Ethical codes of conduct in instructional design and library media practice*
- The U.S. Legal System; Researching legal and ethical issues
- Overview of Copyright Law
- Fair Use and Intellectual Property Rights: The Basics of Using Information Legally
- Copyright and Education
- Trademark and Trade Secret Law
- Licensing of Intellectual Property
- Patent Law
- Information malpractice and the duty of care we owe to our clients
- Privacy issues and access to information
- Search Warrants and Criminal Investigations
- Internet Use Policies and the Filtering Debate

3.3 Student expectations and requirements: Students will be expected to read and discuss ethical and legal issues in instructional design and information science. The students will be presented with concrete problems found in day-to-day professional practice and will apply principles of ethical reasoning to these issues. The critical performance indicator will be a major paper on a topic relating to legal or ethical issues in instructional design and information science such as copyright, fair use, software licensing, privacy, criminal investigations and computer monitoring, etc.

3.4 Tentative texts and course materials:

Carson, Bryan M. (2007). *The law of libraries and archives*. Lanham, MD: Scarecrow Press. ISBN: 0-8108-5189-X / ISBN-13: 978-0-8108-5189-4.

4. **Resources:**

   4.1 Library resources: Library resources are adequate for the course.
   4.2 Computer resources: The CEBS Dean has stated that equipment and software will be secured to support the course.

5. **Budget implications:**

   5.1 Proposed method of staffing: A current member of the WKU Libraries faculty will teach this course
   5.2 Special equipment needed: The CEBS Dean has stated that equipment and software

will be secured to support the course.

    5.3 Expendable materials needed: None

    5.4 Laboratory materials needed: None

6.   Proposed term for implementation:

Spring 2009

7.   Dates of prior committee approvals:

Department Special Instructional Programs   10/12/07

CEBS Curriculum Committee   _____

Graduate Council   _____

University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

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College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

1. **Identification of proposed course:**

    1.1 **Course prefix (subject area) and number:** ID 583
    1.2 **Course title:** Training Materials
    1.3 **Abbreviated course title:** Training Materials
    1.4 **Credit hours and contact hours:** 3 credit hours
    1.5 **Type of course:** (L) Lecture
    1.6 **Prerequisites/corequisites:** None
    1.7 **Course catalog listing:** The application of basic instructional design principles and communication strategies to the preparation of relevant instructional modules and manuals for end-users. Emphasis on transportability of ID materials and documentation.

2. **Rationale:**

    2.1 **Reason for developing the proposed course:** In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, the proposed course will engage graduate students in the development, knowledge and skills necessary for the creation of documentation, instructional modules, and other instructional materials for training and development. Furthermore, the proposed course supports the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020. The proposed course is necessary because it will be part of the proposed Master of Science in Instructional Design program. This proposed course focuses on the organization, development, and production of training materials appropriate for various modes of delivery within education and business settings. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research in the areas of design, development, utilization, management and evaluation of instructional interventions to address real world educational issues. This course addresses important content in the design, development, and utilization areas of the Instructional Design curriculum.

    2.2 **Projected enrollment of the proposed course:** Estimated initial enrollment is the course is 8 to 11 students with a subsequent increase to 12-15 students per offering. The

projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. The proposed course may be used as a content elective by students for the MS in LME/Technology focus and the MA in ADED. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

2.3 Relationship of the proposed course to courses now offered by the department: The proposed course does not duplicate nor infringe on other courses in the Department of Special Instructional Programs. ID 583 Training Materials is complementary to the courses in the educational technology focus of the MS in LME. ID 583 focuses on the development of documentation for instructional strategies and systems that can be used for technology products developed in the educational technology courses.

2.4 Relationship of the proposed course to courses offered in other departments: The Library Media Education program offers LME 545 Educational Technology Production that teaches product design and production techniques for education and training. The proposed ID 583 Training Materials teaches the application of basic instructional design principles and communication strategies to the preparation of relevant instructional modules and manuals for end-users with an emphasis on transportability of ID materials and documentation.

2.5 Relationship of the proposed course to courses offered in other institutions: This course is an elective for the preparation of instructional designers in both public and private agencies and entities that offer instruction and training. It is similar to educational technology courses offered by other graduate programs including the University of Kentucky, Indiana University, and the University of Tennessee. The proposed course is also similar to courses offered at the benchmark institutions of Valdosta State University, University of Georgia, University of South Alabama, and Arkansas Tech University. The University of Georgia offers EDIT 6180 Instructional Development that provides opportunities to construct, critique, and reflect on procedures and artifacts that facilitate the instructional development process. The proposed ID 583 Training Materials teaches the application of basic instructional design principles and communication strategies to the preparation of relevant instructional modules and manuals for end-users with an emphasis on transportability of ID materials and documentation. The University of Kentucky offers EDC 611 Authoring Applications For Technology-Based Instruction focuses on individual and collaborative authoring applications for technology based instructional materials. The proposed ID 583 Training Materials teaches the application of basic instructional design principles and communication strategies to the preparation of relevant instructional modules and manuals for end-users with an emphasis on transportability of ID materials and documentation.

3. Discussion of proposed course:

3.1 Course objectives:
- Students will be able to develop a needs assessment
- Students will be able to identify instructional content and develop a task analysis
- Students will be able to apply principles of effective message design to document organization and content
- Students will be able to construct evaluative criteria schemes for documentation for predicting degree of usability

3.2 Content outline:
- Basic principles of technical writing
- Attention and pre-attention
- Basic organizational structures
- Signs, symbols, and modalities
- Pre-organizers, organizers, and cues
- Assessing effectiveness of message components in documentation

3.3 Student expectations and requirements: Students will have required readings from selected sources posted for class use. Students keep a writer's notebook in which they record, notes, organizers, visuals, reflections, and anything else from the readings that is useful and appropriate. Students will also maintain a journal in which they reflect on the process for developing the required term project. Exercises will be required across the class. Quizzes and an examination may be required.

3.4 Texts and course materials:

Hassell-Corbiell, R. (2001). *Developing training courses: A technical writer's guide to instructional design and development*. New York: Learning Edge.

4. Resources:

4.1 Library resources: Library resources are adequate to support the course.

4.2 Computer resources: The CEBS Dean has stated that equipment and software will be secured to support the course.

5. Budget implications:

5.1 Proposed method of staffing: The SIP Department Head has stated that a faculty position is included in the staffing plan for the Department of Special Instructional Programs

5.2 Special equipment needed: The CEBS Dean has stated that equipment will be secured to support the course.

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation:

Spring 2009

7. Dates of prior committee approvals:

Department Special Instructional Programs   10/12/07

CEBS Curriculum Committee   _____

Graduate Council   _____

University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

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    for Instructional Technology and the Association for Educational Communications and

    Technology

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)

Contact Person: Robert C. Smith, Email: Robert.smith@wku.edu, Phone: 5-3446

1. **Identification of proposed course:**

   1.1 Course prefix (subject area) and number: ID 585
   1.2 Course title: Distance Delivery Systems
   1.3 Abbreviated course title: Distance Delivery Systems
   1.4 Credit hours and contact hours: 3/3
   1.5 Type of course: L-Lecture
   1.6 Prerequisites: None
   1.7 Course catalog listing: Distance education critical concepts and issues, including theoretical foundations and current practice, are addressed. Course will explore distance learning technologies and models and engage in program development and evaluation.

2. **Rationale:**

   2.1 Reason for developing the proposed course: In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, and in support of the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020, the proposed course will engage graduate students in evaluating distance-learning opportunities that facilitate lifelong learning. The proposed course is necessary because it will be part of the proposed Instructional Design program. This proposed course will focus on the design, development and implementation of distance delivery systems utilizing a variety of models and approaches, taking into account the needs and available resources within both educational and business settings. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research in the areas of design, development, utilization, management and evaluation of instructional interventions to address real world educational issues. Developing distance learning delivery systems is an important part of all these curricular areas.

   2.2 Projected enrollment in the proposed course: Estimated initial enrollment is the course is 8 to 11 students with a subsequent increase to 12-15 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program,

recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. The proposed course may be used as a content elective in the MS in Library Media Education and the MA in Adult Education programs. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

2.3 Relationship of the proposed course to those now offered by the department:
The proposed course complements the educational technology courses offered in the MS in Library Media Education program. The educational technology courses include limited coverage developing instruction for distance instruction. The proposed ID 585 provides in-depth coverage of various delivery systems, development of learning communities, compatibility among technology standards, and relevant planning strategies.

2.4 Relationship of the proposed course to those offered in other departments:
While many courses in various disciplines are offered via distance education, few actually address the topic of distance education as the course content. And, no other WKU course covers all of the key elements of the proposed course on distance delivery systems from an instructional design viewpoint. The Department of Psychology offers PSY 501, Issues in College Instruction Using the Internet, which focuses on the principles and techniques of college-level instruction via the Internet. While PSY 501 is related to distance delivery, it is limited to one audience (college students) and one medium (Internet). The proposed course has a broader scope and will support students in learning about distance education utilization methods for individuals of all educational and ability levels in the private sector, health and human services, the military, and in education.

2.5 Relationship of the proposed course to courses offered in other institutions:
The proposed distance education course is similar to courses offered at the

benchmark institutions of Ball State, Indiana State, Oakland University, Towson,

University of Northern Iowa, and Western Illinois University. University of

Louisville includes a distance education graduate course (EDTD 695) in their

MED Instructional Technology degree. Morehead State has EDUC 685,

Principles of Distance Education. No other state schools in Kentucky currently

include a similar distance education course in their catalogs.

3. **Discussion of proposed course:**

   3.1 Course Objectives
   - Develop foundation knowledge, skills, and attitudes that are required by a competent practitioner of distance education.
   - Identify major characteristics, concepts, trends, and issues of distance education.
   - Actively engage in a variety of distance learning experiences to gain first hand experience.
   - Synthesize the use of various technologies used in distance education historically and currently.
   - Demonstrate the skills to evaluate distance education programs
   - Become familiar with and utilize professional journals and resources in the area of distance education
   - Reflect upon distance education from a learner standpoint and that of an institution/distance education provider.

   3.2 Content Outline:
   - Basic Distance Education Concepts and Definitions
   - History and Principles
   - Characteristics of Learners and Learning at a Distance
   - Building a Learning Community
   - Organizational Structures and Agencies
   - Distance Teaching/Training Strategies
   - The Role of the Instructor/Trainer
   - Evaluation of Distance Education Programs
   - Program Management of Distance Education
   - Policy Considerations
   - Research On Effectiveness
   - Future Directions

   3.3 Student expectations and requirements: Students will be evaluated on their contributions to the class learning environment, active participation in distance learning experiences, evaluations of distance learning programs, and professional reflections. Basic instructional design concepts will be expected through the prerequisite or other experience.

   3.4 Tentative texts and course materials:

   Simonson, M., Smaldino, S., Albright, M. & Zvacek, S. (2006). *Teaching and learning at a distance: Foundations of distance education. 3rd ed*. Paramus, NJ: Prentice Hall.

   Moore, M., & Kearsley, G. (2005). *Distance education: A systems view.* Belmont,

CA: Wadsworth.

4. **Resources:**

   4.1 Library resources: Library resources are adequate to support the course.

   4.2 Computer resources: The CEBS Dean has stated that equipment and software
      will be secured to support the course.

5. **Budget implications:**

   5.1 Proposed method of staffing: The SIP Department Head has stated that a faculty
      position is included in the staffing plan for the Department of Special
      Instructional Programs.
   5.2 Special equipment needed: None
   5.3 Expendable materials needed: None
   5.4 Laboratory materials needed: None

6. **Proposed term for implementation:**

   Fall 2008

7. **Dates of prior committee approvals:**

   Department Special Instructional Programs   10/12/07

   CEBS Curriculum Committee   _____

   Graduate Council   _____

   University Senate   _____

   Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

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College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)

Contact Person: Robert C. Smith, Email: Robert.smith@wku.edu, Phone: 5-3446

1. **Identification of proposed course:**

    1.1 **Course prefix and number:**   ID 587
    1.2 **Title:** Issues and Problems in Instructional Development and Design
    1.3 **Abbreviated course title:** Issues/Problems in ID&D
    1.4 **Credit hours and contact hours:** 3/3
    1.5 **Type of course:** L-Lecture
    1.6 **Prerequisites/corequisites:** None
    1.7 **Course catalog listing:** A seminar course exploring the history of instructional
         development, design, major contributors, and theorists. The course examines the
         current status of the discipline, with discussion of issues and trends likely to
         impact the field.

2. **Rationale:**

    2.1 **Reason for developing the proposed course** In support of the WKU mission of
         valuing lifelong learning and providing opportunities for students to be
         productive and engaged leaders in a global society, the proposed course will
         engage graduate students the investigation and discussion of problems and
         issues related to instructional development and design. The proposed course
         supports the initiative of the Council on Postsecondary Education to develop a
         college educated and highly skilled work force by 2020. The proposed course is
         necessary because it is part of the Master of Science in Instructional Design
         program. This proposed course will focus on historical and recent issues facing
         the field of Instructional Design and examine issues and trends likely to impact
         the field with an emphasis on ways to improve on previous approaches, while
         incorporating new technology as appropriate. Based on curricular outlines
         provided by the Association for Educational Communications and Technology,
         the foundation for developing an Instructional Design curriculum is built on
         research and practice in the areas of design, development, utilization,
         management and evaluation of instructional interventions to address real world
         educational issues. This course is an important part of all these curricular areas.

    2.2 **Projected enrollment in the proposed course:** Estimated initial enrollment is
         the course is 6-10 students with a subsequent increase to 8-15 students per
         offering. The projection for enrollment is based on the national trend for growth
         in the field of instructional design, the projected growth of online enrollments in

graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established.

2.3 Relationship of the proposed course to courses now offered by the department:

The proposed course ID 587 Issues and Problems in Instructional Development and Design does not duplicate or infringe on the content of other courses in the Department of Special Instructional Programs. While ID 581 Ethical and Legal Issues in Instructional Design covers the legal and ethical issues related to intellectual properties, the ID 587 course specifically covers the history of the field of instructional design, professional organizations, key leaders in the field, foundational theories and philosophies, and possible evolutionary developments in instructional design.

2.4 Relationship of the proposed course to courses offered in other departments:

BA 510 Organizational Theory that emphasizes contemporary theory and research on organizational structure and design that has relevance for practical problems of designing and managing organizations. The proposed ID 587 Issues and Problems in Development and Design emphasizes established best practices of instructional design in specific instructional problems. The Business Department offers BA 560 Contemporary Human Resource Management that focuses on the current critical issues of human resource management. The proposed ID 587 Issues and Problems in Development and Design is concerned with training and development of personnel. The Psychology Department offers PSY 673 Advanced Training in Business and Industry which covers theories, research and methods of training, needs analysis, program design, implementation, and evaluation. The proposed ID 587 Issues and Problems in Development and Design emphasizes established best practices of instructional design in specific instructional problems.

2.5 Relationship of the proposed course to courses offered in other institutions:

The University of Kentucky offers EDC 710 Advanced Topics and Issues in Instructional Design that emphasizes identification and analysis of current theories and programs of research in instructional systems design. The proposed ID 587 Issues and Problems in Development and Design emphasizes established best practices of instructional design in specific instructional problems. The University of Louisville offers ELFH 672 Instructional Design and Development that emphasizes instructional design theory and development. The proposed ID 587 Issues and Problems in Development and Design emphasizes established best practices of instructional design in specific instructional problems. The Southern Illinois University at Carbondale offers 590-3 Seminar in Instructional Technology that emphasizes topics in instructional technology. This appears to

be an open-ended topics class while the proposed ID 587 Issues and Problems in Development and Design is a more structured class that emphasizes established best practices of instructional design in specific instructional problems.

3. **Discussion of proposed course:**

   3.1 Course objectives:
   Students will:
   - Identify foundational theorists and key leaders in the field of instructional design and development.
   - Identify and explain significant issues in the field of instructional design and development
   - Identify and explain problems in the field of instructional design and development
   - Explain various perspectives and formulate personal positions regarding the issues and problems.
   - Identify and analyze current and developing trends and predict possible effects on the field.
   - Prepare executive summaries regarding issues and problems.

   3.2 Content outline:
   - History and nature of the field
     - Seminal documents of the field.
     - Foundation theorists and key leaders
   - Definitions and changing contexts of the field
   - Characteristics of the field
     - Professional ethics
     - Certification and professional standards
     - Professional organizations and roles
     - Professional practice
   - Problems
     - Impact of technology on learning and instruction/training
     - Social generations and changing values
     - Changing economies
   - Issues
     - Global economies
     - Global communities
     - Workforce
     - Networking
     - Value enhancement
   - Trends
     - Current trends
     - Developing trends
     - Solutions or dissolutions

   3.3 Student expectations and requirements: Assigned readings of common

documents and individually selected readings on various topics in the course content. Written summaries of readings, position papers, and reflective essays may be required based on the content of the course. Regular discussion topics on various content areas. Term project may be in the form of executive summaries on one or more the topics considered during the course. Assessment of student performance will be a combination evaluation of the student discourse and written assignments.

3.4 Tentative texts and course materials:

Reiser, R. and Dempsey, J.V. (2006). *Trends and issues in instructional design and technology* 2nd ed. Prentice-Hall. ISBN-13: 978-0131708051

4. Resources:

4.1 Library resources: Library resources are adequate for the course
4.2 Computer resources: The CEBS Dean has stated that equipment and software will be secured to support the course.

5. Budget implications:

5.1 Proposed method of staffing: The SIP Department Head has stated that a faculty position is included in the staffing plan for the Department of Special Instructional Programs.

5.2 Special equipment needed: The CEBS Dean has stated that equipment and software will be secured by the College of Education and Behavioral Sciences to support the course.

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation:

Spring 2009

7. Dates of prior committee approvals:

Department Special Instructional Programs	10/12/07
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

1. **Identification of proposed course**

    1.1 Prefix and number: ID 590
    1.2 Title: Practicum in Instructional Design
    1.3 Abbreviated title: ID Practicum
    1.4 Credit hours and contact hours: 3/3
    1.5 Type of course: (P)-Practicum
    1.6 Prerequisites, co-requisites, and/or special requirements: Completion of 21 semester hours of course work within the ID program and instructor permission.
    1.7 Course catalog listing: Supervised, field-based, practical experience for students within the ID Program. The course will allow application of knowledge, skills and theory related to instructional design within authentic, work-based settings. Approved sites and course pass required.

2. **Rationale**

    2.1 Reason for developing the proposed course: In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, the proposed course will engage graduate students in field-based experience that will prepare them to develop a more highly trained work force within their respective fields. Further, the proposed course supports the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020. The course is necessary because it is one of two culminating courses within the proposed Instructional Design program and provides students with opportunities for practical application of theory and knowledge that is critical for transition to the work force. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research and practice in the areas of design, development, utilization, management and evaluation of instructional interventions to address real world educational issues. This course provides opportunities to apply knowledge from all of these curricular areas.

    2.2 Proposed enrollment for the proposed course: Estimated initial enrollment for ID 590 Practicum in Instructional Design is 5-8 students per offering with an increase to 9-12 students. The projection for enrollment is based on the

national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment will be limited because the course is a practicum in a field setting that requires the completion of the core courses and electives and approval of the advisor based on student's prior work experience and career goals.

2.3 Relationship of the proposed course to courses now offered by the department:
  The proposed course is similar to that of other equivalent courses like LME 590 Practicum in the Department of Special Instructional Programs. The difference is that ID 590 must be done in an library media center or educational technology department in a public or private setting.

2.4 Relationship of the proposed course to courses offered in other departments:
  The Business Department offers BA 590--Strategic Business Concepts & Applications that provides concepts and business strategies focusing on viewing the organization as an integrated whole. The proposed ID 590 Practicum in Instructional Design offers a supervised, field-based, practical experience for students within the ID Program.

2.5 Relationship of the proposed course to courses offered at other institutions:
  The University of South Alabama offers ISD 694 Directed Study and Research where students explore problems and issues of special interest or significance in Instruction Design. Not more than three semester hours may be accepted toward degree program. The proposed ID 590 Practicum in Instructional Design offers a supervised, field-based, practical experience for students within the ID Program.

3. **Discussion of proposed course:**

  3.1 Course objectives:
  - Increase student understanding of classroom content
  - Engage students in applying classroom knowledge to real-world problems related to instructional design
  - Increase student instructional design knowledge base through interaction with professionals within chosen field
  - Provide students the practical work experience necessary for a competitive edge in the labor market
  - Incorporate employer-based learner assessment/performance evaluation of students' critical skills
  - Incorporate employer-based program input/program evaluation for program improvement

3.2 Content outline: Students will observe, assist, perform, and evaluate instructional design tasks and activities in practical, real-world, supervised work settings that address their individual career goals. They may be responsible for designing and conducting a needs assessment, analyzing existing learner or instructional program data, designing instruction, delivering instruction, and/or evaluating instruction. Each student enrolled in ID 590 will develop a learning plan that details how learning objectives will be accomplished by engaging in instructional design related activities and projects that will be completed within the selected supervised work setting. The learning plan must be agreed upon by the student involved, the course instructor and the worksite supervisor. Learning plans, and thus course related activity, will vary depending on each student's career goals and the work setting in which they have chosen to apply instructional design principles.

3.3 Student expectations and requirements: Upon enrollment, each student will review the course syllabus and policies. Each student will develop a learning plan, in cooperation with the course instructor and work site supervisor, addressing his or her learning and career goals for the practicum. Each student will complete tasks related to their learning objectives, be evaluated based on their learning plan and on their work performance by their faculty member, in cooperation with the work site supervisor. Students must also complete any additional requirements, paperwork or activities related to the practicum as deemed appropriate by the supervising faculty member.

3.4 Tentative texts and course materials:

No text required. Course syllabus, practicum forms, and any manuals or material provided by either the employer or the course instructor during the practicum work period.

4. **Resources:**

4.1 **Library resources:** Library resources are adequate for the course.

4.2 **Computer resources:** The CEBS Dean has stated that equipment and software will be secured by the College of Education and Behavioral Sciences to support the course.

4.3 **Career Services Center resources:** Career Services Center website, reference books, and counselors to support work site location and development, student preparation for transition to the work place, worksite supervisor training and assistance with learning and performance evaluation process.

5. **Budget implications:**

5.1 **Proposed method of staffing:** The SIP Department Head has stated that a

faculty position is included in the staffing plan for the Department of Special Instructional Programs.

5.2 Special equipment needed: The CEBS Dean has stated that equipment and software will be secured by to support the course.

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. **Proposed term for implementation:**

   Spring 2009

7. **Dates of prior committee approvals:**

   Department Special Instructional Programs   10/12/07

   CEBS Curriculum Committee   _____

   Graduate Council   _____

   University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

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College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

1. **Identification of proposed course**

    1.1   **Prefix and number:** ID 595
    1.2   **Title:** Advanced Instructional Design Studio
    1.3   **Abbreviated title:** Adv ID Studio
    1.4   **Credit hours and contact hours:** 3/3
    1.5   **Type of course:** (L)-Lecture
    1.6   **Prerequisites, co-requisites, and/or special requirements:** Completion of 21 hours of course work in the Instructional Design program and instructor permission
    1.7   **Course catalog listing:** The capstone course requires development and application of an authentic professional quality product under the supervision of a faculty member. The project and artifacts/evidences from across the program are compiled into a professional portfolio that demonstrates critical reflection and is submitted in multimedia format (CD, DVD, or web based).

2. **Rationale**

    2.1 **Reason for developing the proposed course:** In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, the proposed course will engage graduate students in the design and application of an authentic product that will prepare them to apply the knowledge and skills obtained in the ID program to develop a more highly trained work force within their respective career fields. Further, the proposed ID 595 course supports the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020. The course is necessary because the ID 595 course will be the culminating capstone course within the Instructional Design program. It will provide a demonstration of practical application of theory and knowledge from the content courses through the practicum; and it is critical as a transition course to the work force. The design and reflection will be included in the required professional portfolio as documentation of mastery required for the degree. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research in the areas of design, development, utilization, management and evaluation of instructional interventions to address real world educational issues. This course provides

students with key experiences in all these curricular areas.

2.2 Proposed enrollment for the proposed course: Estimated initial enrollment for ID 595 Advanced Instructional Design Studio is 5-8 students per offering with an increase to 9-12 students. The projection for enrollment is based on the national trend for growth in the field of instructional design and the projected growth of online enrollments in graduate programs. The enrollment for ID 595 Advanced Instructional Design will be limited because it is the capstone course for the Master of Science. Enrollment in 595 will require completion of all course work and the ID 590 Practicum in Instructional Design.

2.3 Relationship of the proposed course to courses now offered by the department:
The proposed course ID 595 Advanced Instructional Design Studio does not duplicate other courses in the Department of Special Instructional Programs. It is the capstone course for the Master of Science in Instructional Design. It is similar to the LME 590 practicum course that is intended only for students in the Master of Science in Library Media Education program.

2.4 Relationship of the proposed course to courses offered in other departments:
The Business Department offers BA 513 Information Technology and Strategy which provides a critical examination of the strategic uses of information systems technology; the resources (computers, networks, software, data, and people); and alternative approaches to managing them effectively. The proposed ID 595 Advanced Instructional Design Studio is the capstone course that requires development and application of an authentic professional quality product under the supervision of a faculty member.

2.5 Relationship of the proposed course to courses offered at other institutions:
The University of Kentucky offers EDC 611 Authoring Applications For Technology-Based Instruction that focuses on individual and collaborative authoring applications for technology based instructional materials. The proposed ID 595 Advanced Instructional Design Studio is the capstone course that requires development and application of an authentic professional quality product under the supervision of a faculty member.
The University of Georgia offers The Studio Experience (9 credits) that consists of three courses taken in this order: EDIT 6190 Design and Development Tools (3 credits), EDIT 6200 Learning Environments Design I, and EDIT 6210 Learning Environments Design II. The proposed ID 595 Advanced Instructional Design Studio is the capstone course that requires development and application of an authentic professional quality product under the supervision of a faculty member.

3. **Discussion of proposed course:**

3.1 Course goals and objectives: The goal of ID 595 is the demonstration of professional competency in the *application* of instructional design concepts and

principles critical reflection for completion of the master's program. The students will be able to:

- Incorporate authentic program input/ evaluation strategies to achieve an instructional goal.
- Effectively apply relevant instructional design principles.
- Analyze a complex instructional problem and design an elegant solution.
- Apply usability strategies to produce interactive and effective interface designs for instructional media in a variety of technical formats.
- Evaluate instructional and resource materials/media.
- Critically reflect on and discuss pedagogical and communication issues.
- Clearly communicate personal professional competencies and areas of growth through a professional portfolio.

3.2 Content outline:
- Assignment of problem
- Analysis of problem development of timeline
- Weekly reviews of progress
- Presentation of design product
- Templates for professional portfolios
- Identification and incorporation of artifacts/evidences
- Presentation of portfolio
- Critique of portfolio
- Final review of portfolio

3.3 Student expectations and requirements: Student expectations and course requirements may include such activities and projects as appropriate to the structure and content of the course. Each student will identify or be assigned an instructional design problem and develop a solution to that problem in the form of a prototypical product under the oversight of the instructor. The approval of the product will be made by the instructor who may consult a subject expert. Following approval of the ID product, the student will prepare the professional portfolio incorporating the design product and other artifacts/evidences for final review and assessment.

3.4 Tentative texts and course materials:

No text required. Program area documents and templates may be provided.

4. **Resources:**

   4.1 Library resources: Library resources are adequate for the course.

   4.2 Computer resources: The CEBS Dean has stated that equipment and software will be secured to support the course.

5. **Budget implications:**

   5.1   Proposed method of staffing: The SIP Department Head has stated that a faculty position is included in the staffing plan for the Department of Special Instructional Programs.

   5.2   Special equipment needed: The CEBS Dean has stated that equipment and software will be secured by the College of Education and Behavioral Sciences to support the course.

   5.3   Expendable materials needed: None

   5.4   Laboratory materials needed: None

6. **Proposed term for implementation:**

   Spring 2009

7. **Dates of prior committee approvals:**

Department Special Instructional Programs	10/12/07
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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College of Education and Behavior Sciences
Department of Special Instructional Programs
Proposal to Create a New Major Program
(Action Item)

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

1. **Identification of proposed major program**

    1.1 Title: Master of Science in Instructional Design

    1.2 Degree: Master of Science

    1.3 Classification of Instructional Program (CIP) Code: 13.1201

    1.4 Required hours in the proposed major program: 30

    1.5 Special information:

    1.6 Program admission requirements:

    Admission to the Master of Science in Instructional Design program requires a
    GAP score (undergraduate GPA X GRE score) of 2500 and a minimum GRE
    analytical writing score of 3.5.

    1.7 Catalog description:
    Instructional design is the systematic analysis of learning and performance needs,
    and the development of effective strategies, processes, systems, and products to
    address those needs. The purpose of instructional design is to improve learning
    and performance for people of all ages in a variety of settings, including
    educational environments, work places, community settings, and homes.
    Professionals in the field of instructional design apply systematic instructional
    design methodologies and a variety of instructional strategies to accomplish
    established goals.

    The Master of Science in Instructional Design prepares practitioners to assume
    leadership roles in public or private organizations. Program graduates are
    equipped to design and develop instructional elements such as instructional
    videos, online instructional activities, user manuals for instructors, instruction
    manuals for commercial products, professional development curricula for
    teachers, multi-media instructional units, training packs for trainers, instructional
    materials for vocational/technical courses, lesson and unit plans for classroom
    use, and educational curricula.

Students who successfully complete the Master of Science in instructional design will possess the following competencies:
- Ability to analyze a variety of instructional performance issues in business, government, education, and home settings
- Ability to design and develop instructional solutions, including appropriate combinations of traditional/instructor led strategies, constructivist techniques, technology systems, and performance support systems
- Ability to ethically and effectively manage instructional design projects, including project management/tracking and scheduling, budgeting, and client consultation skills
- Ability to design appropriate assessment plans for instructional solutions
- Ability to evaluate the efficiency and effectiveness of instructional solutions

Students who graduate with a master's degree in instructional design may expect employment as instructional designers and trainers in businesses, corporations, school and university settings, government agencies, and military services. Instructional design graduates may also be employed as managers of technology-based systems and designers of technology products in settings that include corporations, universities, community colleges, medical centers, libraries, and school districts.

Admission requirements:
Admission to the Master of Science in Instructional Design program requires a GAP score (undergraduate GPA X GRE score) of 2500 and a minimum GRE analytical writing score of 3.5.

Curriculum:
The Master of Science in Instructional Design requires a minimum 30 hours credit.

Research Foundations: (3 hours)
EDFN 500 Research Methods, or equivalent graduate course approved by an advisor. *(Research course must be completed within first 12 hours of the program.)*

Instructional Design Core (15 hours)
ID 570 Principles of Instructional Design
ID 573 Instructional Performance and Task Analysis
ID 577 Management of Instructional Systems
ID 590 Practicum in Instructional Design
ID 595 Advanced Instructional Design Studio (*Capstone Course)*
The capstone course requires the development and application of an authentic and professional quality product. A professional portfolio is compiled and submitted in the capstone course in multimedia format (CD, DVD, or web based) focused on projects and activities from across the program

Professional Emphasis (12 hours.)
Twelve hours of advisor-approved course work selected from instructional design electives, courses in one or more professional service area(s), or other courses:
  Adult Education
  Assessment and Evaluation
  Business
  Communication
  Curriculum and Instruction
  Counseling and Student Affairs
  Educational Administration and Leadership
  Educational Technology
  Instructional Design
      ID 581 Ethical and Legal Issues in Instructional Design
      ID 583 Training Materials
      ID 585 Distance Delivery Systems
      ID 587 Issues and Problems in Instructional Development and Design

2. Rationale

2.1 Reasons for developing the proposed major program:

The proposed program is within the mission of Western Kentucky University and supportive of Strategic Goals 2 (*Develop the student population. Attract, retain, and graduate an increasingly diverse, academically talented, and achievement-oriented student population*) and 4 (*Enhance responsiveness to constituents. Respond to educational, social, cultural, and economic development needs through increased outreach, applied scholarship, service, and innovative opportunities for lifelong learning.*). An increased number of WKU graduate students are expected to be enrolled and graduate as a result of this proposed program (*Strategic Goal 2a. Maintain overall student growth patterns consistent with both Council for Postsecondary Education (CPE) growth targets and funding resources available for sustaining quality programming as specifically noted by 2008.*). As a new online degree program, it is anticipated that the number of on-line students attending WKU will increase, including place-bound students, minorities, and life-long learners (*Goal 3d. Increase by 10 percent each year faculty participation in learning and utilization of state-of-the-art technologies for teaching in the classroom, on-line, and other forms of electronic delivery.*).

The proposed program directly supports the Kentucky goal for expanding the skilled workforce of the Commonwealth. The proposed program will prepare qualified instructional designers who can effectively develop and deliver training for the Kentucky workforce in the public and private sectors. It is hoped that this will increase the number of skilled Kentuckians who are productive, enter post secondary education, and earn higher wages.

A recent survey by the American Society for Training and Development and IBM indicates that there is an increased need for knowledge transfer and training as mature workers retire, leaving a less experienced workforce (2006 Changing Worker Demographics http://www.astd.org/astd/research/research_reports). It is expected that the changing demographics of workers will require a high level of instructional design knowledge and skill.

According to the U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 2006-07 Edition (http://www.bls.gov/oco/), "Employment of instructional coordinators is expected to **grow much faster than the average** for all occupations through the year 2014." The category of growth labeled "much faster than average" is defined as "increasing 27 percent or more from 2004-2014. This category of growth indicates the fastest growth area projected by the U.S. Department of Labor. The Occupational Outlook Handbook provides further indications of educational program need in the area of Training Development Specialists/Managers. Within the Human Resources field, this job category employs more than any of the other four human resources categories, with over 216,000 of the 820,000 jobs in 2004.

"Median annual earnings of instructional coordinators in May 2004 were $48,790. The middle 50 percent earned between $35,940 and $65,040. The lowest 10 percent earned less than $27,300, and the highest 10 percent earned more than $81,210." (U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 2006-07 Edition (http://www.bls.gov/oco/).

During October 2006, national electronic job banks were searched to identify the number and types of positions related to instructional design. Monster.com had over 3,000 related positions posted. America's JobBank, U.S. Employment Services, listed 2,427 position ads, and Jobster.com identified 1051 positions. Indeed.com advertised a total of 628 instructional design and training-related jobs. Examples of companies listing instructional design and related jobs in the electronic job banks include the following: Learning Sciences International, Zaxby's Franchising, Inc., The Cheesecake Factory, IBM, Discover Financial Services, Sears Home Services, Cingular Wireless, Mayo Clinic, Starbucks Coffee Company, University of Maryland, and Walgreens Corporation.

2.2 Projected enrollment in the proposed major program:

Initial enrollment will be low over the first two years, but should increase to 15 to 20 students and rise beyond that in the following years. The projection of enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, and the

observed increase in enrollment in the MAE in Adult Education that was approved in the summer of 2007. Since elective courses in instructional design do not require prerequisites, course enrollment may be expected to attract students from WKU and distance students who are not degree seeking but have need for limited and targeted education.

2.3 Relationship of proposed major program to other programs offered by the department/unit:

The proposed Master of Science in Instructional Design does not duplicate any existing program in the Department of Special Instructional Programs (SIP), but will extend the educational opportunities for current SIP students. The Master of Science degree in Library Media Education includes a focus area for Library Media Specialists that includes 6 hours of electives, for which the Instructional Design courses would be viable choices. The Educational Technology focus for the Master of Science degree in Library Media Education requires 3 hours of electives for which the Instructional Design courses would be appropriate. The Instructional Design program includes courses that are compatible with the goals of the Master of Arts in Education in Adult Education program that requires 6 credit hours of electives. In addition, the existing programs in Library Media Education and Adult Education offer courses that will support the Instructional Design degree that requires 12 hours of electives in a professional emphasis. Program admission requirements are consistent across the master's degree programs in SIP.

2.4 Relationship of proposed major program to other university programs:

The proposed Master of Science in Instructional Design does not duplicate any existing program in the University. While similarities among the proposed courses in instructional design and courses in psychology and business may seem apparent, instructional design courses are focused on analysis of specific instructional problems through the application of strategies and techniques accepted as best practice in the field. One such approach employed is the use of heuristics to develop a solution to an instructional problem. While instructional design may include principles of psychology and management, any overlap is incidental because of a narrower focus and different orientation in the field of instructional design.

Both the proposed Instructional Design M.S. program and the M.A.E. (Professional Education Component) for business and marketing in Secondary Education focus on the learner, but the instructional design program addresses instructional problems across all ages, not just the secondary level. Another difference is that the proposed M.S. in Instructional Design is not limited to business and marketing education, but focuses on the instructional design skills and systems that can be utilized to enhance instruction in all disciplines. The proposed M.S. in Instructional Design is similar to the M.A.E. in Student Affairs in Higher Education,

which trains graduates to work with adults, but dissimilar because the M.S. in Instructional Design focuses on enhancing instruction for all ages in numerous learning environments (school, business, community, home), whereas Student Affairs seeks to enhance the learning environment by providing services that promote academic, cultural, social, physical, and personal growth for college students.

The proposed M.S. in Instructional Design is compatible with the training related courses (PSY 552 and PSY 673) in the Industrial/Organizational (I/O) concentration within the MA in Psychology program that has the stated focus on "behavior in business and governmental organizations." The M.S. in I.D. focuses on preparing students to design focused instruction for any age or in any discipline for a variety of environments. The M.S. in I.D. does not address personnel selection and placement, performance appraisals, or compensation and benefits, because it does not focus on organizational training. Rather than job analysis, the M.S. in I.D program focuses on specific instructional problems in training and instruction that determine the knowledge and skills needed for learning content, concepts, and skills, not a need for a job within an organization or development of a total job description for the purpose of organizational design and development.

The M.B.A. program offers one course, BA 560 Contemporary Human Resource Management, which shares some common content with ID 573 Performance and Task Analysis in the proposed M.S in ID. While the overlap between BA 560 and ID 573 may appear evident, the ID course addresses specific instructional and training problems applicable to a broader range of settings than just business/industry. The Master of Arts in Communication includes COMM 551 Employee Communication. This course could be seen as related, but it is quite different because it deals with communication among employees within an organization as the title suggests.

Elective courses in the M.S. in the Instructional Design Professional Emphasis include 12 hours of additional coursework in instructional design or electives that may be selected from appropriate courses offered in other departments.

Examples of undergraduate programs that may contain a courses related to instructional design include the following: Consumer and Family Sciences (CFS 380), Management (MGT 311 and 473), Marketing (MKT 424); Computer Information Technology (CIT 300); Business and Marketing Education (BE 485) Psychology (PSY 473); and Architectural and Manufacturing Sciences (AMS 310). Any duplication among the graduate ID courses and those in undergraduate programs is incidental. Students with backgrounds in these areas may find the M.S. in Instructional Design or selected courses within the proposed graduate program an area to consider for post-baccalaureate study.

2.5 Relationship of proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

The proposed program, if approved, will be the third instructional design master's program in the Commonwealth of Kentucky. Similar degrees are the Master of Science in Instructional Design Systems at the University of Kentucky (http://www.uky.edu/Education/EDC/isd/grad.html) and the Master of Human Resource Education in Instructional Design at the University of Louisville (http://php.louisville.edu/GRADUATE/catalog/program.php?major=IT&degree=MED). The MS in Instructional Design is being developed as an online program unlike the program at UK. The program at U of L is broader because it is more business oriented with a focus on on human resource management.

Outside of the Commonwealth, the notable programs in instructional design at the master's level are those at Indiana University, Syracuse University, the University of Missouri, Florida State University, the University of Georgia, and the University of Iowa. Examples of similar master's programs are also found at Arkansas Tech University, Georgia State University, Southern Illinois University, the University of South Florida, the University of South Alabama, and Western Washington University.

2.6 Relationship of proposed major program to the university mission and objectives:

The proposed program is within the mission of the University because it supports the development of a skilled work force in WKU's service region. By providing this proposed program online, the University will also serve the needs of public and private entities for instructional designers around the Commonwealth, nationally, and globally. Qualified instructional designers will contribute to the preparation of more skilled Kentuckians working in businesses and industries of the global economy.

3. Objectives of the proposed major program:

- Ability to analyze a variety of instructional problems in business, government, and education settings
- Ability to design and develop instructional solutions -- including appropriate combinations of traditional/instructor led strategies, constructivist techniques, technology systems, and performance support systems
- Ability to manage instructional design projects and units including tracking and scheduling, budgeting, and consulting skills
- Ability to design appropriate assessments for instructional solutions
- Ability to evaluate the efficiency and effectiveness of instructional solutions

4. Program description

4.1 Curriculum:

The Master of Science in Instructional Design requires a minimum 30 hours credit.

Research Foundations: (3 hours)
EDFN 500 Research Methods, or equivalent graduate level course, approved by advisor. *(Research course must be completed in first 12 semester. hours of program.)*

Instructional Design Core (15 hours)
ID 570 Principles of Instructional Design
ID 573 Instructional Performance and Task Analysis
ID 577 Management of Instructional Systems
ID 590 Practicum in Instructional Design
ID 595 Advanced Instructional Design Studio (*Capstone Course)*
The capstone course requires the development and application of an authentic and professional quality product. A professional portfolio is compiled and submitted in the capstone course in multimedia format (CD, DVD, or web based) focused on projects and activities from across the program

Professional Emphasis (12 hours.)
Twelve hours of advisor-approved course work selected from instructional design electives, courses in one or more professional service area(s), or other courses:
    Adult Education
    Assessment and Evaluation
    Business
    Communication
    Curriculum and Instruction
    Counseling and Student affairs
    Educational Administration and Leadership
    Educational Technology
    Instructional Design
        ID 581 Ethical and Legal Issues in Instructional Design
        ID 583 Training Materials
        ID 585 Distance Delivery Systems
        ID 587 Issues and Problems in Instructional Development and Design

4.2 Accreditation, certification, and/or licensure: Not Applicable.

4.3 Program delivery: The MS in ID program will be delivered online through the Office of Distance Learning.

5. Resources

5.1 Faculty: A faculty position in Instructional Design is included in the staffing plan for the department. In addition, four part-time faculty members have been identified for instruction as needed.

5.2 Technological and electronic informational resources (e.g., databases, e-journals,

etc.): The current Blackboard instructional system at WKU will be used for delivery of instruction. Support from Distance Learning includes a variety of audio/video technologies along with appropriate training. Access to additional online information sources will be reviewed by University libraries as deemed appropriate.

5.3 Facilities and equipment: Because the program will be online, current facilities are adequate. The full-time faculty member will expect support for equipment that will include up-to-date hardware (a desktop and laptop computer), productivity software, and application software necessary for instructional design.

6. Proposed term for implementation: Fall 2008

7. Dates of prior committee approvals:

Special Instructional Programs Department   <u>10/12/07</u>

CEBS Curriculum Committee   _____

Graduate Council   _____

University Senate   _____

Attachments: Program Inventory Form

College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise A Program
Action Item

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1.   Identification of program:

    1.1   Current program reference number: N/A
    1.2   Current program: Secondary Education (Grades 8-12): Professional Education
             Courses
    1.3   Credit hours: (31 hours of professional education courses, in addition to content
             hours required for the major)

2.   Identification of the proposed program changes:
    ▪ Elimination of specific requirements in General Education for students pursuing
       secondary certification (Grades 8-12) in Biological Science, Chemistry, Earth
       and Space Science, English and Allied Language Arts, Mathematics, Physics,
       and Social Studies. See catalog description on page 144 of the 2007-08
       Undergraduate Catalog.
    ▪ Clarification that students must complete a methods course for each area of
       certification.

3.   Detailed program description:

Current Program Description	Proposed Program Description
EDU 250, PSY 310, SEC 351, SEC 352, SEC 453, methods course, EDU 489, SEC 490.	EDU 250, PSY 310, SEC 351, SEC 352, SEC 453, methods course**(s)**, EDU 489, SEC 490.
The program leads to the Bachelor of Science or Arts degree and the Kentucky Secondary certificate (grades 8-12) **consisting of a minimum of 44 semester hours of general education that should include a biological science course, a physical science course, a computer literacy course which must be CS 145, CIS 141, or LME 448;** 31 semester hours of professional preparation composed o f SEC 351, 352, 453, and 490, EDU 250, 489, a methods course, and PSY 310, and one of two certifiable major/minor options.	The program leads to the Bachelor of Science or Arts degree and the Kentucky Secondary certificate (grades 8-12) **and requires a minimum of** 31 semester hours of professional preparation including SEC 351, 352, 453, and 490; EDU 250 and 489; a methods course **for each certification area**; PSY 310; and one of two certifiable major/minor options.
Option A: (minimum of 54 hours) A certifiable major consisting of a minimum of 30 semester hours plus a second major consisting of a minimum of 30 semester hours or a minor composed of 21 semester hours.	Option A: (minimum of 54 hours) A certifiable major consisting of a minimum of 30 semester hours plus a second major consisting of a minimum of 30 semester hours or a minor composed of 21 semester hours.
Option B: (minimum of 48 hours) A certifiable extended major.	Option B: (minimum of 48 hours) A certifiable extended major.

4. **Rationale for the proposed program change:**
   - The requirement for students in secondary education to take a biological science course, a physical science course, and a computer literacy course used to be a state requirement for certification, but that requirement was eliminated by the state several years ago. Our programs are now standards-based, and the state no longer requires specific courses. If this proposal is approved, there will be no change in the total hours of professional education courses required, as the eliminated requirements were for courses in General Education.
   - The present catalog description does not indicate that students must take a methods course appropriate to each area of certification, though this is, in fact, required.

5. **Proposed term for implementation and special provisions (if applicable):**
   Fall, 2008. The faculty in each individual secondary certification content area may choose to continue the requirements for biological science, physical science, and computer literacy courses if they wish, but the courses will not be required as part of professional education expectations.

6. **Dates of prior committee approvals:**

   Department of Curriculum & Instruction   <u>November 15, 2007</u>

   CEBS Curriculum Committee   _____

   Professional Education Council   _____

   University Curriculum Committee   _____

   University Senate   _____

Attachment: Program Inventory Form – N/A

College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Create Exception to an Academic Policy
(Action Item)

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 5-2615

1. **Identification of proposed policy exception:**
   For the major in Middle Grades Education (#579) the faculty in Curriculum and Instruction are requesting an exception to the policy requiring that at least half of the hours in a major or minor program be in courses numbered 300-499.

2. **Catalog statement of existing policy:**
   "At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses numbered 300 and above (except minors in biology, business administration, and mathematics and majors in social studies, art education, and dental hygiene). For this requirement (*sic*) of a minor in mathematics, consult the Department of Mathematics. There is no upper division requirement for the dental hygiene minor. Students with a major in social studies receive a 12 hour waiver in the upper division hour requirement in the major field. Art education majors receive a 6 hour waiver, and computer information system minors receive a 3 hour waiver. Students with an associate degree from a dental hygiene program accredited through the American Dental Association's Commission on Dental Accreditation receive a 16-hour waiver in the upper division hour requirement" (2007-2008 Undergraduate Catalog, p. 24).

3. **Catalog statement of proposed policy:**
   "At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses numbered 300 and above (except minors in biology, business administration, and mathematics and majors in social studies, art education, dental hygiene, **and middle grades education**). For the requirements for a minor in mathematics, consult the Department of Mathematics. Students with a major in social studies receive a 12 hour waiver in the upper division hour requirement in the major field. Art education majors receive a 6 hour waiver, **middle grades education students receive a 6 hour waiver,** and computer information system minors receive a 3 hour waiver. Students with an associate degree from a dental hygiene program accredited through the American Dental Association's Commission on Dental Accreditation receive a 16-hour waiver in the upper division hour requirement"

4. **Rationale for the proposed exception:**
   The program in Middle Grades Education requires students to complete 24-39 hours of content courses in one or two emphasis areas (English/Language Arts, Social Studies, Mathematics, Science), in addition to courses in professional education. Because middle school teachers (like social studies and art teachers) must have a breadth of content (e.g., in the case of the Science area, courses in biology, chemistry, physics, astronomy, and geology), students necessarily take mostly lower division content courses in all of the required content areas. Therefore, even though most of the professional education courses are upper division, it is not possible in most MGE content areas for students to satisfy the upper division hour requirement if they take only the required courses in the major. The university policy requiring at least 42 upper division hours overall will still be satisfied (and this has not been a problem in most cases). However, students in the program have been seeking individual exceptions to the upper division hour requirement in the major, and approval of a blanket exception will end the necessity for the individual exceptions.

5. Impact of proposed exception on students in the program:
        The only impact will be a positive one, in that it will eliminate the hassle of seeking individual exceptions to the policy.

6. Proposed date for implementation: immediately

7. Dates of prior committee approvals:

Department of Curriculum and Instruction   November 15, 2007

CEBS Curriculum Committee

Professional Education Council

Undergraduate Curriculum Committee

University Senate

College of Education and Behavioral Sciences
Department of Department of Curriculum and Instruction
Proposal to Create a New Course
(Action Item)

Contact Person: Dr. Michael McDonald, michael.mcdonald@wku.edu, 745-3097

1.   Identification of proposed course:

     1.1   Course prefix (subject area) and number: BE 210

     1.2   Course title: Computer Applications for Business Educators

     1.3   Abbreviated course title: Comp Appl for Bus Ed

     1.4   Credit hours and contact hours: 3 hours

     1.5   Type of course: C—Lecture/Lab

     1.6   Prerequisites/co requisites: None

     1.7   Course catalog listing:
          Fundamentals of integrated desktop computer applications utilized by business and marketing educators. For future educators with no computer applications experience.

2.   **Rationale:**

     2.1   Reason for developing the proposed course:

          Students (teacher candidates) need intermediate skills with computer applications programs and Internet skills. These skills may be used by teachers to facilitate their job duties and/or teach these skills to their students. Business & Marketing Education is a technology driven program area. According to the Kentucky Department of Education, business teachers teach such courses as: Computer and Technology Applications, Advanced Computer Applications, Multi-Media Publishing, Data Modeling, Introduction to SQL, and Web Data Management.
(http://www.education.ky.gov/KDE/Instructional+Resources/Career+and+Technical+Education)   Most of the content of these courses is not being delivered in the present WKU program.
According to WKU's mission, "Western Kentucky University prepares students to be productive, engaged leaders in a global society"
(http://www.wku.edu/about.html). A high priority of the proposed course will be

to offer future educators the technological tools to make them more productive as administrators of their time and energy and give them the necessary tools to become instructors of technology. These tools will aid future teachers in becoming engaged leaders in a global society. According to WKU's Statement of Purpose, "As a nationally prominent university, WKU is engaged internationally in acclaimed, technologically driven academic programs" (http://www.wku.edu/coursecatalog/index.php?subcategoryid=64). Western Kentucky University presently does not adequately prepare future Business and Marketing Educators for the courses they will be teaching according to the Kentucky Department of Education due to computer application deficiencies. The proposed course will promote WKU's mission to provide acclaimed technologically enhanced academic programs.

Five of WKU's benchmark universities were randomly selected and their Business and/or Marketing Education programs were compared to ours. This comparison revealed a deficiency in computer application instruction in our program. The proposed course is one step in eliminating these deficiencies. Further, this course will allow the college, department, and program leaders to monitor and insure the instruction delivered aligns with the needs of Business and Marketing students determined by the state standards issued by the Kentucky Department of Education: Career and Technical Education and the national standards published by the National Business Education Association. An informal survey of regional Business and Marketing Educators (most graduated from the program at the WKU) further supported the need for this course.

2.2   Projected enrollment in the proposed course:

15-25 per semester offered based on the current number of Business & Marketing Education majors and the possibility of other education and College of Business majors that may enroll.

2.3   Relationship of the proposed course to courses now offered by the department:

BE 210 is designed to be a foundation course in the Business and Marketing Education program. Considering the large number of computer applications courses taught in middle and secondary schools by business teachers, students need instruction in delivering the computer applications skills that is pedagogically strong and aligned with state and national standards. The proposed course is designated as a 200 level course so students may take it early in their college experience. Further, this course will be a necessary prerequisite to BE 310 and BE 410, which are also being proposed.

2.4   Relationship of the proposed course to courses offered in other departments:

Other courses at Western Kentucky University offer instruction on some

of the software that will be used in the proposed class. For example CIS 141 - Computer Literacy and CS 145 Introduction to Computing address similar software. However, they do not offer content specific to Business and Marketing Education or focus on the technology and instruction business and/or marketing teachers will be delivering in middle and secondary schools. Students could receive a considerable portion the software instruction by taking a *several* different courses offered throughout the university. However, to maintain a 128 hour program, specific instruction for Business and Marketing education students has been consolidated into this course.

2.5　　Relationship of the proposed course to courses offered in other institutions:

　　　As discussed above, five of Western Kentucky University's benchmark institutions were randomly selected and their Business and/or Marketing Education programs were compared. The following are the five benchmark institutions reviewed and the courses they offer that are similar to the one proposed here. Some programs used more than one course to deliver the content of the proposed course.

Central Missouri State University - BE&O 1210 Essentials of Managing Information, BE&O 1535 Word processing I
Middle Tennessee State University – 1550 BMOM Introduction to Word Processing Skills, BMOM 2320 Document Production
Youngstown State University – INFOT 1575 Document Preparation
Indiana State University – BE 317 Document Planning and Design
Eastern Michigan University – BEUD 123 Word Processing/Keyboarding Applications, BEDU 201 Microcomputers for Business Applications

3.　　Discussion of proposed course:

3.1　　Course objectives:

After completing this course students will be able to use intermediate level features in:

A.　　Windows (current version) commands and procedures for file management.
B.　　The Internet to explore resources, services, and retrieve information.
C.　　Electronic mail to send and receive messages.
D.　　Word processing software to prepare organizational documents.
E.　　Spreadsheet software for educational applications requiring mathematical calculations.
F.　　Spreadsheet software to prepare various charts--pie, bar, line, column, and area.

G.   Database software to develop and use data base files for information retrieval and reports.

H.   Presentation software to create materials to use as visual aids.

I.   Applications software to create an integrated document.

J.   Instructional/Evaluation software: SAM (Student Access Rights).

3.2   Content outline:

A.   Introduction to Windows (current version)
1.   Introduction to Windows
2.   Basic overview: Working with files, folders, and shortcuts

B.   Introduction to the Internet and e-mail
1.   Overview
2.   Downloading files from Internet

C.   Word processing applications
1.   Creating and editing a document
2.   Formatting text and paragraphs
3.   Formatting documents
4.   Using mail merge

D.   Spreadsheet and chart applications
1.   Creating and editing a document
2.   Building and editing worksheets
3.   Formatting a worksheet
4.   Working with charts

E.   Data base applications
1.   Using tables and queries
2.   Using forms
3.   Using a report

F.   Presentation applications
1.   Creating a presentation
2.   Using a scanner
3.   Modifying and enhancing presentation by inserting images, sounds, and animations downloaded from Internet
4.   Presenting the finished presentation to the class

G.   Integration of documents
1.   Integrating Word, Excel, Access, and PowerPoint

H.   Instructional software and evaluation software for the Business & Marketing classroom.
1.   Using SAM (Student Access Rights)

I.   Trends and issues concerning the computer applications classroom in Business & Marketing Education.
1.   Evaluating and selecting appropriate software for the Business & Marketing Education classroom
2.   Introduction to teaching strategies for teaching computer applications

3.3   Student expectations and requirements:

Basis for Student Evaluation
A.   In-class activities – working on computers in class producing documents
       and completing projects
B.   Out-of-class laboratory assignments - – working on computers in class
       producing documents and completing projects
C.   Tests/quizzes
D.   Skills tests taken on the computer

3.4   Tentative texts and course materials:

A.   Beskeen, Cram, Duffy, Friedrichsen, Reding. (2006). Microsoft Office

       2003: Illustrated introductory, premium edition. ISBN: 1-4188-6039-5.

       Boston: Course Technology. (Or current similar text depending on

       software upgrades)

B.   SAM Student Access Rights (200X). Course Technology.

4.   Resources:

       4.1   Library resources:

              The Business Education Forum is a journal which offers current
       research and information on the content methodology that affect the
       business classroom. This journal offers writings from practicing teachers
       in the business education classrooms at all educational levels.
              The NABTE Review is a research based journal that offers the
       current research being published concerning the issues important to
       business education.
              These sources would be beneficial but are not essential. A copy of
       each is maintained in the Business & Marketing Education program
       director's office.

       4.2   Computer resources: This course will need to be taught in a
              computer lab or with 1 laptop per student. The dean of the College
              of Education and Behavioral Sciences has given his assurance the
              technology and software will be made available for the deliverance
              of this course.

       5.   Budget implications:

       5.1   Proposed method of staffing: Existing faculty will teach this class

5.2 Special equipment needed: This class will need to be taught in a computer lab or provide students with laptop computers. Skills Assessment Manager (SAM) and Microsoft Office Professional software will need to be available on each computer. The dean of the College of Education and Behavioral Sciences has given his assurance the technology and software will be made available for the deliverance of this course.

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2008

7. Dates of prior committee approvals:

Department of Curriculum & Instruction	11/10/06
CEBS Curriculum Committee	
Professional Education Council	
University Curriculum Committee	
University Senate	

Attachments: Bibliography, Course Inventory Form, Library Resources Form

Course Bibliography

Supplemental resources

Business Teacher Education Curriculum Guide and Program Standards. (2005).

      Reston, VA: National Business Education Association.

Lewis, Stephen D. (Ed.). (2006). Meeting the Challenges of Business Education

      Through Innovative Programs. Reston, VA: National Business Education

      Association.

National Standards for Business Education: What America's Student Should

      Know and Be Able to Do in Business. (2001). Reston, VA: National

      Business Education Association.

Policy Statements. (1959-1996). Policies Commission for Business and

      Economic Education. Cincinnati, OH: South-Western Educational

      Publishing.

Rader, Martha. (Ed.). (2003). Effective Methods of Teaching Business In the

      21st Century. Reston, VA: National Business Education Association.

College of Education and Behavioral Sciences
Department of Department of Curriculum and Instruction
Proposal to Create a New Course
(Action Item)

Contact Person: Dr. Michael McDonald, michael.mcdonald@wku.edu, 745-3097

1.   Identification of proposed course:

    1.1   Course prefix (subject area) and number: BE 310

    1.2   Course title: Advanced Computer Applications for Bus Educators

    1.3   Abbreviated course title: Adv Comp Appl for Bus Ed

    1.4   Credit hours and contact hours: 3 hours

    1.5   Type of course: C—Lecture/Lab

    1.6   Prerequisite: BE 210: Computer Applications for Business Educators

    1.7   Course catalog listing:
            Fundamentals of advanced integrated desktop computer
            applications utilized by Business and Marketing educators. For future
            educators who may teach computer applications or wish to expand their
            current skills from the intermediate level to the advanced level.

2.   Rationale:

    2.1   Reason for developing the proposed course:

            The proposed course is intended to help students to develop
            advanced skills with computer applications programs and Internet skills.
            These skills may be used by teachers to facilitate their job duties and/or
            teach these skills to their students. Business and Marketing Education is a
            technology driven program area. According to the Kentucky Department
            of Education, business teachers teach such courses as: Computer and
            Technology Applications, Advanced Computer Applications, Multi-Media
            Publishing, Data Modeling, Introduction to SQL, and Web Data
            Management.
            (http://www.education.ky.gov/KDE/Instructional+Resources/Career+and+
            Technical+Education). Most of the content of these courses is not being
            delivered in the present WKU program.
            According to WKU's mission, "Western Kentucky University

prepares students to be productive, engaged leaders in a global society" (http://www.wku.edu/about.html). A high priority of the proposed course will be to offer future educators the technological tools to make them more productive as administrators of their time and energy and give them the necessary tools to become instructors of technology. These tools will aid future teachers in becoming engaged leaders in a global society. According to WKU's Statement of Purpose, "As a nationally prominent university, WKU is engaged internationally in acclaimed, technologically driven academic programs "(http://www.wku.edu/coursecatalog/index.php?subcategoryid=64). Western Kentucky University presently does not adequately prepare future Business and Marketing Educators for the courses they will be teaching according to the Kentucky Department of Education due to computer application deficiencies. The proposed course will promote WKU's mission to provide acclaimed technologically enhanced academic programs. Five of WKU's benchmark universities were randomly selected and their Business and/or Marketing Education programs were compared to ours. This comparison revealed a deficiency in computer application instruction in our program. This course is one step in eliminating these deficiencies.

Further, this course will allow the college, department, and program leaders to monitor and insure the instruction delivered is pertinent to the major. After examining the syllabi and descriptions of courses which may include similar software, the need for this course became apparent. The proposed course will align with the needs determined by the Kentucky Department of Education: Career and Technical Education and the standards published by the National Business Education Association. An informal survey of regional Business and Marketing Educators (most participants graduated from the program at the WKU) further supported the need for this course.

2.2   Projected enrollment in the proposed course:

15-25 per semester offered based on the current number of Business & Marketing Education majors and the possibility of other education and College of Business majors that may be inclined to take the course.

2.3   Relationship of the proposed course to courses now offered by the department:

BE 310 is designed to be a fundamental course in the Business and Marketing Education program. Considering the large number of computer advanced computer applications courses taught in secondary schools by business teachers, students need advanced computer applications skills and instruction. Further, these future Business and Marketing educators need instruction in delivering these skills to their future students. Business

and Marketing students need this course with the proposed content that is pedagogically strong and aligned with state and national standards. This class is designed to be taken in a sequence after BE 210 Computer Applications for Business Educators (a prerequisite) and before (or while) taking BE 410 Digital Media for Business Educators.

2.4 Relationship of the proposed course to courses offered in other departments:

A search was conducted for courses in other WKU departments that address some similar software at different levels. Various courses in different colleges and departments address some of the topics and software proposed in BE 310, such as CIS 141 Computer Literacy and LME 448 Technology Applications in Education. However, the proposed course will concentrate on the software and skills needed specifically by business educators at the advanced skill level.

2.5 Relationship of the proposed course to courses offered in other institutions:

As discussed above, five of Western Kentucky University's benchmark institutions were randomly selected and their Business and/or Marketing Education programs were compared. The following are the five benchmark institutions reviewed and the courses they offer that are similar to the one proposed here. Some programs used more than one course to deliver the content of the proposed course.

1. Central Missouri State University – BE&O 3501 Business & Ed. Technology, BE&0 1536 Word Processing II
2. Middle Tennessee State University – BMOM 2350 Advanced Document Production
3. Youngstown State University – INFOT 3714 Advanced Spreadsheets, CSIS Development of Databases
4. Indiana State University – BEIT 320 Spreadsheet and Database Applications
5. Eastern Michigan University – BEDU Concepts of Network and Business Technology, BEDU 220 Word/Information Processing Operations

3. Discussion of proposed course:

3.1 Course objectives:
After completing this course students will be proficient in using advanced features in:
A. Word (word processor)
B. Excel (spreadsheets)
C. Access (database)

D.	PowerPoint (multimedia presentation)
E.	Publisher (desktop publishing)
F.	FrontPage (web page creator)
G.	Instructional/evaluation software for the Business & Marketing classroom

Further, students will be able to:
H.	Discuss computer applications trends and issues in Business & Marketing Education
I.	Demonstrate teaching strategies for teaching advanced computer applications in the Business & Marketing classroom

3.2	Content outline:
A.	Microsoft Word (current version)
		Unit E:	Creating and Formatting Tables
		Unit F: Illustrating Documents with Graphics
		Unit G: Creating a Web Site
		Unit H: Merging Word Documents

B.	Microsoft Excel (current version)
		Unit E: Working with Formulas and Functions
		Unit F: Managing Workbooks and Preparing Them for the Web
		Unit G: Automating Worksheet Tasks
		Unit H: Using Lists
		Unit E:	Integrating Word and Excel

C.	Microsoft Access (current version)
		Unit E: Modifying a Relational Database Structure
		Unit F: Creating Multiple Table Queries
		Unit G: Developing Forms and Subforms
		Unit H: Sharing Information and Enhancing Reports
		Unit F: Integrating Word, Excel and Access

D.	Microsoft PowerPoint (current version)
		Unit E: Customizing your Presentation
		Unit F: Enhancing Charts
		Unit G: Working with Embedded and Linked Objects and Hyperlinks
		Unit H: Using Advanced Features
		Unit G: Integrating Word, Excel, Access and PowerPoint

E.	Publisher (current version)
		Unit A: Getting Started with Publisher (current version)
		Unit B: Working with Text and Graphics
		Unit C: Creating a Web Publication

F. FrontPage (current version)
   Unit A Getting Started with FrontPage (current version)
   Unit B: Creating a Web Site

G. Instructional/Evaluation Software
   Unit A: Using SAM (Student Access Rights)

H. Computer applications trends and issues in Business & Marketing
   courses
   Unit A: Keeping current with business
   Unit B: Strategies for teaching advanced computer applications in
            the Business & Marketing Education classroom

3.3   Student expectations and requirements:

       Basis for Student Evaluation
       A.   In-class activities – working on computers in class producing
             documents and completing projects
       B.   Out-of-class laboratory assignments - – working on computers in
             class producing documents and completing projects
       C.   Tests/quizzes
       D.   Skills tests taken on the computer

3.4   Tentative texts and course materials:

       A.   Beskeen, Cram, Duffy, Friedrichsen, Reding. (2006). Microsoft

             Office 2003: Illustrated second course. ISBN: 0-619-

             01898-4. Boston: Course Technology. (Or current similar

             text depending on software upgrades)

       B.   SAM Assessment & Training (current version). Course
             Technology.

4.   Resources:

4.1   Library resources:

       The Business Education Forum is a journal which offers current
       research and information on the content methodology that affect the
       business classroom. This journal offers writings from practicing teachers
       in the business education classrooms at all educational levels.

       The NABTE Review is a research based journal that offers the

current research being published concerning the issues important to business education.

These sources would be beneficial but are not essential. A copy of each is maintained in the Business & Marketing Education program director's office.

4.2   Computer resources: This course will need to be taught in a computer lab or with 1 laptop per student. The dean of the College of Education and Behavioral Sciences has given his assurance the technology and software will be made available for the deliverance of this course.

5.   Budget implications:

5.1   Proposed method of staffing: Existing faculty will teach this course.

5.2   Special equipment needed: This course will need to be taught in a computer lab or provide students with laptop computers. Skills Assessment Manager (SAM) and Microsoft Office Professional software will need to be available on each computer.

5.3   Expendable materials needed: None

5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2008

7.   Dates of prior committee approvals:

Department of Curriculum & Instruction   11/10/06

CEBS Curriculum Committee   _____

Professional Education Council   _____

University Curriculum Committee   _____

University Senate   _____

Attachments: Bibliography, Course Inventory Form, Library Resources Form

Course Bibliography

Supplemental resources

Business Teacher Education Curriculum Guide and Program Standards. (2005).

   Reston, VA: National Business Education Association.

National Standards for Business Education: What America's Student Should

   Know and Be Able to Do in Business. (2001). Reston, VA: National

   Business Education Association.

Policy Statements. (1959-1996). Policies Commission for Business and

   Economic Education. Cincinnati, OH: South-Western Educational

   Publishing.

Rader, Martha. (Ed.). (2003). Effective Methods of Teaching Business In the

   21st Century. Reston, VA: National Business Education Association.

College of Education and Behavioral Sciences
Department of Department of Curriculum and Instruction
Proposal to Create a New Course
(Action Item)

Contact Person: Dr. Michael McDonald, michael.mcdonald@wku.edu, 745-3097

1.   Identification of proposed course:

      1.1   Course prefix (subject area) and number: BE 410

      1.2   Course title: Digital Media for Business Educators

      1.3   Abbreviated course title: Digital Med for Bus Ed

      1.4   Credit hours and contact hours: 3 hours

      1.5   Type of course: C—Lecture/Lab

      1.6   Prerequisite: BE 210: Computer Applications for Business Educators

      1.7   Course catalog listing:
            Fundamentals of creating documents and web pages via computer media. Emphasis will be placed on computer desktop publishing.

2.   Rationale:

      2.1   Reason for developing the proposed course:
            Students need skills in developing documents with digital media such as desktop publishing documents and web pages. These skills may be used by Business and Marketing Education teachers to facilitate their job duties and/or teach these skills to their students. Business and Marketing Education is a technology driven program area. According to the Kentucky Department of Education, business teachers teach such courses as: Multi-Media Publishing and Web Data Management. (http://www.education.ky.gov/KDE/Instructional+Resources/Career+and+ Technical+Education). Most of the content of these courses is not being delivered in the present WKU program.
            According to WKU's mission, "Western Kentucky University prepares students to be productive, engaged leaders in a global society" (http://www.wku.edu/about.html). A high priority of this proposed class will be to offer future educators the technological tools to make them more productive as administrators of their time and energy and give them the necessary tools to become instructors of technology. These tools will aid

future teachers in becoming engaged leaders in a global society. According to WKU's Statement of Purpose, "As a nationally prominent university, WKU is engaged internationally in acclaimed, technologically driven academic programs" (http://www.wku.edu/coursecatalog/index.php?subcategoryid=64). Western Kentucky University presently does not adequately prepare future Business and Marketing Educators for the courses they will be teaching according to the Kentucky Department of Education due to computer application deficiencies. The proposed course will promote WKU's mission to provide acclaimed technologically enhanced academic programs.

Five of WKU's benchmark universities were randomly selected and their Business and/or Marketing Education programs were compared to ours. This comparison revealed a deficiency in computer application instruction in our program. The proposed course is one step in eliminating these deficiencies.

Further, this course will allow the college, department, and program leaders to monitor and insure the instruction delivered is pertinent to the major. After examining the syllabi and descriptions of courses that may include similar software, the need for this course became apparent. The proposed course will align with the needs determined by the Kentucky Department of Education: Career and Technical Education and the standards published by the National Business Education Association. An informal survey of regional Business and Marketing Educators (most participants graduated from the program at the WKU) further supported the need for this course.

2.2 Projected enrollment in the proposed course:

15-25 per semester offered based on the current number of Business & Marketing Education majors and the possibility that other education and College of Business majors may enroll.

2.3 Relationship of the proposed course to courses now offered by the department:

BE 410 is designed to be a fundamental course in the Business and Marketing Education program. Considering the specific types of computer applications courses taught in middle and secondary schools by business teachers, students need multi-media/desktop publishing application skills. Further, future Business and Marketing educators need instruction in teaching these skills to their future students. Business and Marketing students need this course with the proposed content that is pedagogically strong and aligned with state and national standards. The proposed course is designed to be taken in a sequence after BE 210 Computer Applications for Business Educators (a prerequisite) and before (or while) taking BE 310 Advanced Computer Applications for Business

Educators (a pre- or co-requisite).

2.4   Relationship of the proposed course to courses offered in other departments:

A search was conducted for courses in other WKU departments that address some similar software at different levels. Various courses in different colleges and departments address some of the software proposed in BE 410, such as ART 243 Digital Media, and OST 221C Desktop Publishing. However, the proposed course will concentrate on the software and skills needed specifically by business educators.

2.5   Relationship of the proposed course to courses offered in other institutions:

As discussed above, five of Western Kentucky University's benchmark institutions were randomly selected and their Business and/or Marketing Education programs were compared. The following are the five benchmark institutions reviewed and the courses they offer that are similar to the one proposed here. Some programs used more than one course to deliver the content of the proposed course.

- Central Missouri State University – BE&O 3510 Desktop Publishing/Business
- Middle Tennessee State University – BMOM 2600 Business Applications of Desktop Publishing, BMOM 4410 Managerial Media Presentations
- Youngstown State University – INFOT Multimedia Tech, INFOT Multimedia Authoring
- Indiana State University – BEIT 307 Information and Technology in Organizations
- Eastern Michigan University – BEDU 396 Information and Media Administration,

3.   Discussion of proposed course:

3.1   Course objectives:
After completing this course students will be able to:
      A.   Navigate Microsoft Publisher
      B.   Create a publication
      C.   Work with text
      D.   Work with art
      E.   Enhanced a publication
      F.   Improve a publication
      G.   Work with multiple pages
      I.   Publish to the Web
      J.   Discuss computer applications trends and issues in

Business & Marketing Education

K.   Demonstrate teaching strategies for teaching digital media/desktop publishing applications in the Business & Marketing classroom

3.2   Content outline:
  - A.   Getting Started with Microsoft Publisher
  - B.   Creating a Publication
  - C.   Working with Text
  - D.   Working with Art
  - E.   Enhanced in a Publication
  - F.   Improve in a Publication
  - G.   Working with Multiple Pages
  - I.   Using Special Features
  - J.   Working with Microsoft FrontPage and the Web
  - K.   Digital media/desktop publishing applications trends and issues in Business & Marketing courses
  - L.   Strategies for teaching digital media/desktop publishing applications in the Business & Marketing Education classroom

3.3   Student expectations and requirements:

Basis for Student Evaluation
  - A.   In-class activities – working on computers in class producing documents and completing projects
  - B.   Out-of-class laboratory assignments - – working on computers in class producing documents and completing projects
  - C.   Tests/quizzes
  - D.   Skills tests taken on the computer

3.4   Tentative texts and course materials:
  - A.   Reding & Reding. (2006). Microsoft Publisher 2002: Illustrated second course. ISBN: 0-619-04517. Boston: Course Technology. (Or current similar text depending on software upgrades)
  - B.   SAM Assessment & Training (200X). Course Technology.

4.   Resources:

4.1   Library resources:

The Business Education Forum is a journal which offers current research and information on the content methodology that affect the business classroom. This journal offers writings from practicing teachers in the business education classrooms at all educational levels.

The NABTE Review is a research based journal that offers the current research being published concerning the issues important to business education.
These sources would be beneficial but are not essential. A copy of each is maintained in the Business & Marketing Education program director's office.

    4.2   Computer resources: This course will need to be taught in a computer lab or with 1 laptop per student

5.   Budget implications:

    5.1   Proposed method of staffing: Existing faculty will teach this class

    5.2   Computer resources: This course will need to be taught in a computer lab or with 1 laptop per student. The dean of the College of Education and Behavioral Sciences has given his assurance the technology and software will be made available for the deliverance of this course.

    5.3   Expendable materials needed: None

    5.4   Laboratory materials needed: None

    6.   Proposed term for implementation: Fall 2008

    7.   Dates of prior committee approvals:

Department of Curriculum & Instruction   11/10/06

CEBS Curriculum Committee   _____

Professional Education Council   _____

University Curriculum Committee   _____

University Senate   _____

Attachments: Bibliography, Course Inventory Form, Library Resources Form

Course Bibliography
Supplemental resources

Business Teacher Education Curriculum Guide and Program Standards. (2005). Reston, VA: National Business Education Association.

National Standards for Business Education: What America's Student Should Know and Be Able to Do in Business. (2001). Reston, VA: National Business Education Association.

Policy Statements. (1959-1996). Policies Commission for Business and Economic Education. Cincinnati, OH: South-Western Educational Publishing.

Rader, Martha. (Ed.). (2003). Effective Methods of Teaching Business In the 21st Century. Reston, VA: National Business Education Association.

College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise A Program
(Action Item)

Contact Person: Dr. Michael McDonald, michael.mcdonald@wku.edu, 745-3097

1.   Identification of program:

1.1   Current program reference number: 621
1.2   Current program title: Business and Marketing Education
1.3   Credit hours: 48

2.   Identification of the proposed program changes:

- Add ECON 203 Principles Economics-Macro as an alternative to ECON 202 Principles of Economics – Micro
- Substitute BE 210 Computer Applications for Business Educators for CIS 141 Basic Computer Literacy or CS 145 Intro Computing
- Substitute BE 310 Advanced Computer Applications for Business Educators for BE 485 Office Employee Training
- Substitute BE 410 Digital Media for Business Educators for OST 221C Desktop Publishing
- OST 255C Records & Information Mgmt for BE 362 Intro Office Systems

No overall increase in program hours is proposed.

3.   Detailed program description:

Business and Marketing Education, Certification for Grades 5-12
Western Kentucky University

Business and Marketing Education Courses			
Current Program		Proposed Program	
ACCT 200	Introduction to Accounting- Financial (3)	ACCT 200	Introduction to Accounting- Financial (3)
ACCT 201	Introduction to Accounting- Managerial (3)	ACCT 201	Introduction to Accounting- Managerial (3)
ECON 202	Principles of Economics – Macro (3)	**ECON 202 OR ECON 203**	**Principles of Economics – Micro (3) OR Principles Economics-Macro (3)**
~~CIS 141 or CS 145~~	~~Introductory Computer Application Course~~ (3)	**BE 210**	**Computer Applications for Business Educators (3)**
FIN 261 **or** CFS 310	Personal Finance (3) OR Management of Family Resources (3)	FIN 261 **or** CFS 310	Personal Finance (3) OR Management of Family Resources (3)
MGT 310	Organization and Management (3)	MGT 310	Organization and Management (3)
MKT 320	Basic Marketing Concepts (3)	MKT 320	Basic Marketing Concepts (3)

MKT Elective	MKT 321, 323, 324, 326, 327 (3) *(Pre-Requisite MKT 320)*	MKT Elective	MKT 321, 323, 324, 326, 327 (3) *(Pre-Requisite MKT 320)*
CIS 343	Principles of MIS (3)	CIS 343	Principles of MIS (3)
OST 220C	Word Processing (3)	OST 220C OR OST 221C	**Word Processing (3) OR-Desktop Publishing (3)**
~~OST 221C~~	~~Desktop Publishing (3)~~	**BE 410**	**Digital Media for Business Educators** (3)
BUS 226C **or** MGT 300	Introduction to Law (3) or Legal Environment of Business (3)	BUS 226C **or** MGT 300	Introduction to Law (3) or Legal Environment of Business (3)
BE 350	Business Communication (3) **(fall only)**	BE 350	Business Communication (3)
~~BE 362~~	~~Introduction to Office Systems (w) (spring only)~~ (3)	**OST 255C**	**Office Administration** (3)
~~BE 485~~	~~Office Employee Training (fall only) (3)~~	**BE 310**	**Advanced Computer Applications for Business Educators** (3)
BE 486	Business and Marketing Education Seminar (3) **(fall only)** *(Co-Requisite SEC 473)*	BE 486	Business and Marketing Education Seminar (3) *(Co-Requisite SEC 473)*
Total Hours in Business and Marketing Education			**48**

4. **Rationale for the proposed program change:**

- Add ECON 203 Principles Economics-Macro as an alternative to ECON 202 Principles of Economics – Micro
  - Currently ECON 203 Principles of Economics – Macro is the course listed in the WKU NCATE folio. However, this course is not listed in the WKU Undergraduate catalog. This change would correct this confusion and allow students to select ECON 203 or ECON 202. Either of these courses offer content relevant to the content future Business & Marketing teachers may teach in the state of Kentucky
- Substitute BE 210 Computer Applications for Business Educators for CIS 141 Basic Computer Literacy or CS 145 Intro Computing
  - BE 210 would offer Business & Marketing Education students the content and skills to teach computer applications from the beginner to the intermediate skill level in Kentucky public schools. This course will stay consistent with Kentucky Career and Technical Education course content standards and National Business Education Association national standards for teaching computer applications in secondary business programs. BE 210 will be delivered from the point of view of preparing future computer applications instructors.

- Substitute BE 310 Advanced Computer Applications for Business Educators for BE 485 Office Employee Training
  - This course would offer Business & Marketing Education students the content and skills to teach computer applications from the intermediate to the advanced skill level in Kentucky public schools. This course will stay consistent with Kentucky Career and Technical Education course content standards and National Business Education Association national standards for teaching computer applications in secondary business programs.
  - A review of the coursed business and marketing teachers are approved to teach in Kentucky secondary schools revealed the content of BE 485 was not relevant. Further, none of the five benchmark institution programs offered a class similar to BE 485.
- Substitute BE 410 Digital Media for Business Educators for OST 221C Desktop Publishing
  - BE 410 would offer Business & Marketing Education students the content and skills to teach computer applications/digital media including desktop publishing and web page design from the beginner to the intermediate skill level in Kentucky public schools. This course will stay consistent with Kentucky Career and Technical Education course content standards and National Business Education Association national standards for teaching computer applications in secondary business programs.
- OST 255C Office Administration
  - The course offers instruction and skills in work relationships, leadership roles, team membership, problem solving skills, and the use of technology in the modern business office. This content is taught in Kentucky secondary business and marketing programs.

The main purpose of the proposed program changes is to aid Business and Marketing Education students in developing advanced skills in computer applications and Internet skills. These skills may be used by teachers to facilitate their job duties and/or teach these skills to their students. Business and Marketing Education is a technology driven program area. According to the Kentucky Department of Education, business teachers teach such courses as Computer and Technology Applications, Advanced Computer Applications, Multi-Media Publishing, Data Modeling, Introduction to SQL, and Web Data Management. (http://www.education.ky.gov/KDE/Instructional+Resources/Career+and+Technical+Education). Some of the content of these courses is not being delivered in the present WKU program.

According to WKU's mission, "Western Kentucky University prepares students to be productive, engaged leaders in a global society" (http://www.wku.edu/about.html). A high priority of the proposed changes will be to offer future educators the technological tools to make them more productive as administrators of their time and energy and give them the necessary tools to become instructors of technology. These tools will aid future teachers in becoming engaged leaders in a global society. According to WKU's Statement of Purpose, "As a nationally prominent university, WKU is engaged internationally in acclaimed, technologically driven academic programs

(http://www.wku.edu/coursecatalog/index.php?subcategoryid=64). The proposed changes are a part of a continually evolving program that must stay on current with the technology and procedures required by business and the most effective teaching methodologies for Business & Marketing educators. These changes are needed according to the Kentucky Department of Education and reflected by WKU's benchmark institutions. These new courses will promote WKU's mission to provide acclaimed technologically enhanced academic programs.

Five of WKU's benchmark universities were randomly selected and their Business and/or Marketing Education programs were compared to ours. This comparison revealed a deficiency in computer application instruction in our program. These courses are one step in correcting these deficiencies.

5.   Proposed term for implementation and special provisions (if applicable):

Fall 2008

6.   Dates of prior committee approvals:

Department of Curriculum & Instruction   11/10/06

Curriculum Committee

Professional Education Council

University Curriculum Committee

University Senate

Attachment: Program Inventory Form