2015-2016 LONG SIGNATURE SHEET

UNC CHARLOTTE

Proposal Number: EIST 10-20-2015

Proposal Title: Creating four EIST courses EIST 8110, 8130, 8135 and 8170 for electives at the doctoral level

Originating Department: Department of Educational Leadership

TYPE OF PROPOSAL: UNDERGRADUATE_____   GRADUATE__X____   UNDERGRADUATE & GRADUATE___
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
	10/20/15	10/22/15	Approved	**DEPARTMENT CHAIR** DR. ALAN MABE
10/22/15	10/26/15	11/16/15	Approved	**COLLEGE CURRICULUM COMMITTEE CHAIR** DR. KELLY ANDERSON
—	—	—	Approved	**COLLEGE FACULTY CHAIR (if applicable)** [print name here:]
11/18/15	11/18/15	11/18/15	Approved	**COLLEGE DEAN** for Dawson R. Hancock DR. ELLEN McINTYRE
			Approved	**GENERAL EDUCATION** (if applicable; for General Education courses) [print name here:]
			Approved	**HONORS COLLEGE** (if applicable; for Honors courses & programs) [print name here:]
			Approved	**UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR** (for undergraduate content)
11/18/15	12/1/15		Approved	**GRADUATE COUNCIL CHAIR** (for graduate content) Dennis Livesay
				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)

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UNC CHARLOTTE

LONG FORM
COURSE AND CURRICULUM PROPOSAL

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*To: Graduate Council

From: Instructional Systems Technology Program

Date: 10/20/15

Re: Creating four EIST courses EIST 8110, 8130, 8135 and 8170 for electives at the doctoral level

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The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

I. HEADING AND PROPOSAL NUMBER

University of North Carolina at Charlotte

Creating four EIST courses EIST 8110, 8130, 8135 for electives at the doctoral level

Instructional Systems Technology (IST), Department of Educational Leadership, College of Education

A. Proposal Number: EIST 10-20-2015

B. Title: Creating four EIST courses EIST 8110, 8130, 8135 and 8170 for electives at the doctoral level

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY

Creating four EIST courses EIST 8110, 8130, 8135 and 8170 for electives at the doctoral level

B. JUSTIFICATION

Instructional Technology skills are essential skills for any doctoral graduate. The Instructional Systems Technology (IST) graduate program is housed in the Department of Educational Leadership in the College of Education. Based on a needs assessment survey and email requests, the IST program has received several requests from doctoral students in the Department of Education Leadership expressing their interest to take instructional systems technology courses as electives. We would like to be able to cross-list and offer some of our courses as electives for the doctoral students with additional and differentiated requirements for the doctoral students. These courses do not directly affect any of the core or required courses. This might also benefit other doctoral students in the College of Education and across the UNC Charlotte campus who wish to take instructional technology courses as electives. These courses would benefit the graduate students in the Superintendent concentration of the Educational Leadership program who supervise instructional technology departments in their schools and also the graduate students in the curriculum and supervision and higher education concentrations in the Educational Leadership program who collaborate with instructional technology teams in their professional roles.

C. IMPACT

Group of students benefitted: Ed.D. students in Educational Leadership and other doctoral students at UNC Charlotte who are interested in taking courses on Instructional Technology as electives.

Effect of this proposal on existing courses and curricula: These courses will not affect existing courses or curricula. Doctoral students will be taking these courses as electives. The anticipated projection numbers are for five doctoral students to take these cross-listed courses each semester along with master's level students. The current course cap is at 25 students per course and the program has room for doctoral students to take these courses along with the Masters students and not exceeding the course cap.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.
We do not need any additional resources for these proposed changes.

      A. PERSONNEL. We will not need additional personnel to teach the doctoral levels of the proposed courses as they are cross-listed with the Master's levels of the same courses.

      B. PHYSICAL FACILITY. We have all the resources needed to offer these courses.

      C. EQUIPMENT AND SUPPLIES: No special equipment is needed for these proposed changes.

      D. COMPUTER. We will be using the Learning Management System technology already supported by UNC Charlotte.

      E. AUDIO-VISUAL. There are no requirements for audio-visual facilities as this is an entirely online program.

      F. OTHER RESOURCES. There is no need for any other resources.

      G. SOURCE OF FUNDING. There are no additional sources of funding available for these proposed changes.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

      A. LIBRARY CONSULTATION. Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of *Consultation on Library Holdings*).

      Library consultation forms are attached.

      B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS. List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).
      NOT APPLICABLE

C. **Honors Council Consultation.** In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable).

NOT APPLICABLE

V. Initiation, Attachments and Consideration of the Proposal

A. **Originating Unit.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

At the Education Leadership department meeting on October 20th 2015, we received a 15-0 vote supporting the curriculum updates proposed.

B. **Credit Hour. (Mandatory if new and/or revised course in proposal)**
Review statement and check box once completed:
☒ The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

EIST 8110 Instructional Design (3 credit hours)

EIST 8130 Instructional Multimedia Development (3 credit hours)

EIST 8135 Learning Media, Resources and Technology (3 credit hours)

EIST 8170 Human Performance Technology (3 credit hours)

These 3-credit online courses require approximately 7 hours of student work each week for approximately 15 weeks. Student work may include but is not limited to: required reading, participation in online discussion forums, written assignments including research papers, and studying for quizzes and exams.

C. **Attachments.**

1. Consultation: Attach relevant documentation of consultations with other units.

   Library consultations forms are attached

2. Course Outline/Syllabus: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.

Course Outline/Syllabus is Attached

3. <u>PROPOSED CATALOG COPY</u>: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the <u>current catalog copy</u> and use the Microsoft Word "track changes" feature (or use red text with "~~strikethrough~~" formatting for text to be deleted, and adding blue text with "<u>underline</u>" formatting for text to be added).

    a. For a new course or revisions to an existing course, check all the statements that apply:

  __X__ This course will be cross listed with another course.

  _____ There are prerequisites for this course.

  _____ There are corequisites for this course.

  _____ This course is repeatable for credit.

  _____ This course will increase/decrease the number of credits hours currently offered by its program.

  _____ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

EIST 8110 Instructional Design (3)
Instructional analysis, design and evaluation principles and practices; gaining practical experience applying theoretical understandings of instructional design principles and processes such as goal and task analysis, learner and context analysis, instructional strategies, selection and development of instructional materials, and formative and summative evaluation. This course is cross-listed with Master's section EIST 6110. Differentiated assignment on research in instructional multimedia development will be provided for doctoral students. *(Spring)* Delivery Method (Online)

EIST 8130 Instructional Multimedia Development (3)
Planning, developing, and evaluating instructional multimedia products based on learning principles and research-based best practices. This course is cross-listed with Master's section EIST 6130. Differentiated assignment on research in instructional multimedia development will be provided for doctoral students. *(Fall)* Delivery Method (Online)

EIST 8135 Learning Media, Resources and Technology (3)
Selection, use, and evaluation of technological innovations in instructional media. Students learn to make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning based on principles, theories, and effective practices.

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Differentiated assignments will be provided for doctoral students. This course is cross-listed with Master's section EIST 6135. Differentiated assignment on research in learning media, resources and technology will be provided for doctoral students. *(Spring)* Delivery Method (Online)

EIST 8170 Human Performance Technology (3)
This course provides an introduction to the field of human performance technology. It examines basic concepts and principles of human performance technology, human performance system models, and various approaches to solving human performance problems. In depth analysis of performance improvement interventions and their implementation within organizations is emphasized. This course is cross-listed with Master's section EIST 6170. Differentiated assignment on research in Human Performance Technology will be provided for doctoral students. (Fall), Delivery Method (Online)

      b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (**UNDERGRADUATE ONLY**): Does the proposed change impact an existing Academic Plan of Study?
   ☐ Yes. If yes, please provide updated Academic Plan of Study in template format.
   ☐ No.

   Not applicable

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?
   ☐ Yes. If yes, please provide updated SLOs in template format.
   ☒ No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?
   ☒ Yes. Briefly explain below.
   ☐ No. Briefly explain below.

   Effort will be made by the IST faculty to provide students the option to buy electronic books instead of hardcopy textbooks. Electronic textbooks are usually less expensive than hardcopy textbooks.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Florence Martin, Education Leadership

From: Judy Walker, Education/ Psychology Librarian

Date: November 11, 2015

Subject: EIST 8110: Instructional Design

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker   **Date:** November 11, 2015

Please Check One:
     Holdings are superior   _____
     Holdings are adequate   __X__
     Holdings are adequate only if Dept. purchases additional items.   _____
     Holdings are inadequate   _____

Comments:
Since these courses are currently being offered, the library resources are already supporting them. If the library does not have some resources a more robust, doctoral research project might unearth, we are committed to securing those resources through interlibrary loan and also possible purchase.

Judy Walker

Evaluator's Signature

November 11, 2015
Date

UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Florence Martin, Education Leadership

From: Judy Walker, Education/ Psychology Librarian

Date: November 11, 2015

Subject: EIST 8130: Instructional Multimedia Development

Summary of Librarian's Evaluation of Holdings:

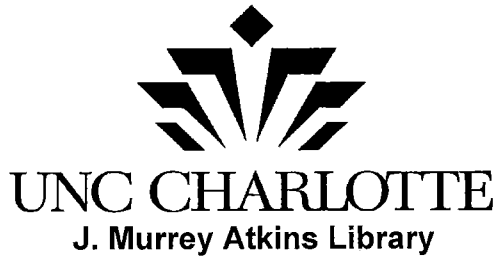**Evaluator:** Judy Walker   **Date:** November 11, 2015

Please Check One:
    Holdings are superior   _____
    Holdings are adequate   __X__
    Holdings are adequate only if Dept. purchases additional items.   _____
    Holdings are inadequate   _____

Comments:
Since these courses are currently being offered, the library resources are already supporting them. If the library does not have some resources a more robust, doctoral research project might unearth, we are committed to securing those resources through interlibrary loan and also possible purchase.

Judy Walker

Evaluator's Signature

November 11, 2015
Date

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UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Florence Martin, Education Leadership

From: Judy Walker, Education/ Psychology Librarian

Date: November 11, 2015

Subject: EIST 8135: Learning Media, Resources & Technology

Summary of Librarian's Evaluation of Holdings:

Evaluator: <u>Judy Walker</u>   **Date:** <u>November 11, 2015</u>
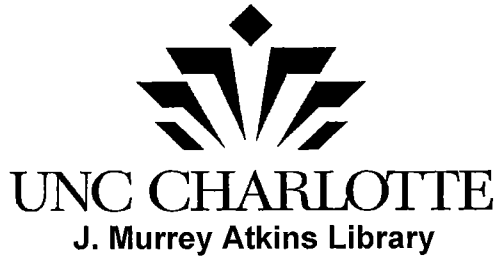
Please Check One:
Holdings are superior
Holdings are adequate   <u>X</u>
Holdings are adequate only if Dept. purchases additional items.
Holdings are inadequate

Comments:
Since these courses are currently being offered, the library resources are already supporting them. If the library does not have some resources a more robust, doctoral research project might unearth, we are committed to securing those resources through interlibrary loan and also possible purchase.

Judy Walker

Evaluator's Signature

<u>November 11, 2015</u>
Date

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UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Florence Martin, Education Leadership

From: Judy Walker, Education/ Psychology Librarian

Date: November 11, 2015

Subject: EIST 8170: Human Performance Technology

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker   **Date:** November 11, 2015

Please Check One:
    Holdings are superior   _____
    Holdings are adequate   __X__
    Holdings are adequate only if Dept. purchases additional items. _____
    Holdings are inadequate   _____

Comments:
Since these courses are currently being offered, the library resources are already supporting them. If the library does not have some resources a more robust, doctoral research project might unearth, we are committed to securing those resources through interlibrary loan and also possible purchase.

Judy Walker

Evaluator's Signature
November 11, 2015
Date

EIST 8110 Instructional Design
(Online Course)
Course Syllabus

UNCCHARLOTTE

Course Catalog Description	In this course, you will learn about instructional analysis, design and evaluation principles and practices; gaining practical experience applying theoretical understandings of instructional design principles and processes such as goal and task analysis, learner and context analysis, instructional strategies, selection and development of instructional materials, and formative and summative evaluation. Differentiated assignment on research in instructional design will be provided for doctoral students.
Number of Credits	3
Syllabus Changes	The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by email notice or by change to this syllabus posted on Moodle.
Course Goals	This course has been designed to introduce students to the instructional design processes. At the end of this course, you will be able to: • Apply systematic instructional design processes (analysis, design, develop, implement and evaluate) in the creation of instructional material. • Determine the essential skills, dispositions, and knowledge base needed for a successful career in the field of Instructional Design • Compare and Contrast Instructional design models that can be used for the systematic ID process
Course Prerequisites	This course is restricted to students of graduate standing beyond the undergraduate level.
Class Meeting Time	This distance course will meet asynchronously only (100%). You have the flexibility to participate in the course anytime and from anywhere. However, you need to follow the deadlines in the submission of projects, discussion, and reflection posts. Discussion boards are utilized for student-student, student-instructor communication and interaction.
Online Class Location	This course will be taught online through UNCC's Moodle course management platform. Access http://moodle2.uncc.edu/ and log-in with your Ninernet ID and password. After logging-in, click on the EIST 8110 section to access the course site (depending on the one you are enrolled in).
Required Course Materials	1. Designing Effective Instruction - Morrison, Ross, Kalman, and Kemp http://www.wiley.com/WileyCDA/WileyTitle/productCd-EHEP002462.html Supplemental articles will also be provided to students through the Moodle course site.
Teaching Strategies	Initially, elessons and readings will present the basic concepts of online

	learning (see weekly topic sections in Moodle for posted online lectures). Several interactive activities in the form of discussions and reflections are provided. Students complete an instructional design project with various checkpoints throughout the semester designed to provide feedback on student progress (see course schedule below for details).
Course Projects/Activities	*Instructional Design Project* Identify an instructional design problem, and propose an instructional solution. You will design, develop, implement and evaluate the instructional solution. *Discussion Forums* In order to supplement readings and other course activities, there are fifteen Discussion Forums. In these forums, students will post information according to various criteria and will interact with other students by replying to their postings. *Reflection Journal* Students will reflect on the content learned each week by responding to three top aspects from each week's content. *Midterm and End of Semester Course Survey* Feedback will be collected during midterm and at the end of the semester on the effectiveness of the EIST 8110 course. Trends Research Paper Doctoral Students are expected to completed an additional research paper on Trends in Instructional design as part of the EIST 8110 course
Grading Assignments/Projects	Cumulative grades can be tracked during the semester by clicking the "Grades" link on the Moodle menu. Project

Part A – Problem Statement	50 points
Part B – Analysis	100 points
Part C – Design	100 points
Part D – Develop	100 points
Part E – Implement	100 points
Part F – Evaluate	100 points
	550 points

Other graded activities

15 discussions	150 points
15 reflections	75 points
Introduction discussion	15 points
Getting started quiz	10 points
Trends in Instructional Design Research Paper	100 points

	Total: 900 points
Grading Scale	The grading scale is based on percentage: A: 90 to 100% B: 80 to 89% C: 70 to 79% U: Below 70%
Feedback Expectations	Please contact the instructor via email or through the "Contact the instructor forum" on Moodle with any questions about the course project or other assignments. The instructor will strive to answer any emails within 48 hours and grade submitted assignments within 3 days of the due date.
Assessment	Instructional design project checkpoints are due on the assigned date. Due to the sequential pacing of the project, it is essential students stay up to date on these assignments. The instructor may request certain individuals revise and resubmit these assignments before they are graded. Full credit is not awarded for late work.
Course Policies	You are expected to meet the following policies. • This is a graduate course, and high quality work is expected. Proofread your writing. • All due dates are firm and no extensions will be given except in extreme cases. If you are ill or unable to complete an assignment on time, you must notify the instructor prior to the due date. • Technical difficulty is not considered an acceptable excuse for not submitting work on time. • Scheduled quizzes/exams must be taken during designated periods, unless approved in advance by the instructor. Failure to take a quiz/exam will result in a zero. There will be no make-up quizzes/exams since answers are distributed to students when the quiz/exam period closes. • Students are expected to complete all assignments, discussion forums, quizzes, and exams independently except in cases where group work is assigned. • Students should cite work using APA 6th Edition guidelines.
Required and Recommended Hardware and Software	Hardware: Students' minimum hardware requirements should be at least those for the operating system, browser, and any associated applications (software) in use. Speakers and a microphone (or a headset with integrated microphone) are required. Software: Students will need access to some multimedia development tool such as Camtasia, Screencast o matic etc. I do not expect you to buy the software. You can use the trial version of the software in this course provided you have not used it up already. Browsers: Students and faculty should use university-recommended and supported operating systems and browsers (preferably Firefox) to access Moodle. Email: All students will be required to use their official UNC Charlotte email accounts for this course.
Credit Hour Statement	This 3-credit online course requires approximately 7 hours of student work each week for approximately 15 weeks. Student work may include but is not

	limited to: required reading, participation in online discussion forums, written assignments, and studying for quizzes and exams.
Sexual Harassment Policy	All students are required to abide by the UNC Charlotte Sexual Harassment Policy (http://www.legal.uncc.edu/policies/ps-61.html) and the policy on Responsible Use of University Computing and Electronic Communication Resources (http://www.legal.uncc.edu/policies/ps-66.html). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.
Inclement Weather Policy	Class will run as usual (online) even if the University is closed. The phone number for the Inclement Weather Hotline is 704.687.2877. In the event that classes are canceled, students are responsible for reading over the material that was to be covered that day by visiting the course Moodle web site. They will also be responsible for the assignment unless otherwise noted on the Moodle course web site. In the event that classes are canceled on a review day for a test, students will be responsible for reviewing on their own and the test will be given on the scheduled day. In the event that classes are canceled on a day that a test was scheduled, the test schedule will be adjusted if necessary.
Student Responsibility	UNC Charlotte Academic Regulations and Student Responsibilities are printed in the current UNC Charlotte Catalog. Please refer to this section of the catalog for specific information. Access the Student Code of Responsibility here - http://legal.uncc.edu/policies/ps-104.html. In addition to the responsibilities specified by the University, for this course, students are responsible for keeping up with all assignments and deadlines including those posted on Moodle during the semester.
Code of Student Academic Integrity	All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: http://www.legal.uncc.edu/policies/ps-105.html Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.
College of Education Conceptual Framework	*Professional Educators Transforming Lives* , the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness,** and **commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below. **Core Proficiency: Knowledge.** Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as: K1: Knowledge relevant to life in the 21st century K2: Specialty area knowledge K3: Pedagogical knowledge K4: Knowledge of learners and their contexts K5: Self-awareness K6: Knowledge of policies, laws, standards, and issues **Core Proficiency: Effectiveness.** Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

	E1: 21st century skills E2: Planning, implementation, and evaluation E3: Research-based practice E4: Research skills E5: Culturally competent practice E6: Response to diverse learners E7: Reflective practice **Core Proficiency: Commitment.** Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as: C1: Positive impact on learners C2: Ethics C3: Leadership C4: Collaboration C5: Advocacy C6: Professional identity and continuous growth The core proficiencies of **knowledge, effectiveness,** and **commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards outlined below. **North Carolina Standards for Graduate Teacher Candidates (2009):** 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection
College of Education Commitment to Diversity	The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.
College of Education Technology Statement	Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.
Religious Accommodations	UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work

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	missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at http://legal.uncc.edu/policies/ps-134.html, It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).
Disability Accommodations	If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704 687 4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.
Online Student Course Evaluation Process and Confidentiality	Courses in the College of Education are evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.
Professional Dispositions for Professional Education Programs	Dispositions include the values, commitments, and ethics expected of professional educators and will be evaluated throughout your academic and professional preparation. (These may be found online at https://education.uncc.edu/resources/professional-dispositions-plan-and-information). Education is a demanding profession that requires candidates to act in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. Showing proper initiative and following through on tasks in a timely manner are also critical. Establishing habits supportive of these dispositions is an important part of each candidate's career preparation and as such will be emphasized throughout this course and the program.
AECT Specialty Standards	This course supports the following AECT 2012 standards. AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes. AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy. AECT Standard 3 (Learning Environments): Candidates facilitate learning (p. 41) by creating, using, evaluating, and managing effective learning environments. AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

Course Calendar

	Topics	Readings	Assignment
Week 0	Preparation for the Course		Introduction Discussion Watch course orientation
Week 1	Introduction to ID Process	Chapter 1: Introduction to the Instructional Design Process.	Discussion 1 Reflection 1
Week 2	Overview of ID Models	Dick and Carey ASSURE Morrison and Kemp	Discussion 2 Reflection 2 Part A - Problem Statement
Week 3	Needs Assessment and Goal Analysis	Chapter 2: Identifying the Need for Instruction.	Discussion 3 Reflection 3
Week 4	Learner and Contextual Analysis	Chapter 3: Learner and Contextual Analysis.	Discussion 4 Reflection 4
Week 5	Task Analysis	Chapter 4: Task Analysis.	Discussion 5 Reflection 5
Week 6	Instructional Objectives And Developing Assessment Instruments	Chapter 5: Instructional Objectives Chapter 7 (Dick and Carey) – Developing Assessment Instruments	Discussion 6 Reflection 6 Part B – Analysis

Week 7	Designing the Instruction	Chapter 6: Designing the Instruction: Sequencing.	Discussion 7 Reflection 7
		Chapter 7: Designing the Instruction: Strategies.	
		Chapter 8: Designing the Instructional Message.	
Week 8	Developing Instructional Material	Chapter 9: Developing Instructional Materials.	Discussion 8 Reflection 8 Part C - Design
		Chapter 10: Design Considerations for Technology-Based Instruction.	
Week 9	Evaluation	Chapter 11: The Many Faces of Evaluation.	Discussion 9 Reflection 9
		Chapter 12: Developing Evaluation Instruments.	
		Chapter 13: Using Evaluation to Enhance Programs: Conducting Formative and Summative Evaluations	
Week 10	Learning and Instructional Theory	Chapter 14: Learning Theory and Instructional Theory.	Discussion 10 Reflection 10
Week 11	Implementation	Chapter 15: Planning for Instructional Implementation.	Discussion 11 Reflection 11 Part D - Development

Week 12	Project Management	Chapter 16: Instructional Design Project Management.	Discussion 12 Reflection 12
Week 13	K-12 Setting Case Study - Maya Thomas	Case Study	Discussion 13 Reflection 13
Week 14	Post Secondary Setting Case Study - Jennie Davenport and Pedro Lopez	Case Study	Discussion 14 Reflection 14
Week 15	Professional Designer	Chapter 12 – Cenamo and Kalk	Discussion 15 Reflection 15 Part F - Evaluation Report Doctoral Students – Research Paper on Trends in IST End of Course Feedback

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE (List the names of the faculty members who have developed this basic course outline.)   Dr. Florence Martin
APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:
Approved by the College of Education *Undergraduate* Curriculum Committee   Chair: Date:
Approved by the College of Education *Graduate* Curriculum Committee   Chair: Date:

EIST 8130 Instructional Multimedia Development
Fall 2015 (Online Course)
Course Syllabus

Course Catalog Description	Planning, developing, and evaluating instructional multimedia products based on learning principles and research-based best practices. Differentiated assignment on research in instructional multimedia development will be provided for doctoral students.
Course Overview	This course introduces students to instructional design procedures with an emphasis on planning for and carrying out the analysis, design, development, implementation and evaluation of multimedia instructional materials. Students will participate in an individual project and a team project. In the team project, students will create the proposal, design specifications, prototype, and multimedia program. They will also implement and evaluate the multimedia program. Each student will demonstrate basic proficiencies across a wide spectrum of multimedia. Students will develop an in-depth understanding of contemporary theories of multimedia development culminating in a personalized theoretical basis for use and development of multimedia products. Emphasis will be on design principles.
Number of Credits	3
Syllabus Changes	The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by email notice or by change to this syllabus posted on Moodle.
Course Goals	This course has been designed to provide students with the skills of designing and developing multimedia instruction. At the end of this course, students should be able to do the following: • Apply contemporary theories of multimedia learning, cognitive theory of learning, multimedia principles, design principles, and instructional development process to the development of multimedia instruction. • Plan, design, develop, implement and evaluate a multimedia instructional program.
Course Prerequisites	This course is restricted to students of graduate standing beyond the undergraduate level. Students can apply the course material in developing multimedia instructional development.
Class Meeting Time	This distance course will meet asynchronously only (100%). You have the flexibility to participate in the course anytime and from anywhere. However, you need to follow the deadlines in the submission of projects, discussion, quizzes and reflection posts. Discussion boards are utilized for student-student, student-instructor communication and interaction.
Virtual Class Locations	This course will be taught online through UNCC's Moodle course management platform. Access http://moodle2.uncc.edu/ and log-in with your Ninernet ID and password. After logging-in, click on the EIST 8130 section to access the course site.
Required Course Materials	1) Lee & Owens, Multimedia-based Instructional Design http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787973440.html

	2) Clark & Mayer, Elearning and the science of instruction http://onlinelibrary.wiley.com/book/10.1002/9781118255971 3) Williams, Non-designers design book http://www.peachpit.com/store/non-designers-design-book-9780321850607 Supplemental articles will also be provided to students through the Moodle course site.
Teaching Strategies	Initially, elessons and readings will present the basic concepts of instructional design (see weekly topic sections in Moodle for posted online lectures). Several interactive activities in the form of discussions and reflections are provided. Students complete a multimedia instructional individual and team design project with various checkpoints throughout the semester designed to provide feedback on student progress (see course schedule below for details).
Course Projects/Activities	*Multimedia Individual Project* For the individual project, you are not expected to work with a client. For one learning objective, you will create a multimedia instructional project. *Multimedia Team Project* Working with a client, students will plan and execute an instructional development project. Due dates for each project component/deliverable will be determined as part of the project planning activities and documented in the project proposal for instructor review and approval. *Discussion Forums* In order to supplement readings and other course activities, there are fourteen Discussion Forums. In these forums, students will post information according to various criteria and will interact with other students by replying to their postings. You are also expected to facilitate one discussion forum and has points assigned for facilitation. *Reflection Journal* Students will reflect on the content learned each week by responding to three top aspects from each week's content. *Quiz* Evaluations of student understanding on design principles will be conducted in the format of a quiz. Trends Research Paper Doctoral Students are expected to completed an additional research paper on Trends in Instructional design as part of the EIST 8130 course
Grading Assignments/Projects	Cumulative grades can be tracked during the semester by clicking the "Grades" link on the Moodle menu. Project

Individual Multimedia project	150 points
Part A – Project Proposal	100 points
Part B – Design Specifications	100 points

Part C – Prototype (Draft)	25 points
Part D – Multimedia Program	100 points
Part E - Evaluation	100 points

Other graded activities

14discussions	140 points
14 reflections	70 points
Design Quiz	20 points
Getting Started Quiz	5 points
Professional Dispositions	10 points
Discussion Facilitation	20 points
Voice Thread Discussion	10 points
Trends Research Paper	100 points

Total: 950 points

Grading Scale	The grading scale is based on percentage: A: 90 to 100% B: 80 to 89% C: 70 to 79% U: Below 70%
Feedback Expectations	Please contact the instructor via email or through the "Ask the instructor forum" on Moodle with any questions about the course project or other assignments. The instructor will strive to answer any emails within 48 hours and grade submitted assignments within 7 days of the due date.
Assessment	Multimedia Project components are due on the assigned date. Due to the sequential pacing of the project, it is essential students stay up to date on these assignments. The instructor may request certain individuals revise and resubmit these assignments before they are graded. Full credit is not awarded for late work.
Course Policies	You are expected to meet the following policies. • This is a graduate class, and high quality work is expected. Proof read your writing. • All due dates are firm and no extensions will be given except in extreme cases. If you are ill or unable to complete an assignment on time, you must notify the instructor prior to the due date. • Technical difficulty is not considered an acceptable excuse for not submitting work on time. • Scheduled quizzes/exams must be taken during designated periods, unless approved in advance by the instructor. Failure to take a quiz/exam will result in a zero. There will be no make-up quizzes/exams since answers are distributed to students when the quiz/exam period closes. • Students are expected to complete all assignments, discussion forums,

	quizzes independently except in cases where group work is assigned. • Students should cite work using APA 6th Edition guidelines.
Required and Recommended Hardware and Software	Hardware: Students' minimum hardware requirements should be at least those for the operating system, browser, and any associated applications (software) in use. Speakers and a microphone (or a headset with integrated microphone) are required. Software: Students will need access to some multimedia development tool such as Articulate Storyline, Adobe Captivate, Camtasia etc. I do not expect you to buy the software. You can use the trial version of the software in this course provided you have not used it up already. Browsers: Students and faculty should use university-recommended and supported operating systems and browsers (preferably Firefox) to access Moodle. Email: All students will be required to use their official UNC Charlotte email accounts for this course.
Credit Hour Statement	This 3-credit online course requires approximately 7 hours of student work each week for approximately 15 weeks. Student work may include but is not limited to: required reading, participation in online discussion forums, written assignments, and studying for quizzes and exams.
Sexual Harassment Policy	All students are required to abide by the UNC Charlotte Sexual Harassment Policy (http://www.legal.uncc.edu/policies/ps-61.html) and the policy on Responsible Use of University Computing and Electronic Communication Resources (http://www.legal.uncc.edu/policies/ps-66.html). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.
Inclement Weather Policy	Class will run as usual (online) even if the University is closed. The phone number for the Inclement Weather Hotline is 704.687.2877. In the event that classes are canceled, students are responsible for reading over the material that was to be covered that day by visiting the course Moodle web site. They will also be responsible for the assignment unless otherwise noted on the Moodle course web site. In the event that classes are canceled on a review day for a test, students will be responsible for reviewing on their own and the test will be given on the scheduled day. In the event that classes are canceled on a day that a test was scheduled, the test schedule will be adjusted if necessary.
Student Responsibility	UNC Charlotte Academic Regulations and Student Responsibilities are printed in the current UNC Charlotte Catalog. Please refer to this section of the catalog for specific information. Access the Student Code of Responsibility here - http://legal.uncc.edu/policies/ps-104.html. In addition to the responsibilities specified by the University, for this course, students are responsible for keeping up with all assignments and deadlines including those posted on Moodle during the semester.
Code of Student Academic Integrity	All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: http://www.legal.uncc.edu/policies/ps-105.html Faculty may ask students to produce identification at examinations and may

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	require students to demonstrate that graded assignments completed outside of class are their own work.
College of Education Conceptual Framework	***Professional Educators Transforming Lives*** , the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness,** and **commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below. **Core Proficiency: Knowledge.** Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as: K1: Knowledge relevant to life in the 21st century K2: Specialty area knowledge K3: Pedagogical knowledge K4: Knowledge of learners and their contexts K5: Self-awareness K6: Knowledge of policies, laws, standards, and issues **Core Proficiency: Effectiveness.** Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as: E1: 21st century skills E2: Planning, implementation, and evaluation E3: Research-based practice E4: Research skills E5: Culturally competent practice E6: Response to diverse learners E7: Reflective practice **Core Proficiency: Commitment.** Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as: C1: Positive impact on learners C2: Ethics C3: Leadership C4: Collaboration C5: Advocacy C6: Professional identity and continuous growth The core proficiencies of **knowledge, effectiveness,** and **commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards outlined below. **North Carolina Standards for Graduate Teacher Candidates (2009):** 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection

College of Education Commitment to Diversity	The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.
College of Education Technology Statement	Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.
Religious Accomodations	UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at http://legal.uncc.edu/policies/ps-134.html. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).
Disability Accomodations	If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704 687 4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.
Online Student Course Evaluation Process and Confidentiality	Courses in the College of Education are evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.
Professional Dispositions for	Dispositions include the values, commitments, and ethics expected of

Professional Education Programs	professional educators and will be evaluated throughout your academic and professional preparation. (These may be found online at https://education.uncc.edu/resources/professional-dispositions-plan-and-information). Education is a demanding profession that requires candidates to act in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. Showing proper initiative and following through on tasks in a timely manner are also critical. Establishing habits supportive of these dispositions is an important part of each candidate's career preparation and as such will be emphasized throughout this course and the program.
AECT Specialty Standards	This course supports the following AECT 2012 standards. AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes. AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy. AECT Standard 3 (Learning Environments): Candidates facilitate learning (p. 41) by creating, using, evaluating, and managing effective learning environments. AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

Course Calendar

Week	Dates	Topic	Due
Week 0	Aug 24 -30	Preparation for the Course	Introduction by Voice Thread Getting Started Quiz Sign up to Moderate Readiness Survey
Week 1	Aug 31 – Sep 6	Introduction to Multimedia Learning	DUE: Topic Idea for Individual Multimedia Project Discussion 1 Reflection 1
Week 2	Sep 7 - 13	Cognitive Theory of Multimedia Learning/ Elearning	DUE: Proposal for Individual Multimedia Project Discussion 2

			Reflection 2
Week 3	Sep 14 - 20	Tools to create Multimedia Learning	Discussion 3 Reflection 3
Week 4	Sep 21 - 27	Multimedia Principles	DUE: Topics and Teams for Multimedia Team Project Discussion 4 Reflection 4
Week 5	Sep 28 – Oct 4	Multimedia Needs Assessment and Analysis	Due: Individual Multimedia Project Discussion 5 Reflection 5
Week 6	Oct 5 - 11	Multimedia Instructional Design	Discussion 6 Reflection 6
Week 7	Oct 12 - 18	Design Techniques - Flowcharting, Storyboarding, Prototyping	Part A – Team Project Proposal – Analysis Discussion 7 Reflection 7 Mid Semester Feedback
Week 8	Oct 19 - 25	Multimedia Instructional Development and Implementation	Discussion 8 Reflection 8 Professional Dispositions
Week 9	Oct 26 – Nov 1	Exploring Multimedia Tools	Part B – Team Project Design Specifications Discussion 9 Reflection 9
Week 10	Nov 2 - 8	Design and Type Principles	Discussion 10 Reflection 10 Design Principles Quiz
Week 11	Nov 3 – 8	Multimedia Principles contd.	Discussion 11 Reflection 11
Week 12	Nov 9 - 15	Multimedia Evaluation	Part C – Team Project Prototype Discussion 12

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			Reflection 12
Week 13/14	Nov 16 – Dec 6	Prototype Peer Review	Part D – Team Project Multimedia Program Discussion 13/14 Reflection 13/14
Week 15	Dec 7 – Dec 13	Multimedia Competencies for Educational Technologists	Part E – Evaluation Results Discussion 15 Reflection 15 Doctoral Students – Trends Research Paper

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE
(List the names of the faculty members who have developed this basic course outline.)

Dr. Florence Martin

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved by the College of Education *Undergraduate* Curriculum Committee

Chair: Date:

Approved by the College of Education *Graduate* Curriculum Committee

Chair: *K. Anderson*   Date: 11/17/15

EIST 8170 – Human Performance Technology
(Online Course)
Course Syllabus

Course Catalog Description	This course provides an introduction to the field of human performance technology. It examines basic concepts and principles of human performance, human performance system models, and various approaches to solving human performance problems. In depth analysis of performance improvement interventions and their implementation within organizations is emphasized. Differentiated assignment on research in human performance technology will be provided for doctoral students.
Number of Credits	3
Syllabus Changes	The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by email notice or by change to this syllabus posted on Moodle.
Course Goals	1. Examine basic concepts and principles of human performance technology 2. Describe the models used in human performance technology. 3. Examine the systematic approach to the analysis, design, development, implementation and evaluation of performance improvement interventions within organizations
Course Prerequisites	This course is restricted to students of graduate standing beyond the undergraduate level. No Prerequisites
Class Meeting Time	This distance course will meet asynchronously only (100%). You have the flexibility to participate in the course anytime and from anywhere. However, you need to follow the deadlines in the submission of projects, discussion, and reflection posts. Discussion boards are utilized for student-student, student-instructor communication and interaction.
Online Class Location	This course will be taught online through UNCC's Moodle course management platform. Access http://moodle2.uncc.edu/ and log-in with your Ninernet ID and password. After logging-in, click on the EIST 6170 section to access the course site.
Required Course Materials	Required: Van Tiem, D., Moseley, J.L, & Dessinger, J.C. (2012). Fundamentals of Performance Improvement Optimizing Results through People, Process, and Organizations (3rd edition). San Francisco: Pfeiffer/Wiley/ISPI. Supplemental articles will also be provided to students through the Moodle course site. The textbooks can be purchased from the UNCC bookstore or any online website.
Teaching Strategies	Initially, elessons and readings will present the basic concepts of online learning (see weekly topic sections in Moodle for posted online lectures). Several interactive activities in the form of discussions and reflections are provided. Students complete an online course design project with various checkpoints throughout the semester designed to provide feedback on student progress (see course schedule below for details).

Course Projects/Activities	*Performance Improvement Project* This project will require you to work on a two to three member team to apply the steps in the performance improvement process. Intervention Presentation and Paper This assignment will require you to work independently to learn about one performance intervention other than training and classroom instruction. *Discussion Forums* In order to supplement readings and other course activities, there are fifteen Discussion Forums. In these forums, students will post information according to various criteria and will interact with other students by replying to their postings. *Reflection Journal* Students will reflect on the content learned each week by responding to three top aspects from each week's content. *Midterm and End of Semester Course Survey* Feedback will be collected during midterm and at the end of the semester on the effectiveness of the EIST 8170 course.
Grading Assignments/Projects	Cumulative grades can be tracked during the semester by clicking the "Grades" link on the Moodle menu. Project Other graded activities Total: 650 points
Grading Scale	The grading scale is based on percentage: A: 90 to 100% B: 80 to 89% C: 70 to 79% U: Below 70%
Course Response	Please contact the instructor via email or through the "Contact the instructor

Project

Project 1 - Intervention Presentation & Paper (20%)	100 points
Project 2 - Performance Improvement Team Project (40%)	225 points

Other graded activities

14 discussions	140 points
Discussion Facilitation	20 points
14 reflections	75 points
Introduction Discussion (VoiceThread)	10 points
Getting Started Quiz	5 points
Research Trends Paper	100 points

Times	forum" on Moodle with any questions about the course project or other assignments. The instructor will strive to answer any emails within 48 hours and grade submitted assignments within 7 days of the due date.
Assessment	Online course design components are due on the assigned date. Due to the sequential pacing of the project, it is essential students stay up to date on these assignments. The instructor may request certain individuals revise and resubmit these assignments before they are graded. Full credit is not awarded for late work.
Course Policies	You are expected to meet the following policies. • This is a graduate course, and high quality work is expected. Proof read your writing. • All due dates are firm and no extensions will be given except in extreme cases. If you are ill or unable to complete an assignment on time, you must notify the instructor prior to the due date. • Technical difficulty is not considered an acceptable excuse for not submitting work on time. • Scheduled quizzes/exams must be taken during designated periods, unless approved in advance by the instructor. Failure to take a quiz/exam will result in a zero. There will be no make-up quizzes/exams since answers are distributed to students when the quiz/exam period closes. • Students are expected to complete all assignments, discussion forums, quizzes, and exams independently except in cases where group work is assigned. • Students should cite work using APA 6th Edition guidelines.
Netiquette Guidelines	Students should follow the Netiquette guidelines proposed by the Center of Teaching and Learning at UNCC http://teaching.uncc.edu/academic-technologies/moodle-2/students/netiquette-guidelines
Prerequisite/Minimum Skills	You are requested to have the skills listed in the Readiness Survey http://www.unc.edu/tlim/ser/ There is no other prerequisite course requirement to take this course.
Required and Recommended Hardware and Software	• Hardware: Students' minimum hardware requirements should be at least those for the operating system, browser, and any associated applications (software) in use. Speakers and a microphone (or a headset with integrated microphone) are required. • Software: Students will use some multimedia development tool of your choice to create instructional material for your online course. I do not expect you to buy the software. You can use the free or trial version of any multimedia software. • Browsers: Students and faculty should use university-recommended and supported operating systems and browsers (preferably Firefox) to access Moodle. • Email: All students will be required to use their official UNC Charlotte email accounts for this course.
Credit Hour Statement	This 3-credit online course requires approximately 7 hours of student work each week for approximately 15 weeks. Student work may include but is not

	limited to: required reading, participation in online discussion forums, written assignments, and studying for quizzes and exams.
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Code of Student Academic Integrity	All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: http://www.legal.uncc.edu/policies/ps-105.html Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.
College of Education Conceptual Framework	*Professional Educators Transforming Lives* , the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness,** and **commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below. **Core Proficiency: Knowledge.** Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as: K1: Knowledge relevant to life in the 21st century K2: Specialty area knowledge K3: Pedagogical knowledge K4: Knowledge of learners and their contexts K5: Self-awareness K6: Knowledge of policies, laws, standards, and issues **Core Proficiency: Effectiveness.** Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

	E1: 21st century skills
	E2: Planning, implementation, and evaluation
	E3: Research-based practice
	E4: Research skills
	E5: Culturally competent practice
	E6: Response to diverse learners
	E7: Reflective practice
	Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:
	C1: Positive impact on learners
	C2: Ethics
	C3: Leadership
	C4: Collaboration
	C5: Advocacy
	C6: Professional identity and continuous growth
	The core proficiencies of **knowledge, effectiveness,** and **commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards outlined below.
	North Carolina Standards for Graduate Teacher Candidates (2009): 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection
College of Education Commitment to Diversity	The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.
College of Education Technology Statement	Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.
Religious Accommodations	UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work

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	missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at http://legal.uncc.edu/policies/ps-134.html. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).
Disability Accommodations	If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704 687 4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.
Online Student Course Evaluation Process and Confidentiality	Courses in the College of Education are evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.
Professional Dispositions for Professional Education Programs	Dispositions include the values, commitments, and ethics expected of professional educators and will be evaluated throughout your academic and professional preparation. (These may be found online at https://education.uncc.edu/resources/professional-dispositions-plan-and-information). Education is a demanding profession that requires candidates to act in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. Showing proper initiative and following through on tasks in a timely manner are also critical. Establishing habits supportive of these dispositions is an important part of each candidate's career preparation and as such will be emphasized throughout this course and the program.
AECT Specialty Standards	This course supports the following AECT 2012 standards. AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes. AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy. AECT Standard 3 (Learning Environments): Candidates facilitate learning (p. 41) by creating, using, evaluating, and managing effective learning environments. AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

Course Calendar

Week	TOPICS	ASSIGNMENT/ PROJECT DUE
Week 0 Aug 24 - Aug 29	Getting Started – Preparation for the course	Introduction Discussion Getting Started Quiz Course Readiness Survey
Week 1 Aug 30 - Sep 6	Introduction to Human Performance Technology	Discussion 1 Reflection 1
Week 2 Sep 7 - Sep 13	Human Performance Technology Case Studies	Discussion 2 Reflection 2
Week 3 Sep 14 - Sep 20	Origins of Human Performance Technology	Discussion 3 Reflection 3
Week 4 Sep 21 - Sep 27	Human Performance Technology Models	Phase I - Description of the project Discussion 4 Reflection 4
Week 5 Sep 28 - Oct 4	Change Management for HPT	Discussion 5 Reflection 5
Week 6 Oct 5 - Oct 11	Performance Analysis	Discussion 6 Reflection 6
Week7 Oct 12 - Oct 18	Cause Analysis	Discussion 7 Reflection 7
Week 8 Oct 19 - Oct 25	Selecting Performance Interventions	Discussion 8 Reflection 8
Week 9 Oct 26 - Nov1	More Performance Improvement Case Studies	Phase 2 - Performance Improvement Project Discussion 9

		Reflection 9
Week 10 Nov 2 - Nov 8	Selecting Performance Interventions Presentations	DUE: Intervention Presentation and Paper Discussion 10 Reflection 10
Week 11 Nov 9 - Nov 15	Intervention Design, Making the business case and Intervention development	Discussion 11 Reflection 11
Week 12 Nov 16 - Nov 22	Intervention Implementation	Discussion 12 Reflection 12
Week 13/14 Nov 23 - Dec 6	Intervention Evaluation	Discussion 13/14 Reflection 13/14
Week 15 Dec 7 - Dec 13	HPT Competencies and Wrap-up	DUE: Phase3 - Performance Improvement Project Discussion 15 Reflection 15 Doctoral Students – Trends Research Paper

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE
(List the names of the faculty members who have developed this basic course outline.)

Dr. Florence Martin

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved by the College of Education *Undergraduate* Curriculum Committee

Chair: Date:

Approved by the College of Education *Graduate* Curriculum Committee

Chair: *K. Anderson*   Date: 11/17/15

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EIST 8135: Learning, Media, Resources, and Technology
University of North Carolina at Charlotte

Office Location: Virtual
Office Hours: Office hours vary. Please e-mail to set up a time to meet by phone, or google chat.
Course Expectations:
This syllabus contains the policies and expectations established for EIST 8135. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students.
Syllabus Changes:
The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by email notice or by change to this syllabus posted on Moodle.

Catalog description:
Selection, use, and evaluation of technological innovations in instructional media. Students learn to make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning based on principles, theories, and effective practices. Differentiated assignment on research in learning media, resources and technology will be provided for doctoral students.

Course Description:
An overview of traditional and emerging audiovisual media for education, training, marketing, and public relations. Emphasis on knowledge and skills evaluating, designing, producing, and using media such as photography, television, displays, interactive video, and microcomputers to enhance communication. This course provides an overview of media and technology in the context of both education and communication theory. This combination allows the student to explore media and technology through a variety of applications. The diversity of the program makes the course appropriate not only to the educator, but to students interested in different fields of study. Opportunity is provided to students to explore media and technology applications in different settings. Doctoral students

Course Objectives:
1. Develop a consistent set of rationales for using media and technology in education, training, or other general communication situations.
2. Describe instructional or communication problems and their potential solutions in terms of the processes of communication and learning.

3. Select and use media and technologies from the perspective of research findings and form an awareness of what are the accepted practices in selected professions or fields of interest.

4. Apply psychological perspectives (e.g. behaviorist, cognitivist, constructivist, social psychological) to the selection and use of media and technologies for learning.

5. Describe the physical characteristics, advantages, limitations, and applications of a variety of media and technologies.

6. Appraise specific materials (e.g., projected media, videos, computer software) using an Appraisal Checklist.

7. Identify and use appropriate media information sources when selecting commercially distributed audiovisual materials.

8. Use instructional design models to prepare a lesson/communication which includes a description of the learner/audience; the objectives; methods, media, and materials to be utilized; how the learners/audience will be involved; the tools and techniques for evaluation/revision.

9. Utilize appropriate techniques when presenting instructional media and evaluate audiovisual presentation by others.

10. Demonstrate the correct setup and use of audiovisual materials and equipment in real or simulated teaching/communication situations.

11. Defend and criticize the use of various process technologies in given situations (i.e. match appropriate solutions with different problems).

Required Text:
☐ Readings will be provided.

Course Assignments:
☐ Reading guide
☐ Discussion forums
☐ Resource analyses
☐ Technology integration lesson plan
☐ Research brief
☐ Consultant technology integration project
☐ Doctoral Students - Research Paper on Trends in Learning Media, Resources and Technology

Grading Scale
A: 92.5-100%
B: 85.5-92.5%
C: 78.5-85.5% U: Below 78.5%

Importance of Reflection:
Reflection is an important part of the learning process - before, during, and after the learning experience (Boud, 2001). During the semester, students will have three formal opportunities to reflect on their learning in this course: the ungraded introductory activity in Week 1, a series of reflection questions within the Reading Guide assignment, and an essay question on the final exam.

Course Policies:
You are expected to meet the following policies.
□ All due dates are firm and no extensions will be given except in extreme cases. If you are ill or unable to complete an assignment on time, you must notify the instructor prior to the due date. Late work may be deducted 10% per day late.
□ Technical difficulty is not considered an acceptable excuse for not submitting work on time. Students should back up assignments in e-mail, on flash drives, or in other ways to avoid technological issues.
□ Students are expected to complete all assignments, discussion forums, quizzes, and exams independently except in cases where group work is assigned.
□ Students should cite sources using APA 6th Edition guidelines.

Contacting the Instructor:
The best way to contact the instructor is via email. Students should allow a minimum of 24-hour turn-around time for responses throughout the week.

Hardware and Software Requirements:
□ *Hardware*: Students' minimum hardware requirements should be at least those for the operating system, browser, and any associated applications (software) in use. The main items to check for are the processor and amount of memory in the computer. The sound card and video card may also need to be considered. Speakers and a microphone (or a headset with integrated microphone) are required.

□ *Software:* Assignments should be submitted using Microsoft Office tools (Word, Excel, Project, etc.). However, if there is a need to submit an assignment using another file format, please consult the instructor first.
o *Browsers*: Students and faculty should use university-recommended and supported operating systems and browsers to access Moodle.
o *Email*: All students will be required to use their official UNC Charlotte email accounts for this course.
Grades of Incomplete: Incomplete as a grade will only be given to students who are unable to attend part of the course due to illness or for other reasons approved by the instructor in advance.

If an incomplete is granted, the student has until the end of the next academic period to complete all outstanding work. Additionally the student must obtain and complete a "Record Concerning a Grade of Incomplete Form" available from the instructor. It is the student's responsibility to obtain and complete the form. If the form is not completed by the end of the semester no credit will be given for the missing work and the appropriate grade will be recorded.

Credit Hour Statement:
This 3-credit online course requires approximately 7 hours of student work each week for approximately 15 weeks. Student work may include but is not limited to: required reading, participation in online discussion forums, written assignments, and studying for quizzes and exams.

Sexual Harassment Policy:
All students are required to abide by the UNC Charlotte Sexual Harassment Policy (http://www.legal.uncc.edu/policies/ps-61.html) and the policy on Responsible Use of University Computing and Electronic Communication Resources (http://www.legal.uncc.edu/policies/ps-66.html). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Student Responsibility: UNC Charlotte Academic Regulations and Student Responsibilities are printed in the current UNC Charlotte Catalog. Please refer to this section of the catalog for specific information. Access the Student Code of Responsibility here - http://legal.uncc.edu/policies/ps-104.html.

In addition to the responsibilities specified by the University, for this course, students are responsible for keeping up with all assignments and deadlines including those posted on Moodle during the semester.

Code of Student Academic Integrity:
All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: http://www.legal.uncc.edu/policies/ps-105.html

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

College of Education Conceptual Framework: *Professional Educators Transforming Lives* , the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness,** and **commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:
K1: Knowledge relevant to life in the 21st century
K2: Specialty area knowledge
K3: Pedagogical knowledge
K4: Knowledge of learners and their contexts
K5: Self-awareness
K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:
E1: 21st century skills
E2: Planning, implementation, and evaluation
E3: Research-based practice
E4: Research skills
E5: Culturally competent practice
E6: Response to diverse learners
E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:
C1: Positive impact on learners
C2: Ethics
C3: Leadership
C4: Collaboration
C5: Advocacy
C6: Professional identity and continuous growth

The core proficiencies of **knowledge, effectiveness,** and **commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards outlined below.
North Carolina Standards for Graduate Teacher Candidates (2009): 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection

College of Education Commitment to Diversity:
The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

College of Education Technology Statement:
Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

Religious Accommodations: UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at http://legal.uncc.edu/policies/ps-134.html. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

Disability Accommodations:
If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704 687 4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Online Student Course Evaluation Process and Confidentiality:

Courses in the College of Education will are evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

AECT Specialty Standards: This course supports the following AECT standards.
Standard 2: Development Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.
Standard 4: Management Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.

Standard 5: Evaluation Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE (List the names of the faculty members who have developed this basic course outline.) Ms. Susan Allred
APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:
Approved by the College of Education *Undergraduate* Curriculum Committee Chair: Date:
Approved by the College of Education *Graduate* Curriculum Committee Chair: *K. Anderson*   Date: *11/17/15*