

2014-2015 LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: EIST 10-21-2014 b

Proposal Title: Adding a new graduate course EIST 6170 Human Performance Technology in the Instructional Systems Technology program

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
9/16/14	10/21/14	10/22/14	Approved	<u>DEPARTMENT CHAIR</u> James Bird DR. JIM BIRD
10/27/14	10/27/14	10/4/14	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Kelly Anderson DR. KELLY ANDERSON
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> N/A [print name here:]
11/11/14	11/11/14	11/11/14	Approved	<u>COLLEGE DEAN</u> Ellen McIntyre DR. ELLEN McINTYRE
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)</u>
11-12-14	12-2-14	1-13-15	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content) Alan R. Freitag ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: Graduate Council

From: Instructional Systems Technology Program

Date: 8/26/14

Re: Adding a new graduate course EIST 6170 Human Performance Technology

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

Adding a new graduate course EIST 6170 Human Performance Technology

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

A. Proposal Number:

B. Title: *Adding a new course on Human Performance Technology in the Instructional Systems Technology Program*

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY

Adding a new course EIST 6170 (Human Performance Technology) Technology in the Instructional Systems Technology Program

B. JUSTIFICATION

Proposing a new course in Human Performance Technology

The majority of our current students are in the school specialist concentration. We currently have community training and development concentration established but the courses that students take is no different from the school specialist concentration. We want to differentiate the list of courses that we offer for this concentration and meet the needs of this target audience who work in training and development in corporate, higher education, government and military settings through the training and development concentration. We see the new proposed course as key to that concentration. Although a small amount of course material has been covered in the EIST 6120 Trends in IST course for several years, this new focus on this target audience and developments in our field make it essential to have a separate course to more adequately address the essential area of Human Performance Technology.

C. IMPACT

Group of students benefitted: M.Ed. Students in the IST Training and development concentration and Graduate Certificate students in the IST Training and Development concentration will benefit from the proposed changes.

Effect of this proposal on existing courses and curricula: This course change will affect the requirements for the M.Ed. and Graduate Certificate in Instructional Systems Technology. Training and development concentration is an optional focus in both the M.Ed. and the graduate certificate program in IST. Students who choose to have this concentration will be required to take this new course in Human Performance Technology

Addition of EIST 6170 (Human Performance Technology) - One section of this course will be taught once a year. This will be a required foundation course for the training and development concentration and will get interest from those in corporate settings. We are anticipating 15 to 18 students in this course each time it is offered..

The IST catalog for both the M.Ed. and Graduate certificate gets affected by these proposed changes. See catalog copy section.

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 this newly proposed course.
- B. **PHYSICAL FACILITY.** This is an entirely online program and we already have all the technology resources needed.
- C. **EQUIPMENT AND SUPPLIES:** No special equipment is needed for these proposed changes.
- D. **COMPUTER.** We will be using the Moodle Learning Management System and the Saba Synchronous tool 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](#)).

See 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 10/21/14, we received a 15-0 vote supporting the curriculum change proposed.

The College of Education curriculum committee unanimously voted in support of the curriculum change 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 6170 Human Performance Technology (3 credit hours)

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.

- C. **ATTACHMENTS**.

1. **CONSULTATION**: Attach relevant documentation of consultations with other units.

Library Consultation (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. PROPOSED CATALOG COPY: 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 current catalog copy 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 “underline”** formatting for text to be added).
- a. For a new course or revisions to an existing course, check all the statements that apply:
- 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 6170 Human Performance Technology

Course Description (3 credit hours)

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. (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.

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

Florence Martin, Associate Professor of Educational Leadership

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE

Approved on 1/13/15 by the College Graduate Curriculum Committee
Date Chair: R. Anderson

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.

EIST 6170 – Human Performance Technology Course Outline

Course Description (3 credit hours)

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. There are no prerequisites for this course.

Objectives of the course

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

Instructional Method

This online course will meet asynchronously only (100%). Discussion boards are utilized for student-student communication and interaction.

Means of student evaluation

Student evaluation includes two papers, a presentation, a team project and a midterm exam.

- Definition of HPT (Paper) - 10%
- Midterm (Exam) - 10%
- Discussion Forums – 20%
- Intervention Presentation and Paper 20%
- Performance Improvement Team Project 40%

The grading scale is based on percentage:

- A: 90 to 100%
- B: 80 to 89%
- C: 70 to 79%
- U: Below 70%

Textbooks or resources

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.

Other readings will be made available through ereserve through the library.

Human Performance Technology in different settings

Human Performance Technology analysis and interventions can be applied to a variety of settings including corporate, higher education, government, military and K-12 settings

Course Policies

Students 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.

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.
- 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 and also participating in the team project.

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>). 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 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.

Topical Schedule of the course

COURSE FILES	TOPIC(S)	READINGS	PROJECT DUE
Week 1	Introduction and Overview		
Week 2	What is Human Performance Technology?	Chapter 1- Van Tiem, D. M., Moseley, J. L., & Dessinger, J. C. (2012). Fundamentals of Performance Technology:	DUE: Definition of HPT. What is Human Performance Technology or HPT?

		<p>Rosenberg - Origins and Evolution of the field. Handbook of Human Performance Technology (2nd edition). San Francisco: Jossey-Bass.</p> <p>Martin, F., Hall, H., Blakely, A., Gayford, M., & Gunter, E. (2009). The HPT Model Applied to a Kayak Company's Registration Process. Performance Improvement Journal, 48, 3, 26 - 35</p>	<p>1) write a personal definition of the field and 2) Describe what you believe a good practitioner of HPT does?</p>
Week 3	Examples of Human Performance Technology	CHWK Case Study	
Week 4	Human Performance Technology Models	<p>Chapter 2 - Van Tiem, D. M., Moseley, J. L., & Dessinger, J. C. (2012). Fundamentals of Performance Technology</p> <p>Rothwell, W. J. (1996). Human performance improvement process. In W. J. Rothwell (Ed.), ASTD Models for Human Performance Improvement. Alexandria, VA: American Society for Training and Development.</p> <p>Wilmoth, F., Prigmore, C. & Bray, M. (2002). HPT Models: An overview of the major models in the field.</p> <p>Perishing, J.A. (2006). Human performance technology fundamentals. In Perishing J.A. (Eds.), Handbook of Human Performance Technology (3rd edition). San Francisco: Jossey-Bass.</p>	Phase I - Description of the project
Week 5	Change Management and Performance Analysis - (Organization analysis, Environmental	<p>Chapter 3 - Change Management</p> <p>Chapter 4 - Overview of Performance Analysis</p> <p>Chapter 5 - Organizational Analysis</p>	

	Analysis, Gap Analysis)	Chapter 6 - Environmental Analysis Chapter 7 - Gap Analysis	
Week 6	Cause Analysis	Chapter 8 - Cause Analysis Case study 2.1 and 2.2 Sample Randall Library Project Cause Analysis Techniques <ul style="list-style-type: none"> • Cause & Effect Diagram • Root Cause Analysis • Interrelationship Diagram • Current Reality Tree 	
Week 7	Selecting Performance Intervention Performance Improvement Case Studies Key Competencies Guest Speaker - Michael Robinson	Chapter 9 - Intervention selection University Library Case Study HPT Model to Organizational Processes in Military Training Key Competencies for PI Professionals	
Week 8	Spring Break (No classes)		
Week 9	Midterm		Phase 2 - Performance Improvement Project
Week 10	Selecting Performance Interventions Presentations	Intervention Presentation Chapters 10 to 17- Performance Improvement Interventions by Van Tiem, Moseley, & Dessinger.	
Week 11	Selecting Performance	Intervention Presentation	

	Interventions Presentations	Chapters 10 to 17- Performance Improvement Interventions by Van Tiem, Moseley, & Dessinger.	
Week 12	Intervention Design, Making the business case and Intervention development	Chapter 18 - Intervention Design Chapter 19 - Making the business case Chapter 20 - Intervention development Case Study 3.1 and 3.2	
Week 13	Pi Case Studies	HPT Case studies	DUE: Intervention Paper Intervention Presentation
Week 14	Intervention Implementation and Maintenance and Intervention Evaluation	Chapter 21 - Intervention Implementation and Maintenance Chapter 22 - Techniques for Implementation and maintenance Case Study 4.1 and 4.2 Chapter 23 - Overview of Evaluation Chapter 24 - Planning and conducting evaluation Case study 5.1 and 5.2	
Week 15	PI Case Studies		DUE: Updated Definition of the field. What is Human Performance Technology or HPT? Describe how your definition of the field has changed? Revisit your old definition (2 or 3 pages)

Week 16	<p>What is CPT?</p> <p>Review Appendix A and B</p> <ul style="list-style-type: none"> • Course Evaluations • Course Review <p>Final Presentations of the Performance Improvement Project</p>		<p>DUE: Phase3 - Performance Improvement Project</p> <p>DUE: Team Member Evaluations</p>
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Projects

Project 1 - Definition of the field (10%)

DUE: Students will turn in a paper on "What is Human Performance Technology or HPT?" (double spaced - 2 or 3 pages)

1. Write a personal definition of the field.
2. Describe what you believe a good practitioner of HPT does?

Students will revisit this definition at the end of the semester.

Project 2 - Intervention Presentation & Paper (20%)

This assignment will require you to work independently to learn about one performance intervention other than training and classroom instruction. The assignment won't make students an expert in the design and implementation of the intervention, but should provide them with enough knowledge to describe the intervention to others and be comfortable recommending it when appropriate.

Students are encouraged to use a variety of resources (published literature, books, the web, professionals in the field, etc.) to complete the assignment. Students will be looking at the following interventions - performance support systems, job analysis/work design, personal development, human resource development, organizational communication, organizational design and development, financial systems).

The outcomes of the assignment will be -

- (1) An oral presentation to the class (not to exceed 20 minutes) on the date assigned.

(2) A 3 to 5 page paper double spaced. Format the paper in APA, and include references.

The presentation and paper should address the following

- Provide a clear and concise description of the performance intervention.
- Provide a brief example of how the intervention has been used or could be used to address a performance problem or opportunity.
- Include an instructional activity to teach the intervention.
- Explain how you would classify the intervention into one or more category.
- Explain how the intervention relates to one or more causes of performance problems.
- Describe any resources, support systems, or strategies required to implement or maintain the intervention.
- Identify the benefits or advantages of the intervention.
- Identify the limitations or disadvantages of the intervention.
- List all resources used following APA style for references.

Project 3 - Performance Improvement Team Project (40%)

This project will require you to work on a two to three member team to apply the steps in the performance improvement process.

Phase 1 - Description of the project. Include one or two paragraphs describing your project.

Phase 2 - Problem Identification, Performance Analysis

During this phase of the project, the team will meet with the client to identify the initial performance problem, the structure of the client's organization, and the key players involved. During this phase of the project, your team will collect data and information from the key players to analyze the organization and environment where the performance problem exists. The problem will be outlined in terms of actual and optimal performance and all possible causes of the problem will be identified.

The outcome of this phase will be a report not to exceed 15 pages. The report should address the following information:

1. Problem Statement

- Describe the initial performance problem (productivity problem/ Quality Improvement initiative/ New Opportunity) as identified by the client.
- Explain why the client perceives this as a performance problem.

2. Organizational Analysis

- Describe the mission, vision, or goals of the client's organization (department, unit, or work group) and explain how they relate to the performance problem.
- Describe the structure of the client's organization and where the key stakeholders of the problem fit into the organization

3. Environmental Analysis

- Describe the environment in which the performance problem is occurring. Possible factors to address are the -
Workplace (including resources, tools, information, feedback and consequence/rewards/incentives of performance or nonperformance)
Work (including job tasks and processes, job policies, procedures, employees responsibilities), and
Workforce (including employees by job roles and other possible stake holders, knowledge, skills, motivation, expectations, capacity or ability).

4. Gap Analysis

- Describe the desired performance result the organization would like to realize.
- Describe the current performance that is occurring within the organization.
- State the gap(s) between optimal and actual performance.

5. Cause Analysis

- Identify the possible causes of the performance gap. Address all possible causes related to the environment and individual performers.
- Explain how the data obtained during Performance Analysis was used to identify and support each of the causes identified.

*Note: Tables, charts, and diagrams should be used to present data and may be included in an appendix if additional page length is required.

Phase 3 - Report to Client

During the final phase of the project, the team will communicate with the client about findings related to the performance problem.

The outcome of this phase will be a concise, written report for the purpose of informing the client. The report should not to exceed 10 pages*. The report should address the following information:

1. Executive summary (not to exceed two pages)

- The purpose of this summary is to provide in a succinct manner, enough information for a decision to be made by the client. It is typically written after the report is completed.

2. Purpose of the project (Summary from Phase II)

- Explain why the team carried out the project. Include description of the performance problem, organization analysis, environment analysis, the gap analysis, and a statement of purpose.

3. Intervention Selection and Feasibility Analysis

- Present the results of your data collection efforts and the interventions recommended. Relate findings to your purposes and key questions. Use tables and charts as appropriate to represent data. Include a feasibility analysis for the interventions recommended.

5. Implications and recommendations

- Discuss the implications of your findings and provide recommendations to the client related to solutions and possible interventions. Suggested solutions and interventions should be based on identified causes of the performance problem.

* Note: You may include an appendix for any information you would like to provide to the client.

Online discussions (20%)

These discussions will center on the readings each week and will be primarily facilitated by the instructor. Students will be expected to do a main post mid-week and respond to at least three peers by the end of the week.



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Florence Martin, Program Director IST
From: Judy Walker, Education/ Psychology Librarian
Date: September 9, 2014
Subject: EIST 6170: Human Performance Technology

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker Date: September 9, 2014

Please Check One:

- Holdings are superior _____
- Holdings are adequate X
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

The library's electronic collection will be able to support this course and those items we do not have direct access to can be gotten through our interlibrary loan service. I am a little concerned about our print collection. Current resources (past 10 years) we have consists of a large number of electronic publications from the US government (not quite 50%). I will work with the faculty teaching this course to locate newer non-government resources.

Evaluator's Signature

September 9, 2014
Date

Revised 10/29/08
OAA jdp