CEBS CURRICULUM COMMITTEE
3:00 pm – May 6, 2008
Dean's Conference Room

I.   Approval of Minutes from the April 1, 2008 meeting (Click on Faculty & Staff and then Meeting Minutes and Agendas on the CEBS Web Page)

II.   New Business

   From the Department of Special Instructional Programs

   1. Proposal for a New Certificate Program-Certificate in Instructional Design, 12 hours

III.   Other Business

   --Report from the Alternate Admissions Subcommittee

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal for a New Certificate Program
(Action Item)

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

1. **Identification of proposed certificate program**
   1.1 Program Title: Certificate in Instructional Design
   1.2 Required hours in the program: 12 hours
   1.3 Special information: The graduate Certificate in Instructional Design program is designed to provide basic preparation in the principles and strategies of instructional design at the post-baccalaureate level for practitioners who seek to learn more about instructional design for application in public or private organizations.
   1.4 Catalog description: The Certificate in Instructional Design provides preparation in the principles and strategies of instructional design to enhance the competence of practitioners in designing effective and efficient instruction and training for students and employees in schools, government agencies, and private businesses.

2. **Objectives of the proposed certificate program:**
   This program is designed for post-baccalaureate professionals who desire to enhance their knowledge and skill in developing effective and efficient instructional and training programs. The objective is to prepare professionals to design instruction and training schemes in the context of their organizational environments. Therefore, the objectives for the program are to develop in candidates the following abilities:
   - Analyze a variety of instructional performance issues in business, government, and education settings
   - Design and develop instructional solutions, including appropriate combinations of traditional/instructor led strategies, constructivist techniques, technology systems, and performance support systems
   - Design appropriate assessment plans for instructional solutions
   - Evaluate the efficiency and effectiveness of instructional solutions

3. **Rationale**
   3.1 Reasons for developing the proposed certificate program:
   The proposed program directly supports the Kentucky goal for expanding the skilled workforce of the Commonwealth. It will prepare professionals who can effectively develop and deliver training for the Kentucky workforce in the public and private sectors. It is hoped that this will increase the number of skilled Kentuckians who are productive, enter post-secondary education, and earn higher wages. It will also enhance the skills of curriculum leaders in schools.

   3.2 Relationship of proposed certificate program to other programs offered by the department:

The Certificate in Instructional Design consists of three basic courses and one elective course from the sequence of approved instructional design courses in the Department of Special Instructional Programs. The courses are part of the core content of the proposed Master of Science in Instructional Design. Pursuit of approval for the master's degree by the Council on Postsecondary Education is delayed due the budget deficit of the Commonwealth and the prescribed reduction of the University's budget. Instructional design courses may be used as electives in the master's programs in Adult Education, Library Media Education, and other fields.

The proposed certificate will be reflected on a student's WKU transcript as evidence of program completion.

3.3 Relationship of proposed certificate program to certificate programs offered in other departments:
The proposed Certificate in Instructional Design does not duplicate any existing program in the University. Instructional design courses are focused on analysis of specific instructional problems through the application of strategies and techniques accepted as best practice in the field.

3.4 Projected enrollment in the proposed certificate program:
Projected enrollment in the Certificate in Instructional Design program should reach 10 or more students within a three-year period. This conservative estimate is based on estimated enrollment in the educational technology focus of the MS in LME program, enrollment in Adult Education, and the awareness of students and advisors in other programs. In addition, the certificate may be of interest to students enrolled in graduate degree programs like the Master of Arts in Education and Behavioral Science Studies, student affairs, health administration, public administration, and business administration.

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
While the University of Kentucky and University of Louisville do offer graduate degrees in instructional design, no equivalent post-baccalaureate certificate programs were identified at those or other institutions in the Commonwealth.

The following chart presents information about certificate programs that were indentified at other universities:

INSTITUTION	STATE	EDUCATIONAL TECHNOLOGY PROGRAM
Eastern Michigan University	MI	**Graduate Certificate in Educational Media and Technology (18 hrs.):** The mission of this certificate is to prepare professionals who are capable of facilitating student learning in a variety of settings. The program is designed to provide students with both the knowledge base and the application skills that are required to use technology effectively in education. Focusing on the design, development, utilization, management and evaluation of instructional systems moves us toward achieving this mission.

		EDMT 602 - Technology and Student-Centered Learning Credit Hours: 3 hrs EDMT 603 - Technology Enhanced Learning Environments Credit Hours: 3 hrs EDMT 623 - Instructional Design and Development of Multimedia Instructional Materials Credit Hours: 3 hrs EDMT 627 - Advanced Technical Issues in Educational Technology Credit Hours: 3 hrs EDMT 628 - The Design and Use of Online Resources for Education Credit Hours: 3 hrs EDMT 653 - Issues and Emerging Educational Technologies Credit Hours: 3 hrs
Illinois State University	IL	**Training and Development Certificate (9 hrs.):** TEC 406 - Instructional Program Design for Industrial Training, (Fall course). TEC 407 - Instructional Program Development for Industrial Training, (Spring course). TEC 408 - Instructional Program Implementation and Evaluation for Industrial Training (Spring course).
Northeastern University	MA	**REQUIRED COURSES for ID Certificate (18 q.h.,=12 sem.hrs):** DM 3460 Learning Theory 3 q.h. DM 3205 Visual Communications Foundation 3 q.h. DM 3465 Evaluation, Assessment, and Prototype 3 q.h. DM 3461 Interactive Information Design I 3 q.h. DM 3462 Interactive Information Design II 3 q.h. DM 3468 Projects in Educational Multimedia 3 q.h
Roosevelt University	IL	**Graduate Certificate in Instructional Design (18 hrs):** Required Courses (15 semester hours) TRDV 400 Introduction to Training and Development TRDV 411 Instructional Methods and Delivery TRDV 450 Learning Technologies TRDV 451 Instructional Systems Design In addition, one course from the following: TRDV 422 Adult Learning Theory and Application TRDV 434 Evaluation Research Method TRDV 439 E-Learning Course Design TRDV 441 Human Performance Technology
University of Central Florida	FL	**Instructional Design for Simulations: Program of Study (15 hrs):** EME 6613 Instructional Systems Design (3 credit hours) IDS 5717 Introduction to Modeling and Simulations (3 credit hours) FIL 5810 Transmedia Story Creation (3 credit hours) EME 6601 Instructional Simulations Design for Training and Education (3 credit hours) EME 6614 Instructional Game Design for Training and Education (3 credit hours)
University of Central Missouri	MO	**Graduate Certificate in Online Teaching & Learning (15 hrs):** INST 5130 Foundations of Educational Technology (3 hrs)

		INST 5220 Communication in Online Learning Communities (3 hrs) INST 5320 Assessing and Evaluating Online Instruction (3 hrs) INST 5330 Educational Product Development (3 hrs) LIS 5850 Using Online Resources (3 hrs) It is important to start the certificate with the very first class, INST 5130. Following that, the rest of the courses can be taken in any order. Qualified students who are interested in an entire Master's degree in Educational Technology may apply these courses towards the degree fulfilling some of the requirements and some electives. Students will be required to contact the Graduate School and apply for acceptance to the Master's Degree program.
University of North Carolina, Wilmington	NC	**Certificate in Instructional Technology Specialist (:** **Required Courses (18 hrs.):** MIT 500: Instructional Systems Design: Theory and Research (3 credit-hours) MIT 511: Multimedia Design and Production (3 credit-hours) Select 12 credit hours from the following approved elective courses: MIT 520: Managing Instructional Development (3 credits) MIT 513: Computer-based Instruction (3 credit-hours) MIT 514: Distance Education (3 credit-hours) MIT 515: Web Teaching: Design and Development (3 credit-hours) MIT 522: Organization & Management of Instructional Technology Programs (3 credit-hours) MIT 502: Systematic Approach to Performance Improvement (3 credit-hours) MIT 540: Colloquium I (1 credit-hour) MIT 541: Colloquium II (1 credit-hour) MIT 542: Internship (no class time. Field-based experience (1 credit-hour)

University of Maryland, Baltimore County	MD	**Post baccalaureate certificate in Instructional Systems Design (15 hrs.):**
		    EDUC 602: Instructional Systems Design I
		    EDUC 603: Instructional Systems Design II
		    EDUC 605: Adult Learner
		    EDUC 671: Principles of Training and Development

Western Illinois University	IL	**Certificate in Training Development Information (15 hrs.):**
		If you are interested in designing training programs, developing training for specific skills and techniques or using technology to enhance employee training, you will want to consider a certificate in training development. Courses in this training development study option are as follows:
		    IDT 510 Principles of Instructional Design
		    IDT 530 Graphic Applications in Training
		    IDT 540 Interactive Multimedia Development
		    IDT 550 Advanced Instructional Design
		    IDT 565 Management of Instructional Technology

3.6 Relationship of proposed certificate program to the university mission and objectives:

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

This proposed program directly supports WKU's Strategic Goal 1 to increase student learning, especially performance indicator 3, in addressing information technology and alternative instructional opportunities for students. Strategic Goal 2, Developing the student body, is addressed through performance indicator 2 by increasing student access through distance learning. The entire program will be offered online and available to all Kentucky public school educators. It also addresses Strategic Goal 4, Enhancing responsiveness to constituents, in performance indicator 2 by increasing educational access and lifelong learning opportunities through distance learning.

4. **Curriculum:**
The proposed curriculum for the Certificate in Instructional Design includes 9 hours of required courses and one 3-hour restricted elective, for a total of 12 hours.

> ID 570 Principles of Instructional Design (3 hrs.)
> ID 573 Instructional Performance and Task Analysis (3 hrs.)
> ID 577 Management of Instructional Systems (3 hrs.)
> Elective ID or other related course with advisor's approval (3 hrs.)
> > ID 581 Ethical and Legal Issues in Instructional Design
> > ID 583 Training Materials
> > ID 585 Distance Delivery Systems
> > ID 587 Issues and Problems in Instructional Design

5. **Budget implications:**
Present faculty will initially teach selected courses on a regular rotation. Therefore, no additional costs will be incurred for faculty, equipment, or other resources.

6. **Proposed term for implementation:**
Spring 2009

7. **Dates of prior committee approvals:**
Department of Special Instructional Programs   April 18, 2007
CEBS Curriculum Committee
Graduate Council
University Senate

Attachments: Program Inventory Form

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 04/02/08

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review two applications for alternate admission to the MAE program in Elementary Education and one application for admission to the MAE program in Adult Education. All five members of the subcommittee participated in reviewing the applications, and they returned their recommendations to me by 3/28/08.

Subcommittee members reviewed the application using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college's policy for alternate admission applications. Although there were concerns about the portfolios of two of the applicants, a majority of subcommittee members recommended that L.I. and L.B. be unconditionally admitted to the MAE program in Elementary Education and that J.A. be unconditionally admitted to the MAE program in Adult Education.

Accordingly, I have returned the applications to Graduate Studies with a recommendation to admit all three students. I have also communicated to the respective program admissions committees the subcommittee's concerns about weaknesses in the portfolios, and I have asked that program faculty work to create an expectation that the portfolio of a successful applicant must specifically address the criteria articulated in the college's policy and provide sufficient documentation to support a belief that the student can be successful in a CEBS graduate program.