

**University of New Mexico
Organizational Learning & Instructional Technology
Undergraduate Catalog 2008-09**

Department of Educational Leadership & Organizational Learning

Patricia Boverie, *Department Chairperson*
Lee Clark, *Department Administrator*

Hokona Hall, Third Floor
MSC05 3040
1 University of New Mexico
Albuquerque, NM 87131-0001

Professor

Patricia Boverie, Ph.D., University of Texas at Austin
William Bramble, Ph.D., University of Chicago
Charlotte N. Gunawardena, Ph.D., University of Kansas

pboverie@unm.edu
bbramble@unm.edu
lani@unm.edu

Associate Professor

Mark Salisbury, Ph.D., University of Oregon

salisbu@unm.edu

Assistant Professor

Fengfeng Ke, Ph.D., Pennsylvania State University
Deborah LaPointe, Ph.D., UNM

fke@unm.edu
dlapointe@salud.unm.edu

Lecturer and Technology Training Program Coordinator

Bruce Noll, Ed.D., University of South Dakota

banoll@unm.edu

Student Information Contact

Loretta Brown, *Program Specialist*
Hokona Hall, Room 378

loribrwn@unm.edu
(505) 277-4131

Mission and Philosophy

The mission of the Organizational Learning & Instructional Technology (OLIT) Program is to provide quality education for individuals interested in improving the learning experiences of adults in school, business, government, military, healthcare, and non-profit organizations through the application of instructional practices and organizational technologies that advance individual, group, and organizational learning.

The OLIT Program is based on a belief that learning is a life-long process, which is stimulated by active participation, a respect for the individual's past experiences and diversity, critical reflection, and dialogue. Through the teaching of new developments in learning theory, the application of new technologies, and the management of change, the OLIT Program prepares professionals to help individuals, groups, and organizations learn in more effective ways.

In light of the massive and continuous change organizations experience, it is imperative that graduates of our program be ready to not only manage change, but lead future change efforts as well. To this end, we strive to develop a community of learners who build motivation for learning in their own organizations. The learning communities they develop will be characterized by a shared vision, systems thinking, and team learning.

The OLIT Program focuses on the design, development, delivery, and evaluation of training, organization development, knowledge management, distance education, e-learning, and instructional technology systems, methods and strategies with the intent of improving human performance. The program can best be described as one that is both theory-based and practitioner oriented.

Upon graduation from the OLIT Program, depending on individualized Program of Studies, students will be able to:

- Undertake life long learning, developing in concert the cognitive and affective domains to think critically, reflect on practice, and solve problems effectively within organizations.
- Design learning environments that promote the growth and learning of individuals from diverse cultural and linguistic backgrounds, including those with special learning needs.
- Address the cultural issues that influence the design, delivery, and evaluation of instruction within diverse social and linguistic contexts.
- Integrate the scholarship of adult learning throughout their professional lives.
- Design and develop effective instructional experiences based on a variety of models of design and evaluation (systems, constructivist, socio-constructivist).

- Apply multimedia and distance learning theories, technologies and practices in the design, delivery, and evaluation of instruction.
- Address professional standards for instructional technology applications.
- Develop learning communities in real and virtual environments based on the theoretical foundations of communities of practice (Content and nature).
- Conduct research and evaluation studies.
- Administer and manage a variety of learning systems.
- Innovate and manage organizational knowledge.
- Facilitate individual and team processes, and communication.
- Lead individual, group, and organizational learning, and change.
- Engage in human resource development within local, national, and global organizations.
- Mentor and coach individuals through the process of their personal and professional development.
- Lead strategic planning and evaluation in a variety of political and social contexts.
- Balance inquiry and advocacy while respecting the individual or group within the social context.
- Model ethical practices in their work.

To ensure that these objectives are met, the content of the program's courses are grounded in theoretical and empirical research and the extant literature, and are taught by experienced faculty using new and emerging technologies to facilitate activities, discussions, lectures, exercises, readings, simulations, and collaborative projects with other institutions in the U.S. and overseas.

The courses that comprise the OLIT Program also reflect the seven domains outlined in the College of Education's Conceptual Framework. Furthermore, the program's courses have been correlated to the recommended competencies and guidelines that have been developed by the American Society for Training and Development (ASTD), the International Society for Performance Improvement (ISPI), the Association for Educational Communications Technology (AECT), the International Society for Technology in Education (ISTE), and the National Council on the Accreditation of Teacher Education (NCATE) associations, and therefore reflect the mission of the College and the requirements of the profession.

For recent updates and additional information on the OLIT Program and courses, please visit our web site at <http://www.unm.edu/~olit>.

Undergraduate Program Technology and Training (2+2 Program) Major and Degree

This program enables students who have completed an associate degree at a community college to complete a bachelor's degree at UNM.

Technology and Training: Bachelor of Science

Student contact information:

Bruce Noll, Technology and Training Program,
Hokona Hall, Room 387
(505) 277-3657
banoll@unm.edu

The Curriculum

General Education (49 hours)

1. Writing and Speaking (12 hours)
 - 100/200 level CJ course
 - ENGL 101
 - ENGL 102
 - ENGL 219

2. Mathematics (6 hours MATH 121 and above)

3. Physical and Natural Science (7 hours minimum with lab) see Core Curriculum list

4. Social and Behavioral Science (9 hours)
 - ECON 105 or 106
 - SOC 101
 - PSY 105

5. Humanities (6 hours minimum—see Core Curriculum list - choose two from list below)
 - American Studies 186;
 - Classics 107, 204, 205;
 - Comparative Literature 223, 224;
 - English 150, 292, 293;
 - History 101L, 102L, 161L, 162L;
 - Modern Language 101;
 - Philosophy 101, 201, 202;
 - Religious Studies 107

6. Second Language (3 hours minimum) see Core Curriculum list
7. Fine Arts (3 hours minimum) see Core Curriculum list
8. Practical Arts (3 hours minimum)
 - Computer Science
9. Arts & Science Elective (Credit transfers but not counted toward Technology and Training degree requirements)

Management/Communication Skills (21 hours) from the following:

1. Management
 - MGMT 113 Management: An Introduction
 - MGMT 306 Organizational Behavior & Diversity
 - MGMT 307 Organization Change and Innovation
 - CJ 340 Communication in Organizations
 2. Communication and Journalism
 - CJ 314 Intercultural Communication (required)
- and– Select 6 additional hours from the following:
- CJ 321 Interpersonal Analysis
 - CJ 323 Nonverbal Communication
 - CJ 327 Persuasive Communication
 - CJ 344 Interviewing
 - CJ 425 Theory of Small Group Communication
 - CJ 441 Advanced Organization Communication
 - CJ 446 Organizational Analysis and Training
 - CJ 443 Current Developments in Organizational Communication

Technical Course Work (30 hours)*

- Community college technical course work

Technology & Training (30 hours)

1. Theoretical Foundations (6 hours)
 - OLIT 481 Technological Change and Society
 - OLIT 466 Principles of Adult Learning
2. Instructional Technology (9 hours)
 - OLIT 420 Creativity and Technical Design
 - OLIT 421 Production and Utilization of Instructional Materials
 - OLIT 483 Instructional Applications: Computer Technology

3. Training (15 hours)

- OLIT 470 Workplace Training
- OLIT 471 Designing Training
- OLIT 472 Training Techniques
- OLIT 473 Measuring Performance in Training
- OLIT 495 Field Experience

OLIT advisor approval is required to transfer technical community college courses.

Organizational Learning & Instructional Technology Undergraduate Course Descriptions

391./591. Problems. (1-3 to a maximum of 18) △

420. Creativity and Technical Design. (3)

Design theory and principles as applied to the research and development functions of industry. Product development via team organization, brainstorming, data analysis, oral presentations and creative problem solving. Two lectures, 3 hrs. lab.

421. Production and Utilization of Instructional Materials. (3)

Includes training in the use of media production and display equipment, production of graphic materials, overhead transparencies, slides, audio recordings, posters and criteria for effective design and use of media materials in training and education. Lab fee required.

466. Principles of Adult Learning. (3)

Explores the world of the adult learner from historic, social, political and pragmatic perspectives. Issues of life stages, culture, teaching theory and andragogical practice are considered as they relate to the practice of adult learning.

470. Workplace Training. (3)

Introduction to the concepts of training in the corporate sector.

471. Designing Training. (3)

Introduction to the principles of planning and designing of training packages and programs.

472. Training Techniques. (3)

Introduction to the development of instructional training methods and strategies for corporate training programs.

473. Measuring Performance in Training. (3)

Principles of evaluation of instruction and trainee performance applied to organizational training programs.

481. Technological Change and Society. (3)

Focus on industry as humanity's systematic effort to provide the necessities and conveniences of life. In addition to developing a historical perspective, students will study in depth a variety of industrial organizations that provide goods and services to meet the needs and desires of society.

483. Instructional Applications: Computer Technology. (3)

An introduction to instructional applications of computer technology using integrated software. Includes instruction in techniques of using integrated software to manage computer instruction, to manage student records and achievements, and to produce and use ancillary materials. Current representative integration software will be used.

492./592. Workshop. (1-4 to a maximum of 13) Δ

493./593. Topics. (1-3, no limit) Δ

495. Field Experience. (3-6 to a maximum of 12) Δ

Planned and supervised professional laboratory or field experiences in an agency or institutional setting.

Offered on a CR/NC basis only. Restriction: permission of instructor.