DATE: January 9, 2015
APPLICANT: Kara Kam-Kalani
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COURSE ALPHA and NUMBER: SP 290
COURSE TITLE: Interviewing
ESTIMATED NUMBER OF SECTIONS:
          Fall:  1     Spring:  1

APPLICATION IS FOR:
☐ New Course      ☐ Existing Course
☐ Certification
☐ Re-designation. Date of previous certification or renewal:
☒ Renewal. Date of certification or previous renewal: 11/30/09

DIVERSIFICATION AREA DESIGNATION(S) SOUGHT:
☒ DA (Arts)                ☐ DP (Physical Sciences)
☐ DB (Biological Sciences) ☐ DS (Social Sciences)
☐ DH (Humanities)         ☐ DY (Laboratory)
☐ DL (Literature and Language)

List other general education designations the course is approved for or designations you have applied for (Ethics, HAP, Speech, WI):

COURSE CONTENT AND CLASS MEETINGS REQUIREMENTS:
What percentage of the CONTENT of this course focuses on this diversification area? 100%
What percentage of CLASS MEETINGS focuses on this diversification area? 100%

Note: Applications must include documentation that at least two-thirds of the course content and class meetings focus on the diversification area(s). For new courses, documentation should be a Curriculum Action Proposal with the completed Course Outline form. For existing courses, documentation should be a course syllabus with a course calendar or outline showing topics covered and the number of class meetings dedicated to topics.
Complete the following for Certification and Renewal applications

1. **Hallmarks and SLOs.** Explain how course-specific SLOs align with each of the diversification area’s hallmarks. Use the following format. For each hallmark: (a) re-state the hallmark; (b) list which SLO(s) in the Course Outline form or syllabus align with the hallmark; and (c) provide a brief narrative explaining how the SLO(s) align with the hallmark.

| DA Hallmark 1 | (a) Uses the definitions, descriptions, and terminology of the visual arts, performing arts, or other creative arts  
| (b) The following SLOs align with DA Hallmark 1: |  
| - SLO #1: understand the context of interviewing as an interpersonal communication process |  
| - SLO #2: distinguish the goals of various types of interviews: informational, survey, recruiting, employment, performance, persuasive, counseling, and health care |  
| - SLO #6: understand the purpose of open and closed questions, primary and secondary questions, and neutral and leading questions. |  
| - SLO #8: distinguish between ethical and unethical/unlawful questions in interviews. |  
| (c) In order to address the aforementioned SLOs, students are exposed to the basic definitions, descriptions, and terminology involved in the process of interpersonal communication in the interviewing context. Upon completion of the course, students should be able to speak coherently and intelligibly about the interview process and provide guidance to others using the appropriate terminology. |  

| DA Hallmark 2 | (a) Emphasizes the acquisition of practical and theoretical skills necessary to produce visual, performing, or other creative arts for primarily aesthetic purposes  
| (b) The following SLOs align with Hallmark 2: |  
| - SLO #3: demonstrate an increased awareness of their own communication behaviors during the interview process. |  
| - SLO #5: devise and structure an interview with an appropriate and effective opening, body and closing. |  
| - SLO #9: use and interpret verbal and nonverbal messages effectively in the context of interviewing. |  
| - SLO #10: appraise the performance of interviewers and interviewees constructively in an interview situation. |  
| (c) The aforementioned SLOs require students to have acquired both practical and theoretical skills for application in the interviewing context. Students will be taught skills for structuring an effective interview. They will also be instructed in the use of various verbal and nonverbal techniques as both interviewers and interviewees for increasing the effectiveness of interview outcomes. Students will also be taught methods for appraising the performances of themselves and others so that they are able to make subsequent improvements in their own interviewing skills. |  

| DA Hallmark 3 | (a) develops creative abilities in which artistic conventions are applied and originality is sought.  
| (b) The following SLOs align with Hallmark 3: |  
| - SLO #4: demonstrate the ability to listen and respond thoughtfully to the questions asked and feedback provided during an interview. |
SLO #7: develop and employ various question sequences that will yield required information.
(c) These SLOs require students to “think on their feet” and adapt their communication strategies to yield desired responses. As interviewers, students must think creatively to construct questions that will yield the most unbiased and truthful responses. As interviewees, students must be able to improvise and provide responses that are both creative and original to allow them the best chance of leaving a positive and lasting impression on the interviewer(s). In an interview, the most effective responses are not “canned.” The most effective responses require improvisation, creativity, and originality.

2. **Assessment tools and strategies.** Describe the assessment tools (e.g., surveys, embedded questions in an exam, performances) and strategies (e.g., when, how often) for measuring the degree to which students achieve course-specific SLOs. Specific information needed: (a) description of assessment tools and explanation of which tool will be or was used to assess each SLO; (b) explanation of how often assessment will be or was conducted; and (c) if there are multiple sections of the course, discussion of how assessment will be or was carried out across sections and instructors.

(a) SLO #1, 2, 6, and 8 will be assessed using embedded exam questions. SLO #3, 4, 5, 7, 9, and 10 will be assessed using students’ performance in an interview. (b) Two SLOs will be measured each semester so that all SLOs will have been assessed in a 2.5 year period (or 5 semesters). (c) Only one section of this course was offered in the past, and the course failed to reach minimum enrollment capacity.

Complete the following for Renewal applications, only

3. **Assessment results.** Provide a summary of aggregated assessment results, for each course-specific SLO, collected throughout the certification period.

This course has yet to reach minimum enrollment capacity, and has not garnered any data.

4. **Utilization of assessment results.** Explain how assessment results have been used to modify or improve the course throughout the certification period. The narrative should include recommendations discussed among all instructors teaching the courses.

N/A
DIVERSIFICATION BOARD DECISION:

☑ Approved
Renewal Due: Fall 2019

☐ Not approved
Reasons:

Diversification Board Chair Signature: ________________________________
Date: 1/20/2015
SPEECH 290: COURSE CALENDAR

Week 1. Introduction to Interviewing
    Essential Elements of Interviews
    Traditional Forms of Interviewing
    Nontraditional Forms of Interviewing

Week 2. Interviewing as an Interpersonal Communication Process
    Interchanging Roles
    Perceptions of Interviewer and Interviewee

Week 3. Questions and Their Uses
    Open versus Closed Questions
    Primary and Probing Questions
    Neutral and Leading Questions

Week 4. Structuring the Interview
    The Body of the Interview
    The Opening of the Interview
    The Closing of the Interview

Week 5. The Informational Interview
    Preparing the Interview
    Conducting the Interview
    Asking the Right Questions
    Note Taking and Recording
    Handling Difficult Interviewees
    Closing the Interview
    Preparing the Report or Story

Week 6. The Survey Interview
    Structuring the Interview
    Survey Questions
    Conducting Survey Interviews
    The Respondent in Survey Interviews
    Coding, Tabulation, and Analysis

Week 7. Conduct Informational Interviews

Week 8. The Recruiting Interview
    Finding Good Applicants
    Obtaining and Reviewing Information on Applicants
Structuring the Interview
Conducting the Interview
Evaluating the Interview

Week 9. The Employment Interview
Analyzing Yourself
Doing Your Homework
Conducting the Search
Preparing Credentials
Creating a Favorable First Impression
Answering Questions
Asking Questions
Handling Rejection

Week 10. The Performance Interview
Selecting the Appropriate Review Model
Conducting the Performance Interview
The Performance Problem Interview

Week 11. Conduct Employment Interviews

Week 12. The Persuasive Interview: The Persuader
Ethics of Persuasion
Selecting and Analyzing the Interviewee
Researching the Issue
Planning the Interview
Conducting the Interview

Week 13. The Persuasive Interview: The Persuadee
Ethics and the Persuadee
Being an Informed Participant
Being a Critical Participant
Being an Active Participant

Week 14. The Counseling Interview
Preparing for the Interview
Analyzing Self
Analyzing the Interviewee
Conducting the Interview
Listening, Observing, Questioning, Responding
Week 15. The Health Care Interview
   Creating a Collaborative Relationship
   Opening the Interview
   Getting Information
   Giving Information
   Information Distortion
   Counseling and Persuading
   Closing the Interview

Week 16. Conduct Counseling Interviews