Course Change Request

Date Submitted: 03/07/18 8:54 am

Viewing: EHRD 372 : Learning and Development in HRD

Last approved: 09/05/17 3:20 am
Last edit: 03/08/18 11:20 am
Changes proposed by: chrischerry

Catalog Pages referencing this course
- Department of Educational Administration and Human Resource Development
- EHRD - Ed Human Res Develop (EHRD)
- MINOR-HRDV: Human Resource Development - Minor
- BS-HRDV: Human Resource Development - BS
- BS-USEH-CPE*: University Studies - BS, Child Professional Services Concentration

Programs referencing this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Cherry</td>
<td><a href="mailto:chrischerry@tamu.edu">chrischerry@tamu.edu</a></td>
<td>979-458-3560</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit
- Other

Explain other rationale
- To allow for the course to be taught in an online format to meet the needs of students in the program.

Course prefix  EHRD  
Course number  372

Department  Educ Admin & Human Resource Dev
College/School  Education & Human Development
Academic Level  Undergraduate

Undergraduate course level justification (Select One)

Academic Level (alternate)  Graduate

Effective term  2018-2019

Complete Course Title  Learning and Development in HRD

Abbreviated Course Title  LEARNING AND DEVL IN HRD

Catalog course description

Concepts, knowledge and skills to access, design, develop, deliver and evaluate training programs; foundation of understanding roles of learning, training and development in organizations and systematic and evidence-based approach for designing and managing quality training programs in organizations.

Prerequisites and Restrictions
- Grade of C or better in EHRD 203 and EHRD 210; junior or senior classification; or approval of instructor.

Concurrent Enrollment  No

In Workflow
1. EAHHR Department Head
2. Curricular Services Review
3. ED Committee Preparer UG
4. ED Committee Chair UG
5. ED College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 03/07/18 9:41 am
   Mario Torres (mstorres): Approved for EAHHR Department Head
2. 03/07/18 10:02 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 03/07/18 10:53 am
   Kristy Anderson (randerson): Approved for ED Committee Preparer UG
4. 03/08/18 2:08 pm
   Chris Cherry (chrischerry): Approved for ED Committee Chair UG
5. 03/08/18 2:09 pm
   Chris Cherry (chrischerry): Approved for ED College Dean UG
6. 03/08/18 3:16 pm
   Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 03/09/18 3:32 pm
   Sandra Williams (sandra-williams): Approved for UCC Chair

History
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Faculty have reviewed the course syllabus and have determined that the student learning outcomes are equivalent to those in the current traditionally-delivered version of the course.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Course meets the definition of formalized instruction with active faculty engagement through an evaluation of actual time spent by faculty in instructor-facilitated learning.

Will this course be taught as a distance education course?

Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/Will this course be(e)n submitted for

No
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus
EHRD 372 F2F.pdf
EHRD 372 online.pdf

Letters of support or other documentation
No

Additional information

Reviewer Comments
Sandra Williams (sandra-williams) (03/07/18 10:02 am): Add syllabus.
Sandra Williams (sandra-williams) (03/09/18 3:32 pm): UCC approved March 9 via e-vote.

Reported to state?
No
Course title and number  Training and Development in HRD- EHRD 372, Section 501  
Term  Fall 2015  
Meeting times and location  9:35-10:50AM, EDCT 632

Course Description and Prerequisites

Many companies recognize that learning through training, development and knowledge management helps employees strengthen or increase their skills in order to improve performance. The overarching goal of this course is for each student to learn how to assess, design, develop, facilitate, and evaluate a training program. Students will learn the basic processes of employee training and development, including needs assessment, how adults learn, understanding today’s learner, writing instructional objectives, writing instructional plans, selecting, designing and developing active training materials, delivery of training, and evaluation of training. Junior or Senior Classification or approval of departmental advisor.

Course Purpose

EHRD 372 is an introductory course designed to equip students with the concepts, knowledge and skills necessary to assess, design, develop, deliver, and evaluate a training program. The course provides a foundation for understanding the role of training and development in organizations and a systematic approach that you can use to develop and manage quality training programs in organizations. The basic structure of the class follows the ADDIE model of instructional design.

Course Objectives

Upon completion of this course, learners should be able to:

1. Conduct a needs assessment to determine training needs of an organization/HRD program.

2. Design and develop training/HRD program that incorporates adult learning principles and methods.

3. Implement and facilitate training/HRD program.

4. Evaluate training/HRD program to determine strengths, opportunities and value of training.

5. Use the ADDIE model to plan, design, deliver, and evaluate a training program that meets their chosen organization’s strategic goals.
Instructor Information

Name Dr. Muyia M. Helen

Email address hmuyia@cehd.tamu.edu.

Office hours TR 1:00-3:00 PM or by appointment

Office location Harrington 542

Textbook and/or Resource Material


This course is also web facilitated through Blackboard Learn (e Campus). You may find the following Professional Organizations’ Websites helpful in understanding the concepts of this course:

- Academy of Human Resource Development: [www.ahrd.org](http://www.ahrd.org)
- The Society for Organizational Learning: [www.solonline.org](http://www.solonline.org)
- Association for Talent Development: [www.atd.org](http://www.atd.org) (Former ASTD)
- International Society for Performance & Improvement: [www.ispi.org](http://www.ispi.org)
- Society for Human Resource Management: [www.shrm.org](http://www.shrm.org)

You may also find the following student support services’ websites helpful:

- Library services: [http://library.tamu.edu/](http://library.tamu.edu/)
- Admissions: [http://www.tamu.edu/admissions/index.html](http://www.tamu.edu/admissions/index.html)
- Scholarships &Financial Aid: [https://financialaid.tamu.edu/](https://financialaid.tamu.edu/)
- Student Employment office: [https://jobsforaggies.tamu.edu/](https://jobsforaggies.tamu.edu/)
- Student Counseling Services: [http://scs.tamu.edu/](http://scs.tamu.edu/)
- Career center: [http://careercenter.tamu.edu/](http://careercenter.tamu.edu/)
- Disability Services: [http://disability.tamu.edu/](http://disability.tamu.edu/)
- Student Advising: [http://eahr.tamu.edu/articles/academic_advising](http://eahr.tamu.edu/articles/academic_advising)

Additional ideas, information, resources outside the text will be used during the course as appropriate.

**Grading Policies**

**Course Evaluation**
Each student is expected to accomplish the following assignments (see assignments and evaluation section for detailed information regarding each):
### Assignment Points/Percent

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current issues in T&amp;D</td>
<td>10%</td>
</tr>
<tr>
<td>Chapter Discussion Questions</td>
<td>25%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>T &amp; D Project (Part 1)</td>
<td>10%</td>
</tr>
<tr>
<td>T &amp; D Project (Part II)</td>
<td>30%</td>
</tr>
<tr>
<td>T &amp; D Project (Part III)</td>
<td>10%</td>
</tr>
<tr>
<td>T &amp; D Project (Part IV)</td>
<td>05%</td>
</tr>
<tr>
<td>Total</td>
<td>100% / Points</td>
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</table>

### Grading:

<table>
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<th>Letter Grade</th>
<th>Numerical Score</th>
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<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>

### Disclaimer

The course syllabus is not a contract but is a general guide to how the instructor expects to have EHRD 372 conducted and evaluated. Under most circumstances substantial changes will not be made and if changes are needed they will be announced in class. I reserve the right to make changes to the syllabus and agenda during the semester, if needed for instructional purposes.

### Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic/Required Readings</th>
<th>Class Activities, Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09/15 - 09/28</td>
<td>09/29 - 10/12</td>
<td>10/13 - 10/26</td>
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<tr>
<td>2</td>
<td>Ch. 3, 4, &amp; 5</td>
<td>Training Styles</td>
<td>Ch. 6 &amp; 7</td>
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<tr>
<td></td>
<td>Understanding Today’s Learner</td>
<td>Understanding Today’s Learner</td>
<td>Writing an Instructional Plan</td>
</tr>
<tr>
<td></td>
<td>Writing Instructional Objectives</td>
<td>Selecting, Designing, and Developing Active-Training Methods</td>
<td>Delivering Training Using Visual Aids</td>
</tr>
<tr>
<td></td>
<td>Ch. 8 &amp; 9:</td>
<td>Ch. 8 &amp; 9:</td>
<td>Ch. 10, 11 &amp; 12:</td>
</tr>
<tr>
<td></td>
<td>Delivering Training</td>
<td>Delivering Training</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Assignments</td>
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</tr>
<tr>
<td>6</td>
<td>11/10-11/23</td>
<td>Using Creativity</td>
<td>T&amp;D project (Part II) due, 10/29/15.</td>
</tr>
<tr>
<td></td>
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<td>DQ # 5 due 11/5/15.</td>
</tr>
<tr>
<td>6</td>
<td>11/10-11/23</td>
<td>Ch. 13, 14 &amp; 15</td>
<td>T&amp;D project (Part IV) due, 11/10/15.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training During Tough Times</td>
<td>Presentations – 11/19/15.</td>
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<td>Thanksgiving Break</td>
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<td>Final -Training Project due 12/3/15.</td>
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<td>End-of-course evaluation</td>
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</table>

*All readings are from the Lawson text book, and class notes unless otherwise noted.*

**Class Structure**
Class sessions may include lectures, discussion groups, guest speakers, analysis, presentation of projects, evaluation/assessments, and/or audio-visual materials. During class we will strive to clarify, supplement, and analyze materials for application in the workplace. We will learn much more from each other’s opinions, knowledge and experience, and you are all encouraged to contribute in class. **You are responsible for assigned readings and all materials presented in the class for the assigned date.** You
are also responsible for all information disseminated in class, all course requirements, including honoring of assignment deadlines.

Laptop/Tablet Policy: As part of an effort to minimize paper use in the course, students are welcome and encouraged to bring laptops/tablets to class for referencing readings and taking notes. Please be respectful and only use these devices for course related material during class.

**Assignment and Evaluation**
Grades for students in this course will be determined as follows:

**Current Issues in Training and Development – Individual Assignment (10pts) (10%).**
The purpose of this assignment is to introduce to you the current issues, trends, status, challenges, and opportunities related to the world of Training/Learning and Development. Each student will be responsible for identifying an article/video that pertains to current things happening in the field of Training and development. You will be responsible for presenting (10 minutes) a synopsis of the issue and facilitate a brief class discussion pertinent to the issue. To ensure an informed discussion, students are expected to come to class prepared to discuss the article/video. You should present the article/video in a way that encourages questions and discussions. Your presentation should include:

- A brief discussion of what the article is about
- What is interesting about this article?
- Why is it interesting?
- Other

Students must submit their article /video or link to the article/video (on eCampus) upon completion of their presentations. Please see the schedule above indicating when your presentation is due.

**Chapter Discussion Questions – Individual Assignment (25pts) (25%).**
Each student will be responsible for responding to instructor posted discussion questions and for responding to original responses posted by fellow class participants. (See ‘Discussions’ on eCampus).

1. Each student must post an original response to the discussion question in each week by the posted due date. The initial response is worth up to 3 points. This post is due by the date listed in the course schedule for each week.
2. Each student must also respond substantively to responses posted by at least two other students per discussion question. Each of these responses is worth up to 1 point. These posts must be completed by the due date of the designated week. Due dates for these posts will be highly enforced.
3. There are five discussion questions/book chapter responses to which you must respond to.

Note: A substantive post will demonstrate reflection on the question, connection to the readings, evidence of synthesis of ideas, and, when feasible, practical examples. Not Substantive: “Great idea!” or “I had just the same thoughts about the question.”

**Training & Development Project (Group Assignment) – Overview (55 pts) (55%).**
The applied aspect of the course will be accomplished by teams of students planning, designing, delivering, and evaluating training programs. The purpose of this group training project is to develop, from start to finish, a group training workshop/ program. Think about your current place of employment or one that you are familiar with or have connections with or it could be a student organization to which you belong. Could it benefit from some training? If so, then determine a training need that the
organization has and design a workshop/program to meet that need. Groups will be formed within the first weeks of class, and your first assignment will be to select an organization for your project. The group project assignment will be organized into four parts as follows:

**T & D Project (Part 1): Understanding your Organization and Conducting a Needs Assessment (10pts) (10%).**
As more companies recognize the importance of training and development, the role of training and development in companies is changing. Effective training is no longer an isolated event, but a strategic process in that it must be designed to improve the knowledge, skills, and attitudes of employees to help them achieve the organization’s strategic plan and provide a competitive advantage to the organization. Therefore, effective training cannot be designed until we first understand the organization. For this part of the project, students will:

- Identify the organization they will use for the project. Try to select an organization that everyone in the group has considerable interest, expertise or some familiarity with.
- Identify the vision, mission, and values of your organization. What is the organization’s vision? Where does the organization want to be in 5-10 years? How can training help the organization achieve its vision and mission?
- Design and conduct a needs assessment to identify the gaps between the employees’ actual performance and the desired performance, and analyze the results. For example, what training needs were identified? Are there other performance issues identified that are not training issues? Who is your training audience? (Read chapter 1 for details on needs assessment). The use of graphics and descriptive statics is highly encouraged in your analysis.
- Submit your T & D Project (Part I) by **9/24/15**, 11:58PM on eCampus.

**T & D Project (Part II): Designing and Developing your Training Content (30pts) (30%).**
Using information derived from your needs analysis (Part I), identify, design and develop the content for your training (See ch.4, 5, 6, 7, & 9). For this part of the project, students will:

- Write SMART instructional objectives for their training. Ensure that your training objectives encompass all the three domains of learning (see Ch. 5).
- Write a detailed instructional plan incorporating adult learning principles (See Ch. 2 & 6)
- Select, design, and develop active training materials, activities and visual aids for your training/presentation. Ensure your training content incorporates methods that facilitate transfer of learning. Effective training design incorporates measurable learning objectives, adult learning principles, and experiential learning methods that enhance successful transfer of learning leading to individual and organizational performance (See Ch. 7). Creativity is highly encouraged in designing and developing your training content.
- Submit your T & D project (Part II) by **10/29/15**, 11:58PM on eCampus.

**T & D Project (Part III): Implementing and Facilitating your Training (10pts) (10%).**
The presentation is the final deliverable of your project. Students will be presenting their training projects to their class mates. In addition to assessment by the instructor, it is suggested that trainees (classmates/audience) assess the group’s presentation as well. Assessment instrument will be provided to each group in class, and will include: Organization of your project, content, use of media, personal appearance, delivery, and creativity. You will have approximately 15-20 minutes to present your training project. Presentations should be professional in nature and should include all parts (I, II, & IV) of the project. Dates for presentations will be assigned later in the semester.
T & D Project (Part IV): Evaluating your Training (5pts) (5%).
Design your evaluation plan/instrument based on all four of Kirkpatrick’s levels of evaluation. Did you meet the original learning/training objectives? Consider how you will measure/determine if transfer of learning was accomplished. Submit your T & D project (IV) by 11/10/2015 by 11:58PM.

Please note that most of the T&D project work will be accomplished in class. Each person will be subjectively evaluated by the team and by the instructor as to his or her preparation for the sessions in addition to his or her contribution to the team performance. Peer evaluation will be completed at the end of the semester within each team, and will affect your team project grades. Combine all your ADDIE parts of your project and submit on eCampus by 12/3/15.

Class Participation (10%) (10 points)
Regular class participation is important and will enhance the students’ learning experience. You are expected to prepare for each class and come prepared to participate, contribute and learn. This is a highly interactive course. During class time and during your team meetings and research, it is critical to be focused on the task, topic, case, etc, that is assigned. This would include not being on Facebook, engaging in side conversations, working for another class, etc. However, focus takes energy, concentration, and your intention to carry your share of the responsibility to make your team and the class effective for everyone.

Assignments and Late Work Policy.
All assignments are to be submitted through Blackboard Learning System/eCampus. Due dates will be strictly enforced. Given the extended due dates for assignments and projects, late work will not be accepted. Computer malfunction or site unavailability is not an adequate excuse for missed assignments. Make-up work will only be given with a valid university excused absence (See Attendance Policy).

Attendance.
Attendance is expected in this class as much of the learning occurs through interactions with the instructor and fellow students. University Rules apply concerning attendance and approved absences. http://student-rules.tamu.edu/rule7.htm. Appropriate documentation should be submitted for your files to obtain an excused absence. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu. Please note: Acceptable notifications include: doctor’s note, university excuse letter, letter from student affairs office, or other official letters. Students should make every effort to notify the instructor of an absence prior to class time. Attendance will be recorded every day and is considered in the final evaluation of performance. Showing up for your team and for the class is part of your responsibility. Excessive absences will negatively affect your final grade in the course. The attendance expectation also applies to being fully present the entire class, not coming late, or leaving early, or leaving and returning to class. Please let me know if you have a systematic problem that would affect your prompt attendance in this class.

Americans with Disabilities Act (ADA)
For additional information visit http://disability.tamu.edu.
Academic Integrity: Faculty Senate Statement on Plagiarism and Aggie Code of Honor

“An Aggie does not lie, cheat, or steal nor tolerate those who do.”

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found on line at http://student-rules.tamu.edu/aggiecode. Any suspected instances of scholastic dishonestly will be investigated and resolved according to the procedures outlined in the new Aggie Honor System (http://www.tamu.edu/aggiehonor/).
Course title and number  Learning and Development in HRD- EHRD 372 (Online)
Term Fall, 2016
Meeting times and location  On-line Class through Blackboard Learn (e-Campus)

Course Description and Prerequisites

Many companies recognize that learning through training, development and knowledge management helps employees strengthen or increase their skills in order to improve performance. The overarching goal of this course is for each student to learn how to assess, develop, carry out, and evaluate a training program. Students will learn the basic processes of employee training and development, including needs assessment, how adults learn, understanding today’s learner, writing instructional objectives, writing instructional plans, selecting, designing and developing active training materials, delivery of training, and evaluation of training. Junior or Senior Classification or approval of departmental advisor.

Course Purpose

EHRD 372 is an introductory course designed to equip students with the concepts, knowledge and skills necessary to assess, develop, deliver, and evaluate training. The course provides a foundation for understanding the role of training and development in organizations and a systematic approach that you can use to develop and manage quality training programs in organizations.

Course Objectives

Upon completion of this course, learners will be able to:

1. Conduct a needs assessment to determine training needs of an organization/HRD program.
2. Design and develop training/HRD program that incorporates adult learning principles and methods.
3. Implement and facilitate training/HRD program.
4. Evaluate training/HRD programs to determine strengths, opportunities and value for training.
5. Apply the ADDIE model to plan, design, deliver, and evaluate training program that meets strategic goals of their chosen organization.

Instructor Information

Name  Dr. Muyia M. Helen
Email address  hmuyia@cehd.tamu.edu.
Office hours          T, TR 1-3PM /by appointment

Office location      Harrington 542

Textbook and/or Resource Material


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- Admissions: [http://www.tamu.edu/admissions/index.html](http://www.tamu.edu/admissions/index.html)
- Scholarships & Financial Aid: [https://financialaid.tamu.edu/](https://financialaid.tamu.edu/)
- Student Employment office: [https://jobsforaggies.tamu.edu/](https://jobsforaggies.tamu.edu/)
- Student Counseling Services: [http://scs.tamu.edu/](http://scs.tamu.edu/)
- Career center: [http://careercenter.tamu.edu/](http://careercenter.tamu.edu/)
- Disability Services: [http://disability.tamu.edu/](http://disability.tamu.edu/)
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Additional ideas, information, resources outside the text will be used during the course as appropriate.

Grading Policies and Practices

**Course Evaluation**
To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline (see assignments and evaluation section for detailed information regarding each.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent/Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board / book chapter Responses</td>
<td>40% / points</td>
</tr>
<tr>
<td>Mid-term</td>
<td>30% / points</td>
</tr>
<tr>
<td>Training Project Assignment</td>
<td>30% / points</td>
</tr>
<tr>
<td>Total</td>
<td>100% / Points</td>
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</tbody>
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Grading:

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Disclaimer

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Class Structure

This course consists of six modules. The course is not self-paced and requires a regular time commitment EACH week throughout the session. Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day to the course. The weekly course topics have specific due dates for discussion postings and assignments.

Instructor’s Role

My role in this course is that of a discussion facilitator and learning advisor. It will not be my responsibility to make sure that you log in regularly and submit your assignments. As instructor, I will read all general discussion forums on a daily basis but may not choose to respond to each posting. My teaching assistant may also time to time respond to some of the postings. You will receive feedback to assignments as need be.

Your Role as a Student

As an online student, you will be taking an active approach to your learning. You are your own leader in your own learning. You will manage your own time so that you complete the readings, activities, discussions, and assignments in a timely manner. Please view the syllabus to learn about your expectations in the course.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Required Readings</th>
<th>Class Activities, Assignments &amp; Due Dates</th>
</tr>
</thead>
</table>
| 1 - 3 | 8/29 - 9/18 | Welcome and Course Basics  
 Ch. 1 – Assessing Needs  
 Ch. 2 - Understanding Adult Learners  
 Ch. 3 – Training Styles          | • Introduction post due 9/01/2016 by 11:58PM  
 • DQ #1 original post & responses due 9/8/16 by 11:58PM  
 • DQ #2 original post & responses due 9/15/16 by 11:58PM |
| 4 - 6 | 09/19 - 10/9 | Ch. 4, 5 & 6  
 Understanding Today’s Learner  
 Writing Instructional Objectives  
 Writing an Instructional Plan | • DQ #3 original post & responses due 9/22/16 by 11:58PM  
 • DQ #4 original post & responses due 9/29/16 by 11:58PM  
 • Mid-term due 10/06/16 by 11:58PM |
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<th>10/10 -10/30</th>
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<tbody>
<tr>
<td>7 - 9</td>
<td>Ch. 7, 8, 9, &amp; 13</td>
<td>Ch. 10, 11 &amp; 12:</td>
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<td>Selecting, Designing, and Developing Active-Training Methods</td>
<td>Distance Learning</td>
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<td>Delivering Training</td>
<td>Working with Groups</td>
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<td>Using Visual Aids</td>
<td>Using Creativity</td>
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<td>Evaluating Training</td>
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- **DQ #5 original post & responses due 10/13/16 by 11:58PM**
- **DQ #6 original post & responses due 10/20/16 by 11:58PM**
- **DQ #7 original post & responses due 10/27/16 by 11:58PM**

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<th>10 - 12</th>
<th>10/31-11/20</th>
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<tr>
<td>Ch. 14 &amp; 15</td>
<td>The Business of Consulting</td>
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<td>Training During Tough Times</td>
<td>WRAP UP</td>
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- **DQ #8 original post & responses due 11/03/16 due by 11:58PM.**
- **DQ # 9 original post & responses due 11/10/16 by 11:58PM**

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<th>13 -14</th>
<th>11/21- 12/04</th>
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<td>Thanksgiving Break</td>
<td>Final -Training Project due 12/1/16 by 11:58PM</td>
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*All readings are from the Lawson text book, and class notes unless otherwise noted.

**Assignment and Evaluation**

Please note: I do not grade on effort, time or energy spent on any assignment, only on results produced and delivered per the assignment details.

Grades for students in this course will be determined as follows:

**Participation- Discussion Board Responses (40%) (40 points)**

In order to create the interactive dialogue atmosphere that encourages learning, each student will be
responsible for responding to instructor posted discussion questions and for responding to original responses posted by fellow class participants.

1. Each student must post an original response to the discussion question in each week by the posted due date. The initial response is worth up to 2 points. This post is due by the date listed in the course schedule for each week.

2. Each student must also respond substantively to responses posted by at least two other students per discussion question. Each of these responses is worth up to 1 point. These posts must be completed by the due date of the designated week. Due dates for these posts will be highly enforced.

3. There are nine discussion questions/book chapter responses, including introduction to which you must respond to.

Note: A substantive post will demonstrate reflection on the question, connection to the readings, evidence of synthesis of ideas, and, when feasible, practical examples. Not Substantive: “Great idea!” or “I had just the same thoughts about the question.”

Mid-Term - Case Study/Scenario Analysis (30%) (30 Points)
The mid-term will be in the form of a case scenario/study. The case scenario/ study analysis is designed to test your understanding and application of key L&D concepts and process. You will be asked to respond to a case study/scenario by answering ALL questions asked on the case scenario. The case study/scenario will be emailed to individual students the morning of 10/6, and is due by 10/06/2016, 11:58PM.

Voice-Over Power Point Presentation Project (Individual assignment) - (30%) (30 points).
You have been asked to develop a training program/project/workshop on any topic of your CHOICE. Your training project should explicitly follow the ADDIE (Assess, Design, Develop, Implement, and Evaluate) model. Using relevant sources, conduct a search for more information about the topic you have chosen. For this assignment, you are to create a voice-over Power Point presentation (See the links below on how to record voice over for a Power Point). Use the checklist below to fulfill this training assignment:

- A description of your training topic and why you chose that topic
- A description of your needs assessment Plan (See chapter 1): What training needs did you identify? How did you identify them? Who is the training audience?
- A list of at least four training objectives outlining things that trainees will be able to do as a result of your training. Your training objectives should encompass all three learning domains (See chapter 5 on how to write measurable objectives)
- A description of how you would design and develop your training (See chapters 6&7). What training content and methods will you use? How are those methods you chose related to the needs of learners?
- A description of your implementation/delivery plan.
- An explanation of how you would evaluate your training program. What evaluation instruments are you going to use to evaluate your training? Design your evaluation using all the four of Kirkpatrick’s levels of evaluation.

Your presentation should include enough slides to cover the information listed above, and give your audience an understanding of your training topic. Creativity is highly encouraged for this assignment.
Your project should be saved as PowerPoint Presentation YOURLASTNAME.doc. Final Draft due: 12/01/16; 11:58 PM.

http://blogs.voices.com/thebiz/2010/05/how_to_record_a_voice_over_for_powerpoint.html
http://presentationsoft.about.com/od/powerpoint2007/ss/07recordsound.htm

Assignments and Late Work Policy
All assignments are to be submitted through Blackboard Learn System (e Campus). Due dates will be strictly enforced. Given the extended due dates for assignments and projects, late work will not be accepted, unless you have university allowed evidence/excuse.

Please note: Computer malfunction /failure of any kind whatsoever is entirely your responsibility. Viruses, crashed drives, not knowing how to attach a file, or any other reason will not be accepted. Also, it is the student’s responsibility to ensure that the correct file is submitted for each assignment. Sending a ‘rough draft’ or a blank file, or other incorrect file by ‘accident’ will result in the instructor grading the file submitted, regardless of the intention of the student. Intentions do not earn grades, actual performance/deliverables do. If you have difficulty with uploading your work and there is adequate time, contact the website’s tech support. Discussion question responses must be posted to the website so that you may fully interact with classmates. Timely participation is essential as fellow students depend upon you to complete their portion of the assignments.

Americans with Disabilities Act (ADA)
For additional information visit http://disability.tamu.edu

Academic Integrity: Faculty Senate Statement on Plagiarism and Aggie Code of Honor

“An Aggie does not lie, cheat, or steal nor tolerate those who do.”

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, on line at http://student-rules.tamu.edu/aggiecode Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System (http://www.tamu.edu/aggiehonor/).

Sexual Harassment
Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at http://rules.tamu.eduurules/300/340199ml.htm for more detail information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.

Course Netiquette
Online discussions are an important part of your course experience. To ensure a positive learning environment, please follow the following minimum expectations. Use your common sense, as not all situations can be covered:

- Be polite
- Respect other participants’ views or opinions
- Think before you write, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
• No objectionable, sexist, or racist language will be tolerated
• Create a positive online community by offering assistance and support to other participants.

**Technical Support:**
For technical support, please email or call the following:
• Help desk central: call (979)-458-3417, email itshelp.tamu.edu, ServiceNow @ [https://tamu.service-now.com](https://tamu.service-now.com)
• Carla Liau Hing: cliauhing@email.tamu.edu