Course Change Request

Date Submitted: 02/12/18 4:31 pm

Viewing: EHRD 612 : Training and Development in Human Resource Development

Last edit: 02/13/18 8:39 am
Changes proposed by: ksmith

Catalog Pages referencing this course

EHRD - Ed, Human Res, Develop.

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>979-847-9098</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit
Other
Explanation of other rationale

Seeking approval to teach this course in a non-traditional format.

Course prefix: EHRD
Course number: 612

Department: Educ Admn & Human Resource Dev
College/School: Education & Human Development

Academic Level: Graduate
Undergraduate

Effective term: 2018-2019

Complete Course Title
Training and Development in Human Resource Development

Abbreviated Course Title: TRAINING & DEV IN HRD

Catalog course description

Training and Development in Human Resource Development. (3-0). Overview of the process of planning, implementing and evaluating training and development in a variety of settings; includes conceptual tools needed to develop and design training. Prerequisite: Graduate classification.

Prerequisites and Restrictions

Concurrent Enrollment: No

Should catalog prerequisites: No

https://nextcatalog.tamu.edu/courseleaf/approve/
concurrent enrollment be enforced?

Crosslistings
No
Crosslisted With

Stacked
No
Stacked with

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hour(s)</th>
<th>Contact Hour(s) (per week):</th>
<th>Lecture</th>
<th>Lab</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td>0</td>
<td>0</td>
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</table>

Repeatable for credit? No

Three-peat? No

CIP/Fund Code 1312010004

Default Grade Mode Letter Grade(G)

Alternate Grade Modes Satisfactory/Unsatisfactory

Method of instruction Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
This class is a full semester length course delivered online. The course, reading content and learning activities are of the same amount, level of rigor as they are the conventionally delivered course I offer f2f. I use the same learning objectives as I do in the f2f class. Students are required to read and write threaded discussion posts and reflect on the course content on a weekly basis, usually through discussion prompts I provide. They are also required to develop and submit deliverables on a weekly, by module and at the end of the semester that demonstrate mastery of the learning outcomes for the course which are listed on the eCampus site. These deliverables include three weekly posts on the discussion board; five reflective research papers that demonstrate competency of the course learning objectives and one major research project that demonstrates competency of all the course objectives.

Hours
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
students are expected to read and complete learning activities on a weekly basis. In all three cases, students are to post to the discussion board an original thought in detail with references by Thursday of each week. By Sunday night, they are to provide a detailed response, with references, to at least two other student’s original post. This is three posts per week; in 15 weeks that will be 45 posts for the semester. A traditional f2f class requires 45 contact hours, so this fulfills the intent of the rule. Instructor to student interaction takes the form of posted “voice-over Power Point presentations” and asynchronous instructor feedback on assignments and course content. Office hours are maintained by appointment throughout the semester and most anytime during the day, night and weekends as requested. Synchronous and asynchronous communication with students is through in-person meetings, phone calls, Skype video calls and email. Student to student interaction in the course occurs through weekly discussions, group work, as well as through synchronous team meetings. Student to content interaction is facilitated through a variety of media and learning activities. The course meets contact hour requirements through each of these facilitating interactions throughout the semester.

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 No
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is 100% of this course going to be taught in Texas?</td>
<td>Yes</td>
</tr>
<tr>
<td>Will classroom space be needed for this course?</td>
<td>No</td>
</tr>
</tbody>
</table>

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

- Required (select program)
- Elective (select program)

### Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td><a href="#">Syllabus EHRD 612 Fall 2017.docx</a></td>
</tr>
</tbody>
</table>

| Letters of support or other documentation | No |

**Additional information**

**Reviewer Comments**

- [Sandra Williams (sandra-williams) (02/09/18 4:32 pm): Rollback: Resubmit please...](#)

**Reported to state?**

- No
EHRD 612: INTRODUCTION TO TRAINING & DEVELOPMENT


Core Values: Respect, Excellence, Leadership, Loyalty, Integrity and Selfless Service

Instructor Information:
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Certified Training Instructor® (CTI)
Certified Training Developer® (CTD)

Past-President
Academy of Human Resource Development

Faculty Advisor

- Alpha Gamma Rho Fraternity
- Graduate Representative Advisory Board
  (EAHR Graduate Student Organization)

Course Teaching Assistant (TA):
Shaoping Qiu
qsp680504@tamu.edu

Course Description

The underlying assumption that informed the development of the field of Human Resource Development (HRD) is that people—and, by extension, the organizational systems in which they interact—can learn and that experts can assist with the learning process. Thus, learning theory under girds the very foundations of our field.
Extending from this underlying assumption and originating theory base are the activity sets that are the hallmark of HRD—Training & Development, Organization Development, and Career Development.
This introductory course provides an overview of the Training & Development component of HRD. While delivering the traditional components of training assessment, design, delivery, implementation, and evaluation, this course also explores alternative ‘training’ modalities. The course is designed to provide participants a working knowledge of the basic skills required to be successful trainers in a current organizational environment; however, the course is also designed for participants to challenge the dominant assumptions under which trainers are asked to work. For whom do we design training programs? For what purpose and to what ends? How do our actions as trainers influence the larger social systems in which we work and live?

**Objectives**

By the end of this course, each student will have had the opportunity to:

1. Explore the broad spectrum of training & development within the context of HRD practice and research;
2. Understand the different models for training and development
3. Know and can articulate the ADDIE Model
4. Explore alternative training experiences
5. By the end of this course students will be able to understand all the steps of the ADDIE model and will be able to design and develop a training program for delivery in a face-to-face format, supplemented with asynchronous methods.

**Required Texts**

Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28/17-9/3/17</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>9/4/17-9/10/17</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>9/11/17-9/17/17</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>9/18/17-9/24/17</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>9-25-17-10/1/17</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>10/2/17-10/8/17</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>10/9/17-10/15/17</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>10/16/17-10/22/17</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>10/23/17-10/29/17</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>10/30/17-11/5/17</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>11/6/17-11/12/17</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>11/13/17-11/19/17</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>11/20/17-11/26/17</td>
<td>Chapter 13</td>
</tr>
</tbody>
</table>

Assignments

The grading scale for this class is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
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</table>

The due date listed by each assignment is the latest you can submit them, however your team can always choose to submit earlier if it fits your schedule better.

Individual Responsibilities

1. **Online Discussions (20% of course grade)** Individual Assignment
   You are to actively engage in online discussions each week of the chapter assigned. As you form your discussion, remember to refer them to a part of the ADDIE model. *(Analysis, Design, Implement and Evaluate).* You are responsible for checking the discussion daily and making contributions that indicate you have read the material assigned for the period. It is critical you participate in this area to have the KSA complete the written assignments for the semester.
2. Reflective Overviews, representing each letter of the ADDIE Model (30% of course grade)

You are to submit a brief paper that captures your reflections regarding the assigned readings and discussions on the discussion boards and how they exemplify what is explicated by the particular part of the ADDIE model. For example, your first paper will take from the chapter readings and discussion how you would define and apply Analysis to a training situation. Each of these five papers should be 2-5 double-spaced pages with at least 6 references. The purpose of these papers is to ensure that you have grasped the material.

It is important to note is that you should reflect upon the experience of reading the chapters and posting and reading the posts of other students, and not merely summarize the readings and postings! Cite some postings from fellow students to show your understanding of the topic area. Students have a lot of trouble with this assignment because they do not submit a reflection paper but a summary of the discussion. I do want a summary but then you need to reflect on the discussions and tell me what it meant to you either by pulling it through your readings of the text and other articles and/or personal experience.

I have on the syllabus, a calendar of when each topic will be discussed. It is your responsibility to log onto the class regularly and respond to each topic. As each of us have varying interests and backgrounds, you may find yourself contributing much more to one topic than another. This is ok as long as you contribute to each topic. Simply responding with “I agree” is not enough to count as a contribution. Over the course of the semester, I need to feel you have “engaged” in all the conversations.

Due Dates for the Five Reflective Overviews: September 11, October 16, October 30, November 13, November 27.

3. Demonstrate your competency of Training and Development (50% of course grade)

Team Assignment

- For this assignment, your Team will agree on a training topic you wish to build a training program around. This could be a real or made-up training program but it needs to be at least the majority delivered F2F.
- You will need to use the ADDIE model for designing and delivering the program. In this way, you will need to explain to me how you understand and apply each step of the process. In other words, for the Analysis part, you will explain how you have (or would approach) the needs assessment. This is where the knowledge or practice gap is discovered and why your training program will address the gap. You will discuss various data collection methods and exactly how you (or would) completed the needs assessment. You will learn more about this during the class.
- You would then do the same for each of the areas:
  - Analysis
  - Design
  - Develop
  - Implement
  - Evaluate
This would be an in-depth discussion for each area as we will discuss in class.

- **You must include a detailed budget of your proposed training program.**
- The last part will be for you to provide a short 15-20 minute video presentation, with each member participating, of your training program. For instance, if you are designing a 40-hour training, and each day consists of 3-4 different modules, you would demonstrate one of those modules but not the complete one. It is to just give me an idea of your grasp of the training.
- One item you will need to submit will be a detailed budget for the training. So if this is a fee-based program, you will list the anticipated revenue received for participants and then your costs such as instructor costs; if delivered in a hotel, the room rate, catering costs, snacks, course materials, etc.
- You have a lot of freedom on the way you want to deliver the assignment. If you choose to send me all hard copy, you will need to adhere to APA and writing style. If your Team decides to submit a video or a voice-over Power Point, that is fine too but each Team member must participate.
- We will discuss this in more detail as the semester progresses.

**Due Date for Demonstration Project: December 1.**

**Late Assignments and Incompletes**

I do not accept late assignments; the portal on eCampus will close at 11:55 PM on the date of the assignment, period! You will not be able to upload your assignment after this time. If you have missed the deadline, you will receive the grade of zero on that assignment; move on to the next assignment. If you have a university approved excuse please let me know. If you are active duty military and on maneuvers or otherwise unable to meet this deadline, please let me know as your particular situation may be covered under university policy.

If you need to consider an incomplete for this course, please visit with me as all incompletes now must be approved by the Graduate Dean. Texas A&M University policy requires grades submitted as incomplete (I) be converted to a letter grade no later than the end of the semester following the semester in which the course was taken. If the coursework has not been completed and, therefore, a grade change is not submitted, the “I” automatically converts to an “F”. My policy is I will not consider converting an “F” to another letter grade if the coursework to complete the class was not turned in by the last class day of my class in the semester following the semester in which the course was taken.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Scholastic Misconduct**

*Aggies do not lie, cheat or steal nor do they tolerate those who do.*
Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty or misconduct. Scholastic misconduct is broadly defined by this university as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work is considered scholastic misconduct.” Scholastic dishonesty includes, but is not necessarily limited to:

- Cheating on assignments or examinations;
- Plagiarizing, which means misrepresenting someone else’s work as your own, or submitting the same paper or \textit{parts of previously submitted} papers to meet the requirements of more than one course without the approval of all involved instructors. \textit{This includes submitting any part of work previously submitted for one assignment to the same course in future papers.}
- Interfering with another student’s work
- Depriving another student of necessary course materials

Any student who engages in scholastic misconduct will be subject to University disciplinary action. Please review the Student Rules at \url{http://student-rules.tamu.edu} for more information regarding these policies; more specific details regarding the Aggie Code of Honor can be found at \url{http://www.tamu.edu/aggiehonor/}.

On any written document you submit, you should a cover sheet that contains the following signed statement:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

\section*{Advising}

My goal is to be as available as possible to meet your needs during the semester. There are three basic ways you can reach me:

- E-mail: This is the best way to contact me. I check e-mail frequently and, unless I am out of town, I will usually respond to your e-mail within 24 hours.
- In Person: As all of my classes are online, I am not in the office much; I work out of my home office most days unless I have meetings scheduled on campus. I am available, however, you must schedule an appointment in advance for me to meet with you in person.
- Phone: If you are just trying to contact me, I usually have my office phone “call forwarded,” so I should be available most of the time. However, do not assume I am free for an advising session on the phone whenever you choose; I do have other responsibilities. I am happy to do advising by phone and will make appointments to do so.
- I will schedule regular Skype® conferences for the class and, I am told by our IT staff, we should have webinar software available by the fall. I will set this up at least monthly.
- Also, please expect regular “webcam” messages weekly on the class Moodle® site.

\section*{Guidelines for Written Assignments}

Written assignments should follow the below guidelines as a minimum, unless alternative arrangements are made with the instructor:

- Use APA formatting for your papers. Either 5th or 6th edition is acceptable. Failure to use APA formatting can result in a “F” on the assignment.
- Please double-space, use 12-point Times New Roman font, and left justify your papers

For additional assistance, consult the Writing Center website at \url{http://uwc.tamu.edu/}. 
Some basics you should consider in all written assignments:

- Have a clear and concise thesis statement very near the beginning of your paper. Thesis statements in the social sciences are somewhat different than what you might have experienced in the humanities. While in the humanities the general preference is to make the thesis statement blend seamlessly with the introduction, the general preference in the social sciences is to make the thesis statement stand out very clearly in articulating the purpose of the paper. In many cases, thesis statements begin with phrases such as, “The purpose of this paper is” or “In this paper, I will.”
- If a sentence requires more than four lines, it is probably too long. Break it up into two or more sentences.
- If a paragraph takes up more than one computer screen or more than half of a double-spaced page, it is probably too long. Break it down into two or more paragraphs. I suggest that you try to have a minimum of three sentences per paragraph.
- Proofread before you turn in any materials. If you find a typing error, at least make the correction with a pen or pencil. If errors become distracting, your grade will suffer.
- Follow basic grammar guidelines. For example, be sure that your sentences have subject-verb and tense agreement and that you are using punctuation appropriately. Do not trust blindly the spell and grammar checkers on your word processor; they are often incorrect!
- Make effective use of structuring techniques for your paper. Academic papers should be written in a professional, formal manner. (Note: This does not mean that you cannot use “I” in your papers. See the APA manual for guidelines on when and how to use “I” in your writing.) Every paper should have a beginning, a middle, and an end. Help the reader understand the structure of your paper by including appropriate headings (e.g., Literature Review, Conclusion).
  - The introduction informs the reader where you are going by introducing the main points. It is the “roadmap” for the rest of the paper and should include the thesis statement.
  - The body of the paper often contains separate sections for each of the main points. In these sections, each of the points is explained in detail and, in particularly long papers, separate headings are even used for each point.
  - The conclusion or summary of the paper should summarize how the points you developed in the body of the paper support the main points you described in the introduction. Just as its name suggests, the summary ‘sums up’ your paper by tying it all together.

**Library Resources**

**Quick Reference Suggestions**

In general, I am skeptical about WWW sources. When they are reported as references for class assignments, it is difficult for me to easily assess the quality of the resource. While WWW sources are often quite appropriate for the topic at hand, I typically prefer scholarly journal articles as a primary source. That said, how do you find ‘scholarly’ journal articles?

I would add a few more distinctions to help you identify the different types of publications.

1. Non-sequential ordering of page numbers on the citation usually indicates a popular article. For example, if the index for the article lists the page numbers as “31+”, it is probably a popular journal. If the pages are listed as “31-45” it is more likely to be a scholarly journal.
2. Very short (i.e., 1-2 pages) articles usually are either popular journal articles or non-refereed articles in scholarly journals. Abstract publications (such as Psychological Bulletin) are an exception to this guideline.
3. Some examples of popular journals in fields associated with HRD include: *Training & Development*, *Phi Delta Kappan*, *HRMagazine*, and *OD Practitioner*.

Please remember that sometimes database search engines give you the opportunity to select whether or not you want ‘peer reviewed’ or ‘refereed’ or ‘scholarly’ publications. Just because you select that you do want this type of article does *not* mean that all the articles that emerge in your search will be from scholarly sources. I cannot stress this enough!!! You must follow the critical analysis guidelines to determine if you have a scholarly source or not.

**THE FOLLOWING IS USED BY PERMISSION BY DR. CALLAHAN**

**General Guidelines for Searching Databases**

By

Polly Silva
Virginia Tech

&

Jamie Callahan
Texas A&M University

Searching for resources to support your research and writing is almost an art. It can be very difficult to begin a search when you don’t have a foundation of literature on which to build. The purpose of this brief handout is to help you develop strategies for finding a variety of works to use in your own writing as you study HRD.

If you are unfamiliar to a topic, we suggest the following approaches.

- Look for *general information*
- Search for information on some *component* of the topic
- Look at the different *worldviews*, to find different approaches to the topic
- Decide what *disciplinary approach (or multidisciplinary approach)* you want to take (psychology, business, linguistics, sociological) etc.
- Relate the topic to a particular *field*.

A. **General Information**

1. Read the relevant materials provided in your class and use the bibliographies offered.

2. **Databases** --

   a. **ABI-Inform**: For topics associated with the field of management, such as HRD, you may want to start by using ABI (Business and social sciences) and search for the terms "human resource development" and whatever topic interests you at the time (e.g., leadership, globalization, technology); then select "combine" to see which articles have both terms. Keep in mind, however, that many articles that are very relevant to the field of HRD do not actually use the term ‘HRD’. Be open and creative in selecting the terms for your search.

   b. **ERIC**: Because we are concerned with human resource *development*, doing a similar search from ERIC (educational database) is also appropriate.
c. Texas A&M University has hundreds of electronic databases that can be accessed by students from any location. Many of these databases include full-text articles! For other possible database sources, see the handout on library resources or contact the reference librarian.

3. ERIC Clearinghouse on Adult, Career, and Vocational Education (http://ericacve.org/) has many good summary pieces on topics. There are Trends and Issues Alerts and ERIC digests (and other reports) that give you overviews on major topics, including lists of the major theories and many references.

4. Annual Reviews -- this is another database that provides overview articles on topics. While not all of our areas of interest will be covered, it is an excellent resource to check out to get overviews (or at the end of your research to make sure you covered key topics/authors.

B. Search for information on some component of the topic

Sometimes, it is most useful to explore one or two aspects of complex or multi-faceted topics. You can use many of the tools listed above, but focus the research more narrowly. A few examples include:

- Global leadership development
- Cross-cultural or multi-cultural understandings
- Diversity and HRD
- Developing work groups from those with differing values and beliefs
- Jobs of the future
- Immigrant workforce
- Ex-patriots/repatriotization
- Skills needed for a global marketplace
- Virtual workplace
- HRD and varying political/legal requirements

C. Look at the different worldviews, to find different approaches to the topic

There are many different views of any topic that we might study within the field of HRD. One way to approach this is to look at literature from various countries and from various resource methods. Begin to ask questions about the assumptions held by the authors. What questions are the authors trying to address? What paradigm informs their work (i.e., functionalism, structuralism, interpretivism, etc.)?

Another good resource is to consider alternative research methods. Researchers taking a critical theory perspective provide one avenue. Another approach would be social constructionism or symbolic interactionism. How do researchers approach their topic methodologically?


You can also keep some issues central to your own mind as you read articles. Consider what the underlying norms of the authors. Also, consider what changes may need to be made in the field, based
on what the authors are discussing. What changes will we want to incorporate into our HRD programs?

D. Decide what disciplinary approach (or multidisciplinary approach) you want to take (psychology, business, linguistics, sociological) etc.

Your preference will help guide which databases you use (librarians can help). Also, it may provide you some alternative approaches. For example, if you are looking at cross-cultural issues in the workplace, you may want to approach it through the study of linguistics, discourse analysis, or conversation. This can address both problems and solutions that we are likely to encounter in organizations on a day-to-day basis.

E. Relate the topic to a particular field.

This can be particularly useful if you have a specialty interest. For example, if you work in the school system and are interested in HRD as it relates to school administrators, use the research databases or resources that you are familiar with and focus on a component topic. This can lead to interesting discussions for your writing and for our class discussions as we can begin to look at themes and issues across disciplines. Sometimes, we may find the research is fairly similar. Other times, we may find that there are theories in one field (e.g., school administration) that would help inform another (e.g., business).