Course Change Request

Date Submitted: 02/02/18 8:24 am

Viewing: EHRD 622 : Training Task Analysis

Last edit: 02/02/18 10:29 am
Changes proposed by: ksmith

Catalog Pages
EHRD - Ed. Human Res. Develop, 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>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

Explain other rationale

Requesting approval to teach this course in a non-traditional format

Course prefix EHRD Course number 622
Department Educ Admin & Human Resource Dev
College/School Education & Human Development
Academic Level Graduate
Academic Level Undergraduate
Effective term 2018-2019

Complete Course Title Training Task Analysis
Abbreviated Course Title TRAINING TASK ANALYSIS

Catalog course description
Developing an understanding of the theory and practice of performance and needs analysis as applied in the public and private employment sectors; reviewing of the current issues related to job task analysis.

Prerequisites and Restrictions
Graduate classification.
Concurrent Enrollment No
Should catalog prerequisites / concurrent enrollment be enforced? No
Crosslistings No Crosslisted With

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

Approval Path
1. 02/02/18 9:03 am
Mario Torres (mstorres): Approved for EAHR Department Head
2. 02/02/18 10:29 am
Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/02/18 10:42 am
Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:42 pm
Beverly Iry (irbyb): Approved for ED Committee Chair GR
5. 02/13/18 3:45 pm
Beverly Iry (irbyb): Approved for ED College Dean GR
6. 02/16/18 12:52 pm
Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:14 pm
LaRhesa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
Semester 3  
Credit Hour(s) 3  
Repeatable for credit? No  
Three-peat? No  
CIP/Fund Code 5210010016  
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.

As a summer online course, EHRD622—Training Task Analysis—is designed with both theory and practice components. Students’ learning outcomes are measured through four learning opportunities: (1) online discussions (a minimum of three posts per week) posted every Wednesday and Friday; (2) weekly learning activity posted every Friday; (3) weekly quiz (by every Sunday); and (4) a group case study. These activities will allow the instructors to observe students’ level of engagement, knowledge acquisition, and quality of work. They will also give students a chance to work independently and experience teamwork.

Hours

Meets traditional face-to-face hours.

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

This course will be offered in a five-week online format, a typical format for a summer course. Because of the intensity of the course, students are expected to log in online on a daily basis to interact with the instructor and the fellow students. The instructor responds to every single post students post, and has done so in the past ten years of teaching this class. Students are also required to read all the posts and comment on at minimum of two peer posts. Given the high level online interaction, 45 contact hours have been easily met in the past ten years.

Will this course be taught as a distance education course? No

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)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-EHRD) Master of Science in Educational Human Resource Development</td>
</tr>
<tr>
<td>(PHD-EHRD) Doctor of Philosophy in Educational Human Resource Development</td>
</tr>
</tbody>
</table>
## Course Syllabus

<table>
<thead>
<tr>
<th></th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus:</td>
<td>Upload syllabus</td>
</tr>
<tr>
<td></td>
<td>Syllabus_EHRD622_Jia Wang.pdf</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters of support or other documentation</td>
<td>No</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional information</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Reviewer Comments</td>
</tr>
</tbody>
</table>

<p>| |</p>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Reported to state?</td>
</tr>
</tbody>
</table>

Key: 4967
EHRD622: Training Task Analysis  
Texas A&M University, College Station  
Summer 2018, 3 Credit Hours, Online Format

| Instructor:          | Jia Wang, Ph.D.  
|                     | Associate Professor in HRD  
|                     | Department of Educational Administration and Human Resource Development |
| Office:              | Harrington Tower, Room 561 |
| Phone:               | 979-862-7808 |
| Fax:                 | 979-862-4347 |
| E-mail:              | jiwang@tamu.edu |

**Course Access:**  
Access course at [http://ecampus.tamu.edu](http://ecampus.tamu.edu)  
- In order for you to properly access the class online, you will need to have a TAMU Net ID and password.  
- Go on the [http://ecampus.tamu.edu](http://ecampus.tamu.edu) home page, click the green “Log In” box.  
- Login using your TAMU NetID and Password.  
- Click “18 SUMMER EHRD 622 199, 700” Link to access the course.  

**Course Timeframe:**  
May 7 – June 9, 2018

**Technical Support:**  
EAHR: Jianhua Liu: liu@tamu.edu

**COURSE DESCRIPTION**  
Developing an understanding of the theory and practice of performance analysis and needs assessment as applied in the public and private employment sectors; reviewing current issues related to job task analysis. **Prerequisite:** Graduate classification.

**COURSE RATIONALE**  
There are several and sometimes conflicting approaches to needs analysis. Some consider it as a series of assessments: feasibility, strategic, etc; some approach it from the perspective of determining whether training is the best intervention given the performance issue. This course embraces the latter. In order to carry out leadership roles in organizational HRD interventions, including training, instructional design, and organizational development, HRD professionals must be able to identify gaps between the desired and actual individual, group, and organizational performance outcomes, and develop tools and strategies for analyzing knowledge and skills requirements of jobs, tasks, and roles. This course will familiarize students with knowledge and skills for various theories and models in performance diagnosis. It will also develop students’ competencies in proposing performance improvement interventions. Related data collection methods and analytical methods will also be addressed.
LEARNING OUTCOMES
As a learner in this course, you will establish an understanding of how task and performance analysis can be used to improve the effectiveness of individuals, groups/teams, and organizations. Specifically, upon completion of this course, you should be able to:

- Define the key concepts related to needs assessment and performance improvement.
- Describe the process of performance analysis and needs assessment.
- Articulate the role of HRD professionals in performance analysis and needs assessment.
- Apply key models and techniques for performance analysis.
- Conduct root cause analysis for performance problems.
- Conduct performance analysis at organizational, process/team, and individual levels.
- Apply conducting job/task analyses.

REQUIRED TEXTS

METHOD OF INSTRUCTION

Learning Modules
This course is designed with four learning modules. Each module will center on a specific theme or topic related to needs assessment and performance diagnosis, and allow you to critically reflect on and apply the information you obtain from the readings. Each module consists of the following components.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>A list of objectives for the module.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings</td>
<td>A list of the assigned book chapters for the module.</td>
</tr>
<tr>
<td>Content Overview</td>
<td>An overview of key concepts being presented in the assigned readings including the instructor’s Power Point presentation.</td>
</tr>
<tr>
<td>Study Guide</td>
<td>These are thought questions that guide your reading and engagement with the materials for each module.</td>
</tr>
<tr>
<td>Learning Activity</td>
<td>For each module, there will be one learning activity that you are required to complete. Your response should be posted in the specified area in the Discussion Board.</td>
</tr>
</tbody>
</table>
Self-assessment

At the end of each learning module, you are required to take a quiz to assess the knowledge you have acquired from the module. The results of the test will be graded.

**Discussion Board**

The Discussion Board is a key feature of the course. Students enrolled in this course typically come from a variety of professional backgrounds, thus, adding to the diversity and scope of opinions. Although the instructor can be a valuable source of information, class participants likely have different perspectives that will add to the course depth. *Your learning participation and involvement are critical to the success of the course.*

**Learning Groups**

While you will be interacting with the whole class through the Discussion Board, you will also be assigned to work with a specific learning group where some of the activities in this class will take place. The idea of having learning groups is that you can help one another learn more effectively. Learning group members are expected to participate equitably and support one another. It is up to each learning group that all its members understand the readings and engage in class activities.

**ASSIGNMENTS**

The course is designed with both theoretical and practical components. As learners, you are responsible for your own learning. You can do so by going online regularly and actively participating in class discussions. The following activities are designed to facilitate your learning process. You will be evaluated on the basis of the quality, quantity, and timeliness of your efforts.

<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning Participation</td>
<td>15</td>
</tr>
<tr>
<td>a. Overall participation</td>
<td>3</td>
</tr>
<tr>
<td>b. Online Discussion</td>
<td>12</td>
</tr>
<tr>
<td>(3 points x 4 weekly discussions)</td>
<td></td>
</tr>
<tr>
<td>2. Learning Activity</td>
<td>40</td>
</tr>
<tr>
<td>(10 points x 4 posts)</td>
<td></td>
</tr>
<tr>
<td>3. Quiz</td>
<td>20</td>
</tr>
<tr>
<td>(5 points x 4 quizzes)</td>
<td></td>
</tr>
<tr>
<td>4. Group Case Study</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>100</td>
</tr>
</tbody>
</table>

All assignments are due using the requested submission procedure listed in the syllabus by midnight (CST) on the assignment due date. Please carefully read the assignment guidelines below and on the eCampus class site. Also, check Course Outline for specific due dates.
GRADING

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points</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>Below C</td>
<td>Re-register</td>
</tr>
</tbody>
</table>

- A grade of I (Incomplete) will NOT be assigned except in the case of a documented emergency.
- Late assignments will NOT be accepted given the limited timeframe for this course.

Learning Participation (15 points)
Given the short timeframe for this course, your active participation becomes even more important. When you are not engaged in the collective learning, not only will you lose the opportunity to learn from your colleagues, they will also miss your contribution. You are expected to log onto the class site frequently, ideally on a daily basis, to participate in online learning and discussion. Your performance in this category will be evaluated on two levels: (1) your overall participation (3 points); and (2) your participation in weekly online discussions (12 points).

Specifically, your overall participation will be tracked and graded based on the online report that reflects the level of your engagement on a daily/weekly basis (e.g., how many messages you post, read, respond to, and how often you interact with your group members, etc.). Further, you are expected to respond to the weekly question posted by the instructor and comment on a minimum of one post (s) submitted by your classmates before the required date of each week.

Learning Activity (40 points)
Throughout the course, you are required to complete four learning activities, one for each learning module. Each activity is worth 10 points. Your posting is due by Friday midnight of every Module week. While you are not required to comment on your fellow classmates’ learning activity, your feedback is encouraged for learning purposes. Your comments will NOT be graded but since they are indications of the level of your engagement in learning, it may affect the grade for Overall Participation (max. 3 points) you can receive for this class. So please provide your input to your classmates anytime during the course.

Quiz (20 points)
Upon completion of each learning module, you are required to take a 10-item quiz. The purpose of this assignment is to test your understanding and retention of knowledge you obtain from each module. The materials covered in each quiz comes directly from the readings for a specific Learning Module. So make sure you read the assigned textbook chapters, as well as go over all the information covered in the Module (including PPT slides), prior to taking the quiz. Each quiz is worth 5 points and needs to be completed within a 45-minute timeframe. For your convenience, all the four quizzes are made available to you between May 7, 8:00am and June 9, midnight so that you can take them whenever you feel ready.

Three reminders:
1. You can log into the quiz *only once*. In other words, once you access the quiz, you will not be able to access it again, even if you have not taken the test.

2. Also, it is important that you do NOT wait until the end of the semester to take all the quizzes together. There is ample evidence in the past to show that when students chose to take more than one quiz each time, their grade suffered. So, to achieve the optimal outcomes, especially for those of you who tend to experience ‘test anxiety,’ pace yourself and take one quiz at a time, ideally at the end of each week!

3. If you have any kind of learning disability that you believe will hinder your ability of doing well in quizzes, you need to let your instructor know before the class starts. Also you need to provide a letter from Texas A&M Disabilities Services to testify your learning disability. Should this be the case, I will be willing to discuss with you about alternatives to accommodate your learning needs.

**Group Case Study (25 points)**

This assignment is designed to facilitate your application of new learning in an organizational setting. You are expected to work in an assigned learning group, study the case first independently and then collectively, and answer the three given questions. This project represents a group effort; however, at the end of this project, each member will have an opportunity to assess individual efforts. For those of you who are perceived to have made less contributions than other members to the group project, your grade will be affected. See Assignment Guideline (online) for specific requirements.

**POLICIES**

**Advising Policies**

As your learning partner, rather than a lecturer, my goal is to be available to you and address individual learning needs as much as possible. E-mailing is the most reliable way of contacting me. Given the “intensity” of learning during a short period of time, I will log onto the course every day, so you can expect to receive my response within 24 hours. Please note: if you have urgent issues that require my immediate attention, please send your messages to jiawang@tamu.edu. Otherwise, you can reach me via the email system available on eCampus.

**Online Learning**

Successful online learners take command of their own learning; *they do not rely on being taught.* As online learners, you bring your goals, experiences, and desires to learn to the virtual classroom. You should strive to bring something new each time when you interact with the class. For your convenience, participation in this course will be *asynchronous*, that is, neither students nor the instructor need to be at one place at one time to participate. In this sense, the online learning is truly continuous – it is not confined to a weekly 3-hour face-to-face class period. You can be learning and engaged with the course content at any time that is convenient to you. However, while the class scheduling is very flexible, there are certain deadlines that all learners must meet. Consequently, *the successful online learner is self-directed and knows how to manage time effectively.*

By reviewing your assignment expectations, you may (at first) feel “overwhelmed” by the amount of work involved in this course during a short time period. But if you set a goal for
yourself and carefully plan your learning time each week, you will be able to stay on top of the readings and assignments. Successful online learners tend to work ahead of the schedule and allocate adequate time for each learning activity. You may each submit assignment before its due date (highly recommended). However, some assignments and activities (i.e., comments on peer posts and the group project) require that you coordinate efforts with others, thus, requiring that you pace yourself.

**Academic Integrity and Aggie Code of Honor**

Scholastic misconduct is defined broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless the instructor expressly grants permission. As commonly defined, plagiarism refers to the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

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

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. 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](http://student-rules.tamu.edu). 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](http://www.tamu.edu/aggiehonor)).

**Americans with Disabilities Act (ADA) Policy Statement**

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 Disabilities Services, currently located in the
Disability Services building at the Student Services at White Creek complex or call 845-1637. For additional information visit http://disability.tamu.edu

Sexual Harassment
Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units. 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.

Helpful links:
- Academic Calendar: http://registrar.tamu.edu/General/Calendar.aspx
- Final Exam Schedule: http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Examination-Schedules
- On-line Catalog: http://catalog.tamu.edu
- Student Rules: http://student-rules.tamu.edu
- Religious Observances: http://dof.tamu.edu/rules/religious-observance
- Center for Teaching Excellence: http://cte.tamu.edu

Online Communication Tips
- Since online learning is asynchronous for this course, do not limit your “class time” to a specific day. Log in frequently, ideally daily (given the short time period for this course). Do not wait for others. Post your thoughts and respond to the questions and comments made by the instructor and your colleagues as early as you can. Please remember that a response to your message, comment, or question may not be instantaneous, so be prepared to follow and contribute to a “discussion” spread over several days.
- Keep your posts brief and to the point; avoid “I agree” and “me too” messages. Short paragraphs work best in an online environment. Also, if you are responding to a message, briefly quote or summarize it for those who might have missed it. Do not copy the entire message to which you are replying unless it is very short.
- Stick to the subject of the discussion. You should avoid “small talk” or “socializing” in the Discussion Board. Feel free to use the e-mail function if you wish to chat with your colleagues in the class. Meanwhile, do rigorously discuss and examine the content of each module by sharing your thoughts. Also, if you have a particular topic or question you would like to engage the entire class for a discussion, take responsibility for posting it. The more involved you are, the richer the learning experience you create for our learning community.
- Avoid typing in all caps (IT IS RUDE AND IS LIKE SHOUTING!).
• In all of your communications, be respectful of the opinions and viewpoints of others.
• Re-read what you have written before posting it. Nonverbal cues are the dominant source of meanings in interpersonal communication. Such cues are missing online; it is easy for others to misinterpret your meaning when all they have is a text to read. Therefore, you might try inserting some of the following symbols, from time to time, to express your emotions in your communications.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>:-)</td>
<td>humor or smile</td>
</tr>
<tr>
<td>(@ @)</td>
<td>you’re kidding</td>
</tr>
<tr>
<td>:-D</td>
<td>laughing smile</td>
</tr>
<tr>
<td>:-o</td>
<td>Oh!</td>
</tr>
<tr>
<td>-&gt;&gt;&gt;&gt;&gt;--</td>
<td>feather, just teasing</td>
</tr>
</tbody>
</table>

Technical Support
• Regarding any questions about how to use eCampus, feel free to call TAMU Central Helpdesk: 979-845-8300, or the toll free number: 866-857-4112, or send an email to helpdesk@tamu.edu. Its service is available to students 24 hours/7 days.
• Also, the Department of Educational Administration and Human Resource Development (EAHR) has two designated technology graduate assistants during the summer to assist in addressing technical challenges. For this course, please contact Deya Garcia: deyagarcia@tamu.edu
• For content related issues, please use the e-mail function at eCampus to contact your classmates/instructor unless you are having trouble accessing the class site. The instructor can be contacted asynchronously at any time and will try to respond to you as soon as possible. Should any changes occur to the class content or schedule, the instructor will notify the class in advance.

FINAL REMARKS FROM YOUR INSTRUCTOR
Taking an online course (especially a short one like this) can be very challenging because it requires tremendous amount of self-motivation, self-discipline, and self-directed learning. It can be a frustrating, lonely, or even painful experience. I understand that because I’ve been there, done that. However, it can also be a fun, exciting, and joyful journey if you are committed to make it happen! The more you put into this class, the more you will take from it. There will be times when your brain hurts. That’s a good thing. Take that as a sign that some effective learning is occurring. If you keep up with readings and writing, engage in online discussions, and actively seeking feedback and advice from your colleagues and me, you should have a rewarding experience.
## COURSE OUTLINE: EHRD 622 – Training Task Analysis, Maymester 2017

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/7 – 5/13</td>
<td>Self-introduction&lt;br&gt;Course Overview&lt;br&gt;Online Learning Orientation</td>
<td>None</td>
<td>• Post your self-introduction by 5/13 midnight</td>
</tr>
<tr>
<td>5/14 – 5/20</td>
<td>Module 1: Introduction to Needs Analysis for Performance Improvement</td>
<td>Barbazette: 1, 4, 5, 8&lt;br&gt;Swanson: 1-3</td>
<td>• Learning Activity #1 by 5/16 midnight&lt;br&gt;• Weekly discussion post by 5/18 midnight&lt;br&gt;• Comment on peer post by 5/21 midnight&lt;br&gt;• Quiz #1</td>
</tr>
<tr>
<td>5/21 – 5/27</td>
<td>Module 2: Conducting Performance Analysis</td>
<td>Barbazette: 2-3&lt;br&gt;Swanson: 4-8</td>
<td>• Learning Activity #2 by 5/23 midnight&lt;br&gt;• Weekly discussion post by 5/2 midnight&lt;br&gt;• Comment on peer post by 5/27 midnight&lt;br&gt;• Quiz #2</td>
</tr>
<tr>
<td>5/28 – 6/3</td>
<td>Module 3: Conducting Job/Task Analysis</td>
<td>Barbazette: 7&lt;br&gt;Swanson: 9-15</td>
<td>• Learning Activity #3 by 5/30 midnight&lt;br&gt;• Weekly discussion post by 6/1 midnight&lt;br&gt;• Comment on peer post by 6/3 midnight&lt;br&gt;• Quiz #3</td>
</tr>
<tr>
<td>6/4 – 6/9</td>
<td>Module 4: Managing Analysis for Performance Improvement</td>
<td>Barbazette: 9-10&lt;br&gt;Swanson: 16-17</td>
<td>• Learning Activity #4 by 6/6 midnight&lt;br&gt;• Weekly discussion post by 6/8 midnight&lt;br&gt;• Comment on peer post by 6/9 midnight&lt;br&gt;• Quiz #4&lt;br&gt;• Group Case Study by 6/9 midnight</td>
</tr>
</tbody>
</table>

### Reminders:
1. The schedule above provides you with an overall framework to guide your self-directed learning. However, you are encouraged to stay ahead of the readings and assignments. Please use this Outline to assist you with your own scheduling so that you will avoid the last-minute rush and panicking.
2. Each quiz has a due date set for you as a target goal. However, all the quizzes are available for you to take anytime between May 7, 8:00am and June 9, midnight.
3. Complete the Learning Activity for each module by Friday midnight of the module week.
4. Post your response to weekly question in Discussion Board by Wednesday midnight of each module week. Your comment on at least one peer post should be provided by Sunday midnight of the module week, EXCEPT for the Module 4 (Saturday 6/9 midnight)
5. You need to adhere strictly to the deadlines to avoid the loss of the points as a penalty. No late submission of any assignments will be acceptable unless there is a legitimate reason communicated to the instructor in advance.
6. Throughout the semester, you will have various opportunities to earn bonus points, but they are at the discretion of your instructor.