Course Information

Overview

Training and development is a relatively new field, which has arisen as a full-fledged profession and academic discipline in the past few decades. From an academic and scholarly context, the development of a theoretical base continues to evolve as researchers draw upon underlying disciplines such as adult learning and cognition, organizational development and behavior, instructional design, development and delivery, consulting, conflict management, and others, to create new conceptual models and constructs that have enabled training and development to arise as a new field of study.

From a practitioner’s perspective, training and development has become a profession, an organizational function, and indeed an industry unto itself. “ASTD (American Society for Training & Development) is the world’s largest association dedicated to workplace learning and performance professionals. ASTD’s members come from more than 100 countries and connect locally in nearly 140 U.S. chapters and 25 Global Networks. Members work in thousands of organizations of all sizes, in government, as independent consultants, and suppliers.” (ASTD: About ASTD, http://www.astd.org/ASTD/, 2009).

Description: This course will provide a broad introduction to training and development as a field of study and practice. It is designed for training and development specialists as well as organizational leaders who are focused on continually improving human and organizational performance.

Course Objectives

At the conclusion of the course, the students will be able to:

1. Identify important constructs, theories and practices in training and development.

2. Demonstrate familiarity with training and development’s role in achieving key organizational strategic objectives (within the context of continuous change).

3. Develop training and development policies and articulate management and/or administrative perspectives in relation to individual and organizational performance enhancement objectives.

4. Cite benchmarking and world-class training and development organizations and the practices they use.

5. Demonstrate familiarity with training and development program/interventions, including the following elements:

   a. Understanding needs analysis (gathering and analyzing data);

   b. Identifying where performance deficiencies exist;
c. Developing a set of program goals, and specifying and justifying an intervention;

d. Specifying methods of delivery and implementation;

c. Measuring return on investment (ROI) to assess the performance effectiveness.

**Prerequisites and Corequisites**
Graduate standing; admission into the Master of Professional Studies degree program or departmental permission.

**Course Topics:** The course is divided into 5 learning modules:

1. Introduction to the training and development function – Historical context of training, contemporary theory and modern practices, including the learning organization.

2. Training program design, development and delivery – Adult learning, needs assessment (organizational consulting), instructional systems design, delivery methods, measurement, evaluation and ROI from training and development.

3. Management of training and development – Budgeting and performance management concepts as applied to individual career and professional development objectives as well as whole organizational systems.

4. Contemporary training topics, applications and issues – Identifying systemic issues (e.g., literacy) and common problems among organizations as well as responses in the form of various interventions; benchmarking and other practices.

5. Resources – Books, journals, associations, conferences and workshops, video, courseware, software and additional resources for managing the training and development function.

**Specific Course Requirements**
Desire2Learn is the official course management system (CMS). Students should be experienced in using an online learning environment (WebCT, Blackboard, etc.) so they are able to take full advantage of all tools available to them through Desire2Learn and/or their home institution.

**Required Textbook**
Visit the RODP Bookstore for textbook information.

**Supplementary Materials**
Students will be encouraged to attend (and/or join) organizational meetings, such as ASTD to engage in professional networking and learning activities.
Hardware Requirements

The minimum requirements can be found at [http://www.rodp.org/current-students/technical-support](http://www.rodp.org/current-students/technical-support)

Software Requirements

The minimum requirements can be found at [http://www.rodp.org/current-students/technical-support](http://www.rodp.org/current-students/technical-support)

Specific software requirements for this course include PowerPoint, Excel (for assignments involving training and development budgets and calculations of ROI) and Word.

Disclaimer: Neither TBR nor the instructor is responsible for changes to the software packages and/or online platforms mentioned in the Course Description. In addition, neither TBR nor the instructor endorses the purchase of any of the software packages mentioned in the Course Description/Objectives.

Instructor Information

Please see the separate page inside the course to find instructor contact information as well as a statement of virtual office hours and other communication information.

Assessment and Grading

Grading Procedure

The overall purpose of this course is to give students the knowledge, skills, and abilities with which to manage the training and development function within an organization, consult as an external service provider, or otherwise interface effectively with those who perform in either of the aforementioned roles for purposes of increasing individual and organizational performance effectiveness. As such, the grading in this course will focus on assignments/projects that are designed to assess students' mastery of the material covered.

<table>
<thead>
<tr>
<th>Assignment/Project</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of quizzes over course reading material.</td>
<td>Students will complete periodic quizzes over the reading material by clicking the Assessment tab in the course management site. There will be 13 quizzes scheduled throughout the term, and each will be worth a maximum of 10 points.</td>
<td>130</td>
</tr>
<tr>
<td>Threaded Group Discussion</td>
<td>Students must participate in the discussion of posted training and development topics through the course discussion board. Each week students must respond to the topic and at least one student with thoughtful responses at least two days per week. Worth 10 points per week.</td>
<td>130</td>
</tr>
<tr>
<td>Interview</td>
<td>Interview a training and development professional</td>
<td>100</td>
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</tbody>
</table>
and write a minimum five-page, double-spaced report addressing key insights obtained from a practitioner’s perspective.

<table>
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<th>Assignment</th>
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<tr>
<td>Training Materials Review and Analysis</td>
<td>Review and analyze “off-the-shelf” training and development materials designed to address training and development needs that may be typical within an organization or industry; identify their uses and probable efficacy (or the lack thereof).</td>
<td>50</td>
</tr>
<tr>
<td>Three Article Critiques</td>
<td>Students will select three articles from training and development professional journals that related to course topics and read, summarize, and critique the material. Students will complete a two-page report of each critique following the format shown in Content on the course site. Each critique is worth a maximum of 50 points each.</td>
<td>150</td>
</tr>
<tr>
<td>Training and Development Program</td>
<td>Students will develop a two-day training event and prepare materials to be used to arrange and evaluate the training event. Students will develop one lesson plan for the event with full instructional materials. Review specific project guidelines on the Content tab of the course site.</td>
<td>400</td>
</tr>
<tr>
<td>Resource Identification Activity</td>
<td>Students will identify and catalog a list of no less than 50 training and development resources useful for professional practice, independent of those resources given in the assigned text that is used in the course.</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Students will complete a comprehensive final exam at the end of the term.</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td>1,210</td>
</tr>
</tbody>
</table>
Specifications for Writing Assignments:

Writing assignments must be submitted as MS Word documents – other word processing files including MS Works, Notepad, WordPad, Word Perfect, etc., may not be used.

1. All papers and citations should be formatted in APA style using 12-point type and Times New Roman or Arial font.
2. Proofread each assignment/project carefully for misspelled words, typos, misused words, and correct grammar.

Specifications for All Assignments/Projects/Submissions:

It is expected that all student work submitted for this course is the student’s own work. Appropriate citations (when applicable) must be included in all work for this course.

All materials developed in response to assignments/projects in this training and development course must be free of errors in grammar, spelling, and punctuation. In addition, students must exercise judgment in using materials obtained from the Internet. Where appropriate, all copyrighted and trademarked material must be indicated as such. Plagiarism, cheating, or other forms of academic misconduct are sufficient grounds for assignment of a grade of “F” for the course. In addition, any guidelines in place at the student’s home institution will also be followed in reporting the act of academic dishonesty to appropriate personnel.

Academic misconduct can encompass plagiarism, cheating, fabrication, or facilitating any such act. For purposes of this section, the following definitions apply:

(1) Plagiarism. The adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper acknowledgment.

(2) Cheating. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.

(3) Fabrication. Unauthorized falsification or invention of any information or citation in an academic exercise.

(4) Facilitation. Helping or attempting to help another to violate a provision of the institutional code of academic misconduct. www.mtsu.edu/~judaff

Grading Scale:

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>PERCENT</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>1,083-1,210</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>962-1,082</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>841-961</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>720-840</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
<td>&lt;719</td>
</tr>
<tr>
<td>Assignment/Project</td>
<td>Module Covered</td>
<td>Delivery Method</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Completion of periodic quizzes over course reading material.</td>
<td>Students will complete periodic quizzes over the reading material by clicking the Assessment tab in the course management site. There will be 13 quizzes scheduled throughout the term.</td>
<td>Quizzes will be available throughout the term.</td>
</tr>
<tr>
<td>Threaded Group Discussion</td>
<td>Students must participate in the discussion of posted training and development topics through the course discussion board throughout the week (two days minimum).</td>
<td>Discussion topics posted throughout the term.</td>
</tr>
<tr>
<td>Interview</td>
<td>Interview a training and development professional and write a minimum five-page, double-spaced report addressing key insights obtained from a practitioner’s perspective.</td>
<td>Report to be uploaded to the appropriate dropbox.</td>
</tr>
<tr>
<td>Training Materials Review and Analysis</td>
<td>Review and analyze “off-the-shelf” training and development materials designed to address training and development needs that may be typical within an organization or industry; identify their uses and probable efficacy (or the lack thereof).</td>
<td>Identify a company and analyze one item from its existing training materials.</td>
</tr>
<tr>
<td>Three Article Critiques</td>
<td>Students will select three articles from training and development professional journals that related to course topics and read, summarize, and critique the material. Students will complete a two-page report of each critique following the format shown in Content on the course site. Each critique is worth a maximum of 50 points each.</td>
<td>Reports must follow the journal critique guidelines provided in the Content section of the course and be uploaded to the appropriate course dropbox.</td>
</tr>
<tr>
<td>Training and Development Program</td>
<td>Students will develop a two-day training event and prepare materials to be used to arrange and Minimum of two days or 16 contact hours. Materials must be professional in</td>
<td></td>
</tr>
</tbody>
</table>
Students will evaluate the training event. Students will develop one lesson plan for the event with full instructional materials. Review specific project guidelines on the Content tab of the course site.

Students will identify and catalog a list of no less than 50 training and development resources useful for professional practice, independent of those resources given in the assigned text that is used in the course.

Written assignment – compilation of student notes and observations. Should be presented in a document format and uploaded to the appropriate course dropbox.

**Class Participation**

Students are expected to participate in all interactive aspects of this course. Students must communicate with other students in the discussion boards. Students are expected to communicate with the instructor as a learning resource and to use the Course Help Desk via the CMS discussion board as a means of participating in the course Learning Community. Students must check the course News page frequently for announcements, and students must actively participate in threaded discussion events throughout the week. Points are earned for threaded discussions. Students are also encouraged to post anonymous tips to the Survey link on the opening page of the course to assist the instructor in determining the flow of the course and whether any mid-course changes might be necessary. The following table is an example of a grading rubric to be used in threaded online discussions.

<table>
<thead>
<tr>
<th>Excellent (10 points)</th>
<th>Acceptable (7 points)</th>
<th>Unacceptable (5 to 0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>An excellent online discussant</strong></td>
<td><strong>An acceptable online discussant</strong></td>
<td><strong>An unacceptable online discussant</strong></td>
</tr>
<tr>
<td>· expresses ideas fluently in own words</td>
<td>· has some noticeable (2-5) mechanical errors</td>
<td>· did not answer questions or respond to classmates’ postings</td>
</tr>
<tr>
<td>· uses appropriate tone</td>
<td>· may include minimal negative terminology</td>
<td>· has excessive (more than 5) mechanical errors</td>
</tr>
<tr>
<td>· has no mechanical errors (spelling, punctuation, syntax)</td>
<td>· does not follow all assignment specifications</td>
<td>· uses inappropriate tone</td>
</tr>
<tr>
<td>· follows assignment requirements</td>
<td>participates only once during the week</td>
<td>· ignores the reader</td>
</tr>
<tr>
<td>(1) posts at least one thoughtful response per discussion with appropriate time lapse between postings with a minimum of two sentences</td>
<td></td>
<td>· has excessive negative terminology</td>
</tr>
<tr>
<td>(2) responds to</td>
<td></td>
<td>· does not follow assignment specifications</td>
</tr>
</tbody>
</table>
Punctuality

Students are expected to be present to engage in threaded discussions, chats, and other online meetings at the time specified. Assignments are due when specified. Late assignments will not be accepted regardless of excuse.

Course Ground Rules

- Students are expected to participate in group discussions.
- Students are expected to use CMS email and not personal email addresses.
- Students are expected to use judgment in all communications, paying attention to how messages are written—use proper netiquette.
- Students are expected to seek assistance from the instructor when they are confused or experiencing problems understanding an assignment.
- Students are expected to learn how to properly navigate the CMS.
- Students are expected to put their names on every assignment they submit to the instructor (both in the file name and on the document itself, where appropriate).
- Students are expected to remain abreast of course events, changes, etc.
- Students are expected to participate in a learning community, building relationships with fellow students to encourage active learning.
- Students are expected to use Technical Support whenever experiencing course management system or other technical problems—as soon as the problem presents itself, student should seek assistance from Technical Support. Don’t wait!

Guidelines for Communications

Email:

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
• Respect the privacy of other class members

Discussion Groups:
• Review the discussion threads thoroughly before entering the discussion. Be a listener/observer, first, then a discussant.
• Try to maintain threads by using the "Reply" button rather starting a new topic.
• Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others’ ideas.
• Be patient and read the comments of other group members thoroughly before entering your remarks.
• Be cooperative with group leaders in completing assigned tasks.
• Be positive and constructive in group discussions.
• Respond in a thoughtful and timely manner.

Chat:
• Introduce yourself to the other learners in the chat session.
• Be polite. Choose your words carefully. Do not use derogatory statements.
• Be concise in responding to others in the chat session.
• Be prepared to open the chat session at the scheduled time.
• Be constructive in your comments and suggestions

Web Resources:
• Columbia Guide to Online Style by Janice R. Walker and Todd Taylor
• Citation Styles Online http://www.bedfordstmartins.com/online/cite6.html

Library

The Tennessee Virtual Library is available to all students enrolled in the Regents Degree Program. Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by learners to complete online assignments and as background reading must be included in all courses.

Students With Disabilities

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff at their home institution. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff at the home institution. It is the student's responsibility to initiate contact with their home institution's disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes by using an appropriate form of communication which may typically consist of individual email communication and/or posting both notification and nature of change(s) on the course bulletin board.

Technical Support

Telephone Support:
If you are having problems logging into your course, timing out of your course, using your course web site tools, or other technical problems, please contact the AskRODP Help Desk by calling 1-866-550-7637 (toll free) or go to the AskRODP website at: http://help.rodp.org