

**AMBERTON UNIVERSITY**  
**e-COURSE SYLLABUS**

**HRT6565.E1 Development of Training Programs  
Fall 2023**

**PROFESSOR INFORMATION:**

Name: Dr. Deborah Hill  
Phone Number: 972-279-6511 ext. 211  
Email Address: DHill@Amberton.edu

**COURSE INFORMATION:**

HRT6565.E1 Development of Training Programs

Level: Graduate

Beginning Date of Session: Saturday, September 9, 2023

Ending Date of Session: Thursday, November 16, 2023

**Student access available to the Student Portal: Saturday, September 9, 2023**

*Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.*

**COURSE PREREQUISITES:**

None

**TEXTBOOK(S) AND REQUIRED MATERIALS:**

Title: Employee Training and Development  
Author: Raymond Andrew Noe  
Publisher: McGraw - Hill  
Year Published: 2023  
Edition: 9th  
ISBN: 13: 9781264080922  
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, [www.Amberton.edu](http://www.Amberton.edu). There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

**APA Requirement**

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7<sup>th</sup> edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (7<sup>th</sup> ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

## COURSE COMPETENCIES:

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

The course provides the student with 21st-century developments in training, research and practice, including the strategic role of training and the use of new technologies.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Examining the forces influencing the workplace and learning, various training design processes, and critical roles for training professionals.
2. Defining how business strategy influences the type and amount of training in organizations, strategic training and development process, and the business embedded model for organizing the training function.
3. Identifying the role of the organization analysis, person analysis, and task analysis in needs assessments.
4. Developing competency models and the process used to create them.
5. Understanding adult learning theories, program designs, learner outcomes and implication of learning theory for instructional design.
6. Examining a wide range of learning strategies that impact both individuals and the broader development and effectiveness of the organization
7. Appraising digital and distance learning strategies and other supportive technologies in the delivery of training programs.
8. Designing application assignments and action plans to enhance learning and transfer of training.
9. Identifying outcomes to evaluate a training program, the process used to plan and implement a proper training evaluation, strengths, and weaknesses of different evaluation designs.
10. Understanding the current role of workforce analytics and dashboards in determining the value of training practices.
11. Analyzing effective OJT, self-directed learning, web-based training, e-learning, mobile learning, and simulations.
12. Identifying the benefits of learning management systems, formal education programs, training partnerships, and corporate university systems.
13. Examining legal issues, managing diversity, and career challenges that impact organizations and training departments.
14. Identifying future trends influencing trainers, training delivery, embedded learning, and administration.
15. Applying strategies related to the critical evaluation of training programs in order to accurately assess learning outcomes, transfer of training, and return on investment (ROI)
16. Reviewing solutions to potential obstacles to successful implementation of training programs.
17. Examining strategies to best assist employees with career development goals
18. Exploring the relationship between learning and development and how that impacts the human and intellectual capital of an organization
19. Exploring topics and issues related to leading and managing the training development function in an organization

## COURSE POLICIES:

Students are expected to participate in all online course assignments. This is how attendance and progress are monitored in an online course. Review the syllabus and other course materials very carefully with emphasis on assignment due dates. Make-up exams are not administered in this course. Failure to submit timely assignments due to business, vacation travel, wrong files submitted, or other similar reasons will not be honored. **There is no extra credit in this course.** Assignments submitted after the due date will not be accepted and a grade of "0" will be issued. Students are expected to complete all assignments. Students will receive graded assignments 3 – 5 (weekdays) after the assignment is submitted. Submit all assignments to the Moodle classroom unless instructed

by the instructor. Students are encouraged to contact the professor at [Dhill@Amberton.edu](mailto:Dhill@Amberton.edu) if additional information is needed. **All assignments are to be submitted as a Word document. PDF files will not be accepted.**

**Research papers must be submitted to Turnitin and should not exceed 15%.**

### **Syllabus Review Quiz**

Students will be required to complete the quiz stating that they have reviewed the syllabus and responded to the questions. Quiz is posted in the Moodle classroom.

### **Personal Reaction Paper**

Submit a 7 – 9-page paper (page count does not include title and reference pages) written in 7th edition APA format discussing concepts gleaned from reading Modules 1 – 5 of the text. Select topics from the text that interest you and expound on them and express how you conceptualize what the author(s) have written. The (topics) information and content of the paper should be derived from the required textbook. **Select at least five different topics to discuss that are derived from chapters 1 – 5 of the textbook.** Do not select one topic for discussion but at least five (5) topics from the required textbook. The textbook is the primary source of information, but you may use additional peer-reviewed research resources to validate your conceptualizations. Topics selected should be from the text and not from outside sources. Please refer to the APA resources provided in the Moodle classroom to guide your format. Also visit Amberton library for additional APA resources. **Paper must not exceed 9 pages.**

### **Discussion Questions**

Students will respond to discussion questions posted in the Moodle classroom. Additional information is in the classroom. Please place the response after the question. Questions will be derived from the chapters in the textbook and the textbook is to be used primarily as the reference for the responses the student provides. Discussion questions are individual questions and will be labeled as Assignment 1, 2, 3.

**Case Studies** are posted in the Moodle Classroom.

### **Developing Training Research Project**

Students will compose a research paper using the instructions found in the Moodle Classroom. All topics must be covered in the document with references and citations. The paper should be 7 – 9 pages in length and written in the 7th edition APA format for submission. Title and reference pages are not included in the page count. Utilize a minimum of 4 peer reviewed resources to write the research paper. Additional information will be posted in the Moodle classroom. Paper should not exceed 9 pages. **Review the sample APA paper posted in the Moodle Classroom for additional assistant formatting the paper. Proper APA guidelines must be followed.** Use theory information from the textbook to build your framework for the research but use your own critical thinking experience. **Paper must not exceed 9 pages. Additional clarification and instructions are posted in Moodle.**

No late submission will be accepted for this assignment. Questions or Concerns: Contact me at [dhill@amberton.edu](mailto:dhill@amberton.edu) if you need clarification. Please ensure you have read the syllabus thoroughly first. Responses to questions and concerns will be posted as information for the entire class without identifying the person who made the inquiry.

## ***Student's Responsibilities***

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

### ***Attendance Policy:***

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be dropped at the discretion of Amberton University.

### **Plagiarism Policy**

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach, helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

## **COURSE OUTLINE AND CALENDAR:**

Week	Topic	Assignment	Competencies Covered	Due Date
1	Introduction to Employee Training & Development	Read Chapter 1; View PowerPoint slides; Submit Bio	1	Bio due Sept 12 <sup>th</sup> (11:55 pm CST); Syllabus due Sept 13 <sup>th</sup> (11:55 pm CST)
2	Strategic Training	Read Chapter 2; View PowerPoint slides; Submit Assignment #1 (Discussion Questions)	2, 3, 6,	Assignment # 1 due Sept 23 <sup>rd</sup> (11:55 pm CST)
3	Needs Assessment	Read Chapter 3; View PowerPoint slides; Submit Assignment # 2 (Discussion Questions)	3,9,14, 15,	Assignment # 2 due Sept 30 (11:55 pm CST)
4	Learning & Transfer of Training	Read Chapter 4; View PowerPoint slides; Personal Reaction Paper	6, 7, 8,11,14, 15	Personal Reaction Paper due Oct 8 <sup>th</sup> due (11:55 pm CST)
5	Program Design	Read Chapter 5; View PowerPoint slides;	4, 5	Read Chapter 5
6	Training Evaluation	Read Chapter 6; View PowerPoint slides; Submit Case Study Analysis	9, 15	Submit Case Study Analysis due Oct 22 (11:55 pm CST)
7	Traditional Training Methods; Technology – Based Training Methods	Read Chapters 7 - 8; View PowerPoint slides;	11, 7, 14	Read Chapters 7 - 8
8	Employee Development & Career Management	Read Chapter 9; View PowerPoint slides; Submit Assignment # 3	17, 18	Submit Assignment # 3 due Nov 5 (11:55 pm CST)
9	Social Responsibility: Legal Issues, Managing Diversity & Career Challenges	Read Chapter 10; View PowerPoint slides; Submit Research Project	13, 14	Developing Training Research Project due Nov 13 <sup>th</sup> (11:55 pm CST)
10	The Future of Training & Development	Read Chapter 11; View PowerPoint slides; Attend Final Course Meeting		Final Course Meeting TBA*

**GRADING CRITERIA:**

**Assignments** Points Due Dates

<b>Bio</b>	<b>0</b>	<b>Sept 12<sup>th</sup></b>
<b>Syllabus</b>	<b>5</b>	<b>Sept 13<sup>th</sup></b>
<b>Assignment # 1</b>	<b>10</b>	<b>Sept 23<sup>rd</sup></b>
<b>Assignment # 2</b>	<b>10</b>	<b>Sept 30<sup>th</sup></b>
<b>Personal Reaction Paper</b>	<b>20</b>	<b>Oct 8<sup>th</sup></b>
<b>Case Study</b>	<b>15</b>	<b>Oct 22<sup>nd</sup></b>
<b>Assignment # 3</b>	<b>10</b>	<b>Nov 05<sup>th</sup></b>
<b>Developing Training Research Project</b>	<b>30</b>	<b>Nov13<sup>th</sup></b>

**Total**     100

Graduate	
92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

### **GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:**

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

### ***Incomplete Grades***

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

### ***How To Withdraw From a Course***

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

### **COURSE DELIVERY METHODOLOGY:**

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
  - Internet browser settings and configuration
  - e-mail and file attachments
  - Uploading and downloading files
  - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course, but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

## HOW TO ACCESS YOUR COURSE:

### ***Through the Amberton University Student Portal***

Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (<http://www.Amberton.edu>) or at <http://apps.Amberton.edu>. After selecting the "Student Portal" link, you will be prompted for a Username and Password.

Use your assigned **username and password** (AUID) as described below to enter the AU Student Portal:

**Username** = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

\* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789  
Username: JJonesJr789

**Password** = your Amberton University ID# (AUID) including the dashes

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: [e-sysop@amberton.edu](mailto:e-sysop@amberton.edu)

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or [advisor@Amberton.edu](mailto:advisor@Amberton.edu) for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send email to your professor.

### ***Through the Amberton University Moodle Website***

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

### **Moodle Tutorial:**

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

## COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith   SSN: 123-45-6789  
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

**Students are responsible for reviewing the "Communication Guidelines" provided on the individual E-Course for specific instructor requirements.**

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

#### **FORMAT AND SUBMISSION OF ASSIGNMENTS:**

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

#### **INSTRUCTOR/COURSE EVALUATION:**

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

#### **RESEARCH RESOURCES:**

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at [Library@amberton.edu](mailto:Library@amberton.edu).

**RESEARCH ACCESS:**

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site ([Amberton.edu](http://Amberton.edu)) or the library site ([Library.amberton.edu](http://Library.amberton.edu)) to find links to databased and digital books. Online resources are available all day, every day.

***Library Live Chat Feature***

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, “How-to” videos, or in person. The library telephone is (972-279-6511 ext. 185. You can email questions to [library@amberton.edu](mailto:library@amberton.edu) or visit the library in person on the Garland campus for assistance.