

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: HR – Human Resource Management

Course and Section #: 3570 - 001

Course Title: Training and Development

Credits: 3

Course Description

Studies current models, methods, and skills for training and development designed to improve individual, group, and organizational performance. Examines the organizational role of the training specialist, identifying training needs, maximizing the trainee's learning, evaluating training programs, on-site training methods, off-site training methods, developing and training leaders, management and executive development, and societal concerns. Includes teaching techniques such as lecture, class discussions, small group activities or projects, oral presentations, written assignments, guest speaker, and scholarly dialogue. Includes a semester-long training and development academic service-learning project

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: LynnAnn Erickson

Student Learning Outcomes

| | |
|---|--|
| 1 | Describe how a trainer can maximize a trainee's learning (adult learning theory). |
| 2 | Use a needs analysis to identify training and development needs. |
| 3 | Develop a training program, lessons, and all the related materials, supplies, and processes. |
| 4 | Assist an organization in implementing a training or development program. |
| 5 | Design and implement evaluation components to a training or development session or program. |

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|---|--|
| 6 | Develop and improve skills, abilities, and/or understanding of written and oral communication, critical thinking, ethical decision-making, computer, diversity, and globalization. |
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Course Materials and Texts

Required materials, fees and technology:

- Free Canvas LMS Account: Your instructor will email you information for creating your account. There is no cost, but you will need an account for this course.

Optional materials, fees and technology:

- Brown, P. C., Roediger, H. L., III, & McDaniel, M. A. (2014). *Make it stick: The Science of Successful Learning*. Harvard University Press.
- [Student SHRM membership](#) (\$49): SHRM is a National organization for HR professionals. It provides educational and networking resources for you as a student. You must have a membership to access some of the readings for this course. SHRM membership also offers HR Certifications for when you have the required work experience. Registration is good for one year.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Final Project:

This is a Service Learning course. For your Final Project, you will create a training solution for our “client” Madison Park Restaurants using a Learning Management System (LMS). You will be using Bridge for the LMS. Although our “client” won’t be live, this project is based on a real project created in the past for a previous client. The majority of your grade, and all of the coursework you complete, will revolve around your Final Project. It is the goal of this course, and your job as the student, to develop and deliver content that is quality and will make a difference for your client. You should plan on the project taking 25 hours to complete.

Milestone Assignments:

The final project is large, so I have divided it out into smaller Milestone Assignments. This is to keep you on track and help your project feel more manageable. The entire second half of this course is dedicated to completing these assignments and working on your final training solution. There will be no extra assignments during this time; all assigned work will help you complete your final project.

- Milestone 1: Group Creation
- Milestone 2: Needs Analysis
- Milestone 3: Training Effectiveness Presentation Outline
- Milestone 4: Create Free Canvas Account
- Milestone 5: Link to Canvas Course (Rough Draft)
- Milestone 6: Peer Review

- Milestone 7: Presentation Dry Run

Quizzes:

Quizzes help build your understanding of our course material. Use them as a tool to discover concepts or areas for which you need more understanding or clarity.

Discussions:

Discussions help build a sense of community and connection in our class. It is difficult to engage in an online setting, so please participate fully and use this as an opportunity to build your personal and professional network. Often in life we find ourselves in disagreement with certain topics. We may discuss several of these topics in this course. It is critical that we all behave in a professional, thoughtful manner in these discussion threads. Unkind, unprofessional comments will not be tolerated.

Posts to the discussion should add significantly to the conversation and support your point of view.

Comments that do not add significantly to a discussion will receive no credit. Due dates for discussions correspond with the initial post date which is usually a Thursday. Follow up comments are due by Sunday. Follow up posts are expected to be after the due date and are not marked late. Discussions conclude by the Sunday following the due date. After this, posts will be marked late.

Team Meeting Updates:

Once teams are formed, each team should meet weekly for at least 30 minutes (please meet using Microsoft Teams. It is the official video conferencing tool of UVU and meeting every week with it will give you practice). After each meeting, please submit one summary per team, outlining what was accomplished in the meeting. You can submit in a text box, just write each number and provide an update—keep it short and sweet.

1. Team name and list all your names
2. Client you are working with
3. What did you discuss this week? What needs to be done next? What actions are you working on?
4. What is the overall progress of your client project? (% of completion)

Extra Credit:

There will be numerous opportunities for extra credit throughout the semester. I will post opportunities as they arise (attendance for SHRM events, networking events, etc.). You may also read the book *Make It Stick* listed in the course materials for extra credit if you wish.

Grading Scale:

The following grading standards will be used in this class:

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| Percent | 100 to 93 | <93 to 90 | <90 to 87 | <87 to 83 | <83 to 80 | <80 to 77 | <77 to 73 | <73 to 70 | <70 to 67 | <67 to 63 | <63 to 60 | <60 to 0 |

Required or Recommended Reading Assignments

Recorded video lectures are required. Suggested additional readings are included in each module.

General Description of the Subject Matter of Each Lecture or Discussion

| Module | Week | Schedule |
|---|-------------|------------------------------|
| Module 1: Introduction to Course and Training and Development | 01/09 | Livestream Session |
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| Module 2: Fundamentals Creating a Culture of Learning and Development | 01/23 | Livestream Session |
| Module 3: Adult Learning Theory | 01/30 | Livestream Session |
| Module 4: Needs Analysis for Training and Development | 02/06 | Livestream Session |
| Module 5: Training Effectiveness | 02/13 | Livestream Session |
| Module 6: Instructional Design Models | 02/20 | Livestream Session |
| Module 7: Creating a Training Solution Using Needs Analysis | 02/27 | Livestream Session |
| Module 8: Creating a Training Solution Learning Objectives & Training Effectiveness | 03/06 | Online |
| Module 9: Creating a Training Solution Content and LMS | 03/13 | Online (Spring Break) |
| Module 10: Creating a Training Solution Content and LMS | 03/20 | Online |
| Module 11: Creating a Training Solution Content and LMS | 03/27 | Online |
| Module 12: Creating a Training Solution Peer Revisions | 04/03 | Livestream Session |

| Module | Week | Schedule |
|--|-------------|---------------------------------|
| Module 13: Creating a Training Solution Peer Revisions and Final Presentation Prep | 04/10 | Online |
| Module 14: Final Presentations | 04/17 | Livestream - Final Prese |
| Finals Week | 04/24 | Submit Final Project On |

Required Course Syllabus Statements

Generative AI

*adapted from Temple University and Hilary Hungerford statement on AI in classes.

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be

generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.