



# DOANE

## UNIVERSITY

### SYLLABUS

<b>Course Title</b>	Training and Development
<b>Course Number</b>	CMS 323
<b>Number of Credits</b>	3
<b>Course Dates</b>	<p>WIN II FLEX 20 (January 5<sup>th</sup> to January 11<sup>th</sup>, 2019)</p> <p>Sunday 1:00 pm to 6:00 pm (January 5<sup>th</sup>)</p> <p>Monday through Friday 6:00 pm to 10:00 pm (January 6<sup>th</sup> to January 10<sup>th</sup>)</p> <p>Saturday 8:00 am to 4:00 pm (January 11<sup>th</sup>)</p> <p>The course will be held from January 5<sup>th</sup> through January 11<sup>th</sup>, 2020. The first class meeting will be on Sunday January 5<sup>th</sup>. We will meet every evening during this week and will conclude the course of Saturday January 11<sup>th</sup>.</p>
<b>Instructor</b>	Steve Rathman
<b>Email Address</b>	steven.rathman@doane.edu
<b>Office Hours/Availability</b>	Available 30 minutes prior to class start time. To schedule an appointment outside of this time please text or call for appointment.
<b>Phone Number</b>	308-380-1092 (call or text)
<b>Textbook Information: (e.g. title, edition, publisher, ISBN)</b>	Noe, R. A. (2016). <i>Employee Training and Development</i> (7th Ed). McGraw-Hill. ISBN: 9780078112850.
<b>Additional Course Materials</b>	Presentation materials will be provided as part of the class.
<b>Course Description</b>	A course providing the knowledge and skills necessary to be effective as a trainer in the workplace. The leadership role of the trainer in the organizational socialization process is explored. Units on needs analysis, program design and training strategies, and program evaluation are included.
<b>Program Outcomes</b>	The outcomes of the course are to explore the strategic and practical need for employee training and development in today's workforce.
<b>Course Learning Outcomes/Objectives</b>	<ul style="list-style-type: none"><li>• Contrast training with development</li><li>• Gain knowledge of how to access the necessary tools and information needed by training professionals to accurately gauge organizational training needs and the effective development of programs to address those needs.</li></ul>

	<ul style="list-style-type: none"> <li>Utilize a logical model to develop effective training, which will contain a proper needs assessment &amp; the development of learning objectives.</li> <li>Design and deliver a training module</li> <li>Incorporate adult learning theory into training design</li> </ul>
<b>Technology Requirements</b>	<a href="https://www.doane.edu/faq/minimum-computer-requirements">https://www.doane.edu/faq/minimum-computer-requirements</a>

## Course Schedule

Week or Module	Topic	Content	Assessments	Learning Outcomes
1 1-5-20	Strategic Training and New Trainer Skills	Course Syllabus and Schedule  Chapters 1 and 2	1. Self Introduction 2. In class activity #1 3. Chapter quizzes	Outcome #1
2 1-6-20	Needs Assessment	Chapter 3  Instructional Methodologies	1. Classroom discussion 2. Chapter quizzes	Outcomes #1 & #2
3 1-7-20	Transfer of Training	Chapter 4  Adult Learning	1. Classroom discussion 2. Chapter quizzes	Outcomes #1, #2 & #5
4 1-8-20	Training and Evaluation Methods	Chapters 6 & 7	1. Classroom discussion 2. In class activity #2 3. Chapter quizzes	Outcomes #1, #2, #3, #4 & #5
5 1-9-20	Employee Development and Use of Instructional Aids	Chapters 8 & 9	1. Classroom discussion 2. Chapter quizzes	Outcomes #1, #2 & #3
6 1-10-20	Practical application	Student Presentations	1. Assessment of student presentation	Outcomes #3, #4 & #5
7 1-11-20	Practical application	Student Presentations	1. Assessment of student presentation	Outcomes #3, #4 & #5

## Term Assignments:

**In class discussions & activities:** Prior to each class you will have a reading assignment. We will spend the first part of class discussing the reading. You are expected to engage in the discussion. In addition, there will be in class activities assigned by the instructor. You are expected to be prepared for and to engage in the class activities.

**Chapter Quizzes-**There will be a quiz administered for each chapter that is covered. The quizzes will consist of information that is contained in your textbook. Each quiz will be open book.

**In Class Activities-**There will be two in class activities in which the entire class engages in. One activity will be completed by the individual student and the second activity will be a team assignment.

**Lesson Plan and Class Presentation** - The student will develop, prepare and present a 20 minute course of instruction which will include at a minimum a lesson plan; to include a description of the course to be presented, the goal of the course, performance objectives & an outline for the presentation. Each presentation will utilize a minimum of two mediums of delivery that were discussed in class.

## Grading Assessments

Type of Assessment	Points	Total possible points
Class Discussion & Participation	5	35
Chapter quizzes	10	80
In-Class Activities	45	45
20 Minute Presentation	100	100
Lesson Plan	40	40
		<b>Total: 300 Points</b>

## Grade Scale

A=93%-100% A-=90%-92% B+= 88%-89% B= 83%-87% B-=80%-82% C= 70-80% D= 60-70% F= 59% or below

<b>Participation Policy</b>	A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for on-line courses. Participation in class discussions is an integral part of your grade.  Students are required to complete all assignments on time. Response engagement is included in each assignment. If students do not attend class, they cannot respond to classmates in class discussion. This lack of engagement will impact students' grades.
<b>Study Time</b>	Expectation of the amount of time the course requires students to spend preparing and

	completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.
<b>Late Work</b>	All assignments are expected to be turned in by the stated time. Any extensions will be approved at the discretion of the instructor. Failure to make arrangement prior to the due date may result in points being deducted from the assignment, including up to no points awarded for the particular assignment.
<b>Submitting Assignments</b>	In-Class or via Doane email
<b>Communication Policy including Assignment Feedback</b>	The syllabus contains my email and cell phone number. I typically respond to any inquires as soon as possible. If you do not receive a response within 24 hours, please try again. Assignments are graded on a weekly basis and will be returned the following class period.
<b>Academic Integrity Policy</b>	<p>Doane University expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories:</p> <ol style="list-style-type: none"> <li>1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise."</li> <li>2. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise."</li> <li>3. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same.</li> <li>4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects.</li> </ol> <p><i>Gehring, D., Nuss, E.M., &amp; Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators</i></p> <p>For more information on the sanctions for academic dishonesty, please visit the website:  <a href="http://catalog.doane.edu/content.php?catoid=18&amp;navoid=1448#Academic_Dishonesty">http://catalog.doane.edu/content.php?catoid=18&amp;navoid=1448#Academic_Dishonesty</a></p>
<b>Academic Support</b>	Please contact academicsupport@doane.edu <a href="https://www.doane.edu/graduate-and-adult/academic-support">https://www.doane.edu/graduate-and-adult/academic-support</a>
<b>Disability Services</b>	<a href="https://www.doane.edu/disability-services">https://www.doane.edu/disability-services</a> Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University. Please contact Chris Brady at <a href="mailto:chris.brady@doane.edu">chris.brady@doane.edu</a> or 402-467-9031 for assistance.
<b>Military Services</b>	<a href="https://www.doane.edu/graduate-and-adult/military">https://www.doane.edu/graduate-and-adult/military</a>

<b>Anti-Harassment Policy</b>	<a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452</a>
<b>Grade Appeal Process</b>	<a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238</a>
<b>Credit Hour Definition</b>	Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.
<b>Syllabus Changes</b>	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.
<b>Doane Syllabus Addendum</b>	Each student is responsible for being aware of the policies, resources, and expectations as specified in the Doane Syllabus Addendum located at <a href="https://www.doane.edu/Syllabus">https://www.doane.edu/Syllabus</a> .