**LTEC 4000 Principles of Training and Development
LTEC 5100 Foundation of Workforce Learning &
Performance**
Department of Learning Technologies, Discovery Park
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USE *Canvas Inbox* for all communications

INSTRUCTOR: Dr. Taiyi Huang

COURSE DESCRIPTION

The *LTEC 4000: Principles of Training and Development* course investigates the design, delivery and evaluation of training and development programs. The relationship of modern technology and training theories will also be addressed.

The *LTEC 5100: Foundation of Workforce Learning & Performance* course introduces students to the basic concepts and models of Human Resource Development (HRD) and career technical education (CTE) in workforce learning and performance (WLP) settings, includes basic foundations and practices of organization development, career development, and performance improvement in corporate and education settings.

COURSE OBJECTIVES

After completing this course, the learner should be able to:

- ✓ Demonstrate knowledge of the definition, theories and strategies of training
- ✓ Discuss the training profession & roles of training to meet organizational goals
- ✓ Understand the design and implementation of a needs analysis
- ✓ Apply learning style principles to the design of a training site
- ✓ Design training sessions to ensure learner transfer of knowledge
- ✓ Understand the design and use of training evaluations
- ✓ Understand the various types of training methods available
- ✓ Create and design effective curricula
- ✓ Understand the role of facilitation in the training/instructional environment
- ✓ Identify effective facilitation skills in the training/instructional environment
- ✓ Identify training positions to align with professional/academic experience & goals
- ✓ Discuss future trends in the training profession
- ✓ Possess a broad understanding of Human Performance Technology

LATE POLICY!

Late work (after the due date and time) will have *point value of 0 (zero).* A final version of your assignment is due on the due date in the course calendar. If your paper is sent back to you for revisions and you resubmit after the due date then you risk a 25% lower grade. So it is best to **submit work early**. An exception to the above may be made if you provide documentation substantiating a valid personal emergency, on a case by case basis. If you are overwhelmed or feeling behind, please contact the instructor before the assignment is due to discuss options. Students are encouraged to submit assignments early. There are a lot of assignments in the class, do not get behind!

Writing Skills:

Students will compose grammatically correct sentences, write well-developed paragraphs, and express ideas in a well-organized, coherent matter, so no outlines. This is a writing intensive course, students should prepare accordingly. **Every assignment *(Word document)* must include student name, course, date, and assignment title**. Students will compose grammatically correct sentences, write well-developed paragraphs, and express ideas in a well-organized, coherent matter. Submissions must have complete sentences, correct punctuation, and capitalization. Avoid using abbreviations and acronyms without appropriate clarification. Consider getting support for this course with your writing at the UNT Writing Lab (http://writinglab.unt.edu)

Discussions:

Each student will submit an original discussion item, and **respond to two fellow students'** discussions. So each student will have at least **three** discussion entries. You have to submit your original discussion item first (before Friday night) in order to respond other students. So each student will have at least *three* discussion entries. **Original discussion posting -10 points, responding to two other students-10 points. Do NOT** put attachments in discussion tool. **Do NOT submit assignments to discussion**. Students are encouraged to develop communication networks with other class members via electronic communication vehicles, discussion or chat. *Postings ONLY containing responses such as "I agree", "You are right on track", "I could not agree more", "I disagree", etc. will not receive any credit. Your postings must actually add value to the discussion. You can still use these phrases in your posts but if this is the only response posted, no credit will be given.* Instructor will not grade assignments put in discussion area. Discussion area is not the space to ask the instructor questions, send instructor through **inbox** with questions. Discussion postings will be reviewed by the instructor a week or more after the module is complete.

**Graduate (LTEC 5100) students will have some different Assignments from Undergraduate students (LTEC 4000).

Required Textbook: You can purchase either the 7ᵗʰ or 8ᵗʰ edition.
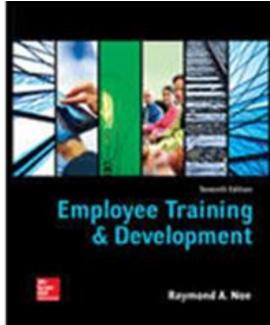
Title: Employee Training & Development: 7ᵗʰ Edition
Author: Raymond Noe
Publisher: McGraw-Hill Higher Education **2014**
ISBN: 10: 0078112850   **13:** 978-0078112850
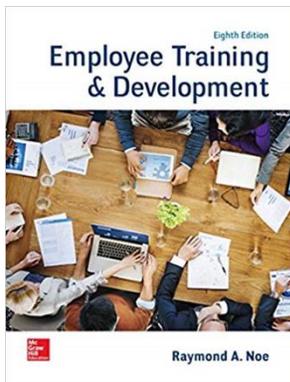
Title: Employee Training & Development: 8ᵗʰ Edition
Author: Raymond Noe
Publisher: McGraw-Hill Higher Education **2019**
ISBN: 10: 1260140342   **13:** 978-1260140347

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LTEC 4000/LTEC 5100
ASSIGNMENTS AND DUE DATES

Module	Assignments & Discussion Forums Assignment #2, #5 and #11	Possible Points	Due Dates
	Introduce Yourself to Fellow Classmates **(1-2 minutes video)**	15	9/8
1	Complete 1st Assignment (Top 125 Training Organizations)	135	9/8
	Participate in Module #1 Discussion (Three Resources)	20	9/8
2	Complete 2nd Assignment (Needs Assessment)	90	9/15
	Participate in Module #2 Discussion	20	9/15
3	Complete 3rd Assignment (Learning Style Assessment)	125	9/22
	Participate in Module #3 Discussion	20	9/22
4	Complete 4th Assignment (Training Site Design)	130	9/29
	Participate in Module #4 Discussion	20	9/29
5	Complete 5th Assignment (Case Study)	80	10/06
	Participate in Module #5 Discussion	20	10/06
6	Complete 6th Assignment (Training Methods)	105	10/13
	Participate in Module #6 Discussion	20	10/13
7	Complete 7th Assignment (Technology-based Training Methods)	140	10/20
	Participate in Module #7 Discussion	20	10/20
8	Complete 8th Assignment (***Curriculum Project Book***)	190	11/3
	Peer Review Curriculum Project Book	40	11/10
	Participate in Module #8 Discussion	10	11/3
9	Complete 9th Assignment (Facilitation Skills Assessment)	60	11/17
	Complete 10th Assignment (Instructor Observation Activity)	60	11/17
	Participate in Module #9 Discussion	20	11/17
10	Complete 11th Assignment	110	11/24
	Participate in Module #10 Discussion	20	11/24
11	Complete 12th Assignment	70	12/1
	Participate in Module #11 Discussion	20	12/1
12	Participate in Module #12 Discussion	20	12/8
	TOTAL	**1580**	

Grading Scale: A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = 59%
and below. Participate in group discussion on Discussion Tool. Each student will submit an original discussion item, and *respond to two fellow students'* discussions. So each student will have at least ***three*** discussion entries.
Original discussion posting -10 points, responding to two other students-10 points. The late work is not accepted and will receive a zero. Please submit your assignment on time!

Grading Rubrics for LTEC 4000/ LTEC 5100

Different assignments on #2, #5 and #11

Assignment 1   Top 125 Organizations

Assessment Criteria	Points Available
Completeness – All elements addressed	**5**
A. History	**20**
B. Products & Services	**20**
C. Training service, Training dept. setup	**20**
D. Training & Firm's business goals & strategies	**20**
E. Why you believe the organization was raked in the Top 125	**20**
APA format referenced at the end of the document (reference list-*at least 3* resources) https://owl.english.purdue.edu/owl/resource/560/02/	**15**
Writing error free (spelling, grammar and etc.)	**5**
Document format	**10**
Total	**135**

Assignment 2   Needs Analysis- Customer Service-LTEC 4000

Assessment Criteria	Points Available
Comprehensiveness – All elements thoroughly discussed	**10**
1. **Person Analysis**	**30**
2. **Task Analysis**	**30**
Writing error free (spelling, grammar and etc.)	**10**
Document format	**10**
Total	**90**

Assignment 2   Needs Analysis- Customer Service-LTEC 5100

Assessment Criteria	Points Available
Comprehensiveness – All elements thoroughly discussed	
Detailed Plan – Includes a management plan, major concerns, need indicators, priorities, target groups, causes, data collection and analysis, solutions, action plan, report (*10 items*)	**55**
APA format referenced at the end of the document (reference list-*at least 3* resources) https://owl.english.purdue.edu/owl/resource/560/02/	**15**
Writing error free (spelling, grammar and etc.)	**10**
Document format	**10**
Total	**90**

Assignment 3   Learning Styles Assessment

Assessment Criteria	Points Available
Completeness – All elements addressed (500 words)	**5**
1. Report of two assessments results	**20**
2. Express what the results mean for your own learning and training experience	**20**
3. How do those assessments compare with how you engage with training and learning	**20**
4. How might the results predict how you will best learn in the workplace or at a training course?	**20**
5. How can you improve your learning engagement with all the information you learn in this module	**20**
Writing error free (spelling, grammar and etc.)	**10**
Document format	**10**
Total	**125**

Assignment 4   Designing a Multipurpose Training Site

Assessment Criteria	Points Available
Completeness – All elements addressed	
1. Description and purpose of training site ,Critique of training site	**30**
2. Detailed recommendations for improvement (10 items)	**50**
3. Review of relevant learning theories	**15**
APA format referenced at the end of the document (reference list-*at least 3* resources) https://owl.english.purdue.edu/owl/resource/560/02/	**15**
Writing error free (spelling, grammar and etc.)	**10**
Document format	**10**
Total	**130**

Assignment 5 Domino's Pizza Evaluation (LTEC4000)

Assessment Criteria	Points Available
Completeness – All elements addressed	
1. Outcome Types	20
2. Who would be involved in the training	20
3. Evaluation design & rationale	20
Writing error free (spelling, grammar and etc.)	10
Document format	10
Total	80

Assignment 5   Case Study (LTEC 5100)

Assessment Criteria	Points Available
Completeness – All elements addressed	
Skills Training-Description of skills training needed	10
Identification of the most effective methods for delivering the training	10
Explanation of why the training methods selected are most effective	20
Identification of anticipated barriers in regards to training	20
Writing error free (spelling, grammar and etc.)	10
Document format	10
Total	80

Assignment 6 Traditional Training Methods

Assessment Criteria	Points Available
Identify 3 key learning points with APA format referenced at the end of the document https://owl.english.purdue.edu/owl/resource/560/02/	15
Discuss the implications of the 3 key points for the fields of training	30
What points surprised/impressed you the most in this reading? Why?	20
Identify one new point of information that you learned from this reading and describe how you will utilize/incorporate this information into your life /job.	20
Writing error free (spelling, grammar and etc.)	10
Document format	10
Total	105

Assignment 7   Training Methods Paper

Assessment Criteria	Points Available
Comprehensiveness – All elements thoroughly discussed	
Traditional Training	
Q1. Training Method Description: Traditional Training	**15**
Q2. Advantages & Disadvantages of the Traditional Training Method	**15**
Q3. Tips for use in a Training Setting	**15**
Technology-Based Training	
Q4. Training Method Description: Technology-Based Training	**15**
Q5. Advantages & Disadvantages of the Technology-Based Training Method	**15**
Q6.Tips for use in a Training Setting	**15**
APA format cited in the text (citations) and referenced at the end of the document (reference list) (**3** *references per training method*) https://owl.english.purdue.edu/owl/resource/560/02/	**30**
Writing error free (spelling, grammar and etc.)	**10**
Document format	**10**
Total	**140**

Assignment 8 Curriculum Project

Assessment Criteria	Points Available
Comprehensiveness – All elements thoroughly prepared	**10**
1. Cover/title page	**10**
2. Table of contents	**10**
3. Course purpose	**20**
4. Course parameters	**30**
5. Special note to trainers: Checklist of supplies, equipment, any special room arrangements, handouts and visual aids, items to prepare ahead, and anything else required.	**20**
6. Course outline (be sure to follow sample course outline)	**30**
7. Copy of all instructor/trainer materials (PowerPoint, visual aids, evaluation instruments, exercises, etc.)	**30**
8. List of resources you consulted (can be entitled: For Further Reading, Bibliography, or References)	**10**
Writing error free (spelling, grammar, etc.)	**10**
APA format cited in the text (citations) and referenced at the end of the document (reference list) https://owl.english.purdue.edu/owl/resource/560/02/	**10**
Everyone also has to submit your project book to Discussion for peer review	
Total	**190**

Assignment 8-1 Peer Review –Curriculum Project Book

Assessment Criteria	Points Available
Comprehensiveness – All elements thoroughly discussed	
Peer-evaluation *two* fellow students' interview videos	30
Document format	10
Total	**40**

Assignment 9 Facilitation Skills Assessment

Assessment Criteria	Points Available
Completeness – All relevant sections included	5
1. Facilitation Skills Assessment	10
2. My current skills	10
3. The skills I most need to work on	10
4. Plan of action for acquiring these skills	10
Writing error free (spelling, grammar and etc.)	5
Document format	10
Total	60

Assignment 10 Instructor Observation Activity

Assessment Criteria	Points Available
Instructor observation form	40
Writing error free (spelling, grammar and etc.)	10
Document format	10
Total	60

Assignment 11 LTEC 4000

Assessment Criteria	Points Available
1.Identify Professional	5
2.How did you reach out	5
3.Location/ Time	5
4. What QUESTIONS did you ask this training/learning professional? **(3)**	25
5. Answers	50
6.Thank you note (image)	5
Writing error free (spelling, grammar and etc.)	5
Document format	10
Total	110

Assignment 11 (LTEC 5100)

Assessment Criteria	Points Available
1.Identify Professional	5
2.How did you reach out	5
3.Location/ Time	5
4. What QUESTIONS did you ask this training/learning professional? **(5)**	25
5. Answers	50
6.Thank you note (image)	5
Writing error free (spelling, grammar and etc.)	5
Document format	10
Total	**110**

Assignment 12 Future of Training and Development

Assessment Criteria	Points Available
1.Jo Title/Company	10
2.Location / Job overview	10
3.Responsibilities and Duties	10
4.Qualificaiton for job positions	10
5.preferred Qualifications	10
Writing error free (spelling, grammar and etc.)	10
Document format	10
Total	**70**

Formatting for all paper submissions

- **Every assignment** *(Word document)* **must** *follow document format* in each Learning Module.

- The **reference** list should be on separate paper. The page count does not include the reference list. These papers should be scholarly in nature and should be cited according to the **American Psychological Association (APA).** Appropriate literature should be cited in the text (citations) and referenced at the end of the document (reference list). **https://owl.english.purdue.edu/owl/resource/560/01/**

- All papers should be completed by the assigned due date.

- Plagiarism including self-plagiarism will cause seriously issues in terms of academic dis-honest. Check UNT website on cases of Plagiarism. Any suspicious cases are found, your final grade will be "F" and will be reported to the Department / College and University for further actions.

    Course Evaluation Scale   Evaluation

        A = 90 – 100%, **B** = 80 – 89%, **C** = 70 – 79%, **D** = 60 – 69%, **F** = 59% or below

Submit all work as specified by the instructor. It is the responsibility of the student to *insure* that assignments are completed on or prior to the due date. Discussions/Chats utilize the Vista Discussion Tool on the Tool Bar. Assignments to be turned in will be attached to the respective assignment in the Vista Assignment Tool *never* email or Message or discussion/chat.

Student Resources

As a student, you will have access to: Lynda.com tutorials: http://it.unt.edu/lynda

Student Canvas Online
https://clear.unt.edu/canvas/student-resources

Student Support
The UNT Helpdesk is a student technical support team
dedicated to deal with issues or technical needs
Phone: 940.565-2324
Location: Sage Hall, Room 330
Email: helpdesk@unt.edu
Website: https://it.unt.edu/helpdesk

Fall 2019 Important Deadlines

	Deadline
Classes Begin.	**August 26**
Beginning this date a student who wishes to drop a course must first receive written consent of the instructor.	**September 10**
Last day for change in pass/no pass status	**October 4**
Last day for a student to drop a course	**November 4**
Beginning this date, a student who qualifies may request an incomplete, with a grade of I	**November 11**
Last day to withdraw (drop all classes). Grades of W are assigned	**November 22**
End of term.	**December 13**

https://registrar.unt.edu/registration/fall-registration-guide

Information for LTEC Web-based Courses

Knowledge of personal computer operation is prerequisite to registering for and successfully completing this online course. Students taking the course should be proficient in the following software as well:

- Microsoft Word
- Microsoft Excel
- Microsoft Access

The acquisition of these skills is the responsibility of student and can be obtained through prior coursework and/or personal experience. A student who is not proficient in these programs should not register for this course. Blackboard is fully supported for both computers using Windows and Apple computers. This includes the programs noted above. Purchase and installation of the programs in a current and compatible version is the responsibility of the student. For personally owned computers, the UNT bookstore offers software for both systems with student pricing. In addition, upon starting this or any LTEC Blackboard course, students should review the "Check Browser" link in Blackboard and install the appropriate browser and plug-ins and update their browser to the appropriate settings.

Communication Parameters
Students should contact the instructor via the instructor's preferred communication (see above). Instructors will attempt to respond to student emails within five working days. Working days do not include weekends or holidays. Students should not expect the communication parameters in a web-based class to significantly differ from the parameters in traditional campus-based classes. Students are encouraged to develop communication networks with other class members via electronic communication vehicles such as Blackboard Vista email, bulletin board, and/or chat. Students should consider the communication parameters with regard to assignment due dates. Please be aware that instructors will not be able to respond to "last minute" requests for assignment clarification, and students may encounter unforeseen problems with their Internet provider, software, or hardware.

Student Responsibilities for Distributed Learning Courses

- Access course web page and initiate contact with instructor within the first week of the semester. In many cases, this will be BEFORE the first class meeting
- Be able to work independently on course objectives, given the format for interaction with faculty and students will be non-traditional.
- Complete UNT Student Tutorial prior to taking the first Blackboard course
- Verify appropriate hardware and software as described in the course description.
- Provide instructor with access to a working email account (Eagle mail, Blackboard or private provider) .
- Contact instructor or instructor's assistant within two days if any problems develop with regard to accessing the course.
- Adhere to communication parameters of course (i.e., email, discussion, chat)
- Review Student Resources prior to taking the first Blackboard Vista course.
- Comply with appropriate electronic etiquette and abbreviations.
- Acquire all necessary software and books.
- Complete all course requirements by posted deadlines

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Students should maintain electronic copies in chronological order of ALL journal entries, bulletin board responses, lesson plans, and other assignments listed within the "Sequence of Tests, Papers, and Activities" section of this syllabus. It is the responsibility of the student to verify that all messages AND attachments are sent to the course instructor. See "Course Attendance and Participation" section for more information.

All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit https://eaglemail.unt.edu

Medical Emergencies

If you have a medical emergency that will prevent you from completing the course as scheduled, you MUST notify your instructor at the time of your medical problem. Requests for an INC or to drop the course must come at the time of the medical emergency and must be supported by a letter from your physician and must specifically state that your medical situation will NOT permit you to work at your computer in order to submit your assignments as scheduled. Requests for an INC or to DROP this course based on a medical emergency CAN NOT be granted after the medical emergency. Of course all requests must meet standard university policy.

Doctor's notes must be received during week 1 or 2 of the medical emergency. Those submitted at the end or once it is over will not be accepted.

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Information for ALL LTEC Courses

Attendance and Participation
The instructor reserves the right to request of the Registrar that a student be dropped from the course
(W or WF) due to unsatisfactory progress. All students are expected to fully participate in all class activities.
Full participation includes all web-based activities.

University Policy of Absence for Religious Holidays
In accordance with state law, students absent due to the observance of a religious holiday may take
examinations or complete assignments scheduled for the day missed within a reasonable time after the absence
if the student has notified the instructor of each class of the date of the absence within the first 15 days of the
semester. Notification must be in writing, either personally delivered with receipt of the notification
acknowledged and dated by the instructor, or by certified mail, return receipt requested. Only holidays or holy
days observed by a religion whose place of worship is exempt from property taxation under Section 11.20 of
the Tax Code may be included. A student who is excused under this provision may not be penalized for the
absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the
assignment or examination.

Professionalism
At all times, students are expected to conduct themselves in a professional manner. This includes being
prepared for all class assignments, and being flexible to unforeseen changes in schedules and assignments

Honesty and Integrity
The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including
academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but
is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence
upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving
problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic
material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not
limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation,
without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by
another person or agency engaged in the selling of term papers or other academic materials. If a student engages
in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and
a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate
disciplinary action.

University Policy of Disability Accommodations
In accordance with Section 504 of the federal Rehabilitation Act of 1973 and the Americans with Disabilities
Act of 1990, the University of North Texas endeavors to make reasonable adjustments in its policies, practices,
services and facilities to ensure equal opportunity for qualified persons with disabilities to participate in all
educational programs and activities.

Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full
participation by students with disabilities in University programs or services, the department or agency
responsible for the program or service to which the individual requires access will work with the Office of

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Disability Accommodation and appropriate federal and state agencies to ensure that reasonable accommodations are made.

 The student requiring special accommodation or auxiliary aids must make application for such assistance through the Office of Disability Accommodation. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested.

The University assumes no responsibility for personal assistance necessary for independent living nor for specialized medical care. Students requiring personal attendants or mobility assistants must employ such persons at their own expense before completion of registration. Students requiring specialized medical care above and beyond that ordinarily offered through the Student Health Center should be 3 prepared to bear the expense of this care through a general hospital or a private physician/clinic of their choice.

Changes may be made as long as it does not compromise the quality of education. Cooperation of faculty, staff, and students is needed to help with physical access and to meet academic requirements. For example, giving extra time on tests or assignments, substituting courses, or adapting classroom presentations (like allowing tape recorders, note takers, or asking a professor to face the class when speaking to allow students to lip read) may be done.

 Questions or concerns about discrimination on the basis of disability or about equal educational opportunities for persons with disabilities should be directed to Equal Opportunity Office, Room 203, Administration

Bureau of Citizenship and Immigration Services Regulations for F1 Visa Holders

To read INS regulations for F-1 students taking online courses, please go to this website http://www.immigration.gov/graphics/services/visas.htm and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G)

A Final Rule with clarifications on the restriction can be found in a pdf file located at http://www.immigration.gov/graphics/lawsregs/fr121102.pdf

Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses."

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

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Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940-565-2195 or email international@unt.edu) to get clarification before the one-week deadline.

Building, 940.565.2456. Information concerning specific accommodations to provide equal opportunities is available through the Office of Disability Accommodation, Suite 324, Union , 940.565.4323.

For students who have questions about academic planning, need to drop one or all courses, or learn more about academic dates and deadlines, please be sure to speak with your academic advisor/counselor and consult the following UNT resources for planning and guidance:

- Advising @ UNT: http://advising.unt.edu/
- Counseling Services: http://studentaffairs.unt.edu/counseling-testing-services
- Dropping a class: https://registrar.unt.edu/registration/dropping-class
- How to drop a class http://registrar.unt.edu/registration/dropping-class
- Incomplete (I) grades: http://registrar.unt.edu/grades/incompletes
- Withdrawals: https://deanofstudents.unt.edu/withdrawals
- Dean of Students Policies https://deanofstudents.unt.edu/policies