

SNL BA Syllabus (Revised 10/24/09)

**School for New Learning
DePaul University**

**Course Syllabus: FA 340 Implementing Corporate Training Programs
(Winter 2010)**

Note: Registration number _____

1. General Information

Faculty: Lori Neblung
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312.476.4528 (anytime)

Office Hours available upon request, typically Mondays, Thursdays and some Saturdays

Location: Naperville

Dates/Time: Monday, 1/11/10-3/22/10
Class will meet from 6:30-9:30pm

Credit Hours: 4 credit hours, if registered for two competences

2. Course Description and Faculty Biographical Sketch

Effectively implementing a training program for a company can directly influence the success of the business. It requires a broad understanding of the business in the context of corporate goals and initiatives that influence an organization's success. In other words, training programs must consider what is important to the organization.

In this course, students will learn about the strategic process of effectively and efficiently implementing a corporate training program based on business drivers from design stages through measurement of results.

This process includes defining requirements and success criteria, designing the process, implementing and powerfully communicating the program to the learners, and then understanding how to measure the success of the program. It is imperative to measure and report on the trends of the program and to understand why it is important. Using methodology and models that have been successful in numerous global and domestic companies, students in this course will create their own plan for implementation, communication, and measurement to ensure success in their future training program implementations.

Lori Neblung received her Bachelor of Arts from DePaul University and her Master of Liberal Arts degree from The University of Chicago. In her career, she has worked in the area of learning and development with companies such as Thomson NETg,

Albertsons, Osco Drug, Baxter Healthcare, Motorola, National-Louis University, C.N.A Insurance, DeVry University, and Hewitt Associates to enable these strategic clients to effectively and efficiently integrate learning programs into their organization.

She has over 25 years of corporate management experience. She has extensive professional experience in relationship management, internal and external business consulting, and development of training materials and processes across various industries. She has additional skills in business acumen, project management, communications, and problem solving.

3. Competencies –

A2X: Can create and design a functional process to fulfill on requirements for delivering a multi-media (e-learning) training program into a corporate business community environment.

H2X: Can identify an organizational problem and design a training implementation plan for change based on an understanding of organizational change models and can evaluate the organizational results of the implementation.

S3X: Can analyze the implementation of a new technology-based (e-learning) training program into a community and can explain the significance of this implementation from at least two perspectives (For example, how does training impact human growth and development, what is the influence to individual learning goals, how does marketing and communication influence groups, or what is the impact to a community).

FX: Can describe and demonstrate the skill of planning and managing the implementation of a training project to successful completion and can articulate the results of the impact to the community.

L7: Can learn collaboratively and examine the skills, knowledge and values that contribute to such learning.

4. Outcomes - Expected outcomes upon completion of this course:

- 1- All students will understand the roles necessary and the process required for implementing a successful training program. They will deliver a project plan for successful implementation in a corporate setting.
- 2- All students will articulate the importance of aligning business goals and creating success criteria as it relates to the success of a corporate training program.
- 3- All students will demonstrate the ability to communicate a training program effectively to the learners in a corporate setting.
- 4- All students will articulate reasons for measuring the results of a training program as it relates to the business performance and will understand various ways to align these measurements to the business goals identified in the design phase of the program.

- 5- Competence specific activities:
- a. A2X students will design and create marketing tools for effectively communicating a multi-media learning program to a business community.
 - b. H2X students will identify organizational problems that can be addressed through implementing a training program and can evaluate and measure the success of the program.
 - c. S3X students will identify technology considerations and plan for deploying training in a corporate setting.
 - d. FX students will describe and demonstrate the skill of planning and managing the implementation of a training project to successful completion and can articulate the results of the impact to the community.
 - e. L7 students will describe and demonstrate the skill of planning and managing the implementation of a training project reflecting on this process and will discuss at least one theory of collaboration.

5. Learning Experience –

This course will involve group work and individual work. All students will work together to deliver the key course objectives.

Each student will also address the specific competence(s) for which they registered in a learning activity which will be research based and will be defined at the beginning of the class.

The texts will support the course objectives. The instructor will teach the class on the assumption that all students will engage in all of the readings and assignments. Large and small group discussions will facilitate learning of the ideas, models and practices covered in the texts.

REQUIRED INTERNET ACCESS

So that students have an opportunity to adjust to the DePaul BlackBoard system, we will be using the BlackBoard for course documents, assignments, and handouts. You will learn to use the Blackboard system in this class. Thus reliable and consistent internet access, and ability to use email, will be necessary for all students. The BB grade book will be used so that students can check their grade status on a weekly basis.

Required readings (please purchase):

- ***Please note*** there is a reading assignment that should be completed prior to the first day of class! (See class schedule in Section 8 of syllabus for details)
- Rothwell, W.J., Lindholm, J.E., & Wallick, W.G., 2003, *What CEOs Expect from Corporate Training*, 2003, AMACOM, ISBN 0-8144-0679-3
- Hodell, C., 2006, *ISD From the Ground Up*, ASTD, ISBN 978-1-56286-455-2
- Additional case studies and handouts (paper and electronic) will be provided by instructor in class meetings and via BlackBoard.

Attendance and Participation:

Class participation involves attendance and contribution to class activities and discussions. This recognizes being present and prepared for each session. The success of this course depends on your participation, which includes reading, reflecting, and writing about the assigned readings and case, and sharing your insights with the class. Class participation also implies listening and learning from others. The more you participate, the more fun and valuable the course will be for all of us. Of course, being present physically and cognitively is basic to fully participating. If more than one session is missed, your final grade will be adversely affected. If you must miss a class, please communicate with the instructor and another member of your team before and after class session and attend to your responsibilities accordingly.

IF YOU MISS THE FIRST CLASS AND DO NOT CONTACT THE INSTRUCTOR BEFORE CLASS OR IMMEDIATELY AFTER CLASS-- YOU WILL BE ASKED TO DROP THE CLASS

Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session. Always consult our Blackboard for handouts and assignments. Students missing more than two classes of our ten week course will not have met the requirements for a passing grade.

6. Evidence the Students will Submit –

- Students will submit the evidence outlined in the class schedule below.
- All students will deliver the items specified as “Each student will. . .” All students will also participate in group activities identified below as “Student/group will. . .” These items will all be covered thoroughly on the first night of class. **It is highly recommended that you not miss session #1!**
- Please note that I will abide by the University’s guidelines on academic integrity (see policy in addenda below)

Academic Integrity:

The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgment.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

7. Criteria for Assessment –

Written Work Will be Evaluated As Follows:

A= (136-150 points) designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= (121-135 points) designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= (106-120 points) designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D=(91-105 points) designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

F= Less than 90 points

- This class is a letter grade class by default. Students always have the option of taking the course Pass/Fail. If you intend to do so, you must inform me of this in writing by the beginning of the third class meeting. Once a student commits to taking a course Pass/Fail, they cannot switch back to a letter grade.

Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed three-fourths of assignments.

*In order for a student to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). **The student will need to initiate and file an SNL***

Incomplete Grade Contract before the final session of the course to receive an incomplete grade. Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades. See <http://oaa.depaul.edu/what/calendar.jsp> for current calendar.

Points for grading are as follows:

Attendance: 5 points x 10 sessions= 50 points

Individual assignments:

6 assignments worth 5 points each

+ Narrative assessment worth 10 points

+ 1 Competence-specific activity worth 30 points = 70 points

(If you registered for 1 comp, this is 30 points; if registered for 2 comps, this is 15 points each)

Group assignments:

5 assignments worth 3 points each

+5 group assessments worth 1 point each

+1 group project worth 10 points = 30 points

150 points total

(Any assignment that is turned in late will automatically be assessed a 20% reduction in points.)

A= 136-150 points

B= 121-135 points

C= 106-120 points

D= 91-105 points

F= 90 points or less

All group work will be assessed by the group, consisting of self reflection and commentary of the other group members. Instructor will also assess the content quality of the group work.

Final group project will also be assessed by the instructor using a presentation grading rubric, to be handed out in class.

8. Class Schedule – to be handed out in class

Addenda:
DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

The Writing Center

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. Bring your assignment handout and other relevant materials to your appointments.

Quick Links & Locations:

- To schedule an appointment at the Center's LPC and Loop locations: <http://condor.depaul.edu/~writing/html/sched/WCOnline.html>
- To schedule Real-time conversations with IM and/or webcam: <http://condor.depaul.edu/~writing/html/sched/im.htm>
- To request Feedback by Email: <http://condor.depaul.edu/~writing/html/sched/email.html>
- Loop Campus Office: 1620 Lewis Center, 312.362.6726
Lincoln Park Office: 250 McGaw, 773.325.4272
For more information, visit: <http://www.depaul.edu/writing/>