



## **HRD 5317 TRAINING DESIGN**

**FALL 2025**

Department of Human Resource Development  
Soules College of Business

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Instructor (email):	Dr. Shinhee Jeong (sjeong@uttyler.edu)
Class Format:	Online (Canvas)
Communication:	Canvas, email, and Zoom
Course Access:	<a href="http://www.uttyler.edu/canvas">www.uttyler.edu/canvas</a>
Zoom link:	<a href="https://uttyler.zoom.us/j/9876543210">https://uttyler.zoom.us/j/9876543210</a>
Course Date:	August 26 – December 14

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### **COURSE DESCRIPTION**

Designing and developing effective, efficient, and engaging training programs is a common goal of all trainers, instructional designers, and HR practitioners. In this course, students will go through a systematic instructional design (ID) process to design effective, efficient, and engaging training including analysis, design, development, implementation, and evaluation (called **ADDIE**). Many see ID as a science as well as an art, as training requires systematic analyses, integral evaluations, evidence-based practices, and creative approaches. Students will learn the core skills of ID and apply those skills to an organizational context to design and develop a training program. In this course, ID and training design are used interchangeably.

### **COURSE OBJECTIVES/LEARNING OUTCOMES**

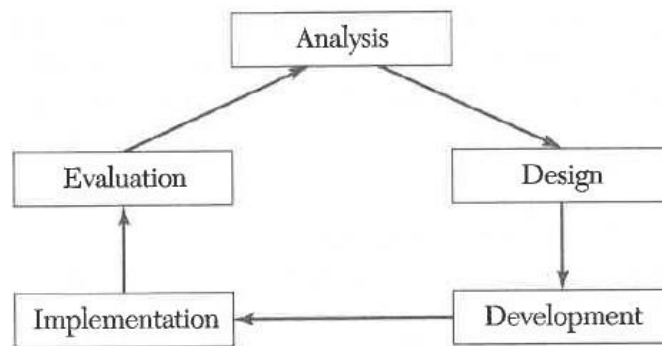
After completing this course, students will be able to demonstrate core skills and competence in training design and development using the ADDIE model, including:

- Define what ID and ADDIE are
- Assess training needs in an organization
- Analyze tasks and learners
- Design a training plan and strategies
- Develop a training module
- Implement a training program designed and developed in a systematic way
- Conduct a formative evaluation and create a revision plan
- Develop communication and presentation skills in the process of working with team members, the instructor, and a client organization
- Reflect on class activities, assignments, teamwork, and lessons learned

### **COURSE OUTLINE**

In this course, students will learn the Instructional Systems Design Model (Piskurich, 2015, p. 4) incorporating the ADDIE process (see Figure 1):

**Figure 1**  
*Instructional Systems Design Model*



Based on the Instructional Systems Design model incorporating the ADDIE process (Figure 1), students will complete a training design project that requires them to design and develop a training program in teams. To that end, students will form a team of three students and decide a training design topic that can be taught in less than one hour in consideration of agreed interests, client needs, and the complexity of tasks. Student teams will work through the sequence of the ADDIE process and complete the required steps including:

- Training needs assessment
- Analysis: Task and learner analysis
- Design: Design document
- Development: Develop a training module
- Implementation and Evaluation: Formative evaluation and a revision plan
- Draft report presentation and a final report

In the real world, trainers do not follow the sequence of the ADDIE process linearly due to multiple factors involved. For learning purposes, however, this course guides students to follow a step-by-step process to accomplish one task at a time. After completing a training design project, students will learn how to apply their competence and skills to diverse training contexts.

## **TEXTBOOKS, MATERIALS, AND READINGS**

This course is based on the first seven chapters of Piskurich (2015) and four ID cases from Ertmer et al. (2019). **Students must read all required chapters and cases to answer weekly discussion questions and to follow the ADDIE process.** Also see how I referenced all publications so that you can correctly follow the APA formatting guidelines.

### **Required**

Piskurich, G. M. (2015). *Rapid instructional design: Learning ID fast and right* (3rd ed.). Wiley.

**Note:** As UT Tyler Library has purchased this ebook, students can use this book free of charge, available at <https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=1895845>.

Ertmer, P. A., Quinn, J. A., & Glazewski, K. D. (2017). *The ID casebook: Case studies in instructional design* (4th ed.). Routledge.

Important: Other required readings (i.e., articles, book chapters) are listed at the end of this syllabus.

### **Recommended**

Cennamo, K., & Kalk, D. (2019). *Real world instructional design: An iterative approach to designing*

learning experiences. Routledge.

Tobin, T. J., & Behling, K. L. (2018). Reach everyone, teach everyone: Universal design for learning in higher education. West Virginia University Press.  
<https://ebookcentral.proquest.com/lib/uttyler/reader.action?docID=5597807>  
(Note: This is an e-book you can access for free.)

### Select ID Cases

- Glazewski, K. D., & Hicks, S. M. (2017). Natalie Morales: Managing training in a manufacturing setting. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, The ID casebook: Case studies in instructional design (4th ed.) (pp. 247-253). Routledge. [Case 1]
- Spannaus, T. W., & Jones, T. S. (2017). Iris Daniels: Cross-cultural challenges in designing instruction. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, The ID casebook: Case studies in instructional design (4th ed.) (pp. 190-194). Routledge. [Case 2]
- Mann M., Larsen, V., & Kinzie, M. B. (2017). David Jimenez: Performance Improvement of Engineers. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, The ID casebook: Case studies in instructional design (4th ed.) (pp. 230-236). Routledge. [Case 3]
- Ross, S. M., Morrison, G. R. (2017). Andrew Stewart: Managing consulting activities in an evaluation context. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, The ID casebook: Case studies in instructional design (4th ed.) (pp. 254-258). Routledge. [Case 4]

## ASSIGNMENTS AND DUE DATES

Points given for each assignment for the course are as follows:

<b>1. Class Participation</b>	
<b>2. Self-Introduction</b>	<b>2 pts</b>
<b>3. Weekly Discussion Postings</b>	<b>30 pts</b>
<b>4. Case Study</b>	<b>20 pts</b>
<b>5. Group Project: Training Design Project</b>	<b>40 pts</b>
<b>6. Reflection Paper</b>	<b>8 pts</b>
<b>Total</b>	<b>100 pts</b>

### Class Participation

Given the online nature of this course, class participation will be evaluated based on the timeliness of assignment submissions. Missing a due date will result in a deduction of 2 points per assignment. Any submission that is more than 2 days late will be considered a "no submission" and will therefore receive no grade. If you require an extension due to a medical reason, you must provide an official medical record in advance.

### Self-Introduction (2 pts)

Please post your self-introduction on the designated discussion board on Canvas. In your introduction, be sure to include the following:

1. A brief background about yourself
2. The reasons you chose HRD as your major and why you selected UT Tyler
3. Your past experiences with training and development (either as a trainee or a trainer)
4. A fun fact about yourself

Your post should be 150-200 words in length.

### Weekly Discussion Postings (6 times, 5 pts/each)

Each week, one or two prompts will be posted on Canvas. Students are expected to craft written responses to these questions and submit their work by 11:59 pm on Thursdays. Ensure that your answers fall within the range of 200-250 words per prompt. It is crucial to incorporate both the weekly readings and other scholarly resources you find through independent research. Furthermore, active participation in the learning community is required. Read and respond to at least two postings from your peers by 11:59 pm on Saturdays. Your replies should be substantial, comprising at least a paragraph. Address different ideas, approaches, or perspectives that you gleaned from their responses, or highlight what resonated with you the most. Note that 0.5 points (out of 3 points) will be deducted for each missing reply. Additionally, only replying to peer's

postings without contributing your own original posting will result in gaining no points.

### **Case Studies (4 times, 5 pts/each)**

Throughout the course, case study materials will be provided to give students an opportunity to apply concepts and ideas from the readings. These cases are based on real-life scenarios and present specific contexts in which particular types of training may be needed. For each case, two or three prompts will be posted on Canvas. Students are expected to submit written responses to each prompt. Each response should be between 200 and 250 words and should incorporate insights from the weekly readings as well as other scholarly sources.

### **Group Project: Training Design Project (40 pts)**

The purpose of a training design project is to practice the design and development of an effective, efficient, and engaging training program using the ADDIE process throughout the semester. For this assignment, client involvement is highly recommended, particularly when choosing a project topic, implementing a pilot, and completing a formative evaluation with one-on-one evaluation. If you cannot find a client organization, choosing a team member's employer may be an alternative. Decide on a training project topic that can be taught for less than an hour in consideration of common interests, client needs, and the complexity of tasks (you may ask your client for input).

- Team formation information can be found on Canvas. Set up team ground rules as early possible and submit (see **Appendix 2 for the team ground rules sample**) - 5 pts
- Identify and contact potential clients and select a topic – 5 pts
- Follow the ADDIE process and complete tasks one by one: Training needs assessment, task/learner analysis, a design document, development of a training module, and formative evaluation.
- Write a single-spaced ten-page final report (**20 pts**) including:
  - Title on the cover page
  - Overview
  - Training Needs Assessment
  - Task/learner analysis
  - Design: Design document
  - Development: Training module
  - Implementation: Major development decisions and primary responsibilities of team members
  - Evaluation: Formative evaluation
  - Revision plan
  - References and appendices (if any)
- Two presentations are expected for this project. The first presentation – implementation (pretend that you have actual trainees in front of you (either in-person or online setting) and conduct a 15-20 min short training demonstration. Record a session, create a link, and submit it. The second presentation should be based on the final report, providing narratives explaining more details of your final training product.
- Each group is required to develop a presentation based on their final paper and record a video using Zoom or any preferred recording software. Upload the video file to cloud storage service like BOX, OneDrive, or YouTube, create a sharable link, and submit it on Canvas. Utilize PowerPoint materials for the presentation, which should last between 15 to 20 minutes. Ensure active participation from all group members. The presentation part is worth up to **10 pts**.
- To evaluate how your team is doing, you will be asked to fill out a **peer evaluation form** (see Appendix 4) twice, at the mid-term and the end of the semester. At the mid-term, revisit your ground rules to refresh your teamwork. Your final grade for this assignment will be adjusted by your average peer evaluation score (see **Appendix 4 for the peer evaluation form**).
- The final report will be evaluated for criteria including: (a) inclusion of all components of the report (see above), (b) relevance to the project topic, (c) organization and logical flow, (d) clarity, and (e) attention to details (e.g., APA) (See **Appendix 3 for the training design report rubric**).

## Reflection Paper (8 pts)

Write a single-spaced, one-page reflection paper. This end-of-class reflection paper should include lessons learned from accomplishing class assignments: (a) title, purpose, and introduction: title your reflection paper in a way that sums up your semester-long experience in a compact and pointed way; (b) key points of lessons learned from the training design project and class activities; and (c) a conclusion with constructive suggestions.

## FINAL GRADES

Grade	A	B	C	D	F
Range	over 90%	80% - 90%	70% - 80%	60% - 70%	below 60%

## GRADING GUIDELINES

See Assignment Guidelines on Canvas to ensure that you understand evaluation criteria before beginning an assignment. No incompletes will be awarded unless there is an emergency (e.g., positive on a COVID test). In case of a late submission, there will be one point subtracted from your grade per day. To receive no penalty for late submission, you must inform me of the reasons why you need an extension or incomplete in advance.

## COURSE POLICIES

### Late Work

No credit will be given for late assignments unless the student's provider and/or UT Tyler's system prevents the student from submitting a discussion post, assignment, or quiz. The student is responsible for contacting the instructor, providing evidence of submitting any missed work within 24 hours.

### Academic Dishonesty Statement

The faculty expects from students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event that disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Plagiarism will not be tolerated, and learners should be aware that all written course assignments will be checked by plagiarism detection software. Violations of academic integrity will be reported and processed according to the guidelines established by the University.

## UNIVERSITY POLICIES and UT TYLER RESOURCES FOR STUDENTS

Information is available on Canvas Syllabus

## COLLEGE OF BUSINESS STATEMENT OF ETHICS

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the Soules College of Business help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business at UT Tyler will:

Ensure honesty in all behavior, never cheating or knowingly giving false information.

Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.  
 Develop an environment conducive to learning.  
 Encourage and support student organizations and activities.  
 Protect property and personal information from theft, damage, and misuse.  
 Conduct yourself in a professional manner both on and off campus.

## ARTIFICIAL INTELLIGENCE

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. For this course, AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required. In this course, we may use AI tools (such as ChatGPT and Copilot) to examine how these tools may inform our exploration of the class topics. You will be notified as to when and how these tools will be used, along with guidance for attribution. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

## RESOURCES

APA Formatting Guidelines

In this course as in other courses in HRD and the College of Business, you must follow the APA (2020):

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7<sup>th</sup> ed.). American Psychological Association.

Follow the basics of APA on Canvas Files and see how I referenced publications in this syllabus. You will learn how to write well in a compact and pointed way at the end, as APA is not just about formatting guidelines but also about organizing ideas.

## HRD Masterclass Podcast Series ([hrdmasterclass.com](http://hrdmasterclass.com))

The Academy of Human Resource Development ([AHRD](http://AHRD)), which is the premier organization in HRD, has published several podcast series that explore the fundamentals and different aspects of HRD. Each episode includes a one-to-one interview with a guest, as well as a group discussion where two to three guests discuss their shared interest in the episode topic. This is an outstanding resource to understand the most current topics and foundations of HRD.

## HRD 5317 COURSE SCHEDULE<sup>1</sup>

Week	Topic	Reading	Assignment
1	Teamwork	Parker (2006)	- Self-Introduction - Discussion 1
2	Introduction to ID & ADDIE	Chapter 1; Branch (2018a) Optional: Allen (2006); Branch (2018b)	- TDP: Group ground rules - TDP: Identify and contact clients - TDP: Topic selection - Discussion 2
3	Learning Theories	Ertmer & Newby (2013)	- Discussion 3
4	Training Needs Assessment	Chapter 2 Optional: Russ-Eft & Sleezer (2020); Sleezer et al. (2014)	- Discussion 4 - TDP: Training Needs Assessment
5	Analysis	Chapter 3	- Discussion 5

6	Analysis: Case 1	Case 1 Optional: Ertmer et al. (2019)	- TDP: Task and Learner Analysis - Discussion 6
7	Design	Chapter 4	- TDP: Mid-term class & peer evaluation Discussion 7
8	Design: Case 2	Case 2 Optional: Kirkpatrick (1998)	- TDP: Design Document - Discussion 8
9	Development	Chapter 5 Optional: Driscoll (2000)	- Discussion 9
10	Development: Case 3	Case 3	- TDP: Training Module - Discussion 10
11	Implementation & Evaluation	Chapters 6 & 7 Optional: Dick et al. (2014)	- Discussion 11
12	Evaluation: Case 4	Case 4	- TDP: Formative Evaluation - Discussion 12
13	TDP: Final Report		
14	TDP: Presentation TDP: Peer Evaluation (final) Reflection Paper		

Note. All due dates and assignments are subject to change depending on the circumstances throughout the semester.

## REQUIRED READINGS

### Week 1 – Teamwork

Parker, G. M. (2006). What makes a team effective or ineffective? In J. V. Gallos (Ed.), *Organization development* (pp. 656-680). Jossey-Bass.

### Week 2 – Introduction to ID & ADDIE

Piskurich, G. M. (2015). Chapter 1: What is instructional design stuff anyway? In *Rapid instructional design: Learning ID fast and right* (3<sup>rd</sup> ed., pp. 1-15). Wiley.

Branch, R.M. (2018a). Instructional design for training programs. In: Persichitte, K., Suparman, A., & Spector, M. (Eds.), *Educational technology to improve quality and access on a global scale*. Educational Communications and Technology: Issues and Innovations. [https://doi.org/10.1007/978-3-319-66227-5\\_1](https://doi.org/10.1007/978-3-319-66227-5_1)

### Week 2 – Optional

Allen, W. C. (2006). Overview and evolution of the ADDIE training system. *Advances in Developing Human Resources*, 8(4), 430-441. <https://doi.org/10.1177/1523422306292942>

Branch, R. M. (2018b). Characteristics of foundational instructional design models. In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (4<sup>th</sup> ed., pp. 23-30). Pearson.

### Week 3 – Learning Theories

Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43-71. <https://doi.org/10.1002/piq.21143>

### Week 4 – Training Needs Assessment

Piskurich, G. M. (2015). Chapter 2: Before you do anything: Pre-instructional design activities. In *Rapid instructional design: Learning ID fast and right* (3<sup>rd</sup> ed., pp. 17-62). Wiley.

#### **Week 4 – Optional**

Russ-Eft, D. F., & Sleezer, C. M. (2020). Chapter 1: Introduction. In *Case studies in needs assessment* (pp. 1-26). SAGE.

Sleezer, C. M., Russ-Eft, D. F., & Gupta, K. (Eds.) (2014). Chapter one: Overview of needs assessment. In *A practical guide to needs assessment* (3<sup>rd</sup> ed., pp. 15-33). Wiley.

#### **Week 5 – Analysis**

Piskurich, G. M. (2015). Chapter 3: Do you know what you need to do? Analysis. In *Rapid instructional design: Learning ID fast and right* (3<sup>rd</sup> ed., pp. 63-105). Wiley.

#### **Week 6 – Analysis: Case 1**

Glazewski, K. D., & Hicks, S. M. (2019). Natalie Morales: Managing training in a manufacturing setting. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (5<sup>th</sup> ed., pp. 249-255). Routledge.

#### **Week 6 – Optional**

Ertmer, P. A., Quinn, J. A., & Glazewski, K. D. (2019). The case-learning process: Strategies and reflections. In *The ID casebook: Case studies in instructional design* (5<sup>th</sup> ed., pp. 1-8). Routledge.

#### **Week 7 – Design**

Piskurich, G. M. (2015). Chapter 4: How to do it: Design. In *Rapid instructional design: Learning ID fast and right* (3<sup>rd</sup> ed., pp. 107-202). Wiley.

#### **Week 8 – Design: Case 2**

Spannaus, T. W., & Jones, T. S. (2017). Iris Daniels: Cross-cultural challenges in designing instruction. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (4th ed.) (pp. 190-194). Routledge. [Case 2]

#### **Week 8 – Optional**

Kirkpatrick, D. L. (1998). Chapter 3: The four levels: An overview. *Evaluating training programs: The four levels* (2<sup>nd</sup> ed., pp. 18-24). Berrett-Koehler Publishers, Inc.

#### **Week 9 - Development**

Piskurich, G. M. (2015). Chapter 5: Doing it right: Development. In *Rapid instructional design: Learning ID fast and right* (3<sup>rd</sup> ed., pp. 203-261). Wiley.

#### **Week 9 – Optional**

Driscoll, M. P. (2000). Gagné's theory of instruction. In *Psychology of learning for instruction* (pp. 321- 372). Allyn & Bacon.

#### **Week 10 – Development: Case 3**

Mann M., Larsen, V., & Kinzie, M. B. (2017). David Jimenez: Performance Improvement of Engineers. In



P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, The ID casebook: Case studies in instructional design (4th ed.) (pp. 230-236). Routledge. [Case 3]

### **Week 11 – Implementation & Evaluation**

Piskurich, G. M. (2015). Chapter 6: Getting it where it does the most good: Implementation. In *Rapid instructional design: Learning ID fast and right* (3rd ed., pp. 263-309). Wiley.

Piskurich, G. M. (2015). Chapter 7: Did it do any good? Evaluation. In *Rapid instructional design: Learning ID fast and right* (3rd ed., pp. 311-351). Wiley.

Wang, G. G., & Wilcox, D. (2006). Training evaluation: knowing more than is practiced. *Advances in Developing Human Resources*, 8(4), 528-539

### **Week 11 – Optional**

Dick, W., Carey, L., & Carey, J. O. (2014). Designing and conducting formative evaluations. In *Systematic design of instruction* (8<sup>th</sup> ed.) (pp. 283-315). Pearson.

### **Week 12 – Evaluation: Case 4**

Ross, S. M., Morrison, G. R. (2017). Andrew Stewart: Managing consulting activities in an evaluation context. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, The ID casebook: Case studies in instructional design (4th ed.) (pp. 254-258). Routledge. [Case 4]

### APPENDIX 1: Weekly Discussion Postings Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Meet two deadlines (Thursday & Saturday)	All required posts (an answer and two comments) were submitted by the two deadlines	Not all posts were submitted after the deadline	All posts were submitted after the deadline or were not submitted
Cite required readings to answer the week's discussion question	All required readings were cited to answer the week's discussion question	Not all required readings were cited	All required readings were not cited
Write in a compact and pointed way and follow the APA formatting guidelines (7 <sup>th</sup> ed.); Meet the expected work counts	All posts followed the APA style and were written within a short paragraph in a compact and pointed manner	All posts did not follow the APA or were not written within a short paragraph in a compact and pointed manner	All posts did not follow the APA style and were not written within a short paragraph in a compact and pointed manner or were not submitted

## APPENDIX 2: Team Ground Rules Sample

### Team Ground Rules HRD 5317 Fall 2022

**Team Name:** The “A” Team

**Members:** Elizabeth Anderson, Natalie Anderson, Samantha Adkins

**Leader:** Natalie Anderson

**Purpose:** The purpose of this team is to work together to create a training program using the ADDIE model. This project will demonstrate how the ADDIE model can be used to create solutions for our client that are need-based. To best achieve this, we will identify a learning need for our client, analyze possible learning solutions, and develop a detailed training course in response. Throughout this collaboration, we as a team look to apply our knowledge and gain experience on the process of using the ADDIE model as a group.

**Weekly Meetings:** The “A” Team will meet every Tuesday at 7:00 PM on Zoom.

**Documents:** This team is utilizing Google Docs and Microsoft Word.

**Communication:** The team leader will facilitate any communication for the group with Dr. Cho and communicate the answer back to the group. Each team member will support the group by submitting any assigned portions to the team leader for review. As a group, we will communicate through text message, personal email, and Zoom meetings. If a team member cannot complete an assigned task, the team leader will be informed in a timely manner. The team leader will then communicate with the other group member to discuss how to split up the other member’s work. Based on the reason the team member was not able to complete their task, they might lose points on their peer evaluation.

**Expectations and Group Norms:** All team members agree to the following:

- Team members will only communicate using text from the hours of 8:00 AM to 8:00 PM unless there is a time-sensitive task that needs to be made known or a personal emergency that affects an assignment that is due.
- Team members will give at least 24-hour notice if they cannot join the weekly team meeting.
- Team members will follow through on any assigned tasks they volunteer for or are assigned.
- Team members will communicate if they need assistance on assigned tasks promptly.
- Team members will respect each other’s time.
- Team members will be flexible in response to any personal emergencies that arise for other team members as long as it does not become an established pattern. If the team is informed in a timely manner, we will be open-minded to finding solutions for any unfinished tasks so that they can be completed.

**Disagreement/Resolution:** All team members will be receptive to feedback about completed assignments and ideas for each new assignment. The group will come together if a disagreement occurs and discuss possible solutions. All group members will have the opportunity to voice their opinion. Group members will be respectful and open to all viewpoints. As a group, we will problem-solve to identify the issue, evaluate the next steps, reach a group agreement, and move forward. If the group cannot reach a consensus, we will vote. We all agree that the majority vote is the deciding outcome and will move forward.

### APPENDIX 3: Training Design Report Rubric

Criteria	Excellent	Good	Needs Improvement	Unsatisfactory/ No Submission
<b>Required Components of the Report</b> - <i>Did you include all components of the final report?</i>	The report includes all required components: cover page, overview, main body (analysis, design, development, implementation, evaluation, & a revision plan), appendix, and references.	The report includes all but one or two of required components listed.	The report includes all but two or more of the required components listed.	The report is not submitted or does not include many required components listed.
<b>Relevance to the Project Topic</b> - <i>Does the report include relevant information on the project?</i>	The report includes most relevant information on the project. Content is relevant and clear.	For the most part, the report includes relevant information on the project. Content is mostly relevant and clear, but there are a few unnecessary details that are not relevant to the project.	The report includes little relevant information on the project. Content is not relevant and clear, as there are unnecessary details that are not relevant to the project.	The report does not include relevant information on the project. Content is not relevant and unclear. There are unnecessary details that are not relevant to the project. Or the report is not submitted.
<b>Organization and Logical Flow</b> - <i>Is the report well-organized?</i>	The report is well-organized. Writing demonstrates an understanding of the steps followed.	The report is adequately organized. Writing demonstrates an understanding of the steps followed.	The report is somewhat organized. Writing does not demonstrate an understanding of the steps followed.	The report lacks logical organization. Writing does not demonstrate any understanding of the steps followed. Or the report is not submitted.
<b>Clarity</b> - <i>Is the report written with clarity?</i>	The report is well written, clear, free from grammar and spelling errors.	The report shows above average quality and clarity in writing. There are minor errors in grammar and spelling.	The report shows an average quality of writing. There are some errors in grammar and spelling.	The report shows a below average writing quality. There are frequent errors in spelling and grammar. Or the report is not submitted.
<b>Attention to Details</b> - <i>Did the report follow the APA (7<sup>th</sup> ed.) formatting guidelines?</i>	The APA formatting guidelines are used in text and references. The report demonstrates the authors' ability to pay attention to detail.	There are minor issues noted in APA formatting guidelines in text and references.	Some errors are noted in APA formatting guidelines in text and references.	Several errors are noted in APA formatting guidelines in text and references. Or the report is not submitted.

#### APPENDIX 4: Peer Evaluation Form

Evaluate each member (including you) by circling the number that best reflects the extent to which he/she participated, prepared, helped the group excel and was a team player. Use the following ratings:

- 4 Usually (over 90% of the time)      2 Sometimes (less than half the time)  
3 Frequently (more often than not)      1 Rarely (never or once in a great while)

<b>Preparation</b> Prepared for team meetings; has read course material and understands the issues and subject matter; completes team assignments on time; attends and is on time to team meetings				
<b>Participation &amp; Communication</b> Articulates ideas effectively when speaking or writing; submits papers without grammatical errors; listens to others; encourages others to talk; persuasive when appropriate				
<b>Helps Group Excel</b> Expresses great interest in group success by evaluating ideas and suggestions; initiates problem solving; influences and encourages others to set high standards; doesn't accept just any idea but looks for the best ideas; stays motivated from beginning to end of projects				
<b>Team Player (Cooperation)</b> Knows when to be a leader and a follower; keeps an open mind; compromises when appropriate; can take criticism; respects others				
<b>Member Name</b>				
	<b>Team Player</b>	<b>Helps Group Excel</b>	<b>Participation &amp; Communication</b>	<b>Preparation</b>
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
(yourself)	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely

(Source: Adapted from Baker (2008), p. 205)

Please use this space for any additional comments.

**Honor Pledge:** To the best of my recollection and ability, the above ratings accurately reflect the performance of my peers as well as mine.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### APPENDIX 5: Reflection Paper Rubric

Criteria	Full Points	Partial Points (High)	Partial Points (Low)	No Points
Title, Purpose, and Introduction	5 Points: The title clearly and engagingly summarizes the content. The introduction effectively sets the purpose and previews key themes.	3-4 Points: The title and introduction are adequate but may lack creativity or full engagement.	1-2 Points: The title is vague, and the introduction lacks clear purpose or theme previews.	0 Points: No title or introduction.
Content and Depth of Reflection	10 Points: Deeply analyzes lessons from the project and class, linking theory to practice with clear evidence of understanding and personal growth.	7-9 Points: Adequately discusses lessons with some theory-practice connections. Good understanding but may lack depth.	4-6 Points: Basic discussion of lessons, lacking depth or theory-practice connections. Superficial understanding.	0 Points: Does not address lessons.
Constructive Suggestions	3 Points: Provides thoughtful, actionable suggestions integrated well into the reflection, showing foresight and understanding.	2 Points: Suggestions are present but may be generic or not fully actionable. Attempts at integration but lacks detail.	1 Point: Minimal and lacking detailed suggestions.	0 Points: No suggestions made.
Organization and Logical Flow	2 Points: Well-organized with a smooth logical flow from introduction to conclusion. Sections transition smoothly and content is easy to follow.	1 Point: Organization is fair, with some awkward transitions. Content is somewhat disjointed but followable.	0 Points: Poorly organized, no clear logical flow. Content is difficult to follow.	