Instructor: Dr. Judy Yi Sun

Office: HPR 239
Phone: 903-952-8244
Email: jsun@uttyler.edu (Preferred contact)

Office Hours: Tuesday 1:00pm – 6:00pm
However, I am available via email at any time. Please allow 24 hours for a response. If you haven’t heard from me within that time, please resend the email.

Welcome
Welcome to our online program at UT Tyler and to HRD 5343, Foundation of Human Resource Development. I am your instructor, Dr. Judy Yi Sun, assistant professor at the University of Texas at Tyler. I look forward to meeting with you in our virtual classroom. This course is designed to introduce the background, history, influential theories and concepts of the evolving field of human resource development. Different paradigms, perspectives, major structures, functions and processes of HRD will also be discussed.

This class employs self-directed learning (SDL) approach as a major learning method to guide students in subject learning. SDL is described as “a process in which individual take the initiative, with or without the help of other, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes” (Knowles, 1975, p.18) . Contrast to instructor oriented learning, self-directed learning is learner oriented and views learners as responsible owners and managers of their own learning process. SDL integrates self-management with self-monitoring.

Specifically, this course is developed in a modular format to assist you in organizing your time and efforts. Other than textbook reading, questions and debates are used to trigger your thoughts on how to understand and apply the knowledge learned in the textbook. Each module will provide guidance and resources for further studies. Each module will also specify required reading, writing, and discussion requirements to facilitate your learning.
In order to better organize our learning in such a big class with 50 students, most of learning activities have been designed as team efforts. All discussion assignments are supposed to submit in the “group discussion board” that is located under “groups” on blackboard. Interactions, comments, inputs, and encouragements within your learning group are highly recommended and will also be evaluated as part of your learning efforts.

Please read through each section of the syllabus carefully. If you have any questions, make a note of them and we will address them in the Blackboard discussions area. Please refer back to the information contained in this syllabus anytime you have a question regarding the basic course information. You may wish to print out the syllabus for your future references along the learning process.

One final note, if you are unfamiliar with accessing the Internet or have questions regarding technical requirements, you may want to look at the services available in the Technical Support section of the UT Tyler Blackboard home page. A list of basic technical requirements is also listed in this syllabus for your convenience. In addition, you can access the UT Tyler website and its student services for help.

**Required Course Textbook:**


NOTE: Additional reading material may also be required to stimulate class discussion and to supplement the textbook as necessary.

**Supplemental Referencing Resource:**


http://www.apa.org

**Course Description:**

Study of the basic theories and concepts of human resource development: its philosophical and historical development, paradigms, structure and function, and issues and trends in the field.

**Course Purpose:**

The primary purpose of this course is to introduce learners to the basic theories and concepts of human resource development from a multi-disciplinary perspective. We will examine a variety of topics on human resource development research and practice including: historical developments, definitions, philosophies, paradigms and theoretical foundations, ethics and legal issues, core functions and structures, concepts in training, and workplace learning. Students will read the two textbooks and supplemental materials and then apply concepts within a structured learning project.
Course Learning Objectives:
Upon successful completion of this course, participants will be able to:

- Discuss and explain in writing the theoretical foundations of the discipline of human resource development.
- Critically reflect upon various theories, models, and research and develop a personal perspective about the relevance, appropriateness, and potential of human resource development theory and practice in contemporary organizations and institutions.
- Prepare a group report and presentation on an appropriate topic.
- Examine organizations and the HRD function from individual, group, and organizational perspectives.
- Discuss and describe core concepts related to training, career, and organization development.
- Experience group dynamics through collaborative learning projects, group discussion, and posting activities.
- Further develop research, writing, critical thinking, and referencing skills as well as model many effective HRD skills and competencies.

Course Structure:
This course is conducted entirely online using Blackboard as our means of communications. It is developed in a modular format to assist you in organizing your time and efforts. Other than textbook reading, questions and debates are used to trigger your thoughts on how to understand and apply the knowledge learned in the textbook. Each module will provide guidance and resources for further studies. Each module will also specify required reading, writing, and discussion requirements to facilitate your learning.

Most of learning activities have been designed as team efforts. Groups of 7 participants will be assigned the first week of class by the instructor.

Products of this course will include written assignments, a group written project, a written personal definition of HRD, and a paper critique. Participants will be graded on these products as well as participation in the class and in the group. Each group member will prepare evaluations of each member of the group.

Reading Assignments: Each participant is responsible for completing the reading assignments in a timely manner. Deadlines are listed in the three Module outlines.

Discussion and written assignments are made with the assumption that required reading assignments are completed prior to completion of discussion and written assignments.

Discussion Assignments:

- Discussion assignment should be submitted in the “group discussion board” area located under “groups”.
- Each participant is responsible for participating in the asynchronous discussions of each module within your group. The participation will include posting responses to prompts posted by the instructor as well as replying to other participants’ postings. All class participants are expected to engage in presenting their progresses as well as contributing insights to others’ postings.
• Discussion postings should be made in a timely manner. Please note that all discussion postings must be completed by midnight Central Standard Time on the due date. The expectation is that the initial post is made by deadline and at least two responses to two other students be made later on. These discussion contributions need to go beyond “I agree”, but add to the discussion.
• Please note that all discussion postings must be completed by midnight Central Standard Time on the due date.
• The quality of your discussion contributions is more important than the quantity. A participant’s comments should add value to the discussion. I will let you know individually if your contributions to class discussion are not meeting my expectations.
• Quality of answers is as important as quantity. A participant’s comments should add to the discussion. Comments should be supported, as required, with references cited appropriately. The instructor and/or participants may use synchronous chats as the need arises. The instructor recognizes that learners may have special issues and responsibilities that may at times impact weekly participation. However, consistent, regular, and sustained participation is expected. Since a portion of the learner’s grade is based upon weekly virtual class participation and engagement, it should be expected that lack of preparation, poor quality of discussion and engagement, and lack of relevant, timely, and high quality postings will affect the grade earned for course participation, and will affect the final course grade.

Note: When posting to the group discussion board area, **please type in your comments directly into the discussion.** Don’t type your comments into a document and then attach it to the discussion—this method is difficult for some students to access.

**Check the discussions area often.** Since the discussion is asynchronous, other responses will be submitted after your post. Be sure to check the discussions area each time you log into the course, to view any added material.

**Written Assignments:** All written assignments are to be completed in Microsoft Word, and submitted in a timely manner. Deadlines are listed in the Course Schedule. Please note that all written assignments must be submitted by Midnight Central Standard Time on the due date.

**All written assignments do go through plagiarism detection programs.** Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the student's official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Assignments will not be accepted late unless mutually agreed upon (ahead of the due date) by the Professor and the student.

**Completion Time:** You should expect to spend as much time on an online course as you do in a face-to-face course. As a rough guide, you should plan to spend six to ten hours per week on this
course. The actual amount of time will vary from individual to individual. This estimate includes the time you spend in reading, discussions, and assignments.

**Assignments/Projects Turn-In Process:** All writing assignments and projects will be submitted through email to your instructor via jsun@uttyler.edu, as an attachment of a word document.

**Email:** To communicate by email with other course participants or the instructor, click the Communications button on the left. Click Send email to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. If you need more instructions on how to send email messages with Blackboard please read the Blackboard Student Manual located in the Tools area.

Generally speaking, I check my email inbox several times a day during the workweek, less frequently on the weekend, and rarely after 6 p.m. any day. If my schedule will make me unavailable to answer emails for a day or two, I will put an announcement out so that you can plan accordingly. One caveat: technical problems in email systems may slow down responses! Usual response time is 24 hours.

**Grades and Grading:**

A - 90-100  
B - 80-89  
C - 70-79  
D - 60-69  
F - Below 60

The work performed for this course is weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Personal Definition of HRD</td>
<td>10 (due Jan. 31)</td>
</tr>
<tr>
<td>Paper Critique</td>
<td>20 (due Feb. 14)</td>
</tr>
<tr>
<td>Group Paper</td>
<td>40 (due May 3)</td>
</tr>
<tr>
<td>Participation and discussions</td>
<td>30 (due dates listed in the three Module outlines)</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
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Grading components are assigned weights based upon the work required of the participant and the importance to the course.

**Group Paper**

The group paper of approximately 12-15 pages (excluding references) is required and due May 3. More information will be given in the group project guidance.

**Discussion Grading:**

This rubric will be used to grade Discussion postings.
<table>
<thead>
<tr>
<th>Points</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Promptness and Initiative</strong></td>
<td>Does not respond to most postings; rarely participates freely</td>
<td>Responds to most postings several days after initial discussion; limited initiative</td>
<td>Responds to most postings within a 24 hour period; requires occasional prompting to post</td>
<td>Consistently responds to postings in less than 24 hours; demonstrates good self-initiative</td>
</tr>
<tr>
<td><strong>Delivery of Post</strong></td>
<td>Utilizes poor spelling and grammar in most posts; posts appear &quot;hasty&quot;</td>
<td>Errors in spelling and grammar evidenced in several posts</td>
<td>Few grammatical or spelling errors are noted in posts</td>
<td>Consistently uses grammatically correct posts with rare misspellings</td>
</tr>
<tr>
<td><strong>Delivery of Post</strong></td>
<td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</td>
<td>Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</td>
<td>Frequently posts topics that are related to discussion content; prompts further discussion of topic</td>
<td>Consistently posts topics related to discussion topic; cites additional references related to topic</td>
</tr>
<tr>
<td><strong>Relevance of Post</strong></td>
<td>Does not express opinions or ideas clearly; no connection to topic</td>
<td>Unclear connection to topic evidenced in minimal expression of opinions or ideas</td>
<td>Opinions and ideas are stated clearly with occasional lack of connection to topic</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic</td>
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<tr>
<td><strong>Expression Within the Post</strong></td>
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<tr>
<td><strong>Contribution to the Learning Community</strong></td>
<td>Does not make effort to participate in learning community as it develops; seems indifferent</td>
<td>Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group</td>
<td>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
<td>Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic</td>
</tr>
</tbody>
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Academic Integrity and Ethics Statement:

All learners in attendance at The University of Texas at Tyler have the obligation to maintain high personal standards of academic integrity. Learners unfamiliar with The University of Texas at Tyler policy regarding academic dishonesty should refer to the following statements, consult “UT Tyler Graduate Handbook,” the “Graduate Policies and Programs” handbook, or should seek advice from the course facilitator. The facilitator will not tolerate any violations of academic integrity.

College of Business and Technology Statement of Ethics:

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology 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 and Technology at The University of Texas at 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.

University Policies

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/register. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.