Rutgers, The State University of New Jersey
15:233:560:90 Foundations of Human Resources Development
Spring 2021
3 Credits

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Phone Number: 908 303 6014	Location: Online
Office Hours: By appointment	Prerequisites or other limitations: N/A
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid X Online ___ Other	Permission required: X No __Yes Directions about where to get permission numbers:

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Course Description

Human Resources Development (HRD) is the integrated use of training, organizational development, and career development efforts to improve individual, group, and organizational effectiveness. The HRD specialization prepares practitioners of formal and informal education of adults in the workplace and community. The HRD specialization is included as an option in the Adult and Continuing Education master's degree because adult education is a foundational component of human resource development. The area of specialization includes this *Foundations of HRD* course as well as the *Career and Workforce Development* course and the *Training and Development* course.

Learning goals: Upon completion of this course students will

- Understand the philosophical foundation of HRD and its relationship to adult education
- Understand the profession and practice of HRD
- Identify trends and issues impacting the professional practice of HRD
- Develop a strategic HRD plan that is linked to an organization's strategic plan

Course catalog description: This course emphasizes the skills, concepts and strategies, regarding the adult teaching/learning component of human resource development in organizations. Additionally, this course teaches the principles and practices related to training and development of individuals in an organization as an area of professional practice.

http://catalogs.rutgers.edu/generated/gse_current/pg195.html

Required texts: Swanson, R.A. and Holton, E.F. (2009). *Foundations of Human Resource Development*. San Francisco; Berrett-Koehler Publishers, Inc.

Additional readings are listed in the Weekly Topics section of this syllabus.

Academic Integrity Policy:
Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to http://academicintegrity.rutgers.edu/integrity.shtml for a full explanation of policies.

Web site: This course is offered through Rutgers University Graduate School of Education. Registered students will have access to the course site.

Course Requirements

Grading and Activities

Grade Scale:
    93-100 = A
    88-92 = B+
    83-87 = B
    78-82 = C+
    73-77=C
    72 and below = F

Class participation: You are expected to complete all reading assignments, fully and professionally participate in the online discussions according to the specifications detailed in the About Discussion Boards section of the course, and submit written assignments on or before the due date. In this course, the emphasis is on self-directed participation. You will respond to specific questions or comments about the readings and these responses will serve as a way for you to reflect on the readings and course material. Evaluation will not be based on the number of postings you submit, but on the reflectiveness and depth of your responses and quality of interaction with your group/class mates. Please note that responses are due on specific dates.

1. O**nline discussions (20% of our overall grade)**: You must participate fully in the weekly discussion activities. The rubric below details how discussion posts will be graded. In this course, the emphasis is on self-directed participation. You will respond to specific questions or comments about the reading and your responses will serve as a way for you to reflect on the readings and course material. Please note that responses are due on specific dates.

Rubric for Discussion Posts

Criteria (maximum point value)	Below Expectations	Average	Above Average	Superior
Content Quality of Initial Post (20 points)	Post does not relate to the topic or is missing.	Post responds to prompt, but ideas are not stated clearly and/or fully elaborated.	Post responds to the prompt and ideas are stated relatively clearly; ideas are elaborated. There is little or no reference to the text or other sources.	Post responds to the prompt, ideas are stated clearly, ideas are well elaborated, connections are drawn to the text and/or outside references.
Replies to Classmates (12 points)	Replies to less than the required number classmates.	Replies to the required number of classmates, but responses do not enrich the discussion.	Replies to the required number of classmates and expands upon the ideas of their posts.	Replies to at least the required number of classmates and furthers discussion by analyzing and significantly building upon previous posts.
Timeliness (4 points)	Did not submit assignment on time.	n/a	n/a	Submitted assignment on time.
Spelling/ Grammar (4 points)	Significant errors in spelling, grammar, and/or punctuation detract from the clarity of communication.	Some errors in spelling, grammar, and/or punctuation which may detract from clarity of communication.	Errors in spelling, grammar, and/or punctuation are minimal but fairly noticeable; they do not detract from clarity of communication.	No or very few spelling, grammar, and/or punctuation errors.

Written assignments: submit assignments via the LMS portal. Papers should be double spaced, Times New Roman 12 font, and in proper APA format.

2. **HRD Organization Assessment (20% of your overall grade)**
    If your organization has a formalized HRD plan for you or your unit…please share some of the process for creating the plan? Did your organization recently invest in new technology that requires upskilling? Did your organization recently re-organize requiring employees to take on new responsibilities that require training and upskilling? Has training been identified for you or your unit? Does your organization have a culture of training? If so, what is your training plan?

    If you or your organization does not have a plan in place, think about your own professional situation…what skills do you need to meet your responsibilities? Do you have them? What can you do to increase your skills to be considered for promotion? If you are considering a job change…what skills do you need to make that change a success? Has a strategic plan been implemented and you can see that your job functions are going to change? What training will you need to meet the requirements of your job? Do you have an employee who works for you and needs to upskill? Detail training for that individual.

    This assignment is meant to be a narrative with some annotated bullet points that makes you think critically about where you are and where you want to be and what training you will require to make that transition happen. I will not be checking up on you…but, I want you to take time to think about where you are (or where your employees are) and where you (or they) need to be to remain relevant/competitive/successful and what training will make that happen.

3. **Adult Education and HRD (20% of your overall grade)**
    Your textbook by Swanson and Holton outlines a number of theories of HRD, but adult learning theory is not explicitly addressed. Do you think the theories of adult learning we have learned about can provide a foundation for Human Resource Development? Discuss the articles and text you read regarding this (see Modules 4 and 5) and your own philosophical foundation of Adult Education, and how—or if—AE can provide a foundation for HRD.

4. **Strategic HRD Plan – Group Project (40% of your overall grade)**
    The HRD function is a key function in organizations. Increasing the competencies of the human capital of an organization can add value and unleash potential. For this assignment, please identify an organization or role within an organization and develop a component of a strategic HRD plan for the organization/role. This assignment requires a paper as well as a presentation.

Rubric for Written Assignments

Criteria (maximum point value)	Below Expectations	Average	Above Average	Superior
Content Quality of Paper (80 points)	Ideas are simplistic, there are signs of confusion or misunderstanding of assignment, and thesis is missing or is not understandable. There is no support for ideas. Paper lacks organization.	Main points and ideas are only indirectly supported; support is not sufficient or specific, but is loosely relevant to the main points. Paragraphs are mainly stand-alone with weak or non-evident transitions.	Ideas are supported, and support is sound, logical, and valid. Paper is organized and main points are supported.	Engaging paper with consistent evidence of depth of ideas that work well together to effectively support the main points of the paper. Sources are valid and specific.
Timeliness (10 points)	Did not submit assignment on time.	n/a	n/a	Submitted assignment on time.
Spelling/ Grammar (10 points)	Significant errors in spelling, grammar, and/or punctuation detract from the clarity of communication.	Some errors in spelling, grammar, and/or punctuation which may detract from clarity of communication.	Errors in spelling, grammar, and/or punctuation are minimal but fairly noticeable; they do not detract from clarity of communication.	No or very few spelling, grammar, and/or punctuation errors.

Rubric for Presentation

Criteria (maximum point value)	Below Expectations	Average	Above Average	Superior
Content Quality of Presentation (75 points)	Submission does not respond to the specific description of the assignment or is missing.	Responds to most of the specific description of the assignment but is not very clear, does not make any reference to any assigned texts, does so in a surface way, or does not go very deep into analysis/reflection.	Responds fully to the description of the assignment in a clear way but does not go very deep into analysis/reflection, is not completely clear, or makes little reference to assigned texts.	Responds fully to the description of the assignment in a clear way, is fully analytic/reflective, and makes substantive reference to assigned texts.
Timeliness (5 points)	Did not submit assignment on time.	n/a	n/a	Submitted assignment on time and meets length standard.
Style of Presentation (10 points)	Significant issues with clarity and use of appropriate technology/graphics and/or presentation program that cause the presentation to be of no value.	Some issues with clarity and use of appropriate technology/graphics and/or presentation program that cause the presentation to be of little value.	Few issues with clarity and use of appropriate technology/graphics and/or presentation program that detract from the presentation's value.	Engaging presentation with clear, appropriate graphics/use of technology and/or presentation program.
Language Use (10 points)	Significant errors in language use (e.g., grammar, word choice, articulation, conciseness of expression) that detract from the clarity of communication.	Some errors in language use (e.g., grammar, word choice, articulation, conciseness of expression) that may detract from clarity of communication.	Errors in language use (e.g., word choice, grammar, articulation, conciseness of expression) are minimal but noticeable; they do not detract from clarity of communication.	No or very few errors in language use (e.g., word choice, grammar, articulation, conciseness of expression).