EDUC 240
Introduction to Training and Development
Section EC -
Fall 2026

This syllabus is subject to change and any changes will be posted in the Announcements section of your eConcordia portal.

Disclaimer: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Instructional Team

The instructor for this course is: Kamran Shaikh

Instructor Contact Information: kamran.shaikh@concordia.ca

This email address allows you to contact the Professor directly with any general inquiries. If you have any questions or concerns about the course, or if there is a delay in hearing back from your TA, please do not hesitate to use this email.

Teaching Assistants (TAs): Names and contact information will become available via the Contact Page on the course website

Note: Please email your TA with any questions or concerns you have, or if you require further feedback. Also, allow for a 24 hour response time during the week (Monday-Friday). Teaching Assistants check their messages once over the 48 hour weekend period and are not available on statutory or university holidays.

Eight Important Points about this Course

In this course outline

1. What does this course cover?
2. What should you learn in this course?
3. How does this course work?
4. What textbook does this course use?
5. What guidelines do you need to follow in this course?
6. What is the schedule for this course?
7. What are the graded assignments for this course?
8. What about changes to this course outline?

Point 1. What does this course cover?

From the Catalog: This course provides an overview of the design and development of training in organizations by introducing students to theoretical and practical concepts. Topics explored include the organizational and personal benefits of training, different modes of delivery including e-learning (an instructional systems design approach to training development), the transfer of learned skills to the workplace environment, the evaluation of training, the management of the development process, and trends and successful practices in the field.

Instructor's statement: This course introduces you to the field of Training and Development, a field focused on ensuring the long-term employability of the workforce by helping workers develop the skills, knowledge, and attitudes they need to remain employable. Regardless of whether you are considering a career in Training and Development, planning to collaborate on a Training and Development project or manage workers who need to develop their skills, or participating in training and development in your future career, employability plays a key role in your future work.

When exploring the field of Training and Development, this course specifically explores:

- Why Training and Development is important to individuals, organizations, and society
- The products and services offered by Training and Development groups
- The various roles that professionals in the field assume, including those who work outside of Training and Development but play a central role in the success of the work.
- The processes, guiding concepts, and technologies used in the work.
- The means of assessing Training and development Programs and services (that is, how does one determine whether training has achieved its goals)
- The client-centered nature of work in Training and Development
- The business context of Training and Development
- Your future in the field, whether you are considering Training and Development as a career option, planning to collaborate on Training and Development projects, manage workers who need to develop their skills and knowledge, or participate in Training and Development (or any combination of these).

Your instructional team hopes that the skills developed in this course help you plan your future career and benefit you in that work.

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2. What should you learn in this course?

After taking this course, you should be able to describe the role of Training and Development in helping workers maintain their employability and the practices that Training and Development professionals follow to ensure this.

In support of this main objective, you should be able to:

- Define the term, training and development, and contrast it with education.
- Describe the work of Training and Development professionals.
- Describe the work ***contexts*** of Training and Development professionals.
- Describe how Training and Development professionals prepare programs.
- Describe the learning philosophies and science that guide the development of training and development programs.
- Describe how training and development professionals employ technology in their work.
- Describe how training and development efforts are evaluated.
- Describe how client considerations affect the work of training and development professionals.
- Describe the business issues that affect training and development work.
- Describe career options in Training and Development.

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3. How does this course work?

1. First, this course is taught entirely online.
   Most of the course is self-paced. That is, you take course at your own pace. But note that each lesson is only open for certain period of time. So, if you don't plan your time accordingly, you could miss the lesson.

   - Live virtual sessions—sessions in which students and instructors are online at the same time—accompany several of the lessons. These sessions are scheduled before the deadline for a major learning assessment. If you cannot make these sessions, note that they will be recorded, and you can view the recording at your convenience. The majority of these sessions occur just before the learning assessments, so you can ask questions and receive clarifications as you prepare for them.
   - During Lesson 10, a guest speaker visits in the live virtual classroom so you can meet someone who works with Training and Development in the "real" world.

2. Second, each lesson follows this sequence:

Start here	Watch a welcome video, which provides a preview of the lesson and its importance within the course.
Then	Read-Me-First! Guide, an MS Word file that directs you through the lesson, step-by-step.
Next	Watch an introductory video, which provides additional information about the lesson and places it within the broader context of the course. The conclusion of the video directs you to an opening activity.
Then	To put the course material in context, the opening activity of each lesson places you in a work context as a temporary administrator in a Training and Development group. You receive a work assignment that is intended to familiarize you with the content of the lesson and find out what you might already know about the subject.
Then	Learn about the topic in depth, such as the products and services offered by Training and Development groups, the philosophy and science that underlies the design of Training and Development programs, and the client-focused nature of the work. You do this through a sequence of readings, instructional videos, and activities.
Next	Engage in an activity, such as reviewing a training catalog, reading an article, or taking a brief training program to get see some of the content “in action.”
Then	Return to the opening activity. You’ll have an opportunity to revise your responses, then have the instructor share their thoughts about the activity and how to respond to it.
Close	By reflecting on the lesson. After Lessons 3, 7, and 10, you then complete a learning assessment that provides an opportunity for you to show off what you’ve learned.

3. Note that the workload for this course is determined by the number of credits (in this case, three).

For those students taking this course as an elective, that plays no role in establishing the amount of work expected for this or any other course in the university.

Each credit is associated with an expected amount of work in the course, as established by the university. That is used to determine how much work to assign.

Therefore, the work expected of a 3-credit elective course should be the same as any other 3-credit course, including ones required for a major.

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4. What textbook and other resources do this course use?

Required Texts	Carliner, S. and Driscoll, M. (In preparation.) *An Overview of Training and Development: Why Training Matters.* Minneapolis, MN: Lakewood Media. **Available** through Amazon in print and Kindle formats. https://www.amazon.ca/Overview-Training-Development-Why-Matters/dp/109904538X Also note that a printed copy of the book is available on reserve at the library
Other Useful Resources	Lesson 10 links you to a number of resources to continue learning about Training and Development.

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5. What guidelines do you need to follow in this course?

In this list of guidelines	a. Complete all lessons on schedule. b. Submit all work on time. c. Actively participate in online discussion forums. d. Inform me or the Teaching Assistant of your special learning needs. e. Contact your teaching assistant when you have questions, need clarifications, or seek a second opinion f. Do not share any assignments with anyone except as authorized by this course. g. For grading policies

a. Complete all lessons on schedule.	Although you can take lessons at your own pace, you are expected to start and complete them within a certain time frame. To successfully complete the course, you need to follow the schedule. That's because of the next guideline.
b. Submit all work on time.	***No*** late assignments will be accepted. Yes, you read that correctly: **No** late assignments will be accepted. Put in other words, late assignments will be a **zero (0).** And no, **no make-up work exists**. To prepare you for the real-world realities of training and development professionals, they have deadlines to meet and risk losing their jobs when they miss those deadlines. So this course, too, has a firm policy on deadlines to prepare you for those types of workplaces. **Note:** Accommodation will be made (a) if you have a medical emergency or (b) family medical leave situation (such as child in the hospital or the death of a parent). Students typically contact the professor before the deadline in such instances.
c. Actively participate in online discussion forums.	The evidence is unequivocal; students who actively participate in online courses are more likely to successfully complete the course. That's because each class lesson is designed to provide you with valuable insights into the everyday practice of training and development. Overlooking or skipping quickly through a lesson, you might miss important material in this lesson: material that will be central to following later lessons.
d. Inform me or the Teaching Assistant of your special learning needs.	Your teaching team can provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities and issues that may affect their ability to participate in course activities or to meet course requirements. But the teaching team does not know how to meet these needs if you do not tell us about them. So, if you have a disability or other special learning need, I encourage you to contact me or the Teaching Assistant by the end of the second week of class to discuss your needs and how they might be accommodated.

	(If you have registered a disability with the Access Centre, although the university will eventually provide us with information, it usually does not arrive until the middle of the term. So your telling us now helps a lot.)
e. Contact your teaching assistant when you have questions, need clarifica-tions, or seek a second opinion	Perhaps you have a question about some class material but feel uncomfortable asking it in class it or the question does not occur to you until afterwards. Or perhaps you are working on a class assignment and have a question about getting started or want a second opinion to assess whether you're appropriately approaching the project. In such instances, contact your Teaching Assistant. One of their jobs is to support your learning experience. The Teaching Assistant can answer questions by email or schedule a live virtual session with you.
f. Do not share any assignments with anyone except as authorized by this course.	Note that all course materials are copyright. If you use the copy of the textbook on reserve online, note that you may only use it online. The book cannot be downloaded. In addition, you will also need to be signed in with your Concordia email account to use the online reserve copy of the textbook. Also note that you are not allowed to share your course assignments with anyone unless specifically directed to. That is, you may not share graded assignments or your responses to course activities with current and future students, much less third party services like CourseHero. Because of this warning in the course outline, if you were to share your graded assignments or responses to course activities without authorization from the instructor who created this course, you risk being charged in two ways: (1) Under the Academic Code, which could result in a statement on your transcript for others to see (even if you have already graduated) and (2) As a copyright violation, which could carry financial penalties. Sharing course materials without authorization is a serious issue and will be treated as such.

g. For grading policies	See section 7-a.

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6. What is the schedule for this course?

Lesson	Main Objective	Assignments (in addition to the activities described in the Read-Me-First! Guide)	Week
1	Define the term, training and development, and contrast it with education.	Try a brief training course and reflect on the experience.	Weeks 1 and 2
2	Describe the work of Training and Development professionals.	Visit an online training catalog.	Week 3
3	Describe the work ***contexts*** of Training and Development professionals.	Learning Assessment 1.	Week 4 Live Virtual Session (See the course agenda below for the exact date and time and Zoom link.) (See the course agenda below for the exact date and time of the Learning Assessment)
4	Describe how Training and Development professionals prepare programs.	Consider the development effort needed for a development program	Week 5

5	Describe the learning philosophies and science that guide the development of training and development programs.	Read-and-comment on a research article	Weeks 5 and 6 (includes reading week).
6	Describe how training and development professionals employ technology in their work.	Experience a training technology and reflect	Week 7 and 8 Live virtual session (See the course agenda below for the exact date and time and Zoom link.)
7	Describe how training and development efforts are evaluated.	Learning Assessment 2	Week 9 (See the course agenda below for the exact date and time of the Learning Assessment)
8	Describe how client considerations affect the work of training and development professionals.	Read-and-reflect on a case study	Week 10
9	Describe the business issues that affect training and development work.	Price-comparison activity	Week 11
10	Describe career options in Training and Development.	Learning Assessment 3	Week 12 Live virtual session

			(See the course agenda below for the exact date and time and Zoom link.) (See the course agenda below for the exact date and time of the Learning Assessment)

7a. Before I learn about the assignments themselves, what are the grading policies for this course?

In this list of policies	a. Will late assignments be accepted. b. Do assignments need to be submitted in a particular way? c. May I submit assignments in French? d. What are the grading criteria? e. What is academic integrity and how does it affect my assignments? f. How should questions about grades be handled?
a. Will late assignments be accepted.	No. No late assignments will be accepted. As mentioned earlier in this course outline, late assignments will be a 0. And no, no make-up work exists. **Note:** If a unique personal circumstance arises that you feel warrants special consideration, contact your instructor or Teaching Assistant immediately.

<table>
<tr><td>b. Do assign-ments need to be submit-ted in a particu-lar way?</td><td>Where?</td><td>At the designated link on the course website. (Online)</td></tr>
<tr><td></td><td>File types</td><td>Please type or copy and paste your text directly into the submission box</td></tr>
<tr><td>c. May I submit assign-ments in French?</td><td colspan="2">Yes. This is a right assured to you by the policies of this university.</td></tr>
<tr><td>d. What are the grading criteria?</td><td colspan="2">Your work will be evaluated according to professional standards. Generally:

<table><tr><td>A</td><td>The assignment can be published (or used) as is, with little or no additional revision. The designated audience should be able to accomplish the intended goals with the project.</td></tr><tr><td>B</td><td>The assignment can be published (or used), but requires some revision. The logic might need to be strengthened (perhaps the content needs to be reorganized to flow more smoothly or perhaps some additional information or evidence is needed to strengthen a claim or argument made). With these minor revisions the designated audience should be able to accomplish the intended goals.</td></tr><tr><td>C</td><td>The assignment requires significant revision before it would be suitable for publication or use. Passages might need to be rewritten or extensively reorganized; or the assignment might contain extensive grammatical, stylistic, or typographical errors. The designated audience probably cannot accomplish the intended goals without the suggested revisions.</td></tr><tr><td>F</td><td>The assignment is not usable or adaptable. With near certainty, the designated audience can not accomplish the intended goals.</td></tr></table>
Note: Assignments are only given letter grades. Grade books are supposed to only reflect that.

However, the instructional team records marks in numbers so that grades can be easily calculated. For simplification and to reduce errors when entering grades into the system, these number are recorded as:

59 and below F

60-62 D-</td></tr>
</table>

	63-67 D 68-69 D+ 70-72 C- 73-77 C 78-79 C+ 80-82 B- 83-87 B 88-89 B+ 90-92 A- 93-97 A 98-100 A+ **Important note:** This does not mean this course is harder or easier than ones that use a different grading scale. It simply means that marks are recorded in such a way that several hundred grades are easiest to transfer to the Student Information System with the fewest number of errors. When the same digits always mean a (+) or (-), that significantly reduces entry errors.
e. What is academic integrity and how does it affect my assign-ments?	Your teaching team assumes that the work you submit--exams, papers, projects, and drafts of each of these—are your own work. Representing someone else's work (including material found on the Internet) as your own-is called plagiarism, and it is a form of stealing, whether you lift an entire document or just parts of it; whether all of the work really belongs to someone else or just part of it. Plagiarism violates copyright laws, the ethical guidelines for Training and Development Professionals (such as those of the Institute for Performance and Learning and the Association for Talent Development) and the policies of this university. In accordance with University regulations, all plagiarized work will be reported to students' deans for further action. Plagiarism includes information lifted from web sites. Like printed material, the authors of this content are entitled to credit for their work. If material is taken directly from the web, it must be cited as a direct quotation. If material is paraphrased, it still must be cited. **Special note about Generative Artificial Intelligence (AI)**: As just mentioned, the Code of Conduct of university expects students to submit original work. Because generative AI like ChatGPT has the ability to prepare work for the student—and therefore compromises its originality—students may only use it in this course when formally authorized by the instructor.

	Furthermore, when doing so, students must indicate that they used generative AI, the tool used, and how it was used. **Software to assess the likelihood of plagiarism**: Software exists to assess the likelihood of plagiarism and your instructional team reserves the right to use this software with any assignment. If you have questions about how to cite material from the web, please ask a member of your teaching team. **For more information about academic integrity** at Concordia--including a "quiz" so you can determine for yourself how well you understand the issue—visit https://www.concordia.ca/conduct/academic-integrity.html. (Note that several faculty in the Department of Education have coordinated the discussions of academic integrity in their syllabi. So you might notice similarities across courses.)
f. How should questions about grades be handled?	Because discussions about grades are not appropriate for e-mail, if you have a question or concern about a grade, please schedule an appointment with the instructor to discuss the issue.

7-b. So now, what are the graded assignments?

To assess your mastery of this objective	**Complete this assignment**	**What the assessment asks you to do**	**Weight**
Define the term, training and development, and contrast it with education.	Experience a brief training sequence	Experience a brief training course and reflect to see the work of Training and Development specialists and reflect on the experience Details in the Read-Me-First! Guide.	4%* *
Describe the work of Training and Development professionals.	Visit training catalogs	Review training catalogs to see the range of products and services offered by Training and Development groups. Details in the Read-Me-First! Guide.	4%* *

▪ Define the term, training and development, and contrast it with education. ▪ Describe the work of Training and Development professionals. ▪ Describe the work ***contexts*** of Training and Development professionals.	Learning Assessment 1 About 40 to 50% of the questions will be objective (such as multiple choice, matching, true/false) and the remainder will be open (short- and long response).	Two-part exam administered online: Objective questions (multiple choice, fill-in-the-blank, matching) Open questions	25%
Describe how Training and Development professionals prepare programs.	Visit development programs.	Review a development program to consider the work effort involved in preparing it Details in the Read-Me-First! Guide.	4%* *
Describe the learning philosophies and science that guide the development of training and development programs.	Article assignment to learn more about the guiding philosophies and science	Read a research or theory article and respond to questions about it. Details in the Read-Me-First! Guide.	4%* *
Describe how training and development professionals employ technology in their work.	Experience a training technology and reflect	Practice using one of the technologies that training and development professionals use. Details in the Read-Me-First! Guide.	4%* *
▪ Describe how Training and Development professionals prepare programs. ▪ Describe the learning philosophies and science that guide the development of	Learning Assessment 2 About 40 to 50% of the questions will be objective (such as multiple choice, matching, true/false) and the remainder	Two-part exam administered online: Objective questions (multiple choice, fill-in-the-blank, matching) Open questions	30%

training and development ▪ programs. ▪ Describe how training and development professionals employ technology in their work. ▪ Describe how training and development efforts are evaluated.	will be open (short- and long response).		
Describe how client considerations affect the work of training and development professionals.	Read-and-reflect to see how training professionals address real-world challenges	Read a case study and respond to questions about it. Details in the Read-Me-First! Guide.	4%* *
Describe the business issues that affect training and development work.	Price-comparison to see how business issues affect Training and Development workers	Find out how much training products and services cost. Details in the Read-Me-First! Guide.	4%* *
▪ Describe how client considerations affect the work of training and development professionals. ▪ Describe the business issues that affect training and development work. ▪ Describe career options in Training and Development.	Learning Assessment 3 About 40 to 50% of the questions will be objective (such as multiple choice, matching, true/false) and the remainder will be open (short- and long response).	Two-part exam administered online: Objective questions (multiple choice, fill-in-the-blank, matching) Open questions	25%

108%*

* For assignments other than the Learning Assessment, the lowest two scores are dropped. No extra credit is provided above 100%.

** Assignments received after the deadline receive a zero (0).

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8. What about changes to this course outline?

Depending on class progress, your teaching team reserves the right to change this syllabus as follows:

- Schedule of events and assignments
- Clarifications to assignments

Important Information

Topic	Link
Academic Integrity	Academic Integrity
Educational Technology Guidelines	Concordia Educational Technology Guidelines for Faculty and Students (the "Guidelines")
Access Centre for Students with Disabilities	ACSD
Concordia Library Citation & Style Guides	How to cite...
Course Communication Tools	Communication
eConcordia Policies	Policies
Final Exams Information	Final Exams
Helpdesk/Support	FAQ
Refunds	Refunds
Technical Requirements	Technical Requirements
Tips for Studying Online	Studying Tips
Tips on how to reach online learning goals (learning modules)	How to Succeed @ eConcordia
How to install and use Zoom	Zoom Information

Academic Integrity

It is integral to your registration in this course, that you abide by the university's code of conduct, and maintain your academic integrity. Please carefully review this section on academic integrity on Concordia website: http://www.concordia.ca/students/academic-integrity.html

Your academic Code of Conduct makes it very clear that plagiarism, as well as any other form of academic dishonesty, is entirely unacceptable. The Code defines plagiarism as "the presentation of the work of another person as one's own or without proper acknowledgement" (CU Undergraduate Calendar; the Code goes on to state other offences). This could be material copied word for word from books, journals, internet sites, professor's course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone - it can also refer to copying images, graphs, tables, and ideas. "Presentation" is not limited to written work. It also includes oral presentations, computer assignments and artistic works. If you translate the work of another person into French or English and do not cite the source, this is also plagiarism. If you cite your own work without the correct citation, this too is plagiarism.

Accessibility

Your instructor is available to discuss appropriate accommodations that you may require as a student with a disability. Please contact your instructor as soon as possible if you require any accommodations. You should register with the Access Centre for Students with Disabilities in order to benefit from their services.

Territorial Acknowledgement

We would like to acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/Montreal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

Course Website

Your eConcordia account will be valid until the end of the term for which you are registered.

Your account will allow you to access the online course material, which includes videos, notes, graded course components, and more resources from the course website for the duration.

EDUC 240 - Introduction to Training and Development
Agenda -
Fall 2026

Week 1: September 7 - September 13	
	Review the course outline and navigate the course website
	Lesson 1: Introduction to Training and Development
September 07	**Labour Day, university closed**
September 08	**Classes begin**
Week 2: September 14 - September 20	
	Lesson 1: Introduction to Training and Development
September 20	**Lesson 1 Activity Due**
Week 3: September 21 - September 27	
	Lesson 2: The Products and Services of Training and Development
September 21	**Deadline to add fall-term courses**
September 21	**Deadline for withdrawal with tuition refund (DNE) from fall-term courses**
September 27	**Lesson 2 Activity Due**
Week 4: September 28 - October 4	
	Lesson 3: The Roles That Training and Development Professionals Assume and the Organizations in Which They Work
September 30	**Live Virtual Session**: September 30 at **17:00 Zoom** **See Virtual Session Information and Recordings page in course for Zoom link and password**
October 2	**Learning Assessment 1: Opens 9AM**
October 3	**Learning Assessment 1: Closes 12PM (noon)**
Week 5: October 5 - October 11	

	Lesson 4: How Training and Development Professionals Prepare and Deliver Programs
	Start Lesson 4 Activity discussion
October 10	**Reading week begins**
Mid-term break: October 12 - October 16	
October 12	**Thanksgiving Day, university closed**
October 16	**Reading week ends**
October 18	**Lesson 4 Activity Due**
Week 6: October 19 - October 25	
	Lesson 5: Concepts That Guide the Work of Training and Development Professionals
October 23	Last day to submit required documentation to register with the Access Centre for Students with Disabilities and request exam accommodations for the fall 2026 final examination period
Week 7: October 26 - November 1	
	Lesson 5: Concepts That Guide the Work of Training and Development Professionals
November 1	**Lesson 5 Activity Due**
Week 8: November 2 - November 8	
	Lesson 6: The Technologies Used by Training and Development Professionals in Their Work
November 4	**Live virtual session November 4** **Zoom** **See Virtual Session Information and Recordings page in course for Zoom link and password**
November 8	**Lesson 6 Activity Due**
Week 9: November 9 - November 15	
	Lesson 7: Assessing the Effectiveness of Training Products and Services
November 13	**Learning Assessment 2: Opens 9AM**
November 14	**Learning Assessment 2: Closes 3PM**
Week 10: November 16 - November 22	
	Lesson 8: The Client-Centered Nature of Training and Development

November 22	**Lesson 8 Graded Activity: Read-and-reflect due**
Week 11: November 23 - November 29	
	Lesson 9: About the Business of Training
November 29	**Lesson 9 Activity Due**
Week 12: November 30 - December 7	
	Lesson 10: Issues and Career Opportunities in Training
December 2	**Live virtual session December 2** **17:00– 18:00 pm (with guest speaker TBD) Zoom** **See Virtual Session Information and Recordings page in course for Zoom link and password**
November 30	**Last day for instructor-scheduled tests or examinations**
December 4	**Learning Assessment 3: Opens 9AM**
December 5	**Learning Assessment 3: Closes 12PM (noon)**
December 07	**Last day of classes, fall term**