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| Training Request Form | |
| Section A: Complete for All Training | |
| Your Name |  |
| Request Date |  |
| Meeting Date Proposed date/time to meet with ORRS training team for preliminary discussion |  |
| Target Date Indicate date course (and content, if applicable) should be available in the LMS. If related to regulations, audits, or accreditations, indicate here. |  |
| Subject Matter Experts Specify subject matter experts and amount of time each can commit to the project per week or during specific phases of the project (e.g. planning, development, reviewing prototypes,...). Specify any other personnel who must approve content before go-live. |  |
| Resources What resources are available for development, such as proof-readers, test subjects, creative talent such as graphics, narration, photography, video production. Specify budget and/or names and time commitment of any in-house personnel and approvals workflow.  Managing a training program requires effort to onboard/assign the training and monitoring compliance. This responsibility can be shared with the ORRS team as agreed upon. Do you have a designated program owner (specific person or position) in your unit to be responsible for required administration and learner support? |  |
| Section B: Complete For New Course (Instructor-led or Web-based) | |
| Title List proposed course title or topics. You can attach a separate document for multiple courses or tracking requests. |  |
| Purpose Why do we need this program? Include relevant regulation(s), MSU policy, accreditations, and/or safety concern. What is the training about? |  |
| Audience Who is required to complete this training? The more specific, the better. For example,   * all Veterinary Medicine Students * all personnel listed on a Click IACUC (or IRB, Biosafety, Radiation, Stem Cell) protocol * all employees in departments X, Y, and Z * all employees with job title starting with “Police” * anyone handling medical waste   Indicate any particular challenges (poor reading skills, ESL, etc.).  What is the expected frequency and number of trainees (if known)? |  |
| Objectives What are the measurable results learners will receive from the training (refer to Bloom’s Taxonomy)? Objectives will determine the design of the course and assessment.   * Use action verbs such as define, identify, explain, demonstrate, locate, perform, report, analyze, calculate, compare, determine, distinguish, construct, summarize. * Avoid vague verbs (understand, appreciate). Clarify these by asking what the learner would do differently if he/she understands or appreciates the concept. * The best learning objectives have the following structure: Complete ***Action***, to a ***Level of Achievement***, under a specific ***Condition***.   + Ex: Perform ABC, to XYZ standard, while doing abc.   + Ex: Choose an action that is safest, from several options, when given a short scenario.   + Ex: Identify which materials to apply rule ABC, when given a list |  |
| Delivery Mode In Ability, different course types are possible. If you already have objectives defined and content drafted to fit your objectives, please describe what type of courses you’ll need created.  Are you expecting to delivery synchronous (live group) or asynchronous (self-paced) training? Or a hybrid blend of instruction? Please refer to any regulation or policy that may specify the delivery mode/s.  If synchronous, will it be webinar or in-person classes or combination? How many events per year do you expect to add to the calendar for enrollment?  If asynchronous, will it be online content developed using a SCORM creation software (e.g. Articulate, Lectora, DominKnow, iSpring, Captivate)? Or will it be viewing content in other formats such as Powerpoint or Google slides, PDF reading assignments, videos from Youtube or Mediaspace.msu.edu or other files to upload into the Ability system, or links to existing content.  Assessments are important to verify transfer of skill or knowledge required to do the required work, as well as to help keep your training focused. Will you be providing an online quiz (results are automatically recorded in system)? Or will you be providing a classroom quiz or assessment which the trainer will record attendance or score? Will there be an in-person coaching and observation/visual check of skill certification that you want to upload into the system? |  |
| Duration List recommended or required (if specified by regulation or policy) duration. For example, “course must include 2 hours of classroom instruction,” or “online course must be completed in under 1 hour.” |  |
| Assessment/Results Is an assessment required by regulation or policy? Is there a minimum score? Should the number of attempts be limited? What action is required if the learner does not pass the assessment after the maximum number of attempts? |  |
| Related Courses Is the course related to any other existing or planned course (pre-requisite, co-requisite, equivalent)? |  |
| Recurrence Is recurring training required? Specify interval (1 year, 2 years, 3 years). Are objectives the same each time, or different? |  |
| Reports and Interfaces Will any department/college administrators need reports? Is this training relevant to activities in any other software systems, such as Click? Indicate any other unique reporting requirements. |  |

Send completed form to [ORRS.train@msu.edu](mailto:ORRS.train@msu.edu).