West College of Education
Syllabus
EDUC 4513 X10, DX1
Introduction to Training & Development
Spring Semester 2025

Contact Information
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Course Description
This course investigates the design, development, delivery, and evaluation of training programs. The relationship of modern technology and training theories with organizational practices will also be addressed.

Textbook & Instructional Materials
Ross, Stanley C., (2019). Training and Development in Organizations: An Essential Guide for Trainers. Routledge, New York, NY.
ISBN: 978-1-138-09731-5; ISBN: 978-1-138-09729-2

APA resources are required! Textbook: American Psychological Association (APA), Publication Manual of the American Psychological Association, 7th ed. Washington, DC: APA, 2019. You will need to possess a hard copy of, or online access to, an APA resource manual. You are expected to utilize this APA resource in your writing assignments. You can access online or through OWL (Online Writing Lab).

Monthly Zoom meetings may be incorporated to further engage, discuss, and build a sense of community while online (as needed). Questions or areas of discussion will be provided prior to the Zoom meeting invite. Zoom time is fully optional and not required. There will be no loss of points or information if unable to attend. If there are questions or concerns regarding the assignments, this is simply an opportunity to seek additional assistance "face-to-face". However, you are always encouraged to email, call, or connect through D2L with any questions you might have. If you do not have Zoom on your computer, laptop, IPAD, or

phone, this is a good time to download for free. It is also available in D2L, under the Communication Menu at the top of the course page.

Reading and instructional materials, articles, and additional handouts will be provided by the instructor.

Access and visit the following Professional Organizations' Websites:
- The Society for Human Resource Management: www.shrm.org
- The Society for Industrial and Organizational Psychology: www.siop.org
- Academy of Human Resource Development: www.ahrd.org
- The Society for Organizational Learning: www.solonline.org
- Association for Talent & Development (the old "ASTD"): www.td.org
- International Society for Performance Improvement: www.ispi.org
- Employee Assistance Professionals Association: www.eapassn.org

Library Resources and Helpful Videos
How to log into MSU Library
How to find and use research guides
How to recognize peer-reviewed articles

Objectives
Through lectures, readings, Internet exploration, and videos, students will investigate training regarding both organizations and the private sector. After successful completion of the course, the student will be able to:
1. Discuss the purposes of training and development.
2. Analyze different characteristics of a trainer.
3. Understand the relationship of training and development to other human resource functions.
4. Identify considerations in organizing training. Discuss legal and ethical aspects of training and development.
5. Identify training needs.
6. Discuss program design and development.
7. Identify various media and methods of training.
8. Evaluate training programs.

Course Requirements

You are responsible for reading each chapter in the textbook, and other assigned readings. Weekly chapter discussions (posting to the discussion board) are based on the learning objectives in the chapters. You must read to fully participate!

Table 1: Weekly Course Requirements, Due Dates, and Points

Weekly	Course Requirements	Due	Pts
Week 1	Introductory Post	**1/26**	NA
	Read Chapter I-Overview of Text: Ross (2019) Training and Development in Organizations: An Essential Guide for Trainers	**1/26**	5
Week 2	**Read Chapter 2** to prepare for Discussion Thread– "*The Organization"* **Q#2**-Discuss the role of a training vision for the organization.	**2/2**	5
Week 3	**Read Chapter 3** to prepare for Discussion Thread "*The Adult Learner"* **Q#3**- Identify and briefly describe five motivational methods that would likely be used to train adults.	**2/9**	5
Week 4	**Read Chapter 4** to prepare for Discussion Thread "*Conducting a Needs Assessment"*- **Q#1**-Explain the importance of a needs assessment.	**2/16**	5
Week 5	***Dropbox Submission #1: Needs Assessment to the Dropbox***	***2/23***	*10*
Week 6	**Read Chapter 5**- to prepare for Discussion Thread "*Learning Objectives"* – **Q#1**- Describe the link between learning objectives and a training program.	**3/2**	5
Week 7	**Read Chapter 6** to prepare for Discussion Thread – "*Instructional Methods"* –**Q#2**- Explain the relationship between learning objectives and instructional methods. (Complete your assignment BEFORE spring break!)	**3/9***	5
Week 8	**Spring Break March 9 – 15***		
Week 9	**Read Chapter 7** to prepare for Discussion Thread "*Motivating Trainees"* –**Q#1**-Explain the importance of motivation and the training process.	**3/23**	5

Week 10	**_Dropbox Submission#2: PPT Presentation -Locate an article, study, research on Motivating Trainees_**	**_3/30_**	10
Week 11	**Read Chapter 8** to prepare for Discussion Thread "_Training Program Assessment_" – **Q#5**-Briefly describe the differences between formative and summative assessment methods. Which is more important to an organization? Explain.	**4/6**	5
Week 12	**Read Chapter 10** to prepare for Discussion Thread "_Model for Designing Training Programs_"- **Q#2**-Identify and briefly discuss the important steps leading up to the design of a training program, which also includes designing the training program.	**4/13**	5
Week 13	**Holiday Break April 17-20**		
Week 14	**Read Chapter 11** to prepare for Discussion Thread "_Designing Online Training Programs_" – **Q#2-** Identify and briefly describe three factors that contribute to the success of online training programs.	**4/27**	5
Week 15	**Dropbox Submission #3 - Mock Training Program-using outlines in Chapter 12 "_Using Process Models to Design Training Programs_"**	**5/4**	10
Week 16	Final Exam (date may change)	**5/12**	20
	Total points for class		100

Note: All assignments are submitted through D2. Do not email assignments.

Class Discussions (Discussion Thread)

The purpose of our class discussions is to establish a sense of community, view diverse perspectives relevant to the discussion topic, and remain organized and focused with the weekly course material. Although discussion topics will be available for viewing throughout the semester you are only able to post during the open discussion week. Please post to the discussion board at least 24 hours before the deadline. This means main and response posts should be made by Saturday (unless otherwise indicated). Posts made on Sundays are accepted with loss of points. The discussion thread is locked at 11:59pm on Sundays. Posting before the deadline Sunday facilitates quality interaction on the discussion board; allows time for us to read, review, and respond to posts; and deters students from holding the class discussion "hostage" when main posts are made an hour or so before the posting deadline and students don't have ample time to read,

review, and respond to your posts. *You cannot post late to the discussion board. After the deadline for the discussion topic will be locked.*

The minimum requirement for discussion posting is a main post and two response posts. Postings are made on two separate days, *twenty-four hours before the deadline*. Posting on the day of the deadline means a loss of points! Students meeting minimum posting requirements will not receive the same grade as students posting additional response posts and moving beyond minimum requirements of class discussions. The main post is 50% of the points for that discussion, and the response posts are 25%. The remaining 25% is based on: (1) posting at least 24 hours before the deadline, (2) the quality and quantity of your post, (3) any additional response posts (beyond the minimum two posts) and/or supporting documentation or attachments. Based on the above you will earn 100% of the points (minus grading points deducted) for your discussion posts. Review the Discussion Grading Matrix posted in the "Resources for Assignment" Module under the Course Content area of this course.

I set a minimum posting level of no less than **300 words, for the main discussion/post.** Please read your classmates' posts and respond to at least two posts. **Both response posts must be no less than 150 words, each**. The reason for the minimum-word posts is to deter students from posting at the last minute. These late and last-minute posts are usually not well-processed, do not add value to the discussion, and are brief and non-descript comments. Being directed to exceed a minimum posting requirement may accomplish one of two things: you will either drift into "no man's land" which I can immediately detect, or you will be forced to reflect and re-direct your thoughts inward, to provide a more meaningful response for us to read. Keep in mind the minimum is just that. I realize the quality of work is not necessarily based on the quantity of words.

Posts should be of meaningful substance, which reflects contemplation of the material in a mature, collegiate, and insightful manner. If there is supportive information to your post you may provide us with an attachment for review, but do not post your original post or response as an attachment.

#1 Dropbox Assignment/Project: Needs Assessment Assignment (Dropbox Submission)

Page 48 of our text (Ross, 2019) depicts a simplified flow chart outlining the process of conducting a needs assessment. Consider your organization or a familiar and realistic training situation to work with. Based on each of the subtopic areas (15) indicated in the oval diagrams comprise a succinct, 3-5 sentence paragraph of how you would accomplish, address, fulfill in each of the areas as you conduct your "mock" needs assessment based on sound rationale and information from the text. You may incorporate outside and additional sources, but you will need to cite your sources. Your paper can be in narrative

format but ensure you have given clear attention to all 15 areas indicated. The entire project should be between 3-5 pages.

Review instructions in D2L for specific format and detailed, current instructions for completing this assignment.

#2 Dropbox Assignment/Project: Article related to Employee or Trainee Motivation (Dropbox Submission)

Select an area or topic of interest related to employee/trainee motivation in the area of training and development. This area can be in your own employment, professional experience, career field, or interest area if you do not currently work in a training and development environment. Locate a related professional journal, peer-reviewed article current within the last five (5) years. This article should discuss research, studies, trends, changes, challenges or current issues regarding employee/trainee motivation related to training or learning.

Provide a summary of the article via a **Powerpoint presentation**. Condense this summary to a 4-6 slide PowerPoint presentation and submit it to the respective dropbox. (Do not provide a full page write up! Clear and concise bullet statements will suffice.) I am interested in your thoughts regarding the article and its applicability to you and to your job (current or prospective), as it relates to employee motivation in the realm of training and development. Properly cite the article and provide a reference list for the article. You may select your article from one of the peer-reviewed sources below. If you locate another peer-reviewed source clear it with me first.

- *Training; T & D; Training and Development; Chief Learning Officer; Workforce management; HR Magazine; Academy of Management Executive; Academy of Management, Learning, and Education; Human Resource Development Quarterly; Human Resource Development Review; Performance Improvement; Personnel Psychology; Journal of Applied Psychology; Academy of Management Journal; Human Resource Management.*

You may also visit one of the professional organizations I have listed below. You will need to do an engine search to locate the URL. Properly site the source.

- ATD; The Academy of Human Resource Development (AHRD); SHRM; Society for Industrial and Organizational Psychology (SIOP); Academy of Management (AOM); International Society for Performance (AOM); International Society for Performance Improvement (ISPI).

Review instructions in D2L for specific format and detailed, current instructions for completing this assignment.

#3 Dropbox Assignment/Project: Using a Process Model to Design Training Program (Dropbox Submission)

In Chapter 12 there are Learning Objectives 1-8, pages 175-204, which outlines the process for creating different types of training programs based on length and duration of training. Select one of the learning objectives and craft/develop your own training scenario based on a relevant or work training issue familiar to you. Using the examples of models presented in the text you will develop a mock outline of your own training program. Remain true and realistic to the scenario as you present your outline.

This training may be implementing a "change" or training on a sensitive topic, for example sexual harassment. Please be sure to select a topic/area of interest to you. Discuss your topic with me if you have any questions or concerns. The project will be 3-5 pages, double-spaced, one-inch margins, and 12 font size. This paper will be a narrative format and must include the following information:

1. **Situation warranting the training**
2. **Needs assessment process**
3. **Training goals**
4. **Learning objectives**
5. **Constraints**
6. **Design process followed**

Review instructions in D2L for specific format and detailed, current instructions for completing this assignment.

Late Work

Although you are still able to view, posts cannot be made to the discussion board after the Sunday, 11:59 pm deadline. The discussion thread will be locked. You cannot make up missed discussion threads so plan your time accordingly. Keep in mind that late postings and late submission of assignments inconveniences yourself and others. I understand that emergencies arise. Communicating with me is the key!

Percentage of Grade deducted for late submissions to dropbox.
10% - Up to one week late.
20% - One week after the due date of the assignment.
30% - Two weeks after the due date for the assignment.
Assignments past three weeks late will not be accepted into the Dropbox.

Final Exam

The final exam will be worth 20 points and based on material generated from the class discussions and the textbook. Additional information regarding the final

exam will be presented later in the semester. I will inform you far in advance of the nature and format of the exam.

Table 2: Grading for Discussion Board (5 pts points maximum)

Grade	Points
A	4.5 - 5
B	4 -4.4
C	3.5 – 3.9
D	3 - 3.4
F	2.99 and less

Table 3: Grading for Assignments to Dropbox (10 pts points maximum)

Grade	Points
A	9-10
B	8
C	7
D	6
F	5 and less

Table 4: Grading for Final Exam (20 points maximum)

Grade	Points
A	18-20
B	16-17
C	14-15
D	12-13
F	11 and less

Table 5: Grading for Course (100 points maximum)

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and less

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
Student Handbook
Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides the primary source of communication regarding assignments, examination materials, and general course information. All coursework will be submitted through D2L. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodation should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University Undergraduate Catalog

Syllabus Disclaimer

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. Announcements/changes will be posted to the assignments, in the News area, sent via D2L, and personal email.

Important Dates

Refer to: Drops, withdrawals, and voids