



## **Course Syllabus: Introduction to Training & Development**

West College of Education

EDUC 5513 X20

Spring Semester 2026 3/21/2026-5/13/2026

### **Contact Information**

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**E-mail:** [lei.xie@msutexas.edu](mailto:lei.xie@msutexas.edu) is the primary and preferred mode of contact for course related questions and concerns. Please email me 24/7. My normal response is within 24-48 hours of receipt, often much sooner.

### **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](http://www.shrm.org)
- The Society for Industrial and Organizational Psychology: [www.siop.org](http://www.siop.org)
- Academy of Human Resource Development: [www.ahrd.org](http://www.ahrd.org)
- The Society for Organizational Learning: [www.solonline.org](http://www.solonline.org)
- Association for Talent & Development (the old "ASTD"): [www.td.org](http://www.td.org)
- International Society for Performance Improvement: [www.ispi.org](http://www.ispi.org)
- Employee Assistance Professionals Association: [www.eapassn.org](http://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.

### **Student Handbook**

Refer to: [Student Handbook](#)

### **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 individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

## Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

## Grading

*Table 1: Points allocated to each assignment*

Assignments	Points
Dropbox Assignments	50
Discussions	50
Final Exam	20
Total Points	120

*Table 2: Total points for final grade.*

Grade	Percentage
A	90%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	Less than 60%

## 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.

### **#4 Dropbox Assignment/Project: Paper on Self-Directed Learning**

You will submit a (3-5) page paper on andragogy. Learning is an important component of competitive advantage for organizations.

Andragogy has been an influential adult learning concept within the field of adult education for more than three decades. However, according to trends in self-learning and self-development, the workplace culture is becoming increasingly important in the success or failure of meeting learning objectives. As a result, it is necessary to further explore the importance and contributions of andragogy and its impact on individual and organizational performance. The purpose of your paper is (a) to clarify the concept of andragogy, (b) to explore the contributions of andragogy, and (c) to find the critical issues of andragogy for training and development/HRD practice and future research. organizations.

You will address the following areas in your paper:

- a. What is andragogy?
- b. What are the contributions of andragogy in the workplace?

c. What are the issues of andragogy in the future?

Your paper will be a 3-5 page paper, double-spaced, 1 inch margins, 12-font. Please provide a cover page and reference page (does not count in the 3-5 pages). Cite your material.

You can submit this paper anytime during the semester, before the last day of class. It will not be accepted after the last day of class. Let me know if you have questions.

### **#5 Dropbox Assignment/Project: Training and Development Interview.**

You will interview a professional in the field of training and development. The narrative of the interview will be a minimum of five pages double spaced with a one-inch margin and using 12 font. The following are sample areas to be addressed in your paper.

1. What type of training do they provide?
2. What qualities or characteristics do they feel make for an effective trainer?
3. How do they deal with difficult customers and/or participants?
4. What are some typical fears that many trainers experience as they begin to work with organizations/groups?
5. How do they deal with failure or unsuccessful training sessions?
6. How do they determine their fees?
7. Other areas you are curious about and would like to have additional "practical, real-life/work" perspective.

The dropbox will be open so that you can submit this assignment anytime during the semester before the last day of class!

### **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

### **Important Dates**

- Last day for term schedule changes: Check date on [Academic Calendar](#).
- Deadline to file for graduation: Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).
- 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 a primary source of communication regarding assignments, examination materials, and general course information. 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.

## Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

## Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***\*Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

## Instructor Class Policies

No meetings are required in this online course.

## **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

## **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

## **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 accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## **College Policies**

### *Campus Carry Rules/Policies*

Refer to: [Campus Carry Rules and Policies](#)

### *Smoking/Tobacco Policy*

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

### *Alcohol and Drug Policy*

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of

any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

## **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

**\*Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## **Course Schedule**

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

<b>Weekly</b>	<b>Course Requirements</b>	<b>Due</b>	<b>Pts</b>
Module 1	Introductory Post	<b>3/29</b>	NA
	Read Chapter I-Overview of Text: Ross (2019) Training and Development in Organizations: An Essential Guide for Trainers	<b>3/29</b>	5
	<b>Read Chapter 2</b> to prepare for Discussion Thread– “ <i>The Organization</i> ” <b>Q#2</b> -Discuss the role of a training vision for the organization.	<b>3/29</b>	5

<b>Module 2      Holiday Break April 2-5</b>			
Module 3	<b>Read Chapter 3</b> to prepare for Discussion Thread " <i>The Adult Learner</i> " <b>Q#3</b> - Identify and briefly describe five motivational methods that would likely be used to train adults.	<b>4/12</b>	5
	<b>Read Chapter 4</b> to prepare for Discussion Thread " <i>Conducting a Needs Assessment</i> "- <b>Q#1</b> -Explain the importance of a needs assessment.	<b>4/12</b>	5
	<b>Dropbox Submission #1: Needs Assessment to the Dropbox</b>	<b>4/12</b>	10
Module 4	<b>Read Chapter 5</b> - to prepare for Discussion Thread " <i>Learning Objectives</i> " – <b>Q#1</b> - Describe the link between learning objectives and a training program.	<b>4/19</b>	5
	<b>Read Chapter 6</b> to prepare for Discussion Thread – " <i>Instructional Methods</i> " – <b>Q#2</b> - Explain the relationship between learning objectives and instructional methods. (Complete your assignment BEFORE spring break!)	<b>4/19</b>	5
Module 5	<b>Read Chapter 7</b> to prepare for Discussion Thread " <i>Motivating Trainees</i> " – <b>Q#1</b> -Explain the importance of motivation and the training process.	<b>4/26</b>	5
	<b>Dropbox Submission#2: PPT Presentation -Locate an article, study, research on Motivating Trainees</b>		10
Module 6	<b>Read Chapter 8</b> to prepare for Discussion Thread "Training Program Assessment" – <b>Q#5</b> -Briefly describe the differences between formative and summative assessment methods. Which is more important to an organization? Explain.	<b>5/03</b>	5
	<b>Read Chapter 10</b> to prepare for Discussion Thread "Model for Designing Training Programs"- <b>Q#2</b> -Identify and briefly discuss the important steps leading up to the design of a training program, which also includes designing the training program.	<b>5/03</b>	5

Mar 22- May 11 Grad Students: submit these 2 assignments anytime during the semester	<b>Dropbox Submission #4 - Andragogy Paper</b>	<b>5/10</b>	10
	<b>Dropbox assignment #5 - Training and Dev Interview</b>	<b>5/10</b>	10
Module 7	<b>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.</b>	<b>5/10</b>	5
	<b>Dropbox Submission #3 - Mock Training Program-using outlines in Chapter 12 "Using Process Models to Design Training Programs"</b>	<b>5/10</b>	10
	<b>Final Exam (date may change)</b>	<b>5/10</b>	20
	<b>Total points for class</b>		120