

Organizational Learning and Performance

Chair and Associate Professor: Curry

Associate Professors: Coffland, Jacobsen, Lindbeck, Lion

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The Department of Organizational Learning and Performance offers the Master of Science in Human Resource Development and the Master of Education in Instructional Design and Technology.

Master of Science in Human Resource Development

(<https://www.isu.edu/olp/>)

The Master of Science in Human Resource Development (MS HRD) in the College of Education at Idaho State University prepares organizational learning and performance professionals with high-demand management expertise in the human resource development discipline principles and practices of learning and development, performance improvement, strategic planning, and leadership. The curriculum of this 30-credit master's is delivered fully online and can be completed in 18 months. The project-based coursework and research component address workplace problems with innovative, evidence-based HRD solutions. The Master of Science in Human Resource Development is designed to strengthen the student's understanding, knowledge, and skills in three major areas—

1. MS HRD Course Requirements
2. HRD Studies or Career and Technical Studies
3. Research Studies

Student Learning Outcomes (SLOs) for the MS HRD are:

SLO #1: Knowledge of Core Theory in HRD

SLO #2: Comprehension of HRD Strategy and Scholarly Practice

SLO #3: Application of Critical Thinking and Analysis

Emphasized areas within the HRD discipline are:

- Human performance improvement
- Learning effectiveness
- Leadership and change
- Organizational development

Master of Education in Instructional Design & Technology

The Master of Education in Instructional Design & Technology (MEd-ID&T) prepares instructional designers and educators with the knowledge, skills, and abilities for designing, developing, implementing, and evaluating technology-based solutions to instructional problems. Graduates of the MEd-ID&T degree practice in K-12 and post-secondary education, business, industry, and performance learning environments, and may also prepare for doctoral study. Candidates in the MEd-ID&T degree pursue advanced study in Instructional Technology core, specialty, and field studies.

Doctor of Philosophy in Instructional Design

The Doctor of Philosophy in Instructional Design is in hiatus through 2020-21.

The Doctor of Philosophy (Ph.D.) in Instructional Design degree prepares students to assume positions of leadership in instructional design, research,

measurement, or evaluation. Graduates direct instructional design, research, measurement or evaluation projects as faculty at colleges and universities, in private or public institutions, or work as individual consultants.

While research is an integral component of the Instructional Design doctoral program, candidates are provided primarily with courses and experiences preparing them to function more effectively as leaders in guiding instruction to meet specific educational outcomes.

Master of Science in Human Resource Development

Admission Requirements

Individuals applying for admission to the Master of Science in Human Resource Development (MS HRD) program must meet the following admission requirements:

- The student must apply to and meet all criteria for admission to the Graduate School.
- Bachelor's degree from a college or university accredited in the United States or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.
- The student must write a Statement of Intent for the Master of Science in Human Resource Development.

General Requirements

Students must complete a minimum of 30 semester credit hours for the Master of Science in Human Resource Development, featuring MS HRD Course Requirements (12 credits) for all MS HRD majors. Students electing the MS HRD will complete the HRD Studies (12 credits). Students electing the MS HRD, CTE Emphasis will complete the CTE Studies (12 credits). All MS HRD students will complete the Research Studies and Capstone. The Research Studies, Thesis option includes two research courses and thesis capstone (9-12 credits); the Field Research Studies option includes one research course and a research project (6 credits); the Capstone in HRD option includes a research course, an additional elective, and a capstone project. Thesis and Field Research Project students will orally defend the findings of their research in front of a committee. Capstone students will present their capstone project orally to the department via video conference. The video will be reviewed by a committee in the case of a student dispute. Students seeking Idaho CTE certification must meet the Idaho Division of Career and Technical Education requirements for certification (see <https://cte.idaho.gov/>).

Required Courses

Code	Title	Credits
MS HRD Course Requirements (12 Credits)		12
OLP 6601	HRD Literature for the Practitioner-Scholar	3
OLP 6602	Principles of HRD	3
OLP 6621	Theories of Adult Learning	3
OLP 6661	Performance Improvement	3
Select either the HRD Studies or the Career and Technical Education option:		6
HRD Studies (minimum of 12 credits)		

With advisor approval, student may select other courses from other programs.		
OLP 6603	Psychology of Leadership	
OLP 6604	Leadership Scholarship	
OLP 6605	Organizational Development	
OLP 6606	Contemporary Theories of Motivation	
OLP 6607	Workplace Evaluations and Assessments	
OLP 6608	Needs Analysis	
OLP 6609	Intervention Design and Development	
OLP 6610	The Chief Learning Officer	
OLP 6611	The Chief Diversity Officer	
OLP 6612	The Performance Consultant	
OLP 6613	Learning Technologies in HRD	
OLP 6614	The Contemporary Supervisor	
OLP 6615	Global Aspects of HRD	
OLP 6616	Theories of Adult Development	
OLP 6617	Advanced Scholarship Studies	
OLP 6618	Advanced Topics in Facilitation	
OLP 6619	Advanced Topics in Evaluation	
OLP 6620	Applied Organizational Research	
OLP 6622	Advancing Professional Career	
OLP 6623	Designing Learning in HRD	
OLP 6633	Needs Assessment and Evaluation	
OLP 6634	Leadership of Learning, Development, and Change	
OLP 6636	Strategic Planning and HRD	
OLP 5501	Foundations of Human Resource Development	
OLP 5502	Analysis and Course Construction	
OLP 5503	Methods of Training	
OLP 5504	Evaluating Training and Development	
OLP 5506	Grantwriting	
OLP 5507	Instructional Technology in HRD	
OLP 5509	Professional Readings and Writing in Human Resource Development	
OLP 5510	Principles of Change	
OLP 5531	Workplace Leadership	
OLP 5532	Leadership Topics in HRD	
OLP 5544	Ethics and Diversity in the Workplace	
OLP 5564	Facilities Management	

Career and Technical Education Courses (minimum of 12 credits)

CTE 5501	Foundations of Career and Technical Education	3
CTE 5502	Analysis and Course Construction in Career and Technical Education	3
CTE 5503	Methods of Teaching Career and Technical Education	3
CTE 5504	Evaluation in Career and Technical Education	3
CTE 5543	Supervision and Organization of Career and Technical Student Organizations	3
CTE 5544	Career Guidance and Special Needs in Career and Technical Education	3

CTE 5564	Career and Technical Education Instructional Facilities Management	3
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Research Studies coursework and capstone includes 6-12 semester hours depending upon selection of either the Thesis or Field Research Project Option.

Research Studies: Thesis Option 9-12

EDUC 6601 or OLP 6632	Research and Writing Research in Organizations	
EDUC 6610	Applied Educational Statistics	
OLP 6650	Thesis	

OR

Research Studies: Field Research Project Option 6

EDUC 6601 or OLP 6632	Research and Writing Research in Organizations	3
OLP 6645	Field Research Project in HRD	

OR

Capstone Option (4 credits, total degree minimum 31 credits)

EDUC 6601 or OLP 6632	Research and Writing Research in Organizations	3
OLP 6644	Capstone in HRD	

Total Hours 30-36

Master of Education in Instructional Design & Technology

Graduates of the M.Ed. in Instructional Design & Technology are professionals who facilitate learning and performance through the systematic planning, creation, and assessment of technological solutions in a broad range of instructional settings and environments. MEd-ID&T candidates take courses emphasizing instructional technology and design principles, theories, methods, and applications. Mastery is demonstrated through course and program-based phase outcomes, as well as in a final field/research project for the defense of the MEd-ID&T degree. The MEd-ID&T is designed for individualized programs of study for K-12 face-to-face, blended, and online environments; post-secondary and higher education settings; and business/industry entities in support of training and consulting endeavors.

General Admission Requirements

Applicant must meet all criteria for admission to the Graduate School (application available online). In addition, the following should be submitted to complete the application process:

- Letter of interest to the MEd-ID&T program coordinator
- Current Curriculum Vitae or Resume including names and contact information for three references
- An interview with program area faculty via in-person or video conferencing may be requested

International Student Admission Requirements

International students must apply to the Idaho State University Graduate School and meet all criteria for admission. Typically, international students cannot begin their enrollment at Idaho State University in the summer semester. International students should refer to the *Admission of International Students* section of the Graduate catalog for TOEFL and other requirements for those whose native language is not English.

General Requirements (30 - 33 credits)

Students should begin their coursework in the fall semester. It is recommended students register for two courses per semester in order to complete the degree in a timely manner. Candidates should establish a Plan of Study with their advisor prior to registering for classes. It is important to work closely with the advisor to assure a smooth progression from start to completion of the MEd-ID&T degree.

All students must complete a minimum of 33 credits in order to be granted the MEd-ID&T degree. No more than 9 credits of graduate work may be transferred from another program or university; transferred credits must meet ISU Graduate School guidelines and be approved by program area faculty. The 33 credits are distributed as follows:

- 12 credits in Instructional Design & Technology Foundations
- 15 credits of Instructional Design & Technology Specialty Studies, including 6 credits of electives
- 3 - 6 credits of Instructional Design & Technology Applied Field Study, including Field Project and/or Thesis

Program Assessments: At the end of EDLT 6611, students submit the Phase I Program Assessment that illustrates the ability to conduct analysis and design for a technological solution for an instructional issue. At the end of EDLT 6612, students submit the Phase II Program Assessment that illustrates the ability to develop a technological solution for an instructional issue. During the final defense, students submit the Phase III Program Assessment that illustrates the ability to use recognized instructional design and technology methods to implement and evaluate a project as a solution for an instructional issue.

Instructional Design & Technology Core Studies (12 credits)

The intent of the Instructional Design and Technology Core Studies (IDTCS) area is to promote essential and common competencies within instructional technology and design, including theories related to the instructional design knowledge base, assessment and measurement, research and writing, and statistical methods. Candidates for the MEd-ID&T degree should work closely with their Academic Advisor to identify specific content and sequencing of courses. Courses in the ID&T Core include: EDLT 6601, EDLT 6611, EDLT 6621, and EDLT 6622.

Instructional Design & Technology Specialty Studies (15 credits)

The intent of Instructional Design and Technology Specialty Studies (IDTSS) is to provide depth of knowledge and skills applicable to a wide array of professional contexts. Practical application and research in current and emerging learning technologies are emphasized. IDTSS courses meet advanced standards in planning and analysis; design and development; and implementation, assessment, and management within technology-driven environments. These courses prepare the candidate to complete the applied field studies for the MEd-ID&T degree. Courses that can be used for credits in the ID&T Specialty Studies Area include: EDLT 6612, EDLT 6613, EDLT 6614, EDLT 6616, EDLT 6646, EDLT 6649, and EDLT 6680.

Instructional Design & Technology Applied Field Studies (3 - 6 credits)

The intent of Instructional Design and Technology Applied Field Studies (IDTAFS) is to allow the candidate to demonstrate mastery of analysis and planning, creation and implementation, and evaluation and assessment through an independent technological project. Candidates work closely with their Academic Advisor to identify a professional context (K-12, post-secondary education, business/organization) for which they will create and apply an instructional design/technology intervention. In addition, candidates will base the intervention on instructional design theories and principles as evidenced in their culminating

field project or thesis. Field studies credits are generally fulfilled by three credits of EDLT 6651 or six credits of EDLT 6659.

Required Courses

Code	Title	Credits
MEd-ID&T Course Requirements (12 credits)		
EDLT 6601	Foundations of Instructional Design and Technology	3
EDLT 6611	Planning Instruction for Digital Formats	3
EDLT 6612	Designing Instruction for Digital Formats	3
EDLT 6613	Developing Instruction for Digital Formats	3
MEd-ID&T Elective Courses (minimum 15 credits)		
EDLT 6614	Implementing Instruction for Digital Formats	3
EDLT 6616	Integration of Technology into School Curriculum	3
EDLT 6621	Issues and Trends in Instructional Design and Technology	3
EDLT 6622	Assessment for Digital Formats	3
EDLT 6646	Information Systems	3
EDLT 6649	Seminar	3
EDLT 6680	Special Topics in Instructional Design and Technology	3
MEd-ID&T Capstone Courses (3 - 6 credits)		
EDLT 6650	Thesis	3
or EDLT 6651	Field Project or Case Study in Education	
or EDLT 6652	Field Practicum in Education	
or		
EDLT 6659	Online Teaching Internship	6
Total Credits		30 -33

Online Teaching Endorsement

The Online Teaching Endorsement (OTE) focuses on the PreK-12 educator in acquiring the techniques for integration of multiple types of technologies into the online curriculum. State of Idaho certified educators complete five graduate courses and an online internship, all of which align with Idaho Online Teaching Standards and National Standards for Quality Online Teaching by iNACOL (International Association for K-12 Online Learning).

The skills, knowledge, and products developed through the OTE are readily transferable to work settings in both education and business/industry. Five of the six OT courses are contained in the Master of Education in Instructional Technology degree. Those who attain the OTE, if accepted into the MEd-ID&T degree program, can transfer the 21 credit hours from the OTE toward the 30-credit hours required to complete the MEd-ID&T degree.

Admission Requirements

Applicants must meet all criteria for admission to the Graduate School (application available online). In addition, the following should be submitted to the OTE coordinator to complete the application process:

- Letter of interest
- Current curriculum vitae/resume with contact information for three professional references
- GRE or MAT scores if the Graduate School computed GPA is below 3.50

- An interview with program area faculty via in-person or video conferencing may be requested

General Requirements (21 credits)

Students should begin their coursework in the fall semester. Students should register for at least two courses per semester in order to complete the endorsement in a timely manner. Students should establish a Plan of Study with their Academic Advisor prior to registering for classes. It is important to work closely with the Academic Advisor to assure a smooth progression from start to completion of the OTE.

Code	Title	Credits
OTE Technology content (15 credits)		
EDLT 6601	Foundations of Instructional Design and Technology	3
EDLT 6611	Planning Instruction for Digital Formats	3
EDLT 6612	Designing Instruction for Digital Formats	3
EDLT 6621	Issues and Trends in Instructional Design and Technology	3
EDLT 6622	Assessment for Digital Formats	3

OTE Internship (6 credits)

Candidates for the Online Teaching Endorsement must fulfill a six-credit internship in an online setting during the last semester of study. Placement is established with the candidate's advisor in coordination with an appropriate K-12 educational institution.

Doctor of Philosophy in Instructional Design

(Note: The PhD in Instructional Design is on hiatus through Academic Year 2020-2021. For a doctoral program in Instructional Design and Technology, see the EdD in Educational Leadership, Instructional Design and Technology Emphasis.)

Admission Requirements

Admission to the Instructional Design Ph.D. program is based on a cohort model. Cohort cycles depend on the start date of the particular cohort (contact department chair for specific details). However, there is a specific sequencing of curriculum, and this may strongly influence an individual's start date. Applications for cohort admission are accepted at any time, in accordance with the deadlines set by the Graduate School. Every effort is made to accommodate the doctoral program of study for non-cohort students who enroll in full-time doctoral studies. In addition to the Graduate School general requirements, individuals applying for admission to the Instructional Design Ph.D. program will be reviewed using the following criteria for admission. Preference will be given to applicants who have:

1. A master's degree in instructional technology, instructional design, or a related field.
2. An academic record of at least 3.0 Grade Point Average (GPA) in the last two years of undergraduate course work and 3.5 GPA at the graduate level.
3. A minimum of 40th percentile on both the Verbal and Quantitative Reasoning portions of the GRE. One of these scores must be at or above the 50th percentile. Alternatively, an MAT score at the 45th percentile or higher may be substituted for the GRE.
4. Submitted a current curriculum vitae.
5. Submitted a letter of application that makes clear the candidate's interest in, and suitability for, this program.

6. Successfully interviewed with faculty from the Graduate Department of Educational Leadership and Instructional Design.
7. Successfully completed a proctored writing sample.
8. In addition to the above, international students must meet Graduate School requirements for admission, including evidence of English language capabilities at the graduate studies level.

General Requirements

The Doctor of Philosophy in Instructional Design requires a minimum of 67 semester credits:

Of the 67 semester credits required for the Ph.D. in Instructional Design, at least 30 semester credits of course work must be taken at Idaho State University. Dissertation credits may not be transferred from another institution.

Upon initial enrollment, all Instructional Design Ph.D. students will be required to maintain continuous enrollment, with at least one semester credit of work each semester (including summers) from matriculation to completion of the program, including completion of the dissertation and oral defense. Failure to maintain continuous enrollment can result in dismissal from the program.

A GPA less than 3.5 in the program or two grades of C+ or below will result in the Department reviewing the student's performance within the program. The result of this review may lead to dismissal. Any additional grading policies are set by the Graduate School.

Program of Study

A Program of Study will be drafted during the first semester of course work. This plan of study will be filed with the Graduate School. Programs of Study will be updated each semester. A current Program of Study must be submitted with the Comprehensive Examination Notice of Intent and routed through the student's advisor, the Department, and the Dean of the College of Education. Upon successful completion of the comprehensive examination, the Dissertation Committee, including the Graduate Faculty Representative (GFR), is established and the student is advanced to candidacy.

All doctoral requirements must be completed within five years of passing the Comprehensive Examination. Doctoral students must also meet appropriate residency requirements.

Doctor of Philosophy, Instructional Design Program Course Work

All course work is subject to the approval of the student's academic advisor, Instructional Design Ph.D. program leader, and program faculty.

Courses that meet the program requirements are listed on the Instructional Design Ph.D. web site and in the program handbook.

Instructional Design Core Studies (12 credits)

The intent of the core area is to promote essential competencies of Instructional Design, including communication, learning theory, implementation, assessment, and management. A prerequisite for the core curriculum includes coursework or demonstration of equivalent knowledge.

Advanced Research and Statistics for Instructional Design (15 credits)

The intent of this area is to provide depth of knowledge of quantitative and qualitative research designs and the statistical procedures that support them. Candidates will complete courses in advanced quantitative research design, qualitative research design, intermediate statistics, and advanced statistics, as well as one additional course that provides depth of knowledge in a particular area of research design or statistics. Prerequisites for the research curriculum include statistics or demonstration of equivalent knowledge.

Instructional Design Specialty Area (30 credits)

The intent of the Instructional Design Specialty Area is to provide depth of knowledge and skills applicable to a wide array of professional contexts. Practical application and research in current and emerging learning technologies are emphasized. Instructional Design Specialty Area courses meet advanced standards in planning and analysis; design and development; and implementation, assessment, and management.

Dissertation (10 credits)

A minimum of 10 semester credits for dissertation work is required. Please note that some students may require more than 10 semester credits in order to complete the dissertation investigation.

Points of Assessment

Candidates in the Ph.D. in Instructional Design complete two examinations during the program of study, the Qualifying Examination, and the Comprehensive Examination. The Qualifying Examination assesses the candidate's capability to analyze and synthesize Instructional Design Specialty, Core, and Research content. A passing score on the Qualifying Examination is required in order to continue in the program. The Comprehensive Examination is taken after the completion of all coursework and the Instructional Design practicum. It is a significant aspect of the student's total doctoral program and provides evidence that the candidate meets advanced Instructional Design standards. A passing score on the Comprehensive Examination is required in order to continue in the program.

Dissertation and Oral Defense

Upon successful completion of the Comprehensive Examination and approval of the dissertation proposal by his or her Dissertation Committee, the student is authorized to complete the dissertation in preparation for the final oral defense.

Career Technical Education Courses

CTE 5501 Foundations of Career and Technical Education: 3 semester hours.

Acquaints the student with the various aspects of professional-technical education: history, legislation, philosophy, and organization of Career and Technical Education. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: Permission of instructor required prior to registration.

CTE 5502 Analysis and Course Construction in Career and Technical Education: 3 semester hours.

Analysis of components of occupations to determine instructional content. Development of Career Technical Education instructional materials based on performance objectives. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: Permission of instructor required prior to registration.

CTE 5503 Methods of Teaching Career and Technical Education: 3 semester hours.

Teaching methods and techniques applicable to teaching in career and technical education. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: Permission of instructor required prior to registration.

CTE 5504 Evaluation in Career and Technical Education: 3 semester hours. Designing and conducting formative and summative assessments and evaluations in career and technical education. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: Permission of instructor required prior to registration.

CTE 5543 Supervision and Organization of Career and Technical Student Organizations: 3 semester hours.

This course is an examination of historical perspectives of Career and Technical Student Organizations. Course will focus on recruitment and retention of student members, the development of student leadership skills, presentation skills, technical skills appropriate to the specific career program, and implications of state and federal CTSO standards. Instruction will also include preparing students for local, state and national skills events. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: Permission of instructor required prior to registration.

CTE 5544 Career Guidance and Special Needs in Career and Technical Education: 3 semester hours.

Examine career guidance concepts, job-seeking skills, and information sources. Develop strategies to implement individual student planning, goal-setting, decision making, social skills and transition to career or post-secondary planning in CTE. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

CTE 5554 Adobe in Education: 3 semester hours.

This course introduces and engages students with Creative Cloud, and the challenges and opportunities that these tools can offer in education and training. Aspects of the Creative Cloud will be introduced to provide a complete overview of the tools and what they are used for and how to implement them. Using these tools in context of their personal educational subject, students will gain introductory insight into the solutions these tools provide.

CTE 5555 Advanced Adobe in Education: 3 semester hours.

This advanced course engages the student in the use of Creative Cloud in the professional setting. Advanced elements of Creative Cloud will be investigated to provide a complete understanding of the tools, they use and their implementation in educational and training settings. Using these tools in context of their personal educational subject, students will gain expert insight to the solutions these tools provide.

CTE 5564 Career and Technical Education Instructional Facilities Management: 3 semester hours.

Organization, safety, and management of career and technical education teaching facilities. An in-depth study of laboratory requirements and total facility planning. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: Permission of instructor required prior to registration.

CTE 5599 Experimental Course: 1-6 semester hours.

The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

Org Learning and Performance Courses

OLP 5501 Foundations of Human Resource Development: 3 semester hours.

Acquaints the student with the various aspects of human resource development: history, philosophy, and theory of HRD. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5502 Analysis and Course Construction: 3 semester hours.

Analysis of components of occupations to determine instructional content. Development of instructional materials based on performance objectives and competency identification. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5503 Methods of Training: 3 semester hours.

Training methods and techniques designed to workplace issues. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5504 Evaluating Training and Development: 3 semester hours.

Designing and conducting evaluations for business and industry training, including data analysis and preparation of evaluation reports. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5505 Learning Fundamentals: 3 semester hours.

Examination of the research related to learning fundamentals and implications for curriculum and instruction. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5506 Grantwriting: 3 semester hours.

Reasons for requesting a grant, goal setting, sample projects, identifying funding agencies, submitting a request for proposal (RFP), elements of a good proposal, library resources, web sites, and other references for grantwriting. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5507 Instructional Technology in HRD: 3 semester hours.

Applying evidence-based instructional principles to design, development, and evaluation of synchronous and asynchronous e-learning. Includes development of online multi-media materials for professional, industry, and educational application. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5509 Professional Readings and Writing in Human Resource Development: 3 semester hours.

Exposure to the professional literature of human resource development, including practice in writing abstracts of journal articles using APA Style. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5510 Principles of Change: 3 semester hours.

Critical analysis and discussion of change management theory, principles of leadership and change, and an in-depth review of principles related to personal change. Includes a review of current issues in managing transitions, leading change. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5512 Organizational Development: 3 semester hours.

Investigating and applying the elements and practices used in industry to assist organizations in addressing such things as team dynamics, employee motivation, workplace culture and climate, organizational change and performance. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5531 Workplace Leadership: 3 semester hours.

Supervising in a professional-technical education or corporate training setting. Study human relation factors: planning, organizing, evaluation, staff development, labor relations, and personnel policies/practices. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5532 Leadership Topics in HRD: 3 semester hours.

Special topics and trends in organizational leadership. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5541 Contemporary Leader Development: 3 semester hours.

This course focuses on leadership development models and/or products presently used in industry to assist companies in addressing work and performance issues. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5544 Ethics and Diversity in the Workplace: 3 semester hours.

A contemporary exploration of issues related to both ethics and diversity in the workplace. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5550 Adult Learning Theory: 3 semester hours.

Provides an understanding of adult learning theory as a body of academic inquiry and as applied in professional practice. Examines current and past theory and practice of adult learning. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5554 Adobe for Learning and Development: 3 semester hours.

This course introduces and engages students with Creative Cloud, and the challenges and opportunities that these tools can offer in education and training. Aspects of the Creative Cloud will be introduced to provide a complete overview of the tools and what they are used for and how to implement them. Using these tools in context of their personal educational subject, students will gain introductory insight into the solutions these tools provide. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5555 Advanced Adobe for Learning and Development: 3 semester hours.

This advanced course engages the student in the use of Creative Cloud in the professional setting. Advanced elements of Creative Cloud will be investigated to provide a complete understanding of the tools, their use and their implementation in educational and training settings. Using these tools in context of their personal educational subject, students will gain expert insight to the solutions these tools provide. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5557 Facilitating Adult Learning: 3 semester hours.

Study of the needs and interests of adult learners in business and industry using Andragogy. Planning of conferences and workshops for adult learners. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5561 Directed Studies: 1-4 semester hours.

Individual work under staff guidance. Field research on specific occupational advances in technology. May be repeated. PREREQ: Permission of instructor required prior to registration.

OLP 5564 Facilities Management: 3 semester hours.

Organization, safety, and management of facilities. An in-depth study of laboratory requirements and total facility planning. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

OLP 5598P Prof Development Workshop: 3 semester hours.

New methods and opportunities to enhance and supplement skills. Subject to the approval of the dean of the student's college, a maximum of eight credits earned in workshops may be applied toward a degree; students taking the courses only for personal development may choose the 0-credit option; those seeking professional development must choose a for-credit option. Graded S/U. May be repeated.

OLP 5599 Experimental Course: 1-6 semester hours.

The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

OLP 6601 HRD Literature for the Practitioner-Scholar: 3 semester hours.

This course introduces the career practitioner to the literature and scholarship published by researchers aimed to improve practice in the workplace. Students will learn how scholarship can be used in their respective professions to address workplace issues.

OLP 6602 Principles of HRD: 3 semester hours.

Designed to be one of the first courses students take, this course introduces foundational principles of the human resource development discipline that should serve as an integrative thread throughout the M.OLP program. This course introduces research, performance, change, and learning and development concepts.

OLP 6603 Psychology of Leadership: 3 semester hours.

Building upon leadership theories and models, this course looks at research and pertaining specifically to the psychological aspects of leadership as well as followership.

OLP 6604 Leadership Scholarship: 3 semester hours.

A review of current and emerging research specifically around the topic of leadership, as well as implications for practice.

OLP 6605 Organizational Development: 3 semester hours.

Through an organizational lens, rather than an individual lens, students will explore the research and practices related to building and sustaining organizational performance.

OLP 6606 Contemporary Theories of Motivation: 3 semester hours.

A rich, cross discipline view of historical and contemporary motivation research.

OLP 6607 Workplace Evaluations and Assessments: 3 semester hours.

An advanced look at organizational evaluation practices, as well as assessment and analysis tools.

OLP 6608 Needs Analysis: 3 semester hours.

An in-depth look at the processes and practices of conducting needs and cause analyses. This course utilizes systematic processes to more clearly and accurately identify performance gaps.

OLP 6609 Intervention Design and Development: 3 semester hours.

The practice of addressing performance gaps too often leads to insufficient or inaccurate efforts due to a lack of understanding of the variables influencing or affecting the gap. In this course, students will learn how to diagnose the performance gaps and address them through specific and appropriate interventions.

OLP 6610 The Chief Learning Officer: 3 semester hours.

This course specifically looks at the issues, opportunities, and experiences of people working in CLO or equivalent positions.

OLP 6611 The Chief Diversity Officer: 3 semester hours.

This course specifically looks at the issues, opportunities, and experiences of people working in CDO or equivalent positions.

OLP 6612 The Performance Consultant: 3 semester hours.

This course specifically looks at the issues, opportunities, and experiences of people working in consulting roles, both internal and external.

OLP 6613 Learning Technologies in HRD: 3 semester hours.

This course examines the practice and scholarship supporting the use of current technologies to support learning.

OLP 6614 The Contemporary Supervisor: 3 semester hours.

An examination of the evolution of supervisory issues and practices over time.

OLP 6615 Global Aspects of HRD: 3 semester hours.

An examination of the literature, issues, and challenges of leading and working in HRD in a global environment.

OLP 6616 Theories of Adult Development: 3 semester hours.

An examination of the literature and theories of learning motivations across adulthood and their impact on personal and professional efficacy, pursuits, and contributions.

OLP 6617 Advanced Scholarship Studies: 3 semester hours.

This course will benefit students who have research and topical interests that they want to explore, leading towards mastery in a certain aspect of HRD.

OLP 6618 Advanced Topics in Facilitation: 3 semester hours.

This course examines the literature and advanced practice of facilitation in a variety of learning settings.

OLP 6619 Advanced Topics in Evaluation: 3 semester hours.

An examination of the literature and advanced practices of evaluation in a variety of settings.

OLP 6620 Applied Organizational Research: 3 semester hours.

Under the direction of the instructor, the class will collectively work on an organizational research problem.

OLP 6621 Theories of Adult Learning: 3 semester hours.

Explores theories of adult learning as a body of academic inquiry and as applied in professional practice within organizations. Examines cross-cultural theories and practice of learning, including practice developing and interpreting theoretical lenses within scholarly literature.

OLP 6622 Advancing Professional Career: 3 semester hours.

Investigating professional career development through self-directed, transformational, and emancipatory learning in a context of institutional, organizational, and social change.

OLP 6623 Designing Learning in HRD: 3 semester hours.

This course is designed to teach the fundamentals of designing instruction for adult learners. Students will learn a structured approach to instructional design and will apply each phase of the instructional design process to an actual instructional design project.

OLP 6632 Research in Organizations: 3 semester hours.

Examination of methods for designing and conducting research for organizations. Compares methods and models of addressing real world workplace problems with evidence-based approaches. Introduction to procedures for data collection and analysis of quantitative and qualitative data, and style and format requirements for formal report writing. PREREQ: OLP 6601 and OLP 6602 or permission of instructor.

OLP 6633 Needs Assessment and Evaluation: 3 semester hours.

Review of practical needs assessment and evaluation models, frameworks, and best practices that guide the design and implementation of learning and development programs for organizations in a variety of learning environments.

OLP 6634 Leadership of Learning, Development, and Change: 3 semester hours.

Exploration of leadership influences on learning and development, with a focus on effective change leadership and the development of change agents within organizations. Learning will be defined as an overarching process within an organization's structure that enables knowledge sharing, including training. Development will address talent management and motivation in a context of change initiatives.

OLP 6635 Practicum in HRD: 3 semester hours.

An individually designed field experience under the supervision of the faculty and an experienced professional. PREREQ: Permission of instructor required prior to registration.

OLP 6636 Strategic Planning and HRD: 3 semester hours.

Examination of HRD frameworks and approaches for developing effective strategic plans. This course develops organizational learning and performance professionals who can facilitate strategic planning and decision-making toward advancing the organizational enterprise.

OLP 6637 Internship in HRD: 1-3 semester hours.

An individually designed professional experience under the supervision of the faculty and an experienced practitioner in the field. May be repeated up to 6 credits. Graded S/U. PREREQ: Permission of instructor required prior to registration.

OLP 6640 Seminar in HRD: 1-3 semester hours.

Current topics in the management of human resource development presented by department faculty and visiting lecturers. Maximum of 3 credits applied to the degree. Graded S/U.

OLP 6644 Capstone in HRD: 1 semester hour.

An individual non-research exit strategy capstone project integrating the content, concepts, and theory learned across the MS HRD program through a written report supported by scholarship and defended in an oral explanation. May not be repeated. Graded S/U. PREREQ: Permission of instructor required prior to registration.

OLP 6645 Field Research Project in HRD: 1-6 semester hours.

An individual field research project must be completed; a written report and oral explanation of the report will be required. May be repeated up to 6 credits. Graded S/U. PREREQ: Permission of instructor required prior to registration.

OLP 6650 Thesis: 1-6 semester hours.

Thesis. May be repeated. Graded S/U. PREREQ: Permission of instructor required prior to registration.

OLP 6660 Contemporary Issues in HRD: 3 semester hours.

Exploration of issues relating to the functions of HRD - Individual Development, Career Development, and Organizational Development. Emphasis on how these functions relate to the industrial/business environment.

OLP 6661 Performance Improvement: 3 semester hours.

Through a systems approach, critical analysis, discussion and application of performance technology in the workplace. Includes review of current research, theories, methods, and models.

OLP 6662 Distance Learning Delivery Practices: 3 semester hours.

Exploration of the distance delivery medium including on-screen practices, media development, curriculum planning, instructional strategies, technical support. Includes review of research and theory relating to distance learning.

OLP 6663 Instructional System Evaluation: 3 semester hours.

Critical analysis and discussion of the roles of evaluation in HRD. Emphasis on theories of program and curriculum evaluation.

OLP 6664 Topics in Human Resource Development: 3 semester hours.

Critical analysis of current topics in Human Resource Development. Opportunities will be provided for students to study independently with specialists in topic areas.

OLP 6680 Advanced Technical Competency: 1-4 semester hours.

Advanced occupational skills and knowledge obtained from modern practice in selected field. For experienced professionals seeking advanced techniques in specialized areas of PTE and HRD. PREREQ: Approval of advisor required.

OLP 6699 Experimental Course: 1-6 semester hours.

The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.