HUMAN RESOURCE DEVELOPMENT (HRD)

HRD Class Schedule (https://courses.illinois.edu/schedule/DEFAULT/DEFAULT/HRD)

Courses

HRD 199 Undergraduate Open Seminar  credit: 1 to 5 Hours.
May be repeated.

HRD 400 Principles of HRE  credit: 3 or 4 Hours.
Study of the basic concepts and practices of education for and about work: its philosophical foundations and historical development, mission and goals, structure and function, curricular areas of emphasis, learner audiences served and settings in which programs are conducted, and issues and trends affecting program change. 3 undergraduate hours. 4 graduate hours.

HRD 401 Training in Business/Industry  credit: 3 or 4 Hours.
Study of the status of education, training and development within business and industry; includes an overview of the systemic process for planning, delivery, and evaluation of training programs; and explores major problems, trends, and issues associated with the field. 3 undergraduate hours. 4 graduate hours.

HRD 402 Business Principles for HRD  credit: 3 or 4 Hours.
Study of essential business understandings, knowledge, and skills required for HRD professionals to interact effectively with others in the business community. 3 undergraduate hours. 4 graduate hours.

HRD 411 Training System Design  credit: 3 or 4 Hours.
Provides instruction and practice in the selection, organization, and preparation of content for instructional programs in business and technical settings. Provides students with a theoretical orientation to instructional design as well as the opportunity to experience the instructional design process as it applies to business and technical settings through the development of instructional materials. 3 undergraduate hours. 4 graduate hours.

HRD 412 Instructional Techniques  credit: 3 or 4 Hours.
Provides a research-based exploration of effective teaching techniques for instructors of business, industry, and community college technical programs. Equips students with a conceptual framework for instruction and provides guidance and experience in the planning, delivery, and evaluation of instruction. 3 undergraduate hours. 4 graduate hours.

HRD 414 Facilitation Skills  credit: 3 or 4 Hours.
Provides an in-depth examination into the body of research of effectively facilitating groups, including the nature of groups, the dynamics of individuals within groups, effective planning, role clarification, identification of intervention points in groups, and effective use of tools and techniques. The theoretical foundations for the course reside in theories of human values, group dynamics, decision-making, communication, managing conflicts, and effective group intervention. Course emphasis is on experiential learning, with students practicing self-reflection and self-directed facilitations. 3 undergraduate hours. 4 graduate hours.

HRD 415 Diversity in the Workplace  credit: 3 or 4 Hours.
Assists educators, as well as trainers and managers in business and industry, to effectively recognize and understand diversity in school and work settings. Activities focus on understanding the nature of diverse populations, their unique learning needs, and potential collaborative efforts between educators and work place personnel. 3 undergraduate hours. 4 graduate hours.

HRD 440 Work Analysis  credit: 3 or 4 Hours.
The ability to analyze work is a fundamental skill for individuals interested in human resource development. Work analysis is necessary for identifying job standards, designing training programs, performance support systems, evaluating work performance, and perhaps most importantly improving performance. This course will provide students with the opportunity to learn and use range of work analysis techniques and to apply this information in service to an organization. 3 undergraduate hours. 4 graduate hours. Prerequisite: HRD 400 or consent of instructor.

HRD 470 Design of Learning Systems  credit: 4 Hours.
Provides theoretical and practical learning experiences integrating the fields of Instructional Design and Instructional Technology through the study and development of technology-based learning environments. 4 undergraduate hours. 4 graduate hours.

HRD 472 Learning Technologies  credit: 3 or 4 Hours.
The course addresses two important needs of educators. First, educators should be aware of recent developments in the area of instructional technology. Second, educators must be able to select, develop, and effectively use appropriate instructional technologies to enhance learning and communication. To meet these needs, this course covers a wide range of instructional technologies that are used for instructional and administrative purposes. Traditional instructional media are considered in the course although significant emphasis is placed on more recent developments that involve the use of the computer and its applications in education. Instructional technologies such as computer-based instruction, computer-based testing, distance learning, interactive video, and intelligent instructional technologies are covered. Through course readings, discussions, and projects, students in the course are expected to gain skills in choosing appropriate instructional technologies, designing effective presentations that rely on those technologies, and properly using instructional technologies to enhance communication with an audience. Same as CI 484. 3 undergraduate hours. 4 graduate hours. Prerequisite: HRD 411 or equivalent course in instructional design.

HRD 474 Evaluating Learning Technology  credit: 4 Hours.
Same as EPSY 474. See EPSY 474.

HRD 475 Project Management for HRE  credit: 3 or 4 Hours.
Study of the basic principles and techniques related to managing personnel, time and resources in education and training projects. Through group and individual activities, including case study review and project simulation, students will apply project management tools and techniques in international training and educational settings. 3 undergraduate hours. 4 graduate hours.

HRD 480 Foundation Online Teach Lrn  credit: 3 or 4 Hours.
The course seeks to build foundational knowledge in areas associated with online teaching and learning and distance education in both higher education and workplace learning settings. Major areas of interest include the overview of online teaching and learning strategies, digital learning system design, digital media for learning, and evaluation online teaching and learning. 3 undergraduate hours. 4 graduate hours. Prerequisite: Open to all graduate students.

Information listed in this catalog is current as of 04/2016
HRD 490 Issues and Developments in HRD credit: 3 or 4 Hours.
Special course for experimentation or for seminar on topics not treated by regularly scheduled courses. Topics vary; consult Class Schedule for specific section offerings. 3 undergraduate hours. 4 graduate hours. May be repeated to a maximum of 8 hours.

HRD 491 Professional Skill Development credit: 3 or 4 Hours.
Designed to teach practitioner-oriented skills in specialized areas of human resource education. Topics vary; consult Class Schedule for specific section offerings. 3 undergraduate hours. 4 graduate hours. May be repeated to a maximum of 8 hours.

HRD 492 Supervised Internship in HRE credit: 2 or 4 Hours.
While employed in approved cooperating organizations, students observe the relationship between HRE and organizational performance. 2 or 4 undergraduate hours. 2 or 4 graduate hours.

HRD 495 Special Study & Investigation credit: 2 or 4 Hours.
Offers opportunity for an individual to study, on or off campus, selected problems, trends, and new developments or to conduct specialized investigations for the improvement of instructional programs in areas related to education and training. 2 or 4 undergraduate hours. 2 or 4 graduate hours. Approved for letter and S/U grading. May be repeated to a maximum of 8 hours.

HRD 501 The Community College credit: 4 Hours.
Same as EOL 573. See EOL 573.

HRD 509 Advanced Theories in HRD credit: 4 Hours.
Provides a reading of advanced texts related to Human Resource Development from a variety of applied social science disciplines. Targeted towards doctoral students in the later stage of their course work who are interested in HRE theory and social science foundations. Prerequisite: HRD 400, HRD 411, HRD 530.

HRD 517 Community College Program Dev credit: 4 Hours.
Synthesizes selected sociological, psychological, and epistemological foundations for curriculum development in education and training; application of theories from fundamental disciplines to practice in existing and emerging curricula involving perceptual and psychomotor learning.

HRD 530 Organization Development credit: 4 Hours.
Addresses the history, concepts, theories, and techniques of Organization Development as applied in Human Resource Education; emphasis on creating, managing, and sustaining system-wide change in public and private organizations; organized around diagnosis, implementation, and evaluation of individual, team, and organization-wide interventions.

HRD 531 Quality Process Improvement credit: 4 Hours.
Examines quality and process improvement philosophies, theories, and strategies as they apply to the practice of professionals in human resource education. Based on a critical analysis of the historical antecedents, theoretical foundations, and empirical research results of Total Quality Management (TQM) and Continuous Process Improvement (CPI), students will be able to apply improvement strategies and evaluate the merits and limitations in public and private settings. Same as EOL 587.

HRD 532 Strategic HRD credit: 2 or 4 Hours.
Study of the theories, research, and applications of strategic human resource development in a variety of organizational settings.

HRD 533 Management of HRD credit: 4 Hours.
Study of management fundamentals related to planning, organizing, staffing, leading, and controlling the HRD function in organizations.

HRD 534 Economics of Human Resources credit: 4 Hours.
Same as LER 545. See LER 545.

HRD 535 Consulting in HRD credit: 4 Hours.
Analysis of key elements of consulting in the human resource development profession. Emphasis is placed on subject matter expertise, consulting skills, marketing, organization, business management, communication, and life/work balance. The course examines both the internal and external consulting practices. Issues of education and training of consultants for work in industry, business, government, and non-profit sectors are covered in detail.

HRD 536 International HRD credit: 4 Hours.
Course is designed to provide insights into international HRD at macro and micro levels. Course will cover: cross-cultural issues in international HRD; design and delivery of international HRD programs; HRD practices and programs in different regions of the world; national HRD programs; expatriate training and training in multinational corporations.

HRD 540 Learning on the Job credit: 4 Hours.
Research and practice suggest that individuals learn most of what they know and can do while on-the-job, not in a corporate classroom or some other formal learning setting. This seminar will provide opportunity to examine the literature on this topic and consider how they also might contribute to the literature through their own research. The seminar will also provide the opportunity to experience how to design a workplace learning system, such as structured on-the-job training. Prerequisite: HRD 400 and HRD 411 or consent of instructor.

HRD 550 Adult & Professional Education credit: 4 Hours.
This course takes a broad look at the philosophy, theory, research, and practice of adult education, along with additional considerations for the development of professionals. The broad perspective includes the social, cultural, and political factors that affect the research, planning, development, and implementation of adult education. You may explore the major adult learning theories, the practice of adult education, and the aims and challenges of professional education that match your scholarly and practical interests.

HRD 572 e-Learning Ecologies credit: 4 Hours.
An examination of emerging environments of e-learning, some setting out to emulate the heritage social relationships and discourses of the classroom, others attempting to create new forms of learning. Aims to push the imaginative boundaries of what might be possible in e-learning environments. Explores the ways in which assessments can be constructed and implemented which are integral to the learning process, with the assistance of today's social networking and other information technologies. Prerequisite: Acceptance into the Master of Education with an emphasis on New Learning and New Literacies program.

HRD 575 Innovation in E-Learning credit: 4 Hours.
Designed to provide an in-depth look at ongoing innovations in Web-based electronic technologies that can be used to deliver e-Learning content and to enhance learning experiences in e-Learning environments. Students will acquire and synthesize advanced content knowledge and critically review research on ongoing innovations that are integrated with targeted content in today's eCommunication and e-Learning environments. Prerequisite: Open to all graduate students.

HRD 580 Disciplined Inquiry in Educa credit: 4 Hours.
Provides an analysis and synthesis of disciplined inquiry in human resource education including an historical perspective, formulation of the research process, and the utilization and communication of research.
HRD 585  Program Evaluation  credit: 4 Hours.
Theory and techniques of evaluation in cognitive, affective, and psychomotor domains at different educational levels and settings; development and analysis of activities and instruments for students and program evaluation, follow-up studies, and interpretation of results for self-evaluation and for administrative decision making.

HRD 590  Seminar for Advanced Students  credit: 0 to 8 Hours.
Seminar open to persons who have been admitted for doctoral study in human resource education. Approved for letter and S/U grading. May be repeated to a maximum of 8 hours.

HRD 591  Field Study & Thesis Seminar  credit: 4 to 8 Hours.
Assists doctoral candidates in planning field studies and thesis problems; students present their studies at each of four stages: (1) the inception, delimitation, tentative design stage; (2) the proposed design stage; (3) the revised design stage; and (4) the final design stage. Students are expected to analyze critically all presentations.

HRD 592  Special Topics in HRE  credit: 4 Hours.
Introduction to significant problems, points of view, and trends in the field; explores significant research relating to organization, content, and techniques. Topics vary; consult Class Schedule for specific section offerings. May be repeated with approval.