

# HRE 400 Overview

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## Office Hours

Instead of holding formal office hours, the instructor and TA will be available via the course Q&A forum, email, and telephone. Any messages posted on the HRE Moodle (i.e. Course Cafe, Tech Issues, Course Announcement, Q&A) will be displayed in public domain. For private matters (such as personal grading and attendance issues), please email the instructor or the TA directly. We always welcome inquiries from students. We also strive to respond to posted messages, emails, or phone calls in a timely manner.

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## Course Description

The primary purpose of this course is to introduce learners to Human Resource Development (HRD), a profession devoted to enhancing the learning and performance of individuals and organizations. HRD takes place in a variety of public and private settings, such as corporations, schools, colleges, government agencies, and not-for-profit organizations. This course provides a systematic overview of the field of HRD, including its definition, history, philosophies, paradigms, theoretical foundations, ethics, and core practices. Emerging trends and issues in the field will be considered.

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## Course Objectives

As a result of readings, lectures, discussions, learning activities, and assignments, students will be able to:

- Define HRD and describe the profession.
- Define key concepts and important terms in HRD.
- Explain the historical evolution of the field and the major trends and issues likely to affect it in the future.
- Discuss core philosophical and theoretical principles related to HRD.
- Discuss and describe core concepts related to training and organizational development.

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## Course Requirements

Students are required to complete the following assignments:

**1. Participation (25%)** Active and vigorous participation in asynchronous and synchronous discussions is an important requirement of the course. Students benefit from online courses to the extent that they actively participate and become engaged in the conversation. For grading purposes, participation will be based on:

a. Synchronous Participation (5%) Attendance at and participation in the synchronous sessions is required. Students should finish the weekly readings and course materials

before the synchronous session. If you cannot attend a session, please notify the instructor and TA via email.

b. **Asynchronous Participation (20%)** A major benefit of online learning is the opportunity to engage in reflective thinking through asynchronous conversations (via the webboard) with other students, the professor, and the TA.

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There will be a "Topic of the Week" forum for each week in the course. One or more discussion questions will be posted by the TA to stimulate the conversation for the week. You are not expected (or required) to merely provide a response to the question. The discussion questions should be seen as a starting point that launches the class into further discussions. Additional questions, answers, and follow-up messages can be posted by anyone in the class.

You should login to the discussion board multiple times each week to participate in the discussion. Generally, messages posted to the board should:

- Contribute something new to the discussion
- Demonstrate reflection and thought
- Quote and/or use individuals' names when referring to previous messages
- Contribute to a friendly, supportive atmosphere
- Be written in a concise manner
- Asynchronous Discussion Reflection Paper.

**2. Group Assignments (15%)** These activities are relatively short, structured tasks that give students the opportunity to learn from each other. In individual learning activities, students seek out new information or resources and share what they discover with others. Group activities involve students gaining greater insight into a topic through sharing and comparing their experiences. There will be three group learning activities that will count equally. Each assignment will be assigned a plus (full credit) or minus (no credit). Assignments receiving a minus can be redone.

**3. Individual Assignments (25%)** Module assignments are designed to give students the opportunity to think more deeply about a specific issue or topic covered in the course. Each will require students to individually prepare and submit a short document.

**4. Final Project (35%)** For the final project, students will be asked to conduct an audit of an HRD department or function to gain a "first-hand-look" at the training and organizational development functions of an organization. This may be a for-profit or not-for-profit, large or small, national or international organization. Students will work as a group to learn about the HRD department or function through interviews, document reviews, site visits, and other means. Students will be asked to report on their findings in four ways:

a. Group project/process plan

b. Group report (10%) Each team will prepare a report summarizing their findings for the class. The presentations will be posted for other students to review and discuss.

c. Presentation (10%) Sharing the HRD audit results will be a crucial part of this course. We will spend the last few synchronous sessions learning from each other through these presentations.

d. Reflection paper (15%) Each student will individually write a 1-2 page (double-spaced) document, summarizing your observations, findings, and conclusions about HRD at the target organization.

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### **Evaluation & Grading Policy**

All learning activities, assignments and projects must be completed and submitted on time. Late assignments will have a negative effect on grades. Scholastic misconduct will result in a failing grade. Every student is expected to abide by the UIUC [Academic Integrity Policy](#). Grading will be criterion-referenced. That is, individuals' grades will depend upon mastery of the material. Grades will be assigned as follows (pluses and minuses will be used).

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 59 and below

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