

HUMAN AND ORGANIZATIONAL DEVELOPMENT, BACHELOR OF ARTS (B.A.)

The B.A. in Human and Organizational Development is a 120-credit-hour program that prepares individuals for a broad range of positions including as human resource development professionals, organizational and employee development professionals, instructional designers or talent development professionals. The program focuses on providing students with the knowledge and skills to plan and develop learning programs and interventions for adult learners using sound pedagogy for teaching adults in a variety of organizational settings. Students will learn to assess and evaluate adult learning and learn to adapt instructional programs based on the needs of the learners as well as the organization. Through comprehensive learning and development experiences in both class settings and a required internship, students will gain an understanding of working with diverse groups of learners. The program will provide opportunities for students to learn skills in developing programs for adult learning and practice them in a professional setting. Graduates of the program will be highly trained professionals capable of planning, developing and evaluating programs for adult learners both in-person and through online delivery formats.

Student learning outcomes

Students will acquire knowledge about discipline-specific and theoretical concepts critical to the development and learning of employees in the workplace. Students will be able to:

- Plan, develop and implement learning and development experiences for adult learners in a variety of settings
- Assess learning needs and evaluate the learning of both students and the organization through learning and development experiences
- Develop learning interventions and assessments appropriate for employees/participants from diverse cultural backgrounds
- Utilize adult learning principles and knowledge of organizational development to create learning and development experiences/interventions for the intended audience
- Use appropriate technology in learning and organizational development curriculum development
- Provide strategy for appropriate learning and development interventions
- Demonstrate project management skills in organizing and managing a learning/development project for adult learners

Curriculum requirements

The B.A. in Human and Organizational Development will require a minimum of 120 credit hours. The program includes a required internship to provide students practical experience through experiential learning activities. The focus of the curriculum is to provide students with the practical courses which will prepare them for positions in human resource development and organizational development in for-profit and nonprofit organizations.

Degree requirements for Human and Organizational Development, Bachelor of Arts (B.A.)

Course	Title	Hours
General education (http://bulletin.vcu.edu/undergraduate/undergraduate-study/general-education-curriculum/)		
Select 12-13 credits from general education foundations and 17-18 credits from areas of inquiry.		30
Major requirements		
• Major core requirements		
ADLT 300	Introduction to Human and Organizational Development	3
ADLT 301	Adult Learning Theory and Practice	3
ADLT 302	Basics of Instructional Design for Adult Learners	3
ADLT 303	Facilitation Skills for Human and Organizational Development	2
ADLT 304	Designing Online Learning for Adult Learners	3
ADLT 400	Developing Intercultural Competencies in the Workplace: Diversity, Inclusion and Equity	3
ADLT 401	Organizational Development and Change	3
ADLT 404	Team Learning and Development	3
ADLT 405	Project Management in Learning and Development	3
ADLT 406	Consulting Skills in Adult Learning Environments	3
ADLT 490	Internship in Human and Organizational Development	3
EDUS 300	School and Society	3
Ancillary requirements		
ECON 203	Introduction to Economics (satisfies general education AOI for global perspectives)	3
INFO 160	Digital Literacy: Computer Concepts, Internet, Digital Devices	1
MASC/INTL 151 or WRLD 203	Global Communications ¹ Cultural Texts and Contexts: ____	3
PSYC 101 Play course video for Introduction to Psychology	Introduction to Psychology	4
SOCY 101 Play course video for Introduction to Sociology	Introduction to Sociology (satisfies general education BOK for social/behavioral sciences and AOI for diversities in the human experience)	3
Foreign language (200-level)		3
Restricted electives (Select 15 credits from the following.)		15
ACCT 202	Accounting for Non-business Majors	
BUSN 323	Legal Environment of Business	
CLED 405	A Survey of Career Counseling	
MGMT 310	Managing People in Organizations	

MGMT 319	Leadership	
MGMT 331	Human Resource Management	
MGMT 403	Human Resource Development	
SEDP 495	Universal Design for Learning and Transition	
STUA XXX Study abroad		
TEDU 552	Methods for Teaching Multilingual Learners	
Open electives		
Select any course.		32
Total Hours		120

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MASC 151/INTL 151 satisfies general education AOI for global perspectives; WRDL 203 satisfies general education BOK for humanities and fine arts and AOI for creative inquiry.

The minimum number of credit hours required for this degree is 120.

Freshman year

Fall semester		Hours
SOCY 101	Introduction to Sociology (satisfies BOK for social/behavioral science and AOI for diversities in the human experience)	3
Play course for video for Introduction to Sociology		
UNIV 111	Focused Inquiry I (satisfies general education UNIV foundations)	3
Play course video for Focused Inquiry I		
Foreign language (101 level) or open elective		4
General education quantitative foundation course (MATH 131 or STAT 208 suggested)		3
Open electives		3
Term Hours:		16

Spring semester

INFO 160	Digital Literacy: Computer Concepts, Internet, Digital Devices	1
UNIV 112	Focused Inquiry II (satisfies general education UNIV foundations)	3
Play course video for Focused Inquiry II		
Foreign language (102 level) or open elective		4
General education course (select BOK for natural sciences)		3
Open electives		3
Term Hours:		14

Sophomore year

Fall semester		Hours
PSYC 101	Introduction to Psychology	4
Play course video for Introduction to Psychology		

UNIV 200	Inquiry and the Craft of Argument (satisfies general education UNIV foundations)	3
Foreign language (200 level if not previously taken)		3
General education course		3
Open elective		3
Term Hours:		16

Spring semester

ECON 203	Introduction to Economics (satisfies general education AOI for global perspectives)	3
MASC 151 or WRDL 203	Global Communications ¹ or Cultural Texts and Contexts: ____ ¹	3
General education course		3
Open electives		6
Term Hours:		15

Junior year

Fall semester

ADLT 300	Introduction to Human and Organizational Development	3
ADLT 301	Adult Learning Theory and Practice	3
ADLT 302	Basics of Instructional Design for Adult Learners	3
EDUS 300	School and Society	3
Restricted elective		3
Term Hours:		15

Spring semester

ADLT 303	Facilitation Skills for Human and Organizational Development	2
ADLT 304	Designing Online Learning for Adult Learners	3
ADLT 400	Developing Intercultural Competencies in the Workplace: Diversity, Inclusion and Equity	3
Restricted elective		3
Open elective		3
Term Hours:		14

Senior year

Fall semester

ADLT 401	Organizational Development and Change	3
ADLT 405	Project Management in Learning and Development	3
ADLT 406	Consulting Skills in Adult Learning Environments	3
Restricted elective		3
Open elective		3
Term Hours:		15

Spring semester

ADLT 404	Team Learning and Development	3
ADLT 490	Internship in Human and Organizational Development	3
Restricted electives		6

Open elective	3
Term Hours:	15
Total Hours:	120

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MASC 151/INTL 151 satisfies general education AOI for global perspectives; WRLD 203 satisfies general education BOK for humanities and fine arts and AOI for creative inquiry.

The minimum number of credit hours required for this degree is 120.

ADLT 300. Introduction to Human and Organizational Development. 3 Hours.

Semester course; 3 lecture hours (delivered in hybrid format). 3 credits. This course is designed to provide students with an overview of the basic theories and concepts of organizational development and human resource development. Students will explore core aspects of the field of HRD including its foundations, basic theories, mission and goals, areas of emphasis, and issues and trends in the field. Students will also explore the definition and history of OD, fundamental theories, and the key steps of the OD process.

ADLT 301. Adult Learning Theory and Practice. 3 Hours.

Semester course; 3 lecture hours (delivered in hybrid format). 3 credits. This course provides an overview of learning and development in adulthood, beginning with the historical development of the field and its philosophical underpinnings. Concepts, models, theories and research in the field of adult learning will be addressed, with an emphasis on practical application of adult learning principles. The psychological and social aspects of adult learning are also addressed, as well as the effects of age on learning and motivations for learning.

ADLT 302. Basics of Instructional Design for Adult Learners. 3 Hours.

Semester course; 3 lecture hours (delivered in hybrid format). 3 credits. Instructional design has been described as the process used to design, implement and evaluate learning solutions for adults. This course provides an overview of the instructional design process, including how to assess the needs of an organization, build a learning product that relates to the identified needs and how to evaluate how well the learning solution addresses those needs. Modern instructional design models and frameworks will be discussed, with an emphasis on practical application. This course will be especially helpful for those that work, or plan to work, to support and improve the learning in their organizations.

ADLT 303. Facilitation Skills for Human and Organizational Development. 2 Hours.

Semester course; 2 lecture hours (delivered in hybrid format). 2 credits. This course provides an overview of the knowledge and skills necessary to facilitate and deliver professional presentations and group meetings in various settings. Participants will learn the basics of workshop and group facilitation, including how to plan for the session and how to select appropriate support materials. Participants will also identify effective methods for the facilitation of workshops, in-person meetings and virtual meetings. Instruction will involve dynamic group exercises, experiential role-plays and mini lectures, with a key emphasis on practicing and experiencing facilitation in a variety of settings.

ADLT 304. Designing Online Learning for Adult Learners. 3 Hours.

Semester course; 3 lecture hours (delivered in hybrid format). 3 credits. Learning in an online environment is different when compared to learning in a face-to-face classroom environment. Online education can pose a variety of special challenges for both the students and the instructors, but it can also provide completely different opportunities to engage, collaborate and learn. This course is designed to provide an overview of how to design instruction for the unique needs of adult online learners. Participants will examine online teaching strategies and instructional design practices, as well as discover methods that can lead to online learning success, while developing an appreciation for how adult learning theory can inform effective online instruction.

ADLT 400. Developing Intercultural Competencies in the Workplace: Diversity, Inclusion and Equity. 3 Hours.

Semester course; 3 lecture hours (delivered in hybrid format). 3 credits. This course is designed to explore the intersection of personal and professional identity as it relates to workplace culture, climate and working relationships. Ultimately, it seeks to aid in the development and understanding of concepts and theories that underpin people relations in professional spaces. Throughout the course students are exposed to various theories and frameworks that situate social identity within larger social structures using the lens of sociological and psychological constructs. In an effort to enhance this understanding, students can expect to explore concepts and theories such as cultural competence, feedback, social cognitive career theory, organizational culture and social identity theory. Additionally, students will begin to contextualize prejudice and oppression and consider how they have operated historically in the workplace and continue to manifest within various social systems. The course intentionally focuses on issues of diversity, inclusion, cultural competence and equity. It is designed to prepare students to be knowledgeable of biases based on social identities (race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, ability status, etc.) and how each of these contributes to experiences in the workplace.

ADLT 401. Organizational Development and Change. 3 Hours.

Semester course; 3 lecture hours (delivered in hybrid format). 3 credits. This course offers a practical and realistic approach to the study of organizational development from the standpoint of its relationship to an overall program of change. While it introduces theoretical and historical foundations of the field, it uses a conceptual framework for understanding the relevant issues in OD coupled with an experiential learning approach which focuses on the development of interpersonal skills that can be applied to life and future job situations. Students will be able to readily experience OD through the use of concepts, theories, illustrations and company examples that show how OD is applied. By engaging in this deeper involvement in the learning process, a lasting impact and/or meaning should be produced, which will result in improved skill and performance.

ADLT 402. How Adults Learn. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Overview of the adult as a learner. Topics include how and what adults learn, why adults participate in learning and major barriers to learning for adults. Implications for teachers/trainers of adults are explored.

ADLT 404. Team Learning and Development. 3 Hours.

Semester course; 3 lecture hours (delivered in hybrid format). 3 credits. This course will explore basic issues and dilemmas fundamental to all groups, such as leadership, mission, goals, group member roles, stages of group development and issues in team performance. The course provides opportunities for learners to examine personal roles and contributions to groups through team assignments. Through an examination of group theory, models and practices, students will explore the nature of intragroup and intergroup behavior, along with the often unconscious processes that occur in the group-as-a-whole.

ADLT 405. Project Management in Learning and Development. 3 Hours.

Semester course; 3 lecture hours (delivered in hybrid format). 3 credits. This course focuses on a holistic and realistic sociotechnical view of project management, meaning that it encompasses both the technical and sociocultural dimensions of project management and how they interact to determine the fate of projects. It is framed through the lens of application for the learning and development field where emphasis is not only on how the management process works, but also on why it works. Throughout this course, students will learn practical techniques for rolling out performance improvement solutions through learning and development that solve a business problem. This course will also give a comprehensive and integrative understanding of the project management process which will be useful for those at any level of an organization assigned to work on projects.

ADLT 406. Consulting Skills in Adult Learning Environments. 3 Hours.

Semester course; 3 lecture hours (delivered in hybrid format). 3 credits. This course is an introduction to the concepts, methods and skills required for effective process consultation, or helping, in a variety of adult learning environments including for-profit and nonprofit organizations, higher education, government and other community-based settings in which the adult educator is attempting to effect change. As such, this is a course in developing influencing skills. Implicit in the process consultation model is the assumption that all organizational problems are problems involving human interactions. No matter what technical, financial or structural problems are involved, humans are always involved in managing and implementing the solutions proposed for change strategies. Therefore, understanding human processes and the necessary requirements for change to occur are essential aspects of consulting.

ADLT 490. Internship in Human and Organizational Development. 3 Hours.

Semester course; 3 field experience hours. 3 credits. Enrollment is restricted to student who have completed a minimum of 21 hours of 300-level ADLT courses course work from the B.A. in Human and Organizational Development core and with approval of the adviser. This course should be taken during the senior year of the program, or after 21 hours of study within the major, to ensure students have the background and experience to be successful during the internship. This program is designed to offer experiential learning activities in an off-campus environment. Ideal activities for an internship experience provide the student with an opportunity to explore human resource development career interests, while making lived connections between academic theory and practical application in a work environment. Proposed internship activities must first be discussed and approved by the academic adviser, and then completed under the guidance of an on-site supervisor and the faculty sponsor of this course. A minimum of 125 clock hours of learning activities are required.