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### Organizational Learning, Innovation, and Development

The School of Education offers a Master of Science in Education (M.S.Ed.) in Organizational Learning, Innovation, and Development (OLID). Those pursuing the M.S.Ed. must select one concentration among the following options: (1) Human Resource Development (HRD), (2) Learning and Performance Technology (LPT), and (3) Workforce Training and Development (WTD).

#### Admission

Applicants for graduate programs must submit admission forms for both the Graduate School and the Organizational Learning, Innovation, and Development (OLID) program at the School of Education.

General requirements for admission to graduate programs are within the Admission Policies, Requirements, and Procedures tab. In all cases, applicants are screened by a selection and review committee comprised of the faculty of OLID on the basis of prior undergraduate and graduate work, grade point average, standardized test scores, work/professional experience, and letters of recommendation as needed. The committee may recommend admission for candidates with specific academic deficiencies if, in its opinion, a candidate's application materials demonstrate unusual professional promise.

Application materials may be obtained by addressing a request to the: Coordinator of Graduate Studies, School of Education, Southern Illinois University, Carbondale, IL 62901, or from the program website at [siu.edu](http://siu.edu). All programs require a nonrefundable \$65 application fee that must be submitted with the application for Admissions to Graduate Study in Organizational Learning, Innovation, and Development. Applicants may pay this fee by credit card. More information about the program may be obtained on the program website, or by contacting the School of Education at 618-453-2415.

### Master of Science in Education (M.S.Ed.) in Organizational Learning, Innovation, and Development

The Master of Science in Education degree in Organizational Learning, Innovation, and Development requires the completion of a minimum of 30 credit hours of course work. At least 15 of the required credit hours must be at the 500 level and taken at SIU Carbondale. The student must also meet OLID course requirements and research requirements. No more than six credit hours earned at another nationally accredited institution may be accepted toward this degree. All transfer credits must be approved by the Coordinator of Graduate Studies.

#### Admission and Retention

Admission to the master's program requires:

- A 2.7 GPA or better (A=4.00) on the entire last undergraduate GPA earned at the time of application.
- A career goal consistent with the mission of the program.
- A TOEFL score of at least 550 (220 computerized score) that is no more than 2 years old for international students.
- Relevant professional or technical experience (at least two years is recommended), OR
- Recommendation of the faculty in the concentration.

Students must maintain an overall 3.0 graduate GPA to be retained in the master's program. The progress of each student is reviewed periodically. Students who do not make satisfactory progress, or who violate the regulations of the program, school, or University, may be dropped from the program.

## Program Requirement

The Master of Science in Education degree majoring in Organizational Learning, Innovation & Development (OLID) offers three concentrations: (1) Human Resource Development (HRD), (2) Learning and Performance Technology (LPT), and (3) Workforce Training and Development (WTD).

The degree prepares professionals who use research-based and industry best practices to create effective learning/training to improve performance in military, business corporations, healthcare, industry, government and educational institutions at all levels, as well as training development and administrative roles. Competencies developed include those employed in online learning, learning within emerging technologies (e.g., artificial intelligence, virtual reality, games and simulations), as well as content/learning management systems for corporate and military training.

Focus is on the principles and techniques of human resource, career planning, organizational development, training development, problem-solving, human performance improvement, creation of online learning artifacts and media resources through the analysis, design, development, implementation, evaluation, and management of training and learning system resources, as well as emerging technologies. Opportunities for internship, workshop, practicum, as well as independent research or readings are available. All three OLID concentrations (HRD, LPT, and WTD) can be completed online. Also, the concentration in Learning and Performance Technology (LPT) can be completed by taking in-person classes.

A minimum total of 30 credit hours (ten courses) is required to complete the Master's degree without thesis. A minimum grade point average of 3.0 is required for graduation with M.S.Ed. in the OLID program.

Two post-baccalaureate certificates in: (1) Learning and Performance and Technology (LPT) and (2) Online Learning (OL) are also available.

### Human Resource Development Concentration (30 credit hours)

- OLID 500: Foundations: Instructional Design, Training and Performance
- OLID 501: Design and Delivery of Online Learning
- OLID 520: Adult Education, Learning & Development
- ERES 531: Implementation & Assessment of Program Evaluation
- OLID 522: Career Planning and Development
- OLID 523: Theory and Practice of Human Resource Development
- OLID 524: Organizational Development
- OLID 525: Strategic Human Resource Development
- OLID 526: Emerging Trends in Human Resource Development
- OLID 527: Workforce Diversity and Inclusion

### Learning and Performance Technology Concentration (30 credit hours)

CORE (9 credit hours)

- OLID 500: Foundations: Instructional Design, Training and Performance
- OLID 501: Design and Delivery of Online Learning
- OLID 520: Adult Education Learning & Development  
or OLID 512: Instructional Design Methods (\*)

CAPSTONE (3 credit hours)

- OLID 506: Learning Performance & Project Management

ELECTIVES (18 credit hours)

- OLID 502: Interactive Media for Learning
- OLID 503: Universal Design & Accessibility
- OLID 504: App Design & Task Analysis
- OLID 505: Usability & Problem Solving with AI
- OLID 507: Online Content Management
- OLID 508: Content Development with AI
- OLID 509: Emerging Technologies Research Studio
- OLID 510: AI-Accelerated Expertise Development
- OLID 511: Story-Based Learning & Gamification

- OLID 512: Instructional Design Methods

Students who take OLID 512 as part of the LPT core cannot count OLID 512 as an LPT elective.

### **Workforce Training and Development Concentration (30 credit hours)**

- OLID 500: Foundations: Instructional Design, Training and Performance
- OLID 501: Design and Delivery of Online Learning
- OLID 520: Adult Education, Learning & Development
- ERES 531: Implementation & Assessment of Program Evaluation
- OLID 528: Occupational Analysis and Performance Development
- OLID 529: Needs Assessment for Workforce Development Professionals
- OLID 530: Digital Instructional and Training Materials
- ERES 532: Evaluating Learner Performance
- OLID 532: Training Systems Development
- OLID 533: Administration and Supervision

## **Certificates**

Two post-baccalaureate certificates in: (1) Learning and Performance and Technology (LPT) and (2) Online Learning (OL) are also available. The certificates require 15 credit hours (5 courses) to complete and serve as partial completion towards the master's degree (additional 15 credit hours).

### **Certificate in Learning and Performance Technology (15 credit hours)**

OLID 500: Foundations: Instructional Design, Training and Performance

ELECTIVES (Any 4 courses):

OLID 502: Interactive Media for Learning

OLID 503: Universal Design & Accessibility

OLID 505: Usability and Problem Solving with AI

OLID 507: Online Content Management

OLID 512: Instructional Design Methods

### **Certificate in Online Learning (15 credit hours)**

OLID 500: Foundations: Instructional Design, Training and Performance

ELECTIVES (Any 4 courses):

OLID 501: Design and Delivery of Online Learning

OLID 502: Interactive Media for Learning

OLID 503: Universal Design & Accessibility

OLID 505: Usability and Problem Solving with AI

OLID 511: Story-Based Learning & Gamification

## **Organizational Learning, Innovation, and Development Courses**

**OLID472 - Organizing Cooperative Education** Introduction to cooperative education including history, rational, legislation, goals and objectives. Programming, public relations and evaluation of cooperative education. Introduction of student selection and management of cooperative education programs. Fulfills three semester hours of six required for State of Illinois certification. Restricted to OLID majors or consent of program. Credit Hours: 3

**OLID473 - Coordinating Cooperative Education** Competencies required for coordination of cooperative education programs. Selection and maintenance of training stations, student placement, related instruction and program management. Fulfills the remaining three semester hours required for State of Illinois Certification. Restricted to OLID majors or consent of program. Credit Hours: 3

**OLID500 - Foundations: Instructional Design, Training and Performance** Inducts students into the profession and community of practice by providing an overview, historical development, and professional organizations of the fields of Instructional Design & Technology, Human Performance Technology, and Learning Engineering. Includes performance problem identification, distinction between skill/knowledge deficits and other performance problems, model of expertise, rationale for instructional solutions, trends and issues, and research directions in the fields. Students will be introduced to the impact of disruptive AI technologies and its effects on instructional design processes, technology-enhanced learning, and ethics in the workplace. Credit Hours: 3

**OLID501 - Design and Delivery of Online Learning** Investigates online learning in both higher education and corporate training contexts. The course draws upon the tradition of distance education in covering the design, delivery, and evaluation of online and blended learning in higher education, corporations and organizations. Students will be introduced to the use of disruptive AI technologies in design and analysis. Credit Hours: 3

**OLID502 - Interactive Media for Learning** An introduction to the evaluation, design, and development of interactive instructional media. The instructional methods of Tutorial, Drill and Practice, Simulation and Educational Games are covered. Learning theories and design aesthetics are included. Projects include designing, developing, and use-testing interactive media for learning projects. Students will be introduced to the use of disruptive AI technologies in design and analysis. Credit Hours: 3

**OLID503 - Universal Design & Accessibility** This course surveys the foundation and principles of Universal Design. It further explores the use of learning and performance technologies to create accessible learning environments in diverse contexts, including disruptive AI technologies and their implications. Credit Hours: 3

**OLID504 - App Design & Task Analysis** This is an integrated course on the principles and processes of task analysis and app design and development. It covers the fundamentals of task analysis in learning and instruction in diverse contexts and sets up the stage for participants to develop app-based solutions for field experiments and assessments. Students will be introduced to the use of disruptive AI technologies in design and analysis. Credit Hours: 3

**OLID505 - Usability and Problem Solving with AI** This course focuses on understanding the importance of usability and user experience (UX) in meeting the needs of users when designing for diverse learning/training environments. Thinking like a designer (i.e., design thinking) is an important mindset to problem solve and design new learning/training approaches; especially when disruptive technologies (such as AI, ChatGPT) challenge the processes of learning, training, and performance evaluation. Students will use AI tools in designing curriculum for learning/training, usability testing, and problem solving in the workplace. Credit Hours: 3

**OLID506 - Learning Performance & Project Management** This Capstone course applies theories and methods of instructional design, adult learning, and human performance to solve organizational learning problems. Students will learn to communicate effectively with clients and subject matter experts, to manage projects, and to collaborate with team members in designing and evaluating training initiatives. Students will be introduced to the use of disruptive AI technologies in design and analysis. Restricted to consent of instructor. Credit Hours: 3

**OLID507 - Online Content Management** Course covers both Content Management Systems (CMS) and Learning Management Systems (LMS) for the remote management and delivery of online media and resources for military, higher education, business and industrial training and e-learning purposes. Students will setup and manage client-based CMS and LMS services for online delivery of learning media resources. Credit Hours: 3

**OLID508 - Content Development with AI** Disruptive technologies (such as AI, ChatGPT) have challenged the processes of instructional design and learning/training development in the workplace and learning organizations. Students will explore the use of AI tools as design assistants to design instructional contents, and media development for the workplace and education. The ?Design Studio? approach affords students the opportunity to critique one another?s creative thinking process in the design and development of media/video-based learning resources. Credit Hours: 3-6

**OLID509 - Emerging Technologies Research Studio** Instructional designers are often required to evaluate emerging technologies. The "Research Studio" allows students to explore/research the effects of appropriate emerging technologies to enhance learning. Students conduct experiments, collect user data, reflect on the learning experience and report on the effects of the technology. Prerequisite: OLID 508 with a grade of B- or better or consent of instructor. Credit Hours: 3

**OLID510 - AI-Accelerated Expertise Development** This course explores the foundations of human expertise development with instructional technology. Disruptive technologies (such as AI, ChatGPT) have challenged the processes of human expertise development in the traditional sense. Such technologies can improve human performance and accelerate expertise development for the workplace, ranging from military, healthcare, industries, and business learning organizations. Students will use AI tools to design and refine learning programs and curriculum to accelerate human expertise development. Credit Hours: 3

**OLID511 - Story-Based Learning & Gamification** This course covers the foundations and trends about games, game mechanics, and gamification in online learning. Students design scripts and create interactive narratives to engage learners in an immersive online story-based learning environment. Credit Hours: 3

**OLID512 - Instructional Design Methods** Course focus is on adult learning principles, as well as instructional design and development models in the field. The relationship of learning, training and motivation are discussed in the context of designing effective instructional strategies appropriate in workplaces and education, including the military, business industry and higher education. Students will explore the impacts of disruptive technology (e.g., AI tools, ChatGPT) on ID methods and the ethics for learning and training. Credit Hours: 3

**OLID520 - Adult Education, Learning & Development** This course serves as a foundation to the field of adult education and provides an overview of adult education theory and practice. Students will learn the importance of adult learning and development considering theories, models of adult cognitive and psychological development. Upon completion of this course, students will be able to facilitate learning in an adult learning environment. Credit Hours: 3

**OLID521 - Program Assessment & Evaluation** Evaluation systems and activities for evaluating training programs. Application of research methods and data analysis in the human resource, performance, and learning/training development process, with concentration on assessing trainee reaction and planned action, learning, skill, business impact and return on training investment. Credit Hours: 3

**OLID522 - Career Planning and Development** This course provides an overview of the major theories related to career choice and development. Theories, models, techniques, and resources relevant to decision making and assessment will be discussed. Students will learn how to utilize these theories as a platform for meaningful career planning and development within the workforce. Credit Hours: 3

**OLID523 - Theories and Practice of Human Resource Development** Overview of the theoretical frameworks and practices related to human resource development in organization. Students will develop a training program from the initial stage to completion. Topics include how various bodies of knowledge contribute to HRD theory and practice, the application of human resource development within the workplace with regards to: employee socialization and orientation, coaching and performance management, employee wellness and counseling, career management and development, organization development and change, HRD and Diversity. Restricted to OLID graduate students or consent of program. Credit Hours: 3

**OLID524 - Organizational Development** This course discusses organizational development principles from theoretical and practical perspectives. Strategic implications of organizational change, processes, tools, and techniques used for organizational performance and change management are covered. Cost and value implications of change interventions and leading practices in learning organizations and continuous improvement are also included. Students will explore topics such as leadership, governance, communication, and human resource systems that influence change. Students will also be introduced to the use of disruptive technologies (such as AI, ChatGPT) in planning the organizational change for the organizations of students' interests. Credit Hours: 3

**OLID525 - Strategic Human Resource Development** This course provides students with the knowledge needed to develop as organizational leaders. It prepares students with essential skills required to

strategically develop and execute efficient human resource. Students will gain insights into various concepts, including human resource decision- making, training and development, workforce planning, and human resource development strategies. Students will develop the capability to effectively lead and manage human resources in a dynamic organizational environment. Credit Hours: 3

**OLID526 - Emerging Trends in Human Resource Development** Examination of current topics and research issues in the field of Human Resource Development not covered in other regularly scheduled courses. Emphasis will be on recent and present issues in the field, with topics and discussions focused on links between research and practice. Restricted to OLID graduate students or consent of program. Credit Hours: 3

**OLID527 - Workforce Diversity and Inclusion** This course provides an overview of issues pertaining to diversity and inclusion within the workplace. Students will learn the concept of diversity as well as issues and challenges of diversity in the workplace. Students will learn to create an environment that capitalizes on creativity and develop effective leadership skills to oversee a diverse workforce. Upon completion of this course, students will be able to apply the concepts, theories, and practices learned with the goal of promoting diversity and inclusion within the workplace. Credit Hours: 3

**OLID528 - Occupational Analysis and Performance Development** System approach to training development. Includes analyzing occupations, specifying objectives, and developing curriculum. Restricted to OLID graduate students or consent of program. Credit Hours: 3

**OLID529 - Needs Assessment for Workforce Development Professionals** This course offers comprehensive coverage of the knowledge and skills needed to develop and conduct needs assessments and to analyze, interpret, and communicate results to clients and organizations. This course uses a variety of real-world examples to connect major theories and models to effective principles for practice. Students will be introduced to the use of disruptive technologies (such as AI, ChatGPT) in conducting needs assessment for the organizations of students' interests. Credit Hours: 3

**OLID530 - Digital Instructional and Training Materials** This course introduces students the evidence-based principles of e-learning to the design, development, and selection of digital instructional and training materials. This course goes beyond instructional design advice, providing actionable ideas and multimedia examples based on recent research findings. Students will learn how to put evidence into practice, with proven e-learning design and development guidelines. Students will also be introduced to the use of disruptive technologies (such as AI, ChatGPT) in applying evidence regarding how best to leverage collaborative workplace learning. Credit Hours: 3

**OLID531 - Program Evaluation and Performance Measurement** It offers a conceptual and practical introduction to program evaluation and performance measurement for public and non-profit organizations. The content covers the performance measurement cycle in organizations, which includes: strategic planning and resource allocation; program and policy design; implementation and management; and the assessment and reporting of results. Credit Hours: 3

**OLID532 - Training Systems Development** Knowledge and application of administration principles and management techniques for developing and evaluating organizational training programs. Restricted to OLID graduate students or consent of program. Credit Hours: 3

**OLID533 - Administration and Supervision** Nature, function, and techniques of administration and supervision of education for work programs at all levels. Restricted to OLID graduate students or consent of program. Credit Hours: 3

**OLID550 - Topical Seminar: Instructional Technology** Graduate level seminar that involves the study of special problems and related research associated with practical learning situations. Problems available for critiquing and analyzing are the following: Instructional Technology and Human Performance Technology. Maximum six hours towards a Master's degree. Permission: Special Approval by Instructor. Credit Hours: 3-6

**OLID552 - Independent Research: Instructional Technology** Selection, investigation and writing of a research topic under the personal supervision of the instructor. Maximum three hours toward a Master's degree. Permission: Special approval by instructor. Credit Hours: 3

**OLID553 - Practicum: Instructional Technology** Practical application of advanced theory, professional consultation or attachment, program development implementation and evaluation in federal or learning organizations, centers of learning and research, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. Maximum nine hours toward a Master's degree. Permission: Special approval by instructor. Credit Hours: 3-9

**OLID554 - Internship: Instructional Technology** Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating learning organization or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. Maximum eight hours toward a Ph.D. or specialist degree. Permission: Special approval by instructor. Credit Hours: 3-8

**OLID555 - Workshop: Instructional Technology** Critical evaluation of innovative programs and practices. Students will be acquainted with the theories, practice, and methods of implementing new instructional technologies into practices. Maximum of six hours toward a master's degree. Permission: Special approval by instructor. Credit Hours: 3-6

**OLID590N - Independent Readings: Instructional Technology** Directed readings in literature and research. Maximum three hours toward a Master's degree. Permission: Special approval by instructor. Credit Hours: 3

**OLID593N - Independent Research: Instructional Technology** Selection, investigation and writing of a research topic under the personal supervision of the instructor. Maximum three hours toward a Master's degree. Permission: Special approval by instructor. Credit Hours: 3

**OLID597A - Doctoral Seminar in Organizational Learning, Innovation, and Development** Designed to provide doctoral students the opportunity to discuss trends, issues, and requirement of job application, teaching, research, publication, and professional practice in the field. Restricted to doctoral students in OLID or consent of program. Credit Hours: 1-3

**OLID599 - Thesis** Restricted to OLID majors or consent of program. Credit Hours: 3-6

**OLID600 - Dissertation** Restricted to OLID majors or consent of program. Credit Hours: 1-12

**OLID601 - Continuing Enrollment** For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis, or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis, or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Restricted to OLID majors or consent of program. Credit Hours: 1

**OLID699 - Postdoctoral Research** Must be a Postdoctoral Fellow. Concurrent enrollment in any other course is not permitted. Restricted to OLID majors or consent of program. Credit Hours: 1

## Organizational Learning, Innovation, and Development Faculty

**Al-Asfour, Ahmed**, Associate Professor, Educational Leadership, Ed.D., University of Wyoming, 2014, 2020. Qualitative research methods, developmental & organizational leadership, human resource development & management, and higher education student affairs & administration.

**Bu, Lingguo**, Professor, Mathematics Education, Ph.D., Florida State University, 2008; 2008. Modeling, instructional design, and curricular development in STEM education.

**Fadde, Peter J.**, Professor, Instructional Research and Design, Ph.D., Purdue University, 2002; 2003. Online and blended learning, interactive multimedia, expert performance.

**Hunter, Yvonne**, Associate Professor, Ph.D., University of South Florida, 2012; 2015. Adult education emphasis in human resource development.

**Loh, Christian Sebastian**, Professor, Instructional Technology, Ph.D., University of Georgia, 2004; 2004. Serious games analytics (SGA) and Artificial Intelligence (AI) for expertise development, performance improvement & assessment.

**Zhong, Lin**, Associate Professor, Ph.D., University of Southern Mississippi, 2015; 2016. Instructional technology; instructional design; multimedia platforms; digital leadership; digital technology.

## **Emeriti Faculty**

**Anderson, Marcia**, Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1975; 1970.

**Bailey, Larry J.**, Professor, Emeritus, Ed.D., University of Illinois, 1968; 1969.

**Bortz, Richard F.**, Professor, Emeritus, Ph.D., University of Minnesota, 1967; 1977.

**Buila, Theodore**, Associate Professor, Emeritus, Ph.D., Cornell University, Ithaca, NY, 1968; 1968.

**Gooch, Bill G.**, Professor, Emeritus, Ed.D., University of Tennessee, 1973; 1973.

**Hagler, Barbara**, Professor, Emerita, Ph.D., Arizona State University, 1991; 1987.

**Putnam, Alvin R.**, Associate Professor, Emeritus, Ed.D., Oklahoma State University, 1978; 1997.

**Reneau, Fred W.**, Professor, Emeritus, Ed.D., Virginia Polytechnic Institute and State University, 1979; 1979.

**Ridley, Samantha Sue**, Assistant Professor, Emerita, M.S., Southern Illinois University Carbondale, 1959; 1964.

**Rosenbarger, Maxine**, Associate Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1970; 1973.

**Shields, Bill**, Assistant Professor, Emeritus, M.S., Southern Illinois University, 1962. 1962.

**Stadt, Ronald W.**, Professor, Emeritus, Ed.D., University of Illinois, 1962; 1967.

**Stitt, Thomas R.**, Professor, Emeritus, Ph.D., Ohio State University, 1967; 1967.

**Sullivan, James A.**, Professor, Emeritus, Ed.D., West Virginia University, 1967; 1968.

**Washburn, John S.**, Professor, Emeritus, Ed.D., University of Illinois, 1977; 1986.

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