ADULT HIGHER EDUCATION (AHED)

AHED 505. Higher Education in the 21st Century. 3 Hours.
The course presents an overview of the status of American higher education, specifically examining the social, political, and economic forces challenging institutions. Finance, federal and state governance, student demographics, curricular changes and academic leadership are key points of study.

AHED 508. Student Services Administration in Higher Education. 3 Hours.
This course is designed as an introduction to the roles, functions, and skills necessary for college student personnel professionals. Students will learn the theory and practices relative to the three basic approaches to the profession: counseling, student development, and organizational leadership. A cursory history of the profession will also be included, as well as current trends and issues.

AHED 513. Overview of Human Resource Development. 3 Hours.
This course is an introduction and overview to the discipline of Human Resource Development. The course addresses the processes of planning and implementing organizational training systems, assessing educational and developmental needs of employees, and examines the various applications of the HRD field used to enhance employee performance.

AHED 514. Workforce Training and Development. 3 Hours.
This is an overview of training and development processes and methods used in organizations to improve individual and organizational performance. Specific topics include the role and competencies of the training specialist, methods of conducting needs assessment and task analysis, adult learning and course design principles, delivery methods, evaluating training, and other developmental activities appropriate for the contemporary for-profit and non-profit work organization.

AHED 515. Organization Development. 3 Hours.
The field of Organization Development is one of three primary functions of the discipline of Human Resource Development, which is a focus area for the AHED program. This course presents an overview of how planned behavioral and socio-technical interventions, at the macro and micro levels, can improve the effectiveness of an organization as a whole. The role of the HRD professional, acting as change agent or facilitator, will be emphasized. Theoretical foundations and practical change strategies used in an OD process will be studied. Prerequisite: Graduate standing.

AHED 520. Professions and Practices in Adult and Higher Education. 3 Hours.
This course provides students a survey of the major dimensions of the field of adult education, an overview of its goals and purposes, constituencies, providers and agencies within the United States, and major figures that have contributed to the research and practice in the field. The course will explore the status of the profession in the United States and the interrelationship of adult education and the contemporary higher education area.

AHED 526. Adult Learning and Development. 3 Hours.
This course focuses on adult learning theories and principles, characteristics of adults as learners, phases of the adult life and factors that influence the development of adults, particularly the cognitive and emotional. Various types of learning models are addressed, such as formal, incidental, informal and self-directed. Students also analyze learning styles, and the adult’s motivation for learning. Prerequisite: Graduate standing.

AHED 527. Program Planning in Adult Education. 3 Hours.
This course examines the principles and procedures in program planning for adult education forums, such as comprehensive training sessions, conferences, and symposiums. Students will be introduced to various models and theories for planning, current trends and issues, and skill areas including context analysis, budget planning, project management, ethical considerations, and program evaluation.

AHED 528. Instructional Design and Methodology. 4 Hours.
This course examines the principles and best practices of designing instruction for adult learners and methods to deliver content. Specific topics include lesson planning, content sequence, selection and use of methods, practices for the diverse classroom, platform skills for the teacher of adults, motivational techniques, and creating instructional materials for a variety of contexts. The course will cover traditional methods of instruction, as well as innovative approaches.

AHED 530. Needs Assessment and Evaluation. 3 Hours.
This course is segmented into two parts. Part I covers the models, theories and techniques applied in assessing an organization’s educational/ developmental needs to promote effective planning of employee development. Part II addresses how program goals and objectives may be evaluated from the broad organizational perspective down to the individual assessment of learning and change. Prerequisite: graduate standing.

AHED 532. Transformational Leadership and Human Relations. 3 Hours.
The course facilitates development of self, organization, and community through enactment of adult learning theory as it relates to transformational leadership values. The scope of study includes analysis of classic and current transformational leadership theory and the development and implementation of leadership and change projects: (1) self-study and (2) site study. Human relations skills are included as foundation to effective leadership and facilitating change in organizations. Areas of impact include higher education, adult education, healthcare, non-profit, faith-based organizations, local and state government, civil service, and other public and private organizations and agencies that function within dynamic settings requiring effective engagement of human and technological resources. This course is cross-listed with ITED 532. Prerequisite: graduate standing.
AHED 588. Practicum in Adult/Higher Education (EL). 1 Hour.
This graduate capstone is a project-based course in which students design, develop and deliver a significant educational/training session to adult learners in an authentic context. This course is entirely independent in nature and highly experiential. An internship may also be arranged as a practicum, with inclusion of design/delivery of one instructional session for an adult audience. The student is expected to synthesize connections between the teaching experience and academic field of study.

AHED 589. Ind Study in AHED. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary.

AHED 590. Capstone Portfolio I. 1 Hour.
This course aids the student in developing an educational portfolio as part of the program's capstone assignments. The goals and benefits of portfolios will be addressed, as well as the overall framework and components. Specific topics include selection and annotation of artifacts, reflection on development and progress throughout the graduate program, and how the student demonstrates the program's outcomes. Prerequisite: Adult and Higher Education major. Typically offered Fall/Spring. Cross-listed with IS 590. Credit for both AHED 590 and IS 590 will not be awarded.

AHED 597. Special Topics. 3 Hours.
This course is designed to teach students about interpersonal communication, application of theoretical concepts to the analysis of interpersonal interactions, become aware of individual strengths and weaknesses when functioning in interpersonal contexts, and to develop skills for more effective interpersonal relationships. Prerequisite: Graduate standing.