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. 3 Hours.
This course examines the principles and 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, learning needs and styles, motivational factors, and creating materials for a variety of contexts. Traditional methods, as well as innovative approaches, for education/training will be addressed.

AHED 588. Graduate Capstone: Teaching/Training Symposium. 3 Hours.
As the program capstone course, students perform all aspects of designing and teaching adults in a field-based venue on two different occasions. Students are expected to apply the adult learning theories, concepts, and teaching methodology they have learned throughout the program and are assessed on several dimensions per an evaluation rubric. An internship may also be used for the practicum within an educational setting such as university/community college or for-profit or non-profit organization with an educational function.

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

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.