

# Rehabilitation, Human Resources and Communication Disorders (RHRC)

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Rehabilitation, Human Resources and Communication Disorders website  
(<http://rhrc.uark.edu/>)

## Degrees Conferred:

M.Ed., Ed.D. in Adult and Lifelong Learning (<http://catalog.uark.edu/graduatecatalog/programsofstudy/adultandlifelonglearning/>) (ADLL)  
M.Ed. in Community College Leadership (<http://catalog.uark.edu/graduatecatalog/programsofstudy/communitycolleageleadershipccle/>) (CCLE)  
M.Ed., Ed.D. in Higher Education (<http://catalog.uark.edu/graduatecatalog/programsofstudy/highereducation/>) (HIED)  
M.Ed., Ed.D. in Human Resource and Workforce Development (<http://catalog.uark.edu/graduatecatalog/programsofstudy/humanresourceandworkforcedevelopmenteducation/>) (HRWD)  
M.S. in Communication Sciences and Disorders (<http://catalog.uark.edu/graduatecatalog/programsofstudy/communicationdisorderscdis/>) (CDIS)  
M.S. in Counseling (<http://catalog.uark.edu/graduatecatalog/programsofstudy/counseloreducation/>) (CNSL)  
Ph.D. in Counselor Education (<http://catalog.uark.edu/graduatecatalog/programsofstudy/counseloreducation/>) (CNEDE)  
Ph.D. in Educational Statistics and Research Methods (<http://catalog.uark.edu/graduatecatalog/programsofstudy/educationalstatisticsandresearchmethodsesrm/>) (ESRM)

## Certificates Offered (non-degree)

Advanced School-Based Speech Language Pathology (<http://catalog.uark.edu/graduatecatalog/certificates/speechlanguagepathology/>) (ASLPMC)  
Educational Measurement (<http://catalog.uark.edu/graduatecatalog/programsofstudy/educationalstatisticsandresearchmethodsesrm/>) (EDMEMC)  
Educational Program Evaluation (<http://catalog.uark.edu/graduatecatalog/programsofstudy/educationalstatisticsandresearchmethodsesrm/>) (EDEVMC)  
Educational Psychology (<http://catalog.uark.edu/graduatecatalog/programsofstudy/educationalstatisticsandresearchmethodsesrm/>) (EDPSMC)  
Educational Statistics and Research Methods (<http://catalog.uark.edu/graduatecatalog/programsofstudy/educationalstatisticsandresearchmethodsesrm/>) (EDSTMC)

**Primary Areas of Faculty Research:** Faculty in the Department of Rehabilitation, Human Resources and Communication Disorders are engaged in research activities specific to their program areas. These range from bullying behaviors in elementary school and community college leadership to swallowing disorders and human resource management. Contact individual faculty members or visit the departmental

website (<http://rhrc.uark.edu/>) for more information about research in the department.

## Post-Master's Certificate in Advanced School-Based Speech Language Pathology

**Admission Requirements:** The program is designed for individuals with a master's degree in speech-language pathology or related field in communication disorders from a program accredited by the American Speech-Language-Hearing Association (ASHA).

### Program Requirements:

CDIS 6103	Literacy for Learning in Educational Settings	3
CDIS 6203	Advanced Assessment and Intervention for Fluency Disorders	3
CDIS 6303	Effective Augmentative and Alternative Communication Services in Schools	3
CDIS 6403	Advanced Pediatric Feeding and Swallowing Assessment & Intervention	3
CDIS 6503	Behavioral Management in Educational Settings	3
<b>Total Hours</b>		<b>15</b>

## Graduate Faculty

**Adams, Justin J.**, Ph.D. (University of South Carolina, M.Ed., B.A. (Winthrop University), Assistant Professor, 2018.  
**Biggs, Bobbie T.**, Ph.D. (Texas A&M University), M.S., B.S. (University of Arkansas), Professor, 1979, 2000.  
**Blisard, Paul**, Ed.D. (University of Arkansas), M.C., B.S., B.S. (Southwest Missouri State University), Clinical Assistant Professor, 2014.  
**Bowers, Andrew L.**, Ph.D. (University of Tennessee Health Science Center), M.A., B.A. (University of Tennessee), Associate Professor, 2012, 2019.  
**Bowers, Lisa Marie**, Ph.D. (University of Tennessee Health Science Center), M.A., B.A. (Louisiana State University), Associate Professor, 2012, 2019.  
**Boykin, Allison**, Ph.D. (University of North Carolina-Greensboro), Assistant Professor, 2019.  
**Cao, Chunhua**, Ph.D. (University of South Florida-Tampa), Teaching Assistant Professor, 2019.  
**Charkasova, Aynur**, Ph.D., M.S. (Southern Illinois University, Carbondale), B.A. (Azerbaijan University of Languages), Teaching Assistant Professor, 2021.  
**Christian, David**, Ph.D., M.S. (University of North Texas), B.A. (University of Texas at Dallas), Assistant Professor, 2015.  
**Dieffenderfer, Vicki**, Ph.D., M.S., B.S. (University of Tennessee), Clinical Assistant Professor, 2015.  
**Frazier, Kimberly Frances**, Ph.D. (University of South Carolina-Columbia), M.S., B.S.E. (University of Arkansas), Associate Professor, 2007, 2013.  
**Gearhart, G. David**, Ed.D., J.D. (University of Arkansas), B.A. (Westminster College), Professor, 1998.  
**Gilbertson, Margie**, Ph.D. (University of Memphis), M.S.E., B.A. (University of Central Arkansas), Clinical Instructor, 2016.  
**Glade, Rachel E.**, Ph.D. (University of Arkansas), M.S. (University of Arkansas for Medical Sciences), M.A. (University of Arkansas), B.S. (University of Arkansas at Little Rock), Assistant Professor, 2015, 2017.  
**Grover, Kenda Shea**, Ed.D. (University of Arkansas), M.S., B.A. (Northeastern State University), Associate Professor, 2003, 2018.  
**Haghighi, Mohammad**, Ph.D. (Ohio University), Assistant Professor, 2019.

**Hagstrom, Fran W.**, Ph.D. (Clark University), M.S. (University of Texas Health Science Center-Houston), M.A. (St. Louis University), B.A. (Southwest Baptist University), Associate Professor, 2002, 2008.

**Hevel, Michael Stephen**, Ph.D. (University of Iowa), M.A. (Bowling Green State University), B.A. (University of Kansas), Associate Professor, 2012, 2017.

**Higgins, Kristin Kay**, Ph.D., M.S. (University of Arkansas), B.A. (Vanderbilt University), Associate Professor, 2006, 2014.

**Holyfield, Christine E.**, Ph.D. (Pennsylvania State University), M.A. (University of Kansas), B.S. (Central Michigan University), Assistant Professor, 2017.

**Hughes, Clareth**, Ph.D. (Virginia Polytechnic Institute and State University), M.S. (North Carolina State University), M.B.A. (University of Arkansas), B.A. (Clemson University), Professor, 2004, 2017.

**Jordan, Lorien S.**, Ph.D. (University of Georgia), M.F.T. (Mercer University), M.A. (New York University), B.A. (Arizona State University), Assistant Professor, 2020.

**Kacirek, Kit**, Ed.D., M.Ed. (University of Arkansas), B.S. (University of Texas), Associate Professor, 1997, 2007.

**Koch, Lynn C.**, Ph.D. (University of Wisconsin-Madison), M.S., B.S. (University of Arizona), Professor, 2006, 2010.

**Liang, Xinya**, Ph.D. (Florida State University), B.S. (Zhejiang Gongshang University, China), Assistant Professor, 2014.

**Lo, Wen-Juo**, Ph.D., M.A. (Arizona State University), B.S. (SooChow University), Associate Professor, 2008, 2014.

**Lofton, Barbara A.**, Ed.D. (Grambling State University), M.A. (University of Iowa), B.S. (Jackson State University), Assistant Professor, 1996.

**Maddox, Robert F.**, Ph.D. (University of Nebraska), Instructor, 2019.

**Mamiseishvili, Ketevan**, Ph.D., M.A. (University of Missouri-Columbia), B.A. (Akaki Tsereteli State University), Professor, 2008, 2017.

**McCray, Suzanne**, Ph.D. (University of Tennessee), M.A., B.A. (University of Arkansas), Associate Professor, 2010.

**Miller, Michael T.**, Ed.D. (University of Nebraska), M.S., B.A. (Southern Illinois University), Professor, 2003, 2005.

**Murry, John**, Ed.D., J.D., M.B.A., B.S.B.A., B.S. (University of Arkansas), Associate Professor, 1993, 1999.

**Perryman, Kristi Leann**, Ph.D. (University of Arkansas), M.S., B.S. (Southwest Missouri State University), Assistant Professor, 2014.

**Popejoy, Erin O.**, Ph.D. (University of Texas–San Antonio), M.A. (Texas State University), B.A. (Case Western Reserve University), Assistant Professor, 2015.

**Ray, Teresa**, Ph.D. (Capella University), Instructor, 2019.

**Roessger, Kevin**, Ph.D., M.S., B.A. (University of Wisconsin-Milwaukee), Associate Professor, 2016, 2019.

**Samuels, Mandel G.**, M.B.A. (University of Arkansas), B.A. (Oklahoma State University), Clinical Assistant Professor, 2012, 2018.

**Shelton, Leslie Jo**, Ph.D. (Michigan State University), M.Ed., B.A. (Ohio University), Associate Professor, 2014, 2018.

**Vajda, Anthony J.**, Ph.D. (Old Dominion University), M.S. (La Salle University), B.A. (University of Delaware), Assistant Professor, 2018.

**Williams, Brent Thomas**, Ph.D. (University of Illinois, Urbana-Champaign), M.S. (University of Texas Southwestern Medical School), B.A. (Austin College), Associate Professor, 2002, 2008.

## Adult and Lifelong Learning Courses

### ADLL 5103. Diversity and Inclusion in Adult and Lifelong Learning. 3 Hours.

Broadly explores how diverse populations and contexts influence the facilitation of adult learning. Focuses on the responsibilities of the practitioner to model and foster inclusive practices to enhance educational programs and initiatives across a variety of environments. (Typically offered: Summer)

### ADLL 5113. Perspectives in Adult Education. 3 Hours.

Historical overview of the evolving field of adult education and lifelong learning in responsibilities of adult education providers and reviews the expansion of adult and lifelong learning opportunities associated with societal and demographic shifts. (Typically offered: Fall and Spring)

### ADLL 5123. Principles and Practices of Adult Learning. 3 Hours.

Overview of the adult learner including characteristics, motivation for participating in learning, and strategies for developing educational programs for diverse adult populations. (Typically offered: Fall and Summer)

### ADLL 5133. Curriculum Development in ABE and ASE. 3 Hours.

Curriculum development in Adult Basic Education (ABE) and Adult Secondary Education (ASE) settings including the various educational functioning levels, measures to assess student levels, selection of teaching materials, and development of curriculum utilizing instructional standards for ABE and ASE programs. (Typically offered: Fall)

### ADLL 5143. Instructional Strategies and Assessment in Adult Education. 3 Hours.

Selection and utilization of materials and instructional methods for use in adult learning settings. Evaluative strategies to develop or select appropriate tools and techniques predicated upon the needs and goals of adult learners. (Typically offered: Spring)

### ADLL 5153. Organization and Administration of Adult and Lifelong Learning Programs. 3 Hours.

Legal, ethical, staffing, and financial considerations for the development and implementation of programs for adult and lifelong learners in various programs including literacy centers, GED centers, community education, lifelong/leisure learning, and postsecondary education. (Typically offered: Spring)

### ADLL 5163. Managing Change in Adult and Lifelong Learning. 3 Hours.

Strategies for planning, organizing, and facilitating change in programs that serve adult learners from diverse populations, across varied developmental stages and geographic locations. Discussion of social change that has impacted adult education and analysis of change models relevant to individuals, groups and organizations. (Typically offered: Fall and Summer)

### ADLL 5173. Program Planning. 3 Hours.

Program development process for adult and lifelong learners. Overview of assessment, developing program objectives, identifying resources, and designing program plans. (Typically offered: Summer)

### ADLL 5183. Technology and Innovation in Adult Learning. 3 Hours.

Techniques for designing, developing, implementing, and assessing technology-mediated adult and lifelong learning programs. Discussion of issues relevant to the use of innovative strategies for delivering instruction via emerging technologies and their potential impact on content and learning outcomes. (Typically offered: Summer)

### ADLL 5193. Seminar in Adult and Lifelong Learning. 3 Hours.

Seminars focused on topics related to adult and lifelong learning. (Typically offered: Spring and Summer)

### ADLL 5213. Adult and Lifelong Learning Internship. 3 Hours.

Internship in adult and lifelong learning settings. (Typically offered: Fall and Spring)

### ADLL 5223. Adult and Lifelong Learning Applied Project. 3 Hours.

Development and Implementation of a project focused on adult and lifelong learning. Consent of advisor/instructor required. (Typically offered: Fall, Spring and Summer) May be repeated for up to 9 hours of degree credit.

### ADLL 6113. Advanced Adult Learning Theory. 3 Hours.

Advanced study of theories and models of adult and lifelong learning with an emphasis on current trends, recent research, and issues affecting the field. Issues covered will include critical theory and advancements in neuroscience and cognition as they relate to adult learning and lifespan development. (Typically offered: Irregular)

**ADLL 6123. Leadership and Ethics in Adult and Lifelong Learning. 3 Hours.**

This doctoral course focuses on leadership principles and ethical considerations that are critical to developing and sustaining adult education programs that benefit individuals, organizations, and communities. Course content will include case study analysis and lectures from scholar-practitioners from the field. (Typically offered: Irregular)

**ADLL 6133. Analysis of International Adult and Lifelong Programs. 3 Hours.**

Survey of the historical and philosophical events which have shaped adult and lifelong learning worldwide. Discussion of issues affecting adult education and lifelong learning including globalization, educational access, and variance in national policies. (Typically offered: Irregular)

**ADLL 6143. Instructional Adaptation and Innovation in Adult and Lifelong Learning. 3 Hours.**

An overview of teaching and learning methods, styles, and techniques which are applicable when facilitating adult learners across diverse settings. Content to include teaching and learning style assessment, accommodating learning styles, physical and learning disabilities, language differences and cultural norms. (Typically offered: Irregular)

**ADLL 6153. Policy and Public Governance of Adult and Lifelong Learning Programs. 3 Hours.**

Policy analysis and public governance issues in adult and lifelong learning with emphasis on state and federal programs. Discussions of how to evaluate, design, and implement policy focused on promoting adult and lifelong learning activities in a myriad of organizations. Overview of trends and current issues related to policy and public governance of adult and lifelong learning. (Typically offered: Irregular)

**ADLL 6173. Current Issues. 3 Hours.**

Exploration and discussion of current issues relative to adult education and lifelong learning. Focus on the review and application of current research as it relates to practice. (Typically offered: Irregular) May be repeated for up to 6 hours of degree credit.

**ADLL 6183. Organization Development, Learning, and Change. 3 Hours.**

Using a system perspective, this course examines the theories and practices associated with organization development, learning and change to understand the dynamic nature of organizational life. This course examines the structural frame, the human resource frame, the political frame, and the symbolic frame that influences organizational behavior and learning. The course investigates strategies and best practices for managing and leveraging this dynamism to build organizational capacity and improve performance. (Typically offered: Fall and Spring)

**ADLL 6213. Signature Pedagogy: Teaching and Learning in Community Colleges. 3 Hours.**

Using a learning-centered change model, this course examines how community colleges can shift from a traditional teaching-centered paradigm to one that is learning-centered. This course examines the context of the learning college, strategic planning for a learning-outcomes approach to governance, the role of student development and technology in the learning college, and implementing and assessing learning-centered strategies. (Typically offered: Irregular)

**ADLL 6223. Workforce and Community Development. 3 Hours.**

This course provides an overview of how community colleges influence workforce, economic, and community development through their education missions. The course will examine the community college's expanding role in economic and community development through workforce development programs. Emphasis will be placed on program structure, best practices in program development, and partnerships and collaboration with various stakeholders. (Typically offered: Irregular)

**ADLL 6233. Survey and Significance of the American Community College. 3 Hours.**

A comprehensive overview of the American community college, its history, its ever-evolving purpose and the challenges it faces. Course content will focus on the administrators and faculty who lead, the students they serve, and components such as developmental education, integrative education and transfer education. Discussion will include occupational and community education and issues related to accountability. Special attention will be paid to how this unique and complex institution remains relevant and significant to the community. (Typically offered: Irregular)

**ADLL 6243. Current Trends in Community Colleges. 3 Hours.**

This course examines environmental factors that influence the organization and administration of community colleges. Trends related to funding, policy, staffing, and workforce development are examined and contextualized to the evolving community college mission. (Typically offered: Irregular)

**ADLL 6253. Professional Development in Adult and Lifelong Learning. 3 Hours.**

This course examines career planning and development, performance management, and professional development in various settings. The focus of the course will be on concepts associated with Human Resource Development (HRD) and developing employees within an organization, as well as leading adults in transition in the community and in educational settings through the process of making career decisions. (Typically offered: Irregular)

**ADLL 6313. Independent Study. 3 Hours.**

Independent study of topics in adult and lifelong learning. (Typically offered: Irregular)

**ADLL 6403. Quantitative Reasoning I for Adult Educators. 3 Hours.**

Introduction to quantitative reasoning for educators and researchers in adult education. Topics include applying the hypothetico-deductive research process, describing data using statistical terminology, building statistical models, presenting data meaningfully, and using SPSS to analyze data from practical research problems. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. (Typically offered: Fall and Spring)

**ADLL 6413. Quantitative Reasoning II in Adult and Lifelong Learning. 3 Hours.**

Methodologies for designing descriptive, correlational, and experimental studies. Development of research questions, definition of variables, selection or development of instruments, data collection, analysis, interpretation and reporting of research results. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 6403 or ESRM 6403 or equivalent. (Typically offered: Fall)

**ADLL 6423. Qualitative Reasoning in Adult and Lifelong Learning. 3 Hours.**

Methodologies for designing qualitative research studies in adult and lifelong learning settings. Selection of the appropriate qualitative tradition, selection of research subjects, development of data collection protocols, field work strategies, data analysis, data interpretation and presentation of data results. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. (Typically offered: Spring)

**ADLL 6433. Program Evaluation. 3 Hours.**

Overview of evaluation strategies in adult and lifelong learning programs that include: development of evaluation questions, selection or development of instrumentation, data collection methods, data analysis, and reporting of evaluation results. Emphasis on practical and ethical issues associated with evaluation processes. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. (Typically offered: Spring)

**ADLL 6443. Adult and Lifelong Learning Dissertation Seminar. 3 Hours.**

Development of dissertation proposal. Formation of research question, selection of methodologies, development of problem statement, research questions, and identification of research variables, constructs of phenomena. Identification of data collection and data analysis procedures. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 6403 or ESRM 6403 or ADLL 6413 or ADLL 6423 or ADLL 6433, or equivalent. (Typically offered: Spring)

**ADLL 6463. Advanced Qualitative Reasoning in Adult and Lifelong Learning. 3 Hours.**

This qualitative methods course provides students with advanced instruction in qualitative data collection, field observations, records research, data analysis, and data display. In addition to reviewing various research studies that demonstrate different qualitative research approaches, students will practice some of the activities associated with executing a qualitative research study. Prerequisite: ADLL 6423 or instructor consent. (Typically offered: Irregular)

**ADLL 700V. Doctoral Dissertation. 1-18 Hour.**

Doctoral Dissertation. Prerequisite: Candidacy. (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.

## Communication Sciences and Disorders Courses

**CDIS 5103. Research Methodology in Communication Disorders. 3 Hours.**

An examination of methods of research in speech-language pathology and audiology and of the use of bibliographic tools. Focuses on purposes and problems of various forms of communication disorders research, procedures and instruments employed, and reporting of research. Prerequisite: Graduate standing. (Typically offered: Fall)

**CDIS 5113. Seminar in Early Intervention. 3 Hours.**

Study of a family-centered, transdisciplinary approach to early intervention with infants and toddlers at-risk for communication disorders. Topics include early communication development, service delivery in a family context, coordination with other disciplines, legislation mandating services, and providing services to children with multiple disabilities. Prerequisite: CDIS 3223 or equivalent, and graduate standing. (Typically offered: Spring)

**CDIS 5121L. Feeding and Swallowing Disorders Lab. 1 Hour.**

Observation and interpretation of techniques used for assessment and remediation of feeding and swallowing disorders in children and adults. Prerequisite: Enrollment in CDISMS program or Instructor Consent. (Typically offered: Fall)

**CDIS 5122. Feeding and Swallowing Disorders. 2 Hours.**

Study of the etiology, assessment, and remediation of feeding and swallowing disorders in children and adults. Prerequisite: Enrollment in CDISMS program or Instructor Consent. (Typically offered: Fall)

**CDIS 5143. Cognitive-Communication Development and Disorders. 3 Hours.**

Study of normal cognitive development, the role of communication in this development, and shifts that may occur in conjunction with various speech, language and/or hearing disorders. Prerequisite: CDIS 3223. (Typically offered: Fall)

**CDIS 5153. TBI and Right-Hemisphere Disorders. 3 Hours.**

Study of the speech and language disorders commonly resulting from traumatic brain injury and right hemisphere disorders. Prerequisite: Enrollment in CDISMS program or instructor consent. (Typically offered: Spring)

**CDIS 5173. Sign Language and Deafness. 3 Hours.**

An introduction to American Sign Language (ASL) and the Deaf Community that uses it. This class will study expressive and sign language skills using ASL vocabulary, structure and grammar. The Deaf Community will be studied through videotapes and readings. Issues in Deaf Education will also be introduced. Graduate degree credit will not be given for both CDIS 4103 and CDIS 5173. (Typically offered: Fall, Spring and Summer)

**CDIS 5183. Advanced Clinical Practicum I. 3 Hours.**

Practicum activities in speech-language assessment and intervention. Prerequisite: Graduate standing. (Typically offered: Fall)

**CDIS 5203. Introduction to Aural Rehabilitation. 3 Hours.**

Study of the technique used in the rehabilitation of speech and language problems of the hearing impaired including the role of amplification, auditory training, and speech reading in rehabilitation. Graduate degree credit will not be given for both CDIS 4133 and CDIS 5203. Prerequisite: CDIS 3103. (Typically offered: Spring)

**CDIS 5213. Voice and Resonance Disorders. 3 Hours.**

Study of disorders of phonation and resonance, including etiologies, diagnosis, and intervention strategies. Prerequisite: Graduate standing. (Typically offered: Fall)

**CDIS 5223. Fluency Disorders. 3 Hours.**

An examination of fluency disorders including theory, etiological factors, and development. In addition, the course is designed to address assessment and management of fluency disorders consistent with evidence-based practice for prospective speech-language pathologists. Prerequisite: Graduate standing. (Typically offered: Fall)

**CDIS 5233. Speech Sound Disorders. 3 Hours.**

Assessment and treatment of disorders in speech articulation. Prerequisite: Graduate standing. (Typically offered: Summer)

**CDIS 5243. Language Disorders in Adults. 3 Hours.**

Cognitive and communicative breakdown due to neurological trauma, including etiology, characteristics, assessment and treatment for aphasia, traumatic brain injury, and right hemisphere disorders. Prerequisite: Graduate standing. (Typically offered: Spring)

**CDIS 5253. Motor Speech Disorders. 3 Hours.**

Study of motor speech production disorders related to damage to central or peripheral nervous system motor centers and pathways. Cerebral palsy, adult dysarthria, apraxia, and dysphagia are emphasized. Both theoretical and treatment considerations are addressed. Prerequisite: Enrollment in the Communication Sciences and Disorders Master of Science (CDISMS) program or instructor consent. (Typically offered: Spring)

**CDIS 5263. Advanced Audiology. 3 Hours.**

Study of the basic techniques used in audiological assessment of children and adults, including pure tone audiometry, speech audiometry, and special tests of hearing function. Graduate degree credit will not be given for both CDIS 4263 and CDIS 5263. Prerequisite: CDIS 3103. (Typically offered: Fall)

**CDIS 5273. Language, Learning and Literacy. 3 Hours.**

An examination of language-based literacy skills, including consideration of development, disorders, assessment and intervention. Prerequisite: Enrollment in CDISMS program or instructor consent. (Typically offered: Summer)

**CDIS 5283. Advanced Clinical Practicum II. 3 Hours.**

Practicum activities in speech-language assessment and intervention. Prerequisite: Graduate standing and CDIS 5183. (Typically offered: Spring)



**CDIS 5293. Augmentative and Alternative Communication. 3 Hours.**

Approaches to communication management with the severely and profoundly handicapped child or adult, with primary emphasis on augmentative and alternative communication assessment and intervention. Prerequisite: Graduate standing. (Typically offered: Fall)

**CDIS 5303. Clinical Assessment of Speech and Language Disorders. 3 Hours.**

Study of the basic diagnostic procedures used in speech-language pathology. Emphasis is placed on the clinical processes of assessment, including criteria for test selection, techniques in test administration, and interpretation of test. Graduate degree credit will not be given for both CDIS 4183 and CDIS 5303. Pre- or Corequisite: Prior coursework in CDIS and ANTH 1023. (Typically offered: Spring)

**CDIS 5313. Introduction to Speech and Hearing Science. 3 Hours.**

Study of the acoustic structure of oral speech and the auditory skills underlying speech perception. Graduate degree credit will not be given for both CDIS 4213 and CDIS 5313. Prerequisite: CDIS 3203, CDIS 3213, CDIS 3124 and its lab component. Pre- or Corequisite: MATH 1203 or higher. (Typically offered: Spring)

**CDIS 5323. Language Disorders in Children. 3 Hours.**

Study of disorders of language acquisition and usage in children and adolescents, with emphasis upon the nature, assessment, and treatment of such disorders. Graduate degree credit will not be given for both CDIS 4223 and CDIS 5323. Prerequisite: CDIS 3223. (Typically offered: Spring)

**CDIS 5353. Neurological Bases of Communication. 3 Hours.**

A study of the structures and functions of the central and peripheral nervous systems as they relate to human speech, language, and cognition. Graduate degree credit will not be given for both CDIS 4253 and CDIS 5353. Prerequisite: Enrollment in the Communication Sciences and Disorders Master of Science (CDISMS) program or Instructor Consent. (Typically offered: Fall)

**CDIS 5373. Communication Behavior and Aging. 3 Hours.**

Study of the effects upon communication of normal aspects of the aging process, from early adulthood throughout the lifespan. Changes in speech, language, and hearing functioning are identified; common alterations in communicative disorders commonly associated with advanced age are discussed. Graduate degree credit will not be given for both CDIS 4273 and CDIS 5373. (Typically offered: Fall)

**CDIS 5383. Advanced Clinical Practicum III. 3 Hours.**

Practicum activities in speech-language assessment and intervention. Prerequisite: Graduate standing and CDIS 5283. (Typically offered: Summer)

**CDIS 5443. Advanced Clinical Practicum IV. 3 Hours.**

Practicum activities in speech-language assessment and intervention. Prerequisite: Graduate standing, CDIS 5183, CDIS 5283, and CDIS 5383. (Typically offered: Fall)

**CDIS 548V. Off-Campus Practicum: Public School Site. 1-6 Hour.**

Practicum activities in speech-language disorders in a public school setting. Prerequisite: Graduate standing. (Typically offered: Fall and Spring)

**CDIS 558V. Internship: Clinical Site. 3-6 Hour.**

Field placement in approved clinical setting for clock hours in speech-language pathology assessment and treatment. Students in the master's program must enroll in a minimum of 3 credit hours of CDIS 558V during their last semester of graduate studies. Prerequisite: Graduate standing; Completion of one semester of CDIS 548V. (Typically offered: Fall, Spring and Summer) May be repeated for up to 6 hours of degree credit.

**CDIS 5663. Advanced Clinical Practicum V. 3 Hours.**

Practicum activities in speech-language assessment and intervention. Prerequisite: Graduate standing. (Typically offered: Spring)

**CDIS 5813. Advanced Auditory (Re)Habilitation. 3 Hours.**

This course provides students with an in-depth knowledge of hearing anatomy and physiology as well as current hearing and hearing assistive technologies. The development of auditory skills across the lifespan will be discussed as well as intervention techniques to facilitate auditory, speech, and spoken language skills across the lifespan. Prerequisite: Graduate standing. (Typically offered: Fall)

**CDIS 5823. Language Learning with Multiple Disabilities. 3 Hours.**

Approaches to services (assessment and intervention) for individuals who, as a result of multiple disabilities, are in the beginning stages of language development including the preintentional and presymbolic stages. Prerequisite: Graduate standing. (Typically offered: Fall)

**CDIS 5843. Communication and Swallowing in Dementia. 3 Hours.**

This course provides an in-depth examination of the communication and feeding/swallowing factors demonstrated by patients with dementia. Etiologies, symptoms, progression, evaluation, and appropriate interventions for of the most common forms of dementia are addressed. Prerequisite: Graduate standing. (Typically offered: Summer)

**CDIS 5883. Policies & Procedures in Educational Speech-Language Pathology. 3 Hours.**

Educational Speech Pathology is designed to familiarize the student the factors related to functioning as an SLP in an educational setting, including state and federal regulations/standards, service delivery considerations, eligibility criteria, and documentation. Prerequisite: Graduate Standing. (Typically offered: Summer)

**CDIS 590V. Special Problems. 1-6 Hour.**

Special problems. Prerequisite: Graduate standing. (Typically offered: Fall, Spring and Summer) May be repeated for up to 6 hours of degree credit.

**CDIS 600V. Master's Thesis. 1-6 Hour.**

Master's Thesis. Prerequisite: Graduate standing. (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.

**CDIS 6103. Literacy for Learning in Educational Settings. 3 Hours.**

An examination of language-based literacy skills, including consideration of development, disorders, assessment, and intervention. Prerequisite: Graduate standing and admission to the ASLPMC program or with departmental consent. (Typically offered: Fall)

**CDIS 6203. Advanced Assessment and Intervention for Fluency Disorders. 3 Hours.**

An examination of fluency disorders including theory, etiological factors, and development. In addition, the course is designed to address assessment and management of fluency disorders consistent with evidence-based practice for prospective speech-language pathologists. Prerequisite: Graduate standing and admission to the ASLPMC program or with departmental consent. (Typically offered: Fall)

**CDIS 6303. Effective Augmentative and Alternative Communication Services in Schools. 3 Hours.**

This course will support current speech-language pathologists in becoming more effective speech-language pathologists as it relates to the provision of augmentative and alternative services in schools. Throughout this course, students will (a) identify a barrier they wish to address relevant to their current service provision or their current caseload, (b) discover strategies for addressing that barrier, and (c) develop a plan for improving their augmentative and alternative service provision through the implementation of those strategies in their own professional work. Prerequisite: Graduate standing and admission to the ASLPMC program or with departmental consent. (Typically offered: Spring)

**CDIS 6403. Advanced Pediatric Feeding and Swallowing Assessment & Intervention. 3 Hours.**

Study of the etiology, assessment, and remediation of feeding and swallowing disorders in children. Prerequisite: Graduate standing and admission to the ASLPMC program or with departmental consent. (Typically offered: Irregular)

**CDIS 6503. Behavioral Management in Educational Settings. 3 Hours.**

The course provides an introduction to behavioral management across a variety of settings highlighting best practices from organizing time, materials, and room space. Strategies for managing individual and large group student behaviors, transitions, and other arrangements will be presented in addition to basic federal and state laws as they pertain to the legal procedures for all professionals, including educators of students with disabilities and students who use English as a Second Language (ESL). Prerequisite: Graduate standing and admission to the ASLPMC program or with departmental consent. (Typically offered: Spring)

**CDIS 699V. Seminar in Communication Sciences and Disorders. 1-6 Hour.**

Discussion of pertinent topics and issues in the discipline of communication sciences and disorders. Prerequisite: Advanced graduate standing. (Typically offered: Irregular) May be repeated for up to 18 hours of degree credit.

## Counselor Education Courses

**CNED 5003. Counseling and Human Development. 3 Hours.**

This course is intended to give students a broad overview of human nature/behavior through knowledge of lifespan developmental theory, personality development, modern & post-modern approaches to the study of human nature/behavior, and learning theory. Throughout the course, close attention will be given to human ecology or those social/historical/cultural/environmental forces furthering or impeding development. Prerequisite: Graduate standing. (Typically offered: Fall and Spring)

**CNED 5193. Clinical Mental Health Counseling. 3 Hours.**

An introductory study of community counseling. The course content includes information concerning the educational, historical, philosophical, and psychological foundations of community counseling as well as specific traits and skills of professional community counselors. In addition, the course is designed to provide introductory level concepts and skills required for future certification and licensure as counseling professionals. Prerequisite: Graduate student status. (Typically offered: Spring)

**CNED 5203. Foundations of the Counseling Profession. 3 Hours.**

A study of the counseling profession applicable to school, college and community agency settings. Introduction to the basic educational, historical, philosophical foundations of counseling as well as specific traits and skills of counselors. The course is also designed to provide beginning level concepts and skills required for certification and licensure. Prerequisite: Must be taken first year in program. (Typically offered: Fall and Summer)

**CNED 5213. Lifestyle & Career Development. 3 Hours.**

Theories of career development and counseling, including the use of occupational information sources and career assessment tools and techniques. Prerequisite: CNED 5333. (Typically offered: Summer)

**CNED 5223. Introduction to School Counseling. 3 Hours.**

Philosophy, organization, and practices of a counseling program in the elementary and secondary school. The school counselor's role as counselor, consultant, and coordinator, professional identity, and legal issues are included. Includes a significant focus on ethical standards and issues. (Typically offered: Irregular)

**CNED 5303. Individual Appraisal. 3 Hours.**

Analysis of concepts, methods, and procedures utilized in individual appraisal. (Typically offered: Fall)

**CNED 5313. Program Organization and Information Management. 3 Hours.**

This course addresses needs and strategies for effective development and management of school counseling programs and guidance curriculum. Prerequisite: CNED 5223. (Typically offered: Fall)

**CNED 5323. Counseling Theory. 3 Hours.**

Introductory survey and critical analysis of major alternative theoretical perspectives in counseling. (Typically offered: Fall and Summer)

**CNED 5333. Basic Counseling Techniques. 3 Hours.**

Introduction to basic counseling techniques and skills common to multiple theoretical perspectives. Prerequisite: Master's students in Counseling. (Typically offered: Fall and Spring)

**CNED 5343. Counseling Practicum. 3 Hours.**

Supervised counseling practice. CNED faculty consent required. Pre- or Corequisite: CNED 5303 and CNED 5363 and CNED 5373. Prerequisite: CNED 5203, CNED 5323, CNED 5333, CNED 5403, and faculty consent required. (Typically offered: Fall and Spring)

**CNED 5352. Psychopharmacology. 2 Hours.**

Study of theory, research, & practice issues pertaining to psychopharmacology for non-medical practitioners. Prerequisite: CNED 5203, CNED 5323, and CNED 5333. (Typically offered: Spring and Summer)

**CNED 5363. Dynamics of Group Counseling. 3 Hours.**

Therapeutic and other theoretical information is presented regarding group process and the counselor's role in that process. An experiential group experience is required. Prerequisite: CNED 5333 and CNED 5323. (Typically offered: Fall and Spring)

**CNED 5373. Ethical and Legal Issues in Counseling. 3 Hours.**

Review of ethical and legal standards governing professional counselor training, research, and counseling practice; including client rights; confidentiality; the client-counselor relationship; and counseling research, training, and supervision. Prerequisite: CNED 5003 and CNED 5203. (Typically offered: Fall)

**CNED 5383. Crisis Intervention Counseling. 3 Hours.**

Analysis and application of short-term counseling intervention strategies in crisis situations, with special attention to incidents involving rape, physical, or emotional abuse, divorce, suicidal depression, grief, marital or family instability, and violent conflict. Prerequisite: CNED 5333. (Typically offered: Summer)

**CNED 5403. Diagnosis and Treatment in Counseling. 3 Hours.**

Procedures in case management utilizing both clinical and interview data in assisting children, adolescents, and adults in educational, vocational, personal, and social planning. Prerequisite: CNED 5303, CNED 5323 and CNED 5333. (Typically offered: Fall and Spring)

**CNED 5443. Vocational Rehabilitation Foundations. 3 Hours.**

Survey of the philosophy of vocational rehabilitation, including history and legislation. (Typically offered: Fall)

**CNED 5453. Medical Aspects of Disability. 3 Hours.**

Orientation to medical and medically related aspects of various disabling conditions with emphasis on the severely disabled. (Typically offered: Spring)

**CNED 5463. Rehabilitation Case Management. 3 Hours.**

Counseling process in the rehabilitation setting. Focusing upon effective counseling strategies, representative cases, and effective case management methods. (Typically offered: Spring)

**CNED 5473. Psychological Aspects of Disability. 3 Hours.**

Intensive study of the psychological aspects of adjustment to atypical physique and prolonged handicapping condition. (Typically offered: Spring)

**CNED 5483. Counseling Research. 3 Hours.**

An in-depth examination of counseling research methodology and issues to prepare students to critically evaluate and use counseling research in their professional practice. (Typically offered: Fall, Spring and Summer)

**CNED 5493. Principles and Practices of Psychiatric Rehabilitation. 3 Hours.**

The course introduces students to the principles and practices of recovery-oriented, evidence-based psychiatric rehabilitation. Through lectures, guest presentations, films, discussions, and readings, students (a) explore the clinical, psychosocial, and vocational aspects of psychiatric disabilities and (b) examine psychiatric rehabilitation principles and practices to facilitate community integration and successful employment outcomes for individuals with psychiatric disabilities. (Typically offered: Fall)

**CNED 5513. Counseling and Human Diversity. 3 Hours.**

Examination of human and cultural diversity, emphasizing issues of race, class, and socioeconomic status, and how they impact our clients as individuals and as family and society members. (Typically offered: Summer)

**CNED 5523. Process and Behavioral Addictions. 3 Hours.**

This course provides an overview of non-substance related addictive disorders such as technology (e.g., video games, Internet, television), gambling, eating, sex, shopping/buying and work as well as potential treatment options for these disorders. (Typically offered: Irregular)

**CNED 5533. Introduction to Adventure Therapy. 3 Hours.**

This course builds on the foundational understanding of group counseling theory and skills by introducing students to Adventure Therapy (AT), an activity-oriented form of group counseling. Students will integrate previous knowledge pertaining to group counseling with new AT concepts as well as review issues related to current research, best practices, and working with diverse populations. (Typically offered: Irregular) May be repeated for up to 6 hours of degree credit.

**CNED 5541. Telemental Health Counseling. 1 Hour.**

A study of the process, application, and implementation of technology-assisted counseling/therapy that meets state academic requirements for the distance delivery of clinical services. Emphasis will include integration of ethical and social responsibility, current standards of practice for distance delivery, and appropriateness of services with diverse individuals, relationships, and families. Prerequisite: CNED 5203, CNED 5323, and CNED 5333. (Typically offered: Spring and Summer)

**CNED 5583. Placement of Persons with Disabilities. 3 Hours.**

Focuses on placement theory and practice as they apply to persons who experience disabilities. Special attention is given to RehabMark approach. (Typically offered: Summer)

**CNED 574V. Counseling Internship. 1-9 Hour.**

A 600-clock-hour field placement in an approved setting over a minimum of two continuous semesters. For students completing a counseling internship in a school setting, successful completion of a criminal background check is required before beginning internship. Pre- or Corequisite: CNED 5213. Prerequisite: CNED 5203, CNED 5303, CNED 5323, CNED 5333, CNED 5343, CNED 5363, CNED 5373, CNED 5403, CNED 5513. CNED faculty consent required. (Typically offered: Fall and Spring) May be repeated for up to 9 hours of degree credit.

**CNED 6003. Theories and Foundations of Addictions. 3 Hours.**

A study of behavioral and substance addictions, including an overview of differential treatment. Prerequisite: CNED 5323 and CNED 5333, and admission to the CNED masters or doctoral program or departmental consent. (Typically offered: Spring and Summer)

**CNED 600V. Master's Thesis. 1-6 Hour.**

Master's Thesis. (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.

**CNED 6013. Advanced Counseling Theory and Methods. 3 Hours.**

Critical analysis of major theoretical perspectives in counseling, including both group and individual counseling strategies for dealing with affective, cognitive, and behavioral dysfunction. Prerequisite: CNED doctoral standing or permission. (Typically offered: Spring Even Years)

**CNED 6023. Foundations of Marriage and Family Counseling Therapy. 3 Hours.**

Comprehensive exploration of the current theories/techniques of marriage, family and couples counseling. Prerequisite: CNED 5323 and CNED 5333 and CNED doctoral or masters standing or permission. (Typically offered: Summer)

**CNED 6033. Advanced Group Theory and Methods. 3 Hours.**

Comparative study of theories and processes of group counseling. Includes supervised experience in group facilitation with video recording and playback. Prerequisite: CNED 5363 or equivalent and CNED doctoral or masters standing or permission. (Typically offered: Spring Odd Years)

**CNED 6043. Supervision of Counselors. 3 Hours.**

Analysis, assessment, and practical application of counselor supervision techniques in treatment and training programs. Prerequisite: CNED doctoral standing and CNED faculty consent (Typically offered: Fall Even Years)

**CNED 605V. Independent Study. 1-18 Hour.**

Independent study. (Typically offered: Fall, Spring and Summer) May be repeated for up to 18 hours of degree credit.

**CNED 6073. Advanced Research in Counseling. 3 Hours.**

This course involves acquiring a knowledge and understanding of the use of research in counseling and the development of new research in the counseling profession that has heuristic value. Prerequisite: Graduate standing. (Typically offered: Spring)

**CNED 6093. Counseling Children and Adolescents Through Play. 3 Hours.**

Introduction to counseling children and adolescents through play; including the process, theories, techniques, and materials applicable to children and adolescents in a pluralistic society. Prerequisite: CNED 5323 and CNED 5333 and CNED doctoral or masters standing or permission. (Typically offered: Spring)

**CNED 6133. Introduction to Play Therapy. 3 Hours.**

This course is an introduction to the basic concepts of child-centered play therapy (CCPT). Students will learn the conceptual framework of child-centered play therapy, as well as the attitudes and skills necessary to establish and maintain facilitative relationships with children that encourage their self-expression and facilitate change. Prerequisite: CNED 5323 and CNED 5333 and CNED doctoral or masters standing or consent. (Typically offered: Irregular)

**CNED 6143. Teaching Counselor Education and Supervision. 3 Hours.**

This course is designed to enhance the professional development and acculturation of doctoral students in order to facilitate their success as instructors of counselor education and supervision. Prerequisite: CNED doctoral status or permission from faculty. (Typically offered: Fall Odd Years)

**CNED 6223. Foundations of Counselor Education and Supervision. 3 Hours.**

This course is designed to enhance the professional development and acculturation of doctoral students in order to facilitate their success in professional leadership roles of counselor education, supervision, counseling practice, and research competencies. Prerequisite: CNED Doctoral status or permission. (Typically offered: Spring Odd Years)

**CNED 6233. Employment Practices and Interventions. 3 Hours.**

An intensive study of the employment experiences of workers with disabilities with emphasis on disincentives and barriers to employment and interventions to enable people with disabilities to participate in employment. (Typically offered: Irregular)

**CNED 6243. Disability Policy in the U.S.. 3 Hours.**

An analysis of public policy approaches to disability in the U.S. Examines the political and philosophical origins of disability policy; reviews major disability legislation and its effects on policy stakeholders; describes recent initiatives; and analyzes evolution of disability policy within context of changing societal, economic, and political conditions. (Typically offered: Fall)

**CNED 6253. Advanced Psychosocial Aspects of Disability. 3 Hours.**

A theoretical and applied study of techniques that enable people to cope with 2 major life events: disability and unemployment. (Typically offered: Fall Odd Years)

**CNED 6343. Cultural Foundations and Counseling. 3 Hours.**

To gain learning experiences in pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning. To identify current multicultural issues as they relate to social change theories, ethical and legal considerations, disability, gender, sexuality, social justice, and advocacy models. Prerequisite: CNED or RHAB Doctoral Standing or Permission. (Typically offered: Fall Even Years)

**CNED 6713. Advanced Counseling Practicum. 3 Hours.**

Supervised counseling practice. A 100-clock hour approved practical counseling experience. Prerequisite: CNED doctoral standing and permission of CNED faculty and Clinical Coordinator. (Typically offered: Spring) May be repeated for up to 3 hours of degree credit.

**CNED 674V. Internship. 1-18 Hour.**

Supervised field placement (Clinical/Instructorship/Supervision/Research). Prerequisite: CNED doctoral standing, CNED faculty consent and CNED Clinical Coordinator consent. (Typically offered: Fall, Spring and Summer) May be repeated for up to 18 hours of degree credit.

**CNED 699V. Seminar. 1-18 Hour.**

Seminar. Prerequisite: CNED Doctoral standing or permission. (Typically offered: Summer) May be repeated for up to 18 hours of degree credit.

**CNED 700V. Doctoral Dissertation. 1-18 Hour.**

Doctoral Dissertation. Prerequisite: Candidacy and consent. (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.

## Higher Education Courses

**HIED 5003. Overview-American Higher Education. 3 Hours.**

A basic course in the study of higher education open to all students seeking careers in colleges and universities. Serves as an introduction to the programs, problems, issues, and trends in higher education. (Typically offered: Fall)

**HIED 5033. Student Affairs in Higher Education. 3 Hours.**

Study of origins, functions, and policies in student personnel services in contemporary 2- and 4-year colleges and universities with emphasis on the student and student development. (Typically offered: Fall)

**HIED 5043. Student Development in Higher Education. 3 Hours.**

Provides those who work or plan to work in post secondary educational institutions with an understanding of the student population in contemporary colleges and universities. (Typically offered: Spring)

**HIED 504V. Practicum in Higher Education. 1-6 Hour.**

Students are assigned to a department or agency within or outside the university for professional experience under the joint supervision of on-site personnel and university faculty. Periodic meetings are scheduled for evaluation, discussion, and examination of techniques. (Typically offered: Fall, Spring and Summer)

**HIED 5053. The Community College. 3 Hours.**

An overview of the community college. Topics include the history and philosophy of the community college movement, students, curriculum, state and local campus governance, teaching, student personnel work, finance and issues, problems, and trends. (Typically offered: Irregular)

**HIED 5063. Diversity in Higher Education. 3 Hours.**

Broadly explores how sociocultural contexts influence diversity at colleges and universities. Focuses on the responsibilities of higher education leaders to be multiculturally competent professionals who foster inclusive practices for diverse student populations. (Typically offered: Irregular)

**HIED 5073. Management of Higher Education Institutions. 3 Hours.**

Principles and concepts of management and their application in college and university settings. (Typically offered: Fall and Summer)

**HIED 5083. History and Philosophy of Higher Education. 3 Hours.**

An examination of the history and development of higher education including the study of the philosophy, objectives, and functions of various types of institutions. (Typically offered: Spring)

**HIED 5093. Research in Higher Education and Student Affairs. 3 Hours.**

This course provides master's students an overview of research and literature applicable to the discipline; teaches students how to understand academic literature and use empirical evidence to inform practices and policies at colleges and universities. Prerequisite: MEd students in the Higher Education Program. (Typically offered: Fall, Spring and Summer)

**HIED 5103. Higher Education in International Contexts. 3 Hours.**

Explores various systems of higher education around the world. Equips students with the knowledge and skills to work in the increasingly internationalized field of higher education. (Typically offered: Irregular)

**HIED 5303. Non-Profit Fundraising. 3 Hours.**

Non-Profit Fundraising examines the theory and practice of the professional field of fundraising and development, which is dedicated to attracting philanthropic support from constituents for colleges, universities, health organizations, hospitals, non-profit organizations, museums and other philanthropic endeavors. (Typically offered: Irregular)

**HIED 5643. Reflective Practice in Higher Education and Student Affairs. 3 Hours.**

Provides students an opportunity to work in a functional area of higher education, reflect on how their experiences inform their career goals as higher education professionals, and learn job search strategies in higher education. (Typically offered: Fall, Spring and Summer) May be repeated for up to 9 hours of degree credit.

**HIED 600V. Master's Thesis. 1-6 Hour.**

Master's Thesis. (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.

**HIED 6013. The Professoriate: Problems and Issues. 3 Hours.**

An examination of the vital issues and trends affecting college faculty personnel with emphasis upon institutional practices and policies. (Typically offered: Irregular)

**HIED 6023. Introduction to the Study of Higher Education. 3 Hours.**

A requirement for all new doctoral and specialist students. Familiarization with writing requirements, library search procedures, library resources, and program requirements. Prerequisite: Admission to Higher Education Ed.D program. (Typically offered: Irregular)

**HIED 605V. Independent Study. 1-6 Hour.**

Provides students with an opportunity to pursue special study in higher education. (Typically offered: Fall, Spring and Summer)

**HIED 6093. Leading Change. 3 Hours.**

An in-depth examination of leadership, change, and culture in postsecondary education. (Typically offered: Irregular)

**HIED 6303. Advancement in Higher Education. 3 Hours.**

Advancement in Higher Education examines the theory and practice of the professional field and function referred to as "institutional advancement", which is dedicated to attracting philanthropic support as well as building attitudinal and behavioral support among key constituents for colleges and universities. (Typically offered: Irregular)

**HIED 6353. The College and University Presidency. 3 Hours.**

The course explores the basic elements of the presidency of an academic institution and examines the critical issues facing the college and university presidents/chancellors. (Typically offered: Irregular)

**HIED 6423. Trends, Issues and Problems in Higher Education. 3 Hours.**

A study of the current problems and trends related to the field of higher education. (Typically offered: Irregular)



**HIED 6483. Strategic Enrollment Management. 3 Hours.**

An examination of admissions marketing strategies, communications plans, branding, and forecasting as well as how other areas (financial aid, honors, scholarships, and student affairs) contribute to successful recruitment efforts. Other key enrollment management areas of focus for the class include academic records, registration, degree audits, FERPA, student support, and most importantly, retention. Major state and federal legislation that underscores any of these activities will be discussed as well. (Typically offered: Irregular)

**HIED 6533. Assessment of Institutional Effectiveness in Higher Education. 3 Hours.**

The course examines the fundamentals of assessment of learning outcomes and institutional effectiveness and introduces assessment as a tool to inform strategic planning and data-driven decision-making in higher education. (Typically offered: Irregular)

**HIED 6643. College Students in the United States. 3 Hours.**

Students will engage with the leading theoretical and empirical scholarship related to college students and use this information to engage in class discussion, complete course assignments, consider implications for practice, and contemplate opportunities for new scholarship. Prerequisite: Doctoral student in the Higher Education Program or instructor consent. (Typically offered: Irregular)

**HIED 6653. Legal Aspects of Higher Education. 3 Hours.**

An examination of the legal status of higher education in the United States; the rights and responsibilities of educators and students including fair employment; due process; torts liability and contracts; student rights landmark court decisions; federal and state legislation having an impact on education. (Typically offered: Fall and Spring)

**HIED 6663. Finance and Fiscal Management. 3 Hours.**

Higher education finance and budgeting practices: problems, issues, trends, and policy issues in higher education. (Typically offered: Irregular)

**HIED 6683. Governance and Policy Making in Higher Education. 3 Hours.**

An analysis of governance and policy making affecting the control of colleges and universities. Attention is given to policy generation, governing board supervision, and the impact of institutional, professional, and regional groups as well as community, state, and federal pressures. (Typically offered: Irregular)

**HIED 6693. Research Techniques in Higher Education. 3 Hours.**

Techniques of research applicable to Higher Education. (Typically offered: Irregular)

**HIED 674V. Internship. 1-6 Hour.**

Supervised field experiences in student personnel services, college administration, college teaching, institutional research, development, or other areas of college and university work. (Typically offered: Fall, Spring and Summer)

**HIED 699V. Seminar. 1-6 Hour.**

A series of seminar for specialized study into areas of current significance in postsecondary education, such as leadership and planning; organization, development, and change; human resource development and appraisal; the student in higher education; etc. (Typically offered: Fall, Spring and Summer) May be repeated for up to 9 hours of degree credit.

**HIED 700V. Doctoral Dissertation. 1-18 Hour.**

Doctoral Dissertation. Prerequisite: Candidacy. (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.

## Human Resource and Workforce Development Education Courses

**HRWD 5113. Foundations of Human Resource & Workforce Development. 3 Hours.**

An overview of human resource and workforce development (HRWD) in organizations. Focus on the integration of training and development, career development, and organization development. Topics include strategic planning for human resource and workforce development, needs assessment, program development, application of workplace learning theories, career development theories and methods, and application of organization learning theories. (Typically offered: Fall, Spring and Summer)

**HRWD 5123. Career Transitions. 3 Hours.**

This advanced level course is intended for career development professionals and/or subject-matter experts interested in improving their career development skills within a structured or unstructured learning environment. The emphasis in this course is on gaining career development techniques and planning formal and informal career development strategies for the individual or the organization. (Typically offered: Spring)

**HRWD 5133. HRWD Diversity Issues. 3 Hours.**

This course emphasis is on current trends and case studies of diversity in the workplace. Prerequisite: Graduate standing. (Typically offered: Fall)

**HRWD 5213. Organizational Analysis. 3 Hours.**

This course introduces the analysis process in organizations. The instruction and activities will enable students to develop skills in conducting organizational needs analysis (OA) as a basis for performance improvement in the workplace. (Typically offered: Spring and Summer)

**HRWD 5223. Strategic Human Resource and Workforce Development Education. 3 Hours.**

A comprehensive examination of the issues, topics, principles, theories, philosophies and concepts facing tomorrow's HRD professionals. Includes the transformation of strategic HRD; the role of strategic HRD leaders as change agents; the principles of strategic HRD; professional practice do mains of strategic HRD; organizational learning, performance, and change; and analysis, design, and evaluation of HPI interventions. Students will identify practices for informing decisions related to the formation of strategic HRD planning and implementation efforts. (Typically offered: Fall)

**HRWD 5233. HRWD Employment, Legal, and Ethical Issues. 3 Hours.**

This course focuses on employment, legal and ethical issues within the workplace. Students will gain knowledge that should enable them to be effective in understanding current employment concerns, equal employment opportunity (EEO) laws, and ethical practices within the workplace and how these employment concerns, laws, and practices impact society. (Typically offered: Spring)

**HRWD 5313. Facilitating Learning in the Workplace. 3 Hours.**

Facilitation of learning and performance improvement in the workplace. Application of instructional methods, formal and informal learning strategies, coaching, team building, and formal and informal on-the-job learning tactics. Focus on facilitating individual and group learning to affect organizational change. (Typically offered: Spring)

**HRWD 5323. International HRWD. 3 Hours.**

Exploration of how globalization and culture affect the workplace and the human resource development profession. Difference between global HRD and HRD practiced in a single country. Impact of culture on every aspect of HRD implementation and practice. Examination of HRD practices in different regions of the world. (Typically offered: Fall)

**HRWD 5333. HRWD Technological Resources. 3 Hours.**

This course provides students with the tools and abilities to evaluate and understand technology resources used in HRWD. Primary course elements are instructional design characteristics of technology, theoretical and practical uses of technology resources to facilitate and manage learning, and selecting the best or most appropriate technological resources. The course uses online technologies and learning experiences. (Typically offered: Fall)

**HRWD 5433. HRWD Capstone. 3 Hours.**

This course is the final course for the degree in Human Resource and Workforce Development. Students will be assessed on their overall knowledge and understanding of the field. The focus of this course will be research and analysis of classic works and current trends. Pre- or Corequisite: 27 MED credit hours completed. (Typically offered: Fall, Spring and Summer)

**HRWD 571V. Independent Study. 1-3 Hour.**

Independent study. (Typically offered: Irregular) May be repeated for up to 3 hours of degree credit.

**HRWD 572V. Workshop. 1-3 Hour.**

Workshop. Prerequisite: Advanced graduate standing. (Typically offered: Irregular) May be repeated for up to 3 hours of degree credit.

**HRWD 573V. Experiential Learning. 1-18 Hour.**

This course is designed for the student to attain paid or unpaid experiential development. (Typically offered: Irregular) May be repeated for up to 18 hours of degree credit.

**HRWD 6313. Project and Program Evaluation. 3 Hours.**

This course is a doctoral level course designed as an introduction to project and program evaluation in human resource and workforce development. Emphasis is on (a) project design and development, (b) program development and improvement, and (c) the integration of evaluation with strategic planning and performance improvement. (Typically offered: Spring Even Years)

**HRWD 6323. Qualitative Research Design and Analysis. 3 Hours.**

This course is designed to introduce HRWD students to qualitative research design, data collection and data analysis. Course content includes data collection through interviews, field observation, records research, ethical issues associated with conducting research in organizational settings, and internal and external validity problems. Prerequisite: ESRM 6403. (Typically offered: Spring Even Years)

**HRWD 6333. Quantitative Research Design and Analysis. 3 Hours.**

This course provides HRWD students with the tools and abilities to design and implement an original research project using quantitative measures. Primary course elements are research design application, theoretical settings of research, and nesting research within an appropriate literature base. The course uses online technologies and on-campus learning experiences. Prerequisite: ESRM 5013 and ESRM 6403. (Typically offered: Fall Even Years)

**HRWD 6343. HRWD Dissertation Seminar. 3 Hours.**

This course is a dissertation seminar. The student will prepare a prospectus and begin the first three chapters of their dissertation. This course is designed to be taken near the end of the doctoral student's course work. The course addresses the principles and techniques underlying organizational research, both experimental and non-experimental. It covers the basic philosophy of science and research methods and gives attention to the practical problems of design, data collection sampling, and data analysis. Prerequisite: ESRM 6403. (Typically offered: Fall Even Years)

**HRWD 6413. Career Theory and Decision Making. 3 Hours.**

This course focuses on comprehensive understanding of career theory and decision making to enhance career development that emphasizes technology, cross-cultural issues, practical application, and the global economy. Career development in both the private and public sectors will be explored. Students will gain knowledge that should enable them to be effective in developing their careers and those of others using multicultural considerations and a global perspective. (Typically offered: Fall)

**HRWD 6423. Practicum. 3 Hours.**

Practicum is designed to allow doctoral students in workforce development education an opportunity to apply the theoretical knowledge, skills and abilities to training, teaching, or research projects. (Typically offered: Irregular) May be repeated for up to 6 hours of degree credit.

**HRWD 6513. Organization Development. 3 Hours.**

This course teaches development of organization activities that intervene in the interaction of people systems to increase the effectiveness of using a variety of applied behavioral sciences. It includes the dynamics of organizations, the genesis of organizational theory and evolution of organizational dynamics, including examination of system structure, chaos theory, group dynamics and interaction, leadership theories, diversity issues impacting organizations, and techniques of change agent intervention. (Typically offered: Summer Odd Years)

**HRWD 6523. Leadership Models and Concepts. 3 Hours.**

This doctoral course concentrates on using commonly accepted principles of leadership to develop skills needed in workforce development education settings. (Typically offered: Fall Odd Years)

**HRWD 6533. HRWD Ethical and Legal Issues. 3 Hours.**

Focuses on ethical and legal issues within the workplace and behavioral science research. Students gain knowledge that should enable them to be effective in understanding ethical and legal issues within their workplace and how they can impact society. (Typically offered: Fall)

**HRWD 6613. Learning and Teaching Theories. 3 Hours.**

Models and philosophies of important theorists in the field of teaching and learning. (Typically offered: Spring Odd Years)

**HRWD 6633. Technology Systems in Human Resource and Workforce Development. 3 Hours.**

This course provides students with the tools and abilities to evaluate and understand technology systems in HRWD. Primary course elements are instructional design characteristics of technology systems, theoretical and practical settings that use technology systems to facilitate and manage learning, and selecting the best or most appropriate system for organizational use. The course uses online technologies and learning experiences. (Typically offered: Fall Odd Years)

**HRWD 6643. History and Foundations of HRWD. 3 Hours.**

This course focuses on the history of human resource development as a practice and a profession. Particular emphasis in this course is placed on the influence of philosophy on developing HRD theory and practice. As students progress through this course they can expect to gain greater understanding of how HRD developed as a profession, the historical root of its theory and practice, and an understanding of how to evaluate the philosophical assumptions of current HRD theory and practice. (Typically offered: Fall Even Years)

**HRWD 6713. HRWD Training & Development. 3 Hours.**

This course provides a theoretical and practical overview of training design and development in HRD within a range of organizational types. Design strategies used to create learning in organizations and facilitates an understanding of individual development from both an organizational and individual perspective are covered. Topics include designing training needs-assessments, job & task analysis, and evaluation of successful training design. Learning, designing, and evaluating the effectiveness of a variety of T&D programs will be explored. (Typically offered: Summer)

**HRWD 6723. Entrepreneurial Development. 3 Hours.**

An advanced graduate-level course examining the history, economics, theory and practice of developing Entrepreneurial enterprises. This course presents an overview of the business and organizational systems with which an entrepreneur should be familiar. (Typically offered: Irregular)

**HRWD 700V. Doctoral Dissertation. 1-18 Hour.**

Doctoral Dissertation. Prerequisite: Candidacy. (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.

