ADULT, ORG LEARNG AND LDRSHP (AOLL)

AOLL 203 (s) Workshop (1-16 credits)
Credit arranged

AOLL 299 (s) Directed Study (1-16 credits)
Credit arranged

AOLL 400 (s) Seminar (1-16 credits)
Credit arranged

AOLL 403 (s) Workshop (1-16 credits)
Credit arranged

AOLL 404 (s) Special Topics (1-16 credits)
Credit arranged

AOLL 405 (s) Professional Development (1-16 credits)
Credit arranged

AOLL 499 (s) Directed Study (1-16 credits)
Credit arranged

AOLL 500 Master's Research & Thesis (1-16 credits)
Credit arranged

AOLL 501 (s) Seminar (1-16 credits)
Credit arranged

AOLL 502 (s) Directed Study (1-16 credits)
Credit arranged

AOLL 503 (s) Workshop (1-16 credits)
Credit arranged Graded P/F.
Prereqs: Permission

AOLL 504 (s) Special Topics (1-16 credits)
Credit arranged

AOLL 505 (s) Professional Development (1-16 credits)
Credit arranged Professional development and enrichment of certificated school personnel. Credit earned will not be accepted toward grad degree program, but may be used in a fifth-year program. Additional projects/assignments reqd for grad cr.

AOLL 507 Future of Education and Work (3 credits)
Study and application of secondary and postsecondary curriculum and instruction focusing on sustainability as it relates to technical education, workforce and organizational development, "green" technologies and Science, Technology, Engineering and Mathematics (STEM).

AOLL 510 Foundations of Human Resource Development (3 credits)
Advanced study of the foundations and basis for workforce and human resource education programs. (Alt/years)

AOLL 526 Instructional Design and Curriculum (3 credits)
An in-depth examination and implementation of instructional design systems and curriculum development as a systematic method of designing, carrying out, and evaluating the total process of teaching and learning; based on research in human learning and communication, employing a combination of human and non-human resources to bring about effective instruction. Focused on corporate training as related to HRD in Adult Education.

AOLL 528 Program Planning, Development, and Evaluation (3 credits)
Program planning and development strategies for learning enterprise workers.

AOLL 560 Career Development in Organizations (3 credits)
Builds upon the foundation of personality psychology, genetic research, and modern neuroscience in understanding the complex process of career decision-making.

AOLL 570 Introduction to Research in Adult/Organizational Learning and Leadership (3 credits)
The first emphasis of this course is to help workforce education students find, interpret and evaluate scholarly research. The second emphasis is to prepare students to conceptualize, design, and conduct various forms of action research.

AOLL 573 Adult Learners: Foundations and Characteristics (3 credits)
Philosophical, psychological, social and economic foundations of adult education and characteristics of adult learners.

AOLL 574 Adult and Transformational Learning (3 credits)
Transformative learning theory is an essential part of this course. The best practices for reflecting upon existing personal, organizational, environmental, and social sustainability mental models and questioning norms are explored and practiced. Cognitive, humanistic, social learning, behavioral, constructivist, and developmental learning theories for adults are foundational elements of the course.

AOLL 575 Strategies for Facilitating Adult Learning (3 credits)
Strategies for planning and facilitating adult learning courses and programs including face-to-face, hybrid and on-line delivery.

AOLL 577 Organization Development (3 credits)
Planned change strategies for human resources in organizations; motivation, training/re-training, assessing, and crafting the corporate culture through educational efforts; assessing the knowledge skill gaps in the human resources.

AOLL 581 Theory & Practices & Challenges of Leadership (3 credits)
Analysis and study of leadership of the human resource in organizations; theories, styles, and methods of leadership developed from past leaders blended with current models of leadership.

AOLL 583 Organizational Leadership (3 credits)
Development of an understanding of groups, group behavior, development and socialization of groups, and nature of power, conflict, and leadership in groups; intended for adults who spend time with other adults in groups, committees, teams, or other relationship configurations; emphasis on leadership aspects of group behavior and participation.

AOLL 597 (s) Practicum (1-16 credits)
Credit arranged Supervised field experience in an appropriate public or private agency. Graded P/F.
Prereqs: Permission

AOLL 598 (s) Internship (1-16 credits)
Credit arranged Supervised experience in teacher education, administration, supervision, or ancillary services in adult education. Graded P/F.
Prereqs: Permission

AOLL 599 (s) Non-thesis Master's Research (1-16 credits)
Credit arranged Research not directly related to a thesis or dissertation. Prereqs: Permission

AOLL 600 Doctoral Research & Thesis (1-45 credits)
Credit arranged
AOLL 615 Research Apprenticeship in Adult, Organizational Learning and Leadership (1-16 credits)
Credit arranged This course prepares students to be effective knowledge generators and researchers and to eventually take a place in a research-intensive job position. This position could be in a university or an R&D division of a corporation, non-profit, non-governmental organization, or K-12 setting. The purpose is to prepare students for education, organization, and social research activities in their futures. The course focus is on our collegial research projects and processes and not on traditional content sharing. While there is some content that will be shared such as CITI Training, IRB information, experiences of the instructor(s) in publishing, collaborating, grant writing, conferences, and most importantly the processes of collaborative research (including coming to the question, framing research, theoretical foundations, literature reviews, methodological decision making, data collection, data analysis, writing up research and similar research tasks), the vast majority of the course is organized in a hands-on fashion in which students engage in research alongside faculty and not just read about it, think about it, or study it.