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INTERNATIONAL BUSINESS (INTERNATIONAL BUSINESS)

BUS5110

The course addresses the challenge of global competition by analyzing management, marketing, financial, and production activities in foreign markets. Economic, cultural, legal, political, labor, market, and other environmental factors that have an impact on international business strategies are examined.

CAVEAT: No graduate credit will be awarded if BUS4110 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing the reasons and methods for entering international markets.
- Understanding the theories of international trade and investment.
- Understanding the impact of the international monetary system and balance of payments on business strategies.
- Researching international markets and assessing business opportunities and risks.
- Adapting human resource programs to meet the needs of workers and management in a variety of countries and cultures.
- Assessing the differences in consumer and organizational buying behavior in different countries and cultures.
- Developing marketing strategies for products and services in different countries and cultures.
- Analyzing the effects of location, topography, and climate on international trade.
- Understanding the implications of culture including attitudes, beliefs, religions, technologies, and levels of education on international business.
- Evaluating the role of foreign governments in competition, privatization, and protection of multinational enterprises.
- Discussing how international institutions, both governmental and nongovernmental, impact the conduct of international trade.
- Determining the effects of currency control, wage and price controls, and quotas on international trade.
- Evaluating the issues of standardization, distribution, and pricing in an international environment.
- Understanding export and import practices and procedures, including the use of letters of credit, bills of lading, and means of export financing.
- Discussing techniques for evaluating and controlling global operations.
- Assessing the design requirements for production systems in different countries and cultures.
- Analyzing alternative organizational structures for global businesses.
- Identifying and discussing ethical issues in the global marketplace.
- Understanding the currency exchange rate risk inherent in international business and methods of dealing with such risk.

PUBLIC SPEAKING (PUBLIC SPEAKING)

COM5401

The course helps students apply the theories and research of public speaking to become effective speakers. Students will also learn how to analyze and critique the presentational skills and techniques of other speakers.

CAVEAT: No graduate credit will be awarded if COM3401 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Writing effective speech introductions which include startling statements, questions, anecdotes, quotes, suspenseful illustrations, and personal references.
- Creating memorable conclusions which include a summary and illustrations, emotional appeals, humor and challenges.
- Locating material for a speech using EBSCO and other scholarly sources in the on-line library and correctly documenting those sources within a speech outline.

- Choosing language that appeals to the five senses: sight, hearing, feeling, smell, and taste.
- Integrating illustrations within a speech which include vivid imagery.
- Applying the nonverbal research to present an effectiveness speech including eye contact, good postures, appropriate gestures, and occasional movement.
- Analyzing a speaker's nonverbal effectiveness: eye contact, postures, gestures, facial expression, and movement.
- Presenting a speech with enthusiasm, energy, spontaneity, and communicativeness.
- Discussing and utilizing appropriate techniques for informative speaking: demonstrations, lectures.
- Evaluating organizational patterns to determine which one is appropriate for an informative speech: topical, spatial, or chronological.
- Evaluating and selecting appropriate organizational patterns for a persuasive speech: problem/solution, comparative advantage, and criteria/satisfaction.
- Discussing and applying Aristotle's theory of persuasion including ethos, pathos, and logos.
- Utilizing emotional, logical, and credible appeals in a persuasive speech.
- Analyzing an audience and writing a speech that specifically addresses the issues that concern the group with credibility.
- Delivering a speech that shows the audience relevancy through timeliness, proximity, and impact.
- Developing a personal code of ethics for public speaking.

PERSUASION
(PERSUASION)

COM5405

The course allows students to review the major theories of persuasion. Key topic areas include the psychology of persuasion, source credibility, motivational appeals, social campaigns, manipulation, audience analysis, and adaptation.

CAVEAT: No graduate credit will be awarded if COM4405 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Comparing and contrasting persuasive psychological theories.
- Identifying and describing fallacious arguments in the media.
- Evaluating the credibility of a source.
- Hypothesizing how emotions can be used to impact the message.
- Using logic to support a position on a controversial topic in a speech.
- Discussing methods of audience analysis and adaptation.
- Analyzing and evaluating persuasive nonverbal behaviors.
- Examining persuasive messages and speeches in politics.
- Applying the theory of the stages of a social campaign to a movement.
- Identifying and critiquing propaganda to determine the fallacies within it.
- Analyzing the process of manipulation—the dark side of persuasion.
- Assessing the characteristics of manipulators.
- Utilizing effective argumentation skills and techniques to persuade an audience.
- Developing a personal code of ethics for the public speaking setting.

NONVERBAL COMMUNICATION
(NONVERBAL COMMUNICATION)

COM5407

The course explores the impact of nonverbal behavior on the communication process. It explores how the environment, dress, appearance, movement, facial expressions, eye behavior, and chronemics affect communication. Special attention is given to nonverbal research and analysis.

CAVEAT: No graduate credit will be awarded if COM4407 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the different types of nonverbal behaviors: oculistics, facial kinesics, kinesics, environment, haptics, chronemics, smell, dress, and appearance.

- Discussing the different types of nonverbal research: observational, simulation, surveys, and environmental.
- Describing how to locate scholarly nonverbal behavior using appropriate indexes in EBSCO.
- Developing a methodology and tabulating results of a nonverbal study.
- Evaluating an environment by applying the research on nonverbal environments.
- Describing the four different types of proxemic spaces: intimate, interpersonal, social, and public.
- Completing a nonverbal self analysis which looks at dress, appearance, eyes, facial kinesics, and environment.
- Discussing how personal appearance can be manipulated so the person looks more credible, knowledgeable, and approachable.
- Analyzing the messages being sent by others nonverbal appearance.
- Identifying how artifacts can enhance or detract from the desired image.
- Describing how personality can be communicating through facial expressions.
- Discussing how pupilmetrics can help identify who is attracted to whom, what products are desirable, and which political candidates are preferred.
- Examining and explaining the role of haptics in human development from birth to death.
- Discussing how the memory can be evoked through smell.
- Describing how a person's vocalic can influence if he is seen as competent, friendly, sad, optimistic, or warm.
- Studying how postural and gestural kinesics affect human interaction.
- Discussing how kinesics can be used to affect powerful and persuasive behaviors.
- Applying the theories and research of nonverbal communication to analyze interactions.
- Discussing what behaviors may accompany deception.
- Listing and describing how cultures differ nonverbally.

PUBLIC RELATIONS
(PUBLIC RELATIONS)

COM5445

The course presents issues related to the ways individuals and organizations represent themselves to their respective audiences. Public relations is a communication function within the organization which addresses internal and external audiences.

CAVEAT: No graduate credit will be awarded if COM4445 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Describing the roles, origins, and trends of public relations.
- Describing the public relations process and the interactions among target audiences.
- Discussing the role of senior and upper management in influencing their organization's internal/external public relations activities.
- Defining the relationship between practitioners and journalist as being mutually dependent and mutually beneficial and sometimes adversarial.
- Describing and giving examples of crisis public relations that practitioners must anticipate.
- Suggesting methods for handling public relations crises.
- Researching information to support public relations for an organization or a person.
- Investigating the techniques of good publicity.
- Developing the goal, theme, and publicity for a campaign.

CRITICAL ANALYSIS OF THE MEDIA
(CRITICAL ANALYSIS:MEDIA)

COM5447

The course offers students the opportunity to understand the psychological effects of information provided through the media. Emphasis will be placed on questioning and evaluating information received as to its effects on target and non-target audiences.

CAVEAT: No graduate credit will be awarded if COM4447 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Differentiating between various types of media communication.

- Probing sources of news media communication.
- Critiquing decision-making processes in the media.
- Demonstrating the use of symbolism in media communication.
- Analyzing the psychology of group motivation in media communication.
- Describing the effects of various types of media messages on children.
- Examining the effects of the news media on the family.
- Examining the effects of the entertainment media on the family.
- Analyzing cognitive responses to media communication.
- Analyzing emotional responses to media communication.
- Critiquing the use of subliminal messages in media communication.
- Examining the effect of ratings on entertainment and news media decisions.
- Recognizing and describing ethical dilemmas in media broadcast decisions.
- Categorizing the media's obligations to the public.
- Contrasting persuasive versus informative media messages.
- Understanding how social media affects our lives.
- Examining the changes the Internet has had on traditional media.

MANAGERIAL COMMUNICATION (MANAGERIAL COMMUNICATION)

COM5469

The course explores the relationship between management and communications, providing the students with the tools to improve their organizational communication skills. Topics include effective application of managerial and communication skills, motivational theories, and the importance of communication skills in a global environment.

CAVEAT: No graduate credit will be awarded if COM3469 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying and emulating the communication traits of a successful manager.
- Determining how to build stronger relationships between management and employees.
- Illustrating how communication personalities might positively and negatively affect the climate of an organization.
- Recommending methods of adapting one's leadership style to the organizational environment.
- Examining how to adapt one's communication style to one's job.
- Comparing and contrasting managerial theories to determine their strengths and weaknesses.
- Summarizing major theories of motivation.
- Exploring how attitudes can influence one's work.
- Discussing transformational and charismatic leadership.
- Ascertaining if a job provides sufficient motivation for a particular communication style.
- Analyzing the bases of power within the organization and determining a communication strategy to increase power.
- Explaining how an employee's talents might be wasted in an organization because of a false perception of his fellow employees and managers.
- Describing the communication problems that might occur when manager's and employee's values are different.
- Assessing the sources of conflict and describing communication strategies to solve conflict in an organization.
- Analyzing a manager's style to determine his strengths and weaknesses.
- Applying the skill of critical thinking to analyze a manager's communication style.
- Exploring how ethics affects communication.

COMMUNICATING FOR RESULTS **IN ORGANIZATIONS** (COMM RESULTS IN ORGAN)

COM6303

The course allows students to learn how to analyze the communication systems within an organization. The course helps the student identify semantic problems as well as nonverbal barriers

present in organizations. Students will learn how to analyze communication, diagnose problems, and suggest solutions.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying interpersonal communication problems within an organization.
- Suggesting methods of dealing with difficult people.
- Evaluating how the nonverbal environment and behavior affect interaction within an organization.
- Demonstrating how “corporate stories” about the history of an organization affect the communication climate.
- Discussing how the communication styles of corporate heroes and villains give insights into the corporate culture.
- Diagnosing how the corporate culture affects the public communication of an organization.
- Categorizing the communication roles of team members within an organization.
- Identifying the effective and ineffective communication strategies of team members.
- Describing how a needs assessment within an organization is conducted.
- Determining the needed skills and qualifications for a communication consultant.
- Deciding whether to use an in-house consultant or an external consultant to solve communication problems.
- Describing the different types of training and evaluating their outcome.
- Ascertaining the major communication problems that confront organizations today.

CULTURAL COMMUNICATION (CULTURAL COMMUNICATION)

COM6420

The course allows students to analyze how cultural differences affect communication. Students study various cultures and compare and contrast them with American culture.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Describing the American culture and differentiating it from other cultures.
- Identifying and describing the subcultures within the United States.
- Explaining how core values affect cultures.
- Discussing how language influences cultures.
- Defining and discussing how culture affects the perception of reality.
- Determining the nonverbal differences among cultures.
- Identifying and discussing how nonverbal differences create misunderstanding.
- Examining sex role differences among cultures and discussing how these differences affect communication.
- Surveying the family structures of cultures.
- Evaluating how religions influence the communication and the values within cultures.
- Analyzing how cultures affect international business.
- Specifying how management can overcome cultural communication barriers.
- Identifying and describing obstacles to intercultural communication.
- Comparing and contrasting communication patterns of Asians, Europeans, Latin Americans, North Americans, Africans, and Middle Easterners.
- Summarizing methods of cultural adaptation.

CHRISTIAN COUNSELING (CHRISTIAN COUNSELING)

CSL6720

The course presents an overview of counseling from a Christian perspective, introducing key terms, theories, and concepts. It provides a basic Christian counseling model that is applicable to a wide range of issues typically encountered in the local church. The course also includes professional, ethical, and legal issues related specifically to Christian counseling.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding personal motivations and goals for providing Christian counseling.
- Examining personality development from a lifespan perspective.

- Defining key concepts and terms related to the major theories of therapy.
- Identifying and exploring the major concepts of psychoanalytic therapy in relation to Christian counseling.
- Examining the usefulness of existential therapy as it applies to the helping relationship.
- Defining and describing the advantages of person centered therapy as it pertains to ministerial counseling.
- Evaluating the use of behavioral therapy and its application to Christian counseling.
- Analyzing and applying the concepts of cognitive behavioral therapy in relation to individuals, couples, and families.
- Discussing the strengths and usefulness of reality therapy in a pastoral counseling context.
- Summarizing the contributions and clinical applications of post-modern approaches to Christian counseling.
- Exploring the therapy terms and application of family systems to congregational families and the church as a larger human system.
- Evaluating major theories of counseling and integrating them into a personal model of Christian counseling.
- Demonstrating an understanding of ethical and legal issues related to the practice of Christian counseling.
- Understanding the effects of the counselor's personal beliefs and values on the therapeutic process.

FAMILY LIFE MINISTRY
(FAMILY LIFE MINISTRY)

CSL6730

This course presents an introduction to the field of family life ministry. Focus will be on the design, development, and delivery of a comprehensive family ministry with emphasis on preventive and therapeutic resources for families in the church and in the community. The theological foundations for a ministry to families will be explored.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the role of family life ministry in the local church and defining family ministry.
- Discussing the major decisions a church and church leadership make before initiating a ministry to families.
- Describing a theological and biblical basis for family life ministry and the nature of the family.
- Formulating an integrated approach to counseling in the local church.
- Analyzing the common barriers to family life ministry and discussing approaches to deal with those barriers.
- Formulating a plan to minister to the needs of families in the local church through the use of a congregational needs analysis.
- Identifying and discussing various forms of family life ministry that are applicable to a range of church contexts.
- Applying principles of preventive ministry with therapeutic ministry to provide a holistic approach to family needs.
- Describing family ministry as an outreach to the local community to meet the needs of community families.
- Evaluating the competencies and skills necessary to function as a family life minister in a local church.
- Understanding the needs of diverse family forms in the local church as they apply to the planning of a family life ministry.
- Describing the design, development, and delivery of a comprehensive family life ministry for a local church.

COUNSELING ETHICS
(COUNSELING ETHICS)
(FORMERLY CSL6810 ISSUES & ETHICS IN COUNSELING)

CSL6740

The course is specifically designed to prepare graduate students to function in the formal role of a professional practitioner. Major emphasis is placed upon ethical and legal issues, standards and

conditions of preparation for the professions, and role identity matters. Models of decision making are presented with emphasis on application in mental health settings.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the historical development of professions, in general, and the counseling profession specifically.
- Examining trends in the codes of ethics and ethical decision-making within the counseling profession.
- Assessing one's own values, attitudes, and beliefs as a helping professional.
- Understanding the use of self as a therapeutic instrument.
- Discussing the issue of personal therapy for counselors and other helping professions.
- Exploring the issue of converting clients to one's own life philosophy.
- Developing a particular counseling frame of reference
- Discussing high-risk practices such as social, business, and personal relationships with clients, the issue of sexual contact with clients, and the therapeutic value of touching.
- Describing and analyzing the ethical, legal, and professional standards of the counseling profession, including state, and national ethical and legal codes related to mental health counselors.
- Discussing confidentiality, privileged communication, duty to warn, informed consent, dual relationships, privacy, and the rights of clients in mental health settings.
- Discussing ethical and professional issues specific to group counseling in mental health settings.
- Considering the various roles and responsibilities of the counselor in mental health settings, and the community.
- Explaining the ethical issues in counseling-therapy research practices in mental health settings.
- Describing the nature of professional liability, malpractice, and treatment of dangerous and difficult clients in mental health settings.
- Defining and understanding crisis intervention in the helping professions.
- Examining the differences between crisis and psychotherapy.
- Defining consultation and supervision as related to the counseling profession.
- Demonstrating via case studies the ability to apply ethical decision-making skills.

SCHOOL COUNSELING ETHICS

CSL6745

(SCHOOL COUNSELING ETHICS)

(FORMERLY CSL6810 ISSUES & ETHICS IN COUNSELING)

The ethics related to school counseling differ in focus from that of a professional counselor. There are separate professional organizations as well as separate work environments. School Counselors work with minors in a school setting that is designed for academics. Issues that face children and adolescents on a personal-social level do impact progression in the academic areas and need counselor intervention and consultation. The Education Code is the guiding framework for school counselor's work, and it has become more complex in interpretation and implementation. Legal issues are quickly becoming a concern for school counselors as they practice in the public setting.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the importance of academic advisement of students in the public school setting.
- Communicating an understanding of the college admission process, college letters of recommendation and scholarship needs for the student.
- Demonstrating the best practices of student assessment for career programs and career advisement along with advocacy in selection of students for special school programs and leadership roles.
- Distinguishing between school culture and that of a private practice setting.
- Demonstrating the need for confidentiality issues on a school campus and the areas in which that is appropriate.
- Managing high risk behaviors in the school culture such as self-injurious behaviors, suicidal ideation, and potential for violence.
- Demonstrating the best process for data collection and its uses for the best student academic outcome.
- Explaining high stakes testing and related stressors in the school culture.
- Discussing effective methods for ethically managing high risk student behaviors.

- Describing the implications from technology abuse in the school setting.
- Developing appropriate case notes, subpoenas, and guidelines for testifying as related to the job of the school counselor.
- Documenting rules and regulations for the counselor position in the public schools through the Texas Administrative Codes, Attorney General Decisions, and Federal Guidelines.

COUNSELING IN SCHOOLS
(COUNSELING IN SCHOOLS)

CSL6779

The course presents a comprehensive review of counseling in schools. Students will define the roles and functions of school counselors. Emphasis is placed on a learner-centered process that includes organizing, planning, designing, implementing, and evaluating a comprehensive counseling and guidance program. The Texas Developmental Plan as well as the American School Counseling Association Models will be reviewed as related to the school counselor job.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the roles and responsibilities of the school counselor along with other professionals in the school with regard to the guidance and counseling program.
- Demonstrating knowledge of the components of a developmental guidance and counseling program, procedures for implementing, evaluating, and modifying the developmental guidance and counseling program as necessary to meet the needs of all students.
- Demonstrating how to assess the needs of students in a school and plan a proactive program that reflects student needs.
- Applying knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria).
- Understanding the use of prevention approaches and intervention strategies to address student concerns.
- Guiding students to develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving.
- Demonstrating ways to promote a cooperative, inclusive, and purposeful learning environment.
- Discussing effective referral procedures to facilitate the use of special programs and services.
- Explaining strategies for effective internal and external communication.
- Illustrating consultant and/or coordinator roles of school counselors.
- Demonstrating how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.
- Providing leadership for student school counselors to help them set and attain challenging educational, career, and personal/social goals.
- Demonstrating knowledge of procedures for consulting with teachers, administrators, and others to provide professional expertise and enhance their work with students.

PROFESSIONAL COUNSELING
(PROFESSIONAL COUNSELING)

CSL6780

The course presents an introduction and overview of the counseling profession. A variety of areas are explored including professional orientation, the helping relationship, theories and skills, systems theory, group work, consultation and supervision, lifespan development, abnormal development, diagnosis, career development, research and appraisal, agency counseling, and school counseling. Emphasis is placed on multicultural aspects of counseling as well as ethical, professional, and legal issues.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the historical development of the counseling profession.
- Examining the contributions of each theory of counseling.
- Identifying issues and trends in the field of counseling.
- Understanding personality development from a lifespan perspective.
- Demonstrating an awareness of personal motivation and goals for entering the counseling profession.
- Conducting graduate level research studies.

- Using APA standards effectively with all course assignments.
- Describing and analyzing the ethical, professional and legal issues in the counseling profession.
- Defining the roles and functions of school, agency, and mental health counselors.
- Distinguishing between counseling, guidance, and psychotherapy.
- Analyzing the contemporary models of counseling assessment.
- Examining the history of career development and vocational guidance
- Identifying the major theoretical frameworks for group work.
- Understanding abnormal psychology reflective of the DSM-IV-TR.
- Explaining the historical trends and major theories associated with marriage and family therapy.
- Defining consultation and supervision as related to the counseling profession.
- Evaluating the aspects of counseling from a multicultural perspective.
- Understanding the referral/advocacy/triage related to the counseling profession.
- Defining and understanding crisis intervention in the helping professions.
- Examining the differences between crisis and psychotherapy.

THEORIES & METHODS OF COUNSELING
(THEORIES/METHODS CNSLG)

CSL6782

The course presents the philosophical and theoretical bases of the helping process. Emphasis is placed on understanding the major counseling theories, basic helping skills, and applications to diverse populations. Techniques and methods from each counseling perspective will be demonstrated and practiced under faculty supervision. A major focus is on the application of the theories and methods of individual, group, and family counseling in schools and mental health settings. The course also includes professional, ethical, and legal issues related specifically to the counseling and guidance process.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the influence of biographical backgrounds of major counseling theorists.
- Synthesizing the contributions of each major counseling theory.
- Comprehending therapy as postulated by each of the major theorists.
- Evaluating the nature of behavior and behavior change from each model presented.
- Contrasting the concepts of mental health and mental illness as described by each theorist.
- Understanding the views of human nature from each counseling perspective.
- Assessing the relationship between therapist and client in each counseling theory.
- Demonstrating techniques and methods from each counseling perspective.
- Examining the multicultural aspects of each counseling method.
- Comparing and contrasting various therapeutic approaches to a given case study.
- Analyzing how each theory presented might be used to direct or redirect personal growth.
- Examining the ethical and moral implications of each theory.
- Synthesizing research findings about the effectiveness of therapy approaches from each counseling theory.
- Applying the theories and methods of individual, group, and family counseling in school and mental health settings.
- Illustrating the influence of each theory on the field of counseling and guidance.

COUNSELING ASSESSMENT TECHNIQUES
(COUNSELING ASSESSMENT)

CSL6800

The course develops a framework for assessing the functioning of individuals, groups, families, or organizations. Interviews, testing, and integration of clinical information are used. Assessment tools reflecting personality, intellectual, family, educational, vocational, and social functions are used. Principles of measurement, data gathering, and interpretation are discussed. Class participation and case presentation are required. Ethics, ethnic, and cultural bias are examined.

PREREQUISITE: CSL6782

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Synthesizing the history of counseling assessment and psychological testing.
- Analyzing the contemporary models of counseling assessment.
- Explaining basic qualifications and responsibilities of both developers and users of assessment tools in various settings, including schools, families, and organizations.
- Adhering to acceptable practices when interpreting and communicating results of assessments with clients, parents/guardians, teachers, administrators, and community representatives.
- Adhering to clear, ethical and effective standards of practice when conducting assessments with diverse populations or populations with special needs.
- Using computer technology effectively in all phases of counseling assessment.
- Demonstrating effectiveness in writing assessment reports and in developing materials to be used in communicating with clients, parents/guardians, and community resources.
- Addressing the relationships among various theories and counseling assessment.
- Applying basic statistical and measurement concepts to the development and use of counseling assessment.
- Demonstrating skill in evaluating the offerings of publishers of tests and in selecting and using various sources of information and particular instruments.
- Demonstrating skill in administering tests to include managing the collection of assessment data in individual, group, family, and school settings.
- Intervening to manage test anxiety.
- Critiquing available assessment tools and approaches for their validity and reliability with particular populations.
- Identifying and using specific assessments developed for measurement of intelligence, life span development, personality, achievement, aptitude, learning styles and differences, career development, social environment, and family dynamics.
- Involving families, inter-disciplinary team members, and other community groups in using assessment to facilitate learning and development.
- Conceptualizing current issues and trends in the field of counseling assessment.
- Identifying and using specific assessments developed and used primarily in school settings.

LIFE SPAN DEVELOPMENT **(LIFE SPAN DEVELOPMENT)**

CSL6801

The course investigates the changes that occur with age and the processes underlying human growth and development throughout the life cycle. The developmental progression of the family life cycle is also explored, including physical, psychological, and social characteristics. Emphasis is placed on areas such as sensory and perceptual ability, cognitive and language development, behavioral genetics, and effects of socialization agents.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining developmental psychology.
- Detailing stages of the human life cycle.
- Understanding the contribution of genetics to life span development.
- Examining the developmental stages of the family life cycle and the family structure, including their influence on the allocation of family resources.
- Discussing prenatal development.
- Describing theories of personality development in infancy.
- Assessing motor skill development in early childhood.
- Evaluating perceptual development in early childhood.
- Analyzing theories of personality development in early and middle childhood.
- Discussing development of primary and secondary sex characteristics.
- Discussing adolescent egocentrism.
- Expanding the concept of adult maturity.
- Discussing the development of adult sexual relationships.
- Investigating theories of mid-life personality development.
- Synthesizing changes in health, sensory abilities, and mental capabilities in late adulthood.
- Evaluating psychological stages in the dying process.
- Understanding the effect of school developmental and counseling guidance programs upon societal problems.

CAREER COUNSELING AND GUIDANCE
(CAREER CNSLG/GUIDANCE)**CSL6803**

The course presents an in-depth study of career counseling and guidance services that focuses on occupational, educational, and personal/social issues for general and specific populations. Emphasis is on understanding and applying career counseling and guidance theories in school and non-school settings. A primary focus includes planning, designing, developing, implementing, and evaluating a career counseling and guidance program in schools and mental health settings.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Examining the history of career development and guidance.
- Identifying general professional/occupational areas of competence.
- Identifying theories of career counseling and guidance.
- Discussing the importance of an individual skills inventory to career development.
- Using a variety of self-assessment methods in career planning and development.
- Evaluating the role of career development management and the administration of career development interventions in both school and organizational settings.
- Identifying the different career stages and their relationship to development and career development theories.
- Discussing the use of lifelong learning as a proactive approach to career development and guidance.
- Explaining the importance of identifying functional or transferable skills and their relationship to career change and development.
- Discussing the evolving array of career development resources.

GROUP COUNSELING & THERAPY
(GROUP COUNSELING/THERAPY)**CSL6805**

The course examines the theory, practice, and functioning of group processes. Different types of small groups are studied, including self-help groups. Leadership, meta-communications, methods, dynamics, and facilitative skills are presented. Small group participation is included.

PREREQUISITE: CSL6782

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining the origins of group guidance, group counseling, and psychotherapy, including the leaders and time frames.
- Applying specific theories of practice to group counseling and psychotherapy.
- Applying group dynamics and processes.
- Evaluating ethical and professional guidelines for professional group leaders.
- Interpreting the progression of group stages and the relationships among the stages.
- Selecting appropriate interventions for members who present common patterns such as fear, anger, and/or violence.
- Selecting therapeutic responses when working with cultural diversity among group members.
- Managing assessments of group members for use in selection of members for planning specific strategies and techniques.
- Applying appropriate clinical interventions with selected clinical, educational, business, and/or community populations.
- Demonstrating leadership skills in both group maintenance and group facilitation.
- Modeling effective group techniques for use in schools, community, or organizational settings.
- Illustrating proper administrative procedures for group counselors or therapists including effective documentation.
- Discerning when group counseling is appropriate or is preferred as a treatment modality.
- Providing and synthesizing the exchange of feedback between self and other leaders and group members.
- Applying selected models of consultation to help groups or organizations to change.
- Reviewing the nature and scope of research about group counseling and therapy.

DIAGNOSIS/TREATMENT OF DYSFUNCTIONAL BEHAVIOR **CSL6820**
(DYSFUNCTIONAL BEHAVIOR)

The course presents a system of abnormal psychology reflective of the DSM-IV-TR. Mental disorders are defined and studied as they have been classified for treatment purposes. Emphasis is placed on diagnostics to include the interview, appropriate use of assessment tools, and consultation with mental health and/or school professionals. Students gain experience in case presentation and in outlining treatment alternatives for clients or students whose dysfunctional behaviors range from mild to severe.

PREREQUISITE: CSL6801

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Comparing and contrasting normal personality development with the development of abnormal psychology nosology.
- Evaluating the DSM-IV-TR, its theory and applications for educational and clinical settings.
- Describing mental retardation and outlining appropriate educational and treatment goals.
- Identifying disorders in infancy, childhood, and adolescence.
- Identifying substance use disorder and discussing the progression of the disease.
- Classifying psychotic disorders.
- Discussing affective disorders.
- Describing anxiety and neurotic disorders.
- Analyzing adjustment disorders.
- Identifying personality disorders.
- Computing multiaxial diagnosis.
- Defining marital, family, and vocational adjustment problems.
- Discussing and identifying physiologic effects of disorders.
- Formulating reports for release to other professionals, insurance companies, and/or legal offices.
- Understanding psychopharmacology as an appropriate treatment modality.
- Conducting a clinical interview.
- Evaluating research in the mental health field.

FAMILY IN CRISIS **CSL6822**
(FAMILY IN CRISIS)

The course presents an in-depth study of the critical issues presently facing today's families. Emphasis will be upon assessment and the development of guidance and counseling programs that will address the learner's need. Issues addressed may vary due to the cultural demands on families and schools.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Evaluating the socioeconomic and political factors that affect today's families.
- Developing collaborative school-home relationships that promote and facilitate learners' academic, personal, social, and career growth.
- Explaining and identifying legal and ethical issues related to school and mental health counselors such as confidentiality, duty to warn, informed consent, and dual relationships.
- Assessing family crisis from an integrative perspective.
- Considering cultural diversity when intervening in family crises.
- Describing violence and its impact on the family.
- Identifying the various theoretical approaches to family violence.
- Understanding abuse within the context of family dynamics.
- Discussing the theoretical and therapeutic approaches to dealing with abuse.
- Explaining the dynamics of suicide on the family system.
- Addressing the suicidal client within a therapeutic context.
- Comparing and contrasting the effects of natural and man-made trauma on the family.
- Understanding the concept of crisis intervention, referral, advocacy, and triage as applied to families in crisis.

MARRIAGE & FAMILY THERAPY
(MARRIAGE/FAMILY THERAPY)**CSL6825**

The course is a survey of the historical development and principal conceptualizations of marital and family therapy goals. Goals include an initial examination and comparison of various therapies currently employed in the field.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Explaining the historical trends in marriage and marital therapy.
- Discussing the growth of marital and family therapy in the United States.
- Reviewing the Texas Family Code relating to marriage, divorce, and child custody issues.
- Classifying the theoretical approaches to understanding marriage and the family.
- Comparing traditional individual therapy with marriage and family therapy.
- Identifying the stages in a family life cycle in the United States.
- Understanding the different theories of Marriage and Family Therapy.
- Explaining the impact of the family environment upon the learning and development of family members.
- Explaining the impact of divorce, re-marriage, and step-parenting in the family.
- Describing several assessment instruments in marriage and family therapy.
- Defining the role of the therapist in each of the marital and family theories studied.
- Illustrating the influence of each theory in the field of marital and family therapy.
- Defining the key terms in marital and family theory.
- Relating the ethical and moral implications of marriage and family therapy.
- Reviewing the current research on marital and family therapy in the United States.
- Defining the role and process of supervision as it relates to the training of marriage and family therapists.
- Understanding the concepts of crisis intervention, referral, advocacy, and triage as applied to marriage and family therapy.

PRE-PRACTICUM SCHOOL COUNSELING
(PRE-PRAC SCHOOL CNSLG)**CSL6829**

The course prepares students to transition to the Practicum in School Counseling and the practice of many roles of the school counselor. Students prepare for Practicum through a series of experiential exercises such as simulated interviews, completion of cases, designing guidance lessons, responding to student-based scenarios, and completion of the Practicum Application Packet.

PREREQUISITES: Completion of all work.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Organizing one's schedule to follow a specific outline forms and timetable for Practicum.
- Applying research tools to obtain knowledge and skill related to human development, counseling services, and professional leadership for becoming a school counselor.
- Stating relevant, measurable counseling goals.
- Developing solutions to selected counseling problems, academic, career and/or vocational, or social and developmental.
- Applying critical thinking skills to the critique of counseling approaches to specific cases involving learners and their families.
- Analyzing the conceptual frameworks and treatment objectives of selected vignettes of others' work.
- Explaining the implications of emerging standards that are being advanced by the Texas State Board of Educator Certification, the American School Counseling Association, and the Texas School Counseling Association.
- Demonstrating readiness for Practicum in School Counseling by completing the official Amberton Practicum Application Packet.
- Demonstrating the ability to apply the Carkhuff model to school counseling situations.
- Selecting and demonstrating techniques of a chosen counseling theory.

ADVANCED COUNSELING SKILLS & TECHNIQUES
(ADV CNSLG SKILLS & TECH)**CSL6830**

The course presents complex, multi-faceted interventions for individuals, families, groups, and organizations. Emphasis is given to conceptualization of cases with effective interventions. Students are expected to integrate learning from CSL6782. Applications for clinical and school settings are examined.

PREREQUISITES: CSL6782

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Evaluating and demonstrating the appropriate use of techniques associated with major counseling theories.
- Evaluating and demonstrating the appropriate use of techniques associated with selected alternative and emerging therapies.
- Writing a paper assessing counseling techniques and describing one's personal counseling orientation.
- Demonstrating skills of referral, advocacy, and triage in crisis intervention cases.
- Identifying and understanding cultural specific issues, including gender, race, ethnicity, socioeconomic, and physically challenged individuals in schools and mental health settings.
- Developing effective leadership skills to plan, implement, and evaluate a comprehensive developmental counseling and guidance program that meets the needs of all learners.
- Defining the roles and functions of counselors in schools and mental health settings, and identifying common referral resources available to school and mental health counselors.
- Describing and analyzing the ethical, professional, and legal issues in the counseling and guidance profession.
- Demonstrating basic helping skills.
- Demonstrating skill in the management of clinical and administrative documentation.
- Assessing for difficulties in the areas of addictive behavior, depression, suicidality and/or homicidality, and violent behavior.
- Evaluating and understanding the emerging role of technology-based counseling.

MULTICULTURAL COUNSELING
(MULTICULTURAL COUNSELING)**CSL6832**

The course presents an in-depth study of counseling and therapy from a multicultural perspective. Emphasis is on the unique features and concerns in working with culturally and ethnically different clients in school and mental health settings. In addition, the course focuses on the development of skills needed to work with culturally different families.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Describing the multicultural counseling competencies as defined by the American Counseling Association.
- Analyzing major theories of multicultural counseling.
- Recognizing unique and universal characteristics of culturally diverse populations.
- Discussing sociopolitical factors such as poverty, environment, economics and how they affect families and various cultural groups.
- Understanding discrimination, prejudice, racism, and the history of oppression from a multicultural perspective.
- Discussing the psychology of gender and sexual orientation from a multicultural perspective.
- Understanding the family structure and family dynamics from a multicultural perspective.
- Understanding ways to create, maintain, and advocate for a school environment that is culturally sensitive, responsive, and inclusive to all learning environments.
- Understanding the impact of environmental influences on learners' development and achievement and facilitating learners' development of strategies that help them cope with situations that may hinder learning.

- Demonstrating an appreciation of human diversity by providing equitable guidance and counseling services for all learners and by promoting a climate of mutual respect in which students learn to value themselves and others.

COUNSELING CHILDREN AND ADOLESCENTS (CNSLG CHILDREN & ADOLESC)

CSL6833

The course addresses the major issues related to counseling children and adolescents within a developmental, familial and social framework. A conceptual model for treatment planning, clinical assessment and protocols are discussed including areas of developmental adjustment, abuse and neglect and individual interpersonal issues. Treatment approaches will include an examination of behavioral, art and play therapy options. Issues of professional practice include codes, ethical standards, documentation and safe practice counseling children and adolescents.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Thinking critically about what it means to grow up in the 21st century.
- Describing a developmental perspective for counseling with children.
- Describing a developmental perspective for counseling with adolescents.
- Exploring the relevance of growing up in an abusive and/or neglectful environment.
- Developing a conceptual framework for assessment and treatment planning with children, adolescents and their families.
- Developing a conceptual model for collaborating with social institutions and communities in providing counseling services for children, adolescents and their families.
- Developing skills sets for working both individually and in groups with children, adolescents and their families, utilizing the diagnostic criteria of Diagnostic and Statistical Manual of Psychological Disorders.
- Implementing play therapy with children.
- Incorporating art therapy into work with children and adolescents.
- Developing behavioral approaches to practice with children and adolescents.
- Discussing appropriate codes and policies to provide ethical, safe counseling for children and adolescents.
- Including parents and families in the overall treatment of issues in children and adolescents.
- Leading child-focused parent groups.
- Clarifying protocols for addressing serious developmental, behavioral or interpersonal issues that the profession has identified as being high priority.
- Writing and maintaining appropriate documentation of counseling work with children and adolescents.
- Addressing issues related to developing one's own clinical style for counseling with children and adolescents.
- Investigating professional issues that arise across various treatment settings.

PRE-PRACTICUM PROFESSIONAL COUNSELING (PRE-PRAC PROFESS CSL)

CSL6839

This course provides an assessment of one's learning in the field of professional counseling. Students complete homework, lead classroom discussions and examine topics designed to prepare them for entrance into the Practicum stage of their preparation. Students prepare for Practicums by completing activities such as making application for Practicum, completing a simulated interview, and developing a thorough case study.

PREREQUISITE: Completion of all work.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Organizing one's schedule to follow a specific guide and timetable for Practicum.
- Contributing to group learning of counseling competencies by developing and presenting a thorough case study.
- Developing solutions to selected counseling problems across a variety of counseling settings.
- Applying critical thinking skills to the critique of counseling approaches to specific cases with individuals, families, groups, or organizations.

- Analyzing the conceptual frameworks and treatment objectives of selected vignettes of others' work.
- Explaining the implications of emerging standards that are being advanced by the Texas or other State Boards of Licensure for Professional Counseling, the American Counseling Association, and the Texas Counseling Association.
- Demonstrating readiness for Practicum I by completing the official Amberton Practicum Application Packet.
- Demonstrating the ability to apply methods and models to professional counseling situations.
- Selecting and demonstrating techniques of a chosen counseling theory.

PRACTICUM I (PRACTICUM I)

CSL6840

The course offers the student field experience in counseling. Students are expected to complete within this course a minimum of 150 hours of the mandatory 300-hour practicum required for licensure in the State of Texas. Participation in continuing education, staff meetings, case presentations, and case observations is expected.

PREREQUISITE: Completion of all course work. Students must successfully pass the Departmental Exam before enrolling in this course. The application for the Practicum and other requested documents must be presented to the instructor of CSL6840 during the first class meeting. Failure to do so will result in the student being administratively dropped from the course.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Developing a comprehensive conceptual framework that describes the nature of the counseling process.
- Demonstrating consistency in the application of the conceptual framework.
- Demonstrating skill in building the counselor-client relationship.
- Identifying relevant treatment goals for clients within family systems.
- Applying appropriate counseling techniques in mental health settings.
- Evaluating progress of the client with regard to the stated treatment goals.
- Adopting professional responsibility in establishing networking relationships.
- Preparing treatment plans that are appropriate to the setting.
- Addressing personal goals with regard to the practicum experience.
- Understanding the ethical, legal, and professional standards of the counseling profession.
- Identifying and evaluating specialty areas within the career of counseling.
- Selecting and utilizing contemporary appraisal techniques most commonly used in the counseling profession.
- Demonstrating multicultural competence in working in the counseling profession.
- Defining consultation and supervision as related to the counseling profession.
- Understanding the referral/advocacy/triage processes related to the counseling profession.
- Identifying and applying crisis intervention techniques in a counseling situation.
- Examining the differences between crisis intervention and psychotherapy.
- Incorporating 150 hours of field experience in a manner that maximizes learning.
- Applying the major theories and methods of individual, group, and family counseling to specific counseling situations.

PRACTICUM II (PRACTICUM II)

CSL6845

The course builds upon Practicum I and offers the student the opportunity to complete the practicum requirements for licensure as a professional counselor. Participation in continuing education, staffing meetings, case presentations, and case observations is expected.

PREREQUISITE: CSL6840

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Achieving 150 hours of field experience that satisfies the practicum site, the practicum supervisor, and the practicum professor.
- Developing a case study that reflects a sound conceptual framework as well as evidence of an effective counselor-client relationship.
- Verifying effective treatment approaches for a given population of students or clients.
- Demonstrating skill in counseling assessment, planning, implementation, and evaluation.
- Demonstrating clear, thorough, legally defensible documentation.
- Experimenting with new, creative approaches within the clinical setting.
- Recognizing and dealing with personal issues which could interfere with counseling effectiveness.
- Establishing a professional network within the community.
- Initiating professional development activities.
- Analyzing various clinical situations for ethical concerns and approaches.
- Critiquing current trends that have an impact on counseling and related mental health fields.
- Accepting and incorporating feedback for the purpose of personal and professional growth.
- Adopting a multicultural framework when working with students, clients, and colleagues.
- Synthesizing and applying all previous course work.
- Appreciating and analyzing formal research with implications for counseling.

**PRACTICUM III
(PRACTICUM III)**

CSL6850

The course affords students counseling opportunities, under the supervision of a professor, to work directly with clients on a group basis. Experiences are structured to provide work with different clients, families and groups. In addition to classroom instruction, the course requires an eighty-hour counseling lab.

PREREQUISITE: Completion of all course work.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing specific cases with reference to leading counseling theories.
- Differentiating counseling theories in terms of their relevance for particular cases.
- Conducting a thorough assessment of client systems.
- Conducting a thorough assessment of functional and dysfunctional group dynamics.
- Deciding appropriate interventions based on the client assessment.
- Preparing an action plan to be used in work with the clients.
- Participating in psychodrama with groups.
- Critiquing one's own performance in light of identified performance criteria.
- Preparing a comprehensive assessment of one's personal theoretical framework for work with groups and families.
- Conducting group counseling sessions with at least one group per week.
- Writing accurate reports of group counseling sessions which conform to standards in the field.
- Presenting case studies at weekly staff meetings.
- Participating, as a group member, in a weekly group counseling session.
- Incorporating the results of psychological testing into one's treatment plan with clients.
- Assessing family and/or group stages of development.
- Participating as a member of an inter-disciplinary team through activities such as referrals, consultations, and training programs.
- Adapting one's approach with clients based upon specific feedback from professor-supervisors.

**PRACTICUM SCHOOL COUNSELING
(PRACTICUM SCHOOL CNSLG)**

CSL6855

The course involves supervised professional activities in guidance and counseling. Students will be involved in the practice of school counseling at the educational level of interest. Major emphasis is placed on the integration of theoretical and conceptual principles as well as professional and personal skill development. Legal and ethical issues related to school counseling such as

confidentiality, duty to warn, informed consent, and dual relationships will also be examined. Students must complete a minimum of 160 hours of supervised activities as partial fulfillment of the course.

PREREQUISITE: CSL6829. Students must successfully pass the Departmental Exam before enrolling in this course. The application for the Practicum and other required documents must be presented to the instructor of CSL6855 during the first class meeting. Failure to do so will result in the student being administratively dropped from the course.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding crisis, remedial, preventive, and developmental philosophies in school counseling programs.
- Explaining the current standards for the certification of school counselors in the State of Texas.
- Applying appropriate counseling interventions with regard to high-risk student populations.
- Planning, developing, designing, implementing, and evaluating a counseling and guidance program that systematically empowers each learner to develop personal, social, academic, and learner competence.
- Understanding the ethical, professional, and legal issues in school counseling and guidance.
- Applying the theories and methods of individual and group counseling at the elementary, middle, and secondary school levels.
- Evaluating and understanding culture specific issues including gender, race, ethnicity, sociocultural, and physically challenged individuals in school settings.
- Understanding human development and providing a comprehensive developmental guidance and counseling that encourages all learners to achieve their full potential.
- Understanding the effects of environmental factors on learners' development and design strategies to assist in the learning process.
- Developing leadership skills to plan and evaluate a comprehensive developmental guidance and counseling program that meets the needs of all learners.
- Developing collaborative school-home relationships that promote and facilitate learner academic, personal, social, and career growth.
- Consulting and collaborating within and beyond the school system to develop integrated approaches and systems of support in which students can develop their full potential.

PRACTICAL EXPERIENCE IN CHRISTIAN COUNSELING CSL6860 (PRAC EXP CHRISTIAN CNSLG)

The course provides guided instruction and supervised counseling experience for students in their ministry setting. Students are expected to complete a minimum of 100 hours of practical counseling experience.

PREREQUISITE: Completion of all coursework.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Demonstrating skill in building the counselor-counselee relationship.
- Identifying relevant treatment goals for counselees.
- Applying appropriate counseling techniques in a Christian counseling setting.
- Demonstrating consistency in the application of the counselor's conceptual framework.
- Evaluating the progress of the counselee with regard to stated treatment goals.
- Demonstrating ethical and legally defensible practice.
- Recognizing and dealing with personal issues which could interfere with counseling effectiveness.
- Accepting and incorporating feedback for the purpose of personal and professional growth.
- Understanding professionally accepted theories and methods applicable to individual, marriage, and family counseling.
- Incorporating 100 hours of practical experience in a manner that maximizes learning.

MANAGERIAL ECONOMICS
(MANAGERIAL ECONOMICS)**ECO6140**

The course presents the economic approach to managerial decision-making known as marginal or incremental analysis. Topics include demand, cost and market structure analysis, the economics of pricing, practices of incentives, and analyst's tools used to evaluate supply and demand in an array of economic settings.

PREREQUISITE: Six semester hours of economics or BUS3310.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the economics of effective management.
- Discussing the nature of supply and demand.
- Describing the role of supply and demand in organizational behavior.
- Recognizing the importance and nature of profits.
- Using the elasticity concept as a tool of managerial analysis.
- Discussing the relationship among price, price elasticity of demand, and changes in total revenue.
- Describing the marginal productivity theory of labor and its implications for effectively utilizing human resources in an enterprise.
- Relating the implications of production theory for cost theory.
- Distinguishing between returns to a variable factor, returns to scale, and returns to scope.
- Distinguishing between opportunity costs and historical costs.
- Analyzing various economic factors that influence decision making by an organization.
- Discussing the influence of market structure on a firm's behavior and performance.
- Describing the model of perfect competition and its role as a benchmark in market structure and analysis.
- Discussing the nature of monopoly, monopolistic competition, and oligopoly.
- Relating pricing strategies to organizational behavior and profitability.
- Describing pricing strategies for special cost and demand structures and in markets with intense competition.
- Understanding how game theory is used by organizations in developing competitive strategies.
- Discussing the economics of information including risk and uncertainty and consumer behavior, markets with asymmetric information and auction markets.
- Describing the economic implications of various government regulations in the market place.

MANAGERIAL FINANCE
(MANAGERIAL FINANCE)**FIN6186**

The course provides an understanding of the theory and practices underlying sound financial decisions in the domestic and global business organization. Topics include financial markets, determinants of interest rates, cash flow analysis, investing portfolios, asset pricing models, and capital budgeting.

PREREQUISITES: BUS3104 and BUS4113 or the equivalent.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the place finance has in an organization.
- Understanding the different forms of business organizations.
- Understanding how financial decisions help accomplish organizational goals.
- Discussing financial markets.
- Explaining the determinants of interest rates.
- Explaining cash flow analysis.
- Understanding methods of stock and bond valuations.
- Describing the relationship between risk and return and portfolio risk.
- Describing modern portfolio theory and the Capital Asset Pricing Model.

- Analyzing net present value concepts and discounted cash flow analysis.
- Explaining and applying the basics of capital budgeting.
- Estimating cash flow for capital budgeting.
- Explaining risk analysis in capital budgeting and capital structure theories.
- Determining business and financial risks.
- Explaining dividend policy.
- Explaining the investment banking process.
- Explaining stock and bond issues as a source of long-term financing.
- Analyzing key concepts in International Corporate Finance.

ORGANIZATIONAL BEHAVIOR (ORGANIZATIONAL BEHAVIOR)

HBD5173

The course presents an integrated social science view of human behavior in organizations. Topics include inter-group relations, conflict in organizations, organization structure, work design, and the quality of work life.

CAVEAT: No graduate credit will be awarded if HBD3173 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Researching the history of “Organizational Behavior” as a field of study.
- Analyzing the influence of scientific management ideology on business practices.
- Investigating the impact of the human relations movement on organizational behavior.
- Explaining the development of systems thinking in organizational behavior.
- Developing models for building productive workplaces.
- Discussing the relevance of life-long learning within organizations.
- Determining the relationship among organizational structure, work design, and quality of work life.
- Understanding the dynamics of effective teamwork.
- Describing the relationship between corporate culture and individual performance on group productivity.
- Investigating the concept of an organization as a community of shared interests.
- Critiquing human resources strategies for managing individual behavior within organizations.
- Applying effective conflict resolution skills within organizations.
- Analyzing the processes and outcomes of power and politics as they operate within organizations.
- Exploring models of leadership used within successful organizations.
- Developing strategies for organizational change.
- Critiquing the impact of corporate ethical decision making upon organizational behavior.

SEX ROLES IN BUSINESS & SOCIETY (SEX ROLES BUS/SOCIETY)

HBD5721

The course presents an understanding of how organizational role expectations interact with sex role expectations. The primary objective of the course is to help both male and female students develop greater understanding and respect for each other as professional colleagues and as valuable members of society.

CAVEAT: No graduate credit will be awarded if HBD4721 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Distinguishing among the definitions of sex, sex roles, and gender identity.
- Identifying sex roles that are common within the contemporary Western cultures.
- Explaining the impact of social institutions such as the family, church, school, and state upon changing sex roles.
- Analyzing contemporary issues for working women and men in our society.
- Articulating the process of identity development with emphasis upon sex role expectations at each phase of the life span.

- Identifying and differentiating the communication strategies and messages for males and females.
- Articulating an understanding of the legal and social definitions of sexual harassment; the two forms of harassment recognized by the EEOC, and the four types of sexual harassment.
- Comparing and contrasting the meaning of work to both sexes and exploring its relevance to changing demographics among the work force.
- Describing the learned helplessness paradigm as it influences choices of American men and women.
- Analyzing the impact of stress on working men and women.
- Analyzing the concept of androgyny in terms of building a personal management style.

DEVELOPING HUMAN POTENTIAL
(DEVELOP HUMAN POTENTIAL)

HBD5722

Leaders in the field of human potential estimate that only one percent of humans realize their full potential. This course explores models and approaches designed to develop untapped abilities. Students consider reasons for the failure to achieve maximum human development and experience practices designed to further their own growth.

CAVEAT: No graduate credit will be awarded if HBD4722 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Explaining the development of human potential using both content and process models.
- Completing a self-assessment that measures one's position and progress in developing human potential.
- Analyzing models that explain the failure to develop human potential.
- Exploring the role of consciousness in developing potential.
- Describing the relationship between will and spirit as they impact the development of potential.
- Explaining contributions of prominent leaders in the human potential field.
- Illustrating the consequences of aborted development of potential at individual, group, societal, and global levels.
- Explaining the role of emotions in developing human potential.
- Examining power, both as a force of destruction and of development of human potential.
- Applying practices designed to develop human potential.
- Comparing and contrasting typical stress management programs with approaches to developing human potential.
- Discussing the development of premodern, modern, and postmodern perspectives and their relationship to the development of human potential.
- Exploring the relationship between spirituality and the development of human potential.
- Describing the contributions and limitations of major world religions to the understanding and development of human potential.
- Relating the concept of psychological development to the concept of developing human potential.
- Explaining the role of life events and crises as elicitation windows for developing human potential.
- Developing specific applications to issues of developing potential in the areas of human sexuality, money, work, relationships, religion, family, and society.

PSYCHOLOGY OF ADJUSTMENT
(PSYCHOLOGY OF ADJUSTMENT)

HBD5725

The course presents the ways in which psychological principles apply to effective personal adjustment and development. Emphasis is on identifying, developing, and maintaining personal strategies for appropriate psychological and emotional adjustment.

CAVEAT: No graduate credit will be awarded if HBD4725 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the process of personal adjustment and discussing its implications.

- Analyzing how competence and flexibility relate to intellectual adjustment.
- Assessing the emotional response theories of selected theorists.
- Analyzing adjustment to stressful situations using immature and/or narcissistic coping mechanisms.
- Analyzing adjustment to stressful situations using mature, purposeful coping mechanisms.
- Determining the implications of psychotherapeutic intervention for optimum personal adjustment.
- Understanding the maintenance of interpersonal security, self-esteem, and the assimilation of the data of experience as functions of the self.
- Comprehending the concepts of diffusion of responsibility and blind obedience to authority as they relate to the personal evaluation of behavior.
- Correlating attraction, friendship, and love in interpersonal relationships.
- Applying the theories of adjustment to personal development.
- Illustrating the motivational relationship of human needs to adjustment and development.
- Applying the principles of Positive Psychology.
- Comparing the relationship of psychological factors to physical illness.
- Tracing the development of various forms of parent-child relationships and their implications for the effective development of both parties.
- Analyzing the nature of emotional response and emotional paradox as they relate to emotional adjustment.
- Comprehending the nature of primary and secondary drives as motivational processes.

INTERPERSONAL RELATIONS (INTERPERSONAL RELATIONS)

HBD5727

The course examines the impact of interpersonal relationships as experienced in family, business, and social groups. Topics include personal well-being, self-disclosure, conflict and anger management, models of interpersonal relationships, and the social exchange theory.

CAVEAT: No graduate credit will be awarded if HBD4727 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing the relationship between developing interpersonal trust and building effective human relationships.
- Critiquing the elements of effective interpersonal communications.
- Describing nonverbal communication and its relationship to interpersonal relationships.
- Exploring ways in which people listen and respond to each other.
- Investigating the importance of self-acceptance.
- Explaining the constructive nature of interpersonal conflicts.
- Demonstrating strategies for managing conflict collaboratively.
- Exploring the developmental stages of intimate relationships.
- Synthesizing views of interpersonal relationships according to noted researchers.
- Analyzing the social exchange theory.
- Evaluating guidelines for expressing emotions in relationships.
- Integrating the theories of contemporary scholars regarding the development of the “self.”
- Evaluating rules for managing anger constructively.
- Analyzing how the perception process influences interpersonal relationships.
- Evaluating methods of approving communication climates.
- Applying methods for responding nondefensively to criticism.

HUMAN RESOURCE INVENTORY (HUMAN RESOURCE INVENTORY)

HBD5735

The course presents the techniques, skills, and models for identifying and utilizing the assets of human resources within organizations as well as one’s own personal assets. Students will learn how to use self-assessments and evaluation of skills and life experiences to develop portfolios for documentation.

CAVEAT: No graduate credit will be awarded if HBD4735 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing human resource skills and human assets that are essential to an organization.
- Applying the results of skills inventories within organizations.
- Researching skills that are required to meet the needs for both current and projected job markets.
- Defining the components in an assessment process.
- Relating life-learning experiences to education.
- Describing human resource skills as they relate to specific job and career paths.
- Applying concepts of life span development to adult learning.
- Critically analyzing variables and outcomes in the experiential learning process.
- Analyzing ways in which experiences influence one's career path.
- Writing clear and comprehensive competency statements.
- Developing sources of documentation that verify the existence of competencies.
- Organizing life experiences into a portfolio.
- Discussing the importance of skills inventories for an organization to appropriately utilize its human asset.
- Relating the importance of an individual inventory to one's personal mission.

MOTIVATION (MOTIVATION)

HBD5741

The course presents an in-depth examination of current issues on motivation and their application to real life situations. Topics include not only the theories of motivation but also goal setting, employee attachment, reward systems, employee attitudes, and the phenomenon of learned helplessness.

CAVEAT: No graduate credit will be awarded if HBD4741 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining motivation and exploring characteristics of motivation.
- Summarizing the function of work design.
- Investigating the function of goal setting.
- Exploring the relationship of intrinsic and extrinsic motivation.
- Analyzing employee attachment to organization.
- Critiquing cross-cultural influences on motivation.
- Contrasting motivation and performance.
- Investigating the phenomenon of learned helplessness.
- Integrating communication, feedback, and motivation.
- Synthesizing the various theories on reward systems.
- Integrating the employee and organizational development.
- Contrasting job attachment and performance.
- Exploring the effects of individual behavior at work.
- Analyzing social influences on behavior.
- Critiquing the research on job attitudes and performance.
- Exploring the motivational qualities of groups and organizational design.

THE POWER AND WISDOM OF LOVE (POWER/WISDOM OF LOVE)

HBD5752

The course discusses love from both a personal and societal perspective. Students are encouraged to examine how love operates in their own lives through a series of lecture-discussions, group exercises, and personal self-assessments. During the course, students are expected to be able to understand and apply relational principles to real life situations.

CAVEAT: No graduate credit will be awarded if HBD4752 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining time-tested principles of respectful power, situational wisdom, and healthy love.
- Describing individual benefits of becoming a loving person.

- Knowing the differences between healthy and unhealthy love and being able to apply true loving methods for self-protection, self-improvement, and personal success.
- Demonstrating a working understanding of practical text strategies and using them to better manage specific personal and/or real life instances.
- Implementing desired goals, realistic expectations, and committed outcomes to achieve a happier, healthier and more enriched life.
- Mentally analyzing strategies to better balance self/others needs and expectations.
- Exploring degrees of love within friendships, family, and spousal relationships.
- Understanding, respecting, nurturing, and appreciating relational differences.
- Encouraging and helping others to demonstrate healthy loving attitudes, expressions, and actions.
- Knowing how to practice consideration, compassion, service, and emotional support with reasonable giving.
- Creating uplifting, happy, and fun moments together in both intimate and non-intimate relationships.
- Wisely communicating with a loving attitude, with sincere listening, and with meaningful feedback.
- Applying biblical teachings of godly love.
- Practicing a healthy, harmonious, and loving balance in all relationships.
- Examining, analyzing, and in some cases researching the above competencies on a graduate level and assessing how each can be properly applied to real life situations.

STRESS MANAGEMENT (STRESS MANAGEMENT)

HBD5759

The course presents an in-depth study of the sources of stress, the physiological and psychological effects of stress, and the strategies for managing stress. Definitions, symptoms, psychological aberrations, physical disturbances, and stress maintenance are covered.

CAVEAT: No graduate credit will be awarded if HBD4759 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the unique stresses of the twentieth century brought about by changes in the American culture.
- Comparing and contrasting definitions of stress by noted researchers.
- Analyzing the different causes of stress brought about as a result of the multi-culturism.
- Describing physiological reactions of the body to stress.
- Comparing the relationship of personality to stress.
- Discussing the management of stress-induced drug and alcohol abuse.
- Identifying and categorizing sources of stress in business organizations.
- Comparing the actual and psychological costs of stress.
- Identifying causes and symptoms of burnout.
- Designing a burnout prevention program.
- Listing variables involved in overall job satisfaction.
- Outlining the problems of expressing anger, hostility, frustration, and aggression.
- Demonstrating the ability to monitor one's physiological reactions to stress and applying stress-reduction techniques.
- Discussing the relationship between life events and the onset of illnesses.
- Developing a holistic model of managerial lifestyle that calls for a balance in the following dimensions of life: professional, financial, social, cultural, creative, and personal.
- Discussing the cognitive appraisal concept as it relates to stress.
- Describing psychosomatic disorders as manifestations of stress.
- Discussing sources of stress in the family and the community and the social approaches to stress management.
- Identifying stress reduction strategies including biofeedback, relaxation techniques, and pharmacological methods.
- Designing a personal stress prevention strategy.
- Recommending and/or designing a stress management strategy for business.
- Reviewing the current research on stress in the United States.

FAMILY STUDIES
(FAMILY STUDIES)**HBD6767**

The course addresses issues affecting families and their relationships to other institutions and to society in general. Students will develop an understanding of the complexities of family roles, relationships, interactions, and changes throughout the lifespan.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining structures and functions of families.
- Determining the leading theoretical approaches to studying the family.
- Exploring the history of the American family and the effect of demographic trends.
- Examining the emergence of the modern concepts of sexuality and the forming of partnerships through dating, courtship, and cohabitation.
- Analyzing the persistence and change in the institution of marriage.
- Describing the impact of gender, race, class, ethnicity, and culture on the private and public family.
- Examining the impact of socio-economic factors on family well-being and decision making.
- Identifying how families allocate resources to meet their goals.
- Explaining the impact of parenting practices and processes in the socialization of children.
- Examining the changing parenting roles over the Life Cycle.
- Exploring laws and public policies that affect families as members interact with each other and with society.
- Discussing the development, formation, implementation, and application of policy issues related to family issues and social problems.
- Explaining the general philosophy and broad principles of family life education.
- Examining the formation of values within the family unit.

AGING AND END OF LIFE ISSUES
(AGING AND END OF LIFE)**HBD6768**

This course explores the critical social issues facing our aging society. Coverage includes the major social, psychological and biological perspectives in aging and old age from the standpoint of both the individual and the wider society.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding aging within its evolving historical and social context.
- Examining the changing demography and assessing the direction of social change brought on by the aging society.
- Exploring issues in aging related to race, ethnicity, culture, socioeconomic position, and gender, including bereavement and widowhood.
- Identifying issues and problems facing older people, answering the needs of those preparing to work with older people and also those with close ties to someone growing older.
- Comparing policies and practices of other countries in meeting the needs of older people.
- Exploring how older people construct their self-concept, individuality and actions in old age and how this affects meaning, value and purpose in their lives.
- Examining the physical, social, psychological, spiritual, and economic realities of growing older.
- Discussing variations in household structure, patterns of home ownership, and alternative living arrangements among the aged to include family and institutional care options.
- Examining changes in retirement and aging and the emergence of post work lifestyles.
- Identifying the major issues regarding elders in the health care system, labor force participation and retirement, and legislation affecting health and economic well-being.
- Exploring the role of employers, human resource managers, and public policy makers in increasing support for career and work life extensions among older workers.
- Exploring how new lifestyles and improved health among today's elderly challenge traditional views of old age.
- Examining the issue of familial responsibility in care giving influenced by the growth and complexities of multigenerational living.

- Evaluating strategies for assessing older persons' needs for care, ensuring their safety and seeking elder care options.
- Understanding the importance of the individual, family, neighborhood, community and societal contributions to optimal aging.
- Analyzing public policy issues and practices that affect the aging population.
- Discussing the essential topics of elder law – advanced directives, patient rights, social security, guardianship, elder abuse.
- Identifying rituals, traditions, and responsibilities in matters of death and dying.

HUMAN SEXUALITY (HUMAN SEXUALITY)

HBD6769

Human Sexuality is a thorough examination of one of the most important aspects of life. Also, the course addresses many of the issues and dilemmas created by avoidant and/or inadequate learning about healthy sexuality. These competencies represent knowledge and skills that may be applied by professionals in the education and/or helping fields as well as by individuals wishing to advance their own learning in the area.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining human sexuality according to research as well as common societal viewpoints.
- Describing society's changing views of human sexuality.
- Analyzing healthy developmental stages for human sexuality.
- Explaining sexual anatomy and physiology.
- Exploring connections between mind, body, and spirit as they relate to human sexuality.
- Discussing contemporary models for treatment of sexual deviance and violence.
- Researching prominent approaches to management of sexual problems.
- Examining the role and effects of sex education programs in our schools.
- Exploring issues surrounding pornography, including internet pornography.
- Summarizing trends in sexual viewpoints and practices throughout the lifespan.
- Investigating resources for learning about how to achieve healthy sexuality.
- Researching major societal issues that are integrally related to sexuality.
- Examining a transpersonal and developmental framework for sexual ethics.
- Examining the role that media has with portrayal of sexuality and relationships.

CONFLICT MANAGEMENT & RESOLUTION (CONFLICT MGMT/RESOLUTION)

HBD6771

The course presents a discussion of the nature of conflict and the origins and strategies used in managing conflict for productive results. Both interpersonal and intergroup conflicts are studied.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Comparing and contrasting interpersonal and intrapersonal conflict.
- Comparing and contrasting constructive and disruptive conflicts.
- Examining the value of conflict.
- Investigating antecedent conditions of conflict.
- Differentiating among content goals, relational goals, identity goals, and process goals.
- Analyzing power currencies and power balancing.
- Identifying conflict patterns.
- Discussing the roles of self-disclosure and feedback in a conflict situation.
- Identifying personal styles of conflict resolution.
- Detailing the role of the belief system in conflict, emphasizing beliefs that are conducive to problem solving.
- Differentiating between process and content leadership in formal conflict resolution strategies.
- Integrating systems theory as an organizing framework in conflict.
- Comparing and contrasting competitive, accommodative, and collaborative tactics in conflict resolution.
- Assessing the need to review and adjust perceptions and attitudes in a conflict situation.
- Investigating the process of individual behavior change with regard to the management of conflicts.

- Analyzing the process of searching for alternatives in a conflict situation.
- Applying the assessment and intervention process to a conflict scenario.

LEADERSHIP THEORIES/PRACTICE (LDRSHP THEORIES/PRACTICE)

HBD6776

The course presents leadership development theories necessary for the challenges of today's organizations and for the rapidly changing work environment of the future. The course addresses current terminology, concepts, competencies, and attitudes to enable students to become leaders who accomplish extraordinary things in organizations while maintaining integrity and credibility.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Exploring the origins and evolution of the human need for leadership by tracing the history of management theory and leadership styles.
- Comparing and contrasting characteristics of managers versus leaders.
- Justifying those leadership characteristics that are essential to achieving organizational goals.
- Describing leadership as determined by the group being led.
- Analyzing the functions of political, directive, and values-driven leadership.
- Discussing the role of "transformational leadership" in changing work environments.
- Investigating the roles and practices of spiritual and ethical leadership for the long-term development of people and institutions.
- Researching leadership styles and assessing one's own skills and self-development plans as a model of leadership in lifelong learning.
- Describing the relationship between leaders and teams that results in participative work.
- Analyzing global market influences on organizational leadership roles.
- Demonstrating creativity and innovation in problem solving.
- Analyzing contributions from a diverse work force.
- Describing the interactive communication skills of questioning, listening, projecting appropriate images, using body language and voice tones, and providing feedback.
- Defining and affirming shared values, purposes, and convictions to create a cooperative work community using connective leadership.
- Employing technology for research, problem solving, and strategic planning.
- Questioning management paradoxes that challenge conventional wisdom and re-examining assumptions about effective leadership.
- Exploring leadership skills through behavioral profile self-assessment analysis.

ADULT LEARNING IN THE WORKPLACE (ADULT LEARNING:WORKPLACE)

HRT6550

The course examines the nature and processes of adult learning, particularly emphasizing learning within organizations. Topics include theories on how adults learn, learning styles, assessing learning, developing thinking skills in adults, and training methodologies.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Investigating contemporary paradigms that explain how adults acquire and use knowledge, skills, and attitudes.
- Explaining the nature of relationships among individual factors such as learning style, personality profile, age, life experiences, and developmental level of adult learning.
- Analyzing learning styles, types of motivation, modes of operation, and the resulting consequences for self and others.
- Forecasting possible trends and developments which will affect both organizations and individuals and recognizing their implications for adult learners and managers of adult training.
- Developing critical thinking skills of adults to include the ability to learn, to reason, to think creatively, to make decisions, and to solve problems using critical thinking.
- Applying prominent theories of career development and adult learning to training methodologies.
- Assessing specific jobs, tasks, and roles in terms of essential knowledge, skills, and attitudes.

- Guiding others to recognize and understand personal needs, values, problems, visions, and alternatives.
- Analyzing the impact of organizational changes upon the work force and identifying resultant learning needs.
- Critiquing learning from the various levels of complexity according to Bloom's taxonomy.
- Developing a philosophy of the training function within an organization to include values and beliefs about the role of training in accomplishing organizational objectives.
- Defining lifelong learning as a conscious and continuous process of discovery.

EMERGING ISSUES IN HRT
(EMERGING ISSUES IN HRT)

HRT6555

The course prepares the student to identify the emerging issues that will affect the human resources and training professional. Students will explore current trends and cutting edge technologies related to HRT.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Investigating new programs, sources, and networks for human resource training and development through new technology, as it becomes available.
- Utilizing current technology to develop models and strategies for conducting cost-benefit analysis and return on investment (ROI) related to human resource training and development programs.
- Analyzing human resources dilemmas in new and insightful ways.
- Critiquing new models, paradigms, or theories that address human resources and training.
- Evaluating new or experimental human resources and training programs and/or products.
- Forecasting the impact of technological, societal, and professional developments and interactions upon human resources and training.
- Interpreting the economic impact of business decisions upon human resource training and development.
- Selecting electronic systems for the delivery and management of human resources and training programs.
- Researching both quantitative and qualitative data to formulate new models and approaches.
- Identifying competencies and corresponding training efforts required to prepare the work force for future job demands.
- Evaluating content specialists and reference services that contribute to the development of human resources.
- Analyzing conceptual models and literature reviews of research conducted in the professional field of human resources and training.
- Projecting trends and visualizing possible and probable futures and their implications for the training and development functions within organizations.

ORGANIZATIONAL CULTURE
(ORGANIZATIONAL CULTURE)

HRT6560

This course examines the development, nature, classifications, and characteristics of organizational culture. Emphasis is placed on the investigation of behaviors and their relationship to organizational culture. The interaction of the individual, groups, the organization and environment are explored. Special attention is given to theories, models and methods for aligning culture to the organizational vision and mission.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing the impact that the founders, history, and tradition have on an organization's culture.
- Examining contemporary research findings with regard to organizational behavior.
- Explaining the impact of corporate culture upon organizational communication.
- Analyzing objectively the impact of organizational politics on corporate culture.
- Analyzing strategy, structure, power networks, financial position, and systems of a specific organization and their impact on corporate culture.

- Assessing the role organizational culture plays in the decision-making process both during crises and during daily organizational life.
- Explaining the nature of the relationship between the individual ethics of organizational leaders and the ensuing ethics of the organization itself.
- Describing current trends in the workplace that are a result of the conflicts between the new social values of employees and the more traditional values of the organization.
- Illustrating the complexity and challenge of managing cross-cultural human relationships.
- Analyzing contemporary approaches to designing organizations and systems that positively affect an organization's culture.
- Conducting an in-depth analysis of the culture within an organization.
- Identifying strategies that help companies align culture with corporate vision.
- Recognizing the connection between culture and workplace behaviors.
- Matching business situations to their relationship with organizational culture.
- Matching cultural traits with their manifested workplace behaviors.
- Identifying the applicable steps to change corporate culture.
- Understanding the implications of subcultures.

DEVELOPMENT OF TRAINING PROGRAMS (DEV TRAINING PROGRAMS)

HRT6565

The course provides the student with methods for analyzing learners' needs, designing appropriate training programs, and evaluating learning outcomes.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Diagnosing the learner's strengths and limitations prior to instruction so that a more definitive process can aid in guiding the instructional strategy.
- Demonstrating knowledge of current research that identifies the needs, interests, motivations, and capacities of adults as learners.
- Identifying the content or subject matter of the function or discipline addressed by the learning program.
- Developing an instructional plan that permits contingencies in conducting the learning program.
- Analyzing the impact of group dynamics on a training program and identifying appropriate group training methods.
- Implementing an appropriate formative and summative evaluation plan that can verify the effectiveness of all components of the training program.
- Utilizing the latest technology in the delivery of training programs.
- Appraising training facilities and trainer selection that affect the development and delivery of the learning program.

LEADERSHIP AND TEAM DEVELOPMENT (LEADERSHIP AND TEAM DEV)

HRT6570

The course acquaints the student with processes to utilize interpersonal, conflict management, team building, and leadership skills to achieve objectives in a group. The primary objective of the course is to help students analyze the role of leadership and teams.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Assessing and developing skills of group development, leadership, teamwork, interpersonal relations, and conflict management needed to achieve group objectives.
- Developing and monitoring systems for promoting productive team activities within an organizational setting.
- Analyzing organizational environments to include both implicit and explicit structures of the organization as they influence the development and acceptance of teamwork.
- Influencing groups so that tasks, relationships, and individual needs are addressed.
- Evaluating the effectiveness of individual members and of groups in satisfying identified objectives.
- Identifying power structures that influence group interactions.
- Identifying individual conflict styles and tactics of the various participants within groups.

- Assessing conflict and tension within groups by using various assessment instruments.
- Differentiating between competitive and collaborative negotiations and facilitating principled negotiations for win-win solutions.
- Analyzing and discussing the major leadership and teaming theories and the leadership styles implicated by each.
- Assessing leadership style, its influences on others, and its effectiveness within specific groups.
- Evaluating the complexity of the leadership styles within organizations and determining how these styles influence organizational and group effectiveness.
- Judging the appropriateness and effectiveness of people's interpersonal behaviors within groups.
- Maintaining communication that empowers individuals and relationships in the development of teams.
- Facilitating effective meetings with skills, tools, and strategies to meet specific purposes, audiences, and work environments.
- Utilizing collaborative processes that recognize the fundamental role played by basic values of both individuals and organizations.

ORGANIZATIONAL CHANGE (ORGANIZATIONAL CHANGE)

HRT6575

The course presents concepts of spontaneous and planned changes within the organization and their influence on employee behavior and the organization's structure. Topics include change theories, managing change, strategic advantages and disadvantages of change, and planning change goals.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the evolution of organizational development as a professional discipline.
- Analyzing the trends in values among organizations and individuals within our society.
- Evaluating major theories and models of planned change in terms of their concepts and the related implications for managers within organizations.
- Using organizational development models to analyze a selected organization's productivity and morale.
- Assessing strategies to use in developing a balance of power within various types of organizations.
- Assessing the quality of work life and its implication for productivity.
- Appraising employee compensation and benefit strategies in terms of their relationship to organizational change.
- Creating a plan for an integrated or holistic management approach in directing organizational change.
- Diagnosing the nature of organizational client systems using concepts from group dynamics, industrial psychology, systems theory, behavioral studies, and sociopolitics.
- Assessing alternatives in terms of their financial, psychological, and strategic advantages and disadvantages.
- Applying principles of change management to assist organizations experiencing major changes.
- Analyzing both readiness and resistance to change within organizations.
- Developing strategies for managing transitions within organizations and individuals.
- Explaining the role of the change agent for achieving organizational goals.
- Evaluating skills required for leading change effectively in organizations.
- Evaluating the integral role of communication as it relates to the organizational change process.
- Assessing the alignment between employee and management perceptions regarding the need for change.
- Analyzing the role of succession planning as a proactive strategy for managing organizational change.

ANALYSIS & DESIGN OF ORGANIZATIONS (ANALYSIS/DESIGN OF ORGAN)

MGT5172

The course presents various theories of organizational designs in a behavioral approach to organizational effectiveness. Topics include diagrammatic representations of systems, organizational typology, expectancy theory of motivation, and the causal-effect relationships that exist within the organization.

CAVEAT: No graduate credit will be awarded if MGT3172 has been successfully completed.
PREREQUISITE: Management principles course or the equivalent.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Synthesizing the implications of “theory” for organizational design.
- Evaluating leading organizational theories in terms of basic tenets and implications for organizational structure and processes.
- Formulating an organizational design model.
- Designing a diagrammatic representation of a systems approach to organizational design.
- Assessing the relationship between various organizational designs and the selection of information processing systems.
- Investigating the similarities and differences among goals at various levels of the organization.
- Executing a strategy for managing interdepartmental goal conflict.
- Reviewing the processes of integrating individual and organizational goals for exchange, socialization, process and accommodation.
- Ascertaining the future merit of MBO programs as a methodology for structuring work and measuring performance.
- Defining and reconciling the types and critical dimensions of contemporary organizational environments, including the effects of joint ventures, mergers and acquisitions.
- Planning organizational strategies for managing boundary personnel.
- Classifying organizational typology and specifying ways in which it affects organizational effectiveness and climate.
- Investigating the causal-effect relationships that exist between values of organizational members and the organizational structure and technology.
- Extracting the basic premises of the expectancy theory of motivation and elaborating upon related implications for management.
- Selecting the general questions to be asked by management in structuring specific job/work assignments.
- Separating the strengths and weaknesses of the major approaches of control within contemporary organizations.
- Investigating the dimensions of the organizational structure and integrating their interrelationships as they relate to overall effectiveness.

NEGOTIATION SKILLS FOR MANAGERS **(NEGOTIATION SKILLS)**

MGT5193

The course presents skills for a variety of negotiating situations: managing contracts, implementing change, making sales purchases, settling organizational conflicts, planning strategies, and achieving credibility.

CAVEAT: No graduate credit will be awarded if MGT4193 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying negotiatory elements and discussing the reasons they are important to the process.
- Determining the preconditions that affect negotiations and discussing the importance of determining the needs of both parties prior to negotiating.
- Mastering and utilizing the language of negotiation.
- Recognizing and dealing with personal negotiating styles and attitudes.
- Exploring the various tactics used by negotiators.
- Investigating the importance of nonverbal communications in the negotiation process.
- Analyzing why negotiations fail.
- Describing productive and counterproductive negotiation attitudes, strategies, assumptions and personal demeanor.
- Discussing how to negotiate under specific, unusual circumstances.
- Constructing a logical plan of action for a labor management contract.

OPERATIONS MANAGEMENT
(OPERATIONS MANAGEMENT)**MGT5203**

The course presents skills necessary for achieving a competitive advantage in both manufacturing and service industries. Topics include organizational design, customer service, setting strategic goals, and managing goods and services for both employees and customers.

PREREQUISITE: Knowledge of statistics and management.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing operational processes in manufacturing and service organizations.
- Identifying organizational theories in operations management.
- Developing product and process operational strategies at the corporate and global level.
- Applying forecasting techniques to operations management.
- Applying total quality management concepts to operations management.
- Applying statistical process control methods to production forecasting.
- Applying statistical process control methods to financial budgets.
- Designing workforce management systems.
- Developing a master schedule.
- Designing capacity planning tools.
- Developing production schedules and budgets.
- Analyzing materials management programs.
- Designing corporate inventory systems and relevant controls.
- Developing statistical processes for analyzing operating performance and profitability measures.
- Developing location analysis techniques derived from sales, warehouse, and transportation requirements.
- Translating organizational business plans into detailed production schedules.
- Researching current trends and issues in operations management.

LAW APPLICATION FOR MANAGERS
(LAW APPLN FOR MANAGERS)**MGT6106**

The course presents the relationship of government regulations on management decision-making. Consideration is given to such law applications as antitrust legislation, labor legislation, worker and consumer protection, and environmental protection.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the role of administrative law in business.
- Identifying and discussing the purposes of a typical administrative agency.
- Discussing the Grant of Authority of the Commerce Clause.
- Discussing the relationship of federal and local regulation of commerce.
- Discussing the employer-employee relationship as controlled by the Civil Rights Act of 1964, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, and other laws.
- Discussing the Texas Workers' Compensation Act.
- Discussing the Occupational Safety and Health Act.
- Discussing the law and consumer protection.
- Discussing the Common Law Contract and its enforcement.
- Discussing the State Deceptive Trade Practice Act and consumer protection.
- Discussing the unfair acts and deceptive practices prohibited by the Federal Trade Commission Act.
- Discussing the warranties extended to consumers by the Uniform Commercial Code.
- Discussing the consumer protection from usury.
- Discussing the Federal laws on credit.
- Discussing activities prohibited by the Sherman Act.
- Discussing the Clayton Act's support of the Sherman Act.
- Discussing the Robinson-Patman Amendment to the Clayton Act.

PROJECT INITIATING & PLANNING
(PROJ INITIATING/PLANNING)**MGT6151**

This course focuses on the project management methods necessary for initiating and planning successful enterprise projects. Students in this course identify and evaluate influential research in the project management areas of initiating and planning. Topics include the processes, tools, and techniques essential to the identification and definition of a new project or project phase and the development of a comprehensive project management plan.

PREREQUISITE: MGT4495

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding planning as a management function.
- Defining a project management strategy.
- Defining a project management plan.
- Discussing strategic planning in projects, programs, and project portfolios.
- Understanding feasibility studies and project selection.
- Defining project scope and developing work breakdown structures (WBS).
- Understanding project workflow and network diagramming concepts and techniques.
- Discussing estimation theory for project budgeting and scheduling.
- Planning for managing projects and the role of the project management office (PMO) in project planning.
- Understanding planning techniques for control of scope, time, cost, quality, and risk.
- Discussing project charter development.
- Stakeholder identification techniques and planning for stakeholder management.
- Understanding project management plan development.
- Discussing project requirements documentation, traceability, and management.
- Discussing project activity definition, sequencing, and duration estimation techniques.
- Understanding project schedule development and control.
- Discussing project budget development and funding requirements.
- Discussing quality management planning and project process improvement planning.
- Understanding the importance of planning for project communication and information distribution.
- Understanding project procurement and source selection planning.

PROJECT EXECUTION & CLOSING
(PROJ EXECUTION/CLOSING)**MGT6152**

This course focuses on the project management methods necessary for successful execution, monitoring, control, and closing of enterprise projects. Students in this course identify and evaluate influential research in the areas of project execution, resource management, and process control. Topics include the processes, tools, and techniques essential to the completion of project work defined in the project management plan to satisfy the project specifications.

PREREQUISITE: MGT6151

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the processes, tools, and techniques necessary to complete project work.
- Discussing the importance of coordinating people and resources in accordance with the project management plan.
- Discussing the direct and management project work process tools, techniques, and outputs.
- Understanding the role of quality assurance and continuous improvement projects.
- Discussing the unique human resource aspects of projects, including acquiring and managing the project team.
- Understanding the importance of managing project information distribution.
- Discussing the distribution information process tools, techniques, and outputs.
- Discussing the process of communicating and working with project stakeholders.
- Understanding the process of selecting sellers and awarding procurement contracts.

- Understanding the processes required to track, review, and regulate the progress and performance of projects.
- Identifying areas in which changes to the project plan are required.
- Understanding the importance of systematically observing and measuring project performance.
- Using earned value to measure and forecast project performance.
- Discussing the process of integrating change control in projects.
- Discussing the formal acceptance of completed project deliverables.
- Discussing the processes necessary for scope, schedule, cost, and quality control.
- Discussing the process of implementing risk response plans, tracking identified risks, and monitoring residual risks.

**PROJECT RISK, COST, SCHEDULE-
ESTIMATION & CONTROL
(PROJ RISK/COST/SCHEDULE)**

MGT6153

This course addresses the concepts, theories, procedures, and methods of risk, cost, and schedule estimation and control relevant to projects and project management. Students in this course identify and evaluate influential research in the areas of project risk, cost, and schedule estimating and control. This course covers the methods of developing project estimates during the planning stages and monitoring and controlling the relationships between project risk, cost, time, quality, and reliability of estimates, throughout the project lifecycle.

PREREQUISITE: MGT6152

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding risk management approaches used in projects.
- Discussing recommended risk, cost, and schedule management practices during project planning and execution.
- Understanding qualitative and quantitative risk analysis techniques and demonstrating the ability to apply common approaches.
- Discussing risk, cost, and schedule estimation and control topics in recent literature.
- Identifying and discussing project risk management frameworks and infrastructure.
- Understanding the importance and purpose of risk, cost, and schedule reporting.
- Demonstrating knowledge of various methods of risk, cost, and schedule estimation and forecasting techniques.
- Discussing probabilistic estimation theory, simulation, analytic models, and approaches.
- Understanding the value of using probabilistic models for analyzing problems involving uncertainty in the project domain.
- Understanding procedures used in managing project resources to optimize the project parameters of risk, cost, and schedule.
- Understanding advanced concepts and techniques needed to monitor and control project risk, cost, and schedule parameters.
- Understanding the limitations of risk, cost, and schedule theory and practices in real-life projects.
- Understanding the numerics of project risk, cost, and schedule management.
- Discussing project management decision making tools, how they are used, and their limitations.
- Understanding of decision analysis including the use of influence diagrams, deterministic and random dominance, and utility functions.

**PROJECT MANAGEMENT APPLICATIONS
(PROJ MGMT APPLICATIONS)**

MGT6154

This course provides the student with an opportunity to demonstrate academic achievement and practical knowledge of project management tools, techniques, and processes necessary for effective and efficient project management. In this course, students demonstrate their ability to integrate and utilize project management knowledge accumulated in prior course-work through the selection and completion of a course project. Students apply their knowledge by developing and presenting project

justification, a project management plan, and other project management artifacts that describe how to manage and complete the course project.

PREREQUISITE: MGT6151, MGT6152, MGT6153

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Demonstrating the value proposition of project management for organizations.
- Demonstrating the ability to evaluate and incorporate emerging technologies to the discipline of project management.
- Preparing project selection and justification documentation.
- Preparing a complete project management plan and its subsidiary plans.
- Completing the process of documenting a project from inception to completion.
- Creating a valid and reliable method for addressing project management issues, problems, and situations.
- Determining the proper project management approach for implementing the course project.
- Determining the proper level of project management within the functional capabilities of the performing organization.
- Integrating project cost budgeting and management processes across the project.
- Planning and implementing a risk management approach for projects.
- Performing project stakeholder management and communication activities.
- Performing project risk identification and mitigation activities.
- Performing project management planning processes.
- Performing project human resource management processes.
- Completing a work breakdown structure (WBS) and a WBS dictionary.
- Monitoring and controlling project management processes.

**ISSUES IN ORGANIZATIONAL STAFFING
(ORGANIZATIONAL STAFFING)**

MGT6174

The course examines policies, practices and procedures for effectively staffing organizations. Emphasis is given to planning staffing requirements, effective recruiting and selection methodologies, strategies for internal staffing, and the effects of downsizing and reengineering on the organization. Particular emphasis is given to contemporary staffing issues, problems, and challenges.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Demonstrating the relationship between the sub-processes of the organizational staffing process and relating them to the human resource management process.
- Analyzing and applying to specific situations the provisions of the *Uniform Guidelines on Employee Selection Procedures* and the various *Interpretive Guidelines* issued by the Equal Employment Opportunity Commission.
- Demonstrating an understanding of protected classes and developing programs, policies, and procedures to assure that they are afforded equal opportunity in the workplace.
- Developing programs, policies, and procedures that assure non-discrimination in recruiting, selecting, and other terms, conditions, and privileges of employment.
- Comparing and contrasting the various means of job analysis and developing job descriptions and job specifications that identify essential job functions and marginal job functions.
- Comparing and contrasting the various approaches for determining the future human resource needs of an organization and constructing a human resource plan utilizing one of these approaches.
- Analyzing the relationship between recruiting sources and recruiting methods and developing effective recruiting approaches based on the results of this analysis.
- Demonstrating an understanding of employment testing, test validity, test reliability, and various mathematical approaches for determining that an employment test meets federal requirements for use in the workplace.
- Comparing and contrasting the different systems for appraising employee and managerial performance and demonstrating knowledge of developing effective performance appraisal systems for use in internal staffing.
- Designing traditional, dual, and network career paths and demonstrating their use as an internal staffing method.

- Comparing and contrasting various employment interview techniques and determining which ones to use in specific situations or under varying conditions.
- Creating a system for evaluating resumes and employment applications and conducting other pre-employment assessments such as background investigations, physical examinations, and drug tests.
- Demonstrating knowledge of the processes involved in reductions in force, layoffs, job sharing, and modified work schedules and their use in organizational downsizing.
- Calculating and applying the quantitative and qualitative techniques for evaluating the performance of the staffing function in organizations and determining whether or not the staffing function is performing effectively.

MANAGEMENT: RESPONSIBILITIES & PRACTICES
(MGMT:RSPNSBLTY/PRACTICE)

MGT6175

This course presents an intensive exploration of management as a systematic, disciplined process used to accomplish organizational goals. Topics include elements of the management system, organizational theory, global management, centralized and decentralized authority, and evaluating various types of work groups and teams.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Demonstrating an in-depth understanding of managerial functions and the management process through casework applications.
- Demonstrating an ability to apply approaches to management thought and leadership theories by examining evolution and challenges.
- Demonstrating an in-depth understanding of managerial competencies.
- Analyzing the impact of various environmental influences on the management of organizations.
- Demonstrating knowledge of global considerations in organizational management.
- Demonstrating an in-depth understanding of performance management.
- Comparing and contrasting the advantages and disadvantages of various types of work groups and teams.
- Demonstrating knowledge of organizational culture and how it affects the management of organizations.
- Demonstrating knowledge of organizational control systems.
- Analyzing strategic and operational management process and demonstrating creative problem solving and decision-making abilities.
- Analyzing resources capabilities within a competitive environment.
- Analyzing strategy formation at the business and corporate levels.
- Demonstrating knowledge of organizational behavior through power, politics, conflict, and stress strategy formation.
- Demonstrating an understanding of organizational ethics and social responsibility.
- Analyzing organizational challenges such as quality productivity, job satisfaction, and organizational design.
- Designing and managing an adaptive organization.

COMPENSATION MANAGEMENT
(COMPENSATION MANAGEMENT)

MGT6176

The course focuses on total compensation systems in organizations. Financial considerations emphasized include labor market dynamics, organizational policies, job analysis, job evaluation, incentive systems, and performance management. The psychological and benefits aspects of pay systems are also examined in depth.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Instituting job analysis and the development of job descriptions.
- Critiquing the four basic methods of job evaluation.
- Rating benchmark and non-benchmark jobs.
- Designing a compensation structure.
- Projecting a firm's need for competitive wages within an industry and a community.

- Separating the issues of pay and performance and the adjusting for the limitations of a pay-for-performance philosophy.
- Evaluating the potential and the impact of gain sharing and profit sharing incentive pay systems.
- Reconciling the origins and purposes of legally required benefits as well as the impact of other federal and state legislations on the management of a compensation system.
- Establishing the budgeting, administration, and management requirements for effective compensation systems.

HUMAN RESOURCE MANAGEMENT (HUMAN RESOURCE MGMT)

MGT6177

The course presents a systematic framework for analyzing and understanding the human resource management functions within an organization. Topics include hiring, training, compensation, benefits, and employee relation management.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Distinguishing human resource management functions and responsibilities.
- Assessing human resource management activities such as forecasting requirements and availability of numbers and types of skill sets needed by an organization.
- Demonstrating the importance of job analysis and describing the job analysis process.
- Analyzing the legal environment surrounding human resource management functions.
- Identifying recruitment sources and matching methods to sources.
- Comparing and contrasting interview techniques and comprehending the advantages and disadvantages of each approach.
- Analyzing the use of employment tests and demonstrating concepts of validity, reliability, correlation, and test validation procedures.
- Analyzing the performance appraisal process, the methods used, and the problems encountered.
- Illustrating the role of benefits and nonfinancial compensation in attracting, holding, and motivating employees.
- Assessing efforts in safety and health programs, employee assistance programs, health promotion programs and other efforts directed toward improving employee health and well being.
- Explaining labor relations and the collective bargaining process.
- Delineating the history of unions and their role in contemporary society.
- Comparing and contrasting selected human resource practices in the U.S. with those of other countries.

STRATEGIC MANAGEMENT (STRATEGIC MANAGEMENT)

MGT6203

The course presents the functions of management in the formulation of strategic policies, goals, objectives, and procedures relative to organizational effectiveness. Topics include theories of strategic planning, internal and external factors in strategic planning, strategic planning relative to goals, forecasting techniques, and analyzing and evaluating change.

PREREQUISITE: Fifteen semester hours of advanced business.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Examining the key concepts associated with the field of Strategic Management.
- Identifying organizational strengths, weaknesses, opportunities, and threats.
- Discussing the major issues associated with gaining acceptance of the strategic planning process.
- Profiling factors that influence the internal and external environments of a strategic management system.
- Identifying organizational structures that are compatible with stated organizational directions.
- Discussing environmental and forecasting techniques utilized in the corporate planning process.

- Discussing industrial competition and identifying approaches for creating defensible boundaries.
- Explaining the role of corporate alternatives in positioning an organization for the present and future.
- Understanding the concept of portfolio matrix and the establishment of strategic business units.
- Evaluating strategic alternatives in regard to organizational competence and resources.
- Describing techniques for integrating the functional areas of a business with strategic business units.
- Finding and analyzing information sources used in the development of a strategic plan.
- Stating clear, specific, and relevant integrated objectives for the different levels of an organization.
- Discussing the role of environmental issues in the implementation of a plan for strategic change.
- Analyzing and evaluating the effectiveness of corporate level strategies.
- Analyzing and evaluating the effectiveness of business level strategies.
- Describing critical elements of an effective model for managing strategic change.

MARKETING MANAGEMENT (MARKETING MANAGEMENT)

MKT6210

The course presents a systematic approach to the analyzing, planning, implementing, and the control of marketing activities. Topics include analyzing marketing research, forecasting market demand, evaluating market segments, selecting target markets, and developing a comprehensive marketing plan.

PREREQUISITES: BUS3305 and BUS3310, or MKT 3151

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Developing a marketing plan.
- Discussing the relationship of corporate mission, goals, and objectives to marketing management.
- Describing the organization/environment fit and its influence on the marketing management process.
- Analyzing and researching marketing opportunities.
- Measuring and forecasting market demand.
- Evaluating market segments, selecting target markets, and developing market positions.
- Designing marketing strategies for different stages of the product life cycle.
- Evaluating marketing strategies used by selected companies.
- Understanding the new product planning process and applying the process to a proposed new product.
- Developing pricing strategies and tactics in a variety of economic and competitive situations.
- Selecting and managing marketing distribution channels.
- Designing promotional programs that effectively integrate the functions of advertising, sales promotion, personal selling, and publicity.
- Discussing the impact of the Internet and the Work Wide Web on marketing strategies.
- Assessing marketing strategies for the global marketplace.
- Developing marketing control systems for an organization.
- Evaluating the concept, structure, and use of marketing information systems.
- Identifying ethical issues in marketing management and formulating responses to those issues.

THEORY & APPLICATION OF RESEARCH METHODS (RESEARCH METHODS)

RGS6035

The course presents the issues relevant to the understanding and application of research methods in the study of human behavior and organizational variables. Aspects of conducting research, methodologies for research, and studying and preparing a research project are covered.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Describing and discussing the research process and the scientific method.
- Selecting procedures to locate unsolved research problems in given areas of interest.
- Listing and describing the components of a sound research plan.
- Writing hypotheses and research questions that relate to a given research problem.
- Identifying aspects of a research situation that involve ethical questions or principles.
- Conducting a review of the research literature on a given topic.
- Identifying sections of research reports and aspects of research design that indicate possible bias or contamination.
- Describing, discussing, and using appropriate sampling procedures.
- Defining and illustrating the types of validity and reliability and their influence on the research process.
- Identifying and discussing the major methods of research.
- Applying procedures and guidelines for constructing questionnaires.
- Critically evaluating possible threats to the internal and external validity of a research project.
- Creating commonly used experimental designs, including specifications for random assignment, formulation of experimental and control groups, and use of pretests and posttests.
- Writing a document that employs correct grammar, mechanics, and diction; follows APA format for research reports; and achieves the intended purpose of the document.
- Gathering information from computerized databases and computer networks.

ETHICS FOR DECISION MAKING **(ETHICS:DECISION MAKING)**

RGS6036

The course presents an integrated approach to understanding the basis for ethical decision-making. The roots of ethical concepts, the methodologies for making decisions, and the application of norms and logic to current ethical issues are presented.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Exploring several ethical theories, including definitions of major terms.
- Defining and discussing the variables that comprise the basis of one's ethical beliefs.
- Illustrating the variables that comprise the basis of one's wants and needs relative to ethical issues.
- Investigating the importance and influence of relationships to one's ethical decision-making.
- Analyzing the various decision-making methodologies and the techniques normally used in the decision-making process.
- Probing the relationship of ethics to a particular culture.
- Questioning the logical reasoning for rejecting or accepting selected theories as they relate to behavior and conduct.
- Applying ethical theories to specific life experiences—social, business, personal—and logically defending one's personal conclusions about using an ethical decision-making process.
- Describing the importance of experience, perception, and intellect to identify and interpret ethical issues.
- Critiquing the multidimensional nature of ethical decision making and the influences and complexities these variables have on the decision-making process.
- Defining and discussing the influences of customs, social norms, law, and religion on a personalized interpretation of ethical issues.
- Discussing concepts of compartmentalization, justification, adjudication, and denial as they relate to one's defense for unethical behavior.
- Analyzing one's human emotion and self-discipline as they relate to ethical decision-making.
- Questioning how behavior in non-ethical situations is sometimes controlled by, or influenced by, ethical perceptions.
- Exploring how one is often culturally inducted into certain beliefs and how one might guard against such socialization.
- Discussing the logic that all ethical beliefs are not moral, but all moral beliefs are part of one's ethics.
- Applying the methodology for perceptively discerning the ethical influences of others.