Adult and Lifelong Learning (ADLL)

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Adult and Lifelong Learning Website (http://adll.uark.edu)

Degrees Conferred:
M.Ed., Ed.D. (ADLL)

The Adult and Lifelong Learning curriculum is designed to prepare scholars/practitioners for instructional leadership roles. Coursework focuses on the assessment, design, and implementation of educational programs for adult learners across diverse developmental stages. Adult and Lifelong Learning scholars/practitioners work with specialized groups of adults including those with less than secondary (high school equivalent) education, adult learners in postsecondary education, participants in educational programs offered by community and nonprofit agencies, and participants in professional education programs.

Graduates of the degrees in Adult and Lifelong Learning are employed as instructors, coordinators, and directors of adult education and lifelong learning programs within adult literacy and general education, leisure learning, community and nonprofit organizations, extension education, adult education, adult learners in postsecondary education, participants in educational programs offered by community and nonprofit agencies, and participants in professional education programs.

Requirements for M.Ed. in Adult and Lifelong Learning

Prerequisites for Acceptance to the Master of Education Degree Program: In addition to submitting an application for admission and an application fee to the Graduate School, students must meet all graduate school requirements for admission with the exception of standardized tests. All students seeking admission to the M.Ed. program in Adult and Lifelong Learning must submit (1) a program application that is located on the ADLL website (http://adll.uark.edu), and (2) a current resume.

Requirements for the Master of Education (M.Ed.) Degree: (Minimum 33 hours)

Completion of 3 semester hours in the area of research and statistics
ESRM 5013 Research Methods in Education
or ESRM 53: Statistics in Education and Health Professions

Completion of 15 semester hours of Adult Education Core
ADLL 5113 Perspectives in Adult Education
ADLL 5123 Principles and Practices of Adult Learning
ADLL 5133 Curriculum Development in ABE and ASE
ADLL 5143 Instructional Strategies and Assessment in Adult Education

Completion of 12 semester hours of Adult and Lifelong Learning electives
ADLL 5153 Organization and Administration of Adult and Lifelong Learning Programs

Choose from among:
ADLL 5163 Managing Change in Adult and Lifelong Learning
ADLL 5173 Program Planning
ADLL 5183 Technology and Innovation in Adult Learning
ADLL 5193 Seminar in Adult and Lifelong Learning
ADLL 5213 Adult and Lifelong Learning Internship

Completion of 3 hours of Capstone Course
ADLL 5223 Adult and Lifelong Learning Applied Project

A cumulative grade point average of at least 3.00 on all course work for the degree. No grades below "C" will be accepted toward this degree.

Satisfactory performance on a written comprehensive examination in ADLL 5223 Adult and Lifelong Learning Applied Project, the capstone course for the degree program.

Total Hours 33

Students should also be aware of Graduate School requirements with regard to master's degrees (http://catalog.uark.edu/graduatecatalog/degreerequirements/#mastersdegreestext).

Students should also be aware of Graduate School requirements with regard to doctoral degrees (http://catalog.uark.edu/graduatecatalog/degreerequirements/#phdandedddegreestext).

Requirements for Ed.D. in Adult and Lifelong Learning

Prerequisites for Acceptance to the Doctor of Education Degree Program: The Ed.D. in Adult and Lifelong Learning is a cohort-based program; applications are accepted approximately four months prior to the beginning of each cohort cycle. Cohort cycles begin approximately every two years. The anticipated timeline for program cohorts and application deadlines will be posted on the program’s website (http://adll.uark.edu).

Students seeking admission to the Ed.D. program in Adult and Lifelong Learning must complete procedures that include (1) prior admission to the University of Arkansas Graduate School, which requires a separate application process; (2) a completed Adult and Lifelong Learning Application for Admission form; (3) a current resume or vitae; (4) an autobiographical sketch; (5) a Graduate Record Examination (GRE) score; and (5) a personal interview with members of the Adult and Lifelong Learning faculty.

Adult and Lifelong Learning faculty consider several factors when reviewing applicants for admission to the program, including professional experience related to adult and lifelong learning, demonstration of interest in a career in adult education and lifelong learning, grade point average on all graduate work completed, and Graduate Record Examination (GRE) composite scores (verbal, quantitative, and analytical writing) that demonstrate the student’s ability to effectively perform academically at the doctoral level (test scores usually no lower than the 50th percentile).

Requirements for the Doctor of Education Degree: (Minimum 96 hours)

Completion of 15 semester hours in the area of research and statistics

Students should also be aware of Graduate School requirements with regard to doctoral degrees (http://catalog.uark.edu/graduatecatalog/degreerequirements/#phdandedddegreestext).

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**Graduate Faculty**


Kacirek, Kit, Ed.D., M.Ed. (University of Arkansas), B.S. (University of Texas), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 1997.

Roessger, Kevin, Ph.D., M.S., B.A. (University of Wisconsin-Milwaukee), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2016.

**Courses**

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

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

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

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

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

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

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

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

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

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

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

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

**ADLL 5173. Program Planning. 3 Hours.**

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

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

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

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

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

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

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

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

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

**ADLL 5233. Independent Study. 3 Hours.**

Provides students with an opportunity to pursue special study in adult and lifelong learning. (Typically offered: Fall, Spring and Summer) May be repeated for up to 6 hours of degree credit.
ADLL 6113. Advanced Adult Learning Theory. 3 Hours.
Advanced study of theories and models of adult and lifelong learning with an emphasis on current trends, recent research, and issues affecting the field. Issues covered will include critical theory and advancements in neuroscience and cognition as they relate to adult learning and lifespan development. (Typically offered: Irregular)

ADLL 6123. Leadership and Ethics in Adult and Lifelong Learning. 3 Hours.
This doctoral course focuses on leadership principles and ethical considerations that are critical to developing and sustaining adult education programs that benefit individuals, organizations, and communities. Course content will include case study analysis and lectures from scholar-practitioners from the field. (Typically offered: Irregular)

ADLL 6133. Analysis of International Adult and Lifelong Programs. 3 Hours.
Survey of the historical and philosophical events which have shaped adult and lifelong learning worldwide. Discussion of issues affecting adult education and lifelong learning including globalization, educational access, and variance in national policies. (Typically offered: Irregular)

ADLL 6143. Instructional Adaptation and Innovation in Adult and Lifelong Learning. 3 Hours.
An overview of teaching and learning methods, styles, and techniques which are applicable when facilitating adult learners across diverse settings. Content to include teaching and learning style assessment, accommodating learning styles, physical and learning disabilities, language differences and cultural norms. (Typically offered: Irregular)

ADLL 6153. Policy and Public Governance of Adult and Lifelong Learning Programs. 3 Hours.
Policy analysis and public governance issues in adult and lifelong learning with emphasis on state and federal programs. Discussions of how to evaluate, design, and implement policy focused on promoting adult and lifelong learning activities in a myriad of organizations. Overview of trends and current issues related to policy and public governance of adult and lifelong learning. (Typically offered: Irregular)

ADLL 6163. Adult Development and Psychology. 3 Hours.
Focus on adult developmental psychology with emphasis on lifespan development and specific issues related to learning in the various stages of adulthood. Work-life balance, meaning of work, generational issues. (Typically offered: Irregular)

ADLL 6173. Current Issues. 3 Hours.
Exploration and discussion of current issues relative to adult education and lifelong learning. Focus on the review and application of current research as it relates to practice. (Typically offered: Irregular) May be repeated for up to 6 hours of degree credit.

ADLL 6183. Organization Development, Learning, and Change. 3 Hours.
Using a system perspective, this course examines the theories and practices associated with organization development, learning and change to understand the dynamic nature of organizational life. This course examines the structural frame, the human resource frame, the political frame, and the symbolic frame that influences organizational behavior and learning. The course investigates strategies and best practices for managing and leveraging this dynamism to build organizational capacity and improve performance. (Typically offered: Fall and Spring)

ADLL 6213. Signature Pedagogy: Teaching and Learning in Community Colleges. 3 Hours.
Using a learning-centered change model, this course examines how community colleges can shift from a traditional teaching-centered paradigm to one that is learning-centered. This course examines the context of the learning college, strategic planning for a learning-outcomes approach to governance, the role of student development and technology in the learning college, and implementing and assessing learning-centered strategies. (Typically offered: Irregular)

ADLL 6223. Workforce and Community Development. 3 Hours.
This course provides an overview of how community colleges influence workforce, economic, and community development through their education missions. The course will examine the community college's expanding role in economic and community development through workforce development programs. Emphasis will be placed on program structure, best practices in program development, and partnerships and collaboration with various stakeholders. (Typically offered: Irregular)

ADLL 6233. Survey and Significance of the American Community College. 3 Hours.
A comprehensive overview of the American community college, its history, its ever-evolving purpose and the challenges it faces. Course content will focus on the administrators and faculty who lead, the students they serve, and components such as developmental education, integrative education and transfer education. Discussion will include occupational and community education and issues related to accountability. Special attention will be paid to how this unique and complex institution remains relevant and significant to the community. (Typically offered: Irregular)

ADLL 6243. Current Trends in Community Colleges. 3 Hours.
This course examines environmental factors that influence the organization and administration of community colleges. Trends related to funding, policy, staffing, and workforce development are examined and contextualized to the evolving community college mission. (Typically offered: Irregular)

ADLL 6253. Professional Development in Adult and Lifelong Learning. 3 Hours.
This course examines career planning and development, performance management, and professional development in various settings. The focus of the course will be on concepts associated with Human Resource Development (HRD) and developing employees within an organization, as well as leading adults in transition in the community and in educational settings through the process of making career decisions. (Typically offered: Irregular)

ADLL 6313. Independent Study. 3 Hours.
Independent study of topics in adult and lifelong learning. (Typically offered: Irregular)

ADLL 6403. Quantitative Reasoning I for Adult Educators. 3 Hours.
Introduction to quantitative reasoning for educators and researchers in adult education. Topics include applying the hypothetico-deductive research process, describing data using statistical terminology, building statistical models, presenting data meaningfully, and using SPSS to analyze data from practical research problems. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. (Typically offered: Fall and Spring)

ADLL 6413. Quantitative Reasoning II in Adult and Lifelong Learning. 3 Hours.
Methodologies for designing descriptive, correlational, and experimental studies. Development of research questions, definition of variables, selection or development of instruments, data collection, analysis, interpretation and reporting of research results. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 6403 or ESRM 6403 or equivalent. (Typically offered: Fall)

ADLL 6423. Qualitative Reasoning in Adult and Lifelong Learning. 3 Hours.
Methodologies for designing qualitative research studies in adult and lifelong learning settings. Selection of the appropriate qualitative tradition, selection of research subjects, development of data collection protocols, field work strategies, data analysis, data interpretation and presentation of data results. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. (Typically offered: Spring)
ADLL 6433. Program Evaluation. 3 Hours.
Overview of evaluation strategies in adult and lifelong learning programs that include: development of evaluation questions, selection or development of instrumentation, data collection methods, data analysis, and reporting of evaluation results. Emphasis on practical and ethical issues associated with evaluation processes. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 6403 or ESRM 6403 or ADLL 6413 or ADLL 6423, or equivalent. (Typically offered: Spring)

ADLL 6443. Adult and Lifelong Learning Dissertation Seminar. 3 Hours.
Development of dissertation proposal. Formation of research question, selection of methodologies, development of problem statement, research questions, and identification of research variables, constructs of phenomena. Identification of data collection and data analysis procedures. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 6403 or ESRM 6403 or ADLL 6413 or ADLL 6423 or ADLL 6433, or equivalent. (Typically offered: Spring)

ADLL 6463. Advanced Qualitative Reasoning in Adult and Lifelong Learning. 3 Hours.
This qualitative methods course provides students with advanced instruction in qualitative data collection, field observations, records research, data analysis, and data display. In addition to reviewing various research studies that demonstrate different qualitative research approaches, students will practice some of the activities associated with executing a qualitative research study. Prerequisite: ADLL 6423 or instructor consent. (Typically offered: Irregular)

ADLL 700V. Doctoral Dissertation. 1-18 Hour.
Doctoral Dissertation. Prerequisite: Candidacy. (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.