University of the District of Columbia
College of Arts and Sciences
Center for Urban Education

PROPOSAL

FOR

REINSTATEMENT

Of

MASTER OF ARTS IN ADULT EDUCATION

SUBMITTED TO THE UNIVERSITY COMMITTEES

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Revised 9/30/2013 to incorporate Graduate Council Edits
Proposal to Reinstate MA in Adult Education Program

Table of Contents

A. TYPE OF REVIEW.................................................................................................................. 2

B. PROGRAM DESCRIPTION
   1. Certificate Program ........................................................................................................... 2
   2. Redesigned MA ................................................................................................................. 3
   3. Proposed Key Features ..................................................................................................... 4
   4. Selection/Admission Requirements .................................................................................. 5
   5. Program Requirements ..................................................................................................... 6
   6. Core Course Requirements ............................................................................................. 7
   7. Description of Core Courses ........................................................................................... 7
   8. Specialization (Concentration) Areas .............................................................................. 8
   9. Concentration Requirements .......................................................................................... 8
  10. Description of Concentration Areas ............................................................................... 8
  11. Proposed Concentration Courses .................................................................................. 9
  12. Additional Requirements ............................................................................................... 9
  13. Description of Additional Requirements ....................................................................... 9
  14. Assessment/Evaluation Methods ................................................................................... 9
  15. Scheduling ..................................................................................................................... 10
  16. Course Syllabi ................................................................................................................ 10

C. FEASIBILITY FACTOR
   1. Demonstration of Need .................................................................................................... 11
   2. Congruence ..................................................................................................................... 14
   3. Duplication/Overlap ....................................................................................................... 14
   4. Relationship to Other Programs and Courses ................................................................. 14
   5. Standards ....................................................................................................................... 15
   6. Potential Impact on Students ......................................................................................... 16
   7. Projected Enrollment ...................................................................................................... 16
   8. Potential Effect on Employment ..................................................................................... 16
   9. Adequacy of Staff .......................................................................................................... 17
  10. Adequacy of Current Facilities ..................................................................................... 17
  11. Funding .......................................................................................................................... 17
  12. Adequacy of Supportive Library Resources .................................................................. 18

D. PROPOSED IMPLEMENTATION DATE ............................................................................. 18

FIGURES
Figure 1: Selection/Admission/Retention Requirements ....................................................... 6
Figure 2: Snapshot of Graduate Credit Hours Required ...................................................... 7
Figure 3: Core Courses: MA in Adult Education Program .................................................. 7
Figure 4: Proposed Areas of Concentration ....................................................................... 8

INDEX OF ATTACHMENTS ..................................................................................................... 19
Proposal to Reinstate the Master of Arts Degree Program
In Adult Education

OVERVIEW

This proposal is submitted to the appropriate committees and academic administrators of The University of the District of Columbia (UDC) for the review and endorsement of changes to an existing academic program. In compliance with UDC’s established protocol\(^1\), it provides relevant information under the following four broad sections:

- (A) type of review requested;
- (B) description of the program, courses and requirements;
- (C) feasibility of the request through demonstrated need (internal and external), congruence, overlap and relationships with other programs, responsiveness to standards, potential effects on students, and adequacy of staffing, funds and resources; and
- (E) proposed date of implementation.

A. TYPE OF REVIEW REQUESTED

This proposal requests:

1. the review and reinstatement of the Master of Arts degree in Adult Education (MA), an existing approved program that has been inactive since 1996. The revitalized academic program will be located in the Center for Urban Education (CUE), with whose mission and vision it aligns. The reinstatement will augment the university’s current offering of a Graduate Certificate Program (Certificate Program). Though discrete programs, the certificate and the MA share core courses and design features. The Graduate Certificate Program would be a logical progression to the reinstated MA.

2. a special provision to allow UDC Certificate Program completers to transfer, if they decide to matriculate for the MA in Adult Education, the 21 graduate level credits (core and concentration) they successfully earned in that program. In accordance with UDC’s admission guidelines, all other students will only be allowed a transfer of 9 credit hours.

B. PROGRAM DESCRIPTION/REQUIREMENTS

1. Certificate Program

UDC currently offers a Graduate Certificate Program in Adult Education\(^2\). It trains professionals with a baccalaureate degree from an accredited university, who are already engaged in some aspect of adult education, and desire credentialing. The District of

\(^1\) As outlined in UDC’s Academic Policies and Procedures Manual, pp. 73 & 74.

\(^2\) See Attachment I: Summary Description of Graduate Certificate Program.
Columbia Public Schools (DCPS) Licensure and Credentialing Office approved this program, which started in 2000 with financial support from the State Education Agency (SEA). It continues to be the only state-approved Adult Education Certificate Program in the Washington Metropolitan Area. The standards of the Council for the Accreditation of Teacher Education (CAEP), formerly NCATE, do not specifically address adult education programs. However, the Department of Education, under which the Certificate Program was initiated, and continued, is NCATE-approved. The D.C. Office of the State Superintendent of Education, Adult Family Education (OSSE) provides funding for the Certificate Program, and is committed to supporting students’ progression to the MA degree.

To date, in excess of 50 students have been certified under the Certificate Program. Most have expressed interest in continuing on to the MA. Their demand highlights the need for a clear transition path between the two programs. This constitutes the rationale for an equitable transfer of earned Certificate Program credits to the MA program.

Several of the Certificate Program courses were originally offered under the inactive MA. They would align with the curriculum proposed for the MA, with which it shares revitalization features that permit easy progression. Changes proposed for the MA would also apply to the Certificate Program, making a seamless transition to the Master’s level. With a minimum of 15 additional credit hours of course work, a comprehensive assessment of program learning, and a Master’s research thesis, Certificate completers could earn a graduate degree.

One change that will be significant for Certificate Program completers, lies in the type of diplomas they would be awarded. To date all completers have received a certificate issued by the university's Department of Education. The diplomas that completers of the revitalized program will receive will be issued by the Registrar, with the embossed seal of the university.

2. Redesigned MA

The newly refined MA is framed by a pre-identified set of criteria that are critical to the design and rigor of a graduate program that reflects national and local trends in the dynamic and evolving field of adult education. The instructional mission is to facilitate, in every student, sound knowledge and abilities in the social context of adult education, program development and management and in teaching/learning processes that are effective in facilitating and motivating the acquisition of knowledge by adult learners.

A robust and comprehensive course of studies, tailored to the distinctive learning needs of adults, is also part of the revision. Essentially, the changes proposed constitute revisions to titles and/or to course content. All proposed courses are already approved under the inactive Master of Arts program, the Center for Urban Education, the Department of Education, or other university department. They would be invigorated to

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3 Attachment II: Alignment of Certificate Program and MA in Adult Education
4 Attachment III: Essential Program Design Criteria, Bruce and Muirhead, July 30, 2011
meet the demands of a state-of-the-art program, whose key features exemplify advances in the field of adult education.

3. **Key Features**

The Certificate and MA programs would share the following design features:

a. A curriculum that is toggled to a **checklist of basic competencies**\(^5\) that embrace AECI\(^6\) and other indicators, used in the absence of set District of Columbia or UDC professional standards for adult educators. They establish the knowledge and skills graduates from the program must have to be qualified to teach adults. In addition to foundational theories and philosophies about adult learners, the curriculum incorporates the spectrum of methods, strategies, instructional design, and sensitivity to the relevance of culture, diversity and special needs in educating adults for change. It also meets applicable State Licensure requirements\(^7\) specified for certification in Adult Basic Education.

b. Purposeful alignment with the **Andragogic philosophy**\(^8\) of adult learning is another pivotal feature. This represents a paradigmatic shift in pedagogy, away from the traditional K-12 schooling model with which most adult education initiatives still align. Since philosophy drives pedagogy, evident in the redesign are **characteristics**\(^9\) that emanate from adult-apt Andragogic assumptions. For instance, a prerequisite, in the first required course, is the development and use of a **learning plan**\(^10\) to chart the course of studies throughout the program. With **faculty as facilitators**, students are empowered to tailor their learning experiences, within the parameters of each course, to their idiosyncratic differences, needs, expectations and outcomes.

c. A strong **research thread** is interwoven throughout the proposed program. Students would be guided in the **action research**\(^11\) methodology to constantly inform and change their practices as a basis for reflective teaching and learning.

d. The use of **continual self-assessments**, which work in tandem with the concept of self-directed learning and learning plans, is also encouraged. This will foster in the students an attitude of incessant efforts to determine their own knowledge gaps. It will alert them to their need to shift gears and seek different or additional learning experiences long before the final grade in a course is determined.

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5 Attachment IV: Competencies Checklist, Bruce and Muirhead, July 2011.
6 Adult Education Competency Indicators.
7 Attachment V: Certification Requirements: DC Municipal Regulations, Chapter 16, Section 1653 & Section 1654.
8 Popularized by Malcolm Knowles, who, in The Modern Practice of Adult Education: From Pedagogy to Andragogy (1980), describes Andragogy as “the art and science of helping adults learn”, which he contrasts with pedagogy—the art and science of helping children learn. Although Knowles subsequently concluded that the use of andragogical and pedagogical principles is to be determined by the situation and not by the age of the learner, the Andragogic assumptions he made are more apt for most adult learners.
9 Attachment VI: Andragogy and Characteristics of Adult Learning.
11 Action research in education refers to the disciplined inquiry through which teachers continuously inform and change their practices. The research is carried out within the context of the of the learning environment with the participation of their students, on questions that deal with educational matters at hand.
e. It promotes the perpetual building of praxis through a delivery model that embodies a consistent “overview”, “in-depth” and “applied” approach, in every course. From the overview, students acquire an overall understanding of the theories, principles, techniques, issues, and other foundational knowledge relevant to the course. This could be through class lectures, assigned readings, on-line discussions and postings on blackboard or the TK20 platform, seminars, and outside speakers. The in-depth allows the student to focus more deeply on some aspect of the knowledge area that is specifically relevant to their field of concentration/the cohorts with which they work. The applied involves students in identifying ways to demonstrate their use of the knowledge acquired in the course, thereby translating learning into practice. This experience-building demonstration of practical application could take the form of students engaging with an organization/community to carry out a project that would exhibit their proficiency in the subject area.

f. It encourages the utilization of technology in teaching. Students will be trained in the use of informational technologies as assistive to adult learning. They will be given the opportunity to take a number of courses/modules online, as well as (Blackboard and/or the TK20 platform) for supplemental classroom instructions and portfolio management.

g. Consideration of various learning environments provide students with the knowledge and skills to devise, deliver and manage adult education in a variety of formal and informal learning environments and for diverse learners. Its versatility would benefit educators in postsecondary and continuing education programs, as well as in corporate, nonprofit, workforce development, distance learning, healthcare, religious, military, government and other sectors.

h. Areas of concentration that reflect emerging workforce and socio-economic labor market indicators for the District of Columbia extend the program’s effectiveness to several disciplines. In addition to adult basic education and literacy, TESOL and Special Education, it will meet the needs of D.C. public and corporate program leaders and administrators in several related human and organization development fields.

i. The subdivision of core courses into 1-credit modules provide a viable means for adult educators and practitioners, who may not need another degree, to gain high quality relevant skills and knowledge for personal development and career advancement. OSSE, AFE, an advocate for the revival of the MA, expressed interest in utilizing proposed modules to meet professional development needs in the adult education centers it supports.

4. Selection/Admission Requirements:

a. Graduate Certificate Program: Applicants to the Certificate Program must have a baccalaureate degree from an accredited institution, with a GPA of 2.8 or higher. An

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12 the practical application of theory.
13 See example at Attachment VII, page 3.
14 Attachment IX: Relevant Labor Indicators.
15 Teaching English to Adults who are Speakers of Other Languages.
official transcript from the awarding institution must be submitted to the Office of Admissions. As a non-degree program, all must apply to UDC as special graduate students, with the GRE requirement waived. Applicants seeking certification by the DCPS Educational and Credentialing office must also satisfy the DCPS requirements of 18 semester hours of professional education development prior to entering the program. The requirements and processes for admission into the program and to the teacher education program are detailed in Attachment X.

b. **Master of Arts in Adult Education:** To pursue an MA, a student must show potential as an adult educator, possess the ability to perform satisfactorily at the graduate level, and meet the following requirements:

Figure 1: **MA Selection/Admission/Retention Requirements**

<table>
<thead>
<tr>
<th>Selection/Admission Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet all UDC graduate programs admissions requirements.</td>
</tr>
<tr>
<td>2. Submit a Graduate Application Form.</td>
</tr>
<tr>
<td>3. Provide an original transcript, from an accredited college or university, showing proof of a baccalaureate degree with a cumulative grade point average of 2.8 or higher.</td>
</tr>
<tr>
<td>4. Submit scores earned on the Graduate Record Examination (GRE), of 4.0 or higher in writing proficiency, or must have passed the online writing skills course.</td>
</tr>
<tr>
<td>5. If area of specialization is Adult Basic Education and Literacy, and seeking State Certification, pass Praxis Test I, or equivalent GRE cut scores.</td>
</tr>
<tr>
<td>6. Submit 3 letters of recommendation attesting to character, demonstrated potential as an adult educator, and ability to perform satisfactorily at the graduate level.</td>
</tr>
<tr>
<td>7. Demonstrate basic computer literacy skills.</td>
</tr>
<tr>
<td>8. Present and discuss a typed autobiography and philosophical statement before an interview team comprising the Coordinator of the Adult Education program, the Director of CUE, and/or the Assistant Dean, College of Arts and Sciences, and two program faculty members, who would review all submissions and evaluate the suitability of candidate’s life and work experiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Retention Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acquire program navigational skills. All candidates must satisfactorily complete, as their first course of study, <em>Module 1: Program Design, Requirements &amp; Tools</em>, within ADED 504.</td>
</tr>
<tr>
<td>2. Remain in good academic standing: students must maintain a grade point average of 3.0 or better.</td>
</tr>
</tbody>
</table>

5. **Program Requirements:**

   a. **Graduate Certificate Program:** As illustrated in Attachment II, to matriculate for the revitalized Certificate Program, students will complete a total of 24 graduate credit hours, which comprise 18 credit hours of core course work (6 courses); and 3 credit hours in their concentration area. For the remaining 3 credits, they will complete a Practicum (2 credits) and a Portfolio review (1 credit). An Internship of 1 semester in an adult education program will be required for candidates who are without 1-year fulltime or 2-years part time teaching experience in a recognized adult education program.
program. For State certification, students must also complete all qualifying State Licensure academic testing (currently Praxis I), and professional education requirements.

b. MA in Adult Education: As depicted in Attachment II, to matriculate for the MA in Adult Education, students will complete a total of 36 graduate credit hours, which comprise 24 credit hours of core course work (8 courses); and 9 or 12\(^{16}\) credit hours in their area of concentration. They will meet all additional requirements specified for completing the Graduate Certificate Program, and capstone requirements of either (a) a Comprehensive Assessment of their learning in the program, or (b) a Master’s Research Thesis (3 credits).

<table>
<thead>
<tr>
<th>Program</th>
<th>Core</th>
<th>Concentration/Electives</th>
<th>Capstone</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate Program</td>
<td>18</td>
<td>3</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>MA in Adult Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If Comprehensive Assessment</td>
<td>24</td>
<td>12</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>If Master’s Research Thesis</td>
<td>24</td>
<td>9</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

6. **Core Course Requirements**

Specified in Figure 3 are the eight (8) three-credit courses that will constitute the core coursework of the MA. The first six courses shall be the core of the Certificate Program.

These foundational courses cover the broad range of knowledge and experience that adult educators and practitioners must acquire to be effective in their field. Collectively, they provide the pedagogic, assessment & research methods; foundational knowledge, psychosocial theories & philosophies; and issues & perspectives relevant to the adult learner and the field of adult education.

<table>
<thead>
<tr>
<th>Core Courses: MA in Adult Education Program</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation to Adult &amp; Continuing Education</td>
<td>(Course No. ADED 504)</td>
</tr>
<tr>
<td>2. Adult Learning, Motivation &amp; Development</td>
<td>(Course No. ADED 514)</td>
</tr>
<tr>
<td>3. Facilitating Learning in Adulthood</td>
<td>(Course No. ADED 525)</td>
</tr>
<tr>
<td>4. Vocational &amp; Foundational Aspects of Disabilities</td>
<td>(Course No. SPED 554)</td>
</tr>
<tr>
<td>5. Communicating with the Adult Learner</td>
<td>(Course No. ADED 537)</td>
</tr>
<tr>
<td>6. Instructional Technology and Integration</td>
<td>(Course No. ECED 599)</td>
</tr>
<tr>
<td>7. Research and Assessment Methods</td>
<td>(Course No. EDFN 684)</td>
</tr>
<tr>
<td>8. Culture, Context and Critical Pedagogy</td>
<td>(Course No. EDUC 503)</td>
</tr>
</tbody>
</table>

7. **Description of Core Courses**

A description of the core courses is provided at Attachment XI.

\(^{16}\) Students who elect a Comprehensive Assessment will complete 12 credit hours in the area of concentration. Students who elect a Master’s Thesis will complete 9 hours in concentration area.
8. **Specialization (Concentration) Areas**

The areas of concentration proposed for the MA reflect market indicators\(^\text{17}\) that suggest growing needs in the areas of health services and gerontology, private sector businesses and corporate training; human resources management, social services and community development, adult basic education, and occupational training.

Due to the lack of resources and relevant course offerings at this time, it is proposed that the Social Services and Community Development, and International Studies in Adult Education concentrations be brought on line in 3 years, i.e. by 2016.

**Figure 4: Proposed Areas of Concentration**

<table>
<thead>
<tr>
<th>1. <strong>Adult Basic Education</strong> with further specialization in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Adult Basic Education and Literacy,</td>
</tr>
<tr>
<td>b. Teaching English to Speakers of Other Languages (TESOL)</td>
</tr>
<tr>
<td>c. Developmental Education/Adults Confronting Multiple Barriers</td>
</tr>
<tr>
<td>d. General Equivalency Diploma (GED)</td>
</tr>
<tr>
<td>e. Workforce Development and Training</td>
</tr>
<tr>
<td>2. Human Resource Management/Development</td>
</tr>
<tr>
<td>3. Leadership and Administration in Adult Education</td>
</tr>
<tr>
<td>4. Health Services/Gerontology</td>
</tr>
<tr>
<td><strong>TO BE ADDED IN 3 YEARS</strong></td>
</tr>
<tr>
<td>5. Social Services and Community Development;</td>
</tr>
<tr>
<td>6. International Studies in Adult Education</td>
</tr>
</tbody>
</table>

9. **Concentration Requirements**

a. Students matriculating for the MA degree would be required to complete in their area of concentration 9 graduate credit hours--if they elect the capstone requirement of a Master’s Thesis (3 credits), or 12 graduate credit hours--if they elect the capstone requirement of a Comprehensive Assessment of Learning.

b. Students in the Certificate Program would be required to complete 3 graduate credit hours in their area of concentration (in addition to meeting the core requirement of 18 credits, and 3 credits of additional requirements for a program total of 24 credit hours).

10. **Description of Concentration Areas**

A description of the six concentration areas that are proposed is provided at Attachment XII. As previously noted, two areas—Social Services and Community Development, and International Studies in Adult Education are earmarked to be offered in 3 years, i.e. by 2016.

\(^{17}\) Attachment IX: Relevant Market Indicators.
11. **Proposed Concentration Courses**

An inventory of courses that support the 4 areas of concentration/specializations that would be implemented with the MA in 2014, is provided at Attachment XIII. Of the 95 courses proposed, only eight would constitute new course offerings. All others are offered by other university programs.

12. **Additional Requirements**

In addition to satisfactorily completing the requisite number of credit hours in core and concentration areas, to finish the program, students must meet the following additional requirements:

a. **Graduate Certificate**

- Practicum (2 Credits)
- Reflective Practice Seminar – Portfolio Review (1 Credit)
- Internship (0 Credits)--1 semester in an adult education program for students who are without 1 year fulltime or 2 years part-time teaching experience in a recognized adult education program.
- For State licensing only: Complete all qualifying State Licensing academic testing and professional education requirements.

b. **MA in Adult Education**

- Meet all additional requirements specified for Graduate Certificate Completion.
- Complete either a Comprehensive Assessment of Learning in the Program, or
- Conduct an empirical study and successfully defend the Master's Research Thesis before a faculty committee and peers.

13. **Description of Additional Requirements**

A description of the additional requirements is provided at Attachment XIV.

14. **Assessment/Evaluation Methods**

Learning in the program will be assessed at various levels during the course of studies--by self, peers, and faculty--in accordance with performance-based criteria to be articulated in each syllabus. Students will be encouraged to update continually their learning plans using self-assessment instruments, designed to help them to evaluate how well they are meeting target course objectives. This would allow them to be proactive in taking early remedial action in areas that improvements may be needed. Students will also be required to maintain a portfolio of their learnings and practical experiences. This is made easier through the TK20 data management platform to which they will have access during the program. They would have the option of retaining their use of the platform, beyond the program, for employment references.

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18 Attachment XIV: Precepts of Learning-Centered Syllabi.
Faculty will also evaluate performance through a variety of observations, and the results of objective assessment tools (examinations, research and project papers, and presentations). That data will be augmented by the quality and depth of the students' reflections on their own learning experiences, peer reviews of their participation in group projects, and third-party assessments of their aptitude and attitude in field assignments. The capstone requirement of a written comprehensive examination, or a Master's thesis research project, to be defended before a faculty committee and peers, would provide for a well-rounded analysis of learning in the program.

Students will also be encouraged to engage in action research in their workplaces and in community settings. Action research in education refers to the disciplined inquiry done by teachers with the intent that the research will inform and change their future practice. It could also help educators find innovative ways to solve educational problems relevant to their workplace.

15. **Scheduling**

Proposed is a mix of delivery methods that provides variation and builds flexibility into the program that it may be more readily assimilated into the already tight schedules of the adult learner. For instance, in addition to traditional in-class sessions that are often needed when the building of skills (as opposed to representational knowledge) is an essential aspect of the curriculum, entire courses or modules will be offered online. The mix also would include opportunities for independent studies, seminars, accelerated and weekend courses and internships. Scheduling of in-class sessions will target Friday nights and Saturday classes when adult learners could usually better accommodate class attendance.

16. **Course Syllabi**

The syllabus for each course offered in the program will be restructured to ensure a learning-centered approach to meet the varied educational needs, interests, and motivations of the targeted diverse student population. The revitalization involves the development of a comprehensive syllabus that is expected to lead to course improvements in a number of ways. It would require instructors to shift their primary focus from what they are going to cover in the course to a concern for what information, tools, assignments, and activities they could provide to promote students' learning and intellectual development. Learning-centered syllabi provide students with essential information and resources that empower them to become effective learners by shaping their own learning. As a significant point of interaction, often the first between the instructor/facilitator and the student, this additional learning tool would convey values and interests concerning content and structure. The fundamental information of course goals and content, assessment and grading practices and student activities will be present. But it would also demonstrate that the instructors understand students' needs and interests, and articulate their beliefs and assumptions about the nature of learning and adult education. It is designed to minimize ambiguities by providing faculty and students with a common plan and set of references. Principles of the proposed learning-centered syllabus are appended as Attachment XV. Format will be consistent with UDC's prevailing model syllabus template, developed Winter 2011.
C. FEASIBILITY FACTORS

1. Demonstration of Need

The momentum for reinstatement of the MA in Adult Education is widely established in literature that is replete with indicators at the national, state and UDC levels. As evidenced by the following sampling of research findings, the onus is on institutions of higher learning to educate the burgeoning number of adults in need of quality education, nationally and locally, to improve effectively literacy, numeracy and job preparedness, and to meet the needs of a disproportionately larger population of adult learners:

a. National Level

- According to the National Commission on Adult Literacy\(^{19}\), failure to address America’s adult education and workforce skills needs is putting the U.S.A. in great jeopardy and threatening the nation’s standard of living and economic viability. “The current adult education system—designed for a different time and different challenges—is not equipped to address this urgent national need”. The Commission cites the lack of relevant adult education training and credentials as one of the barriers to transforming the adult education and literacy system into an adult education and workforce skills system to serve effectively 20 million adults annually by 2020.

- The Roundtable convened by the Council for Advancement of Adult Literacy (CAAL\(^{20}\)) to discuss the challenges of certification and credentialing in adult education contends that a substantial portion of adult education teachers are not fully qualified to provide either traditional or new workforce-oriented instruction to adult educators to meet the burgeoning needs identified as critical to the nation’s economy. A gap exists between the knowledge and skills teachers have and need to offer the kind and quality of services low-skilled adults and the nation’s economy need. Improving adult teacher training programs, by necessity, is at the top of the nation’s agenda\(^{21}\).

- CAAL, in *Reach Higher, America* and its numerous supporting research reports, estimates that as many as 88 million adults lack the skills and education to be considered ready for college, job training and emerging jobs.

- The Bureau of Labor Statistics projects an 8.2% increase in the civilian labor force (to reach 199.9 million by 2018), with 4 million new jobs driven by aging population and longer life expectancies. Concomitant increases in student enrollments, at all levels, will create a burgeoning demand for quality educational services.\(^{22}\)

\(^{19}\) National Commission on Adult Literacy, June 2008. *Reach Higher, America: Overcoming Crisis in the U.S. Workforce.*

\(^{20}\) CAAL is a national public charity dedicated to developing adult education, ESL and workforce skills in America. It strives to bring about change that will form understanding, dialogue, and action—and that will help move individual Americans and the nation toward a better future.


According to the National Center for Urban Education at the University of the District of Columbia, the nation needs universities to play an integral role in improving urban schools\textsuperscript{23}. Although a number of alternative certification and recruitment programs, such as \textit{Teach for America}, have emerged in the past two decades, education schools still produce more than 90\% of new teachers each year. In order to make a significant impact on student achievement, education schools must improve dramatically.

Adult education is undergoing fundamental transformation in the U.S. The field is dynamic, growing, and full of opportunity. More than 50\% of all American college students are over the age of 21, with nearly 15\% over age 35. Most authorities predict that the number of older students will continue to increase for some time to come. In addition, training in the workplace is a multi-million dollar investment\textsuperscript{24}. Hence, teacher training and qualification issues should be addressed as an important strand of federal and state planning to make the adult education and workforce skills system responsive to 21\textsuperscript{st} century needs\textsuperscript{25}.

b. District of Columbia/OSSE

Statistics show that the District of Columbia has:

- a literacy rate of approximately 37\%\textsuperscript{26} (adults who typically cannot read well enough to fill out an application, or read a food label or simple story to a child\textsuperscript{27}), which is 15\% higher than the US national average of 22\%;
- a graduation rate of below 50\%, and
- an academic achievement rate that consistently ranks DC at the bottom in state-by-state reports.

Recent research suggests that effective teachers are the single most important school-based factor in improving DC's low academic achievement rate.

In the District of Columbia, there continues to be a growing need for adult educators to be proficient in teaching English to adults who are speakers of other languages. One of the largest TESOL adult education program providers in Washington, DC--Carlos Rosario International Public Charter School--sends its adult educators to UDC's Certificate Program for training. To date, more than 15 of its educators have participated in the program.

Extremely vital in the District of Columbia is the need for professional development for adult educators and staff. Workshops provided by \textit{DC Learns} are not mutually exclusive from a graduate program at DC’s only public university: both are needed\textsuperscript{28}.

\textsuperscript{23} Proposal Submitted for Consideration by the Board of Trustees (May 2010).
\textsuperscript{24} Adult Education: Foundations of Practice: A Self-Study Course.
\textsuperscript{25} Council for Advancement of Adult Literacy (February 2011) Closing the Gap: The Challenge of Certification & Credentialing in Adult Education, by Forrest P; Chisman.
\textsuperscript{26} National Adult Literacy survey, 1992.
\textsuperscript{27} National Institute of Literacy, 2005. Available at: http://www.nifl.gov/nifl/faqs.html.
\textsuperscript{28} D. C. Learns (April 20\textsuperscript{th} 2011) Fiscal Year 2012 Budget Hearing: Testimony of Dawn Thomas, Program Director.
The US Department of Education has expressed strong interest in finding ways for states to develop better standards for teachers in all areas of K-12 education, including adult education\(^\text{29}\). As DC’s only public university, UDC has a role to play in enhancing/extending the quality of education for teaching/motivating adult learners.

High on OSSE AFE’s agenda are education leadership activities\(^\text{30}\) to improve state, local, and student performance and outcomes, increasingly in adult education. OSSE provides funding to UDC in support of the Certificate Program in Adult Education. It is also championing the return of the MA in Adult Education, which it would also support.

OSSE officials identified professional development needs for 44 of its adult teachers and program administrators. They also recognized, as a priority in meeting state and national imperatives, the progression of UDC Graduate Certificate holders in Adult Education to the MA level.

c. University of the District of Columbia (UDC)

A heavy responsibility resides with UDC--the nation’s only urban land-grant university and the only public institution of higher learning in DC--to participate in the national and local movements for education reform.

A national level survey of universities/emporiums of higher learning that offer adult education graduate degree programs found approximately 189 Master Degree programs classified as adult education programs, of which 136 (72%) are in the Eastern region; 126 are on-campus programs; and 63 are on-line. Only 55 programs (29%) are actually classified as degree programs in adult education. Programs average 36 credit hours. Concentrations in education leadership, training and development, and adult education and development dominate the adult education programs.

A review of local\(^\text{31}\) universities/emporiums of higher learning that offer education programs identified 9 in the DC locale, 6 of which offer graduate level degrees that are geared toward adult educators—3 MA degrees; 2 M.Sc. degrees, and 1 MED degree. Target concentrations are discrete (no duplication across programs).

UDC’s efforts to be responsive to national and local imperatives prompted its establishment of the National Center for Urban Education and a Master of Arts in Teaching, with a primary focus on elementary, middle and secondary education concentrations. Reinstatement of the proposed MA in adult education will extend the university’s responsiveness to include adult education.

Graduates from UDC’s graduate Certificate Program have registered their need for progression to a graduate degree program in Adult Education.

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\(^{30}\) All state leadership activities foster continuous improvement in the District’s adult education delivery system in order to achieve core performance outcomes required by the U.S. Department of Education and that align with Mayor Gray’s workforce development priorities.

\(^{31}\) Defined as within a 50 miles radius from UDC.
2. **Congruence with Academic Unit Objectives and University Mission**

The revised Adult Education programs share the practice-oriented, research-driven, results-focused mission and vision of CUE^32^, the graduate institution under which they are subsumed. CUE is aligned with the focus of the university that has placed, from its inception, teacher training and educator preparation at the heart of its land-grant mission of academics, research and service to the community. UDC established the Center to address the same unprecedented and unquestionable need for effective educators that is inherent in the rationale for the reinstitution of the MA in adult education. In essence, the reinstatement of the MA effectively expands the continuum of CUE’s teacher-effectiveness purview, from pre-K-12 and community based organizations to include adult education.

3. **Duplication/Overlap**

The reinstated MA, which will incorporate the existing Certificate Program, constitutes the only adult education offering by UDC. Thus, the program does not duplicate or overlap with any other university programs in its intent or focus. As is evident from Attachments II and XIII, the program will share courses offered by other university departments, with which it would work closely to ensure that integrated into the syllabi of the courses in which adult educators enroll, would be knowledge and learning opportunities specific to the needs of adult learners. Adult Education students enrolled in those courses would also have the opportunity of tailoring their learnings through the provision of the over-view, in-depth and applied approach recommended for their scholarship.

4. **Relationship to Other Existing Programs and Courses**

The proposed program fosters a healthy relationship with other existing UDC programs and courses. Its interdisciplinary design retains the course sharing across disciplines that was inherent in the earlier programs. In the past eight years, students from other disciplines have taken courses offered in the graduate Certificate Program in adult education. One of the courses, for instance, is “The Adult Learner” (to be renamed Foundations of Adult Learning, Motivation, and Development: ADED 514), which was offered to Early Childhood graduate students on three different occasions. It was tailored to help students understand the theories of adult learning and life styles in contemporary societies in which accelerated change is occurring. The foundational knowledge the course offers will continue to have utility for that and other programs that may need to extend the spectrum of understanding of human development, as it affects how they prepare cohorts to take their places in 21st century learning organizations and rapidly evolving diversified communities. That practice would be replicated with other proposed courses, which would be revitalized and current in their focus.

As is evident from the proposed inventory of courses^33^, to build its curriculum, the revitalized program will draw from courses offered by several UDC departments. For instance, “Vocational Aspects of Disabilities” (SPED 589), that is proposed as a core for

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^32^ The Center for Urban Education, UDC.

^33^ Attachment XIII.
adult educators, is offered under the Special Education program. Another is the proposed adaptation of “Culture, Context and Critical Pedagogy: EDUC 503” -- a course currently offered in the CUE. Yet another is the “Research and Assessment Methods (EDFN 684) course. Also proposed is that students in the TESOL concentration area would take graduate courses offered in the Speech-Language Pathology Program. There are several courses offered by the Business College on which adult educators in the Leadership and Administration concentration could draw. That pattern of reciprocal sharing of courses with other UDC departments/programs is consistent in all concentrations.

5. **Standards**

No universal set of standards exists for adult education, which is a broad field that ranges from adult literacy to graduate education. The US Department of Education has expressed a strong interest in finding ways for states to develop better professional standards for teachers in all areas of education, including adult education. The District of Columbia, unlike Maryland and Virginia, has not yet established/adopted a set of Adult Education Teacher Standards. In July 2010, DC adopted the Common Core Standards—which are K-12 content standards—and have begun implementing them. OSSE AFE intends to align its program goals and objectives to the Common Core, K-12 standards, which are not designed for adult learners. In 2012 OVAE commissioned the American Institute of Research to begin the process to develop professional competencies for adult educators. The target date for the completion of that initiative is 2015 or beyond.

In the absence of established state certification/credentialing systems, The Council of Advancement of Adult Literacy (CAAL) identified, as a good source to consult, “the curricula of university degree/Certificate Programs and courses, which are usually explicit about what knowledge and skills each of their curricular components intend to develop.” The proposed curriculum is tied to a robust set of competencies (Attachment III), to ensure that students who matriculate through the program would have, at a minimum, a thorough understanding of basic requirements for adult educators.

The main professional society in adult education is the American Association for Adult and Continuing Education (AAACE). Since the field is so broad, the Association has not established standards for adult education teachers in general. However, there are several commissions on focus areas establishing competencies and standards in their particular areas. For example, TESOL has released standards for adult education teachers of English to speakers of other languages. Those standards were used in the design of the TESOL concentration.

The proposed program also aligns with the District of Columbia Public Schools Office of Academic Credentials (DCPS) requirements for Adult Basic Education detailed in Attachment V. Recommended courses meet the required content standards specified under Section 1653 for the Adult Basic Education and Literacy concentration area. This

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ensures that completers of the Graduate Certificate Program would meet State Licensure requirements.

6. **Potential Impact on Students**

Currently, there are no students in the pipeline. The MA has been inactive since 1996. To allow time and focus for the proposed revitalization, admission to the Certificate Program was suspended in 2011/2012, after the last cohort completed its work.

For Certificate Program completers, the proposed reinstatement portends a positive impact. Since 2000, when the Certificate Program was instituted to fill the gap left by the discontinuance of the MA, students have been persistent in their requests for its reinstatement. A growing majority of the 60 completers have expressed interest in matriculating for the MA if the credit hours earned in that program could be transferred. That would mean that with 15 additional credit hours of graduate work, they could progress to earning a graduate degree. The clear transition path, created by the sharing of core courses and design features, facilitates and encourages that progression. The learning plan feature would allow program completers to identify knowledge gaps that may exist between the former and revitalized curriculum. The modular subdivision of courses and opportunities for seminar and independent study would also minimize the need for an entire course to be repeated to fill any identified gaps.

7. **Projected Enrollment**

The reinstatement is also projected to attract a vibrant pool of new candidates. Only two universities in the area offer graduate programs in adult education. A projected 15 students are expected to enroll in the proposed program. OSSE AFE, that provides funding for the Graduate Certificate Program, and is a strong proponent for the MA in Adult Education, have already identified a number of adult educators at the centers it supports for the revitalized Certificate Program, the MA in adult education, and for the use of program modules for professional development.

8. **Potential Effect on Employment**

A survey of relevant labor market indicators at the national and state levels, which were used to guide the concentration areas, establish the relevancy of the program to meeting workforce demands. In addition to traditional teaching occupations, it responds to the demonstrated need for well-educated practitioners in training and human resource development careers related to adult learning in businesses, institutions that include healthcare services and faith-based organization, and government and non-government agencies.

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36 Coppin State University in Baltimore has a Masters Degree program in adult education. Virginia Polytechnic and State University (Virginia Tech) Falls Church branch has a Masters program in adult learning and human resource development. The Ph.D. program is no longer admitting new students and will conclude in 2014. The rest of the universities in the area do not have adult education programs.

37 Attachment IX: Relevant Labor Market Indicators
The proposed reinstatement of the MA, with its diversified areas of concentration, would further the marketability of graduates who will be competent to fill several projected job vacancies. Almost all of the graduate students in the Certificate Program work in adult education programs in the District of Columbia. Their certification enhances their opportunity for employment and advancement in agencies that have adult education programs. Since states are moving toward credentialing and professionalizing the field of adult education, many students seek out the program for certification. Others come to explore the adult education field and then stay with it when they realize its potential for better opportunities in the 21st century.

9. **Adequacy of Staff**

To be minimally staffed, a viable graduate program in adult education requires a minimum of two (2) full-time regular faculty members. Currently, the program is supported by one full-time temporary visiting faculty position, which is funded by OSSE. The sole position provides coordination for the Certificate Program, and teaches two courses a semester. The incumbent is Heather Bruce, PhD., who co-designed the adult education program with another consultant. Relied upon to teach courses in the new adult education program would be Assistant Professors in the CUE. Earmarked to facilitate/co-teach and provide support with the development of learning-centered syllabi and the identification of modules within each course are Taharee Jackson, PhD., Heidi P. O’Gilvie, PhD., Anika Spratley Burtin, PhD., Thomas H. Bullock, EdD., and doctoral candidate Ayanna C. Kelley.

Marcia Muirhead Melvin, PhD, and Yvonne Enid Gonzalez Rodriguez, EdD., who will assist the development of syllabi and identification of course modules, are potential Adjunct Professors. For brevity, the first page of each supporting curriculum vita is provided at Attachment XVI.

10. **Adequacy of Current Facilities**

The CUE provides office space for the Program Coordinator. It would make the necessary arrangements for classrooms for course offerings.

11. **Funding**

OSSE provides, and is committed to, funding the Certificate Program. The Agency pays the salary of the Coordinator and for adjunct professors. It also provides tuition grants for DC residents who are working as adult educators in recognized DC programs, and who seek certification in adult basic education. OSSE is a strong proponent for the progression of its certificate completers to the graduate degree level.

The reinstated program holds promise of attracting additional students who are interested in adult education and who care willing to pay their own tuition. A large number of Certificate Program completers previously expressed their willingness to fund their tuition to earn an MA in adult education. Increasingly, the program is also attracting

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38 Dr. Marcia Muirhead Melvin.
students who are not currently adult education teachers, but who are interested in becoming adult educators.

12. **Adequacy and Availability of Supportive Library Resources**

   UDC’s Learning Resource Center, to which students in the Certificate Program have access, carries adequate resources in the field of adult education. A request has been made for updating book holdings and the large number of published professional journals in adult education and related fields. Students are also encouraged to use the wealth of resources available through the Washington Research Library Consortium, the Library of Congress and the U.S. Department of Education. With assistance from OSSE AFE, the MA program plans to augment those resources with the establishment of a dedicated resource room. In addition to current text and publications, the on-site resource center would be equipped for conducting online searches into databanks. Participants in the proposed programs will also be supported by professional development workshops in such assistive areas as report writing, and how to study for Praxis I.

**E. PROPOSED IMPLEMENTATION DATE**

The target implementation date for the reinstated MA in Adult Education is January 2014.

Prepared by Heather Bruce, PhD
Adult Education Program Director
March 27, 2013

Cleared by Lena Walton, PhD.
Assistant Dean, College of Arts and Sciences

Attachments (16)
## ATTACHMENTS

<table>
<thead>
<tr>
<th>ATTACHMENT</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Graduate Certificate Program in Adult Education – Summary Description</td>
<td>20</td>
</tr>
<tr>
<td>II</td>
<td>Proposed Alignment of Graduate Certificate &amp; MA Programs</td>
<td>21</td>
</tr>
<tr>
<td>III</td>
<td>Essential Program Design Criteria</td>
<td>22</td>
</tr>
<tr>
<td>IV</td>
<td>Competencies Checklist</td>
<td>23-24</td>
</tr>
<tr>
<td>V</td>
<td>Certification Requirements of the District of Columbia</td>
<td>25</td>
</tr>
<tr>
<td>VI</td>
<td>Andragogy &amp; Design Characteristics of Adult Learning</td>
<td>26</td>
</tr>
<tr>
<td>VII</td>
<td>Use and Design of Learning Plans and Self-Assessments with Faculty Feedback</td>
<td>27-29</td>
</tr>
<tr>
<td>VIII</td>
<td>Sample of Sub-Division of Course into Modules</td>
<td>30-31</td>
</tr>
<tr>
<td>IX</td>
<td>Relevant Labor Market Indicators</td>
<td>32-33</td>
</tr>
<tr>
<td>X</td>
<td>Certificate Program Requirements</td>
<td>34</td>
</tr>
<tr>
<td>XI</td>
<td>Core Course Descriptions</td>
<td>35-36</td>
</tr>
<tr>
<td>XII</td>
<td>Description of Concentration Areas</td>
<td>37-38</td>
</tr>
<tr>
<td>XIII</td>
<td>Proposed Inventory of Concentration Courses</td>
<td>39-41</td>
</tr>
<tr>
<td>XIV</td>
<td>Description of Additional Requirements</td>
<td>42</td>
</tr>
<tr>
<td>XV</td>
<td>Principles of a Learning-Centered Syllabus</td>
<td>43-44</td>
</tr>
<tr>
<td>XVI</td>
<td>Curriculum Vitae of Proposed Course Facilitators</td>
<td>45-53</td>
</tr>
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GRADUATE CERTIFICATE PROGRAM IN ADULT EDUCATION
SUMMARY DESCRIPTION

UDC’s existing Graduate Certificate Program in Adult education is a 21-credits Certificate Program. It started in fall 2000 with financial support from the UDC/State Education Agency, Adult Education (SEA). It is designed to prepare adult education teachers (facilitators, mentors and coaches) to teach diverse adult populations in various contexts. They include Adult Basic and Secondary education and adults with special needs such as: English for Speakers of Other Languages (TESOL); Workplace, and Family Literacy Programs; and adults in Special Education programs. To finish the Certificate Program students must complete a total of 21 graduate credits. Six of the courses are required courses and participants elect one elective course to complete the program. Additionally, program completers must earn a qualifying score on Praxis I: Academic Skills Assessment.

In order to accommodate non-traditional students who are working adults, the program is flexible and offers courses on weekends, evenings, and intensive summer courses. In addition, some courses boast the blended learning approach of using online instructions when appropriate.

The knowledge and skills areas selected for the program are in accordance with the standards established for adult basic education teachers by the District of Columbia Public Schools Office of Standards and Credentialing and by examining graduate programs in Adult Education in other universities. Most of the courses in the Certificate Program were courses offered in the Master’s degree in adult education program at UDC. A few courses for the graduate Certificate Program are listed under other programs at the university, as an interdisciplinary offering.

As stated above, the program is currently funded by the UDC/State Education Agency, Adult Education (OSSE). The agency provides tuition funding for adult education teachers in the District of Columbia who are DC residents. In addition, the Agency pays the salary for the Coordinator and the adjunct professors. The program is increasingly attracting students who are not currently teachers in adult education, but who are interested in becoming adult education teachers. Those students pay their own tuition, unsupported by the SEA. This shows that there is a need and a growing interest in the program by those who aspire to become adult education teachers.

A major component of the Certificate Program has been an Action Research Project. SEA supported the research project for five years. Teachers in Adult Education did action research in their classrooms with guidance and coordination by the Certificate Program.
# ALIGNMENT OF PROPOSED CERTIFICATE AND MA PROGRAMS

<table>
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<tr>
<th>COURSE NO</th>
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<td>ADED 514</td>
<td>Foundations of Adult Learning</td>
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<td>Facilitating Learning in Adulthood</td>
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<td>SPED 554</td>
<td>Vocational &amp; Foundational Aspects of Disabilities</td>
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<td>EDFN-684</td>
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<td>EDUC 503</td>
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**TOTAL CORE CREDIT HOURS** 18 18 24

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<td>Reflective Practice Seminar – Portfolio Review</td>
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**TOTAL CONCENTRATION CREDIT HOURS** 3 3 9-12

**ADDITIONAL REQUIREMENTS**

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<td>ADED-596</td>
<td>Internship – 1 semester in adult ed.</td>
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<td>Program for students without 1 yr. fulltime or 2 yrs. Part-time recognized adult ed. Teaching experience</td>
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<td></td>
<td>For State Licensing Only: Complete all qualifying State Licensing academic testing and professional education requirements</td>
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**CAPSTONE REQUIREMENTS**

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<td>Comprehensive Assessment Of Learning In Program</td>
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<tr>
<td>Master’s Research Thesis: Satisfactorily conduct an empirical research study and successfully defend the master’s thesis before a faculty committee and peers</td>
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</table>

**TOTAL CREDIT HOURS** 21 24 36

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39 Students who opt for the capstone of a Master’s Research Thesis (3 credit hours), will complete 9 concentration credit hours.
The design of the adult education graduate program will embrace a number of criteria deemed essential to a state-of-the-art program that is reflective of advances in the field of adult education. They assure quality in teaching, increases the utility of the degree in its responsiveness to emerging workforce and socio-economic needs, and forges a niche for UDC in the metropolis and beyond. Identified, from the onset, as critical to the design of an adult education graduate program to meet UDC’s project goals, are the following decisive factors. The program must:

A. reflect national and local trends in the field of adult education;
B. encompass standards relevant to Adult Education Certification in the District of Columbia;
C. be responsive to prevailing/emerging adult education needs;
D. align with philosophies and teaching principles that are relevant to teaching and motivating the adult learner
E. be flexible to permit UDC adult education certificate holders to transition to graduate level;
F. possess a strong orientation to analytical research and assessment;
G. foster emphasis on quality and educating for change; and
H. seek to identify/create a niche to give prominence to UDC in Adult Education programs.
COMPETENCIES CHECKLIST
(Excerpt from Interim Report: Assessment and Recommendations, July 30, 2011
Dr. Heather Bruce & Dr. Marcia Muirhead)

This checklist should be viewed as a toolkit of essential knowledge and a range of learning strategies and activities to enable the adult educator to facilitate effectively knowledge building in diverse 21st century adult learners. It embodies Adult Education Competency Indicators (AECI) and other indicators, and consultants’ perspectives. Please note that the checklist is offered not as a finite dogma, but as an evolving menu to which knowledge and skill sets could be continuously added to keep abreast of the dynamism inherent in the evolving adult education arena, and to accommodate changing cohort demands. Competencies are grouped under inherent focus, but since knowledge is integrative and seamless, some may well fit under other headings. There also is no attempt at prioritization or relevance and none should be given to the order in which the groupings are presented, or in the sequence under each grouping.

Specifically, the educator who matriculates through the revitalized MA in Adult Education program should have, at a minimum, a thorough understanding of the following basic requirements for the facilitation of knowledge by adult students:

1. **Understanding the Adult Learner**
   - Psychosocial theories and philosophies on adult learning and development
   - Understanding different learning styles of adults
   - How to interact respectfully and responsibly with diverse cohorts
   - Strategies for motivating the adult learner
   - Encouraging the adult learner to be self-directing – educating for change.
   - Introduction to concepts and schools of thought of continuing education
   - Discussion of emerging adult education issues and challenges

2. **Methods Appropriate to Teaching the Adult Learner**
   - Methods for facilitating adult learning
   - Identification of methods suited to adult learning in different settings
   - Differences between didactic and learner-centered approaches
   - The role of the adult educator as facilitator
   - Variety of teaching/learning strategies and resources
   - Elements of effective communication in multiple formats
   - Overcoming prejudices/discrimination/resolving conflict with adult learners

3. **Means of Designing Curriculum/ Learning Opportunities for the Adult Learner**
   - Principles and models of instructional design
   - Review and comparison of various curriculum models with particular emphasis on the Instructional Design System (ISD) model.
   - Writing program descriptions, goals, and performance-based learning objectives and creating targeted learning plans.
   - How to choose appropriate methods and resources for targeted outcomes.
   - Identifying needs, establishing objectives, and critically designing and evaluating programs in adult education.
4. **Research and Evaluation Methods toward Improving Adult Education**
   - Methods to assess needs at individual, group, organization and societal levels
   - Tools, techniques, and strategies for establishing goals, performance objectives and learning requirements.
   - Foundations of educational research
   - Analysis of major research approaches to educational problems.
   - Qualitative and Evaluative Research methods for obtaining and using data about educational and social problems
   - Different evaluation methods and tools to assess students' progress and interpret the evaluation.

5. **Use of Information Technologies in Adult Education**
   - Understanding legal, ethical, cultural and societal issues of technology
   - Basic computer literacy
   - Assistive technology for special needs learners
   - Criteria to evaluate technology and electronic media
   - Use of a variety of audio/visual equipment and material

6. **Self-Directed Learning and Self-Assessment in Adult Education**
   - Impact of self-direction on learning
   - Utility of learner-centered instruction
   - Helping adult learners make sense of their own situation
   - How to include opportunities for self-directed learning to encourage reflection, clarification, guidance and continual learning.
   - How to administer and evaluate self-assessment instruments.

7. **Multicultural and Globalization Issues in Adult Education**
   - Understanding cultural (racial, ethnic, linguistic) diversity in the adult education context.
   - Developing cultural self-awareness
   - Problems/issues in inter-cultural educational settings.
   - Theoretical perspectives of multicultural adult education
   - Practical problems and related strategies in handling diversity in AE settings.
   - Impact of globalization on adult education.
   - International trends and impact on adult education in USA.
Certification Requirements of the District of Columbia
Municipal Regulations Chapter 16, Sections 1653 and Section 1654

1653 ADULT BASIC EDUCATION: In addition to the general and professional education requirements, for certification in adult basic education, the following shall be required:

(a) Eighteen semester hours to include the following:
   1. Psychology of the adult learner
   2. Foundations of the adult learner
   3. Development of communication skills;
   4. Six (6) semester hours in related areas.

(b) Observation and student teaching at the adult or secondary level (high school) or one (1) year of satisfactory experience at the adult level.

1654 ADULT EDUCATION (ACADEMIC SUBJECTS): In addition to the general and professional education requirements, for certification in adult education (academic subjects), the following shall be required:

(a) Eighteen (18) semester hours to include the following:
   1. Psychology of the adult learner
   2. Foundations of the adult learner
   3. Development of communication skills;
   4. Methods and materials of adult education; and
   5. Six (6) semester hours in related areas.

(b) A minimum of thirty (30) semester hours in a subject area; and

(c) Observation and student teaching at the adult or secondary level (high school) or one (1) year of satisfactory experience at the adult level.
ANDRAGOGY & DESIGN CHARACTERISTICS OF ADULT LEARNING

(Excerpted from Principles of Adult Learning by Stephen Lieb, Arizona, 1991)

Assumptions of Malcolm Knowles Andragogy philosophy of the adult learner and characteristics that influence the design of adult education programs:

<table>
<thead>
<tr>
<th>#</th>
<th>Andragogic Assumption</th>
<th>Design Characteristics</th>
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<tbody>
<tr>
<td>1</td>
<td>Adults are <em>autonomous and self-directing</em>—they need to be free to direct themselves.</td>
<td>Educators must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants’ perspectives about what topics to cover and let them work on projects that reflect their interests. They should allow the adult learner to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals (e.g. via a personal goals sheet).</td>
</tr>
<tr>
<td>2</td>
<td>Adults have a reservoir of <em>life experiences</em> and knowledge that may include work-related activities, family responsibilities, and previous education.</td>
<td>Adults need to connect learning to their knowledge/experience base. In addition to representational knowledge, learning must also encourage the building of relational and reflexive knowledge. To help adults to do so, educators should draw out participants’ experience and knowledge, which is relevant to the topic through providing opportunities for group work, and shared interaction that encourages reflection, and from which others may draw from the experiences being shared. Educators must also relate theories and concepts to the participants and recognize the value of experience in learning.</td>
</tr>
<tr>
<td>3</td>
<td>Adults are <em>goal-oriented</em>.</td>
<td>Upon enrolling in a course, adults usually know what goal they want to attain. They therefore appreciate an educational program that is organized, and has clearly defined elements. Instructors must show participants how the course will help them attain their goals. This classification of goals and course objectives must be done early in the course. To the extent possible, adults should be encouraged to identify their own particular learning goals and objectives as part of their learning plan/contract.</td>
</tr>
<tr>
<td>4</td>
<td>Adults are <em>relevancy-oriented</em></td>
<td>Adults must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.</td>
</tr>
<tr>
<td>5</td>
<td>Adults are <em>practical</em></td>
<td>Adults focus on the aspects of a course that are most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job.</td>
</tr>
<tr>
<td>6</td>
<td>Adults need <em>respect</em></td>
<td>As all learners, adults need to be shown respect. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. Those adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely. They should be taught by example communication, decision-making, and conflict resolution methods that engender respect for self and others.</td>
</tr>
</tbody>
</table>
Use & Design of Learning Plans and Self-Assessments with Faculty Feedback

Learning plans are emerging as the tool many teachers of adults use to provide some mechanism for learners to build on experience and determine needs as they carry out learning activities. Learning plans provide a vehicle for making the planning of learning experiences a mutual undertaking between a learner and any helper, mentor, or teacher. By participating in the process of diagnosing personal needs, deriving objectives, identifying resources, choosing strategies, and evaluating accomplishments the learner develops a sense of ownership of (and commitment to) the plan. Learning plans also are a means for making the learning objectives of any field or practical experience clear and explicit for both learners and facilitators.

In essence, a learning plan is a document that is used to plan learning, usually over an extended period. Because of the contractual arrangement it connotes between the student and the faculty member/facilitator, it is often referred to as a "learning contract. For purposes of this explanation, the learning plan (LP) is what we will call the document.

A learning plan can take on many shapes and forms, ranging from audiotapes to outlines, to descriptive statements, to elaborate explanations of process and product. The intent of using LPs is simply to provide a vehicle to personalize the learning experience and to put the student in the driver’s seat of his or her learning. Students should therefore be made to feel free in choosing the design of their learning plans, as long as they provide the following key information to the satisfaction of the approving faculty member/assessor.

Regardless of the design, each LP should have the following components:

A. A set of achievable learning goals that the learner identifies that he or she wants to achieve within a specified timeframe. Identification of learning goals will require the student to assess their experiences against the learning objectives for each course of study. A sample of a self-assessment instrument that could help the student make such an assessment is provided at the end of this Attachment. In any event, it is from the student’s frank assessment about what is already known and what learning would still need to take place that the targeted learning goals that are a priority for that learner may be identified.

B. Each learning goal should have a series of concrete steps of actions that the learner will take to move towards the goal. In other words, the learner is expected to be specific how they intend to meet the identified learning goals—how would they go about acquiring the targeted knowledge and experience(s). The action may be through course readings, research, discussions, class participation and meeting with faculty, mentor, students to explore professional and education goals while learning about and applying theories and models of adult learning to learner’s own journeys and goals, leading to a plan for learning and a professional development plan.

C. Each action should be associated with one or more resources and with evidence as to how the student intends to demonstrate that the targets goals were met. Demonstrated learning may be through the submission of a Research Paper, an audio, visual or in person presentation demonstrating mastery of the targeted competencies, feedback from a community effort or internship in which the use of the targeted knowledge was demonstrated, or any other means that the student and mentor agree would be an acceptable way to demonstrate that the learning had indeed taken place.

As they begin preparation of their learning plan, it would be useful for the students to know their learning styles, that they may better be able to choose ways compatible with their styles for acquiring additional information, or for demonstrating learning. They also need to understand, if LPs is a new experience for them that their efforts are necessary to break the mould of the model to which they may be accustomed, in which the instructors prepared the plans for their learning and told them what they would do. Forgiving ahead will not only make the learning process one in which they would enjoy greater autonomy, but will also have the pride in knowing that they are setting the path for liberating so many adult learners for years to come.
ADULT LEARNING SELF-ASSESSMENT INSTRUMENT (Pre-Course)
(Sample page only)

Student’s Name: Date:

Please identify your learning needs by assessing your understanding of the learning outcomes identified below for Course_______________________________.

Please measure the level of your knowledge in the area by using the measures given, and checking the appropriate box to indicate the areas in which there would be a greater need for you to build competence.

<table>
<thead>
<tr>
<th>Competencies/Course Learning Objectives</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Remarks Or Faculty Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>L-2 Can use one’s ideas and those of others to draw meaning from experiences</td>
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<tr>
<td>Can discuss elements of learning effectively from experience using the Kolb model of experiential learning</td>
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<tr>
<td>Can identify relevant skills and attitudes needed to manage one’s learning, assess one’s current level, and identify areas for growth</td>
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<tr>
<td>Can identify one’s attitudes, values, and behaviors that can promote and/or inhibit making meaning from one’s experiences</td>
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<tr>
<td>Can produce examples, or plans, for learning from experiences relevant to the competence framework</td>
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<tr>
<td>Can make connections between one’s own ideas and the ideas of others, and select appropriate stories and ideas to help clarify decisions about one’s goals and plans</td>
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</tr>
<tr>
<td>Can make connections between one’s own ideas and the ideas of others, and select appropriate stories and ideas to help clarify decisions about one’s goals and plans</td>
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<tr>
<td>L-3: Can design learning strategies to attain goals for personal and educational development activities</td>
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<tr>
<td>Can articulate personal and educational goals and assess the gap between where one is and where one wants to be</td>
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<tr>
<td>Can identify learning interests and competencies to be developed and construct a plan for achieving personal and educational growth</td>
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<tr>
<td>Can describe one’s self as a learner using one or more models of adult and/or experiential learning</td>
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<tr>
<td>Can write assessable competence statements</td>
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<tr>
<td>Can develop a learning plan that is congruent with areas of interest and competencies for personal and professional growth</td>
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</tbody>
</table>

Please comment here on your strengths & areas for development to be reflected in Learning Plan for the above course.
SAMPLE LEARNING PLAN PROPOSAL PREPARED BY STUDENT

COURSE: SYSTEMS THEORIES AND APPLICATIONS (Core)

Assessor: [Faculty Member]

Focus: The interdependencies between and among systems in models of social change and capacity development.

Learning Goals

Overview:
- To acquire a good understanding of systems thinking, contrasting contemporary thinking with earlier paradigms
- To understand the major controversies of and current approaches to systems thinking and the conditions under which each approach is useful;
- To apply systems theories to effectively research and design response strategies as they pertain to capacity development issues;

In-Depth:
- To investigate the impact of knowledge and information technology on economic growth, drawing attention to the interactions between institutions and technological developments that enable them to harness technology in productive ways; OR
- To understand the systemic relationships involved in social reforms.

Applied:
- Design a workshop around a relevant issue not yet identified.
- To integrate my knowledge of information systems and to sharpen my analytical thinking skills.

Products, Assessors and Timetable

<table>
<thead>
<tr>
<th>Mode</th>
<th>Product</th>
<th>Assessor</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview – Literature Review</td>
<td>Research Paper (15+ pages)</td>
<td>Faculty</td>
<td>Apr./May, 2014</td>
</tr>
<tr>
<td>In-Depth – Literature Review</td>
<td>Research Paper (25+ pages)</td>
<td>Faculty</td>
<td>May/June, 2014</td>
</tr>
</tbody>
</table>
SAMPLE OF SUBDIVISION OF COURSE INTO MODULES

Course No. ADED-504: Orientation to Adult & Continuing Education

1. **UDC Program Design, Requirement & Tools**
   - Design of UDC program
   - Target competencies/knowledge/skillsets
   - Learning strategies/tools to facilitate learning
   - Clarification between instructor/student roles
   - Self-directed learning concept and how it shapes learning experiences
   - Preparing individual learning plan & administering a self-assessment instrument to chart course of studies in program.

2. **Contextualization of the field of adult and continuing education**
   - History of adult education
     - What is happening locally & globally
   - Philosophical, psychological, sociological and political foundations
   - Social Context of adult education
     - Changing demographics
     - Globalization
     - Technology
   - Adult learning settings
   - Who participates and who does not
     - Barriers to participation
     - Sociological lens that explains participation
   - The teacher Effectiveness Project
   - Professionalization/Standards
   - Role of active agencies

3. **Teacher as Educator and Leader:**
   - Exploring personal philosophical orientation to adult education
   - Identifying your teaching style
   - Leadership and self-management theories
   - Reflective practice rationale
   - Identifying dominant learning style (audio, visual, audio-visual, kinesthetic)
   - Culture biases
   - Recognizing limitations
   - Ethics, and behaviors that can result in liability/negligence in adult education
SAMPLE OF SUBDIVISION OF COURSE INTO MODULES

Course No. 1303-514: Foundations of Adult Learning, Motivation and Development

1. **Theoretical Orientations to Adult Learning**
   - Behaviorist (Guthrie, Hull, Pavlov, Skinner, Thorndike, Tolman, Watson)
   - Humanist (Maslow, Rogers)
   - Cognitive (Ausubel, Bruner, Gagne, Koffka, Kohler, Lewin, Piaget)
   - Social Cognition (Bandura, Rotter)
   - Constructivist (Candy, Dewey, Lave, Piaget, Rogoff, von Glaserfeld, Vygotsky)

2. **Approaches/Models of Adult Development**
   - Biological
   - Cognitive
   - Psychological (Erickson, Levinson)
   - Socio-cultural factors
   - Integrative perspectives
   - Foundational Work on Cognitive Development
   - Intelligence and Aging (Piaget, Perry, Kohlberg,)
   - Memory, Cognition and the Brain

3. **Motivating the Adult Learner**
   - Theories of motivation
   - Strategies and principles for motivating the adult learner
   - Designing and implementing educational programs that motivate adult learners
   - Encouraging adult learners to be self-directing—educating for change
   - How to build an attitude of continuous, lifelong learning
   - The role of the adult educator as facilitator, coach and mentor
   - Self-directed learning strategies to empower adults to become self-determining learners and to make sense of their own situations and devise a plan to become a victor over life circumstances.
Relevant Labor Market Indicators

1. National Level

a. According to the Bureau of Labor Statistics:

   i. Population is the single most important factor in determining the size and composition of the labor force.
   ii. By 2018, the civilian labor force is projected to reach 199.9 million—an increase of 8.2%.
   iii. Ethnic groups of Hispanic origins are expected to increase their share of the labor force from 14.3% to 17.6%, which is a 33.1% projected growth.
   iv. While the projected primary working age group (between 25-54 years of age) is forecasted to decline from 67.7% to 63.5%, workers 55 years and older are expected to leap from 18.1% to 23.9% of the labor force.
   v. Service-providing industries are projected to generate approximately 14.5 million new wage and salary jobs.

b. Employment of adult literacy and remedial education teachers is expected to grow by 15% through 2018, which is faster than the average for all occupations. As employers increasingly require a more literate workforce, workers’ demand for adult literacy, basic education, and secondary education classes is expected to grow.

c. Significant employment growth for adult educators is anticipated, especially for TESOL teachers, who will be needed by the increasing number of immigrants and other residents who need to improve their English skills. Additionally, greater proportions of those groups are expected to take TESOL classes\(^{40}\).

d. Educational services, which include employment in public and private education settings, are anticipated to grow by 12%, adding 1.7 million new jobs through 2018.

e. Education, training and library occupations are expected to add more than 1.3 million jobs, representing a growth rate of more than 14%. As the US population increases and as a larger share of adults seek educational services, demands for these workers will continue to rise.

f. Employment among healthcare practitioners and technical occupations is expected to increase by 21%. As the number of older people continues to grow and as new development allows for treatment of more medical conditions, greater numbers of healthcare professionals will be needed.

g. Employment in community and social services occupations is projected to increase by 16%, growing by roughly 448,000 jobs.

h. About 26% of all new jobs created in the US economy will be in Healthcare and social assistance industry.

\(^{40}\) Occupational Outlook Handbook, 2010-11 Edition: Teachers – Adult Literacy and Remedial Education.
i. Between 2008 and 2018, government employment, excluding employment in public education and hospitals, is expected to increase by 7%. Growth in Government employment will be fueled by expanding demand for public safety services and assistance provided to the elderly.

j. Workers in management, business and financial occupations plan and direct all the activities of businesses and other organizations. Their employment is expected to increase by 11% by 2018. These workers will be needed to help organizations navigate the increasingly complex and competitive business environment. A large portion of these jobs will arise in management, scientific and technical consulting industries. In addition, a substantial number is expected in several other large or rapidly growing industries, including government, health care, social assistance, finance, insurance and construction.

k. Among service occupations sub-groups (from firefighters to meal preparers)—the largest number of new jobs will occur in health care support occupations with more than 1.1 million new jobs. Employment in this sub group is expected to increase by 29%. Much of the growth will be the result of increased demand for healthcare services as the expanding elderly population requires more care.

2. District of Columbia


   ▪ Employment by Industry:
     o Professional and Business Services are expected to grow by 22.9%-- an increase of 164,674 new jobs.
     o Education and Health Sciences are expected to grow by 14.38%--an increase of 90,434 new jobs.
     o Educational Services, including state and local government trainers are expected to increase by 6.3%--yielding 22,088 new positions.
     o Healthcare and Social Assistance, with a labor market share of 8.08% (68,346 jobs) has a projected growth rate of 2.61%.

   ▪ Major Occupational Changes:
     o Professionals and related occupations have 26.6% in Washington area jobs compared to the national average of 19.9%.
     o Education and related occupations hold second place with a 157,200 jobs and healthcare occupation having third place with a 123,700 jobs.
     o Business and Management—16.3% of the metropolitan jobs compared to 9.0% of the US economy.
     o Educational services, which in 2006 was 212,111, is projected in 2016 to be 234,199 (a projected growth of 9.43%)
     o Healthcare, which in 2006 was 232,141, is projected to be 300,487 in 2016.
CERTIFICATE PROGRAM REQUIREMENTS:

The following depicts the process and requirements for admission and acceptance into the Certificate Program, admission to the teacher education program, and completion of the program:

<table>
<thead>
<tr>
<th>Program Requirements</th>
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</thead>
<tbody>
<tr>
<td>▪ 24 graduate credits will be required to complete the Graduate Certificate Program in Adult Education.</td>
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<tr>
<td>▪ Students who will seek certification by the DCPS Educational and Credentialing Office must have completed the professional education requirements prior to joining the program, as required by DCPS.</td>
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<tr>
<td>▪ Upon completion of the program, graduates will be qualified to teach in adult basic education programs in a variety of settings.</td>
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<table>
<thead>
<tr>
<th>Admission Requirements</th>
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<tbody>
<tr>
<td>▪ Completed graduate application form for admission to UDC, and payment of necessary application fee. GRE requirements will be waived.</td>
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<tr>
<td>▪ Earned baccalaureate degree from an accredited institution. An official transcript from the institution must be submitted.</td>
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<tr>
<td>▪ Applicant seeking DCPS certification must satisfy the “Professional Education Requirements outlined in the License Requirements for the District of Columbia Public Schools (1993)”41. UDC courses comparable to the DCPS requirements will be accepted.</td>
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<thead>
<tr>
<th>Acceptance Requirements</th>
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<tbody>
<tr>
<td>▪ Applicant’s credentials will be reviewed by the University for acceptance.</td>
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<tr>
<td>▪ The Admissions Office will notify applicant of acceptance.</td>
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<tr>
<td>▪ Transcript will be reviewed to verify compliance with general and professional education requirements, for DCPS certification.</td>
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<tr>
<td>▪ Applicants must complete initial offering of program orientation module.</td>
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<thead>
<tr>
<th>Requirements for Admission to Teacher Education</th>
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<tbody>
<tr>
<td>▪ Candidates must complete 9 (nine credit hours) in the program to comprise the following courses required for acceptance into the teacher education program:</td>
<td></td>
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<tr>
<td>o ADED 504  Orientation to Adult and Continuing Education</td>
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<tr>
<td>o ADED 514  Foundations of Adult Learning</td>
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<tr>
<td>o ADED 537  Communicating With the Adult Learner</td>
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<tr>
<td>▪ Earn a “B” or better grade in each of the above 3 courses (3.00 GPA)</td>
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<tr>
<td>▪ Earn a qualify score on the Praxis I examinations (Academic Skills Assessments in Reading, Writing and Mathematics)</td>
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<tr>
<td>▪ Complete Application for Admission to the Teacher Education Program.</td>
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<tr>
<td>▪ Submit: 3 letters of recommendation; a typed autobiographical and philosophical statement; and a work experience form that shows evidence of a voluntary or salaried experience working with adults in an organized program.</td>
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<tr>
<td>▪ Must demonstrate satisfactory skills in computer technology</td>
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<tr>
<td>▪ Must complete training for TK20 Electronic Portfolio Assessment platform. Students are required to maintain electronic portfolios of all their work in the Certificate Program. Must be interviewed by the Admissions Committee of the Teacher Education Council. Determination of acceptance into the Teacher Education Program will be made collectively by the admissions committee, the Technology Assessor, the Director of the CUE, and the Assistant Dean of the College of Arts and Sciences.</td>
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<tr>
<th>Exit Requirements</th>
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<tbody>
<tr>
<td>▪ Complete 24 credit hours of required coursework and all additional requirements with a B or better in each course, maintaining a GPA of 3.0 or better.</td>
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<tr>
<td>▪ Complete an Exit Survey</td>
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<tr>
<td>▪ For State Licensing, obtain a passing score on Praxis I (English, Writing &amp; Math), or OSSE equivalent.</td>
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<tr>
<td>▪ Complete and submit Application for Licensure Requirements Form.</td>
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41 Specified in Attachment V.
CORE COURSE DESCRIPTIONS

The following are descriptions of the proposed core courses:

1. **Orientation to Adult & Continuing Education** (Course No. ADED 504)
   *(1st course required for new students entering the Graduate Certificate or the Master’s program)*
   This course introduces students to information and procedures foundational to matriculating through the program, and to the field of adult education. Targeted learning includes a thorough understanding of program design and tools essential to navigating the program, historical, sociological, psychological and philosophical foundations of adult and continuing education, the changing field of adult education, and vital information about self as educator and leader [3 credit hours]

2. **Foundations of Adult Learning, Motivation and Development** (Course No. ADED 514)
   This course is intended to develop in the educator a thorough understanding of the adult learner. It will provide contextualization of the adult education field through an appreciation of the socio-cultural and political contributors to main schools of thought that gird the field. It will explore theories and ideologies about how adults learn and develop cognitively, behaviorally and experientially, and are motivated educationally and in their daily living. Students will be introduced to a wide range of orientations and theories of adult development, and be trained to identify adult learning styles and techniques for incorporating a variety of instructional methods to accommodate different learning preferences. How to build an environment that inspires learning, boost the respect and confidence of students from differing backgrounds and cultures will be explored. How to empower adult learners to become self-directing and engaged in changing their life circumstances through continual, self-improvement to become lifelong learners, is another course objective [3 credit hours]

3. **Facilitating Learning in Adulthood** (Course No. ADED 525)
   The objective of this course is to immerse the student in methods and best practices for facilitating the knowledge-acquisition in adult learners. Their role as facilitator, coach and mentor will be explored and reinforced. Training will focus on helping the students to identify methods and techniques suited to adult learning in a variety of settings, with a thorough understanding of the concepts, theories and principles relevant to the selection, use, and evaluation of appropriate instructional strategies. Students learn the difference between didactic and learner-centered approaches. They will be coached on the use of different methods of communication; and how to incorporate a variety of teaching and learning resources, including electronic modes in their strategies for teaching. Another goal of this course is how to best institute self-directed learning strategies and include learning opportunities to encourage and empower adult learners to become self-determining and to make sense of their own situations and devise a plan to become a victor of their circumstances [3 credit hours]

4. **Vocational and Foundational Aspects Of Disabilities** (Course No. SPED-589)
   This course focuses on transition from school to work of persons with special needs. It discusses career awareness, exploration, and preparation concepts. Emphasis is placed
on pre-vocational, vocational and work activities, as related to the relationship between disabilities and employment opportunities. Understanding adult learner development and individual learning differences, and how to analyze the impact of individuals with exceptional learning needs (ELN), academic and social abilities, attitudes, interests, and values on instruction and career development, are also goals of this course.

5. Communicating with the Adult Learner (Course No. ADED 537)
This course is designed to develop the student’s communication skills with adults. It is structured to give the student an understanding of the adult audience and the methodology for organizing and presenting materials and information in ways appropriate for adults. The course will cover information gathering, speech outlining, small group discussions, informative speaking and persuasive speaking. It also addresses intercultural communications [3 credit hours]

6. Instructional Technology and Integration (Course No. ECED 599)
Given the invasiveness of technology in every facet of our lives, adult educators must seek ways to integrate the use of appropriate technological processes and resources in the design and delivery of their adult learning opportunities. Students should understand the legal, ethical, cultural and social issues that are associated with the use of technology. They will acquire basic computer literacy skills and be versed in assistive technology for special needs learners. They will be taught how to evaluate when the use of technology and electronic media is appropriate. They will also be coached and encouraged in the use of a variety of audio/visual equipment and materials. The course includes the integration of technology into the learning process and the learning environment. 3 credit hours]

7. Research and Assessment Methods (Course No. EDFN-684)
The objective of this course is to provide the adult educator with an overview of foundations of education research approaches used in behavioral science settings, including critical review and interpretation of published research and discussions on both qualitative and quantitative designs. Students will discover theory and methods of research for knowledge creation and sharing. They will learn methods to assess and evaluate needs at individual, group, organization and societal levels, and tools, techniques and strategies for establishing goals, performance objectives and learning requirements. They will be coached in how to analyze major research approaches to educational problems and how to use that data to inform appropriate ameliorating changes in adult education. It will also assist students with building and enhancing practical skills and knowledge in different evaluation and interpretation methods and tools for assessing the adult learner’s progress, and undertaking the appropriate remedial intervention. [3 credit hours]

8. Culture, Context and Critical Pedagogy (Course No. EDUC 503)
This course explores the historical, philosophical, racial, and socioeconomic factors that influence teaching and learning in urban schools, using a system thinking approach in order to contextualize urban education. Teachers develop a framework for analyzing schools in society, and develop the critical skills necessary to serve as agents of positive change in the face of institutional challenges and advance the learning of all students. [3 credit hours]
1. **Adult Basic Education**

This has been the sole area of concentration of the Graduate Certificate component. It is because District of Columbia Municipal Regulations apply only to Adult Basic Education. For state certification, students in this concentration must complete 18 semester hours of graduate level course work that covers the psychology, foundations and methods of communicating and teaching adult learners. Toggled to those requirements, the core courses ensure that students in this concentration meet those needs that are additional to the 18 hours of professional education that the Office of State Superintendent and Education Office of Academic Credentials require.

Students in this concentration are trained to teach adults and youths, who are in or out of school, basic subjects in reading, history, writing, science, and general math. These basic skills are essential for problem solving in everyday life situations. The educator may further elect to do so with a specific focus grouping, the proposed concentrations offer:

a. **Adult Literacy**—educating adults whose level of literacy is not optimum.

b. **Teaching English to Speakers of Other Languages (TESOL)**—helping non-native English speakers to acquire a level of competence in the English language to facilitate their integration into the speech community, and empower them to assist in the education of their children and other family members.

c. **Developmental Education/Adults Confronting Special Barriers**—providing basic education to diverse adults whose abilities to learn are exceptionally different from the norm.

d. **General Equivalency Diploma (GED)**—preparing adults to get their high school diploma.

e. **Workforce Development and Training**—facilitating adults to acquire educational, vocational and life skills to position them for entry or advancement in the workforce.

2. **Human Resources Development**

The focus of this area is to enhance the educator's knowledge and skill level of human resources management. This emphasis will aid the current program by adding a human resources management and development component to the adult learning and organization performance focus of the core. The emphasis will be attractive to those in, or aspiring to gain, positions with Human Resources Management in small to large-sized profit and not-for-profit companies.

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42 See Attachment IV for regulations.
3. **Leadership & Administration in Adult Education**

   This area offers the analysis and application of the theories, methods and practices of leadership; organization development methodology; behavioral science knowledge; change management; planned development of the strategies, structures and processes that foster effective organizations.

4. **Health Services and Gerontology**

   This proposed concentration provides adult educators in the medical services arena with a base of information and experiences, in an out of the classroom, for dealing with the many aspects of aging. Many of today’s concerns with a more mature populace are explored. The emphasis in the Gerontology major is on the “humanistic” approach, recognizing that aging is a developmental state.

5. **Social Services and Community Development** *(TO BE ADDED IN 3 YEARS)*

   Emphasis in this concentration is on relationships between community education and community development and agencies and institutions in community. Techniques for assessing, coordinating, and delivering services through persons trained as community education specialists are targeted.

6. **International Studies in Adult Education** *(TO BE ADDED IN 3 YEARS)*

   Students in this concentration area will take courses that are relevant to work in international settings (e.g. the Peace Corps Master’s Internationalist Program) or in internal development agencies in the USA or abroad. Courses are selected to introduce students to theories and practices of international development as they pertain to adult learning and teaching. In addition, students will have the opportunity to do research on their special subject of interest, in a proposed independent study course and for their Master thesis. They will also have the opportunity to work as interns in internal development organizations. This is one of the concentrations targeted for offering online.
## PROPOSED INVENTORY OF CONCENTRATION COURSES

(All proposed courses are 3 graduate credit hours)

### 1. ADULT BASIC EDUCATION

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<th>#</th>
<th>Specialization</th>
<th>Proposed Courses</th>
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<tbody>
<tr>
<td>A</td>
<td>Adult Basic Education and Literacy</td>
<td><strong>1.</strong> Foundations of Literacy Education (Reading &amp; Early Math)</td>
<td>SPED 504</td>
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<td><strong>2.</strong> Personality, Cognition and Learning Behavior</td>
<td>EDFN 644</td>
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<td><strong>3.</strong> Program Planning &amp; Curriculum Development in Adult Ed</td>
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<td><strong>4.</strong> Principles and Practices of Evaluation</td>
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<td><strong>5.</strong> Teaching English Language Learners</td>
<td>EDUC 502</td>
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<td><strong>6.</strong> Counseling Adult Learners</td>
<td>ADED 544</td>
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<td><strong>7.</strong> Teaching Reading to Adults</td>
<td>RDNG 516</td>
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<td><strong>8.</strong> Teaching Exceptional, Diverse and at Risk Learners</td>
<td>SPED 597</td>
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<td><strong>9.</strong> Development of Individualized Educational Programs - IEPs</td>
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<td><strong>10.</strong> How to Help Students to Take and Pass Assessment Tests</td>
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### B. Teaching English to Speakers of Other Languages (TESOL)

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<th>Proposed Courses</th>
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<td></td>
<td><strong>1.</strong> Foundations of ESL &amp; Bilingual Education</td>
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<td><strong>2.</strong> Assessment of ESL &amp; Bilingual Students</td>
<td>ENGL 510</td>
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<td><strong>3.</strong> Human Development And Behavior</td>
<td>EDPY 244</td>
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<td><strong>4.</strong> Methods of Teaching English to Speakers of Other Languages</td>
<td>ENG-508-50</td>
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<td><strong>5.</strong> Principles and Practices of Evaluation</td>
<td>EDFN 501</td>
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<td></td>
<td><strong>5.</strong> Cross-Cultural Studies for Teaching Limited-English-Proficient Students (Equitable Learning)</td>
<td>SPED 505</td>
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<td><strong>6.</strong> Development of Individualized Educational Programs - IEPs</td>
<td>SPED 411</td>
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<td><strong>7.</strong> Linguistics for TESOL Teachers</td>
<td>TBD</td>
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<td><strong>8.</strong> Program Planning &amp; Curriculum Development for TESOL</td>
<td>ADED 524</td>
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<td><strong>9.</strong> Development of Communication Skills in ESL Students</td>
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### C. Developmental Education/Adults Confronting Multiple Barriers

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<th>Proposed Courses</th>
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<td></td>
<td><strong>1.</strong> Foundations of Special Education</td>
<td>SPED 504</td>
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<td></td>
<td><strong>2.</strong> Current Trends and Legal Issues in Special Education</td>
<td>SPED 588</td>
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<td><strong>3.</strong> Speech Reading and Auditory Training</td>
<td>ADUL 455</td>
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<td><strong>4.</strong> Educational Programming and Curriculum Modification in Basic Skills Instruction for the Specific Learning Disabled</td>
<td>SPED 596</td>
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<td><strong>5.</strong> Teaching Reading to Adult Learners</td>
<td>RDNG 516</td>
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<td><strong>6.</strong> Internship in Special Education</td>
<td>SPED 599</td>
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<td><strong>7.</strong> Diagnostic and Prescriptive Teaching</td>
<td>SPED 505</td>
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<td><strong>8.</strong> Teaching Exceptional, Diverse and at Risk Learners</td>
<td>SPED 597</td>
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<td><strong>9.</strong> Human Behavior and Social Structure</td>
<td>SOWK 367</td>
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<td><strong>10.</strong> Techniques/Procedures for Corrective and Remedial Reading</td>
<td>RDNG 406</td>
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<td><strong>11.</strong> Introduction to Legal Issues in Special Education</td>
<td>SPED 305</td>
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<td><strong>12.</strong> Development of Individualized Educational Programs - IEPs</td>
<td>SPED 411</td>
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<td><strong>13.</strong> Teaching English Language Learners</td>
<td>EDUC 502</td>
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### D. General Equivalency Diploma (GED)

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<td></td>
<td><strong>1.</strong> Teaching Reading to Adult Learners</td>
<td>RDNG 516</td>
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<td><strong>2.</strong> Measurement and Evaluation of Teaching and Learning</td>
<td>EDFN 475</td>
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<td><strong>3.</strong> Program Planning &amp; Curriculum Development in Adult Ed</td>
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<td><strong>4.</strong> Teaching Social Studies to Adult Learners</td>
<td>EDCI 561</td>
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<td><strong>5.</strong> Teaching Middle School Math to Adult Learners</td>
<td>EDCI 571</td>
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<td><strong>6.</strong> Teaching Sciences to Adult Learners</td>
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<td><strong>7.</strong> Methods and Materials in Teaching in Content Area</td>
<td>RDNG 419</td>
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<td><strong>8.</strong> Teaching Exceptional, Diverse and at Risk Learners</td>
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<td><strong>9.</strong> Development of Individualized Educational Programs - IEPs</td>
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<td><strong>10.</strong> Scope and Methods of Teaching Adolescent Writers</td>
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<td>1. Program Planning and Evaluation</td>
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<td>3. Diagnostic and Prescriptive Planning for Adults Confronting Multiple Barriers</td>
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<td>4. Basic Statistical Methods</td>
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<td>5. Teaching Reading to Adult Learners</td>
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<td>6. Career Theories and Development</td>
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<td>7. Teaching Business and Professional Writing</td>
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<td>8. Business Communication Skills</td>
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<td>9. Career Counseling &amp; Job Development and Placement in Rehabilitation</td>
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<td>10. Case Studies and Learning Opportunities (Workforce Development) Program</td>
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<td>1. Human Performance Improvement</td>
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<td>3. Management of Human Resources</td>
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<td>4. Human Resources Development</td>
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<td>5. Staff Development and Training</td>
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<td>6. Planning, Design &amp; Development of Adult Learning Systems</td>
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<td>7. Human Resource Development in Public Organizations</td>
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<td>9. Program Planning and Evaluation</td>
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<td>9. Approaches to Group Work(Leadership)</td>
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<td>10. Intergovernmental Relations</td>
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<td>10. Concepts and Strategies in School Supervision</td>
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<td>11. The Systems Approach and Project Management</td>
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<td>LEADERSHIP &amp; ADMINISTRATION IN ADULT</td>
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<td>HEALTH SERVICES &amp; GERONTOLOGY</td>
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<td>1.</td>
<td>Aging &amp; Special Problems of Black Elderly</td>
<td>SOWK 506</td>
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<td>Concepts and Issues of Gerontology</td>
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<td>Bereavement Counseling</td>
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<td>Adult Development and Aging</td>
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<td>Psychology of Aging</td>
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<td>Economics of Aging</td>
<td>GRNT 537</td>
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<td>Health and Nutrition (Required Course)</td>
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<td>Internship in Adult Education - Gerontology</td>
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<td>Sociology of Aging</td>
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<td>Organization and Administration of Counseling</td>
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<td>Counseling the Elderly</td>
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<td>Health Psychology</td>
<td>PSYC 343</td>
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<td>13.</td>
<td>Drug Abuse Prevention and Treatment</td>
<td>CNSL 529</td>
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<td>14.</td>
<td>Ecology of Health &amp; Social Services for Seniors</td>
<td>SOWK 398</td>
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<td>15.</td>
<td>Drug Issues for Older Adults</td>
<td>SOWK 265</td>
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<td>16.</td>
<td>Management of Extended Care Facilities</td>
<td>SOWK 477</td>
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<td>17.</td>
<td>Organization &amp; Administration of Community &amp; Health Programs</td>
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<td>18.</td>
<td>Social Psychology of the End of Life</td>
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<td>Social Service Programs &amp; Community Development</td>
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<td>20.</td>
<td>Government &amp; Non Profit Organization Accounting</td>
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<tr>
<td>21.</td>
<td>Independent Study (Health &amp; Gerontology)</td>
<td>ADED 695</td>
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DESCRIPTION OF ADDITIONAL REQUIREMENTS

1. Internship in Adult Education (ADED 596) [Adult Basic Education - Certificate and MA]

This is a 1 semester in an adult education program for students who are without one year fulltime or 2 years part-time experience in a recognized adult education teaching experience. This should offer the student the opportunity to gain fulltime or part-time experience in an aspect of adult education, under the supervision of an expert adult education practitioner. Internship objectives must be established and agreed upon by the student, the on-site supervisor, the student’s adviser, and/or the program coordinator. Students should engage in a myriad of activities including individual tutoring, teaching, projects related to curriculum development, student assessment, etc.

2. Practicum in Adult Education (ADED 524) [Graduate Certificate] (2 Credits)

The Practicum in Adult Education provides the adult educator with an opportunity for independent study and action. A practicum is an investigation of a defined problem in a content field selected by the adult educator. It provides for the practical application of the knowledge and skills gained from the required and elective courses taken in the MA in Adult Education, and normally is taken nearing the completion of the program. It can be considered an on-the-job project defined and described in a contract made between the adult educator and the instructor/staff adviser who supervises the project as it proceeds through regular consultation with the student.

3. Reflective Practice Seminar/Portfolio Review [Graduate Certificate] (1 credit)

This is a capstone course through which students should carefully examine the philosophical and empirical bases for reflective teaching and learning. This experience should be designed to enable the student to integrate theoretical knowledge and practice skills under the supervision of a qualified practitioner. Students should use their work settings in their areas of concentration as a basis for seminar discussions. Upon completion, the student should submit a portfolio, demonstrating competency in skills and activities related to basic competence in adult education in their area of concentration.

4. Comprehensive Assessment of Learning [MA in Adult Education]

The comprehensive assessment of learning shall take the form of a written comprehensive examination, which the students take during the final semester of the academic degree program.

5. Master’s Research Thesis [MA in Adult Education]

The master’s thesis provides an opportunity for the student to engage in formal research in adult education, in their field of study. The thesis shall be judged as evidence of the student’s ability to do independent research and to prepare a manuscript, which conforms to recognized standards of scholarly writing. A thesis committee, comprised of graduate faculty, shall be constituted for each thesis undertaken. Other professionals in the field may be invited to serve on the committee. The committee shall approve a written proposal before the student begins work on the thesis. It is expected that the proposal will include the nature and scope of the problem, the significance of the proposed work, justification through survey of pertinent literature, and the planned approach to the problem. Students will be governed by the policies and procedures set forth by the University for Master’s Thesis.
PRINCIPLES OF THE LEARNING-CENTERED SYLLABUS

The following precepts will guide the revitalization of course syllabi. Each syllabus would:

1. Take a learning-centered (as opposed to teacher-centered) approach\(^{43}\), which is committed to exploring how each aspect of the course will most effectively support student learning. Attendant to the commitment is a responsibility to help students learn both content and process—the skills they will need to meet success as they are learning the content. Part of that responsibility involves putting the students in touch with tools and strategies, as meta-cognitive supports that could help them succeed. The syllabus must therefore promote both their engagement with subject matter and their intellectual development.

2. Recognize that the syllabus is a critical first point of interaction between the instructor and the student. Unlike the traditional syllabus that is viewed primarily as an information source to be distributed at the first class and too often then filed away, the learning centered syllabus must be viewed as an important learning tool. In addition to including basic information, it must therefore convey to the students what matters most to the instructor about their learning. It should set a tone that students will accept, about learning. It should also convey a clear message about what students could expect from the instructor, the program and the university to support their learning.

3. Encourage and guide students to take responsibility for their learning. The syllabus must inspire students to become what the Association of American Colleges and Universities (2002)\(^{44}\) defines as “intentional learners”. They must develop “self-awareness about the reason for study, the learning process itself, and how education is used. Intentional learners are integrative thinkers who can see connections in seemingly disparate information and draw on a wide range of knowledge to make decisions. They adapt the skills learned in one situation to problems encountered in another: in a classroom, the workplace, their communities or their personal lives. As a result, intentional learners succeed even when instability is the only constant”. Sections of the syllabus must therefore communicate not only what the instructor will do to meet the course objectives. They must also specify what students can do to meet the objectives.

4. Provide students with course objectives and specify what they will require to meet them. In addition to stating what students will know at the conclusion of the course, objectives will also address the skills students will learn to achieve those competencies. For example, though not necessarily content knowledge for adult education, integrally connected to attaining academic success are the learning skills necessary for oral presentation, learning the interpersonal skills needed to work successfully in a small group, and learning the use of software to support a presentation on a research project. Both content and process skills will be included as outcomes in the learning-centered syllabus, which will identify and recommend the professional development modules that could help students acquire the tools they may need in writing, math, test taking, studying effectively, and the like.


5. To reinforce the rationale for the design and purpose of the course, it is recommended that the following additional sections be included in the learning-centered syllabus:

- **A teaching philosophy statement** that sends a strong message about the instructor’s philosophy about teaching and learning. Since philosophy drives pedagogy, it also informs about the class routines, activities and assignments in the course. It tells the students that the instructor has given careful consideration as to what contributes to a successful course. Such a statement also introduces the instructor to the students, and sets the tone for expectations during the semester. In addition to conveying what the instructor values about teaching and learning, it helps the students to understand how they will be integrated into the process.

- **Expectations, Responsibilities, and Policies.** The syllabus must make clear the policies and procedures that undergird the instructional work planned for the term. It must also state the instructor’s expectations, requirements, and standards for coursework and student behaviors. Statements that describe policies on attendance (including absences, tardiness, and the consequences of either); procedures for submitting written work/reports, and assignments (including consequences of submitting work after its due date); and policies for extra credit, make-up tests, and assigning delayed grades should be included in the syllabus. Clarifying procedures from the start ensures that students have access to this essential information, and thus a basis for understanding consequences of their actions well in advance.

- **Define and Delimit Course Content.** Instructors will look at course content in terms of the final learning outcomes and emphasize the crucial knowledge students must take away and retain from the course. Since students will be using specified learning outcomes to assess their learning needs in each course, through the development of the learning plan, it is important to ensure that outcomes are clearly identified and courses structured to meet those outcomes. Students will also be oriented to the overview, in-depth and applied praxis-building approach to knowledge. The instructor will therefore keep in perspective content that students will be required to know, content that the instructor will make available to support individual student inquiry or projects, and content that might be of interest only to a student who wants to specialize in some specific areas, as will be revealed in their learning plans.

- **Assignments & Assessments that Encourage Responsibility for Learning.** Consistent with the self-directed learning genre of the design and intent of the revitalized adult education program, the syllabus will seek to be diverse and flexible in what constitutes appropriate learning assignments, incorporating a blend of content and praxis facilitation methods. The intent is to foster intrinsic motivation by encouraging a level of choice and control, which are essential to students’ ownership for their learning. The syllabus will also be broad on the variety of outcomes assessment methods that could be used to demonstrate learning, including self-assessments, which are essential to the overall concept of self-directed learning.

- **Suggested Readings and Additional Resources.** Each syllabus will provide a listing of published materials that focus on specific aspects of learning, teaching and students. In addition to course content, the listing would offer pertinent tools for critical thinking, active learning, assessment and evaluation, cooperative and collaborative learning, course and curriculum design, information technology, learning and motivation, student differences, and online resources for developing learning-centered syllabi for adult learners.
CURRICULUM VITAE OF COURSE PROFESSORS

For brevity, a summary or first page only is appended for each of the following. Full CV is available on request.

1. Thomas A. Bullock, EdD.

2. Heather M. Bruce, PhD.

3. Anika Spratley Burtin, PhD

4. Taharee Jackson, PhD

5. Ayanna Kelley, PhD. (in progress)

6. Marcia Muirhead, PhD.

7. Heidi O’Gilve, PhD

8. Yvonne Enid Gonzalez Rodriguez, EdD.
THOMAS H. BULLOCK, EdD

Campus: University of the District of Columbia 202-274-6216
Department of Mathematics tbullock@udc.edu
Building 32, Room B-07
Washington, DC 20008

Home: 1315 Sheridan Street, NW 202-390-5819
Washington, DC 20011 E-mail: dr.tbullock@gmail.com

SUMMARY
Highly qualified educational leader with a record of success in the classroom and in effecting nationally
recognized large-scale academic change. Professional experience, knowledge, and skills encompass
up-to-date expertise in a range of educational services in the forms of (1) research; (2) curriculum
development, standards, and assessments; (3) grant writing and fiscal management; (4) pedagogy;
(5) professional development; and (6) leadership. A multilevel manager whose leadership has served
large and small universities, school districts, and state educational systems nationwide. Recognized
and cited by national awards, professional organizations, colleagues, and students as a visionary, a
dedicated educator, and a superior leader. Thorough knowledge of the latest trends in higher
education, the issues facing access and success, effective governance strategies, and accreditation
standards.

EDUCATION
- EdD, education, University of Pennsylvania, Philadelphia, 2010
  Executive Doctorate in Higher Education Management
- Graduate course work in mathematics, University of the District of Columbia, Washington, DC
  Master of Science in Teaching Mathematics (MST)
- Graduate course work in mathematics, Georgetown University, Washington, DC
- BA, physics, Xavier University of Louisiana, New Orleans

EDUCATIONAL MANAGEMENT AND LEADERSHIP EXPERIENCE

Team Leader, District of Columbia Higher Education Leadership 2010–present
Partnership for Assessment of Readiness for College and Careers (PARCC), Washington, DC
Coordinate higher education engagement nationally around the PARCC assessment system.
- Lead discussions and advocacy for Governing Board members and members of the Advisory
  Board.
- Create and implement opportunities for mathematics and English language arts faculty to
  engage with K–12 teachers in a number of initiatives that are helping speed implementation
  of the Common Core State Standards, improve access to higher education, and reduce the
  need for remediation.

Director, Howard Hughes Medical Institute Outreach Program 2010–12
Department of Biology, Georgetown University, Washington, DC
Developed curriculum, hired and directed university faculty and staff, conducted assessments
and evaluation of learning outcomes.
- Created and directed biomedical-based program for low-income ninth-grade District of
  Columbia public and public charter school students.
- Wrote and managed grant awards.

Director of Civic Engagement 2006–08
District of Columbia Educational Compact, Washington, DC
HEATHER M. BRUCE, PHD.

Campus: University of the District of Columbia 202-274-6984
Adult Education Program heather.bruce@udc.edu
Building 52, Room 306
Washington, DC, 20008
Home: 12920 Asbury Drive 301-203-7289
Fort Washington, Maryland, 20744 bruceheath57@yahoo.com

EDUCATION
The Fielding Graduate University, Santa Barbara, CA.
- PhD., Human & Organization Development Grade Point Average 4.00
- MA, Human & Organization Systems Development Grade Point Average 4.00

The Johns Hopkins University, Baltimore, MD
- M.Sc. Applied Behavioral Sciences Grade Point Average 3.97
- Graduate Fellow In Change Management & Organization Development Grade Point Average 4.00
- Leadership Development Graduate Program Grade Point Average 4.00
- Division of Business & Management

University of Maryland University College, College Park, MD
- B.Sc. Management and Technology Grade Point Average 3.85

Honor Societies
- Phi Kappa Phi, University of Maryland Chapter
- Alpha Sigma Lambda, The National Continuing Education Honor Society

PROFESSIONAL EXPERIENCE
University of the District of Columbia
- Visiting Faculty & Adult Education Program Coordinator 3/2012 to Present
  Hired to co-create a state-of-the art adult education graduate program to incorporate the reinstatement and revitalization of the MA in Adult Education, and to create a clear transition path from the Certificate Program to the Master’s level.

Adult Educator, OD Management Consultant, Capacity Builder 1998 to Present
- Adjunct Professor: Teaching adults at the University of Maryland, George Mason University, Strayer University, and Florida Institute of Technology, graduate and undergraduate courses. Courses taught include Strategic Human Resources Management and Development, Business, Leadership, Organization Behavior, Methods of Business Communication, Business Ethics, Organization Effectiveness, Capstone Management, Cultural Diversity, Human Interaction, and Management Information Systems.
- President/Management Consultant, Solutions Plus: Assisting organizations to improve their operating systems effectiveness through interventions that promote positive and sustainable fiscal, technological, operational, communication, human resources management and leadership changes while building human capacities at individual, group and organization levels.
Anika Spratley Burtin, Ph.D.

Center for Urban Education
4213 Sugar Pine Court
Columbia
Burtonsville, MD 30866
(301) 549-1311 (home)
(301) 325-6500 (cell)

Education
Ph.D. Northwestern University, 2009. Learning Sciences
M.A. Teachers College, Columbia University, 1995. English Education
B.A. Spelman College, 1993. English

Professional Experience
Assistant Professor, Center for Urban Education, University of the District of Columbia 2012—present
Assistant Professor, Department of Teacher Preparation, Johns Hopkins University, 2008-2012
Subject Area Supervisor, Friendship Public Charter School, 2007-2008
Education Consultant, various schools, districts, and companies, 2006-present
Dean of Academics, North Lawndale College Prep Charter High School, 2000-2006
Teacher Trainer, The College Board, 1998-2006
Teacher/Instructional Specialist, Bladensburg High School, 1995-2000

Publications

Book chapters

Journal articles

Monographs and Reports


Grants
TAHAREE A. JACKSON, PH.D.

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Gaithersburg, MD 20879
Mobile: 301.310.1339
Office: 202.274.5333
C Email: twebb@post.harvard.edu

CENTER FOR URBAN EDUCATION

EDUCATION

Emory University
- Doctor of Philosophy in Education, Class of 2011. Graduate Diversity Fellow. GPA: 4.0
- Areas of Expertise: Teacher Education and Professional Development
  Urban and Multicultural Education Reform
  Developmental Psychology, Early Childhood and Elementary Education

Harvard University Graduate School of Education

Harvard University
- Magna cum Laude B.A., Class of 2000
  Major: Developmental Psychology
  Minor: Spanish

WORK EXPERIENCE

Center for Urban Education at the University of the District of Columbia
- Assistant professor of education and first faculty member hired to co-create the Center for Urban Education, a premier graduate education program designed to prepare 21st century teachers for schools in the District of Columbia and urban schools. Courses designed and taught include:
  - Impact of Home, Community, and Culture in Urban Early Childhood Classrooms
  - Human Development, Motivation, and Learning in Urban Schools
  - Case Studies in Effective Urban Teaching
  - Culture, Context, and Critical Pedagogy in Urban Classrooms
  - Practicum I: Observations in Multiple Urban Settings
  - Practicum II: Student Teaching in Urban Schools

Emory University
- Clinical Faculty, August 2005 – May 2011. University instructor and teaching assistant for Master of Arts in Teaching courses in the urban teacher education certification program. Research assistant and editor for department faculty. Courses and research assistantships include:
  - American Education
  - Education and Cultural Diversity
  - The Socio-cultural Context of Teaching and Learning
  - Homeschooling and Out of School Literacy Trends among African-Americans
  - Rightist Multiculturalism and Neoliberal Urban Education Reform

LaGrange College
- Adjunct Professor, January 2005 – January 2010. Instructor for Master of Arts courses including:
  - Affirming Diversity in Secondary Education
  - Foundations in Curriculum and Instruction
  - Assessment and Accountability
UDC –Center for Urban Education       Proposal       Reinstatement of MA in Adult Education

Ayanna C. Kelley
Improving Performance • Enhancing Programs • Inspiring Lives

**EXPERIENCED EDUCATOR**
…dedicated to inspiring lives through a better education

Visionary leader, dedicated and licensed educator with a master’s degree coupled with over 10 years’ experience instructing grade school students, secondary and post-secondary education students, securing resources, and implementing and developing effective Pre-K-12th literacy, accelerated and hybrid programs.

**CURRENT EDUCATION**
PHD CANDIDATE. MANAGEMENT AND SUPERVISION K-12, HAMPTON UNIVERSITY (EXPECTED 2014)

**EDUCATION**
M.Ed., ADMINISTRATION SUPERVISION, CAMBRIDGE COLLEGE – 2004
B.S., ENGLISH, HOWARD UNIVERSITY – 2001

**ASSOCIATIONS & CERTIFICATIONS**
HARVARD LEADERSHIP TRAINING CERTIFICATION, EDUCATIONAL LEADERSHIP ADMINISTRATION AND SUPERVISION CERTIFICATION K-12, WASHINGTON, DC
TEACHER EDUCATION CONFERENCE SPONSORED BY THE NASA LANGLEY RESEARCH CENTER
EDUCATION TECHNOLOGY CONFERENCE
RESPONSIVE CLASSROOM, CERTIFICATE OF PARTICIPATION
SKILLFUL TEACHER, CERTIFICATE OF COMPLETION/GRAD. CREDIT
LINGUISTICS CONFERENCE
NCTE CONVENTION

**HIGHLIGHTED PROFESSIONAL EXPERIENCE**

**Adjunct Professor** (November 2012 to present) University of the District of Columbia, Washington, DC
- Educational Technology Coordinator
  - Ensure the physical design of all online platforms are accessible to all levels of online learners
  - Maintain data, standards, assessments, portfolios and all coursework on TK20
  - Ensure storage, archiving, back-up and recovery procedures are functioning correctly
  - Provide training and technical support for the TK20 database. This includes creation of all portfolio templates, assessment templates and advisement materials

**Educational Collaborator** (2002-Present) Seeking to Soar Consultant Services
- Capital Educational Support
  - Trained and Delivered user solutions using appropriate software technology for students and staff online systems
  - Developed related reports for renewal of company’s education program grant, CEO and staff.
  - Provided technical assistance by responding to technology inquiries
  - Develop tutorial ELA curricula based on state standards in Washington, DC and Atlanta, GA
  - Deliver professional development supporting the mission and vision of the organization
  - Create and manage online K-5th grade literacy program and assessments
  - Serve as trainer and professional child/youth development education consultant
  - Ensure the quality and consistency of programming including: environment, materials, program structure, special needs inclusion, curriculum and risk management
  - Design and implement annual educational program plan to include training goals and objectives
  - Design curriculum to meet individual staff needs, curriculum framework that encompasses the social, emotional, physical, and cognitive development of students in grade K-12.
PROFESSIONAL PROFILE: Performance driven military veteran and social scientist with a diverse and breadth of experience providing strategic yet creative management in areas of organizations, leadership, adult education, program development, and assessments. Expert adult educator steep in the knowledge, theories and principles of the adult learner. Adjunct professor with a passion for teaching, education, and research. Highly focused visionary leader with experiential knowledge necessary to oversee and direct multilevel, cross-functional initiatives through to successful completion and demonstrated skills in large and complex organizational interventions. Extensive and proven leadership abilities, working with teams with great adaptability to any environment. Performs well in high-tempo and stressful environments. Skilled in the visualization of complex processes and procedures to facilitate communication of concepts, programs, projects and systems to senior leaders, paired with expert presentation, persuasion and team-building skills.

EDUCATION:
- **PH. D.** in Human and Organizational Development; Fielding Graduate University; Santa Barbara, CA. 2002
- **Master in Human and Organizational Development;** Fielding Graduate University; Santa Barbara, CA. 1998
- **Post Graduate: 12 Semester Hours; Industrial and Organizational Psychology;** George Mason University: Fairfax VA; 1996-1997
- **Master in Adult Education and Human Resources;** University of District of Columbia; Washington DC. 1990
- **Bachelor in Psychology;** University of District of Columbia; Washington DC. 1984
- **Sixty-four (64) Semester hour:** Psychology; Howard University; Washington DC. 1978-1982

CERTIFICATIONS:
- 1996. Certification: **Training and Performance Evaluation.** American University, D. C

MILITARY AND CIVILIAN WORK EXPERIENCE:

1/2011 – Present: **Management/Supervisor of Social Service Representatives; Department of Human Services; Washington DC:** Provide program management, oversight, and directs a staff that provides social services to individuals and families ensuring compliance of federal and
CURRICULUM VITAE

EDUCATION

University of Maryland, College Park
Ph.D.
Curriculum and Instruction, Teacher Education and Professional Development, Cognate: Reading
College Park, Maryland

Trinity College
3.90 Accelerated Certification, Elementary Education K-6
Washington, District of Columbia

Howard University
3.50 Master of Education, Administration and Supervision
Washington, District of Columbia

Virginia State University
3.00 Bachelor of Arts, Sociology Concentration: Social Work
Petersburg, Virginia

PROFESSIONAL EXPERIENCE

University of the District of Columbia
Assistant Professor, Elementary Education
August 2007 - Present

• Teach Human Growth and Behavior, Classroom Management, and Reading Methods.
• Instruct undergraduate level course to pre-service educators.
• Devise course curriculum, syllabus, outline and requirements for all students.
• Provide students with mock and demonstration lessons.
• Confer with all students and supervising teachers as necessary.
• Conduct related field experiences and classroom observations.
• Submit final grades with comments and point scale.
• Assist lead researcher with transcription of data.
• Analyze and code findings.
• Conduct relevant research as needed.

University of Maryland
Adjunct Professor / Teaching Assistant / Research Assistant
August 2003 – June 2007

• Teach Introduction to Teaching, Social Studies Methods, and Reading Methods.
• Instruct undergraduate level course to pre-service educators.
• Devise course curriculum, syllabus, outline and requirements for all students.
• Provide students with mock and demonstration lessons.
Confer with all students and supervising teachers as necessary.
Dr. Yvonne Enid González Rodríguez
2 Windmill Dr.
Clementon, NJ 08021
Phone: (856) 783-5970 (h)
(856) 256-4500 x 3807 (o)
Fax: (856) 256-4918
rodriguez@rowan.edu

Education:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Year</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A.</td>
<td>Glassboro State College</td>
<td>1973</td>
<td>Elementary Teaching</td>
</tr>
<tr>
<td>B.A.</td>
<td>Rutgers University</td>
<td>1971</td>
<td>Sociology &amp; History</td>
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Professional Licenses:

- New Jersey: Nursery School Teacher (N-1)
- New Jersey: Elementary Teacher (K-8)
- New Jersey: Supervision

Bilingual: English and Spanish

Experience:

- 1997-Present: Professor of Education, Rowan University (formerly Glassboro State College and Rowan College of New Jersey)
- 1998: Higher Education Administration Fellow, the University at Albany, SUNY
- 1996-1997: Associate Professor, Rowan University
- 1993: Visiting Associate Professor, The College of New Jersey (Trenton State)
- 1989-1992: Director of the Bilingual and English as a Second Language Teacher Education, New Jersey State Certification Program
- 1983-1984: Visiting Assistant Professor, Inter-American University, Puerto Rico
- 1975-1983: Assistant Professor, Director of Bilingual & English as a Second Language Teacher Education, New Jersey State Certification Program
- 1973-75: Director of Bilingual & English as a Second Language Teacher Education Certification Program and Instructor
- 1972-1978: Educational Consultant & Head Teacher, Mi Casita Day Care Center
- 1972-1973: Educational Director, Mi Casita Day Care Center, Camden, N.J.
- 1971-1972: First grade Bilingual Teacher, Trenton, N.J. Public Schools
- 1969-1971: English as a Second Language Teacher, Camden, N.J. Public Schools Adult Education Program