

## **Concentration in Adult Education And Basic Literacy**

### **Purpose**

The purpose of the Adult Literacy and Basic Education Graduate Program is to increase the knowledge and competence of those who are working or will work with adult learners and lack a high school credential. The courses are designed to prepare highly qualified adult educators who will in a variety of settings such as business or industry, community recreation organizations, correctional facilities, religious education organization, human service organization, public schools and community-based programs. The program of study leads to certification in Adult Education.

### **Goals and Objectives**

The goals of this program are to facilitate an understanding of the philosophy, theory and successful practices needed for productive teaching and administration in adult basic, adult secondary, and ESL education. The objectives of this program are to:

- Provide a balanced curriculum of theory, practice, research and issues that will improve adult education delivery system and the teaching-learning process.
- Provide self-directed learning experiences that prepare participants to assist adult learners with special needs and manage problems affecting learning.
- Complete the Delaware Department of Education requirements for certification in Adult Education.

### **Requirements**

Students seeking the Masters of Arts Degree in Education with Concentration in Non-Traditional Adult Education at Delaware State University shall complete an approved program consisting of thirty-six (36) semester hours of credit.

### **Capstone Options**

Students may choose one of the following options for completing the Capstone Requirement.

1. **Research Thesis:** Students selecting the thesis option must satisfactorily conduct an empirical research study and successfully defend the thesis before a faculty committee.
2. **Scholarly research and multimedia presentation:** This option requires students to write a scholarly research paper and present the contents of the paper in a multi-media presentation to a faculty committee.

### **Required Courses in the Program of Study**

#### **EDUC-625. RESEARCH METHODS IN EDUCATION**

Historical, descriptive, and experimental methods of research. Methods for locating evaluation, interpreting and reporting of data. Each student prepares a research prospectus. 3 credits.

#### **EDUC-640. DIVERSITY IN EDUCATION**

Explores the use of knowledge about culture in the schooling process. Presents specific teaching strategies, classroom management techniques, and communication strategies that have proven to be effective with culturally diverse student populations. Explores way to identify and alleviate negative bias and prejudice in teaching materials, assessment instruments, school practices and school organizations. 3 credits.

**EDUC-658. UTILIZING TECHNOLOGY IN ADULT EDUCATION**

The course will examine current trends in the use of technology to assist in adult instruction and programming. The major emphasis will be computers and computer software packages. An exploration of multi-media and supplemental audio-visual techniques will be included. Students will be required to submit lesson plans with an emphasis on using technology. 3 credits.

**EDUC-655. PHILOSOPHICAL FOUNDATIONS OF ADULT EDUCATION**

The unique philosophical foundations/principles of adult basic/secondary education will be discussed. The reasons for Delaware's model James H. Groves Adult High School will be explored, as well as the current federal attitude toward adult literacy/education. 3 credits.

**EDUC-659. ADULT LEARNING CHARACTERISTICS & ALTERNATIVE DELIVERY SYSTEMS**

This course is designed to describe and analyze three broad dimensions of adult learning: motivation, cognition and socio-cultural content. Teaching approaches that address these areas will be explored. Teachers will learn how to plan lessons that apply these three dimensions of adult learning. 3 credits.

**EDUC-657. COUNSELING THE ADULT LEARNER**

This course will explore developmental characteristics through adulthood and relate those characteristics to adult students who are educationally at-risk. Counseling theories that are appropriate in the classroom with adult learners will be considered. Specific behaviors that help the teacher identify adult student with problems will be identified and used to help determine when, and to who a student should be referred. 3 credits.

## **Elective Courses in the Program of Study**

**EDUC-660. INSTRUCTIONAL STRATEGIES IN ADULT BASIC EDUCATION**

This course will explore the process of helping adults learn basic academic and life skills. Topics covered will include: enhancing learning; assessing learner needs to set instructional objectives; choosing and implementing effective learning activities; building supportive and active learning environments; and strategies for improving instruction. 3 credits.

**EDUC-661. APPROACHES TO ADULT ENGLISH FOR SECOND LANGUAGE (ESL INSTRUCTION)**

This course will consider the appropriate use of both structural and communicative ESL. ESL materials will be provided and reviewed. Model lessons (video) will be observed and analyzed. A variety of teaching strategies will be presented. 3 credits.

**EDUC-651. OUTCOME-BASED CURRICULUM DESIGN IN ADULT EDUCATION**

This course will look at outcome-based instruction not just as a current trend, but as an efficient way to meet educational goals and to promote student interest. Participants will learn to look critically at classroom goals to determine educational and real-life relevancy. They will learn to develop appropriate goals that become outcome of the educational process. 3 credits.

**EDUC-662. DEVELOPING HIGHER LEVEL THINKING/READING SKILLS IN ADULTS**

This course will cover such areas as analyzing written materials to determine what higher order thinking/reading skills would be required to complete a task. The thinking/reading skills tested on the GED will receive special emphasis. Strategies for teaching and reinforcing these skills will be presented. 3 credits.

**EDUC-663. ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF ADULT EDUCATION PROGRAMS**

This course will identify the current adult education programs, from the Secondary Initiative Alternative School and the unique James H. Groves Adult High School, to Literacy Volunteers, Adult Basic Education (ABE) and work place ESL programs. Planning supervising and the complex administration of these and other nontraditional education programs will be discussed and explored. 3 credits.

**EDUC-652. PROGRAM EVALUATION AND OUTCOMES IN ADULT EDUCATION**

This course focuses on theoretical background and practical application of program evaluation in Adult Basic Education. Program providers will design and apply evaluation techniques and strategies to program management or teaching adults who are educationally disadvantaged. Participants will learn to determine the extent of program outcomes, quality and impact on success in ABE programs. 3 credits.

**EDUC-653. PRACTICUM IN ADULT EDUCATION EVALUATION**

This course provides an opportunity for students who have taken 652 to apply their learning, in depth, by evaluating a part or an entire adult education program from start to finish. Students design instruments, conduct interviews, analyze and report the information collected. This authentic experience is designed to consolidate and extend their learning from the previous course. 3 credits.

**EDUC-699. THESIS OPTION**

Students seeking the Masters of Arts Degree in Education with Concentration in Non-Traditional Adult Education at Delaware State University shall complete one of the following options: an approved program consisting of thirty-six (36) semester hours of credit; or a thesis plus an approved program consisting of (30) semester hours of credit. 6 credits.

**Contact for more information:**

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**Source URL:** <http://www.desu.edu/health-and-public-policy/concentration-adult-education-and-basic-literacy>