

Adult and Lifelong Learning (ADLL)

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

Degrees Conferred:
 M.Ed., Ed.D. (ADLLME, ADLLED)

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

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

Ed.D. in Adult and Lifelong Learning with Adult Education Leadership Concentration

Prerequisites for Acceptance to the Doctor of Education Degree Program:

The Ed.D. in Adult and Lifelong Learning is a cohort-based program; applications are accepted approximately four months prior to the beginning of each cohort cycle. Cohort cycles begin approximately every two years. The Ed.D. in Adult and Lifelong Learning offers two concentration areas: Adult Education Leadership and Community College Leadership. Adult Education Leadership cohorts are admitted every even year fall semester and Community College Leadership are admitted every odd year fall semester.

Students seeking admission to the Ed.D. program in Adult and Lifelong Learning must complete procedures that include (1) hold a current master's degree from an accredited university; (2) admission to the University of Arkansas Graduate School, which requires a separate

application process; (3) a completed Adult and Lifelong Learning Application for Admission form; (4) a current resume or vitae; (5) a letter of intent; and (6) a personal interview with members of the Adult and Lifelong Learning faculty which includes a real time writing assessment.

In addition to the requirements above, Adult and Lifelong Learning faculty consider several factors when reviewing applicants for admission to the program, including professional experience related to adult and lifelong learning, demonstration of interest in a career in adult education and lifelong learning, and grade point average on all graduate work completed.

Requirements for the Doctor of Education Degree: (Minimum 60 hours)

ADLL Core Classes 12

ADLL 61103	Advanced Adult Learning Theory
ADLL 64303	Program Evaluation
ADLL 61803	Organization Development, Learning, and Change
ADLL 61203	Leadership and Ethics in Adult and Lifelong Learning

Completion of 15 semester hours in the area of Research and Statistics 15

ADLL 64003	Quantitative Reasoning I for Adult Educators
ADLL 64103	Quantitative Reasoning II in Adult and Lifelong Learning
ADLL 64203	Qualitative Reasoning in Adult and Lifelong Learning
ADLL 64603	Advanced Qualitative Reasoning in Adult and Lifelong Learning
ADLL 64403	Adult and Lifelong Learning Dissertation Seminar

Concentration Requirements 15

Completion of 18 semester hours of Dissertation Research 18

ADLL 71103	Conceptualizing and Planning Dissertation Research
ADLL 71203	Composition and Critique of Dissertation Literature Review
ADLL 71303	Dissertation Refinement, Defense, and Dissemination
ADLL 7000V	Doctoral Dissertation

Total Hours 60

A minimum grade point average of 3.25 on all course work presented as part of the degree program.

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

Concentration Requirements

Requirements for the Concentration in Adult Education Leadership:

The concentration in Adult Education Leadership requires 60 graduate hours including the 12 hours in ADLL core, 15 hours in the research requirement, 18 hours in the dissertation requirement and the following 15 hours:

ADLL 51703	Program Planning	3
ADLL 61303	Analysis of International Adult and Lifelong Programs	3

ADLL 61403	Instructional Adaptation and Innovation in Adult and Lifelong Learning	3
ADLL 61503	Policy and Public Governance of Adult and Lifelong Learning Programs	3
ADLL 61703	Current Issues	3
Total Hours		15

Ed.D. in Adult and Lifelong Learning with Community College Leadership Concentration

Prerequisites for Acceptance to the Doctor of Education Degree Program:

The Ed.D. in Adult and Lifelong Learning is a cohort-based program; applications are accepted approximately four months prior to the beginning of each cohort cycle. Cohort cycles begin approximately every two years. The Ed.D. in Adult and Lifelong Learning offers two concentration areas: Adult Education Leadership and Community College Leadership. Adult Education Leadership cohorts are admitted every even year fall semester and Community College Leadership are admitted every odd year fall semester.

Students seeking admission to the Ed.D. program in Adult and Lifelong Learning must complete procedures that include (1) hold a current master's degree from an accredited university; (2) admission to the University of Arkansas Graduate School, which requires a separate application process; (3) a completed Adult and Lifelong Learning Application for Admission form; (4) a current resume or vitae; (5) a letter of intent; and (6) a personal interview with members of the Adult and Lifelong Learning faculty which includes a real time writing assessment.

In addition to the requirements above, Adult and Lifelong Learning faculty consider several factors when reviewing applicants for admission to the program, including professional experience related to adult and lifelong learning, demonstration of interest in a career in adult education and lifelong learning, and grade point average on all graduate work completed.

Requirements for the Doctor of Education Degree: (Minimum 60 hours)

ADLL Core Classes		12
ADLL 61103	Advanced Adult Learning Theory	
ADLL 64303	Program Evaluation	
ADLL 61803	Organization Development, Learning, and Change	
ADLL 61203	Leadership and Ethics in Adult and Lifelong Learning	
Completion of 15 semester hours in the area of Research and Statistics		15
ADLL 64003	Quantitative Reasoning I for Adult Educators	
ADLL 64103	Quantitative Reasoning II in Adult and Lifelong Learning	
ADLL 64203	Qualitative Reasoning in Adult and Lifelong Learning	
ADLL 64603	Advanced Qualitative Reasoning in Adult and Lifelong Learning	
ADLL 64403	Adult and Lifelong Learning Dissertation Seminar	
Concentration Requirements		15
Completion of 18 semester hours of Dissertation Research		18
ADLL 71103	Conceptualizing and Planning Dissertation Research	

ADLL 71203	Composition and Critique of Dissertation Literature Review	
ADLL 71303	Dissertation Refinement, Defense, and Dissemination	
ADLL 7000V	Doctoral Dissertation	
Total Hours		60

A minimum grade point average of 3.25 on all course work presented as part of the degree program.

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

Concentration Requirements

Requirements for the concentration in Community College Leadership

The concentration in Community College Leadership requires 60 graduate hours including 12 hours in ADLL core, 15 hours in ADLL research, 18 hours of dissertation, and the following 15 hours:

ADLL 62103	Signature Pedagogy: Teaching and Learning in Community Colleges	3
ADLL 62203	Workforce and Community Development	3
ADLL 62303	Survey and Significance of the American Community College	3
ADLL 62403	Current Trends in Community Colleges	3
ADLL 62503	Professional Development in Adult and Lifelong Learning	3
Total Hours		15

Graduate Faculty

Grover, Kenda Shea, Ed.D. (University of Arkansas), M.S., B.A. (Northeastern State University), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2003, 2018.

Kacirek, Kit, Ed.D., M.Ed. (University of Arkansas), B.S. (University of Texas), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 1997, 2007.

Roessger, Kevin, Ph.D., M.S., B.A. (University of Wisconsin-Milwaukee), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2016, 2019.

Courses

ADLL 51003. Diversity and Inclusion in Adult and Lifelong Learning. 3 Hours.

Broadly explores how diverse populations and contexts influence the facilitation of adult learning. Focuses on the responsibilities of the practitioner to model and foster inclusive practices to enhance educational programs and initiatives across a variety of environments. (Typically offered: Summer)

ADLL 51103. Perspectives in Adult Education. 3 Hours.

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

ADLL 51203. Principles and Practices of Adult Learning. 3 Hours.

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

ADLL 51303. Curriculum Development in ABE and ASE. 3 Hours.

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

ADLL 51403. Instructional Strategies and Assessment in Adult Education. 3 Hours.

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

ADLL 51503. Organization and Administration of Adult and Lifelong Learning Programs. 3 Hours.

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

ADLL 51603. Managing Change in Adult and Lifelong Learning. 3 Hours.

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

ADLL 51703. Program Planning. 3 Hours.

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

ADLL 51803. Technology and Innovation in Adult Learning. 3 Hours.

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

ADLL 51903. Seminar in Adult and Lifelong Learning. 3 Hours.

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

ADLL 52103. Adult and Lifelong Learning Internship. 3 Hours.

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

ADLL 52203. Adult and Lifelong Learning Applied Project. 3 Hours.

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

ADLL 61103. Advanced Adult Learning Theory. 3 Hours.

Advanced study of theories and models of adult and lifelong learning with an emphasis on current trends, recent research, and issues affecting the field. Issues covered will include critical theory and advancements in neuroscience and cognition as they relate to adult learning and lifespan development. (Typically offered: Irregular)

ADLL 61203. Leadership and Ethics in Adult and Lifelong Learning. 3 Hours.

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

ADLL 61303. Analysis of International Adult and Lifelong Programs. 3 Hours.

Survey of the historical and philosophical events which have shaped adult and lifelong learning worldwide. Discussion of issues affecting adult education and lifelong learning including globalization, educational access, and variance in national policies. (Typically offered: Irregular)

ADLL 61403. Instructional Adaptation and Innovation in Adult and Lifelong Learning. 3 Hours.

An overview of teaching and learning methods, styles, and techniques which are applicable when facilitating adult learners across diverse settings. Content to include teaching and learning style assessment, accommodating learning styles, physical and learning disabilities, language differences and cultural norms. (Typically offered: Irregular)

ADLL 61503. Policy and Public Governance of Adult and Lifelong Learning Programs. 3 Hours.

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

ADLL 61703. Current Issues. 3 Hours.

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

ADLL 61803. Organization Development, Learning, and Change. 3 Hours.

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

ADLL 62103. Signature Pedagogy: Teaching and Learning in Community Colleges. 3 Hours.

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

ADLL 62203. Workforce and Community Development. 3 Hours.

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

ADLL 62303. Survey and Significance of the American Community College. 3 Hours.

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

ADLL 62403. Current Trends in Community Colleges. 3 Hours.

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

ADLL 62503. Professional Development in Adult and Lifelong Learning. 3 Hours.

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

ADLL 63103. Independent Study. 3 Hours.

Independent study of topics in adult and lifelong learning. (Typically offered: Irregular)

ADLL 64003. Quantitative Reasoning I for Adult Educators. 3 Hours.

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

ADLL 64103. Quantitative Reasoning II in Adult and Lifelong Learning. 3 Hours.

Methodologies for designing descriptive, correlational, and experimental studies. Development of research questions, definition of variables, selection or development of instruments, data collection, analysis, interpretation and reporting of research results. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 64003 or ESRM 64003 or equivalent. (Typically offered: Fall)

ADLL 64203. Qualitative Reasoning in Adult and Lifelong Learning. 3 Hours.

Methodologies for designing qualitative research studies in adult and lifelong learning settings. Selection of the appropriate qualitative tradition, selection of research subjects, development of data collection protocols, field work strategies, data analysis, data interpretation and presentation of data results. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. (Typically offered: Spring)

ADLL 64303. Program Evaluation. 3 Hours.

Overview of evaluation strategies in adult and lifelong learning programs that include: development of evaluation questions, selection or development of instrumentation, data collection methods, data analysis, and reporting of evaluation results. Emphasis on practical and ethical issues associated with evaluation processes. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. (Typically offered: Spring)

ADLL 64403. Adult and Lifelong Learning Dissertation Seminar. 3 Hours.

Development of dissertation proposal. Formation of research question, selection of methodologies, development of problem statement, research questions, and identification of research variables, constructs of phenomena. Identification of data collection and data analysis procedures. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 64003 or ESRM 64003 or ADLL 64103 or ADLL 64203 or ADLL 64303, or equivalent. (Typically offered: Spring)

ADLL 64603. Advanced Qualitative Reasoning in Adult and Lifelong Learning. 3 Hours.

This qualitative methods course provides students with advanced instruction in qualitative data collection, field observations, records research, data analysis, and data display. In addition to reviewing various research studies that demonstrate different qualitative research approaches, students will practice some of the activities associated with executing a qualitative research study. Prerequisite: ADLL 64203 or instructor consent. (Typically offered: Irregular)

ADLL 7000V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. (Typically offered: Fall, Spring and Summer) May be repeated for up to 18 hours of degree credit.

ADLL 71103. Conceptualizing and Planning Dissertation Research. 3 Hours.

This course introduces students to appropriate information, resources, and tools to facilitate planning and writing an introductory chapter for their dissertation research projects. Students will access course texts, handouts, and relevant examples for composing an introductory chapter. (Typically offered: Summer)

ADLL 71203. Composition and Critique of Dissertation Literature Review. 3 Hours.

This course introduces students to appropriate information, resources, and tools to facilitate planning and conducting a scholarly literature review for their individual research projects. In partnership with the University Library, students will access LibGuides, software, and relevant examples for conducting a literature review. (Typically offered: Summer)

ADLL 71303. Dissertation Refinement, Defense, and Dissemination. 3 Hours.

This course introduces students to appropriate information, resources, and tools to facilitate the culmination of the dissertation process. Students will access course texts, handouts, and Graduate School documents to complete the dissertation defense and publication process. (Typically offered: Spring)