

# Adult Education-Master of Science

## Program Mission and Objectives:

### Mission

The mission of the Adult and Continuing Education Program at North Carolina Agricultural and Technical State University is to prepare effective adult educators who are change agents within local and international communities. Learning is achievable through quality curriculum, teaching, research and technological opportunities

### Objectives

- Provide an interdisciplinary focus for conducting educational research
- Introduce the fundamental nature, function and scope of adult education
- Become aware of the various instructional methods and learning styles associated with the adult learner
- Explore and critique adult learning and development theories
- Facilitate the understanding of adult education program processes- planning, organizing, implementing, budgeting, and evaluating

### General Outcome Expected of Graduate:

Demonstrate an understanding of the historical, philosophical and sociocultural foundations of adult education with a special focus on the Black Diaspora.

### Learners' Tasks:

- Read, interpret, critique and apply research findings so as to contribute to the improvement of the field
- Demonstrate an understanding of the transitional stages/phases across the adult life process
- Demonstrate an understanding of adult learning theories and their applicability for specific learning activities within various contexts (i.e., adult learning experiences, characteristics of adults, their environment, and culture)

### Faculty:

- **Dr. Mary P. Williams**  
Associate Professor

[mpwillia@ncat.edu](mailto:mpwillia@ncat.edu)

**Dr. Bernadine S. Chapman**

Associate Professor

[chapmanb@ncat.edu](mailto:chapmanb@ncat.edu)

## **Program of Study And Course Descriptions:**

The Master of Science degree in Adult Education requires a minimum of thirty-six (36) graduate credit hours, two program options, thesis or non-thesis, provide candidates an opportunity to pursue knowledge, skills, and dispositions in selected concentration areas.

## **Program Options: Thesis or Four Concentration Areas**

- Community Education  
Higher Education  
Human Resource Development  
Instructional Technology
- The candidate's concentration area is determined in collaboration with his/her faculty advisor, approved by the Department of Human Development and Services and the Graduate School.

Through local, state, national and/or international collaborative partnerships, the program engages participants in praxis and research activities with scholars in the academy and the broader community.

## **Accreditation:**

The Adult Education program is accredited by the Southern Association of Colleges and Schools (SACS). It also follows professional standards devised by the Commission of Professors of Adult Education.

## **Admission:**

Applicants must possess a baccalaureate (Bachelor of Science or Bachelor of Arts) degree preferably in the areas of education, history, philosophy, psychology or sociology. Applicants who have creditable professional and/or volunteer experience in adult education are encouraged to submit a brief portfolio. Additional requirements for admission are stated in the Graduate School Bulletin.

Requirements. The Master of Science in Adult and Continuing Education include the following:

Twenty-one Core credit hours, which must be taken in this sequence:

ADED 707	Foundations of Adult Education	3
ADED 716	Qualitative Research Methods	3
ADED 708	Methods In Adult Education	3
ADED 709	Adult Development and Learning	3
ADED 700	History and Philosophy of Adult Education	3
ADED 701	Organization, Administration & Supervision of Adult Education Programs	3
ADED 702	Practicum in Teaching Adults	50 contact hours or more

The remainder of the program consists of the research concentration (thesis option) and the practice concentrations (non-thesis option). Each of these options consists of fifteen (15) credit hours. In the practice concentrations, courses are selected from adult education and other available interdisciplinary electives. These include a minimum of fifteen (15) credit hours. Majors following the concentration option (non-thesis) must successfully complete the comprehensive examination. All learners must complete a practicum.

### **Research Concentration (Thesis Option):**

In lieu of taking the master's comprehensive examination, thesis candidates will defend their completed research before their respective faculty advisory committee.

HDSV 770	Applied Research (3) or Comparable Research Design Course (3)
ADED 705	Thesis Research in Adult Education (6) Approved Electives (6)
ADED 716	Qualitative Research Methods (3)
Elective	Three (3) hours of an elective relevant to the students thesis

## Practice Concentrations (Non-Thesis Option):

Electives to Comprise a practice concentration (15 hours)

In consultation with his or her advisor, the learner may elect to pursue a designated practice concentration or develop a unique concentration from among university-wide course offerings that are tailored to his or her career interests and goals. The courses presented represent the recommended courses for the following concentrations:

### Community Education

The purpose of the Community Education concentration is to provide a framework for the examination of concepts like lifelong learning, community of learners, older learners, non-formal, and informal educational processes. It also seeks to identify, analyze, and evaluate the educational dimensions of community efforts and activities as they emerge in the natural course of community life with an emphasis on tools/resources required to support lifelong educational practice.

**Future Job Opportunities:** community activists, agency supervisors/directors, program planners, agency counselors, program facilitators/planners, community leaders/organizers, directors of professional organizations, media organizers, and other community roles.

ADED 771	Program Development in Community Education	3
ADED 772	Program Management in Community Education	3
ADED 711	Educational Gerontology	3
ADED 712	Developmental Adult Education	3
	One Approved Elective	3

### Higher Education

A concentration in Higher Education is designed for new and experienced educators who seek advanced professional preparation. These educators manage and administer program services at the college and university levels, as well as teach.

**Future Job Opportunities:** community college faculty and administrators, four-year college and university management/supervision and student personnel services positions.

ADED 776 Principles of College Teaching

ADED 714 The Community College

ADED 778 Student Personnel Services

ADED 773 Leadership

One Approved Elective

## Human Resource Development

Human Resource Development concentrates on preparing the learner for training and development within the workplace to enhance the quality, performance, and satisfaction of individuals, groups and organizations.

**Future Job Opportunities:** managers, benefits administrators and analysts, compensation analysts, equal employment opportunity specialists, employee assistance program managers, employee relations specialists, human resource generalists, labor relations specialists, and project administrators.

ADED 710	Foundations of Human Resource Development	3
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CUIN 742	Instructional Design	3
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CUIN 741	Instructional Technology Services For Business and Industry	3
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TECH 670	Introduction To Workplace Training and Development	3
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TECH 671	Methods and Techniques For Workplace Training and Development	3
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## Instructional Technology

A concentration in Instructional Technology is organized to help learners in both business and education acquire skills and the knowledge needed to

work with instructional design and delivery at any level. Coursework is offered to address different professional goals and interests within the field. For example, the use of media, instructional planning, and the delivery of instruction in a variety of settings will help the learner to become more proficient as an instructional designer.

**Future Job Opportunities:** facilitator for training and development in business and industry, department of public instruction, governmental agencies, trainers for business and industry, program designers, curriculum and development specialists, and managerial positions.

CUIN 742	Instructional Design	3
CUIN 617	Computers in Education	3
CUIN 762	Advanced Internet Uses in Education	3
CUIN 766	Distance Education	3

### **One Elective Below:**

CUIN 745	Instructional Technology Services for Business & Industry	3
CUIN 763	Multimedia Development and Evaluation	3
CUIN 765	Authoring Software	3

### **Student Organizations:**

**EMPOWER** is an Adult Education graduate association.

**Goals:** To assist and support the preparation of adult learners in positions as administrators, programmers, teachers, and trainers in the following

settings: schools, colleges, voluntary agencies, human resource organizations, professional associations and correctional institutions. A strong emphasis is placed on academic research and grant writing in the Black Diaspora.

To engage in community service activities, work with existing graduate adult education associations, campus organizations, alumni, and continuing education programs , and others that are relevant to the field.

**Scholarships:** To qualify for a graduate scholarship, an individual must be enrolled full-time and possess a 3.00 minimum undergraduate grade point average.

**Employment Opportunities:** The Adult Education degree offers numerous career options. These include preparation for further study at the doctoral degree level in adult education, higher education and administration, instructional technology, and human resource development. In addition, many graduates have pursued successful careers in community colleges, four-year colleges, business and industry, community-based agencies, voluntary organizations, cooperative extension, senior centers, vocational schools/centers, correctional institutions, adult high schools, museums, government, and others that are relevant to the Adult Education field.

### **Professional Organizations:**

[The American Association for Adult and Continuing Education \(AAACE\)](#)

10111 Martin Luther King, Jr. Highway  
Suite 200C  
Bowie, MD 20720