MASTER OF EDUCATION IN

ADULT EDUCATION

Student Handbook

2022

MASTER OF EDUCATION IN ADULT EDUCATION

This handbook reflects several policies that directly impact students enrolled in the Adult Education program at Texas A&M University-Kingsville. The purpose of this handbook is to provide students with information concerning the nature and progression of the program. Changes to the handbook may occur at any time at the discretion of the program administration. The current version is posted on the website. As a general rule, these policies will be uniformly applied. However, the faculty recognizes that from time to time exceptional circumstances may arise that necessitate an exception. In such cases, the core faculty reserves the right to review the matter and make a final determination.

The Master of Education in Adult Education Program is designed to serve the professional staff development needs of adult educators pursuing career advancement and new career opportunities. Candidates for the master's degree need not have a background in education to be admitted to this graduate program.

Students who participate in this unique program typically come from diverse institutional settings. Participants can include professionals from recreational, occupational and vocational training; correctional employees; adult literacy educators; county extension staff; health educators; community service leaders; staff and faculty in higher education; and supervisors and consultants from government, business and the military.

The Adult Education master's degree prepares the practitioner, tutor, and supervisor/ administrator to play a significant role in the promotion of life-long learning through the use of a variety of technologies.. Successful completion of the program will prepare graduates to work with the unique problems and learning styles of adult learners.

Program Features

The 36-hour program currently consists of the following courses:

Core Courses (12 hours):

ADED5388 Introduction to Adult Education (3)

ADED5319 Methods of Adult Education (3)

ADED5379 Adult Learning and Development (3)

ADED5389 Evaluation and Measurement in Adult Education (3)

ADED5391 Curriculum and Program Planning in Adult Education (3)

ADED5392 Adult Education Research Practicum (3)

Elective Courses (18 hours):

ADED5301 Selected Topics in Adult Education (3)

ADED5320 Community College Teaching (3)

ADED5324 Community College Curriculum, Assessment and Evaluation (3)

ADED5326 Community College Administration & Leadership (3)

ADED5330 Administration of Adult Education Programs (3)

ADED5340 Adult Education in Aging Populations (3)

ADED5361 Assessment of Adult ESL (3)

ADED5370 Online Teaching for Adult Learners (3)

ADED5372 Emerging Technology in Adult Education (3)

ADED5374 Multicultural Education in Adult Learning Settings (3)

ADED5390 Community Education (3)

ADED5393 Counseling Adults (3)

ADED5396 Teaching Literacy and Reading Skills to Adults (3)

Program Outcomes

The Master of Education in Adult Education in an ongoing academic program which prepares individuals to work with the unique problems and learning styles of adult learners. The program focuses on the application of the theories, current research findings and methods of adult education with an emphasis on second language acquisition, community college teaching and administration of Adult Education programs. Methods of adult education, development and selection of instructional materials, assessment techniques and vocational guidance and counseling to adults are among the coursework included in the program.

Program Goals

Goal 1. Expand participation in the field through research engagement.
1.1 Students will articulate a clear research question or problem and formulate a hypothesis to address a specific topic in adult education.
1.2 Students will critically apply theories, knowledge, and methodologies to inform on a question or problem within the field of adult education through development of individual research.
1.3 Students will demonstrate research skills through evaluation and selection of scholarly level articles.
1.4 Students will demonstrate critical analysis skills in written analysis of current scholarly articles.
1.5 Students will demonstrate skills in oral and written communication sufficient to graduate level work.

Goal 2. Understand the foundations and sources of successful adult education practices, processes, and effects
2.1 Students will demonstrate knowledge through critical application of theories from the field of adult education to inform effective practices through scholarship in the course.
2.2 Students will identify and evaluate the foundational theories and models in the field of program planning pertaining to adult education.
2.3 Students will articulate principles, methodologies, and effective practices for application of program planning for an adult population.

Goal 3. Apply practical models of learning to diverse adult education settings.
3.1 Students will articulate the application of models for adult learning in practical settings.
3.2 Students will articulate the research based components and effective practices of testing and measurement within a variety of adult learning settings.

Goal 4. Synthesize and analyze scholarly contributions to the field.

> 4.1 Students will demonstrate mastery of knowledge and critically apply theories of adult education to practice.
> 4.2 Students will demonstrate professional level writing and scholarship.
> 4.3 Students will be able to incorporate evidence from and critiques of the literature within the field of adult education.

Marketable Skills

Critical Thinking 1:
Analyze a phenomenon using techniques appropriate to the selected field of study.

Critical Thinking 2:
Construct a product that requires the appropriate application of key concepts and information

Communication 1:
Compose a substantial written document that adheres to all form, style, grammar and syntactical requirements of professional work.

Communication 2:
Create communications (written and/or oral) that clearly present complex ideas to an academic or work-related audience.

Diversity 1:
Articulate a clear understanding of the role of culture within adult education settings.

Diversity 2:
Identify the particular strengths and challenges of several cultural perspectives and suggest ways to use this information.

Ethics 1:
Articulate clearly the important concepts and elements that must be examined in making an ethical decision.

Ethics 2:
Describe the actions that should be undertaken to apply the most ethical approach to problem solving.

Technology:
Select and use appropriate technological tools to identify, locate, acquire, store, organize, display, analyze and evaluate information.

PROGRAM INFORMATION

Adult Education Program Policy

The student is responsible for knowing and meeting all university policy and deadlines and initiating the completion of any required items. The following policies apply to all students:

Degree Plans

The student completes a degree plan through DegreeWorks with the College of Graduate Studies on or before or during the second semester of graduate course work. A hold will be placed on students who do not submit their initial degree plans to the College of Graduate Studies. A final degree plan in DegreeWorks must be submitted to the graduate coordinator for review and signature when the student files for candidacy and a copy of the signed final degree plan with any revisions must also be forwarded to the graduate dean at the time of candidacy.

Attendance

A vital part of each student's education is regular attendance at all class events. Every faculty member will keep a current attendance record on all students. Frequent absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member. As the Adult Education program is a fully online program, examples of absences include not completing any course event by the deadline and not logging into the class for five consecutive days.

The administration of the Adult Education Program defines certain types of absences as "official" or "excused" absences. These are absences due to confining illness, serious illness or death in the family, and documented participation in an officially approved class activity. Students wishing to be excused for any other reason must obtain the

approval of each instructor concerned. These should be kept to a minimum.

A student will not be penalized for official or excused absences provided the work missed is made up in a manner satisfactory to the faculty member. In the case of unexcused absences, the faculty member concerned will determine whether or not the student will be permitted to make up the missed work. Students with excessive unexcused absences may be dropped from the course regardless of whether or not they are passing.

Required Grades

A minimum grade point average of 3.0 on a 4.0 scale is required to be maintained while in the program. Grades of *D* or *F* do not apply toward the graduate degree but are used to calculate grade point averages. Courses may be repeated for credit, in which case the last grade of record is the official grade.

Scholastic Probation

A student may be placed on scholastic probation if, at the end of either long semester or the second summer session, the student's cumulative graduate grade point average falls below 3.0. If the probationary status is not removed during the next full semester for which the student enrolls (combined summer terms count as one full semester), the student must be reinstated before registering for further graduate work.

Reinstatement

The graduate student who is dismissed for any reason may request reinstatement through the Graduate Dean, who will consult with the graduate program coordinator and program adviser.

Professionalism when Communicating with Faculty

Communication between faculty and students through email, text, or phone is expected to be professional and courteous, as expected of educational leaders.

Academic Misconduct

See Student Handbook at https://www.tamuk.edu/dean/dean_files/studenthandbook.pdf

Full-Time Status

A full-time graduate student is one registered for 9 semester credit hours in a fall or spring semester, and 6 hours in each of the two summer terms. Students wishing to register an overload, first obtain permission from the Dean of the College of Education and Human Performance.

Course Longevity

A student **must** complete all requirements for the Master of Education in Adult Education degree, within *seven consecutive years* of initial registration for that degree. A master's degree student must complete all requirements for the degree **within seven years of initial registration for the degree**. Graduate credits older than those stipulated are not applicable toward the graduate degree without written approval from the Graduate Dean. Further information can be found at the office of Graduate Studies website: http://www.tamuk.edu/grad/

Graduation Under a Particular Catalog

Students receive the graduate degree when they satisfy the requirements of the first or any subsequent catalog under which they earned credit for the degree, as long as that catalog is not more than seven years old.

Continuous Enrollment

Continuous enrollment consists of fall, spring and summer semesters.

Graduate Readmission

Students who have been inactive in the program for two long semesters (fall and spring) must resubmit an application via www.applytexas.org.

Admittance to a Specific Program

Admittance to the College of Graduate Studies **does not guarantee acceptance into the Adult Education graduate program**. Standards for admittance to the program are set by the coordinator of the program. The graduate coordinator for the program must accept the student into the program. The program adviser will direct the degree plan. Students must therefore check the admission requirements to the program before they seek admission to the College of Graduate Studies.

Admission to the master's program in Adult Education requires the following

- 2.8 undergraduate GPA
- MAT or GRE exam results with acceptable scores
- Apply Texas Application

Program Course Descriptions:

Advanced study in Adult Education allows students to excel in many areas, including education, business, healthcare, military and nonprofit careers.

5301. Selected Topics in Adult Education.   3(3-0)
Detailed analysis and evaluation of selected topics in adult education not otherwise treated in depth in available courses. May be repeated for credit when topics differ.

5319.   Methods of Adult Education.   3(3-0)
Development of the knowledge, skills and attitudes which the adult education teacher should possess.

5320.   Community College Teaching.   3(3-0)
This course focuses specifically on teaching in the community college setting. Research, theory and principles of teaching are combined with clear application to practice. Analysis of theories of teaching and application specifically to the community college student are the central focus.

5324.   Community College Curriculum, Assessment and Evaluation.   3(3-0)
This course focuses on the areas of curriculum, assessment and evaluation at the community college level. Principles for the development, design and implementation of curriculum materials is included. As well, students will examine in-depth the principles of evaluation and assessment within and among programs at the community college level.

5326.   Community College Administration and Leadership.   3(3-0)
This course provides an overview of various elements of leadership at the community college level, with a clear understanding of the role of boards of trustees, presidents, faculty, unions, administrators, students, governing agencies and accreditation agencies. The focus is on contemporary leadership and attributes for success with clarification of the needs of the two-year institution.

5330.   Admin of Adult Education Programs   3(3-0)
This course provides a comprehensive look at understanding the complexities of administration of an adult education program through organization and administration. It will focus on the use of the Five Functions of Management in the context of adult education. Students will develop administrative knowledge and skill in areas such as administration, organization, leadership, budgeting, funding and support, marketing, human resources, strategic planning, program evaluation, and legal and ethical issues.

5340.   Adult Education In Aging Populations   3(3-0)
This course provides a comprehensive look at understanding the complexities of aging, which directly impacts delivery and instruction for adult educators. It will focus on the use of the Five Functions of Management in the context of adult education. Students will develop administrative knowledge and skill in areas such as administration, organization, leadership, budgeting, funding and support, marketing, human resources, strategic planning, program evaluation, and legal and ethical issues.

5360. Instructional Materials for Adult ESL Students.   3(3-0)
A review of criteria for selection of materials to teach ESL to adult students. Principles for the development of effective ESL curriculum materials designed to meet the needs of adult ESL students.

5361. Assessment of Adult ESL.   3(3-0)
This course examines the purposes, types and evaluations of language assessment in adult ESL programs. The topics of the test reliability, validity and practicality will be discussed. A review of standardized and alternative methods or assessment including

portfolio and participatory assessment will be included.

5370.   Online Teaching for Adult Learners.   3(3-0)
Research, theory and principles of adult learning and development are explored with a
specific emphasis on adult learners in the online environment. Application of theory is
presented and analyzed along with research findings and practices in the planning of adult
education and training curricula for the online environment.

5372.   Emerging Technology in Adult Education   3(3-0)
Provides a comprehensive analysis on the role of emerging technology in transforming
teaching and learning in adult and higher education. Course topics will focus on online
and blended learning opportunities, personalized learning and learner-centered teaching,
educational gaming, and mobile learning.

5374.   Multicultural Education in Adult Learning Settings   3(3-0)
This course will utilize a critical multicultural framework to trace the evolution of the
adult learner in the educational system. Students in this course will examine practices and
policies to recognize and understand the importance of managing diversity for
underserved and underrepresented students entering adult education.

5379. Adult Learning and Development.   3(3-0)
Research, theory and principles of adult learning and development explored. Evaluation
of adult interests and skills through a variety of strategies discussed. Application of
theory presented through class projects.

5388. Introduction to Adult Education.   3(3-0)
A historical and structural overview of the adult education movement as well as a
systematic examination of the role of the adult education across a wide range of
institutional settings.

5389. Evaluation and Measurement in Adult Education.   3(3-0)
An in-depth examination of principles of testing and measurement with particular
reference to adult learners in a variety of adult education settings. Students will gain a
working familiarity with the numerous testing instruments available for adults as well as
gain skill in developing teacher-made measurements.

5390. Community Education.   3(3-0)
Structure, purpose and strategies of community education as they relate to school
administration and community development.

5391. Curriculum and Program Planning in Adult Education. 3(3-0)
A review and analysis of the major theories, research findings and practices in the
planning of adult education and training curricula. Appropriate practice and on-site
application of concepts learned will be a major activity of this course.

5392. Adult Education Research Practicum.   3(3-0)
Principles of research are examined in the context of the literature of the field of adult

education. Guided opportunities for research of current adult education or training issues of theoretical and practical concern are provided under direction of a member of the adult education faculty.

5393. Counseling Adults.   3(3-0)
Principles of education and vocational guidance and counseling to adults are reviewed, with special reference to illiterate and undereducated adults in South Texas. Supervised opportunities for practice and refinement of guidance and counseling skills are provided.

5396. Teaching Literacy and Reading Skills to Adults.   3(3-0)
Methods, materials and techniques for teaching literacy and reading skills to adults.

Library Resources

As a member of the Federal Depository Library Program, the university library allows access to government documents and grants remote access to online resources for scholarly journals and publications to students, staff and faculty. Students, faculty and staff can peruse hundreds of journals in these online databases and have direct access to publications not available to most libraries in the area. The library also has set up an interlibrary loan service and all dissertations within the Texas A&M University System are all located in a database that is also available to faculty and students interested in research student research. Jernigan's Interlibrary Loan, Document Delivery, and Distributed Library manages library services to off campus students. The library also has a unit of Library Systems that is responsible for the management of the Library's network infrastructure, online catalog, and library web site.

Students will also have access to the Education Materials Center (EMC) which contains a collection of K-12 Texas state adopted textbooks, and reference resources. The mission of the EMC is to serve as a resource center for students enrolled in education programs with the College of Education and Human Performance. EMC provides and maintains a collection of printed materials designed to enhance and complement the curriculum of the College of Education and Human Performance. In addition, the university's Center for Distance Learning and Continuing Education extends the academic services of the university through the use of a variety of technologies and off campus instruction and community outreach.

In sum, Jernigan Library makes available to all students its major research and scholarly journals, archives and services. Jernigan has a history of providing services and materials to on and off-campus students, faculty, and staff through the E Reserve, Online journals and databases, online reference materials, and interlibrary loan services.

ADED PROGRAM ASSESSMENTS

Course Assessments

Each course has course and student learning outcomes aligned to course assessments.

Comprehensive Examinations

Comprehensive examinations are administered to ascertain whether the student is sufficiently prepared in professional knowledge, inquiry, and mastery of personal leadership skills. Comprehensive examinations will be scheduled and administered to students after they have completed all course work in the program, excluding courses in the final semester of study.

The Written Comprehensive Examination

The written phase of the examination consists of essay questions submitted by faculty members and generally covers any course information ascertained in the Adult Education program while the student was enrolled, specifically in the core areas of study. Specific guidelines for the completion of the comprehensive examination questions are defined on each examination disseminated to the student. The examination will be sent via email to the student during the first six weeks of the graduating semester. Completion time is 10 days from the day the examination was sent to the student. Upon completion of the written examination, student will return completed examination to the Program Coordinator's specified email address no later than the date due. If the exam is not returned by the deadline, this will result in failure of the comprehensive exams and students will be required to take the exam again during the following semester. Students

will be notified of the exam dates in advance and there will be no extensions given except those determined as "emergency" by the program administration before the exams are administered. Strict adherences to those guidelines is the sole responsibility of the Adult Education student completing the examination.

Papers received from students are marked as "Pass" or "Fail." Grading of the comprehensive examination will be the responsibility of the Program Coordinator. Failing grades may be accompanied by recommendations for additional course work, outside reading, or field experience prior to retaking the examination. This decision is made by the Program Coordinator. This policy is effective as of August 2013.

Retaking the Comprehensive Examination

In the event of failure on any part of the written examination, the program coordinator may require a professional growth plan, which may include additional course work, a research paper, additional face to face meetings with faculty, or other plans to remediate area(s) of concern before repeating the examination. **The student may retake the comprehensive examination, in part, one time in writing within a minimum of one week and up to no more than six months from the time of first failure.** The portion to be retaken will be sent to the student's email and the completed retake must be returned via email to the Program Coordinator's specified email address by the deadline specified by the Program Coordinator. **If after three attempts, student fails the retaken portion(s) of the examination, student will be removed from the program at such time.**

In the event of failure of all parts of the written examination, the student will be required to retake the comprehensive exam during the next semester.

If a student does not return the comprehensive exam by the deadline, this results in failure of the comprehensive exam and the student will be required to retake the comprehensive exam during the next semester.

ADED STUDENT RESOURCES

For the Adult Education student, the following websites may prove to be useful:

Adult Education handbook and degree plan: Adult Education Program | Texas A&M University Kingsville (tamuk.edu)

Library resources available online: http://lib.tamuk.edu/

The College of Graduate Studies information such as important deadlines, thesis manual and graduate school policy, and other items important to the graduate student: http://www.tamuk.edu/grad/

Assistance with Black Board, computer account sign on information, email assistance, etc. can be found at the iTech website: http://www.tamuk.edu/itech/

The Student Handbook: http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf

Disability Resource Center: http://www.tamuk.edu/shw/drc/index.html

Academic Testing Center: http://www.tamuk.edu/academictesting

Classroom Conduct Expectations Students are referred to the *Student Code of Conduct* section of the Student Handbook (http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf).

Students are expected to assume individual responsibility for maintaining a productive learning environment and conduct themselves with the highest regard for respect and consideration of others. Ongoing or single behaviors considered distracting will be addressed by the faculty member initially, but if the behavior becomes excessive and the student refuses to respond to the faculty member's efforts, the issue will be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom, the instructor will first request compliance from the student and if the student fails to comply, the instructor has the authority to ask the student to leave the classroom. The student is expected to comply with the instructor's request and may subsequently contest this action using procedures established by the department. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including the University Police Department. The incident shall be handled as an academic misconduct matter using established departmental procedures for academic misconduct to determine if the student should be allowed to return to the classroom.

Academic Misconduct
Students are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to University disciplinary procedures. Students are expected to be familiar with the current Student Handbook, especially the section on academic misconduct, which discusses

conduct expectations and academic dishonesty rules.
 Academic dishonesty includes but is not limited to:
1. Cheating: deception in which the student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the professor on assignments or examinations.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation, and/or paraphrase of someone else's work, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the internet and submitting them as one's own work also constitutes plagiarism. Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.
5. Lying: deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic
dishonesty.
7. Threat: an attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Other forms of academic misconduct include but are not limited to:
1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside
notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications or other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

Harassment/Discrimination
Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual

harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual misconduct harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

Plagiarism:

Plagiarism is defined as "a piece of writing that has been copied from someone else and is presented as being your own work" [1] and by the Honor Council as "the act of passing off as one's own the ideas or writings of another." In the Appendix to the Honor Council called "Acknowledging the Work of Others", three simple conventions are presented for when you must provide a reference [2]:
1. If you use someone else's ideas, you should cite the source.
2. If the way in which you are using the source is unclear, make it clear.
3. If you received specific help from someone in writing the paper, acknowledge it.

The Laws of Plagiarism [3]
a) Copyright law
b) Trademark and unfair competition law
c) Fraud
d) Status about sale of term papers, etc.

Types of Plagiarism

- Complete Plagiarism: This is the most obvious case: a student submits, as his or her own work, an essay that has been written by someone else.
- Near-complete Plagiarism: A student may also lift portions of another text and use them in his or her own work
- Patchwork Plagiarism: In many cases, a student will lift ideas, phrases, sentences, and paragraphs from a variety of sources and "stitch" them together into an essay.
- Lazy Plagiarism: Inadvertent use of another's language, usually when the student fails to distinguish between direct quotes and general observations when taking notes.

- Self-Plagiarism: The use of an essay written for one course to satisfy the requirements of another course is plagiarism. Students should not use, adapt, or update an essay written for another purpose [4].

AVOIDING PLAGIARISM

To avoid plagiarism, all students must document sources properly using Footnotes, Endnotes, or Parenthetical References, and must write a Bibliography, References, or Works Cited page and place it at the end of the research paper to list the sources used. Of the three ways to document sources - Footnotes, Endnotes, and Parenthetical References, the simplest is using Parenthetical References, sometimes referred to as Parenthetical Documentation or Parenthetical Citations [5].

References:

1). www.dictionary.com
2). www.georgetown.edu/honor/plagiarism.html
3). www.rbs2.com/plag.htm
4). www.zoology.ubc.ca/bpg/plagiarism.htm
5). www.aresearchguide.com/plagiar.html