**TEXAS STATE UNIVERSITY COURSE ADDITION FORM**

1. **Effective Semester:** Fall 2016

2. **College:** Education

3. **Department/School/Program:** Counseling, Leadership, Adult Education and School Psychology

4. **Prefix/Subject Number**

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<tr>
<th>A</th>
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5. **Course Title:**

   - **Proposed Long Title:** Adult and Nontraditional Students in Higher Education
   - **Abbreviated Title:** ADULT NONTRAD HI ED

6. **Course Description (complete sentences in 50 words or less):** This seminar focuses on the "nontraditional student" in higher education, with primary emphasis on undergraduates 25 and older. Also considered are other nontraditional students facing similar challenges to participation in higher education. Topics include student characteristics, motivations, barriers, persistence, and outcomes as well as institutional and programmatic responses to this population.

7. **Prerequisites (Including Minimum Grade Required):**

8. **Co-Requisites (Including Concurrent Enrollment Allowed):**

9. **Restrictions:**
10. Course Data

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Credit Hours</th>
<th>Repeatable for Credit?</th>
<th>Maximum Credit Hours Allowed</th>
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<tbody>
<tr>
<td>1-Lecture</td>
<td>□</td>
<td>□</td>
<td>3</td>
<td>Yes</td>
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<td>2-Lab</td>
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<td>3-Practicum/Internship/Student Teaching</td>
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<td>4-Seminar</td>
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<td>5-Independent Study</td>
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<td>6-Private Lesson</td>
<td>□</td>
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<tr>
<td>8-Thesis</td>
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<td>9-Dissertation</td>
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<td>0-Individualized</td>
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<td>C-Clinical</td>
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Writing Intensive? | Topics Course?
Yes | □ | Yes | □
No | X | No | X

Valid Grade Mode (choose only one) (See PPS 4.07 for definitions.)

| Standard Letter | X |
| Credit/ No Credit | □ |
| Leveling/Assistantships/ESL | □ |
| Developmental | □ |

11. Justification for the course action:

Degree: MA, PhD  Major: ADED and ED-Adult, Professional, and Community Education

Minor: Adult Education  Certificate:  

This will be an elective course for the master's in Adult Education (ADED) and for the Adult, Professional, and Community Education (APCE) major of the doctorate (PhD) in Education.
12. Course Goals and Objectives:

I. Learning Goal: Students will become familiar with classical and current research and theoretical literature on students who have variably been referred to as adult, reentry, nontraditional, and more recently, post-traditional students within higher education.

Objectives:

Students will be able to:
1. Describe changing patterns of enrollment in higher education by adult and other nontraditional students during the last several decades and factors that have contributed to these changes.
2. Articulate common terms and criteria used to refer to adult and or nontraditional students as well as challenges faced in naming and defining the adult or nontraditional student.
3. Identify distinguishing characteristics of adult and nontraditional student populations.
4. Discuss similarities and differences that have been identified among subpopulations of adult and nontraditional students (women, men, students of color, international, low-income, older)
5. List types of challenges typically facing adult students overall as well as particular subpopulations; provide examples of each.
6. Examine one or more theoretical frameworks for understanding adult student persistence and success.
7. Identify challenges to studying adult student persistence and outcomes for this population of students.

II. Learning Goal: Students will become familiar with the range of institutional responses to adult and nontraditional students and related tools for institutional self-assessment.

Objectives:

Students will be able to:
1. Discuss various approaches used within traditional degree-granting institutions to recruit and retain adult learners.
2. Analyze features of nontraditional programs, delivery systems, and modes of assessment designed to be responsive to the needs of adult learners.

III. Learning Goal: Students will investigate a topic related to adult and nontraditional students and create a graduate level review of the literature on this topic.

Objectives:

Students will be able to:
Complete a brief review of literature analyzing similarities and differences among concepts and research findings regarding a topic relating to adult and/or nontraditional students in higher education.
13. Description of Instructional Methodologies:

The course will be conducted as a seminar consistent with the principles of adult learning, and as such will employ a wide range of instructional strategies including selective use of lectures, group discussions, individual and group presentations, and various experiential and interactive activities.

14. Assessment of Student Learning:

Assessment:

Discussion Leadership: 10%

Applied Project: 25%

(e.g. Program Analysis or Analysis of Personal History as an Adult Student)

Team Presentation: 25%

(e.g. on recent major reports related to adult, nontraditional, or post-traditional students from National Center for Education Statistics (NCES), Lumina Foundation, or Council for Adult and Experiential Learning)

Literature Review Paper: 40%

15. Course Outline:

<table>
<thead>
<tr>
<th>Week 1: Course Overview and Introductions</th>
<th>Week 9: Factors Contributing to Adult Student Success: Prior Learning Assessment</th>
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<tbody>
<tr>
<td>Week 2: Terms and Definitions: Adult, Reentry, Nontraditional, Post-traditional</td>
<td>Week 10: Factors Contributing to Adult Student Success: Instructional Strategies</td>
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<tr>
<td>Week 3: Adult Student Motivations</td>
<td>Week 11: Factors Contributing to Adult Student Success: Student Services</td>
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<td>Week 4: Barriers to Enrollment</td>
<td>Week 12: Campus Advocacy for Adult Students</td>
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<td>Week 5: Diversity Among Adult Students</td>
<td>Week 13: Adult Learner Focused Programs &amp; Institutions</td>
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<tr>
<td>Week 6: Nontraditional Graduate Students</td>
<td>Week 14: For-Profit Degree Programs for Adults</td>
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<tr>
<td>Week 7: Adult Student Persistence and Outcomes</td>
<td>Week 15: Distance Learning and Accelerated Courses and Programs</td>
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<tr>
<td>Week 8: Recruiting, Marketing, and Admitting Adult Students</td>
<td>Week 16 (Finals Week): Final Papers</td>
</tr>
</tbody>
</table>
16. Suggested Textbook(s) and Other Learning Resources:


17. Bibliography:


Watkins, B. J., & Tisdell, E. J. (2006). Negotiating the labyrinth from margin to center: Adult degree program administrators as program planners within higher education institutions. *Adult Education Quarterly, 56*(2), 134-159.

18. Approvals:

[Signatures and dates]

Department Chair/Program Director/School Director  
Date

Chair of College Curriculum Committee  
Date

Dean of College  
Date

Dean of The Graduate College (if applicable)  
Date

Chair of University Curriculum Committee (if applicable)  
Date