7060

**Curriculum and Program Planning in Adult Education**

 **ADED 7060**

**Auburn University**

**Educational Foundations, Leadership, and Technology Department**

**Fall 2022 ONLINE**

**Course Title:** ADED 7060 Curriculum and Program Planning in Adult Education

**Credit:** 3 Semester hours

**Class Time:** Online, Fall 2022

**Location:** Canvas (LMS)

**Faculty:** Sarah E. Bond, Ph.D.

* 1. **ail**: sarahbond@auburn.edu

**Appointments:** Scheduled via Zoom

**Required Textbook:**

 **Caffarella, R. S., & Daffron, S. R. (2021). *Planning programs for adult learners: A practical guide* (4th ed.). San Francisco: Jossey-Bass.**

**Suggested Materials:**

 *APA 7th Ed. Publication Manual*.

 *Supplemental content will be assigned and will be posted in Canvas.*

**Course Description:**

This course is anintroduction to principles and practices involved in designing education programs in the area of specialization. May count either ADED 7060 or ADED 7066.

**Course Objectives:**

 Based on online instruction and discussion, reading assignments, and related activities, each participant should have gained the following conceptual knowledge and the ability to do the following:

1. Broaden(ed) personal perspectives on purposes, structures, and types of Adult Education Programs.
2. Identify, describe, and explain all aspects of the Interactive Model of Program Planning

(IMPP).

1. Identify the context of a given adult education program.
2. Describe the different avenues to obtain funding for programs.
3. Design program curriculum and individual lesson plans.
4. Formulate program evaluation plans
5. Identify the budgetary concerns of potential programs.
6. Develop and write a full-length, comprehensive program plan and create and post a video

 presentation

# Course Content:

* Foundational Knowledge of Adult Education Program Development.
* Interactive Model of Program Planning (IMPP).
* Adult Education Program Contextual Factors.
* Obtaining broad-based Program Support.
* Identifying and Prioritizing Ideas and Needs.
* Developing Program Goals and Objectives.
* Designing Instruction (Curriculum and Lesson Plans).
* Formulating Program Evaluation Plans.
* Selecting Formats, Scheduling, and Staffing Programs.
* Preparing and Managing Budgets.
* Organizing Marketing Campaigns.

# Course Philosophy:

Various teaching techniques and strategies are employed in the instruction of this online course. The principal methods to be used include, but may not be limited to, video, visual aids, peer review, and group discussions. This is a professional education course in adult education. All students are expected to not only study but also practice andragogy – to take responsibility for their learning.

The student is expected to contribute to the class setting by participating and being collaborative and supportive of all members of the learning setting. Adult education is not a place for passive learning but a place to explore, take risks, and grow. Ignorance is not vested in the students, while knowledge is vested in the instructor. Both are learners and have contributions to make to each other.

There are approximately 15 weeks of class with various curriculum and program planning topics in adult education. This course is entirely online and involves self-directed learning and exploration. You are expected to read the assigned readings, review the videos, participate, contribute to various learning experiences, collaborate in discussions, and submit assignments. Mixed media provided by the LMS (Canvas) are used for communication among class members and the instructor, along with additional resources. Additional course materials are available through Auburn University's learning management system (LMS). Interactivity is possible through the LMS, which allows for online discussions, email, web conferencing, and chats with the instructor, along with testing and submitting assignments.

# A student taking this course will need a reliable computer and will need to decide if the online format is a good option for them. If you have questions on this, please ask me during the first week of class.

**Smartphones and tablets are not acceptable substitutes for learning as some applications do not work in the mobile setting.**

Please see Academic Calendar for Important Dates <http://www.auburn.edu/main/auweb_calendar.html>

# Course Requirements/Evaluation:

**Late work is not accepted without advanced agreement except as noted in the syllabus and Student eHandbook.**

**The final class grade will be based on the following:**

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| FlipGrid Introduction Post | 25 |
| Discussion Posts 5 (20 points each) | 100 |
| Needs Analysis – Peer Review | 25 |
| Training Proposal – Peer Review | 25 |
| FlipGrid Progress Report Post | 25 |
| Training Component – Peer Review | 25 |
| FlipGrid Presentation of Final Project | 50 |
| Final Project | 200 |
| FlipGrid Course Reflection Post | 25 |
| **TOTAL** | **500** |

# Tentative Schedule– Subject to Change – Check CANVAS and the course schedule for specifics and Assignment DUE Dates

**Download and Print "AU ADED 7060 Fall 2022 Course Outline"**

*Information on these individual assignments is provided in Canvas.*

The following scale will be used to determine your grade:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

**Accommodations –** Students who need special accommodations in class, as the American Disabilities Act provides, should arrange a confidential meeting with the instructor during the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

# Class Policy Statements:

* **Absences/Inactivity in Class** -

You must log in to the online class resources regularly and participate in all exercises and requirements as scheduled. **Login access is regularly monitored, including viewing lectures and time of logins, and amount of time online**.

Students who are absent for "excused" reasons (please see the Student Policy eHandbook for specific information regarding excused absences) must provide the instructor with appropriate **documentation within one (1) week from the date of the absence (7 calendar days).**

*Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.* The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor before any excused absences, but in no case shall such notification occur more than one week after the absence.

**Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook for more information on excused absences.**

Suppose the total absences equals more than 20 percent of the class. In that case, students may be directed to (1) request a withdrawal based on medical or other circumstances allowed by university policy and (2) re-enroll when essential.

**Excused" absences are defined as absences that have been documented as occurring for University approved reasons**. ALL absences will be "Unexcused" until and unless the instructor has the appropriate documentation for that absence.

Please be aware that the instructor may verify any or all medical or other documentation presented for absence verification purposes. The falsification or forgery of medical documentation is considered an act of Academic Dishonesty, subject to sanctions as spelled out in the **Student Policy eHandbook by the Academic Dishonesty Committee.**

Students with excused absences may turn in assignments up to a week after the due date and not be penalized. **Late assignments presented or turned in late after seven calendar days will not be accepted and will receive a grade of zero (0).**

* **Academic Honesty:** The Student Policy eHandbook rules and regulations on Academic Honesty will apply to this class. All coursework should be appropriately cited using **APA format**. Coursework from other courses cannot be used unless FIRST discussed with the professor and substantially revised or updated for the class.
* **Professional Classroom Behavior:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality
* These behaviors are essential in terms of our graduate classroom and online discussions.

# Other Class Policy Statements:

* **Technology -** Additional course materials are available through Auburn University's learning management system (LMS), which is Canvas. Interactivity is possible through the LMS, which allows for online discussions, email, web conferencing, and chats with the instructor, along with testing and submitting assignments.
* **A student taking the online course will need a reliable computer, must understand how to operate various software programs, and must decide if online learning is a good option for them as an individual. Some items DO NOT work in the mobile environment. Please be proactive.**
	+ **Email** - Auburn University has provided each student with an email account. These accounts are the official communication medium between the University and the student. For this reason, students should communicate with the instructor using only their official University (MS Exchange) accounts. Email originating from Hotmail, AOL, or other non-Auburn sources may not be opened by the instructor.
* **Backup of Files and Assignments** - The student is responsible for maintaining backup copies of files and assignments and completing the work in time. Students are strongly encouraged to utilize their public server space provided by Auburn University as one of their back- up options. However, this should not be the only option used by students. Failure to submit assignments due to data loss is not an acceptable excuse.