**ADED 8910 – Advanced Practicum in Adult Education**

**Fall 2022**

**College of Education**

**Educational Foundations, Leadership, and Technology**

**Instructor:** Leslie A Cordie

**Office:** 4082 Haley Center

**Email:** [lesliecordie@auburn.edu](mailto:lesliecordie@auburn.edu)

**Office Hours: Wednesday 10 AM – 3 PM or by appointment**

**Credit:** 3 semester hours

**Prerequisites:** Departmental approval

**Course Description**

The Advanced Practicum is designed to provide a written, design-based experience related to the field of Adult Education with extensive research associated. This course provides students with cooperatively selected activities/written projects that will assist them in gaining expertise within a selected area of adult education theory and practice. Flexibility in project selection is allowed to provide input by students to identify meaningful design projects relative to their current and future professional goals.

The approved written project/product/or research activity associated with the practicum should entail a minimum of 30 hours of documented work or involvement for each one (1) hour of assigned credit.

**Course Objectives**

The course is designed to:

1. Provide advanced written, design-based experience closely relating theory and practice in the field of Adult Education.
2. Provide various advanced learning projects to afford the student the opportunity to achieve desired written, design-based experience in an area of specialization.

**Upon completion of this course, students will be able to:**

* Select and describe a topical area of stud in relation to the adult education field.
* Create a learning contract/proposal to guide completion of a study.
* Submit evidence of advanced study/project completion, such as a finished product, project, or paper.

**Course Content**

1. The course content is developed based upon the individual student's approved Advanced Practicum proposal.
2. The length of time expended in the course will depend on the learning experience selected and credit hours awarded for the activity; however, each student is expected to spend a minimum of 30 hours of documented work on the Advanced Practicum for each hour of credit.

The content and schedule for the course will be determined by a contract between the student and the supervising faculty member.

This is a graduate education course, as such all participants are considered professionals, and are expected to not only study but also practice Andragogy by taking responsibility for their learning. Thus, the participant is expected to participate regularly, contribute to their learning by participating in discussions and activities with the instructor, and to be collaborative and supportive of all members of the learning setting.

Additional course materials may be made available through email, MS Teams, or Auburn University’s learning management system (LMS) which is Canvas to support learning.

**Course Requirements**

1. In consultation with the professor by phone, select a topic for study and project development.
2. Create a learning contract/ proposal to guide completion of the study. The proposal will include a description of the project, goals, and management plan.
3. The learning contract/proposal must be submitted and approved prior to continuing with practicum within the first 2 weeks of the course.
4. Submit evidence of study/project completion in the format of a project, product or paper.

**The final grade for the course will be based on the following (S/U)**

Learning Contract (must be approved to continue advanced practicum) – Due August 29

Summary of Progress #1 – Due September 26

Summary of Progress #2 - Due October 31

Final comprehensive project or paper – Due December 5

**Learning Contract – Draft Due August 29 (Week 2)**

A Learning Contract is a plan for acquiring specified knowledge, understanding, skills, attitudes or values by a learner. Basically, a learning contact is simply a means for helping the learner structure projects systematically. A typical contract contains the following:

- Specific learning objectives to be accomplished;

- The resources and strategies to be used in accomplishing the objectives;

- The evidence that will be collected to indicate the extent to which the objectives have been accomplished;

- How the evidence will be judged or validated;

- The target date for completing each objective

In this course, the general dissertation assignments involve development of a component of the dissertation (chapters 1, 2 and/or 3). Components of the chapters allow for specific parts of the chapters to be developed. For example, chapter 1 has several components, including a problem statement, background, limitations, significance, definitions, etc. Alternative options may be revisions of chapter 2, developing your dissertation presentation, validating a survey, pilot testing, working toward a publication, and others.

For the learning contract, you must be specific about what you would like to accomplish this semester and negotiate the contract with your professor. A draft of the learning contract is due within 2 weeks of the semester and must be agreed to NLT than the 3rd week of the semester. A final evaluation and completion of the agreed upon project is due by week 15 of the semester.

**Summary of Progress #1 – Due September 26**

**Summary of Progress #2 - Due October 31**

Discussion question prompts to answer:

Completion - What progress has been made in the past few weeks? Where are you at in terms of developing and completing your learning contract and other course assignments?

Challenges - What challenges have been encountered in the past few weeks? Do you have any new expectations or concerns on any of the assignments?

Meaning/Usefulness - Share any new resources you might have found that others might find helpful!

Engagement/Participation - Grade your participation/engagement in the process and course on a scale of zero to 5, with 5 being the highest.

Topic for Dissertation or Project - Discuss what you know about that phenomenon at present, as well as what additional information you need to learn to prepare to address it and how you will move forward in completing your dissertation proposal.

**Final comprehensive project or paper – Due December 5**

Individual Assignment developed in consultation with the Instructor.

**Class Policy Statements**

A. Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

B. Attendance/interaction is required at during the semester. Students who miss coursework and class because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absence from campus must be documented and cleared with the instructor in advance. Absences may affect your Final Grade; please see the Student Handbook for excused absences based on Auburn University policy.

C. Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

D. The University Academic Honesty Code and the Student Policy eHandbook <http://www.auburn.edu/student_info/student_policies/> will apply to this class.

E. Please note: We expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see us prior to submitting an assignment. You will receive a zero for work that is reflective of another course’s work, unless you have cleared this with the professor.

F. 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