

ADED 7066

**Curriculum and
Program Planning**

Spring 2015

**Educational Foundations,
Leadership and
Technology
College of Education**

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COLLEGE OF EDUCATION



Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



AUBURN
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Auburn University is an equal opportunity educational institution/employer

Curriculum and Program Planning in Adult Education
ADED 7066
Auburn University
Educational Foundations, Leadership, and Technology Department
Spring - 2015

Instructor: Dr. Maria Martinez Witte
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Office Hours: Call or email for appointment (Mon, Tues, or Wed)

1. **Course Number:** ADED 7066
Course Title: Curriculum and Program Planning in Adult Education
Credit Hours: 3 semester hours
Prerequisites: None

2. **Date Syllabus Prepared:** Jan 2015

3. **Texts:**

Beebe, S., Mottet, T., & Roach, K. (2012). *Training and development: Communicating for success*. New York: Pearson. Also available in e-format. (The previous 2003 edition is acceptable)

Additional Resources – Not Required Texts:

1. Caffarella, R. (2002). *Planning programs for adult learners*. San Francisco: Jossey-Bass.
2. Rothwell, W. J., & Kawzan, H. C. (2004). *Mastering the instructional design process*. San Francisco: Jossey-Bass.

4. **Course Description:**

Introduction to principles and practices involved in designing education programs in adult education.

5. **Student Learning Outcomes:**

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

1. identify the history, philosophy, principles, & objectives influencing the adult development and training field.
2. develop a plan to organize and implement an education program in the area of specialization.
3. manage and use data from various sources to plan and evaluate education programs.
4. conduct a needs assessment for planning and evaluating the adult education programs.
5. prepare a plan for determining work settings and learner needs in adult education programs.
6. develop goals and objectives for an adult education program.
7. recommend short-range and long-range plans based on the assessment of student needs and performance.

8. incorporate appropriate organization, management, and/or evaluation of adult education or training programs.

6. Course Content Outline:

Tentative Outline (subject to change as needed)

Meeting 1 – Week of Jan 14

Welcome! Introductions, Syllabus, & Class Requirements

Read Chapter 1: Introducing Training

Meeting 2 – Week of Jan 19

Holiday – Work on Curriculum Project

Meeting 3 – Week of Jan 26

Overview of Adult Education & How Adults Learn

Read Chapter 2: How Adults Learn

Meeting 4 – Week of Feb 2

Analyzing Needs, Learners, Work Settings, and Work

Read Chapter 3: Conducting a Needs Assessment / Task Analysis

Meeting 5 – Week of Feb 9

Establishing Performance Objectives and Performance Measurements

Read Chapter 4: Developing Training Objectives

Meeting 6 – Week of Feb 16

Establishing Performance Objectives and Performance Measurements

Read Chapter 5: Developing Training Content

Meeting 7 – Week of Feb 23

Establishing Appropriate Training Methods

Read Chapter 6: Training Methods

Meeting 8 – Week of Mar 2

Read 2012 Ed: Chapter 9: Developing Training Plans OR

Read 2003 Ed: Chapter 8: Developing Training Plans

Meeting 9 – Week of Mar 9

Delivering the Instruction Effectively

Read Chapter on Using Presentation Aids

Meeting 10 – Week of Mar 16

Read 2012 Ed: Chapter 10: Delivering the Training Session OR

Read 2003 Ed: Chapter 9: Delivering the Training Session

Meeting 11 – Week of Mar 23 – SPRING BREAK!

Meeting 12 – Week of Mar 30

Assessing Learning Outcomes and Programs

Read Chapter 11: Assessing Learning Outcomes

Meeting 13 – Week of Apr 6

Work on Project Presentation

Meeting 14 – Week of Apr 13

Work on Project Presentation

Meeting 15 – Week of Apr 20

Submit Project Presentation

Meeting 16 – Week of Apr 27

Review and Critique Project Presentations

Meeting 17 – Week of May 4

Submit Final Curriculum Project and Professional Organization Attendance summary

7. Assignments/Projects:

1. Curriculum Project – Total Points

80% - 80 points

Project Components	Points
Training Topic, Description, Situation Analysis	15
Training Preparation: Needs Assessment, Plan for Work Setting, Task Analysis	15
Training Purpose and Objectives	20
Lesson Plan	15
Facility/Media Specifications, Program Support Plan, Program Evaluation Plan	15
Total	80

2. Professional Organization Attendance

10% - 10 points

Required to attend a professional / community association meeting and provide a 1-2 page summary. The summary should include the meeting or event details, what was discussed, and what you learned.

3. Presentation of Curriculum Project

10% - 10 points

8. Rubric and Grading Scale:

The following grading scale will be used:

90 - 100 points = A

80 - 89 points = B

70 - 79 points = C

60 - 69 points = D

Below 60 point = F

8. 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. 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).

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