

**CURRICULUM AND PROGRAM PLANNING IN ADULT EDUCATION  
ADED 7060**

**Auburn University  
Educational Foundations, Leadership, and Technology Department  
Spring - 2016**

1. **Course Number:** ADED 7060  
**Course Title:** Curriculum and Program Planning in Adult Education  
**Credit Hours:** 3 semester hours  
**Prerequisites:** None
2. **Term:** **Spring 2016**  
**Day/Time:** Wednesday 5:00 - 8:00 p.m. ▪ Haley Center, Room 2435  
**Instructor:** Dr. Maria Martinez Witte  
Office: 4012 Haley Center  
E-Mail: witemm@auburn.edu  
Office: (334) 844-3078 Home: (334) 887-3934  
Office Hours: Call or email for appointment (Mon, Tues, or Wed)

3. **Texts or Major Resources:** Textbooks are selected according to the area of specialization.

Beebe, S., Mottet, T., & Roach, K. *Training and development: Enhancing communication and leadership skills*. New York: Allyn and Bacon.

Optional:

Caffarella, R. (2002). *Planning programs for adult learners*. San Francisco: Jossey-Bass.

Rothwell, W. J., & Kawzanas, 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 - Jan 19

Welcome! Introductions, Syllabus, & Class Requirements

Meeting 2 - Jan 26

Continued - Syllabus & Class Requirements

Meeting 3 - Feb 2

Overview of Adult Education

Meeting 4 - Feb 9

No Class - International Self-Directed Learning Conference

Meeting 5 - Feb 16

Detecting and Solving Human Performance Problems

Meeting 6 - Feb 23

Analyzing Needs, Learners, Work Settings, and Work

Meeting 7 - Mar 1

Analyzing Needs, Learners, Work Settings, and Work

Meeting 8 - Mar 8

Establishing Performance Objectives and Performance Measurements

Meeting 9 - Mar 15

***Spring Break! March 14 - March 18***

Meeting 10 - Mar 22

Delivering the Instruction Effectively

Meeting 11 - Mar 29

Managing Instructional Design Projects Successfully

Meeting 12 - Apr 5

Managing Instructional Design Projects Successfully

Meeting 13 - Apr 12

Project Presentations

Meeting 14 - Apr 19

Project Presentations

Meeting 15 - Apr 26

No Class - Work on Final Project

## 7. Assignments/Projects:

1. Group Chapter Presentation (Beebe, Mottet, & Roach) 30% - 30 points
2. Curriculum Project 40% - 40 points  
Each participant or group will be required to complete a project containing the best works accomplished throughout the course and include a current Resume. Further guidance will be provided in class.
3. Professional Organization Attendance 10% - 10 points  
Required to attend a professional / community association meeting.
4. Presentation of Curriculum Project 20% - 20 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 points = F

## 9. Class Policy Statements

- A. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
- B. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from 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 prior to the occurrence of 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 *Tiger Cub* for more information on excused absences.
- C. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

- D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
- E. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
- F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
- G. Professionalism: 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:
- o Engage in responsible and ethical professional practices
  - o Contribute to collaborative learning communities
  - o Demonstrate a commitment to diversity
  - o Model and nurture intellectual vitality

A variety of teaching techniques and strategies are employed in the instruction of this course. The principal methods to be utilized include, but may not be limited to lectures, video tapes, visual aids, development experiences, and group discussion. This is a professional education course in adult education. All participants are considered adults and are expected to not only study but also practice andragogy – to take responsibility for their learning. Thus the participant is expected to contribute to the class setting by participating and to be 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 participants while knowledge is vested in the instructor. Both are learners and have contributions to make to each other. Both are responsible for their own learning.