**ADED 7620 - Concepts, Programs, and Resources**

**Auburn University**

**Adult Education – EFLT Department**

**Spring, 2017**

**Class Time:** Monday 5:00 pm

**Location:** 2435 Haley Center

**Instructor:** Jane B. Teel, Ph.D.

3002 Haley Center

**Email:** teeljan@auburn.edu

**Phone:** (334) 844-3075

**Office Hours:** Monday and Wednesday 10:00-12:00.

 Available most days by request.

**1.** **Course Title:** ADED 7620 Concepts, Programs, and Resources

**2. Credit Hours:** 3 Semester hours

 Prerequisites: None

 Co-requisites: None

**3.**  **Textbook:** Kasworm, C.; Rose, A.; & Ross-Gordon, J. (2010*). Handbook of Adult and Continuing Education.* Thousand Oaks, CA: Sage.

 Supplementary resources and reading assignments will be provided by the instructor.

 **4.** **Course Description:**

This course will explore the individual learner within the community, adult education as community development, community institutions and organizations as educators of adults, and the development of "the educative community" in which persons are nurtured and given opportunity for life-long learning and development.

 **5.** **Course Objectives:**

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

* Illustrate the concept of community education for adults as it relates to programs and resources.
* Analyze categories of community providers of adult education for their commonalities and differences.
* Distinguish characteristics of the independent adult learner and the group adult learner in the community.
* Summarize the support adult learners receive through organizations within the community.
* Determine the means by which a community helps develop its adult leaders.
* Identify the organizational pattern of adult education in a community.
* Distinguish the special considerations a community may have that impacts its adult education programs.
* Develop a rationale for the future direction of adult learning in a community.

 **6.** **Course Content:**

 Concepts, Programs, and Resources in Adult Education is designed to provide the student, an

 understanding of materials, methods, and processes with which to organize, lead and

 supervise adult education programs within their chosen organizations. As leaders, planners,

 and even participants in adult education programs, it is important that we have an understanding of the theoretical and practical knowledge regarding the organization and

administration of adults within the various communities of learners which comprise a large part of contemporary society. This course examines administrative practice, organizational principles and theories, and the constructs involved in furthering the understanding community and popular education.

**7.**  **Course Requirements:**

 **A. Presentation:** Prepare and present a 1 hour partner developed, media-supported presentation based on instructor approved topic and assigned presentation date.

**B. Summary Sheet:** Prepare a 1½ - 2 page (typed, single-spaced) summary sheet based on your presentation. Develop three sample evaluation questions to assess the presentation content. Include as part of the summary sheet.

Copies should be provided for in classroom students and an electronic copy for Zoom students.

**C. Article/Chapter Discussion:** Each student will lead one small group discussion of an assigned reading.

 **D. CIQ Report:** Submission of weekly CIQ when assigned. Preparation of CIQ summary report.

Throughout the course, accompanying emphasis will be placed on the acquisition and retention of knowledge, skills and information. This will be highlighted using Brookfield’s (1990, 1995) model of the Critical Incident Questionnaire (CIQ). In order to meet this element of the learning process, each participant will respond to the following questions:

*1. At what moment in the class this week did you feel most engaged with what was happening?*

*2. At what moment in the class this week did you feel most distanced from what was happening?*

*3. What action that anyone (teacher or student) took in class this week did you find most affirming and helpful?*

*4. What action that anyone (teacher or student) took in class this week did you find most puzzling or confusing?*

*5. What about the class this week surprised you the most? (This could be something about your own reactions to what went on, or something that someone did, or anything else that occurs to you?*

Two copies of CIQ question responses will be completed. One set of responses to be turned in to the instructor the night of class. Submissions to the instructor will be anonymous. The remaining copy to be maintained by the student. Zoom students will need to answer the 5 questions and send to the instructor via email. At the end of the semester each student will prepare a summative report of their Critical Incident Questionnaire Responses as part of the overall course requirements. Additional information will be provided in class.

**E. Participation:** Each student is expected to participate in all class discussions and exercises. The participation grade is based on class attendance and interaction within each session. Each student is allowed one unexcused absence. All unexcused absences above one (1) will result in the loss of 2% of the total participation grade. Please refer to the Auburn University Student Policy eHandbook for guidelines related to excused absences <http://www.auburn.edu/student_info/student_policies>). This participation policy applies to students attending in person and via Zoom.

 **8.** **Evaluation:**

 The final class grade will be based on the following:

 Presentation 45%

 Summary Sheet 10%

 Article/Chapter Discussion 10%

 CIQ Report 25%

 Participation 10%

 The following grading scale will be used.

 A = 90% - 100%

 B = 80% - 89.9%

 C = 70% - 79.9%

 D = 60% - 69.9%

 F = 59.9% or lower

 **9.** **Course Philosophy**:

 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, presentation aids, peer teaching, laboratory experiences, guest lectures 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. 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.

**10.** **Make-up Assignments, Late Submissions, Excused/Unexcused Absences:**

 All due dates for assignments will be announced well in advance. Makeup of missed work will

 be allowed with no point deductions for excused absences. Written documentation is required

 for an absence to be excused. Please refer to the Auburn University Student Policy eHandbook

 for guidelines designating what constitutes an excused absence.

 <http://www.auburn.edu/student_info/student_policies>).

 Make-up of missed work must be scheduled within one week of due date. If a serious situation

 arises and you anticipate you will not be able to meet a deadline, it should be discussed with

 the instructor before the due date. If the instructor has not been contacted and special

 consideration has not been granted, late assignments without university approved

 documentation will be penalized one letter grade or more (per class meeting day), and

 depending on the assignment and schedule. Students are responsible for initiating

 arrangements for missed work due to excused absences.

Make up of Presentation - *Any failure to present at the scheduled date and time without the*

 *proper excuse will result in the loss of one letter grade from your final course evaluation and*

 *a subsequent rescheduling of your presentation.*

**12.** **Class Policy Statements:**

**A.** All work is expected to be original and creative. Plagiarism and other forms of dishonesty will not be tolerated. The Department of Educational Foundations, Leadership, and

Technology follow the guidelines for "Academic Regulations" as described in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) found at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies). You are responsible for knowing and adhering to those guidelines. Also, please refer to the following guidelines:<http://www.auburn.edu/academic/provost/academicHonestyStudents.html>

**B.** **Academic Honesty:** All work is expected to be original and creative. Plagiarism and other forms of cheating will not be tolerated. The EFLT Department follows the guidelines for "Academic Regulations" as described in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) found at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies). You are responsible for knowing and adhering to those guidelines. Also, please refer to the following guidelines:<http://www.auburn.edu/academic/provost/academicHonestyStudents.html>

**Papers, presentations, projects, or any other assignments previously submitted for credit in another course will not be accepted in this course. If previously submitted work is submitted, a grade of zero will be awarded to the assignment. I encourage continuing research in specialized areas of student interest. However, if you plan to continue research begun in a previous course, you must submit the original project to me for my review prior to continuing with that topic in this class.**

**C. 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:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**D. Reply to Student Email:** When contacting me via email, I will respond within 24 hours, excluding weekends.

**E. Emergency Contingency Plan:** If normal class 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, an addendum to your syllabus and/or course assignments will replace the original materials.

**F. Disability** **Accommodations:**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with me during the first week of classes. You will not be able to use your accommodations until you meet with me.

If you have any questions about accommodations, please contact the Office of Accessibility (<https://fp.auburn.edu/disability/>), 1228 Haley Center, 334-844-2096 (voice/TDD).

**Justification for Graduate Credit:**

Following the course requirements, participants are required to independently research topics related to concepts, programs, and resources in adult education. All assignments are designed to enhance the participants’ knowledge of the individual learner within the community, adult education as community development, and how individuals are given the opportunity for life-long learning and development. Individual research projects encourage the participants’ application of specific groups of adult learners to relevant community learning settings.

**Tentative Schedule**

January 23 Course Introduction

January 30 Providers of Adult and Continuing Education

February 6 Major Programming Models in Adult Education

February 13 Program Planning

February 20 Case Studies in Adult Education

February 27 Social Justice in Adult Education

March 6 Religious Institutions as Providers of Adult Education

March 13 Spring Break

March 20 **Presentations**

March 27 **Presentations**

April 3 **Presentations**

April 10 **Presentations**

April 17 **Presentations**

April 24 **Presentations**

 **CIQ Report due**