

**ADED 7066**

**Curriculum and**

**Program Planning**

**Spring 2018**

**Educational Foundations, Leadership and Technology**

College of Education

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**Curriculum and Program Planning in Adult Education**

**ADED 7066**

**Auburn University**

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

**Spring – 2018**

**Instructor:**

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Office Hours: Call or email for appointment/conference call

Course Number: ADED 7066

Course Title: Curriculum and Program Planning in Adult Education

Credit Hours: 3 semester hours

Prerequisites: None

1. Date Syllabus Prepared: Jan 2018
2. Texts:
	1. Beebe, S., Mottet, T., & Roach, K. (2012 or 2003). *Training and development: Communicating for success.* New York: Pearson. Also available in e-format.

Additional Resources – Not Required Texts:

* + 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.
1. **Course Description:** Introduction to principles and practices involved in designing education programs in adult education.
2. **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.
1. **Course Content Outline:**

The following is a tentative outline of the course class meetings, their corresponding weekly dates, the lesson topic for that week, and weekly course requirements:

* 1. Meeting 1 – Week of Jan 7. Topic: Welcome! Introductions, Syllabus, & Class Requirements.
	2. Meeting 2 – Week of Jan 14. Topic: Introduction to Training. Read Chapter 1: Introducing Training.
	3. Meeting 3 – Week of Jan 21. Topic: Overview of Adult Education & How Adults Learn. Read Chapter 2: How Adults Learn.
	4. Meeting 4 – Week of Jan 28. Topic: Analyzing Needs, Learners, Work Settings, and Work. Read Chapter 3: Conducting a Needs Assessment / Task Analysis.
	5. Meeting 5 – Week of Feb 4. Topic: Establishing Performance Objectives and Performance Measurements. Read Chapter 4: Developing Training Objectives.
	6. Meeting 6 – Week of Feb 11. Topic: Establishing Performance Objectives and Performance Measurements. Read Chapter 5: Developing Training Content.
	7. Meeting 7 – Week of Feb 18. Topic: Establishing Appropriate Training Methods
	8. Read Chapter 6: Training Methods.
	9. Meeting 8 – Week of Feb 25. Topic: Developing Training Plans. If you are using the 2012 edition of text, read Chapter 9: Developing Training Plans or if you are using the 2003 edition of the textbook, read Chapter 8: Developing Training Plans
	10. Meeting 9 – Week of Mar 4. Topic: Delivering the Instruction Effectively. In your text, read the chapter on Using Presentation Aids.
	11. Meeting 10 - Week of Mar 11. SPRING BREAK. No class.
	12. Meeting 11 – Week of Mar 18. If you are using the 2012 edition of the text, read Chapter 10: Delivering the Training Session or if you are reading the 2003 edition of the text, read Chapter 9: Delivering the Training Session.
	13. Meeting 12 – Week of Mar 25. Topic: Assessing Learning Outcomes and Programs. Read Chapter 11: Assessing Learning Outcomes
	14. Meeting 13 – Week of Apr 1. No content this week. Take this week to work on your Project Presentation.
	15. Meeting 14 – Week of Apr 8. Curriculum Project Presentation is due.
	16. Meeting 15 – Week of Apr 15. Final Curriculum Project and Professional Organization Attendance summary is due.

1. **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 |

* 1. 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.

* 1. Presentation of Curriculum Project: 10% - 10 points
1. **Grading Scale**

| Grade | Point Value |
| --- | --- |
| A | 90-100 points |
| B | 80-89 points |
| C | 70-79 points |
| D | 60-69 points |
| F | Below 60 points |

1. **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 [Student Policies](file:///C%3A%5CUsers%5CeSchool_Faculty%5CGoogle%20Drive%5CADED%207066%20Curriculum%20and%20Program%20Planning%20in%20Adult%20Education%5CSpring%202018%5CStudent%20Policies) 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