**Curriculum and Program Planning in Adult Education – ADED 7066**

**Spring 2020**

**College of Education**

**Educational Foundations Leadership and Technology**

**Faculty:** Jonathan E. Taylor, Ph.D.

**Class:** Distance (Asynchronous Delivery)

**Office:** 3002 Haley Center

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

**Cell Phone:** (410) 596-2328 **(Texts Welcome)**

**Office Phone:** (334) 844-3078 **Office Hours:** By Appointment

**Course Title:** Curriculum and Program Planning in Adult Education.

**Credit Hours:** 3 Semester hours

Prerequisites: None

Co-requisites: None

**Textbook:** Caffarella, R. S., & Daffron, S. R. (2013). *Planning programs for adult learners: A practical guide* (3rd ed.). San Francisco: Jossey-Bass.

**Course Description: ADED 7060/7066 CURRICULUM AND PROGRAM PLANNING IN ADULT EDUCATION (3)**LEC. 3. Introduction to principles and practices involved in designing education programs in the area of specialization. May count either [ADED 7060](http://bulletin.auburn.edu/search/?P=ADED%207060) or [ADED 7066](http://bulletin.auburn.edu/search/?P=ADED%207066).

**Course Objectives:**

Based on online instruction and discussion, reading assignments, and related activities, each participant should have gained the following conceptual knowledge and/or the ability to do the following:

1. Broaden(ed) personal perspectives on purposes, structures, and types of Adult Education Programs.
2. Identify, describe, and explain all aspects of the Interactive Model of Program Planning (IMPP).
3. Critically reflect upon and develop a personal philosophical statement with regards to vision, planning, design, and practice of potential, future programs
4. Identify the context of a given adult education program.
5. Describe the different avenues to obtain funding for programs.
6. Design program curriculum and individual lesson plans.
7. Formulate program evaluation plans
8. Identify the budgetary concerns of potential programs.
9. Develop and write a full-length, comprehensive program plan and create and post video presentation of plans and process.

**Course Content:**

* Foundational Knowledge of Adult Education Program Development.
* Interactive Model of Program Planning (IMPP).
* Adult Education Program Contextual Factors.
* Obtaining broad-based Program Support.
* Identifying and Prioritizing Ideas and Needs.
* Developing Program Goals and Objectives.
* Designing Instruction (Curriculum and Lesson Plans).
* Formulating Program Evaluation Plans.
* Selecting Formats, Scheduling, and Staffing Programs.
* Preparing and Managing Budgets.
* Organizing Marketing Campaigns.

**Course Requirements:**

1. *Check-In Posts (10%) – This is a one-time post in the discussion board of CANVAS in which you (a) introduce yourself and (b) post a picture of yourself. Make sure you follow the directions in the discussion post itself to ensure that you fully complete the assignment.* ***Please Read the Instructions in the Canvas Discussion Forum area very carefully to ensure that you answer all of the questions.***
2. Quarterly Reflective Journal Updates: (20%)

\*\*SEE VIDEO IN CANVAS ABOUT JOURNALS\*\*

There will be a one-page, single spaced journal entry due from each member of the class four times during the semester. All Journals will be emailed directly to me via [jonathan.taylor@auburn.edu](mailto:jonathan.taylor@auburn.edu)  unless otherwise noted. Journals will be due, without exception, by **DATES LISTED on Course TO-DO List**, providing reflections on the materials from the previous week.

Please utilize following guidelines:

* 1. APA references are allowed but NOT required.
  2. APA formatting NOT required.
  3. Good spelling, punctuation and syntax are required.
  4. Answer all of the questions in the Journal Guide which can be found in the MODULES area of Canvas under *Course Assignments*.

1. ACTIVE PARTICIPATION FORUM (APF) Posts and Replies (30%)

Each week you will need to substantively answer a APF question(s). The Weekly forums are in the Discussion Board Area of Canvas.

*Due Dates can be found on the To-Do Checklist in Canvas under MODULES and then To-Do Checklist.*

Substantial discussion questions are evaluated based upon the degree of completion. Be mindful of correct grammar, spelling, punctuation, sentence structure and syntax as points taken off for skimpy responses and not fully answering the questions. Your postings need to be respectful and have proper   
etiquette.

To earn all credit for each APF, you must respond to at least four other students’ postings. Students who respond to others and do not post a required assignment do not earn points.

You can feel free to disagree constructively and courteously regarding your own thoughts and ideas as compared to others. Name-calling or attacking another person is not acceptable online classroom behavior. I monitor your participation very closely. Credit not earned for responding and not posting.

**NOTE:** I DO **NOT** TABULATE AND ENTER GRADES FOR APF DISCUSSION POSTS AND REPLIES **UNTIL THE LAST WEEK OF THE COURSE**, BUT CREDIT WILL ONLY BE GIVEN FOR POSTS AND REPLIES MADE WITHIN THE WEEK (SEE TO-DO LIST FOR DATES) THAT THEY ARE DUE.

1. Read/view all posts and videos and complete all minor tasks as requested by faculty along the way (5%).

Throughout the course, there will be a number of short videos posted within Canvas (i.e., Panopto, Youtube, etc.), as well as routinely posted announcements, comments, etc., from the course faculty. It is the responsibility of everyone in the course to watch these videos, read the posts, and respond when appropriate.

1. *Adult Education Proram Plan (Parts I-IV). (35%).*

**Educational Program Plan and Presentation**

A key role of program developers is to propose educational programs to organizations, educational institutions, or potential funding agencies. Program developers are often asked to write a proposal for a program plan before a program can be implemented. The purpose of this learning activity is to develop a program plan for new program that has not yet been developed or implemented. This plan can include a real or imagined context and should address a situation that can be addressed with an educational program for adults. The purpose of this activity is to integrate the practice and theory of educational program planning.

This program plan is a large project and should be submitted in four different sections throughout the semester. This staggered schedule will allow you to develop it more slowly and consistently across the semester and also to obtain constructive feedback along the way.

The four sections are as follows:

**Section I. Introduction**

The introduction includes the following parts:

1. Personal Philosophical Orientation
2. Program Overview (brief)
3. Context of Program

**Section II. Scope of the Program**

The Scope includes:

1. A more full and thorough statement of a “problem” (i.e., needs assessment).
2. A more full and thorough statement of the proposed program as a solution.

**Section III. Structure and Logistics**

The Structure and Logistics includes:

1. Program Objectives (formally stated).
2. Learning Objectives (formally stated).
3. General overview of curriculum.
4. Funding.
5. Facilities.
6. Personnel

**Section IV. Reflections, Revisions, and Additions**

Reflections, Revisions, and Additions includes:

1. Any *additions* from feedback on sections 1-3.
2. Any *revisions* from feedback on sections 1-3.
3. Reflections and Conclusion (draw the whole project together in a formal conclusion to the proposal).

***Length and Format (Total Paper – Sections I-IV).***

1. APA (6th) format.
2. Approximate Length 12-20 pages, not including cover and references. \*\*

\*\*I have provided a general guideline for length in an effort to reduce stress by sharing a general benchmark. However, I do **not** take length into account in grading these papers. What I do look at is the actual content of each section. A short paper that includes everything that should be in a program proposal (in accordance with the text), will earn a higher grade than a long paper that omits important portions. Focus on the content rather than the length.

**Presentation (Posted Video)**

Presenting a proposal to organizational committees, funders, administrators, policy makers and other program developers is an important aspect of program development. You will prepare a presentation based on the proposal you developed. The purpose of the presentation will be to convince others that your program deserves to be implemented and/or funded. The class will be your audience and will play the role of the policy maker, administrator of your organization, or department head. Your goal is to present a convincing presentation on the value of your program proposal. Specific instructions will be available in the MODULES area (labeled: Course Assignments) area of Canvas. The presentation should be about 10 minutes, digitally recorded, and posted in the designated Discussion Forum.

\*After video posting deadline, all participants in the course should watch each participant’s videos and provide brief, constructive feedback.

**Grading and Evaluation:**

The final class grade will be based on the following:

Check-In Posts – 10%

Quarterly Reflective Journal Updates – 20%

Discussion Post and Response – 30%

View/Read all posts & complete minor posted assignments during course – 5%

Program Planning Paper – 35%

The following grading scale will be used.

* + 1. = 90% - 100%
    2. = 80% - 89.9%
    3. = 70% - 79.9%
    4. = 60% - 69.9%

F = 59.9% or lower

**Class Policy Statements:**

1. Students are expected to check Canvas every week and participate in all online exercises. Should a student be unable to complete a weekly assignment on Canvas, the student should contact the course instructor immediately before missing the assignment.

1. **Assignment Submission:** 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 only. Written documentation is required for an absence to be excused. Please refer to the Auburn University Student Policy eHandbook [http://www.auburn.edu/student\_info/student\_policies)](http://www.auburn.edu/student_info/student_policies) for guidelines on "Academic Regulations." Make-up of missed work must be scheduled within 7 days of the missed due date.

Late assignments will be accepted within one week (7 days) of due date for unexcused absences; however, 25% of the possible points will be deducted prior to grading. Students are responsible for initiating arrangements for missed work due to excused and unexcused absences.

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1. 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>

1. 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.

1. 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

1. **Disability** **Accommodations:**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to schedule an in person or phone meeting to discuss the needed accommodations during the first two weeks of class. You will not be able to use your accommodations until you meet with me in person or via phone.

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

1. **Justification for Graduate Credit:**

Following the course requirements, participants are required to independently research topics related to the history, definition, providers, program areas and future of adult education. All assignments are designed to enhance the participants’ knowledge of the background of adult education and application of their understanding to providers and programs. Individual research projects encourage the participants’ evaluation of the nature of the adult learner in relevant adult education environments.