

Curriculum and Program Planning in Adult Education ADED 7060

Auburn University
Educational Foundations, Leadership, and Technology Department
Summer - 2010

Class Time: Tuesday 5:00 - 8:50 p.m.

Location: Duncan 112

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

1. **Course Number:** ADED 7060
Course Title: Curriculum and Program Planning in Adult Education
Credit Hours: 3 semester hours
Prerequisites: None

2. **Date Syllabus Prepared:** May 2010

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

Beebe, S., Mottet, T., & Roach, K. (2004). *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. **Course Objectives:**

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

- describe the history, philosophy, and principles influencing the adult development and training field
- describe the organization, situation, plan, and evaluation of an adult education / training program

- collect and use needs assessment data from various sources to plan and evaluate education programs
- develop a plan to organize and implement an education program in the area of specialization
- conduct a job analysis for planning and evaluating an adult education program
- develop goals and objectives for an adult education program
- prepare a course of instruction / lesson plan for an adult education program
- develop a recruitment and support plan
- develop a program evaluation plan for an adult education program
- identify, analyze and appropriately use factors to enhance the training environment

6. Course Content:

Tentative Outline (subject to change as needed)

Meeting 1 – May 25

Welcome! Introductions, Syllabus, & Class Requirements

Meeting 2 – Jun 1

Overview of Adult Education & How Adults Learn

Meeting 3 – Jun 8

Due: Description of the Organization & Situation Analysis Summary

Analyzing Needs, Learners, Work Settings, and Work

Meeting 4 – Jun 15

Establishing Performance Objectives and Performance Measurements

Meeting 5 – June 22

Establishing Appropriate Training Methods

Meeting 6 – Jun 29

Delivering the Instruction Effectively

Meeting 7 – July 6

Research and Study – Work on Curriculum Project

Meeting 8 – July 13

Delivering the Instruction Effectively

Meeting 9 – July 20

Assessing Learning Outcomes and Programs

Meeting 10 – July 27

Projects Due, Evaluation & Wrap Up

7. Requirements and Course Evaluation:

1. Group Chapter Presentation (Beebe, Mottet, & Roach) 30% - 30 points
2. Project: Program Model 50% - 50 points
Each student will be required to complete a curriculum project as accomplished throughout the course, including a current Resume. Further guidance will be provided.
3. Professional Organization Attendance 20% - 20 points
Required to attend a professional / community association meeting.

The following grade scale and points will be used:	90 - 100% / 90-100 points	=	A
	80 - 89% / 80-90 points	=	B
	70 - 79% / 70-79 points	=	C
	60 - 69% / 60-69 points	=	D
	Below 60% / >60 points	=	F

8. Class Policy Statements:

Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Honesty Code: The University Academic Honesty Code and the Tiger Cub rules and regulations pertaining to cheating will apply to this class.

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

Students are expected to attend all class meetings and participate in all classroom exercises. Students are responsible for initiating arrangements for missed work due to excused absences.

9. Methodology:

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, 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 - 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.