

ADED 7066

**Curriculum and
Program Planning**

Summer 2016

**Educational Foundations,
Leadership and
Technology
College of Education**

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COLLEGE OF EDUCATION



Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



AUBURN
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Auburn University is an equal opportunity educational institution/employer

Curriculum and Program Planning in Adult Education
ADED 7066
Auburn University
Educational Foundations, Leadership, and Technology Department
Summer - 2016

Instructor: Dr. Maria Martinez Witte
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1. **Course Number:** ADED 7066
Course Title: Curriculum and Program Planning in Adult Education
Credit Hours: 3 semester hours
Prerequisites: None

2. **Date Syllabus Prepared:** May 2016

3. **Texts:**

Beebe, S., Mottet, T., & Roach, K. (2013). *Training and development: Communicating for success*. New York: Pearson.

Additional Resources – Not Required Texts:

1. Caffarella, R. (2002). *Planning programs for adult learners*. San Francisco: Jossey-Bass.
2. 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 – Week of May 23

Welcome! Introductions, Syllabus, & Class Requirements

Chapter 1: Introducing Training

Meeting 2 – Week of May 30

Holiday – Memorial Day – No Class – Work on Curriculum Project, as needed

Meeting 3 – Week of Jun 6

Overview of Adult Education & How Adults Learn

Chapter 2: How Adults Learn

Meeting 4 – Week of Jun 13

Analyzing Needs, Learners, Work Settings, and Work

Chapter 3: Conducting a Needs Assessment / Task Analysis

Meeting 5 – Week of June 20

Establishing Performance Objectives and Performance Measurements

Chapter 4: Developing Training Objectives

Meeting 6 – Week of June 27

Establishing Performance Objectives and Performance Measurements

Chapter 5: Developing Training Content

Meeting 7 – Week of July 4

Holiday – Independence Day – No Class – Work on Curriculum Project, as needed.

Meeting 8 – Week of July 11

Establishing Appropriate Training Methods

Chapter 6: Training Methods

Chapter 9: Developing Training Plans

Delivering the Instruction Effectively

Chapter 8: Using Presentation Aids

Chapter 10: Delivering the Training Session

Meeting 9 – Week of July 18

Assessing Learning Outcomes and Programs

Chapter 11: Assessing Learning Outcomes

Meeting 10 – Week of July 25

Presentations and Projects Due

7. 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

2. 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.

3. Presentation of Curriculum Project

10% - 10 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 point = F

8. 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 http://www.auburn.edu/student_info/student_policies/ 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