

WED 586—DEVELOPING PROGRAMS FOR THE ADULT LEARNER

Spring, 2009

Saturdays, 8 a.m.-4 p.m.

January 10 & 11th, January 24th & 25th, February 7th & 8th, and February 21st & 22nd

INSTRUCTOR INFORMATION

Faculty: Dr. Cynthia Sims
Office: PUL 217d
Phone: 618-453-1976
Office Hours: Tue. & Wed. 12-3 p.m., and by appointment
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COURSE DESCRIPTION:

Overview of current organizational patterns of adult programs and analysis of program delivery systems. Students will develop advanced skills in planning and designing programs for adults in workforce education environments. Prerequisite: WED 486. Restricted to WED majors or consent of Department.

COURSE GOALS:

1. Understand the development, marketing, management, and evaluation of educational programs for adults.
2. Understand methods of delivery that address various adult learner needs.
3. Understand the dynamics involved with the program planning process for adult learners.
4. Analyze and critique various continuing and adult education programs related to workforce education.
5. Develop a continuing or adult education program.

COURSE TOPICS AND OBJECTIVES:

(5%) Adult Development Theories--Review

- Summarize the various adult developmental theories
- Describe the adult learning process and factors affecting it.

(5%) Adult Education Delivery Systems

- Describe various environments in which adult education is provided for workers.
- Analyze the effective delivery of education in those environments.

(30%) Adult Program Planning Process

- Define the systematic procedure to use in planning programs for adults.
- Identify factors that influence the planning process and the level of support for the program.
- Identify sources and prioritization of ideas and needs for education and training programs.
- Develop program objectives.

(35%) Adult Program Instructional and Transfer-of-Learning Plans

- Develop learning objectives, select and organize learning content.
- Select and design instructional techniques considering the learner’s learning style and identify needed resources.
- Design instructional assessment strategies.
- Develop plans for learning transfer and methods for assessing transfer.

(10%) Program Evaluation

- Develop plans to evaluate delivery of an adult education program using identified criteria.

(15%) Delivering the Proposed Adult Program

- Devise plans to:
 - Communicate the proposed program to key individuals and groups.
 - Select program formats, schedules and staff needs
 - Prepare budgets and marketing plans
 - Coordinate facilities and on-site events

REQUIRED TEXTBOOK

Caffarella, R. S. (2002). *Planning programs for adult learners*. San Francisco: Jossey-Bass.

COURSE READINGS

The professor will provide articles for further exploration of course concepts. Students will also be required to find articles and resources for projects and presentations.

ASSIGNMENTS

Attendance

Readings and In-class Exercises (2)

Adult Population 3-Page Paper & Presentation (10 min.)

Adult Program Director Interview E-Learning Assignment

Final Project-Deliver a Program for Adult Learners (45 min.)

POINTS DUE

160 (20 per class)

40 (20 pts. each)

100 (due 2nd weekend)

200 (due 3rd weekend)

500 (100 for presentation)

Total Points 1000

A=930+ B=929-860 C=859-790 D=789-720 F=719 and below

FINAL ASSIGNMENT

Although the class ends on the 4th weekend and culminates with the delivery of student projects, the Final Project is **not due until the last week of the semester**.

GRADING POLICIES

To receive a grade of A, the assignment must be submitted on time. Grades that are within 1 or more points of the next higher grade will not be increased. Grades are based on points, not percentages.

OTHER POLICIES

1. Attendance points are recorded at the beginning of class and reviewed for participation. Students are not allowed to miss more than one full day of class in order to complete this weekend course, even if you notify the instructor ahead of time or during class.
2. You may miss 1/2 class **without** a doctor's note and not have points deducted. Missing class for your job is **not** an excused absence and will result in missed points. Asking for permission to miss class or leave early **does not** constitute an excused absence. Participation during the E-learning weekend is also mandatory.
3. Laptops are not allowed unless a student has a letter from the Office of Disabilities stating one is needed for note-taking or other purposes.
4. It is **each student's responsibility** to get class information from classmates when s/he misses a class. The professor will not repeat lectures during office hours.
5. Hard copies of assignments are required; you may e-mail them in **emergency situations** for timeliness only. **A hard copy is still required** by the next class period.
6. Students will not be allowed to make up in-class assignments if a class is missed unless there is documentation of an emergency.

STUDENTS WITH DISABILITIES/NEEDING ACCOMMODATIONS

Any student with a disability that may require reasonable accommodations (seating, hearing, testing, reading, etc.) should contact me early in the course for assistance.

ACADEMIC HONESTY

Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Unauthorized copying of software and violation of copyright laws are also serious infractions. Each will result in the grade of an F and report to the department chair.

EMERGENCY PROCEDURES:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.