

EADU 7030*

Program Development in Adult Education

Master's of Adult Education Degree Program, Summer 2008

Note: Parts of the content and format of this course were designed by Dr. Ronald Cervero

Instructor:

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Location:

WebCT address: <http://webct.uga.edu>

Schedule:

Classes will run in one or two-week sessions beginning May 13, 2008 through July 28, 2008. Your assignments for each session are located in the Course Content icon on the homepage of the WebCT course.

Course Description:

Guided study and practice in developing educational programs for adults in selected institutions. Includes identifying needs, establishing objectives, and critically designing and evaluating programs in continuing education.

Texts:

Cervero, R.M. & Wilson, A.L. (2006). *Planning responsibly for adult education: A guide to negotiating power and interests*. San Francisco: Jossey-Bass.

Caffarella, R.S. (2002). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers (2nd ed.)*. San Francisco: Jossey-Bass.

Articles: You can find these on reserve with the UGA library.

Cervero, R.M. & Wilson, A.L. (1996). *Management education at the Phoenix Company*. Athens, GA: The University of Georgia, Department of Adult Education.

Cervero, R. (1994). Evaluating workshop implementation and outcomes. In T.J. Sork (ed.), *Designing and implementing effective workshops*. (pp. 55-67). *New Directions for Adult and Continuing Education*, 22. San Francisco: Jossey-Bass.

Cervero, R.M. & Wilson, A.L. (1994). The politics of responsibility: A theory of program planning practice for adult education. *Adult Education Quarterly*, 45, 249-268.

Cervero, R.M. & Wilson, A.L. (1998). Working the planning table: The political practice of adult education. *Studies in Continuing Education*, 20, 5-21.

Course Goals:

Upon completion of this course you will be able to:

1. Understand how social and organizational contexts affect planning of educational programs.
2. Develop a process to define the needs that stakeholders have for the program.
3. Develop program and learning objectives that specify the expected outcomes of the program.
4. Develop an instructional program that is effective for adult learners.
5. Develop the financing and marketing components of the program.
6. Develop an evaluation process to assess the program and learning objectives.
7. Articulate an integrated perspective of what matters for planning educational programs.

Course Topics:

- May 13- May 25: Introduction to the course, other participants, and overview of syllabus
Guidelines for writing your planning story
What is good program planning? “Management at the Phoenix Company” theoretical perspectives
- May 26- June 8: Understanding the social and organizational contexts for program planning
- June 9- June 15: Negotiating the needs for the program
- June 16- June 22: Negotiating the program and learning objectives
- June 23- June 29: Negotiating the development of the instructional program
- June 30- July 6: Negotiating the financing and marketing of the program
- July 7- July 13: Negotiating the evaluation of the program
- July 14- July 20: What is good program planning revisited
- July 21- July 27: Final Project

Course Organization in WebCT

The course is divided into segments and each part is located within an icon on the Homepage of your WebCT course. You will find your course assignments within the Course Content icon. Each one or two-week session contains a short overview of the topics, your discussion area assignments, your readings, and your written assignments with due dates.

Course Procedures and requirements: (2 parts)

- Part 1:** One part of your course assignment is to construct and analyze a written plan for developing an educational program for adults. The program must meet two conditions:
1. it must be an **educational** program for adults that you have already planned or are now planning and
 2. the planning must have been within an **organizational or social** context that involves other people.

It is not important that your planning went well since we can usually learn more from making mistakes than from doing things well. What is important is that you:

- describe the decisions you made, and

- critique those decisions

Your final project is a document containing eight sections (see below). Sections one through seven will comprise a detailed program description and analysis and section eight will be a paper where you synthesize your thoughts about what good program planning is. Drafts of sections one through seven will be turned in on the dates listed below. The finished document is due no later than **July 27, 2008 at 11 pm**. Each section should respond to questions detailed in each section's assignments. The questions are intended to prompt you to explain the reasons behind the planning decisions you made. The final document should be organized so that each section is clearly identified.

At the end of each one or two-week session a written assignment or part of the "Final Project" will be due and should be sent electronically as an attachment through e-mail. (see course requirements). All papers should follow the American Psychological Association (APA) Guidelines for citations and reference lists.

Section	Due Date
1. Planning story (draft)	May 25, 2008, 11 p.m.
2. Organizational/social context (draft)	June 8, 2008, 11 p.m.
3. Needs (draft)	June 15, 2008, 11 p.m.
4. Program and learning objectives (draft)	June 22, 2008, 11 p.m.
5. Instructional program (draft)	June 29, 2008, 11 p.m.
6. Financing and marketing (draft)	July 6, 2008, 11 p.m.
7. Evaluation plan (draft)	July 13, 2008, 11 p.m.
8. Your planning advice	July 20, 2008, 11 p.m.
Final Project	July 27, 2008, 11 p.m.

Part 2: At the beginning of each one or two-week session, topics for discussion will be posted on the bulletin board. Since we have no on-campus class meetings, this is a very important aspect of the course. This is where we will express our ideas and reactions to the readings for each particular session. You should have **at least 4 meaningful and well-thought out postings per week**. I would suggest that you check into the course and your e-mail both morning and evening to avoid falling behind in the discussions and issues that arise during the course. Topics for discussion will be posted on the bulletin board in the discussion section of WebCT which you can locate by clicking the discussion icon on the homepage of EADU7030.

The first two week session is divided into three different assignments. We will discuss the case study of the Phoenix Company, we will look at the historical program planning models found in your readings, and then examine and discuss the models of Cafferella and Cervero and Wilson. (Directions on how we will do this are included in your first session assignment located in the Course Content icon) The Phoenix Company case is a real life example of what can and often happens in planning situations and the case will provide us with a good starting point for discussions throughout the course.

Grading Process:

- Section one (program description) and each first draft that is turned in on time receives **five points** toward your final grade (Late papers receive two point). Each paper will also receive a written feedback. If you have not submitted a paper, you will not receive any points.
- Final drafts may be rewritten or resubmitted unchanged.
- The quality and quantity of your online responses determine your grads. Each response should reflect your knowledge and understanding of the subject matter and show a willingness to engage in “educational communication” with your classmates. No fewer than four “postings” per week should be made in the discussion areas, however, you are encouraged to make as many as want since this will be our primary means of communication.

Sections:

Points

On-time drafts of sections 1 through 7 (5 points each)	35
Weekly on-time postings for discussion	20
Final paper (all eight sections)	30
Final Essay (your advise on program planning)	15

Grading criteria and standards:

Criteria:

- Did you address the questions?
- Did you consider the readings in answering the questions?
- How well organized is your response?

Standards:

“A” = 91 to 100

“B” = 81 to 90

“C” = 71-80

My policy is not to give a grade of “I” (incomplete) except in the rare case of a medical emergency. You should turn in whatever you have written on the due date and your grade will be based on that document.

Persons with Disabilities: I am committed to doing whatever is necessary to make this learning experience as fulfilling as possible for people who have special need due to a disability. If there is anything I can do, please take the time to discuss your concerns with me early in the semester. Please know that anything you discuss with me in this regard will be held in the strictest confidence. You may also contact the UGA Department of Disability Services Adaptive Technology Resource Center.