

Syllabus

EADU 7030

Program Development in Adult Education
The University of Georgia – Athens, Georgia

Spring 2009

Dr. Glenn Palmer

Master's of Adult Education Degree Program

Sections of the content and format of this course were designed
by Dr. Ronald M. Cervero

Course Instructor and Contact Information

Instructor:

Glenn Palmer, Ed.D.

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Course:

Program Development in Adult Education

EADU 7030

Credit Hours: 3.

Prerequisite: Graduate Standing

Location:

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

Office Hours: Open --- Anytime before 10 P.M. EST
404-374-6222 (Cell)
gapalmer@uga.edu

Schedule:

Classes will run in two-week sessions (Sessions) beginning August 18th, 2008 through December 17th, 2008. Your assignments for each two-week 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. (2005). Working the planning table: Negotiating democratically for adult, continuing and workplace education. 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, no. 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 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 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: 1) describe the decisions you made, and 2) 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 **(See Schedule below)**. Each section should respond to questions detailed in each sections' 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 two-week session (*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 Guidelines for citations and reference lists.

Click on "COURSE CONTENTS" on my WebCT site to access the assignments for each SESSION.

Part 2: At the beginning of each 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 two-week 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 can receive a maximum of Five points toward your final grade (Late papers can only receive a maximum of Two points). Each paper will 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 three "postings" per week should be made in

the discussion areas, however, you are encouraged to make as many as you want since this will be our primary means of communication.

Sections: Points

Items	Points
On-time drafts of sections 1 through 7 (5 points each) (Five points per draft (Late papers receive Two points))	35
Weekly on-time postings for discussion	20
Final Paper (all eight sections)	30
Final Essay (Your advise on program planning)	15
TOTAL POINTS	100

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?

Grading is based on 100 possible “course points” using the following scheme:

95-100 points	A
91-94 points	A-
88-90 points	B+
85-87 points	B
81-84 points	B-
78-80 points	C+
75-77 points	C
71-74 points	C-

61-70 points	D
60 points & below	F

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.

General Writing Guidelines for Assignments

- Double-space type all academically written material (i.e. research papers, literature reviews, etc.).

- Use business writing style as needed (when writing is stylized to appeal to stakeholders in the organization you are working with). Business writing is generally single-spaced with an appropriate use of headers, bullets and blank space that enhances the communication of your message. Even when using "business style," it is still expected that you will follow APA (American Psychological Association) Manual rules. There is some guidance on the website, but it is also advisable to purchase the APA 5th Edition style manual.

- Follow the APA Manual, 5th Edition for style and citation guidelines.

- Use inclusive language (that means avoiding the exclusive use of masculine pronouns when referring to men and women) in your writing.

- Do not use slipcover or protector pages on written work. It makes providing written feedback difficult.

- Ensure that the quality of your written work reflects the quality of your paper's content. Correct grammar and spelling errors, as well as awkward or unclear sentences and paragraphs before the final paper is submitted.

- Quality written assignments generally meet the following criteria:
 - Includes the title and name of the author at the beginning of the paper.
 - Clearly identifies the question being addressed or the purpose of the paper.
 - Provides an overview of the structure and organization in the introductory section of the paper.
 - Defines key terms, concepts and slogans.
 - Gives examples when they enhance the understanding of the concept being discussed.
 - Applies theory from the assigned readings or elsewhere.
 - Demonstrates the ability to self-reflect and discover core values and beliefs.
 - Considers implications and/or consequences.
 - Provides a strong summary and conclusion

COURSE SCHEDULE

Sessions	Activities	Assignments
<p style="text-align: center;">Session #1</p> <p>Jan 12 – 16 Jan 19 – 23</p>	<ul style="list-style-type: none"> • 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 	<p style="text-align: center;">Planning Story: (Part 1) Due – Jan 25 2009</p>
<p style="text-align: center;">Session #2</p> <p>Jan 26 – 30 Feb 02 – 06</p>	<ul style="list-style-type: none"> • Understanding the social and organizational contexts for program planning 	<p style="text-align: center;">Written Assignment: Part 2 (Draft, due February 08, 2009)</p>
<p style="text-align: center;">Session #3</p> <p>Feb 09 – 13 Feb 16 – 20</p>	<ul style="list-style-type: none"> • Negotiating the needs for the program 	<p style="text-align: center;">Written Assignment: Part 3 (Draft due February 22nd 2009)</p>
<p style="text-align: center;">Session #4</p> <p>Feb 23 – 27 March 02 – 06</p>	<ul style="list-style-type: none"> • Negotiating the program and learning objectives 	<p style="text-align: center;">Written Assignment: Part 4 (Draft due March 8th 2009)</p>
<p style="color: green;">Spring Break</p> <p style="color: green;">March 9 -- 13</p>		
<p style="text-align: center;">Session #5</p> <p>March 16 – 20 March 23 – 27</p>	<ul style="list-style-type: none"> • Negotiating the development of the instructional program 	<p style="text-align: center;">Written Assignment: Part 5 (Draft due March 29th 2009)</p>
<p style="text-align: center;">Session #6</p> <p>March 30 – April 03 April 06 – April 10</p>	<ul style="list-style-type: none"> • Negotiating the financing and marketing of the program 	<p style="text-align: center;">Written Assignment: Part 6 (Draft due April 12th 2009)</p>
<p style="text-align: center;">Session #7</p> <p>April 13 – 17 April 20 -- 24</p>	<ul style="list-style-type: none"> • Negotiating the evaluation of the program 	<p style="text-align: center;">Written Assignment: Part 7 (Draft due April 26th 2009)</p>
<p style="text-align: center;">Session #8</p>	<ul style="list-style-type: none"> • Written Assignment: Final Project: (Due: May 1st 2009) 	

	<ul style="list-style-type: none"> • Written Assignment: Essay (7 to 10 pages) (Due May 7th 2009) 	
	<p>Final Project:</p> <p>Educational Program For Adults</p> <ul style="list-style-type: none"> • Your final project is a document containing six sections of the by-weekly assignments. • The final document should be organized so that each section is clearly identified. 	<p>Written Assignment: Final Project:</p> <p>(Due: May 1st 2009)</p>
	<p>Essay (7 to 10 pages)</p>	<p>Written Assignment: Essay (7 to 10 pages) (Due May 7th 2009)</p>