

Program Development in Adult Education (EADU 7030)
Fall 2009
Master's of Adult Education Degree Program

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

Instructor:

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Course Location:

E learning commons: <http://elc.uga.edu/>

Schedule:

Classes will run in two-week sessions (Sessions) beginning August 17, 2009 through December 8, 2009. Your assignments for each two-week session are located in the Course Content icon on the homepage of the 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:

Working the Planning Table: Negotiating Democratically for Adult, Continuing and Workplace Education (2006). Ronald M. Cervero & Arthur L. Wilson ISBN # 0787962066

Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers, and Staff Developers, 2nd Edition (2002) Rosemary S. Caffarella ISBN # 0787952257

Articles that will be distributed during the course:

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 Topics:

Session #1

**August 17, 2009 –
August 30, 2009**

- 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

Session #2

**August 31, 2009-
September 13, 2009**

- Understanding the social and organizational contexts for program planning

Session #3

**September 14, 2009 –
September 27, 2009:**

Negotiating the needs for the program

Session #4

September 28, 2009 –

October 11, 2009

- Negotiating the program and learning objectives

Session #5

October 12, 2009 –

October 25, 2009

- Negotiating the development of the instructional program

Session #6

October 26, 2009 –

November 8, 2009 (Fall Break: October 31, 2009)

- Negotiating the financing and marketing of the program

Session #7

November 9, 2009 –

November 30, 2009

- Negotiating the evaluation of the program

Session #8

November 30, 2009 –

December 8, 2009

- What is good program planning revisited

Course Organization

The course is divided into segments and each part is located within an icon on the Homepage of your 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 **December 8, 2009 at 11:00 PM**. 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 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.

Section Due Date

1. Planning story (draft) August 30, 2009, 11 p.m.
2. Organizational/social context (draft) September 13, 2009, 11 p.m.
3. Needs (draft) September 27, 2009, 11 p.m.
4. Program and learning objectives (draft) October 5, 2009, 11 p.m.
5. Instructional program (draft) October 24, 2009, 11 p.m.
6. Financing and marketing (draft) November 8, 2009, 11 p.m.
7. Evaluation plan (draft) November 29, 2009, 11 p.m.
8. What is good programming revisited
9. Final Project (Due December 8, 2009)

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 3 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 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 points). Each paper will receive a written feedback. If you have not submitted an 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 grades. 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.

Section Points:

Items:	Points:
Five points per draft (late paper 2 points)	35
Weekly on-time postings for discussions:	20
Final Paper (all 8 sections)	30
Final Essay (your program planning advice)	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.