

EADU 7030: Program Development in Adult Education Fall 2006

Course Description and Goals

This course is a guided study and practice in developing educational programs for adults in selected institutions. This includes identifying needs, establishing objectives, and critically designing and evaluating programs in continuing education.

Upon completion of this course participants should be able to:

1. Understand how social and organizational contexts affect planning of educational programs.
2. Assess stakeholders' needs for the program.
3. Determine the program's educational, management, and political objectives.
4. Develop the program's instructional design and implementation.
5. Negotiate the organization and operation of the program.
6. Develop formal and/or informal evaluation processes to assess the program and learning objectives.
7. Articulate an integrated perspective of what matters for planning educational programs.

Texts and Articles

Cervero, R. M., & Wilson, A. L. (In Press). **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.

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 Topics

Module 1 **August 17 - August 30**

- Introduction to the course, participants, and overview of the course
- What is good program planning? "Management at the Phoenix Company"
- What is good program planning? Theoretical perspectives
- Guidelines for selecting and writing your Planning Story

Module 2 **August 31 - September 13**

- Understanding the social and organizational contexts for program planning

Module 3 **September 14 - September 27**

- Negotiating the Needs for the Program

Module 4 **September 28 - October 11**

- Negotiating the Program's Educational, Management, and Political Objectives

Module 5 **October 12 - October 25**

- Negotiating the Program's Instructional Design and Implementation

Fall Break -- Enjoy!

Module 6 **November 2 - November 15**

- Negotiating the Organization and Operation of the Program

Module 7 **November 16 - November 29**
(Thanksgiving Break - 11/22-24)

- Negotiating the Program's Formal and Informal Evaluation

Module 8 **November 30 - December 6**

- What is good program planning? Revisited

Assignments

Assignment 1

Educational Program for Adults: Written Plan and Analysis

This assignment requires you to describe and analyze each stage of the planning process with regard to an educational program for adults. The program must meet two conditions:

- a. The program must be an educational program for adults that you have already planned or are currently planning, and
- b. The planning must have been within an organizational or social context that involves other people.

It is not important that the planning went well, since we usually learn more from making mistakes than from doing things perfectly!

For this assignment, you will describe the decisions you made and critique those decisions. This assignment will be completed in sections, and section drafts will be due at the end of each two week module as listed in the schedule below. Together, all sections, plus a synthesis of your thoughts on the question, "What is good program planning?" will be your final project due December 11 at 11:00pm. Specific instructions for each section are available in the Course Content area here in WebCT.

Section Due Dates

1. Your planning story (draft)	August 30, 11pm
2. Organizational/Social Context (draft)	September 13, 11pm
3. Needs (draft)	September 27, 11pm
4. Objectives (draft)	October 11, 11pm
5. Instructional Design (draft)	October 25, 11pm
6. Organization & Operation (draft)	November 15, 11pm
7. Formal & Informal Evaluation (draft)	November 29, 11pm
Final Project , including sections 1-7 above plus your planning advice, a synthesis of your thoughts on the question, "What is good program planning?"	December 11, 11pm

Assignment 2

Participate in Class Discussions

During each two-week module, we will share our ideas and reactions to the readings on the WebCT discussion board. You should have at least four meaningful and well-thought-out postings per week. It is a good idea to check the discussions at least once per day to avoid falling behind. Topics for discussion will be posted in the Course Content area of WebCT as well as on the discussion board.

Grading Process

Assignment 1

Educational Program for Adults: Written Plan and Analysis

- Section one (Your Planning Story) turned in on time on August 30 is worth 2 points. (If it is turned in late, it is worth 1 point).
- Between September 13 and November 29 you will be turning in drafts of sections two through seven. Each first draft that is turned in on time automatically receives two points toward your final grade (If you turn in a paper late, you will earn one point). Each paper will also receive a provisional grade (on an 8 point scale) and written feedback. For the Final Project, sections two through seven may be rewritten or resubmitted unchanged. Rewritten sections will be re-graded a second time. If you choose not to rewrite a section, the provisional grade will stand.

- In addition to sections one through seven, the Final Project will include your planning advice, a synthesis of your thoughts on the questions, "What is good program planning?" Your planning advice will be turned in as a final draft only (no provisional grade given) and is worth 10 points. You will have the opportunity to discuss your planning advice in our WebCT discussions area.

Assignment 2

Participate in Class Discussions

- Participation in class discussions is worth up to 4 points per module.
- Your participation grade for each module will depend upon the quality and quantity of your postings. You should post at least four meaningful and well-thought-out messages per week, more if you wish.
- It is a good idea to check the course discussions at least once per day to avoid falling behind.
- If you will be unable to check the discussions for 48 hours or more, please let us know. I will do the same!

Overview of Points Available

Assignment	Points
On-time, thoughtful participation in class discussions (4 points per module)	28
On-time drafts of sections 1 to 7 (2 points each)	14
Final paper (all eight sections) Section 1 (Planning Story) = 0 points Sections 2 - 7 (8 points each) = 48 points Section 8 (Your planning advice) = 10 points	58
Total Points:	100

Grading Criteria

Criteria on which your papers and discussion postings are graded:

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

Grading Scale

A	93-100
A-	91-92
B+	89-90
B	83-88
B-	81-82
C+	79-80
C	73-78
C-	71-72

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.

Instructor Information

Sherry Ann Clouser, Ed.D.
Coordinator of Instructional and Distance Technologies
Center for Teaching and Learning
University of Georgia
Voice: (706) 542-0525; Fax: (706) 542-6587
E-mail: sac@uga.edu or via the WebCT Course Mail tool (preferred)

Communicating with Sherry:
By telephone - 9am-5pm
By e-mail or WebCT mail - anytime, allow 24 hours for response
By WebCT discussions - anytime, allow 24 hours for response

7030 Online Frequently Asked Questions

What's a learning community?

The instructor considers this course an opportunity to form a learning community where students and the instructor may collaborate and generate knowledge together. This can be accomplished within the course environment we have started in WebCT, but it cannot be done without each participant's attention. Students cannot pass this class without participation in the online discussion.

How often should I log on to the WebCT course?

Attendance and online presence are required for this class. Students are expected to log on at least four times per week (once per day is better) and contribute to class discussions

online. Simply saying "hello" or "I agree" is not considered a substantive contribution. Students must support their position when posting to the discussion.

What's a post?

A post is a message in the Discussions area. It is simply your part of the conversation about a particular topic. A post may be a question, response to a question, or a comment.

How long should my posts be?

A post can be as long as you like, however it is best to keep it short and succinct. This makes your post easier for others to read and respond to. A good general rule is 250 words or less. You may wish to compose your posts in a word processor then copy and paste to a discussion message.

What is "netiquette"?

Netiquette refers to how you participate in online exchanges. Here are some examples of good netiquette:

- Check the discussion frequently and respond appropriately and on topic.
- Focus on one subject per message and use meaningful subject lines when beginning new messages.
- Use appropriate sentence case and capitalize additional words only to highlight a point. Capitalizing otherwise is known as shouting.
- Be professional and respectful in your online interaction.
- Cite all quotes, references, and sources.
- Ask permission before forwarding a class message to someone outside of the class.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Text formatting and emoticon symbols such as :-) or ;-) will let others know when you are being humorous.
- The class discussion area is not an appropriate place for forwarding ads, chain letters, or other unrelated e-mail.

Do I need anything special to use the course?

You will need a Web browser, like Netscape Navigator or Internet Explorer, and an Internet connection to access the WebCT component of the course. See <http://www.uga.edu/browsertest> for instructions on setting up your browser.

What should I do if I have technology problems?

The problem might originate from several possible sources. The internet connection might be down temporarily, the WebCT server might be offline, or the computer you are using may have a problem. If it's an internet problem, there's not much we can do. If the WebCT server is offline, someone at Enterprise Information Technology Services (EITS) will have to help. If it's a problem with the computer and you are working in a lab, ask the lab manager to help. If you are not sure what to do, contact Sherry or call the EITS help desk at 706.542.3106.

How can I get in touch with Sherry?

The best way to contact me is via the Course Mail tool here in WebCT, but you are welcome to call me at any time. My office phone number is 706-542-0525.

How do I turn in a project section?

First, you should save your document in Microsoft Word format. You can do this from most word processors by selecting the Save As command from the File menu. Next, use the mail tool in WebCT to turn in each section of your project. Compose a new mail message, then select the Attach button to attach your file.

How will I receive feedback about project sections?

You will receive feedback via the mail tool in WebCT.

Accessibility

I am committed to doing whatever is necessary to make this learning experience as fulfilling as possible for people who may have special needs due to a disability, whether visible or invisible. If there is anything I can do -- such as providing materials in alternative formats, assuring physical access to class sessions, or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities -- please take time to discuss your concerns with me early in the semester. Then we can work together to make the necessary accommodations for you. Please know that anything you discuss with me in this regard will be held in strictest confidence.