Sam Houston
STATE UNIVERSITY

CIED 6394: DEVELOPING CURRICULUM FOR ADULTS
SPRING, 2018

*CIED 6394 is a required course for Adult Education Certificate and a
course in the Master of Education in Curriculum and Instruction program*

College of Education, Department of Curriculum and Instruction

Instructor: Dr. Jalene Potter
Teacher Education Center # 246
P.O. Box 2119 Huntsville, Texas 77341
Phone: (936) 294-1143
jpp015@shsu.edu   Skype: jalene.potter
Office hours: M 8-1 (email to schedule) and by appt

Class Format: This course is an online class thus there is no set time or date of meeting. You may be required to "meet" online with your team members at a determined time based on your needs and schedules to accomplish the necessary tasks and assignments. The content of this course is delivered online using Blackboard and other Web 2.0 tools. In addition, course concepts are learned through self-study, online peer/group discussions and responses, as well as individualized professor comments.

> **Class day and time:** online
> **Class location:** online

Course Description: This course is designed to get educators to examine principles of adult learning, factors affecting curricular design for adults, curriculum planning, implementation, and outcome evaluation. Candidates will design and implement a training for adult learners.

Textbooks: Journal articles; videos; book chapters

American Psychological Association. (2009). *Publication manual of the American Psychological Association.*
Sixth Edition. Washington, D.C.: American Psychological Association.

Course Objectives: The following objectives will be met during this course:
1. Articulate common characteristics of adults who are actively engaged in various types of learning, whether in formal settings or less formal ones.
2. Examine common theories of adult development and the research to support those theories.
3. Comprehend and apply curriculum principles, concepts, models, and perspectives.
4. Describe processes for planning, delivering, and evaluating an instructional unit.
5. Identify challenges to fostering adult learning and propose means to deal with these challenges.
6. Choose and demonstrate effective formats and instructional strategies for specific content presentation.
7. Identify who controls the curriculum its influence on facilities and other resources, how learning is impacted, how this control is embodied in one's organization, and how you can lead curricular change.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed in BB.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

> **Essential:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
>
> **Important:** Learning to apply course material

Course/Instructor Requirements: No field experience is required in this course.

Course Outline

Assignments: All assignments must be submitted in order to receive course credit. Assignment guidelines are in each module for specifics regarding these assignments.

Principles of Adult Learning Paper – 50 points
You will write a paper based on the principles of adult learning.

Wiki Page – 50 points
You will complete a Wiki page to introduce yourself to others as well as broaden our understanding of different career fields in adult education.

The Adult Learner Paper – 100 points
You will write a paper based on the learning styles of adults.

Curriculum Theorist Group Discussion – 100 points
You will participate in a group discussion based on your assigned curriculum theorist.

Curriculum Planning Paper – 50 points
You will write a paper about the planning of your instructional unit/training.

Adult Learning Methods Paper – 50 points
You will write a paper regarding the adult learning methods you will use in your instructional unit/training.

10 Design Qualities Wiki – 100 points
You will create and respond to the 10 DQ's Wiki's.

Outcome Evaluation – 100 points
You will create an outcome evaluation to distribute to your instructional unit/training participants.

Critical Reflection in Adult Learning Paper – 100 points
You will write a paper describing your experiences as an adult learner.

Instructional Unit – 300 points
You will develop one 45 minute training/program and provide this training/program to a group of adults (minimum of 10) near the end of the semester. You must submit in Blackboard AND TK20.

Communication – 50 points
You will complete any checkpoints, surveys, etc. requested. In addition, your professionalism with others and myself will be reflected in this assignment.

Grades

- **All assignments must be submitted in order to receive course credit.**
- Failure to demonstrate professional behavior and dispositions may result in a grade of "F" for the course. This includes plagiarism or any other form of academic dishonesty.
- All work is graded on content, professional language usage, grammar, punctuation, spelling, and APA formatting. All assignments should follow the assignment guidelines provided in the modules.
- The professor may not evaluate assignments with consistent errors of professional language, language usage, spelling, grammar, punctuation, or APA formatting. As a graduate student, you are expected to write professionally and proficiently.
- Please utilize the SHSU Writing Center. Their help can save you time and points!

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S T A T E   U N I V E R S I T Y

Schedule   **6394**

***Some modules may have multiple due dates. See module folders for specifics.

Topics	Module	Due Date (11:59 PM CST)	Point Value

Course Intro
   Wiki Page
   Principles of Adult Learning
	Module I
	1/17-1/28
		
		Jan 21 & Jan 28
		January 28
			
			50
			50

The Adult Learner	Module II 1/29-2/11	February 11	100
Curriculum/Curriculum Theorists	Module III 2/12-2/25	February 18 February 23 February 25	100
Checkpoint #1		End of February	*
Curriculum Planning Adult Learning Methods	Module IV 2/26-3/11	March 11	50 50
10 Design Qualities	Module V 3/19-4/1	March 25 April 1	100
Checkpoint #2		April	*
SHSU QDROP deadline		**April 6**	no point value
Outcome Evaluation	Module VI 4/2-4/15	April 15	100
Teach Instructional Unit	Month of April		
Critical Reflection in Adult Learning	Module VII 4/16-4/29	April 29	100
Final Project-Instructional Unit	All semester	May 6 In BB AND TK20	300
* Communication (course intro video, checkpoints, surveys, professionalism, etc.)			*50 (total)
			1050 points total

Grading Scale

1050-950 points	A
949-849 points	B
848-748 points	C
Below 748	☹ (termination from Graduate Program)

Student Guidelines

University Policies
- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

Attendance

Time Requirement
- Student participation is tracked for the professor by the course history tool.
- Class documents, assignment instructions, and handouts for this online course can be found in Blackboard and will be available for reading prior to actual due dates. Students have **specific due dates** to either post answers or responses to colleagues or to specific assignments to the professor. Incomplete or incorrect postings will result in lower scores on assignments.

Course Expectations

Late Assignment Policy
- Because your active participation is so important, it is imperative that all assignments be submitted on time. Electronically submitted assignments will be considered "on time" if submitted by 11:59 PM on the due date (*NOTE*: All due dates/times are based on Central Standard Time). Submission of work after midnight will be considered late.
- Late assignments for extenuating circumstances (approved by the professor **before** the due date) will receive a 10-20% deduction (professor decision) in points for each day late. **Computer issues, work schedules, and other normal/routine activities do NOT constitute extenuating circumstances.**

Technology Requirements
- It is expected that graduate candidates who register for online courses have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, using Web 2.0 tools, using Blackboard, conducting online research, and using library electronic reserves. **Microsoft Word is the word processing program that is necessary to complete the assignments.**
- It is also necessary that students have access to a computer at home since much of the work for an online course is done in the evenings and on weekends. It is also expected that graduate students who register for an online course feel comfortable using a computer. Online courses move quickly and all students need to hit the ground running. This is NOT a place to begin learning the technology skills necessary for success. Have a back-up plan for if your computer crashes.

Professionalism Policy

- It is expected that graduate students be active, enthusiastic, and **collegial participants** during the semester. Points will be lost if these expectations are not fulfilled. Attendance (for online courses this is measured by logging in to Blackboard in timely and consistent fashions), punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the degree process. The professor has the ability to see time spent in Blackboard by individual students.
- All written correspondence, including emails and papers, are evaluated for professional content, grammar, punctuation, word usage, and spelling. You are encouraged to utilize the support of the SHSU Writing Center. APA format is expected.

Resignations/Withdrawals

- If you are unable to continue in this course, it is your responsibility to drop the course or resign from the university. A course dropped after the Q Drop deadline (see SHSU Academic Calendar) will result in a grade of F on your transcript and termination from the graduate program. The student is responsible for completing the proper paperwork (see Registrar) and informing the instructor.

Bibliography

Caffarella, R. S. & Daffron, S.R. (2013). *Planning programs for adult learners: A practical guide*. San Francisco: Jossey-Bass.

Galbraith, M. W. (2004). *Adult learning methods: A guide for effective instruction*. Malabar, FL: Krieger Publishing Company.

Merriam, S.B. & Brockett, R.G. (1997). The profession and practice of adult education: An introduction. San Francisco: Jossey-Bass.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.