COURSE NUMBER: ADE 5185

COURSE TITLE: Adult and Community Education in a Changing Society

CATALOG DESCRIPTION:
This 3 credit hour course provides an overview of adult and community education: history, philosophical base, scope, processes and trends. Special emphasis is placed on the role of lifelong learning in a rapidly changing society.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:
This course is part of the Professional Knowledge requirements for the Adult and Community Education Leaders doctoral program. High performing leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer. High performing leaders promote a positive learning culture.

REQUIRED TEXTS:

SUGGESTED RESOURCES:
One of the following may be selected. Others may be selected if related to a specific area of interest and approved by the instructor. Selections for students in higher education and resource development are also available.

Merriam, S.B. & Cunningham, P.M. (Eds.) (1989). *Handbook of adult and continuing education.* San Francisco: Jossey-Bass. (This is an excellent resource for obtaining historical and provider information about the various sub-fields of the discipline.)


LIBRARY INFORMATION:
All students are expected to have online access to the University Library. Through the FAU Libraries EZ Proxy, you can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZProxy. You must have a valid student Owl Card to access the Proxy Server on your home computer. The USER ID is (the 14-digit ID number on the Owl Card minus the letter "A" before and after the number) and the PASSWORD is the three-letter acronym for the school: (fau). For an introduction, go to http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm.

AUDIO/VISUAL TECHNOLOGY AND VIDEOS:
Audio-Visual technologies will be encouraged and used by the instructor and the students, including overhead transparencies, digitized video, audio tapes where possible, PowerPoint presentations, online pages, and links to pages developed by others. Blackboard and other web-assisted materials will be used to augment the distance learning experience.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:
Commission of Professors of Adult Education (CPAE) Guidelines for Graduate Programs in Adult Education
American Society for Training and Development (ASTD) Competency List
Adult Educator Assessment
Educational Leadership Constituent Council (ELCC) Standards
Interstate School Leaders Licensure Consortium (ISLLC) Standards
Knowledge, Attitudes and Skills for Adult Educators (KASAEs) (represents other standards, guidelines and competencies)
National Council for Accreditation of Teacher Education (NCATE)

COURSE OBJECTIVES:
The participant will:
1. Demonstrate an understanding of current educational, technological, psychological and sociological changes in society, and their actual and potential influence on the fields of adult and community education. (KASAE 1, 2 & 22)
2. Define and describe adult and community education, as well as components, terms and acronyms commonly used in these fields of study. (KASAE 1, 3, 7 19, 23 & 49)
3. Be able to apply a working definition of adult and community education as it relates to one’s paid or volunteer work. (KASAE 3, 7, 33, 49 & 65)
4. Describe and discuss the history, problems, issues, trends and scope in adult and community education. (KASAE 1, 2, 4, 5, 6, 10, 14, 17, 19, 21, 33, 49, 53, 61 & 65)
5. Describe and discuss the social, political and ethical issues of adult and community education programs and processes. (KASAE 5, 9, 10, 21, 33, 47, 49, 63 & 65)
6. Demonstrate an awareness of the scope and functioning of adult and community education in other countries. (KASAE 1, 5, 6, 8, 10, 14, 19, 21, 49, 51, & 65)
7. Identify the networks and sources of additional resources for further study of adult and community education in both the U.S. of America and other countries. (KASAE 1, 5, 6, 8, 9, 22, 49, 51 & 72)
**CONTENT OUTLINE:**
This class consists of 15 instructional units which in this case are distributed over 6 classes for a Summer A term. This course is offered online.

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Topic(s)</th>
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</table>
| 1       | Unit 1 Introductions  
Course overview and discussion of syllabus  
Common inter-cultural life role competencies  
Effects of the world’s expanding knowledge base  
Technological, psychological and sociological changes  
Life long learning in a changing society  
Unit 2 The various meanings of community, adult, and education  
Community education components  
Adult education processes  
Acronyms and terms commonly used in the fields of study  
Read Wilson, et al. Chapters: 15, 40, 41 & 42  
Post personal information to Blackboard  
Review PowerPoint Presentations (Trends, Technology, Farmworker Jobs, Personnel Management, Jeopardy, Family Literacy and Grantpersonship). You will need to download the Jeopardy PowerPoint to your hard drive and then open it.  
Select a team from 3 choices (Adult and Community Education; Continuing Education/Lifelong Learning/College Teaching; or Vocational/Career/Technical Education/HRD) based on your discipline, work or volunteer experience or desired career direction.  
In Blackboard, go to Communication, then Discussion Board. Once there, complete the first “mixer” assignment in identifying your “nouns.”  
Review the syllabus.  
Initiate a philosophy statement related to your discipline area with your team.  
Post philosophy and/or mission statement to Blackboard. |
| 2       | Unit 3 The problems of definition; reaching a working definition and direction; developing a personal definition and philosophy  
The many disciplines of adult and community education  
Paid and volunteer work site examples  
Unit 4 A brief review of literature of adult ed. and community ed.  
Historical highlights from adult ed. and community ed.  
Overview of trends and issues in adult and community education  
Emerging paradigms in adult and community education  
Unit 5 Social, political and ethical issues  
Relationship between process and programs  
Distinguishing between philosophy, goals and practices  
Translating proven concepts into reality  
The process of change  
Beyond superficiality in programmatic design |
Read Wilson et al. Chapters: 6, 12, 13 & 14

Begin the reading for your specific discipline area to be completed by term end. (Adult and Community Ed., read 16, 17, 21, 22, 26, 28 & 35; Career/Tech/Voc/HRD, read 18, 19, 20, 25, 30 & 32; Continuing Ed./Lifelong Learning/College Teaching, read 23, 24, 27, 29, 31, 33 & 34)

Begin a log of working definitions, abbreviations, and terms you use in your own work. Add other jargon you find in related disciplines. Note changes in definitions of terms based on historical changes. Post your initial list to Blackboard.

Review the “participation in adult education.pdf” document.

Review “Target Populations” under External Links (in Blackboard). Identify the stakeholders and/or target populations of your discipline area. Post your list to Blackboard.

| 3 | Unit 6 Creating a climate for learning  
Role of stimulating environments  
Physiological and sociological factors  
Application to the learning site  
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|---|---|
|  | Unit 7 Web sites and links: Lifelong learning and adult education  
Community education  
Partnership and collaboration  
Educational reform  
Community renewal  
Higher education  
Other FAU sites and links  
|
|  | Unit 8 Networks and national associations  
International associations and regional offices  
Association and political movements  
Scope and function in selected countries  
|
|  | Continue your discipline specific reading.
|  | Post an historical timeline or table (chart or series of dates) for your discipline to the instructor. Include at least four notable persons. Provide a brief summary of the individual’s contribution (perhaps a slide for each one).
|  | Post slides on a notable person related to your discipline to the instructor.
|  | Using the initial data from the “participation rates.pdf,” identify the significance of your area of study. If the data is not in that document, then do research at the federal and/or state levels to create the significance of your study area. Some of this information will assist later in the project.
|  | Create a set of annotated websites for teaching a module to identify resources available (e.g. newsletters, tutorials in staff development, books, research publications, free materials, etc.) via international, national, state, regional organizations, or partnerships, or non-profit or quasi-public agencies for one of the three discipline areas. Some of the links may address these associations. Review “additional resources”
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9</td>
<td>The role of adult and community ed. in community improvement</td>
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<td>Educational Reform and adult and community education</td>
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<td>The instructional leader’s role in use of community</td>
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<td>The community as the classroom</td>
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<td>Citizen participation techniques</td>
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<td>Organizational and interagency partnerships</td>
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<td>Identification and utilization of community resources</td>
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<td><strong>Unit 10</strong> Social problem identification and alternative solutions</td>
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<td>Contextual approaches to adult and community ed. Programs</td>
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<td>Administrator’s role in process and program development</td>
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<td></td>
<td>The role and function of community councils</td>
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<td></td>
<td>Lifelong learning providers, sites and categories</td>
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<td></td>
<td>Continue your discipline specific reading.</td>
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<td></td>
<td>Create your pre- and post-test for a complete module of the philosophy or mission, terms, history related to your discipline.</td>
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<td></td>
<td>You will be teaching the class this week using either PowerPoint, a list of URLs, a chat discussion on Blackboard, a phone meeting for the class or a mailed tutorial to the class.</td>
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<td>Identify the literature references on the difference between processes and programs (how generally administered) of the three discipline areas.</td>
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<td>11</td>
<td>Common funding sources for adult and community education</td>
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<td>Alternative resource identification</td>
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<td>Grantsmanship and alternative fund raising techniques</td>
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<td>12</td>
<td>Legal and ethical considerations in program development</td>
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<td>Identification of formal and informal power structures</td>
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<td>Creating and sharing a common vision</td>
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<td>Determining and meeting staff needs</td>
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<td>Long term training versus short term sessions</td>
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<td>Pre- and in-service models</td>
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<td></td>
<td>The role of the change agent in adult and community education</td>
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<td></td>
<td>Continue and complete area specific reading.</td>
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<tr>
<td></td>
<td>Create your pre- and post-test for a complete module of the current status, processes and programs related to your discipline.</td>
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<tr>
<td></td>
<td>You will be teaching the class this week using PowerPoint, a list of URLs, a chat discussion on Blackboard, a phone meeting or a mailed tutorial to the class.</td>
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<td>Review the “Trends Impacting Adult and Community Education”</td>
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<td>PowerPoint created 10 years ago (changing demographics, graying population, minority/majority, workers changing, altered family structures, gender relationships, education, literacy, technology impact and knowledge explosion, crime, income). Using current journal articles, books, interviews, agency publications etc.,</td>
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</table>
demonstrate an understanding of current educational, technological, psychological and sociological changes in society. Update at least four of the slides based on current information related to your discipline. You may elect to identify other trends that you feel are more pertinent to the discipline area. This will be presented the last full week of class.

Contrast the discipline identified with the U.S. and another nation or nations (use resources such as email contacts, online surveys, dissertations, journal articles, citations from the text). This will be presented the last full week of class.

| 6 | Unit 13 Site visits and reports  
   | Critical reflections and observations  
   | Continued professional development plan  
Unit 14 Contract and/or portfolio review  
   | Papers, logs, articles and final report due  
Unit 15 Class assessment  
   | Summary and wrap-up  
Create your pre- and post test for a complete module of trends and challenges, national and international related to your discipline. Be prepared to teach the class using your preferred medium. Make sure to include some of the association links in your work. Add the international components of your research topic.  
CD-ROMs, disks, PowerPoints, white papers, portfolios must be submitted to the instructor.  
Final exam will be available this day. |

**COURSE REQUIREMENTS:**

Regular class attendance and active participation.  
Readings, including required text, selected journal articles and electronic references (annotated URLs).  
Regular postings to discussion board and Blackboard.  
Written and facilitative presentation of a topic or project related to adult and community education in our changing society.  
Final exam based on pre- and post-test of discipline areas.  
Specific assignments with related point values are outlined in the “Assessment Procedures” section of the syllabus.

The major assignment is to create a MODULE (e.g. web page, PowerPoint or series of word documents) for a specific type of agency that serves one of the three discipline areas (Adult and Community Education; Continuing Education/Lifelong Learning/College Teaching; and Vocational/Career/Technical Education/HRD). This assignment combines the work developed throughout the term (interviews, white papers, URLs etc.) as support. The final product should be such that it could be converted to a web page with photos, audio and perhaps digitized video. Local sites can serve as samples. Each person or team will collect information that builds a webpage or series of
PowerPoint presentations for an agency representing a specific discipline. Each person or team is expected to “teach the class” on one assigned week on one of three topics (“Philosophy, Mission, Terms History”; “Current Status, Processes & Programs”; and “Trends & Challenges, National & International”). This is a major assignment for the course and will require library research as well as a field visit, interviews, and internet research.

All students are expected to have online access to the university library. You will also need to set up your browser to connect to the proxy server which enables you to access full-text articles from over 300 journals through Emerald or through EZ-Proxy. You can access the FAU Libraries Proxy Server information through the FAU Libraries home page, or connect directly to http://www.library.fau.edu/ecollect/proxy.htm. You must have a valid student Owl card to access the Proxy Server from your home computer with the user ID (the 14 digit ID number on the Owl card minus the letter “A” before and after the number) and the password (the 3 letter acronym for the school: fau).

TEACHING METHODOLOGIES:
Online lecture; small and large group discussion; individual conferences; observations and/or site visits; library research; group or individual presentations; simulations; reflective exercises; and use of a variety of media, such as computer/PowwerPoint presentations and other digitized media.

ASSESSMENT PROCEDURES:
A total of 120 points can be accumulated throughout the course. Eighty (80) points can be accumulated through the documents prepared. Contribution will be assessed by your summary of documents on each module, by your reflection of your contribution and by a peer assessment of your contribution.

- Individual “philosophy or mission” statement (10 points)
- Evidence of contribution to “target populations” (10 points)
- Evidence of contribution to Module (philosophy/mission statement, abbreviations, terms, definitions, historical timeline, historical persons) (20 points)
- Evidence of contribution of Module (current status, processes and programs) (20 points)
- Evidence of contribution to Module (trends & challenges, national & international) (20 points)

Twenty points can be accumulated through participation. Participation in the course will be measured by the significance of contribution to the Blackboard Discussion Board, chat rooms, and group work. Quality of submission is more significant than quantity. Use references in APA format. (20 points)

Performance on the final examination is worth 20 points.

A= 114-120; A-=108-113; B+=102-107; B=96-101; B-=90-95;
C+=84-89; C=78-83; C-=72-77

FAU GRADING SCALE:
This course follows the intent of the FAU policy for grading. Both traditional grading and/or individual learning contracts may be used. Grading is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>C</td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
</tbody>
</table>
B = 3.00  D = 1.00
B- = 2.67  D- = 0.67
C+ = 2.33  F = 0.00

ATTENDANCE POLICY:
According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

Attendance and participation may include online, out of class field experiences, as well as synchronous class time. Posting to Discussion Forum, conversing in the electronic chat room, completing online assessment forms, searching for online information, conducting action research or in-field assignments, participating in team meetings, are all considered “class participation.” More than three unannounced absences will result in a reduction of a letter grade. The highest professional conduct in class is expected for all students at all times.

STUDENTS WITH DISABILITIES:
Reasonable accommodations will be made for students with disabilities. The purpose of the Office for Students with Disabilities “is to provide reasonable accommodations to students with disabilities.” If you are a person with a disability and desire accommodations to complete course requirements, please arrange a meeting with your professor at your earliest convenience to discuss your request.

BIBLIOGRAPHY:

A. Books

Please note that books dated before 1987 on this bibliography are considered classics or they relate directly to the history of adult and/or community education.

Houle, C.O. (1988). *The inquiring mind.* Norman OK: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma. (Original work published 1961) (Note: The bibliography of this book designates books which have been designated as excellent or outstanding.)

**B. Journals**

*Adult Education Quarterly*

*Adult Learning* (formerly *Lifelong Learning*)

*Adult Literacy and Basic Education*

*Community Education Journal*

*Community Education Research Digest*

*HRD Quarterly*

*Improving Human Performance*

*International Journal of Lifelong Learning*

*International Journal of Lifelong Education*

*Innovative Higher Education*

*Journal of Research and Development in Education*

*Performance and Instruction*

*Training and Development Journal*

*Training*

**C. Internet Sites**

1. **Search Engines**

   - [http://www.emeraldinsight.com](http://www.emeraldinsight.com)
   - [http://library.fau.edu/ecollect/proxy.htm](http://library.fau.edu/ecollect/proxy.htm)

2. **Organizations**

   - American Association for Adult and Continuing Education [http://www.aaace.org](http://www.aaace.org)
   - National Community Education Association [http://www.ncea.com](http://www.ncea.com)
   - Elderhostel [http://www.elderhostel.org](http://www.elderhostel.org)
   - International Society for Self-directed Learning [http://www.sdlglobal.com](http://www.sdlglobal.com)

3. **Reports, Standards, etc.**

   - Current Statistics on ACE and Literacy
     - National Center for Statistics – students will locate and annotate
     - U.S. Census – students will locate and annotate
     - FL Dept. of Ed. – students will locate and annotate
     - U.S. Dept. of Ed. – students will locate and annotate
4. Resources (Materials, Activities, Lesson Plans, etc.)

Examples of Community Education:

a. Florida’s Education Systems
   1.) K-12 Schools – students will locate and annotate
   2.) Community Colleges – students will locate and annotate
   3.) Universities – students will locate and annotate

b. Proprietary
   1.) General – students will locate and annotate
   2.) New England Institute – students will locate and annotate

c. Public Libraries
   1.) Palm Beach Library – students will locate and annotate
   2.) State Libraries – students will locate and annotate

d. Museums
   1.) Florida Museums
   2.) Palm Beach

e. Hospitals
   1.) Martin Memorial
   2.) Jupiter Medical Center

f. Business and Industry
   1.) CompUSA
   2.) Steel Workers

Florida IDEAL and RVPCD at FAU
Ohio State’s Clearinghouse on Adult, Career, and Vocational Education – students to locate and annotate

*Updated: July, 2005*