COURSE NUMBER: ADE 6184

COURSE TITLE: Program and Curriculum Development for Adults

Catalog Description
This 3 hour course explores the philosophy, principles, and practices in designing, implementing and evaluating programs and curricula for adults in a wide variety of settings.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:
This professional knowledge course is designed to enable educational leaders to analyze and reflect on the needs and goals of the target audience and then capably engage in the extensive decision-making process involved in the design of instruction. Learners are engaged in reflection on their own knowledge, skills and attitudes that may affect the design of learning as well as on the knowledge, attitudes and skills they hope to develop in the target audience. Ethical considerations in program design are examined.

REQUIRED TEXTS:

SUGGESTED RESOURCES:
See bibliography and websites.

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:
Power Point presentations with computer projector. Web-assisted instruction, using Blackboard.

GUIDELINES USED DEVELOPING COURSE OBJECTIVES:
CPAE Guidelines for Graduate Programs in Adult Education,
ASTD Competency List,
Adult Educator Assessment,
Knowledge, Attitudes, and Skills for Adult Educators (KASAE)

COURSE OBJECTIVES
The learners will:
1. Distinguish between macro and micro levels of program and curriculum development (KASAE 32).
2. Demonstrate an understanding of the processes of needs analysis and job analysis and their contributions to the program development process (KASAE 21, 34).
3. Explain and apply a variety of program development models from the literature and research (KASAE 9, 10, 20 35).
4. Be able to describe ethical considerations in program and curriculum development.
5. Develop appropriate instructional goals and objectives for a given situation (KASAE 9, 21, 36).
6. Design valid and reliable means of assessing learning (KASAE 9, 21, 37).
7. Demonstrate understanding of a variety of teaching and training techniques (KASAE 13, 22, 38).
8. Develop an instructional strategy and design learning activities to support it (KASAE 9, 15, 22,).
9. Apply valid media selection techniques (KASAE 9, 22, 39).
10. Design an appropriate evaluation plan for a learning program (KASAE 9, 40).
11. Develop a budget for a learning program or activity (KASAE 9).
12. Determine appropriate elements in a cost-benefit analysis for a specified learning program or activity (KASAE 41).
13. Design a marketing and public relations plan for a specified learning program or activity (KASAE 9, 31, 51).
14. Demonstrate an understanding of the impact of facility design, resources, and climate on the learning process (KASAE 42).
15. Demonstrate presentation and facilitation skills by conducting a learning activity (KASAE 46, 49, 50).
16. Be able to identify and seek out resources for further learning (KASAE 72).
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<th>Week(s)</th>
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| 1       | Introductions / Overview / Considering the Adult Learner / Blackboard & Library Orientation  
         Caffarella: Chapter 1 / ERIC and Web Luis Search |
| 2       | Levels of Programming / Generic Program Planning Model / Specific Program Models  
         Caffarella: Chapters 2, 3, 4 & 7 (special attention to Exercise 4.1, p. 81 and Exhibit 7.1, pp 11 & 12 as well as pp. 148-150) |
| 3       | Visit a Lifelong Learning Center |
| 4       | Designing Web-based Learning / Ethical Issues in Program and Curriculum Development |
| 5       | Community Needs Assessment/ Program Needs Assessment / Individual Needs Assessment  
         Caffarella: Chapter 3, handout packet on needs assessment, article or web site on needs assessment |
| 6       | Job Analysis / Identifying & Analyzing Instructional Goals  
         Handout packet items, Figure 3.7 instructional goals and measurable objectives, track progress on Instructional Design |
| 7       | Writing Performance Objectives / Learning Styles / Multiple Intelligences  
         Locate, read, summarize and critique an article on learning styles and on multiple intelligences; complete learning style assessment; URLs in bibliography |
| 8       | Selecting and Sequencing Content / Method Selection / Media Selection  
         Caffarella: 9 & 10; review relevant materials in handout packet. See Blackboard assignment. |
| 9       | Climate Setting / *Developing an Evaluation Plan and Learner Assessment Tools  
         Caffarella: Chapter 11 (pp. 186-293); handout packet on developing learner assessment and program evaluation |
| 10      | Evaluation of Instruction / Developing Higher Level Thinking Skills  
         Caffarella: Chapter 16 (Exhibit 16.1); 3 handouts on sequence, media selection and methods; reflection, preview of instructional design |
| 11      | Preparing a Budget / Cost/Benefit Analysis / Marketing and Public Relations Strategies |
| 12      | Designing and Evaluating Experiential Learning / Considerations for Multicultural Learning Settings |
| 13      | Designing Learning Laboratories for Adult Learners / Fostering Self-Direction in Learning |
COURSE REQUIREMENTS:

1. Regular class attendance and active participation (15%).
2. Readings (15%): Minimum of 6 current articles, 2 internet documents, and 2 additional books relating to program or curriculum development.
   Reporting:
   1. Provide for each class member an annotated reference list of all readings (10).
   2. Post to Blackboard a written summary and critique of one of the books.
   3. Prepare a brief oral presentation of the other book.
   4. Be prepared to share the articles orally and/or online.
3. Preparation and facilitation of a session on a topic related to instructional design in consultation with your professor. Presentation, including involvement activities, should require approximately 30 minutes. Create a Power Point presentation and provide handouts and reference list for class members. Make sure sources of information are clearly cited in your handout packet in APA format. (30%)
4. Design of a short-term adult program or a curriculum plan for a long-term adult program. Prepare a detailed plan for a minimum of five hours of instructional time following the guidelines presented in class. (40%)

TEACHING METHODOLOGIES:
Demonstration; visually assisted lecture; small and large group discussion; individual conferences; skill practice and feedback; observations and/or site visits; library research; group or individual presentations; simulations; online activities, and use of a variety of media, such as computer/Power Point presentations, overhead transparencies, and audio and videotapes.

ASSESSMENT PROCEDURES:
Attendance, participation  15%
Readings  15%
Session & handout packet  30%
Instructional design  40%

FAU GRADING SCALE

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Boca Raton • Dania Beach • Davie • Fort Lauderdale • Jupiter • Treasure Coast
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. Regular attendance at scheduled sessions is expected. Please notify your professor if you must be absent.

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 have any disability which requires accommodation, please contact your professor.

BIBLIOGRAPHY
A. Books


**B. JOURNALS**

*Adult Education Quarterly* ([http://aeq.sagepub.com](http://aeq.sagepub.com))

*Adult Learning*

*Adult Literacy and Basic Education*

*Community Education Journal*

*Convergence*

*Educational Technology*

*Human Resource Development Quarterly*

*Improving Human Performance*

*International Journal of Lifelong Learning*

*Innovative Higher Education*

*Journal of Computer-based Instruction*

*Journal of Extension*

*Journal of Research and Development in Education*

*Media and Methods*

*New Directions for Adult and Continuing Education*

*Performance and Instruction*

*Theory into Practice*

*Training*

*Training and Development Journal*

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College of Education / Department of Educational Leadership
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C. INTERNET SITES

1. SEARCH ENGINES
Nanyang Technological University Library
http://www.ntu.edu.sg/library/search/tools.htm

Google http://www.google.com
Yahoo http://www.yahoo.com
Alta Vista http://www.altavista.digital.com
Ask Jeeves http://www.ask.com
Excite http://www.excite.com
HotBot http://www.hotbot.com
Lycos http://lycos.com
WiseNut http://wisenut.com

2. ORGANIZATIONS
Adult and Community Educators of Florida www.aceofflorida.org/helpdesk/
American Association for Adult and Continuing Education www.aaace.org
American Society for Training and Development www.astd.org
Commission of Professors of Adult Education (CPAE) www-distance.syr.edu/cpae.html
International Society for Self-Directed Learning www.sdlglobal.com
Florida Department of Education www.fldoe.org or www.firm.edu/doe/
National Community Education Association www.ncea.com
New Horizons for Learning www.newhorizons.org
Society for Organizational Learning www.solonline.org/

3. REPORTS, STANDARDS, etc.
APA Style web sites
http://www.english.uiuc.edu/cws/wwrorkshop/bibliography/apa/apamenu.htm
http://www.apastyle.org/fifthchanges.html

4. RESOURCES (MATERIALS, ACTIVITIES, LESSON PLANS, etc)
Learning Styles http://fairway.ecn.purdue.edu/asee/fie95/4a2/4a21/4a21.htm
http://keirsey.com/
Motivating, Climate Setting, Barriers and Participation Research
www.archon.educ.kent.edu/~nebraska/curric/ttim1/artsum2html
http://www.fau.edu/divdept/coe/responsive/index.htm
Instructional Tips http://hometwcny.rr.com/hiemstra/ndacrog.html
http://www.newhorizons.org/article_billington1.html
http://www.hewhorizons.org/lm_dunning.htm
http://www.utexas.edu/world/lecture/
Addresses for Uniform Resource Locators (URLs) change from time to time. Addresses become outdated rapidly. Use search engines to find new addresses.

Important notice: Students are allowed to take only 12 hours prior to being admitted to a degree program or being programmed for certification.

Updated July 22, 2005.