Arkansas Tech University
ETECH - Planning for Adult Learners (WEB-FALL-2017-71638-PS-4243-TC1)
Fall 2017 Fifteen Week Term

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Course Description

This course provides the steps and processes required to apply a practical guide to planning education and training programs for adults in a variety of settings. The program planning model presented captures and reconfigures classical and current descriptions of the program planning process. The course explores, and applies, a comprehensive 12-component model, the Interactive Model of Program Planning, with a focus on the practicality and usefulness as a technical description of the planning process, the emphasis on people being the heart of the process, and the importance of context as a centering point for action.

Required Course Text

Caffarella, R. *Program Planning for Adult Learners* (3rd ed.). San Francisco, CA: Jossey-Bass, 2013.

Knowles, M., Holton, E. and Swanson, R. *The Adult Learner* (8th Ed.). San Diego, CA: Elsevier, 2015.

Suggested Reading List

1. Merriam, S., and Brockett, R. *The Profession and Practice of Adult Education.* New York, NY: Sterling Publishing Co., Inc., 1997.

Justification for the Course

Numerous models of planning and education and training programs for adult learners exist, ranging from conceptual and data-based studies on program planning to how-to books and guides. This course examines, and applies, the 12 component Interactive Model of Program Planning. This model has been utilized in a variety of setting to include the corporate sector, continuing education for the professions, health care, government, community action programs, the military and religious institutions. To effectively design and deliver programs to adults, developers and trainers need an interactive and action-oriented process in which decisions and choices are made about learning opportunities for adults.

Course Objectives

1. Identify multiple program planning models and applying change as the primary outcome of education and training programs for adults.
2. Understand the Interactive Model of Program Planning and the application of its components to adult learning paradigms.
3. Conduct a highly structured needs assessment and develop appropriate desired training outcomes.
4. Describe and implement program objectives and instruction plans based on assessment.
5. Devise and deploy transfer-of-learning plans in a variety of environments.
6. Formulate evaluation plans, formally or informally, to measure the efficacy of programs.
7. Coordinate training logistics, to include formats, schedules, staff needs, budgeting, marketing and facilities.

How Course Meets General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

- Communicate effectively
- Think critically
- Develop ethical perspectives
- Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through textbook readings, supplemental readings, on-line discussions boards, individual assignments, case study, and group participation. Students are required to post on the discussion board weekly and provide feedback to peers based on the week's assignment. The group project requires students to collaborate on a project through the use of technology to reflect real world application. The assigned case study allows students to develop an individualized course of action for an organization.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Assignments

Class assignments are provided at the start of the course and on Blackboard Calendar. Specifics for work and due dates are noted with each assignment. All times are CST server time.

Assessments

Discussion Board

Weekly discussion board posts regarding the assigned reading will be required from each student, **as well as providing feedback to a post of at least two peers**. All discussion board posts will be due by 11:59 p.m. CST on the due dates specified on the Course Schedule. Each posting has two components: your personal original post typically due within 2 days of start of module and peer feedback/interaction that closes at the end of the module. Classmates cannot "discuss" with you and others unless your original posting is made available to them early in module's schedule. All assignments must be submitted through Blackboard in order to receive credit.

Weekly Exercises

In conjunction with the module reading assignments, students must complete the identified assignments for each week as noted in the *Caffarella* and or *Knowles* text. The materials and background information for each exercise will be located in the Content section on Blackboard, if required.

Quizzes

Quizzes are used throughout the course to evaluate student mastery of the reading material presented for any specific module(s).

Examinations

During the course a final exam will be administered over the course material. Students will be provided a 72 hour window to access the examination online. Examinations will be timed once you begin the examination.

Group Participation

The last module of this course gives you an opportunity to apply your knowledge of program planning for adult learners through a case study and virtual interaction with peers in your course. The final project is built on group work that occurs throughout the entire term.

E-mail/Discussion Board Decorum

This is an online course; therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist,

but I do expect you to be courteous and respectful. In most cases, I will respond to your messages within 1 business day.

Grading Summary
Points are listed with each assignment and on Blackboard Gradebook. Points are assigned for each activity and explain with attached rubrics

Grading Scale
The grading scale for the course follows the traditional 10% point model.

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
59%-0%	F

It is up to you to calculate your course grade at any given time in during the term. I do not keep running course grades. Individual scores and feedback are provided for your use and calculations.

Grading of Assignments
Discussion board input and participation will be evaluated weekly and grades posted within seven days of the closing date of the assignment. Every effort is made to return all assignments within 7 days of submission and no more than 14 days from submission. Every effort will be made to provide you with effective and timely feedback in this course.

Make-Up Policy/Late Work
I will not accept late work unless there is an unavoidable or extenuating circumstance that can be documented. Documentation will need to be shared with me electronically through our Blackboard messaging system. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award any credit for late assignments. There is no making up on exams. If you know you are going to be absent when something is due, you need to make arrangements to complete and submit any work ahead of schedule. Be proactive and plan ahead.

Course Policies
Academic Misconduct
University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one

letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments
If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with an "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services
If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:
University Testing and Disability Services
Arkansas Tech University
Bryan Hall, Room 103
105 W. O Street
Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302   Fax: (479) 968-0375 TTY Service: (479) 964-3290
Web Site: http://www.atu.edu/testing/