ADED 530: Program Development for Adults

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<u>Office Hours & Location</u>
Gary Ransdell Hall 2015 (inside the 2011 suite)
Mondays and Wednesdays: 9:00-10:15am and 12:30-3:30pm CT
Fridays: 9:00-10:15am and 12:30-12:45pm CT

Other times possible by appointment.

I am generally in my office and online during office hours. In general, ***email is the best way to contact me***. I check email several times a day M-F, and I check it at least in the morning on weekends. You should normally get an email answer within 24 hours (often within minutes during office hours). While you are welcome to leave me a voicemail, you will receive an email in reply, as my cell phone coverage at my rural Allen County, Kentucky location is spotty. If I will be out of town or have no email access for some reason, I'll alert you to this before it happens unless it's an emergency. **I am happy to help you, so don't be afraid to ask.**

<u>Course Modality</u>
IMPORTANT: This course site will be using the Ultra Experience within Blackboard. As a result, the course site may look different from what you are accustomed. It is a more simple layout and the various components are easy to access. Please review the *Introduction to Blackboard Learn with the Ultra Experience for Students video*. I will also open the course site a few days before the start of the term so that there is plenty of time for you to explore.

<u>Blackboard Support and Technology Help/</u><u>WKU ITS Help Desk</u>
270-745-7000

<u>Prerequisite(s):</u>
None

<u>Course Text & Readings</u>
- Caffarella, R. S., & Daffron, S. R. (2021). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers, 4 ed.* Jossey-Bass. ISBN 978-1-119-57740-9
- Readings linked and posted to Blackboard.

Our course text will be available as in e-book via Day 1 Access in course menu of our course. Click the link to access OR to opt-out.

Other Items Needed
- A computer—*not a tablet, not a phone*— with a reliable Internet connection.
- Microsoft Word or word processing software that saves files in .docx file format (All students have access to Office 365 through the [Microsoft Student Advantage program](https://www.wku.edu/it/sms/microsoft_sa.php) (https://www.wku.edu/it/sms/microsoft_sa.php)
- I recommend Chrome or Firefox as the Internet browser you use.

Course Description
Program planning and development for adults in technical schools, colleges, the workplace, and lifelong learning endeavors. Includes methods for designing, implementing, and evaluating programs and their objectives.

Course Rationale
This course has been developed to provide instructors of adults methods for establishing needs for programs, developing objectives, designing functional programs and then evaluating their effectiveness. As adult educators seek to develop programs, there are several approaches and techniques to determining the potential participant's needs, providing for those needs, and evaluating how well those needs were met. The purpose of this course will be to cover a variety of those approaches and engage students in the process of program planning and evaluation.

Course Objectives & Outcomes
Upon completion of this course, students will be able to:
1.   identify factors that lead to the development of a program.
2.   utilize multiple methods for conducting a needs assessment.
3.   develop objectives for programs.
4.   perform various tasks necessary for organizing and implementing programs
5.   evaluate programs for their effectiveness, strengths and weaknesses

Course Policies

Use of Technology
This is an online course where all required work will be completed online through the use of Blackboard and the Internet. If you do not know how to use Blackboard, tutorials are available online (see page 1).

Attendance Policy
Online attendance is monitored. **It is the student's responsibility to withdraw from the class if he/she does not wish to continue enrollment once they have completed work in the course.** Those who do not complete any work from Lesson 1 by the deadline will be dropped.

Student Email and Blackboard Announcements
All students should check their WKU email accounts at least weekly and the Blackboard Announcements page each time they log in. New announcements will appear at the top of the page, so read until you get to information you already know. Not checking email/reading the Announcements is not an excuse for not knowing of information given via those mediums. (Note that Blackboard automatically emails all announcements!)

Course Topics

I.   Factors that lead to program development
      A. Identifying, sorting, and prioritizing program ideas
      B. Indicators of the need for new programs
      C. Why programs are sometimes developed
      D. Who determines which programs are developed

II.   Conducting a needs assessment for programs
      A. Sources of information
      B. Identifying needs
      C. Developing strategies for meeting those needs
      D. Establishing evaluation procedures for determining if those needs were met.

III.   Developing program content
      A. Developing program objectives
      B. Ensuring learning occurs
      C. Transfer program learning to workplace

IV.   Planning the program
      A. Steps to marketing a program
      B. Designing a budget
      C. Coordinating presenters and facilities
      D. Understanding practical and political issues during program planning

V.   Evaluating the program
      A. Responding to successes and failures
      B. Forming evaluation plans
      C. Determining if learners' needs were met
      D. Formulating approaches for future programs

Grading and Evaluation

Your course grade will be based on the work outlined in this syllabus and schedule, as well as any additional work given (though none is anticipated). Grades are available on Blackboard.

My goal is to return work to you with 3-5 days after it is submitted. I will generally use Blackboard's in-line grading to give you feedback on papers (click the blue bubbles to read corrections/comments) and comments on discussion boards and assignments.

Grading Scale
A = 89.5 –100%, B = 79.5 –89.4, C = 69.5 –79.4, D = 59.5 –69.4, F = < 59.4%

The course grade will be calculated as follows:

Assignments	Points
Discussion Boards (11 x 20 points)	220
Needs Assessment	100
Instructional Plan	150
Marketing and Budget Plan	100
Program Evaluation Plan	100
Final Report	150
Total:	820 points

A Word about Due Dates of Assignments

Lessons in this course will start on Mondays and end on Sundays. However, I recognize that your life might not accommodate weekend deadlines. In the interest of transparency, I will admit that my weekly schedule rarely accommodates grading before Thursday. With this in mind, while Blackboard will show the close of a Lesson on the Sunday it is listed, I do not consider work late until Thursday at 8:00am CT of the following week. Feel free to submit on Sundays if that works best for you, though, and if I do have time earlier in the week, I'll do my best to get that graded for you before the end of the week.

A Different Kind of Late Work Policy

While I know you'll do your best to submit all of your work on time… sometimes life happens. If you are not able to submit work on time, please let me know this as soon as possible so that we can make a plan for you to submit up to one week late. If I do not hear from you, then the late penalties below apply.

Work not submitted by the deadline that you have contacted me about prior to its being late will have a 1-week grace period. After that, you will receive a 10% penalty on the grade earned. If you do not contact me, the 10% penalty immediately applies. It is the student's responsibility to keep up with class assignments. *Note: work not submitted by the deadline will receive a 0 in My Grades, but if submitted WILL be graded.* No work will be accepted beyond the last date listed for Lesson 12.

Withdrawal Policy

It is the student's responsibility to withdraw from the class in a timely manner if he/she wishes to do so after attempting any work in Lesson 1. The final withdrawal date can be found on the WKU Registration Guide.

Incompletes (Grades of "X")

Incompletes (grades of "X") are given only for documented, extreme circumstances. Anyone receiving an X grade will sign a contract that lists all work to be completed by a given deadline to receive a grade.

Resolving Complaints about Grades

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook for additional guidance, available at http://www.wku.edu/handbook.

Academic Integrity: SLPS Departmental Policy

The School of Leadership & Professional Studies expects all undergraduate, graduate, and doctoral students to demonstrate academic integrity and not participate in academic misconduct as defined by the University (https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php). The SLPS has developed two tiers for academic misconduct. Examples of academic offenses include (but are not limited to) any act of plagiarism, cheating, or falsification or misuse of academic records.

Tier 1 Violations

Acts of plagiarism that involve not citing all sources and/or using papers previously written and submitted in other courses (aka Recycled Writing) is considered a Tier 1 violation. Students committing violations in Tier 1 will meet with the instructor to discuss the incident and work

toward a resolution. Students may receive a zero on the submitted work with feedback stating the issue; students are responsible for checking grades and reading feedback. Instructors will follow the policy for Tier 2 violations for additional Tier 1 violations.

Tier 2 violations include but are not limited to sharing passwords and login information with individuals not enrolled in the course; failing to cite any sources in submitted work when outside sources were obviously used; cheating on an assignment or test; employing a person, website, or artificial intelligence program to complete an assignment; and/or committing a second Tier 1 violation. Students committing violations in Tier 2 will meet with the instructor to discuss the incident and review evidential materials. If the instructor determines a Tier 2 violation has occurred, the instructor should report the student to the Office of Student Conduct and request that the Office of the Registrar issue a failing grade for the course. If the academic misconduct is severe and flagrant, the student may be dismissed from the program. Students who wish to dispute the allegation, dismissal, or grade should follow the Student Complaint Policy (https://www.wku.edu/handbook/academic-complaint.php).

Work Submission
All work is to be typed and formatted according to APA style. Submitting work in the wrong format will result in deductions. I will not accept hand-written or printed-out hard-copies of work. Work must be submitted in the space provided for it on Blackboard.
- Discussion Board postings should be typed directly into the textboxes; no attachments
- The Needs Assessment, Instructional Plan, Marketing and Budget Plan, Program Evaluation Plan, and Final Report must be submitted as attachments in Word (.docx) file format

Emailed assignments will not be accepted unless I specifically ask you to submit that way.

If you submit a file and realize that it was a draft or just not the right file in any way, Blackboard is set up to accept multiple submissions, and it gives me the latest submission to grade.

If Blackboard locks or isn't available when you are trying to submit, email me the file with that explanation, and then *when you next are able* (as in the next day!), upload your file to Blackboard.

Failure of Technology
We will be using Blackboard and the Internet for work in this course. *Problems with Blackboard should be directed toward the ITS Help Desk.*

If you have a problem and call the ITS Help Desk, forward me a copy of the email they send you that opened your case if they are not able to resolve it immediately so that I know what's going on. In general, students are honest about having problems, but in the past, I've encountered several "not very honest" people who try to say they've called the Help Desk claiming not being able to access Blackboard in an attempt to get more time on work. **If you are not honest about this, you will be reported to the Office of Student Conduct.** I'm an understanding person, but for such behavior, I have no tolerance. It's not fair to those who are honest and who do from time to time have genuine problems!

ADA Notice: Disability and Accommodations
In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

The WKU Writing Center
I encourage you to utilize the services of The Writing Center in planning, drafting, and revising your work! They do offer online services!
http://www.wku.edu/english/writingcenter/writingcenter.php

Regular and Substantive Interaction (RSI)
The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage.
In this course, regular and substantive interaction will take place in the following ways:

- Individualized feedback on coursework
- Weekly Announcements

Diversity, Equity, Inclusion and General Civility Statement
My primary teaching assignment in the School of Leadership and Professional Studies is to the Organizational Leadership Program. We talk a lot in leadership courses about how everything we do goes back to our personal values and that we feel and perform our best when we live a life aligned with them. While I could not have named the value of "inclusiveness" as such when I was younger, I have come to realize that this, alongside diversity, is what I value highly in my classrooms, whether they be in-person or online. I love learning about others' values because of this—it helps us to find commonalities when some of our personal beliefs may not align. Good leaders know more about the people around them than what tasks they are assigned to do, and I hope to demonstrate this and equity through my course design, my teaching, and the feedback I provide on work you submit.

Every student in this class is a valued and equal member of our learning community, regardless of socio-economic background, sex, gender identity, sexual orientation, race, ethnicity, political or religious affiliation (or lack thereof), physical or mental ability, or any identity category. The voice of every person in this course is important, and I hope hearing others' thoughts and experiences is important to you, too. I want everyone to feel comfortable sharing their ideas freely and giving feedback to others with good intention. (If this means using emojis in discussions to help convey a sentiment that online text does not, or giving a framing/context statement of your intent before sharing your ideas, please do these things!) I recognize that it is not likely that we will always agree, but we can disagree and still be mindful and respectful of others' points of view and personhood. We are all part of a learning community in this course and program, and I want to promote a space—real or virtual—where everyone is comfortable. This is a tall order, I know, but as leaders we all need a vision to work to achieve!

With these ideas in mind, if someone chooses to use hateful, bigoted, or inappropriate language (e.g., racist, misogynist, homo- or transphobic, discrimination against religious preferences), I will report him/her to the Office of Student Conduct for further action. If the infringement happens in a virtual learning space where points are to be assigned, 0 points will be awarded for assignments where such a breach occurs. Repeated violations of the ideas expressed in this statement may result in permanent removal from the course or possibly the program.

Title IX, Discrimination, Harassment, and Sexual Misconduct Policy
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

My Pledges to You

✓ To be available to you either in a virtual environment to help you as you need it.

✓ To do my best to have work graded and posted back to you within 7-10 days after their due dates

✓ To answer reasonable questions during office hours/by e-mail within 24 hours.

Assignment Descriptions

Overall Project Description
In this course, you will design and plan a program for adults—in person or online, deliver it, and reflect upon it. All of the assignments help to contribute to this in some way.

Text Exercises and Exhibits from the Third Edition
I encourage you to have a look at these documents (in Start Here & Resources). You might find them helpful in completing the components of your Project. You are not required to do/submit them, but I am happy to give you feedback on them if you do—simply email them to me and let me know what questions you have.

Discussion Boards
Discussions will provide you with a chance to discuss aspects of program planning and the readings. You will need to answer questions provided in the prompt and respond to at least one other student's response.

Needs Assessment

You will develop and submit a needs assessment for a proposed program of your creation. Cite the text or other literature as appropriate to develop and support your ideas. (I encourage you to use Activities 6.1, 6.2, and 6.3 from the Third Edition, posted in Start Here & Resources.)

Instructional Plan

This will require you to go through the process of developing a goal and learning objectives, learning context, classroom setup, classroom materials, activity description (including instructional techniques), and assessing the success of your learning process. For this assignment, you will need to address each of these areas. Be sure to use four-part objectives when writing your objectives. Address learner characteristics, learning context, instructional resources/classroom materials (made or purchased), and the assessment. Be sure that each step addresses both the learner and the objectives you set for this learning activity. More information can be found on Blackboard.

Marketing and Budget Plan

Your task for this assignment is to develop a marketing plan to describe how you will get the word out for your program. You will need to identify your program, target audience, promotional materials you will use, when you will distribute them, and then develop a budget. In the budget, you will need to account for the cost of each of the above items as well as estimate the amount of income for each of your participants. What you will want to ensure is that you have developed a budget that assumes a price high enough to cover the program's costs but does not price you out of the project. Make a good estimate on how many participants will participate in the program and identify how you will market it to them. If you have previous research available to you, then be sure to use it and cite where you obtained it. In your budget, be sure to cover costs for holding the program as well as for the cost of evaluating the program. Some costs may be monetary costs while others may be "in-kind" costs which are contributions from your organization or members of the community. As part of your budget, you will need what is known as a "budget narrative" which describes how you will raise and spend the money and identifies each item in the budget. More information can be found on Blackboard.

Program Evaluation Plan

For this assignment, you will need to identify who, what, where, how, and why of evaluating your program. To guide you in this process, I would suggest using the table of elements found on in Exhibit 10.2 on page 292 of your text. This will provide you with guiding statements and examples of what to look for and how to evaluate them. It will be very important that you evaluate the objectives you set. If you evaluate something else, then you will have a difficult time determining how well the program worked. More information can be found on Blackboard.

Final Report

The Final Report will be a culmination of each of your planning activities. You will be asked to summarize your activities and reflect on the outcomes. You will need to identify if your program was a success or a failure. More information can be found on Blackboard.

Schedule of Assignments

Lesson 1: Introducing Program Planning for Adults (August 21-27)

To Read and Review:
- Syllabus and Schedule
- Daffron and Caffarella , Chapters 1-2

What Is Due:
- Introductions
- Lesson 1 Discussion

Lesson 2: Foundational Knowledge of Program Planning Aug. 28-Sept. 3)

To Read and Review:
- Daffron and Caffarella , Chapters 3-4
- Kolb's Learning Styles and Experiential Learning Cycle
- Multiple Intelligences: What does the research say?
- Sork: Learning about Planning from Success and Failure (posted)

What Is Due:
- Lesson 2 Discussion A
- Lesson 2 Discussion B

Lesson 3: Discerning the Context (September 4-10)

To Read and Review:
- Daffron and Caffarella , Chapter 5
- Lewis and Dunlop: Successful and Unsuccessful Adult Education Programs…
- OPTIONAL: VMAssociations: How to start intergenerational programs…
- OPTIONAL: Katz: Volunteers and Voc Ed

What Is Due:
- Lesson 3 Discussion

Lesson 4: Building Support and Identifying Needs (September 11-17)

To Read and Review:
- Daffron and Caffarella , Chapter 6
- Courtenay et al.: An examination of the empirical basis for involving adult learners in planning their learning experiences (posted)

What Is Due:
- Lesson 4 Discussion

Lesson 5: Developing Program Goals and Objectives (September 18-24)

To Read and Review:
- Daffron and Caffarella , Chapter 7
- OPTIONAL: for those working primarily with women: Scott and Schmidt-Boshnick (posted)

What Is Due:
- Lesson 5 Discussion

Lesson 6: Designing Instruction (September 25-October 1)

To Read and Review:
- Daffron and Caffarella , Chapter 8
- Mills: Responding to Success and Failure (posted)

What Is Due:
- Needs Assessment

Lesson 7: Transfer of Training (October 2-8)

To Read and Review:
- Daffron and Caffarella , Chapter 9
- Sork: Tools for Planning Better Programs (posted)

What Is Due:
- Instructional Plan
- Lesson 7 Discussion
- Mid-Term Evaluation

Lesson 8: Formulating Program Evaluation Plans (October 9-15)

To Read and Review:
- Daffron and Caffarella, Chapter 10
- Wilson and Cervero: Paying attention to the people work when planning educational programs for adults (posted)

What Is Due:
- Lesson 8 Discussion

Lesson 9: Organizing Marketing Campaigns & Details (October 16-22)

To Read and Review:
- Daffron and Caffarella, Chapters 13-14
- OPTIONAL for those interested in environmental education programs: McDonald (linked in course)

What Is Due:
- Lesson 9 Discussion

Lesson 10: Preparing and Managing Budgets (October 23-29)

To Read and Review:
- Daffron and Caffarella, Chapter 12
- OPTIONAL for those working in health care: Carter, Hendricks, or Maclean (linked in course)

What Is Due:
- Marketing and Budget Plan

Lesson 11: Selecting Formats, Scheduling, & Staffing (Oct 30-November 5)

To Read and Review:
- Daffron and Caffarella, Chapter 11
- OPTIONAL for those working in higher education: Kleiber (linked in course)

What Is Due:
- Lesson 11 Discussion
- Program Evaluation Plan

Deliver or Pilot Your Program and Draft Your Report (Nov 6-26)

Lesson 12: Revisiting the Model & Looking to the Future (Nov 27-Dec 3)

To Read:
- Daffron and Caffarella, Chapter 15

What Is Due:
- Final Report
- Final Course Evaluation

Disclaimer

The information in this syllabus and the course schedule are subject to change. While changes are not anticipated, if there are changes, they will be posted in Blackboard and shared via an Announcement.