

Texas A&M University
Educational Human Resource Development Program
Mondays, 6:00 – 9:00
Room 304 EDCT

EHRD 642: Program Development in Adult Education

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Course description

Training, education, and development programs for various client systems are planned using conceptual models.

This course focuses on designing effective programs for adult learners, with a special focus on facilitating change in organizational contexts. Within the class we will cover the following topics:

Characteristics of adult learners
Models of program planning
Linking program planning to organizational change
Program design methods
Program evaluation methods

Objectives for the course

At the conclusion of the course, you should be able to:

Describe characteristics of adult learners and articulate how these characteristics can be accounted for in program development.

Describe three different models of program planning and use at least one to design a program for adult learners.

Describe at least two models of change and articulate how these models can influence continuous learning efforts.

Design a program for adult learners in an environment of your choice.

Articulate at least one mode of program evaluation.

Course requirements

Each class member is expected to complete the assigned readings and participate in class discussions.

In order to be an effective member of this class, it is critical that each participant read the course assignments and participate in class discussions and activities. A 10% portion of your course grade will be based on your participation in class. This grade is a “value added” assessment; in other words, sheer frequency or volume of verbal activity is not necessarily the goal of class participation. The grade is derived from meaningful dialogue based on reading and thinking reflectively. To participate in class more fully, you might consider, for example, commenting on specific issues raised in the class readings; illustrating specific issues from the readings with examples from your personal experience; raising questions not covered in the readings; comparing or contrasting ideas of various theorists from the readings; or supporting or debating the insight or conclusions of a classmate (or the instructor) by referencing concepts, experiences or logical reasoning.

The following assignments are the remaining items on which grades will be determined:

1). Design an educational program for adult learners. This program may follow any of the program planning models discussed in class. This assignment includes both scholarly and practical components. You should explain your rationale for selection of the model and you should also include scholarly documentation to support your learning topic and your program planning process. In other words, what does the scholarly literature say about both your topic and your approach to planning your program? *Master’s students should include a minimum of **five** scholarly references other than class texts to support their projects; doctoral students should include a minimum of **seven** scholarly references other than class texts to inform their projects.* As a practical matter, your final product should include information on all elements necessary to implement the program (e.g., not only the content of the program, but needs assessment information, logistical arrangements, evaluation procedures, etc.). It is quite possible that this information will be best included in appendices to your program plan. If you do not include some of the elements associated with the program planning model(s) you have selected for the assignment, you should clearly indicate why the element is not included. The text portion of this assignment should not exceed 20 pages.

An outline describing your project is due **October 29**. This outline will not be graded; it is merely to ensure you are on track with the assignment.

Your full project is due **Dec 3**.

2). Prepare to lead a 30-45 minute class discussion from a recent journal article related to any aspect of program planning. The article you select should be taken from academic literature and should include bibliographic references. You will be graded on the following:

- The extent to which the article is related to program planning through either content or dialogue
- The extent to which you utilize time well for presentation of article content and class dialogue and interaction (you may distribute the article or a summary of the article to your classmates prior to the date of presentation)
- The extent to which you show an understanding of article content, in particular as it relates to readings from the course texts

Articles will be discussed in class on **October 22 and 29**.

3). Prepare a short paper (no more than 5 pages) describing how your selected journal article informed your understanding of program planning. You should address the following questions:

- Why did you select the article?
- How does the article relate to the program planning models discussed in class?
- What is your assessment of the article and why?

Your short paper is due **October 1**. A full copy of your article should accompany the short paper.

4). Select *one* of the three following activities:

- In a group of two to four people, design and conduct an *evaluation* of a learning event of your choice. An example of a learning event is a training video or seminar. You must demonstrate knowledge of design and evaluation, and describe your process. If your evaluation will involve class participation or a presentation, please notify the instructor by November 12 to ensure adequate class time is available.
- Write an article related to program planning for a publication appropriate to your level of study. For example, doctoral students should target an academic or scholarly journal (such as *Academy of Management Review*, *Management Learning*, *Human Resource Development Quarterly*, or another similar publication). Master's students may target practitioner publications (such as *Training & Development*, *Personnel Journal*, or another similar publication).
- Undertake a self-directed learning project during which you maintain a journal that documents your experiences and insights about your learning process and the project itself. Describe your planning process for your learning project and summarize the key points from your journal in an 8-10 page paper. If you are interested in sharing your learning project with class participants in an ungraded presentation or interactive session, please notify the instructor by November 12. Selection of your project must be done by the third class session to allow sufficient time to journal your process.

This assignment will be due **November 26**.

Note: Because this is immediately after the Thanksgiving break, you may turn in this assignment on December 3 without penalty if you prefer.

Time will be given during the first class session for you to discuss and decide how you choose to meet the course requirements.

Summary of due dates

Allocation of grade percentages	September 3
Notify instructor if pursuing team learning evaluation or self-directed learning project (if applicable)	September 10
Copy of discussion article due to instructor	October 1
Short paper on discussion article (5 pages maximum) due	October 1
Article discussion (30-45 minutes)	October 22/29
Outline of program planning project due	October 29
Discretionary assignment due	November 26
Program planning project due	December 3

Required texts

Cervero, R.M. & Wilson, A.L. (1994). Planning responsibly for adult education: A guide to negotiating power and interests. San Francisco: Jossey-Bass, Inc. Publishers.

* Indicated in course outline as “CW”

Caffarella, R.S. (1994). Planning programs for adult learners: A practical guide for educators, trainers, and staff developers. San Francisco: Jossey-Bass, Inc. Publishers.

*Indicated in course outline as “C”

Grading

You may choose what percentage of your grade you would like each of the four course requirements to weigh (for a total of 90% of your grade). No requirement may be allocated less than 15% of your grade. For example, if you want to devote a great deal of effort to writing a paper for possible publication in a scholarly journal, you may choose to devote 45% of your grade to that course requirement and 15% to the additional three requirements. You must make your decision regarding percentage allocations preferably by the end of the first class session, but no later than the end of the second class session. If no allocations are provided to the instructor by the end of the second class session, each course requirement will account for one-fourth of your course grade.

In general, I would strongly recommend that coursework be turned in on the due date. However, as working adults we all have many demands upon our time and some of you may not be able to complete your course requirements prior to the final scheduled meeting time. I do have a policy regarding incomplete course requirements. **Incomplete work must be turned in by January 14, 2002 (six weeks from the final scheduled meeting date for the class) in order to avoid a reduction in your course grade.** Anything received after January 14, 2002 will be reduced by one letter grade and then averaged into your total course grade. If you feel you cannot meet these requirements, please speak with me *before* the six-week deadline for turning in incomplete work.

Additional information

In general, if there is any information that I need to disseminate between scheduled class meetings, I will do so via e-mail.

Please use APA format (4th edition) for any paper turned in for course requirements.

I will adhere to the Texas A&M University policies regarding the honor system.

Any student with special needs or circumstances should feel free to bring it to my attention so I can work with you to better serve your needs as a participant in this class. I will keep all such information strictly confidential.

General Course Outline

Aug 27	Introductions/Course syllabus issues
Sep 3	Characteristics of adults as learners <i>Deadline for allocating percentages to course requirements</i>
Sep 10	Introduction to program planning Reading: C: Ch 1; CW: Chs 1-2
Sep 17	Program planning formats Introduction to planning models Reading: C: Chs 10 and 2
Sep 24	Program planning models Organizational/social change issues Reading: CW: Chs 3 and 5
Oct 1	Program planning models Individual change issues Reading: CW: Ch 4 <i>Short papers and articles due</i>
Oct 8	Political issues in the planning process Reading: CW: Chs 6-9
Oct 15	Research day (Columbus Day)
Oct 22	Article presentations
Oct 29	Article presentations <i>Outlines for program plans due</i>
Nov 5	Needs assessment and behavioral objectives Reading: C: Chs 6, 10, and 7
Nov 12	Evaluation of programs Reading: C: Ch 9
Nov 19	Alternative individual learning/self-directed learning plans The role of technology in program planning
Nov 26	Presentations (if applicable) <i>Discretionary assignments due (Please note that you may choose to turn in this assignment on December 3 without penalty)</i>
Dec 3	Wrap up <i>Program Plans due</i>