I. Description

A study of the background, the development, and operation of adult and continuing education programs.

II. Rationale

*Inspiring and Leading through Excellence in Education* is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. I will ask you to read extensively in the field regarding theories and issues on adult and continuing education and to discuss your own experiences with your classmates.
III. Textbooks (required)


**Note:** This book is also being used for AHED 710, Sociology of Adult Education, although we will read different chapters.


Articles will also be assigned (see the Course Schedule for titles). These can be accessed through the D2L Content area in the course or through the USD homepage’s link to I.D. Weeks Library.

IV. Technology

Desire2Learn (D2L) will be the course management software for this course. You will need a USD email account to access course material. We will also meet in real time once through Collaborate Ultra. You will be able to access Collaborate Ultra through a link on the D2L Course Home page. **Be sure that your Internet browser enables popups. You should enter 10 minutes early to check your audio connection.**

**DATE/TIME for Collaborate Ultra Session:**

Wednesday, February 7, 7:00 pm Central Time

This software can be used from any PC and Internet connection. You must have speakers or a headset. There is a chat window if you do not have a microphone.

*If you are unable to attend, you will be able to view a recording of the session and comment on it in D2L.*
V. Course Objectives/Outcomes-Standards-Assessment

Each student successfully completing the course will be able to show competency in the following objectives. These major course objectives are each matched to School of Education (SOE) Advanced (graduate) standards.

<table>
<thead>
<tr>
<th>Objectives/Outcomes</th>
<th>Standard</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. Learners will be able to define contemporary issues and related problems in the field of continuing education.</td>
<td>SoE AD 8</td>
<td>Discussion; research paper</td>
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<tr>
<td>2. Learners will be able to describe future trends in the field of continuing education.</td>
<td>SoE AD 5</td>
<td>Discussion; research paper</td>
</tr>
<tr>
<td>3. Learners will be able to describe the requirements for continuing education, licensing and/or certification in an occupation of their choice.</td>
<td>SoE AD 8</td>
<td>Continuing professional education investigation</td>
</tr>
<tr>
<td>4. Learners will be able to identify methods of lifelong learning for the public at museums and elsewhere.</td>
<td>SoE AD 8</td>
<td>Museum visit and report; lifelong learning paper</td>
</tr>
</tbody>
</table>

Detailed objectives for each module are listed in D2L Content.

V. Learning Methods and Course Requirements

Readings—Plan on four hours to complete the weekly reading assignments (see the Course Schedule for list of readings & dates).

Discussions—Collaborative learning is an important learning strategy for this course to promote authentic learning through questioning and understanding in concert with
each other. Discussion questions will appear in the Discussions area of D2L. Share thoughts and ideas regarding the essential points from the readings and how the topic relates to your own experiences. **Discussion postings are due by Wednesday evening for initial posting and final responses to two other classmates by Friday afternoon** (you may continue to respond after that point if desired). See Course Schedule for dates.

**Assignments**—Assignments should be sent to me through the **D2L Dropbox by 11:30 pm Central Standard Time on the due date.**

### VI. Evaluation and Assessment of Students’ Learning

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Course Grade</th>
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<tbody>
<tr>
<td><strong>Online Discussions</strong></td>
<td>15%</td>
</tr>
<tr>
<td>Students are expected to take part in discussions on adult and continuing education in different environments. Students will also respond to two other students.</td>
<td></td>
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<tr>
<td><strong>Continuing Professional Education Investigation</strong></td>
<td>20%</td>
</tr>
<tr>
<td>Choose a profession whose continuing education requirements you wish to learn about. The guidelines for writing up your findings will be provided in the Content area of D2L. <strong>Due Wed., Feb. 21.</strong></td>
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<tr>
<td><strong>Museum Visit &amp; Report</strong></td>
<td>20%</td>
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<tr>
<td>Choose a museum to visit. Write a 5-7 page report on how this museum educates its visitors through either formal or informal means (e.g., exhibits, classes, special events, publications, website). If you do not have access to a museum, you may substitute a zoo, library, or park. Additional information will be provided in D2L Content. <strong>Due Wed., March 14.</strong></td>
<td></td>
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<tr>
<td><strong>Continuing Education Research Paper</strong></td>
<td>30%</td>
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<tr>
<td>This 9-12 page paper should be on an area of adult and continuing education that you would like to investigate. You will be asked to post your topic in Discussions for approval. You may use book, journal articles, and interviews to gain information. Additional</td>
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### Assignment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Course Grade</th>
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<tr>
<td>information will be provided in D2L Content. Topic due Feb. 28, paper due Wed., April 11.</td>
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</table>

**Lifelong Learning Paper**

This is a short paper (4-5 pages) to show how you might get your community and yourself involved in lifelong learning. See D2L Content for instructions and handouts. Post your paper in the Dropbox. Due Wed., April 25.

**Grading Scale:**

- A 92-100%
- B 81-91%
- C 70-80%
- D/F less than 70%
- I Incomplete

### VII. Instructional Methods/Activities

Methods and activities for instruction include:

**Traditional Experiences**

1. Discussion and readings
2. Papers

**Clinical Experiences**

Museum exploration

### VIII. Recommended Readings


IX. Tentative Course Schedule

The Course Schedule shows the Due Dates for the initial posts and assignments. The date for the Collaborate Ultra session is in red. The week begins with Wednesday. Give initial posts on Wednesday and replies to other students by Saturday afternoon.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic and Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed., Jan. 10</td>
<td><strong>Getting Started – Student introductions</strong>&lt;br&gt;Review the Syllabus and Assignments in D2L Content.</td>
<td>Introduce yourself to other students in D2L. Post any questions you have.</td>
</tr>
<tr>
<td>Jan. 17</td>
<td><strong>Module 1 What Is Adult &amp; Continuing Ed</strong>&lt;br&gt;&lt;br&gt;Read in the Kasworm and Ross-Gordon textbook: Introduction: Adult &amp; Continuing Education as an Intellectual Commons&lt;br&gt;View PowerPoint slides.&lt;br&gt;&lt;br&gt;Read in The Essentials book:&lt;br&gt;Chapter 1: Introduction&lt;br&gt;Chapter 2: Overview of the Field&lt;br&gt;&lt;br&gt;Read in White &amp; DiSilvestro:&lt;br&gt;Chapter 1 The Dynamic Flux of Continuing Higher Education&lt;br&gt;&lt;br&gt;Handout: Organizations and Journals for Adult &amp; Continuing Education (see D2L Content)&lt;br&gt;&lt;br&gt;Video: Lifelong Learning</td>
<td>D2L discussions of the readings begin with this module.</td>
</tr>
<tr>
<td>Jan. 24</td>
<td><strong>Module 2 Professionalization of the Field</strong>&lt;br&gt;&lt;br&gt;Read in Kasworm and Ross-Gordon:&lt;br&gt;Chapt. 11 Professionalization of the Field of Adult &amp; Continuing Education, p. 125&lt;br&gt;Chapter 12 Professional Identity, p. 135&lt;br&gt;&lt;br&gt;Read in The Essentials book:&lt;br&gt;Chapter 3: History and Philosophy of Continuing Ed&lt;br&gt;Chapter 4: Learning and Teaching</td>
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</tr>
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| Jan. 31  | **Module 3 Continuing Professional Education (CPE)**<br>
  *Read in Kasworm and Ross-Gordon:*
  Chapt. 25 Continuing Professional Education, p. 275<br>
  *Read in White and DiSilvestro:*
  Chapter 6 Trends and Considerations affecting Noncredit Programs<br>
  *Handout: Continuing Professional Education* |  |
| Feb. 7   | **Module 4 Adult & Continuing Education in Libraries, Museums, Parks, and Zoos**<br>
  *Read in Kasworm and Ross-Gordon:*
  Chapt. 30 Adult Education in Cultural Institutions: Libraries, Museums, Parks, and Zoos, p. 327<br>
  Articles: “Nonformal and Informal Adult Learning in Museums”; “The Role of Learning in the Development of Expertise in Museum Docents”<br>
  *Handout: About Museums*<br>
  *Video: Engaging Young Adults with Museums* | **Collaborate Ultra Session, 7:00 pm Central Time**<br>
  *Slides & the recording will be posted the next day.* |
| Feb. 14  | **Module 5 Adult Basic Education; Current Trends; Prior Learning Assessment**<br>
  *Read in Kasworm and Ross-Gordon:*
  Chapt. 17 Adult Basic Education, p. 189<br>
  *Read in White & DiSilvestro:*
  Chapter 2 Current Trends in Adult Degree Programs Chapter 5 Growing Importance of Prior Learning Assessment |  |
| Feb. 21  | **Module 6 ESL Programs; Native American Education**<br>
  *Read in Kasworm and Ross-Gordon:*
<p>| <strong>Continuing Professional Education Investigation due in</strong> |</p>
<table>
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<tr>
<th>Due Date</th>
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</table>
| Feb. 28  | **Module 7 Community Colleges; Partnerships with Academic Departments**  
*Read in Kasworm and Ross-Gordon:*  
Chapt. 21: The Learning Landscape of Community Colleges, p. 231  
*Read in White & DiSilvestro:*  
Chapter 3 Partnerships with Academic Departments  
Chapter 7 Role of the Community College in Economic Development | **Dropbox at 11:30 pm Central Time**  
*Also, please post your investigation in Discussions so others can read & comment on it.* |
| Mar. 7   | **Spring Break – take time to visit a museum!** |  |
| Mar. 14  | **Module 8 Military Contributions**  
*Read in Kasworm and Ross-Gordon:*  
Chapt. 24 Military Contributions, p. 263  
*Article:* “When Johnny (or Janelle) Came Marching Home: National, State, and Institutional Efforts”  
*Video:* Student Veterans and Their Stories of Growth | **Museum Visit and Report due in Dropbox by 11:30 pm**  
*Also, please post your Museum Report in Discussions so others can read & comment on it.* |
| Mar. 21  | **Module 9 Marketing**  
*Read in White & DiSilvestro:*  
Chapter 9: Preparing Marketing for the Future  
*Read in The Essentials book:*  
Chapter 7: Marketing  
Chapter 8: Promotion |  |
<table>
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<tr>
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| March 28 | **Module 10 Adult Education for Health and Wellness; Program Analysis & Pricing**  
*Read in Kasworm and Ross-Gordon:*  
Chapt 27 Adult Education for Health and Wellness  
*Read in The Essentials book:*  
Chapter 13: Program Analysis  
Chapter 14: Pricing  
Article: “Health Literacy” |  |
| Apr. 4   | **Module 11 Adult Development; Program Development**  
*Read in Kasworm and Ross-Gordon:*  
Chapt. 4 Adult Development, p. 49  
*Read in The Essentials book:*  
Chapter 11: Needs Assessment  
Chapter 12: Program Development  
Handout on adult development  (D2L Content) |  |
| Apr. 11  | **Module 12 Continuing Education for Adults with Disabilities**  
*Read in Kasworm and Ross-Gordon:*  
Chapt. 35 Perspectives on Disability, p. 379  
Articles: “Helping Adult Educators Understand Disability Disclosure”; “Adult Education and Disability Studies, an Interdisciplinary Relationship”  
*Handout:* A Fact Sheet on Psychological Disabilities  
*Video:* Transitioning to College with a Disability | **Continuing Education Research Paper due by 11:30 pm in Dropbox** |
<table>
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</thead>
</table>
| April 18 | **Module 13 Continuing Education for an Aging Society**  
*Read in Kasworm and Ross-Gordon:*  
Chapt. 34 Adult & Continuing Education for an Aging Society, p. 367  
*Read in White & DiSilvestro:*  
Chapt. 8 Continuing Higher Education and Older Adults  
Articles: “Lifelong Learning in Later Life: A Review and Critique of the Universities of the Third Age”; “Portrayal of Older Adult Learners in Adult Education Journals, 1980-2006”; Osher Lifelong Learning Institute  
*Video:* The Power and Importance of Lifelong Learning | |
| April 25 | **Module 14 Program Management & Leadership; The Future**  
*Read in The Essentials book:*  
Chapter 15: Program Management  
Chapter 16: Leadership  
*Read in White & DiSilvestro:*  
Chapt. 10 The Road Ahead: Challenges and Opportunities | Lifelong Learning Paper due in Dropbox – see Content for instructions |
| May 2    | **Wrap-Up - No Final Exam** | |

**X. Class Policies**

**Student Handbook:** For information about USD’s technical, academic, and student support services, as well as how to take advantage of these services, please refer to the Online Student Handbook in the USD Getting Started widget on the course home page.
This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

**Turnaround Time:** Students who email a problem to the instructor will be answered as soon as possible, usually within 48 hours. The instructor reads emails at least once a day, M-F. *The instructor does not always read emails on the weekend.* Midterm grades for Discussions will be posted halfway through the semester.

**Assignment Policy:** The instructor will read assignments in the order received and return them with a grade and comments within two weeks in the Dropbox. **Assignments turned in after the due date may have points deducted.** Please contact me, preferably in advance, about extenuating circumstances that prevent you from completing assignments on time. **Faculty members have the right and responsibility to drop a student from the course if the student is not responding, progressing, or participating.**

**Note:** A grade of “I” may only remain **Incomplete for one calendar year** at which time it converts to a grade of “NCI” and the course must be repeated (and repaid) for credit.

**Paper Format:** All papers should be typed **double-spaced using a 12-point font with 1-inch margins and page numbers. Please include your name on the paper.** *Use APA style* to cite sources within the text and provide a complete reference list. For web sources, include the URL and the date on which you retrieved the document as well as when it was created if available. Documents should be in Microsoft Word; use the Word spell checker to help proofread.

**Academic Honesty:** As stated in the Student Code of Conduct, the integrity of the University community is contingent upon fulfillment of a trust--that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. Plagiarism is defined as (but not limited to) the following:

1) Use of paraphrase or direct quotation of published or unpublished work of another person without full and clear acknowledgment or

2) Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

3) **No credit can be given for a dishonest assignment.** At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
   a. Given a zero for that assignment.
   b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

**Freedom in Learning:** Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation. (South Dakota Board of Regents Policy)

**Student’s Rights to Assistance or Accommodations:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Ernetta Fox, Director of the Office of Disability Services (605-677-6389; dservices@usd.edu), as early as possible in the semester. Students currently registered with Disability Services must obtain a new accommodation memo each semester. www.usd.edu/ds; dservices@usd.edu

**Diversity:** The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.