EDU 649: Curriculum and Program Development
Saturdayss - 8:00 - 4:00 p.m
Dates 2/11, 3/4, 4/8, 5/6
Spring 2017

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TEXTS


SUPPLEMENTAL SOURCES*


*The the library and the instructor can also aid in providing supplemental sources

OVERVIEW
This course explores curriculum, program planning, development, implementation, and evaluation of adult programs, particularly community, professional and workplace education. The emphasis is on breath -- goals, values, social forces, human development theories, the nature of learning and learning styles, personal experiences and practical suggestions for facilitators in a variety of adult settings - - rather than in-depth focus on a precise prescription for implementation of programs or curricula for a specific agency, institution or personnel of a specific agency or institution. Participants apply relevancy to their individual contexts.

COURSE OBJECTIVES
1. To acquaint students with concepts and processes of program planning and curriculum development as they relate to adult formal, informal, professional, community or training education programs designed for the adult learners through guest experts, research, observation, planning and implementing a program.

2. To enhance students’ skills as curriculum designers and program planners through an interactive adult planning model and other instructional design approaches conducting needs analyses, and exploring a four level evaluation tool.

3. To advance students’ programming skills planning capacities through observation of programs, plan and implement a program and produce a documentary as application learning that includes problem-solving, decision-making and evaluation viewed as critical for Adult Education professionals.
LEARNING OUTCOMES
Students completing this course will be able to:
1. Understand the goals and purposes of a curriculum, program development and instructional design to guide a planning and implementation process.
2. Appreciate the differences between curriculum and instruction.
3. Understand what criteria can be used to plan, develop, and implement curricula and program planning using an integrated, interactive or universal approach to designing learning experiences.
4. Appreciate how goals and values influence curriculum or program planning, and include consideration of context and culture.
5. Construct tools to help make judgments about program effectiveness, improvement, and communicate program value using a four level evaluation model.

COURSE STRUCTURE
In this course we will consider a different topic or facet of program development or curriculum each week. The first several weeks will be devoted to general philosophical and conceptual curriculum and program planning design issues. Later classes will consider more specific topics or research on which the texts have focused. Some of these topics concentrate on vocational education or a particular role of the planner in program or curricula development, and the variables that affect it (e.g., dynamics of the change process, context, cultural and other societal factors, etc.). Other topics will consider facets of organizations and program development (e.g., structure, involvement with people, identification of problems and needs, providing learning opportunities, determining and communicating program value).

The first or the last portion of our weekly sessions will involve didactic formal and informal presentations (provided by the facilitator or students) of major issues, concepts, theories or readings relevant to the topic at hand. The remainder of the class sessions will be devoted to win-win discussions based on assigned readings, group presentations, class collaboration or student facilitated discussions, sharing of personal experiences, and articles of choice for those who wish to pursue a topic in greater depth.

ASSIGNED READINGS
A hint for getting the most from this experience would be to read through assignments in the texts -- while you’re fresh -- then use the texts as references. Read with the thought of informing or facilitating discussion in mind. In addition to the required readings, students are expected to read and share articles of choice related to the class each week. Articles can be from current events or another source, but should facilitate learning in the context of the class. The readings and the class schedule will be discussed during the first class session. The instructor reserves the right to suggest other readings to enhance further understanding during the course.

Students are free to revise and resubmit any written assignment. Revisions should address the comments and concerns raised by the instructor in the original draft of the paper. Revised versions will be accepted any time up to one week after a paper is returned to the student.

REFERENCES
All papers in this class should be typewritten, double-spaced, following the American Psychological Association’s (APA) guidelines 6th edition (hanging indent). All students are strongly encouraged to attend library research classes. Complete all suggested readings. They will be helpful in completing assignments.
REQUIREMENTS FOR EVALUATION

STRUCTURED REACTIONS & PHILOSOPHY (20) Each student is expected to submit three one-page structured reactions to each class. These should include your reflection on the class, group discussion or guest 1) what was done well, 2) what you learned, 3) what can be added, and 4) what idea or practice can be transferred to other settings by you or other practitioners. The final paper should be one-page describing your working philosophy as a curriculum and program planner (due May 6, 2017).

FORMAL PRESENTATIONS (25) Each class member will work in a variety of text related informal collaborations during class sessions. Students will also research and facilitate three formal presentations on Integrated Approaches, Universal Design and Dean’s Designing Instruction. The work should include a discussion of goals, values, purposes and the instructional design of each approach. These supplemental sources can be obtained through the library or Library loan. In collaborations students will prepare a class handout with key points related to their approach with a variety of references. This presentations should utilize learner involvement through scenarios, discussion, exercises, and a variety of media (e.g., PowerPoint, Presi, Google docs, Mind-Mapping, role play/simulation, case study…) for deeper understanding. Details for these presentations will be shared during the first class session. Changes can be made depending on the number of students and the flow of the sessions. Due March 4, 2017.

DEVELOPMENTAL PROGRAM (25) Complete a SITUATIONAL ANALYSIS of a developmental program with the primary goal to define and solve an individual, group, community problem for potential adult learners e.g. wolves in northern Wisconsin, deer in Brookfield, Ebola, voter ID, etc. Situational analysis is a phenomenon in constant motion -- the effort to identify the need, gap, or condition that exists between what is and what should be -- or what is between what is and that which is more desirable. The analysis of your program starts with research/literature review, needs of your target group than a possible solution. Devise any program, programming processes, philosophical concerns or approaches to program development. Don’t forget the transfer of learning. This should be no more than 4 pages including references, double-spaced, and following the guidelines of the American Psychological Association’s (APA) 6th edition (hanging indent). Due April 8, 2017.

INFORMATIONAL PROGRAM (30) The class will collaborate and produce a forty-five minute to one hour NEWS MAGAZINE on an informational topic e.g., adult learners: Becoming students in mid-life – support – parents and children, extended family and friends, Education institution, workplace, or a topic of choice. In order to integrate all the information presented in the course and explore technology for problem solving, students will collaborate and complete this informative report through digital means for an exchange of information to an adult audience. The effort can highlight new information available from research findings, new laws, or new regulations, different voices, perspectives and experts, if possible. devices. The documentary should be based on a critical review of research, theory and practice in sports. Be creative. Stretch! Think 20/20 or Dateline NBC. The expectation on project length should be no more than 1 hour”. Questions will be answered during first class session. The project is due to be viewed on May 6, 2017.
COURSE EVALUATION REQUIREMENTS

Reactions, Philosophy  20 points
Formal Presentations  25 points
Situational Analysis  30 points
News Magazine  30 points

Total: 100 points

A = 95 - 100 points
An “A” represents a professional judgment that the student’s accomplishment is superior. “A” work stands out in its quality of independent, critical and creative thinking. Written work is extremely well organized and well written. Oral presentations are well organized and delivered in an interesting, informative fashion. The student clearly grasps the salient and subtle aspects of the course content.

AB = 90 - 94 points
An “AB” represents a professional judgment that the student’s accomplishment was close to superior but was lacking slightly in terms of understanding and presentation. It denotes a high quality of work just short of the highest level of achievement.

B = 80 - 89 points
A “B” represents a professional judgment that the student’s accomplishment satisfies fully the criteria established for the course. It demonstrates competence and understanding of the course content, however, the student shows less depth; critical and creative thinking in their work. Written work is satisfactory, and oral presentations are effective.

C = 70 - 79 points
A “C” represents a professional judgment that the student’s accomplishment minimally satisfies the criteria for awarding graduate credit. It denotes inaccuracies in understanding the course content and an inability to indicate independent, creative thinking about the issues presented in the course. It is indicative of work the level of which, if continued, is not of the quality to perform in a graduate program.

Below 79 = failing

POLICY STATEMENTS
ACCOMMODATIONS FOR DISABILITIES
Any requests for accommodation must be made through the Disability Services Coordinator. Appropriate accommodations will be made upon written notice from the Coordinator.

MODIFICATIONS TO THE SYLLABUS
The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program requires.

STATEMENT ON ACADEMIC INTEGRITY
The Carroll University Academic Integrity Policy is located in the student handbook – http://www.carrollu.edu/campuslife/shstudentthb.asp?nav=5769. Please familiarize yourself with it. Carroll University emphasizes that students have an obligation to conduct their academic work with honesty and integrity. All acts of academic misconduct are serious. If you have any questions about appropriate citations, please ask. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course.
TENTATIVE AGENDAS AND READING ASSIGNMENTS

AGENDA February 11
Facilitator: Instructor and students

Introductions
overview of the course
Evaluation Procedures
Other determinations
  ▪ Situational Analysis
  ▪ News Magazine

Discussion:
1. What is curriculum?
2. What is the difference between curriculum and instruction
3. What is the difference between “Program” and Program development

Curriculum Planning
Program Planning

Adult Education Philosophy

Interactive Model* Caffarella, 29-40
Foundational Knowledge: Understanding adult learners:
Dercerning the context Caffarella 1-28; 40 -160; Exercises
Building a base of support Exercises
Identifying and Prioritizing Ideas and needs Kirkpatrick 1 - 14

Group dynamics

Assignments due
March 4
Formal Presentations – Fink, Burgstahler, Dean

Note: Coaches, if not present, are responsible for research and production of handouts in addition to working with the group.

1st Reaction Paper due.
TENTATIVE AGENDA AND READING ASSIGNMENTS

AGENDA March 4
Facilitator: Three Formal Groups

- Integrated Approaches Fink (2010)
- Designing Instruction Dean, p. 93 – 117.

Developing a Program
- Values
- Goals
- Objectives
- Evaluation objectives

Caffarella 161-180; 198 Exercises
Kirkpatrick 3-70

Translating Program goals and objectives into learning objectives
- Designing instruction… Caffarella 181-207; Exercises
- Devising learning transfer Plans Caffarella 209-231; Exercises

Formulating program evaluation plans Caffarella 232-258, Scenarios; Exercises
Selecting formats, scheduling, and staffing programs Caffarella 259-282, Scenarios; Exercises
Preparing and managing budgets Caffarella 259-282, Scenarios; Exercises

Group dynamics

Assignments

April 8
Tentative: Meet in the lobby of the Campus Center for tour and class at 8:00
Developmental: Situational Analysis due
2rd Structured Reaction Paper: Response to Formal Presentations
AGENDA April 8
Facilitators: Instructor and class (Facilities Staff at Carroll)

Tentative: 8:00 Meet in the lobby of the Campus Center for tour and Class

Mid Morning or Lunch

Case studies of implementation Kirkpatrick 73-281

Organizing Marketing Campaigns Caffarella 311-337
Details, Details, Details Caffarella 338-365
Revisiting the model and looking to the future Caffarella 366-383
Working Philosophies

Group dynamics

Assignments

Due May 6

Tour of WCTC (Tentative) 8:00

Developmental Program: Situational Analysis paper

Informational Program: News Magazine Showings

4th Structured Reaction: Working philosophy as a curriculum and program, and Summary of what have you learned in the course.
TENTATIVE AGENDA AND READING ASSIGNMENTS

AGENDA May 6
Facilitator: Associate Dean WCTC

Morning: 8:00
Tour of WCTC & Introduction (Tentative)
WIDS – Worldwide Instructional Design System

Lunch

Revising the model and looking to the future

Working philosophies

Class Implementation of Learning experience: Integrating theory and practice …. Informational News Magazine Showing

Discussion

Final Comments

Due: May 6

Final Structured Reaction: Working philosophy as a curriculum and program, and Summary of what have you learned in the course.

Informational News Magazine