**FCS 390/590: Adult Education**

**University of Wisconsin-Stevens Point Spring 2017**

**Instructor:** Susan Turgeson, Ed.D., CFCS

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**Office Hours:** Monday 11:00 a.m. – 2:30 p.m.

Tuesday and Thursday 9:30 a.m. – 10:30 a.m.

Wednesday 12:30 p.m. – 4:00 p.m.

Other times by appointment

**Class Meeting Times:**Tuesday & Thursday 2:00 p.m. – 3:15 p.m.

**Textbook:** Duncan, S. and Godddard, H. (2011). *Family life education: Principles and practices for effective outreach (2nd edition).* Thousand Oaks, CA: Sage Publications, Inc. **(Rental)**

**Key Questions:**

1. What are the goals or desired outcomes of adult education? Family Life Education?
2. What are the characteristics, needs, and concerns of adult learners?
3. In what ways do community based programs address the needs of adult learners? Families and children?
4. What partnerships can be developed with professionals who direct community-based programs serving families and children?
5. How are family life programs planned, organized, delivered, and evaluated to meet the needs of diverse audiences?
6. What strategies are appropriate for teaching in non-formal educational settings?
7. In what ways can technological tools be used to enhance non-formal educational teaching/learning situations?
8. How does diversity within families, society, within groups and between groups affect learning for adults?

**Learning Outcomes:**

During or upon completion of this course participants will be able to:

1. describe ways in which community based programs address the needs of adult learners

2. analyze family life education programs within our community

3 utilize appropriate strategies for facilitating programs to meet the needs of diverse audiences

4. discuss the rationale/value of applying theory and research to practice

5. develop a program design and evaluation tool for a specific population

**Grading Plan: Grade Distribution:**

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | Percent | Grade | Percent |
| A | 94-100% | C | 74-76% |
| A- | 90-93% | C- | 70-73% |
| B+ | 87-89% | D+ | 67-69% |
| B | 83-86% | D | 60-66% |
| B- | 80-82% | F | <60% |
| C+ | 77-79% |  |  |

Class Participation 25%

Reflections 15%

Observations 15%

Adult Ed Program 35%

Professional Development 10%

Action Project – graduate level requirement

**Course Requirements:**

1. **Class Participation** – This is an important part of the work for this course. Attendance and participation count for **25%** of your total grade. With a partner, each student will plan and conduct in class **one icebreaker/energizer activity** that would be appropriate for an adult education training/course. Dates will be assigned during the first week of class. Many active learning techniques and strategies will be demonstrated during class. If a student is absent from class due to a departmental conference, workshop, or field trip for which student attendance is recommended, the student will be given an appropriate alternate assignment. This is largely a discussion class and students are expected to come to class having completed the assignment and ready to participate in discussions. Readings are a “springboard” for our conversations. Students are expected to actively contribute to the discussion providing helpful, meaningful, and beneficial contributions to the group process.
2. **Reflections** – You will be completing a total of four (4) written reflections. Three (3) reflections are on selected chapters and/or other assigned readings/activities throughout the course. Additionally, one (1) reflection on an activity or experience of your choice will be required. These count for **15%** of your total grade and are due on **February 23, April 4, April 18**, and **May 9**.
3. **Observations**- You will observe three (3) adult education programs and complete reports by **March 16, April 6, and April 25.** These count for **15%** of your total grade. Graduate students will complete (2) observations. The Action Project will take the place of the 3rd. Instead of observing, you will be conducting your adult education program ☺
4. **Adult Ed Program** – You will be assigned to a small group to develop an adult education program. Graduate students will complete individually. This counts for **35%** of your total grade. You should have your project completed by **May 4.**You will submit group summaries of your progress by **March 9** and **April 11**.
5. **Professional Development Activities** – You must earn **10** professional development points during the semester. A variety of actions and/or organizations are desired. All points should **not** be from the same type of activity. A summary report is due by **May 2**. This counts for **10%** of your grade. Points can be earned in the following ways:

Points Action

4 Current membership in National organization (e.g. AAFCS/NCFR/ACTE)

4 Participation in a National Conference (e.g.AAFCS/NCFR)

3 Participation in a FCCLA or HOSA event

(Note: FCCLA regionals 2/20, FCCLA state 4/4, HOSA state 4/9 & 4/10)

3 Participation in a State Conference/Meeting (e.g. WAFCS/WICFR)

(Note: WICFR 2/23-2/275 and WAFCS 3/2-3/5)

3 Serve in an officer position (e.g. SPAFCS, WAFCS, AAFCS, UCFR, WICFR)

1 Membership in a State organization (e.g.WAFCS/WFCE/WICFR)

1 Membership in local student chapter (e.g. SPAFCS/UCFR)

1 Participation in professional organization activities / service projects

1 Participation in professional development and training (e.g. webinars, CEU Cert.)

1 Participation in regular student organization meetings (e.g. SPAFCS/UCFR)

Note: You will have the opportunity to make revisions to any written work, other than the final exam, to improve your

grade. Reflection on feedback and a desire to improve are important aspects of professionalism. Revisions should be submitted to the dropbox available on D2L no later than **May 5th**.

**\*\*A tentative course syllabus is provided. I reserve the right to make changes deemed necessary as the semester progresses.**

**UWSP Community Bill of Rights and Responsibilities:**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

**Academic Conduct:**

Academic integrity is central to the mission of higher education in general and UWSP in particular. This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on assignments is essential to the success of this community of scholars. Using classmates’ responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal from each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, and keeping cell phones silenced or turned off and put away. Behaviors such as loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the instructor or other students are considered unacceptable. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

For additional information, please refer to the statements on Academic Standards as outlined by the Office of Student Rights and Responsibilities. You can read the full text of Chapter 14 on “Student Academic Standards & Disciplinary Procedures” at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

**Americans with Disabilities Act:**

The American with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies, check here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can to make you more successful in class. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor or the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

**Emergency Procedures:**

See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point. See [www.uwsp.edu/rgmt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rgmt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools, or large classrooms). In the event of a medical emergency call 9-1-1 or use Red Emergency Phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim. In the event of a fire alarm, evacuate the building in a calm manner. Meet across the street in front of the Health Enhancement Center (HEC). Notify instructor or emergency command personnel of any missing individuals.

**Desire2Learn:**

This class uses Desire2Learn (D2L), UWSP's Online Learning Management System. Your course Syllabus, grades and additional activities will be found here. This is also where you will turn in most assignments. You can log into D2L at, <https://uwsp.courses.wisconsin.edu/>, with your UWSP logon. D2L can also be found on your MyPoint Portal, <https://mypoint.uwsp.edu>, on the Academics tab. After you have logged in to D2L, look below "My Stevens Point Courses" in the middle of the screen. Click the plus sign in front of the current semester to access the link to our class.

**Electronic Devices:**

To reduce distraction and as a courtesy to other members of class, please turn off and put away all electronic devices during class time.

**Late Work Policy:**

Students have a duty to themselves and their peers to engage, in a timely manner, in completing individual and small group work, or providing feedback to peers. The expectation for students in the management of their learning and “deliverables” of this course is to negotiate in advance, with the instructor, as soon as it becomes apparent that deadlines are not achievable. Students may negotiate no more than two (2) deadlines over the semester. Deadlines that are not negotiated in advance, or go beyond the 2nd negotiation will result in reduced credit. Dropbox closes at 10 p.m. on due date. Any work submitted after that time should be submitted to the “Late Work” Folder. Late work will not be accepted after **May 5.**

**Tentative Course Schedule:**

**Date Topic Assignment Due**

|  |  |  |
| --- | --- | --- |
| January 24 | Course overview |  |
| 26 | Historical and philosophical perspectives | Chapter 1 (p. 1-13) & Appendix A |
| 31 | Family Life Education content areas | Appendix B |
| February 2 | Various approaches & developing a philosophy | Chapter 1 (p. 13-24); Overview of Adult Learning Processes; 30 Things We Know For Sure |
| 7 | Designing prevention oriented programs | Chapter 2 (p. 27-49; Prochaska’s Transtheoretical Model for Change ; View Logic Model Presentation |
| 9 | Assessment and sustainability | Chapter 2 (p. 49-54); Elements of a Formally Structured Needs Assessment |
| 14 | Program evaluation | Chapter 3; Elements of a Systematic Evaluation |
| 16 | Spotlight on local FLE program (UW-Extension) | Chapter 17 |
| 21 | Designing effective instruction | Chapter 4; Ginott Method |
| \*23 | Group work / observations | **1st Reflection due – guest speaker** |
| 28 | Engaging an audience | Chapter 5 |
| March \* 2 | Group work / observations |  |
| 7 | Teaching skills and tools | Chapter 6 |
| \* 9 | Group work / observations | **Group project summary due** |
| 14 | Diverse audiences | Chapter 7; Ways to Stop Conversation on Diversity; Teaching Tools due |
| 16 | Diverse audiences – (guest speaker) | **1st Observation report due** |
| 21 | Spring Break |  |
| 23 | Spring Break |  |
| 28 | Marketing programs | Chapter 13 & Chapter 16; Preparing Budgets & Marketing Plans; Conducting Target & Contextual Analyses |
| 30 | Parenting education | Chapter 10 |
| April \* 4 | Group work / observations | **2nd Reflection due-Chpt 6** |
| 6 | Relationship education | Chapter 9; 2nd **Observation report due** |
| \* 11 | Group work / observations | **Group project summary due** |
| 13 | Educating for personal well-being | Chapter 8 |
| \* 18 | Group work / observations | **3rd Reflection due-Choice** |
| 20 | Online programs | Chapter 12 |
| 25 | Creating partnerships-guest speaker | Chapter 15; **3rd Observation report due** |
| 27 | Sexuality education | Chapter 11 |
| May \* 2 | Group work | **Prof. Develop. Summary due** |
| 4 | Presentations |  |
| 9 | Presentations | **4th Reflection due - guest speaker** |
| 11 | Presentations |  |
| Tues. 5/16 | **Final 12:30 p.m. – 2:30 p.m.** |  |

\*Class does NOT meet face to face; coursework will be completed on-line or off-site for these dates