**FCS 390/590: Adult Education**

**University of Wisconsin-Stevens Point**

*Tentative Course Syllabus. I reserve the right to make necessary changes through term.*

**Instructor:** Sterling Wall, Ph.D., CFLE

 Child Life & Family Studies Full Professor

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**Office Hours:** Monday 2-3pm

Tuesdays 10-11am

 Other times by 24 hour email advance notice

**EMAIL** is an official form of communication for this course. Students are expected to read all emails from instructor carefully, and to check their “UWSP” email once every 24 hours, M-F of the term.

**Class Meeting Times:** Monday/Wednesday 9:30-10:45AM.

**Textbook:** Duncan, S. and Godddard, H. (2017). *Family life education: Principles and practices for effective outreach (3rd 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 |
| A | 90-100% |
| A- | 80-89% |
| B+ | 70-89% |
| B | 60-69% |
| B- | 59 or less |

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. Dates due listed on course schedule.
3. **Observations**- You will observe three (3) adult education programs and complete reports by dates listed on course schedule**.** 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. Checkpoints for progress and final due date listed on course schedule.
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 on last day of class. 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 State Conference/Meeting (e.g. WAFCS/WICFR)

 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)

**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 Canvas course management software.

**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:**

10% off for each day late, beginning with date assignment is due. Dropbox closes at 11:59 p.m. on due date.