**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

242A CPS 715-346-4653 [Sterling.Wall@uwsp.edu](mailto:Sterling.Wall@uwsp.edu)

**Office Hours**: By 24 Hour Advance Appointment. There is no one perfect time for everyone, so just email me and

we can set up a convenient time to meet together on Zoom. Wednesdays are most flexible.

**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.

**ZOOM** Is the official course video/virtual program used to record/present. Students agree to download zoom.

**VIDEO PERMISSION** Participation in this course grants permission of audio and video recordings that include students voice and image to be distributed to other class members and members of future classes by professor.

**FACE COVERINGS** At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

**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)**

**Mindfulness Matters**. Online self-paced training offered by the Dibble Institute**. $19. Required.**

**Instructions on how to register will be given in class.**

**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:**

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| Grade | Percent |
| A | 90-100% |
| B | 80-89.9% |
| C | 70-79.9% |
| D | 60-69.9% |
| F | 59 or less |

Class Participation 25%

Mindfulness Tx 15%

Adult Ed Program 50%

Professional Development 10%

Action Project – graduate level requirement

**Late Work:** 10% off for each day late including day due.

**Course Requirements:**

1. **Class Participation** – Discussion Boards, group projects, icebreakers, quizzes, etc.
2. **Attendance** - The University expects that students will attend all of their classes. Additionally, in the event of in class or take home assignments, activities, quizzes, worksheets, or extra credit opportunities, one would need to be present to receive credit. Students are responsible for all in class or 24 hour advance email announcements. While attendance points will not be given, more than two absences, or obvious non-participation during class, will result in a lower final letter grade. Snow – if SPASH is cancelled, check email for online assignment.
3. **Mindfulness training.** Due to Covid 19 lingering issues, instead of students going out to multiple sites to observe existing adult ed programs, reporting back, etc…. we have arranged a different opportunity with the Dibble Institute. It is a self-directed ( do at your own pace) Mindfulness Matters training that each of you will enroll in for $19 (we are paying the other $30 for you!!!). Further instructions forthcoming.
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.** As a unit in the College of Professional Studies, we are to prepare students for the professional world. A primary method for connecting students with their profession is by encouraging membership and active participation in the professional organizations central to the field of family studies. Thus, 30 points of professional development in this course will be earned by any combination of the following activities. All points should NOT be from the same type of activity. Summary report due end of term:

Points Action

20 Current membership in National/State organization (e.g. AAFCS/NCFR/ACTE/WICFR/ACLP)

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

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

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

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

5 Participation in professional organization activities or service projects

5 Participation in professional development and training (e.g. webinars, CEU Cert. delivered by your prof. org.)

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

Use the form at the end of this syllabus to track your Professional Development activities. Prior approval is required for activities not clearly falling within the above-identified organizations.

**PROPRIETARY MATERIAL.** All material, lectures, emails, handouts, audio/video copies of the professor or by the professor whether on students own or other devices are property of the professor and may not be shared or distributed to anyone or through any medium without the express written consent of the professor, offenses subject to prosecution.

**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>

**STUDENTS WITH SPECIAL NEEDS** Any student needing special accommodations needs to contact the Office of Disability Services (715-346-3365) in the Student Services Center. Those students documented as eligible will be appropriately accommodated. If you have concerns about passing this course, please see me.

The Writing Lab in the Tutoring-Learning Center (TLC) offers free one-on-one help with papers for any class at any point in the writing process, from outlining to checking a completed paper before submission. The writing tutors are UWSP students who have done well in their classes and who are here to share their successful writing habits to help others succeed. Talking about writing projects always makes them better, and the tutors in the lab are eager to help. Call (715) 346-3568 for an appointment.

**HONESTY CODE** Academic honesty will be regulated according to the University of Wisconsin - Stevens Point Communal Bill of Rights and Responsibilities (Chapter UWSP 14). All violations will be reported, no exceptions.

**QUIZZES** There will be a quiz over each chapter. Quizzes may cover material from all information presented for this class including, but not limited to, lectures, readings, videos, etc. So be sure to pay attention to ALL material.

**MISSED QUIZZES** The only reason that make up quizzes are given is if both of the following apply: a) you have a university approved excuse for the missed quiz and b) acceptable verification for missing each quiz was submitted within one week of the quiz in question. If you miss a quiz or an assignment because you were in jail, you will be allowed to make up the work under the stipulation that credit will be given pending your trial verdict: Guilty = no credit, Not Guilty = credit.

**TEST/QUIZ ITEM PROTEST** Any student wishing to protest a test item must do so, in writing, within one week of the time that the test grades are posted. In your protest make direct reference to the answer that you feel is correct (i.e. reference, page#, and quote). A response will be given to you by end of semester.

**COMMON COURTESY** Cell phones/electronics need to be turned off during class. Usage may result in a lower “course” final grade. Use theatre voices.

**\*\*\*Navigate student app**

For those of you looking to connect with other students in the course for study groups, the Navigate student app has a feature called Study Buddies. Here, you can find a list of other students who have indicated they are interested in forming a study group. If you are the first, you will be sent notifications when other students join. You can select who you want to connect with and can leave the group at any time.

Additionally, the Navigate student app can help you with the following at UWSP:

* Schedule appointments
* Remove Holds from your account
* Find important resources
* Learn of key dates and important to-dos on campus
* View your class schedule with walking instructions to each building

Accessing the Navigate student app: For students who have already downloaded the Navigate smart phone app, choose the Study Buddies icon, and a full list of your courses will appear. Each section shows how many buddies are in the group.

The free Navigate app is available to download from any mobile operating system. For students without a smart device, a desktop version of the app is available here:  <https://uwsp.navigate.eab.com/app>

**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.

Professional Development Activities Summary

Briefly summarize your professional development activities for the semester below. The **date** should be the date of the activity so some items will not include a date (i.e.-membership in AAFCS or NCFR or WICFR). The **event/activity** is simply that (i.e.-UCFR or SPAFCS meeting). If the activity is from outside of our department or state/national group dealing with our department more information may be needed, such as a brief explanation of what the group or activity is. In the **points earned** column put the number of points this activity is worth. Include a total at the bottom. **Contact person and information** should be included for activities that I am not involved in. The last column is to indicate if **supporting information** for this activity is attached, indicate with a “yes” or “no”. Whenever possible include supporting information such as copies of membership cards or certificates of participation in trainings. Turn in this page by our scheduled Final Exam time, with a 1 page summary outlining the specific ways in which your involvement informed your personal AND professional life.

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| Date | Event/Activity | Points Earned | Contact Person and Information\* | Supporting Information  Included? |
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\*Include contact name if activity is not an AAFCS, UCFR, WICFR, WAFCS, SPAFCS, NCFR, NWI, SAND activity. Include contact information if the contact person is outside of HPHD department.