**FCS 390/590: Adult Education**

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

**Instructor**: Dr. Sterling Wall

**Email**: swall@uwsp.edu

**Phone**: 715-346-4653

**Office**: 207 CPS

**Office Hours**: Mondays 12-1pm, Tues 10-11am, or by 24 Hour Advance Appointment

**TEXTS:** Duncan, S. and Goddard, 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

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

**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.

**COVID** Participation in the class indicates student will follow all UWSP mandates.

**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.

Typically, in most courses, assignments are due 2-3 days later. Please note that assignments will almost always have 5-7 days to be completed in this class. This incorporates the extra time (48 hours) sometimes requested through disability services, sickness and special circumstances for those not documented through DATC. Special accommodations beyond that will need to demonstrate severe hardship for the entire 5-7 days to be considered for more time. In other words, documented or not, use the extra flexible time built in up front, rather than waiting till the last possible minute to begin work risking realizing you needed more time, too late.

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.

**ACADEMIC COACHING** If you feel you need help with any of the following skills**: time management strategies, note-taking, study skills, communication on campus, or preparing for mid-terms**, please consider scheduling an appointment with an Academic Coach on campus or virtually. They are here to help you be successful in your online courses when you feel you need extra support. Email Kari Van Den Elzen ([kvandene@uwsp.edu](mailto:kvandene@uwsp.edu)) to schedule an appointment or use the Navigate student app by selecting Tutoring Learning Center. You can meet as many times as you need. Coaches are also available to review campus technology platforms with you. (**Canvas, AccesSPoint, Office 365, Navigate, etc.**)

**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>

**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.

**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.

**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. Those attending class physically are expected to be attentive and not distract their peers. Snow – if SPASH (local high school) is cancelled, check email for online assignment. All exceptions to the attendance policy must be documented in writing. Students regularly missing class for work or conflicting classes need to clear with instructor up front. ANY and ALL students physically attending class agree to abide by UWSP mask and other Covid19 policies.

**QUIZZES** There will be chapter quizzes. 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. Disruption of class may result in a lower final course grade. Use theatre voices.

**ASSIGNMENTS** will be announced in class and completed in class or at home, depending on the nature of the project. Late assignments will lose 10% for each day late beginning immediately at the time/day due.

**GRADUATE COURSE CREDIT** Graduate students will be expected to participate in all activities, including the personal project, with the exception that graduate work will be expected to use primary literature sources for their work. See instructor to discuss the scope and focus of your individual graduate level research project.

**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, 50 points of professional development in this course will be earned by a 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)

\*Preapprove webinars by instructor, submit thorough notes taken throughout (at least 2 pages per hour) and pix of you participating.

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.

**GRADING – CONTRACT** It is the instructor’s responsibility to evaluate and post the grades for student’s work. It is the student’s responsibility to verify that credit was given for an assignment. Grades will be posted at the mid-term and end of the semester. Students may come and discuss grades for only one week after they are posted. In other words, at the end of the semester grades will not be discussed from the beginning of the semester.

A 90% and above B 80 to less than 90% C 70 to less than 80%

D 60 to less than 70% F Less than 60%

Approximately 50% from project, 25% from class participation, 10% professional development, 15% other.

**Course Requirements:**

1. **Class Participation** – Discussion Boards, group projects, icebreakers, quizzes, etc.
2. **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 **about 50%** of your total grade. Checkpoints for progress and final due date listed on course schedule.
3. **Observations-** You will observe 2 adult education programs and complete report using class form by dates listed on course schedule**.** These count for about **10%** of your total grade. Graduate students will complete (1) observations (the Action Project will take the place of the 3rd.  Instead of observing, you will be **conducting, actually teaching,** your adult education program J .

**Tentative Course Schedule, Subject to Change:**

**Date Topic Assignment Due Ice Breaker**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1 | Course overview – Syllabus – Ice Breaking |  | Sign Up For Ice Breakers  Padlet to share ideas/topics |
| Topic Brain Storming & Research 1 |
| 2 | Historical and philosophical perspectives | Chapter 1 (p. 1-16) |  |
| Family Life Education content areas | Appendix A & B |  |
| 3 | Various approaches & developing a philosophy | Chapter 1 (p. 16-26); Overview of Adult Learning Processes; 30 Things We Know For Sure; Form Groups |  |
| Group Work / |  |  |
| 4 | Designing prevention-oriented programs | Chapter 2 (p. 29-49); Prochaska’s Transtheoretical Model for Change ; View Logic Model Presentation |  |
| Assessment and sustainability; Research 3 | Chapter 2 (p. 50-55); Elements of a Formally Structured Needs Assessment |  |
| 5 Feb 21 | Research 3 |  |  |
| Program evaluation; Find YOURS; Research 4 | Chapter 3; Elements of a Systematic Evaluation |  |
| 6 Feb 28 | Group work / | 1st Observation Due |  |
| Designing effective instruction | Chapter 4; Ginott Method |  |
| 7 Mar 7 | Engaging an Audience / Extension | Chapter 5 & 17 |  |
| Teaching skills and tools | Chapter 6 |  |
| 8 Mar 14 | Parenting education Monday. | Chapter 10  Group Project Summary Due |  |
| Group work / |
| 9 | Spring Break!!! |  |  |
| 10 | Diverse audiences | Chapter 7; Ways to Stop Conversation on Diversity; Teaching Tools |  |
| Marketing programs | Chapter 13 & Chapter 16; Preparing Budgets & Marketing Plans; Conducting Target & Contextual Analyses |  |
| 11 | Group work / | 2nd Observation Due |  |
| Relationship Education | **Chapter 9** |  |
| 12 | Diverse Audiences, Follow up | Group project summary due |  |
| Educating for personal well-being | Chapter 8 |  |
| 13 | Online programs | Chapter 12 |  |
| Creating partnerships-guest speaker | Chapter 15; |  |
| 14 | Group work / |  |  |
| Group work / |  |  |
| 15 | Group work / |  |  |
| Sexuality education | Chapter 11 |  |
| 16 | Presentations of Group Projects |  |  |
| Presentations Cont’d |  |  |
| Final TBA | **Final - 2 hours - Written** | **Prof. Develop. Summary due** |  |

Class does NOT meet face to face; coursework will be completed in groups, in classroom, or on-line or off-site for these dates. Whatever your group chooses

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, CLASP, ACLP activity. Include contact information if the contact person is outside of HPHD department.