**FCS 390/590: Adult Education**

**University of Wisconsin-Stevens Point**

**Spring 2013**

**Instructor:** Susan Turgeson, CFCS

 Family and Consumer Sciences Lecturer

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**Office Hours:** Tuesday and Thursday 9:30 a.m. – 10:30 a.m. and 12:30 – 1:30 p.m.

 Wednesday 1:00 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 fo effective outreach (2nd edition).* Thousand Oaks, CA: Sage Publications, Inc.

**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:

1. be able to answer key questions related to the course.

2. explore family life education programs within our community.

3. analyze a personal education experience.

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

5. develop a program design and evaluation for a specific family 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. 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 three (3) written reflections on selected chapters and/or other assigned readings/activities throughout the course. Additionally, a 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 12th, March 21st, April 16th**, and **May 9th** .
3. **Observations**- You will observe three adult education programs and complete reports by **March 14th and May 2nd.** These count for **15%** of your total grade.
4. **Adult Ed Program** – You will be assigned to a small group to develop an adult education program. This counts for **35%** of your total grade. You should have your project completed by **May 2nd.** You will submit group summaries of your progress by **March 7th** and **April 9th**.
5. **Professional Development Activities** – You must earn **10** professional development points during the semester. A summary report is due by **May 7th**. 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)

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

4 Participation in an FCCLA event

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

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

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

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

1 Participation in professional organization activities or service projects

1 Participation in professional development and training (e.g. 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 Honesty:**

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. A direct link is located at: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChapt14.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/>

**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.

**\*\*This is a tentative course syllabus. I reserve the right to make changes as the semester progresses.**

**Tentative Course Schedule:**

**Date Topic Assignment Due**

|  |  |  |
| --- | --- | --- |
| January 22 | Course overview  |  |
|  24 | Historical and philosophical perspectives | Chapter 1 (p. 1-13) & Appendix A |
|  29 | Family Life Education content areas | Appendix B |
|  31 | Various approaches & developing a philosophy | Chapter 1 (p. 13-24) |
| February 5 | Spotlight on local FLE program (UW-Extension) | Chapter 17 |
|  7 | Designing prevention oriented programs | Chapter 2 (p. 27-49) |
|  12 | Group work / observations | **1st Reflection due** |
|  14 | Assessment and sustainability | Chapter 2 (p. 49-54) |
|  19 | Group work / observations |  |
|  21 | Program evaluation | Chapter 3 |
|  26 | Group work / observations |  |
|  28 | Designing effective instruction | Chapter 4 |
| March 5 | Engaging an audience | Chapter 5 |
|  7 | Group work / observations (WAFCS conference) | **Group project summary due** |
|  12 | Teaching skills and tools | Chapter 6 |
|  14 | Group work / observations | **1st Observation report due** |
|  19 | Diverse audiences | Chapter 7 |
|  21 | Group work / observations | **2nd Reflection due** |
|  26 | Spring Break |  |
|  28 | Spring Break |  |
| April 2 | Educating for personal well-being | Chapter 8 |
|  4 | Relationship education | Chapter 9 |
|  9 | Group work / observations | **Group project summary due** |
|  11 | Parenting education | Chapter 10 |
|  16 | Group work / observations (FCCLA conference) | **3rd Reflection due** |
|  18 | Sexuality education | Chapter 11 |
|  23 | Online programs | Chapter 12 |
|  25 | Creating partnerships | Chapter 15 |
|  30 | Marketing programs | Chapter 13 & Chapter 16 |
| May 2 | Presentations | **2nd Observation report due** |
|  7 | Presentations | **Prof. Develop. Summary due** |
|  9 | Presentations | **4th Reflection due** |
| Tues. 5/ 14 | **Final 12:30 p.m. – 2:30 p.m.** |  |