

# NEW COURSE FORM

## 1. General Information.

- a. Submitted by the College of: Agriculture Today's Date: 9/17/2010
- b. Department/Division: Community & Leadership Development
- c. Contact person name: Dr. Kris Ricketts Email: k.ricketts@uky.edu Phone: 7-3767
- d. Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: \_\_\_\_\_

## 2. Designation and Description of Proposed Course.

- a. Prefix and Number: CLD 375
- b. Full Title: Contemporary Adult Learning
- c. Transcript Title (if full title is more than 40 characters): \_\_\_\_\_
- d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): \_\_\_\_\_

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

x (3 hrs) Lecture \_\_\_\_\_ Laboratory<sup>1</sup> \_\_\_\_\_ Recitation \_\_\_\_\_ Discussion \_\_\_\_\_ Indep. Study \_\_\_\_\_

\_\_\_\_\_ Clinical \_\_\_\_\_ Colloquium \_\_\_\_\_ Practicum \_\_\_\_\_ Research \_\_\_\_\_ Residency \_\_\_\_\_

\_\_\_\_\_ Seminar \_\_\_\_\_ Studio \_\_\_\_\_ Other – Please explain: \_\_\_\_\_

f. Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail

g. Number of credits: 3

h. Is this course repeatable for additional credit? YES  NO

If YES: Maximum number of credit hours: \_\_\_\_\_

If YES: Will this course allow multiple registrations during the same semester? YES  NO

i. Course Description for Bulletin:

This course expands on adult learning theory first presented by Malcom Knowles and focuses on the idea of lifelong learning, differences between pedagogy and andragogy, fundamental andragogical concepts, and the role that adult learning professionals play in the adult learning process. Finally, an international context will be explored by comparing and contrasting adult education in the U.S. and around the world.

j. Prerequisites, if any: Major standing in CLD or CTE students admitted to TEP.

k. Will this course also be offered through Distance Learning? YES<sup>4</sup>  NO

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. Will this course be taught off campus?

YES  NO

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

### 4. Frequency of Course Offering.

- a. Course will be offered (check all that apply):  Fall  Spring  Summer
- b. Will the course be offered every year? YES  NO

If NO, explain: This course will be offered every other year as part of the "additional courses" that CLD students will select from for a total of 18 hours in the program.

5. Are facilities and personnel necessary for the proposed new course available? YES  NO

If NO, explain: \_\_\_\_\_

6. What enrollment (per section per semester) may reasonably be expected? 35

### 7. Anticipated Student Demand.

- a. Will this course serve students primarily within the degree program? YES  NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES  NO

If YES, explain: \_\_\_\_\_

### 8. Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

### 9. Course Relationship to Program(s).

- a. Is this course part of a proposed new program? YES  NO
- If YES, name the proposed new program: \_\_\_\_\_
- b. Will this course be a new requirement<sup>5</sup> for ANY program? YES  NO

If YES<sup>5</sup>, list affected programs: \_\_\_\_\_

### 10. Information to be Placed on Syllabus.

- a. Is the course 400G or 500? YES  NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

- b.  The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

## NEW COURSE FORM

### Signature Routing Log

**General Information:**

Course Prefix and Number: CLD 375

Proposal Contact Person Name: Dr. Rick Maurer

Phone: 7-7582

Email:  
richard.maurer@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dept. Faculty	8/22/10	Rory Hansen 1-773-910-9100 r.hansen@uky.edu	<i>Rory Hansen</i>
UCC-COY	10/29/10	Larry Grabau 1-773-910-9100 lgrabau@uky.edu	<i>Larry Grabau</i> 11/27/10
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**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council	2/15/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# CLD 375 – Contemporary Adult Learning

## Fall 2013

### Course Instructor

Kristina G. Ricketts, Assistant Professor  
Community & Leadership Development  
304 Garrigus Building  
University of Kentucky  
Phone: 859-257-3767  
Email: [k.ricketts@uky.edu](mailto:k.ricketts@uky.edu)

### Class Meetings

TBD

### Office Hours

TBD

### Course Description<sup>1</sup>:

This course is designed as an introductory course to a broad range of ideas within the field of adult education. Adults make up an important aspect of the learning landscape; as such, it is important to realize they have a different way of learning, including needs, goals, and desires. Effective adult education requires educators to go beyond their basic knowledge of pedagogy and learn how best adult learners interact within a variety of non-formal contexts. This course expands on adult learning theory first presented by Malcolm Knowles and focuses on the idea of lifelong learning, differences between pedagogy and Andragogy, fundamental andragogical concepts, and the role that adult learning professionals play in the adult learning process. Finally, an international context will be explored by comparing and contrasting adult education in the U.S. and around the world.

### Student Learning Outcomes:

Having successfully completed this course, you will be able to:

- Recognize the importance of adult education.
- Appreciate the major theories that have shaped adult education (integrating both adult development and adult learning).
- Discuss and practice teaching methods for an adult audience.
- Compare and contrast adult education internationally (particularly to that which exists in the United States).
- Comprehend the current issues facing adult educators, such as leadership development, creativity and diversity.
- Integrate adult learning theory with case study situations.

### Required Textbooks:

- Knowles, M. S., Holton, E. F., & R. A. Swanson. (2006). *The adult learner*. New York: Butterworth-Heinemann. ISBN: 0750678372

### Course Policies:

The instructor will impart respect, as well as encouraging mutual respect among students. In addition, it is the expectation of the instructor that each student will come to class prepared to learn, discuss, interact, and at times, teach.

My expectations for you are:

- 1) **Academic integrity:** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. The University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an

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<sup>1</sup>The syllabus is a guide for the course, but it is subject to change at the discretion of the instructor. Any changes in assignments and expectations will be announced during class and on Blackboard.

environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. Academic dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

***Cheating and Plagiarism:*** Such behavior is intolerable. Students found guilty of these offenses will be punished to the fullest extent, given the penalties outlined in *Student Rights and Responsibilities* §6.4.0.

***Additional Information*** related to policies for excused absences, cheating, plagiarism, withdrawal, incompletes, exams, and grading can be found in *Student Rights and Responsibilities* [www.uky.edu/StudentAffairs/Code/](http://www.uky.edu/StudentAffairs/Code/) and *University of Kentucky Bulletin 2009-2010* [www.uky.edu/Registrar/Bulletin.htm](http://www.uky.edu/Registrar/Bulletin.htm).

- 2) ***Electronic Communication Devices:*** All electronic communications devices (cell phones, pagers, Blackberries, etc.) should be turned off during lecture and lab sessions. Visible presence of electronic communication devices during exams will be considered evidence of cheating. Computers (laptops, i-phones, i-pads, etc.) are not allowed to be in use during the class session.
- 3) Submit assignments to the instructor by the end of class, on the date due.
- 4) Come to class prepared and ready to contribute, with readings and assignments completed.
- 5) Be willing to ask and answer questions, and contribute to the overall learning of the entire class.

#### ***Note to students with disabilities***

The University of Kentucky welcomes students with disabilities into the University's educational programs. Early in the semester, students with disabilities should provide the instructor with a letter from the UK Disability Resource Center that certifies the need for exam or classroom accommodations. It is the student's responsibility to register with the DRC who will verify the disability and need for accommodations. For additional information, contact the DRC at <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

#### ***Statement of Nondiscrimination***

The University of Kentucky is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The University of Kentucky does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

#### ***Attendance Policy***

Class attendance and participation are keys to learning. Class attendance and participation are keys to learning. Class attendance is taken very seriously, as is attendance in the workplace. Although I will not take attendance, I expect you to be here for class because we have in-class discussions and activities.

#### **Summary of Expectations:**

**Show up on time. Be prepared. Listen. Participate. Think. Challenge. Submit your best work. Grow.**

#### **Assignments:**

All assignments are based upon a percentage of the overall course grade. Below is the breakdown:

Attendance/Participation: 20%  
Current Issues Project: 15%  
Tests: 35%  
Adult Educator Interview: 30%

More specific details about the primary assignments are described below:

*Course Attendance & Participation – 20% (200 points)*

Students will receive points for showing up to class prepared to discuss core concepts, by participating and providing examples that illustrate original and critical thought. Throughout the course, regular attendance will not be taken; however, there will be in-class and take-home assignments given on a regular basis. These assignments may or may not be announced, and they will all contribute towards the final grade. All assignments will be graded based on a percentage of earned versus possible points. In-class assignments **cannot** be made up; take-home assignments will only be able to be made up with by those with an excused absence. Some of the assignments are detailed below:

- **Case Studies** – Throughout the course of the class, different case studies will be provided. These studies are designed to assist students in synthesizing the leadership concepts and theories into real life situations. Case study application may include: reading and discussing within groups, analyzing and answering basic questions independently, researching and developing one's own case study on a specific topic, etc.
- **One-Minute Quiz** – At the end of class, a "one-minute quiz" may be given. This is to determine what concepts, ideas and issues are retained by students at the end of class.

*Current Issues Project – 15% (150 points)*

Students will individually select and report on a current issue area pertaining to the field of adult education. There are numerous possibilities for this such as learner effectiveness, gender, culture, evaluation, distance education, age, marketing programs and many others. Students will need to select a topic and attain instructor approval prior to XXX (date).

The end product of this project is a 4 – 6 page written report (double-spaced). This report should provide a thorough description and analysis of the pertinent issue. Specific grading criteria, as well as additional details, will be provided later in the course

*Tests (dates) – 35%*

Tests throughout the semester will be administered to examine overall retention and application of the fundamental concepts taught within the course. There will be no midterm exam; however the final test will be given within the final two weeks of the course, and will be cumulative. (100, 100, 150 points)

*Adult Educator Interview – 30%*

This assignment will be conducted in small groups of 2 or 3 individuals. Your team will identify a community agency or organization whose primary audience is adults and whose primary objective is adult education as a topic of case study. Agencies/organizations need to meet the instructor's approval, and this needs to be obtained prior to March 1<sup>st</sup>. The team analysis of the agency should illustrate an understanding of fundamental principles and issues of an adult education provider. The purpose of this assignment is to demonstrate student understanding of key issues of adult education "in action."

Teams will need to make an appointment to interview the (1) director/coordinator, (2) a teacher/instructor, and (3) one or more learners. The more individuals you can interview at various levels of decision-making and involvement in the program, the more comparisons that can be drawn, and the more comprehensive the overall picture can be. Teams will prepare an oral report of the findings of the class and a written narrative for the instructor.

- **Oral report** – The purpose of the oral report is to provide other class members with an education overview of your findings. Teams will have 30 minutes for presentations, and should utilize methods that are conducive to effective adult learning. (150 points)
- **Written report** – The written report needs to provide an overall description of the interview and findings. This may be up to 20 pages (double-spaced) in length, excluding supporting materials. More details (including rubrics) will be provided during class. (150 points)

Total points available: 1000 points

### **Grading Scale**

Grade	Points Required
A	940-1000
B	850-939
C	750-849
D	650-749
E	Below 649

### **Course Outline:**

Week	Day/Date	Topic/Due Dates	Readings
1	TH August	Introduction; What makes adult learners different?	
2	T TH	The Roots of Andragogy Exploring the World of Learning Theory	Ch. 1 Ch. 2
3	T TH	Theories of Learning	Ch. 3
4	T  TH	A Theory of Adult Learning: Andragogy Personal Adult Learning Style Inventory <b>TEST #1</b>	Ch. 4

Week	Day/Date	Topic/Due Dates	Readings
5	T TH	Theories of Teaching	Ch. 5
6	T  TH	An Andragological Process Model for Learning	Ch. 6
7	T TH	Andragogy in Practice Adult Learning within Human Resource Development	Ch. 7 Ch. 8
8	T TH	<b>TEST #2</b> New Perspectives on Andragogy	Ch. 9
9	T TH	Beyond Andragogy	Ch. 10
	M – F	<b>Spring Break</b>	
10	T TH	The Future of Andragogy	Ch. 11
11	T TH	Whole-Part Whole Learning Model From Teacher to Facilitator of Learning	Ch. 12 Ch. 13
12	T  TH	Making Things Happen by Releasing the Energy of Others Learning Contracts	Ch. 14
13	T TH	Core Competencies & Diagnostics Training Delivery Problems & Solutions	Ch. 16 Ch. 18
14	T TH	<b>TEST #3</b> Presentations/ <b>FINAL PROJECT DUE</b>	
15	T TH	Presentations Presentations – last day of class!	