

Syllabus - Fall 2008

UW Madison Room 218 Educational Sciences and Audio Conferencing Statewide

Tuesdays 7:30pm - 9:30pm

ELPA 730: Program Development in Continuing Education

(call number: 22816)

Department of Educational Leadership and Policy Analysis

School of Education

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ELPA 730 Syllabus Overview of Contents

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Program Development Course Objectives

As a result of participation in this course, you should be better able:

1. to list some additional program development concepts and practices that you want to use when planning and conducting educational programs for adults.
2. to identify some writings on continuing and higher education program development that you discovered during the course and want to read further in the coming months.
3. to discover some additional sources of ideas for new continuing education programs.
4. to recognize promising ways to help teachers of higher education students and other resource persons increase their effectiveness.
5. to compare and contrast program development approaches and practices in several continuing education agency settings, and to recognize some that you might adapt for your use.
6. and in some instances to identify a promising research or evaluation question related to continuing education program development.

Course Schedule and Basic Readings

Dates	Sessions/Questions/Readings
09/02/08	<p>A. Overview of course</p> <p>Program Development Roles</p> <p>Introduction of Participants</p> <p>Discussion of Format</p> <p>Analysis of Program Example</p> <p>Program Development Setting and Concepts</p> <p>Background Readings (E reserves) :</p> <p>Cervero, Wilson (1994) pp. 25-32;</p> <p>Havelock (1969) pp. 1-44; Houle (1992) pp. 273-277; Houle (1996) pp. 41-73; Knox (1993) pp. 1-30, 470-498; Merriam, Brockett (1997) pp. 129-159; Peters, Jarvis (1991) pp. 221-232; Wise, Glowacki-Dudka (2004) pp. 7-28, 87-90.</p>
09/09/08	<p>B. Needs</p> <ul style="list-style-type: none"> • What are the main purposes and procedures of needs assessment? • How do needs assessment relate to

	<p>other components of program development in actual practice?</p> <p>Text: Caffarella (2002) Ch. 1,2,3,6</p> <p>E-reserves: Aslanian , Brickell (1980) pp. 107-132; Guy (1999) pp. 5-18, 93-98; Queeney (1995) pp. 1-59; Wlodkowsky (1985), pp. 254-257</p> <p>Supplementary: Darkenwald (1994), Darkenwald , Knox (1984), Heffernan (1981), Kasworm (1983), Kegan (1994), Knox (1979b), Ross-Gordon, Martin, Briscoe (1990), Okun (1982).</p>
<p>9/16/08</p>	<p>C. Setting</p> <ul style="list-style-type: none"> • How do contextual influences relate to participation, resources and relations among providers? • What are major relations between individual growth and organizational expectations? <p>TEXT: Cafferella (2002) Ch. 4, 5.</p> <p>E-reserves: Alfred (2002) pp. 89-95, Green; Grosswald, Suter, Walthall (1984) pp. 381-421; Rowden (1996)</p>

	<p>pp. 13-19; Schein (1985) pp. 1-9; Votruba (1981) pp. 1-28</p> <p>Supplementary: Baden (1987), Beder (1984), Boyle (1981); Marsick (1988) pp. 97-106; Schein (1985); Wenger (1998)</p>
09/23/08	<p>D. Objectives</p> <ul style="list-style-type: none"> • Why is it important to formalize the objective setting process? • What are guidelines for stakeholder contributions to objective setting? <p>TEXT: Caffarella (2002) Ch. 7, 8.</p> <p>E-reserves: Boyte (2004) pp. 77-112; Cervero, Wilson (1994) pp. 35-61 Cranton (1997) pp. 5-12; Houle (1980) pp. 34-75; Knox (1993) pp. 470-498; Mezirow and Assoc (1990) pp. 354-376; Mott, Daley (2000) pp. 3-22; Quigley (1997) pp. 103-136; Tisdell (2003) pp. 25-43</p> <p>Supplementary: Apps (1994), Cervero (1988), Friere (1998), Marsick (1988), Knox (1974), Knox (1989a), Watkins,</p>

	Marsick (1993)
09/30/08	<p>E. Activities</p> <ul style="list-style-type: none"> • What are major features of various types of teaching/learning activities? • What are guidelines for selection and organization of activities, and increasing impact? <p>TEXT: Cafferella (2002) Ch. 9, 10, 13 E-reserves: Boud, Garrick (1999) pp. 1-11; Galbraith (2004) pp. 3-21, 181-192; Guskey, Huberman (1995) pp. 114-131; Musselwhite (2003) pp. 55-74; Stein, Imel (2002) pp. 27-39, 93-97 Supplementary: Bates, Poole (2003), Fleming (1997), Johnson (1965), Quigley, Kuhne (1997), Rowden (1996), Simpson; Kasworm (1990), Sissel (1996).</p>
10/07/08	<p>F. Evaluation</p> <ul style="list-style-type: none"> • What is the rationale for evaluation for planning, improvement, and accountability?

	<ul style="list-style-type: none"> • What are strategies for various evaluation strategies and use of conclusions? <p>TEXT: Caffarella (2002) Ch. 11</p> <p>E-reserves: Knox (2002) pp. 3-39, 297-309; Patton (1986) pp. 330-339</p> <p>Supplementary: Deshler (1984), Knox (1979c), Knox and Associates (1980) Ch. 4; Taylor-Powell, Rossing, Geran (1998)</p>
10/14/08	<p>G. Marketing</p> <ul style="list-style-type: none"> • What is the essence of a mutually beneficial exchange among stakeholders? • What are the ingredients of a marketing mix? <p>TEXT: Caffarella (2002) Ch. 12, 14, 15</p> <p>E-reserves: Buskey (1981) pp. 5-17, 41-53; Cervero, Wilson (1994) pp. 1-5; Di Silvestro (1981) pp. 1-5, 103-108; Simerly (1989) pp. 445-451</p> <p>Supplementary: Baden (1987), Beder (1984), Heffernan (1981).</p>

10/21/08	<p>H. Program Development Case</p> <p>Example</p> <p>(Sessions I-N are for discussion and analysis of program development cases prepared by participants.)</p>
10/28/08	I.
11/04/08	J.
11/11/08	K.
11/18/08	L.
11/25/08	M.
12/02/08	N.
12/09/08	<p>O. Program Development Issues and Directions</p> <ul style="list-style-type: none"> • Which issues do you consider most important? • What are desirable future directions? <p>E-reserves: Brockett(1987) pp. 3-13, 93-96; Brockett and Hiemstra (2004) pp. 13-31, 52-59, 113-120; Galbraith, Sisco (1992) pp. 5-13, 139-142</p> <p>Supplementary: Boone, Safrit, Jones</p>

Participant Discussion Cases

During the sessions I-N, the emphasis is on application of program development concepts and procedures to planning and conducting adult and continuing education programs in specific settings. For this purpose, course participants are expected to prepare a brief discussion case on an aspect of program development, for discussion and analysis during part of a class session.

Course Projects and Papers

In the interests of individualization and application, participants should select and conduct two projects/papers. These self-directed study projects are intended to encourage and provide assistance with projects designed to explore application of course related concepts and readings. The first project is focused on critique of writing and practice related to one or more of the six course units/components. The second project is focused on inquiry related to program development practice.

For the critique paper, each course participant is expected to select an aspect of continuing education program development for in-depth reading, analysis and critique. The selected aspect may correspond with one of the six course units (Needs, Setting, Objectives, Activities, Evaluation, Marketing) or it may intersect (such as use of planning committees, or issues in program development).

Having selected an aspect on which to focus, each participant should plan and complete a self-directed study project and critique on that aspect. The extent of effort should be about one quarter of that devoted to the total course, and this could be reflected in the scope and depth of the project. Project activities can include readings and interviews with practitioners and scholars.

Before our 09/25 session each participant should submit a less than one-page project plan (or learning agreement). This can be modified as the course proceeds. The plan should indicate the topic and nature of the proposed product of the self-study project, such as a bibliographic

essay, or critique of a program development procedure. The critique is due by session H on 10/21.

For the case/inquiry paper, each participant is encouraged to select an actual or hypothetical case situation in which program development decisions are central for a viewpoint character. The case description should also refer to people in related roles and other influences on program planning and implementation. Before our 10/14 session, submit a less than one page plan, which can be modified as the course procedures. This plan will enable the instructor to suggest pertinent ideas and resources.

Preparation of this case/inquiry can contribute to the case discussion during sessions I-N. Class discussion can enrich the case paper. The process of inquiry research, and evaluation can contribute to the preparation of the paper, and can be illustrated in strategies that the viewpoint character employs. The case paper is due by session N or 12/02/08.

To access your Library Course Pages, login to your MyUW account and click on the Academics tab. On that page you should see a section that lists your classes for the semester. Click on the Library/Reserves link next to this class and you will be taken its Library Course Page.

Arrangements

The syllabus refers to three categories of readings for this course (TEXT, E-reserves, and supplementary). The basic readings for each weekly session (B-H and O) are from the TEXT to be purchased and the E-reserve excerpts to be read or download from Learn@UW. The supplementary listing of publications on the course bibliography are provided as suggestions for participants who choose a component of program development on which to focus for one of the course reports.

The TEXT is Caffarella, Planning Programs for Adult Learners (2002). Each week participants submit a brief weekly progress report through threaded discussion in Learn@UW

<<http://learnuw.wisc.edu>> This allows all participants to follow individual comments on noteworthy concepts from the readings and suggested topics for discussion during the Tuesday

evening synchronous session. These weekly progress reports are due by Monday noon, and they will be reflected in the draft AGENDA for the Tuesday 7:30-9:30 session and posted on the same weekly threaded discussion section of Learn@UW for ELPA 730. For reports only to the instructor, Email to knox@education.wisc.edu with ELPA 730 on subject line.

Each participant is encouraged to talk with participants and scholars in preparation of the two course reports, and course topic generally. Although each participant typically makes such arrangements, contact the instructor for assistance and suggestions.

The text can be purchased from a local or online bookstore, or from University Bookstore Madison. Madison customers can pick up copies that are on hand at State Street (Library Mall). Any students can order the textbook from their website < text.uwbookstore.com/home.aspx >. Ask to have the text shipped to you by giving them your credit card number.

Special Accommodation

I want to include persons with special challenges in this course. I will treat confidentially the information that you share with me related to disabilities, language, or cultural background and will provide you with information about special accommodations and assistance regarding curriculum, instruction, or assessments to enable you to fully participate.

Location

There are three options for participation in the Tuesday 7:30-9:30 PM session. Any participants can meet in room 218, Educational Sciences, UW, 1025 W. Johnson (between Mills and Brooks), Madison. Participants can take part through audioconferencing (phone) from anywhere in Wisconsin. Two or more can arrange to participate together at a WISLINE audioconferencing site. For

students who do not attend the Tuesday session in Room 218 Educational Sciences (1025 W. Johnson Street, Madison), you can phone in (toll free) from any location in Wisconsin. Two or more students who want to do so together from a WISLINE public site can find potential locations from the following website: < http://uwex.edu/ics/wisline/public_sites.cfm >. Check before to be sure they are available in the evening. Participants traveling outside Wisconsin can also call in from any phone with the charges on their long distance phone bill.

Sending Survey/Reports

There are five types of reports to be submitted through Learn@UW. They are: (A) an initial survey of background and expectations at the beginning of the semester, (B) a periodic survey around mid-semester, (C) an end of course ELPA evaluation form, (D) a critique report about mid semester, (E) an inquiry case report at the end of the semester, and (F) weekly progress reports. Item (G) is the six criteria for assessment of the critique report D, and the Inquiry report E.

A. Initial Survey

Before or soon after the start of the semester, please provide introduction information by posting your profile. The purpose is to facilitate introductions. Instructor information is on the ELPA website. Any additional information about your background and plans that you do not want to post on the profile feature for everyone can be sent to the instructor by e-mail or the Dropbox.

Get to know your instructor and classmates by using the Profile feature in Learn@UW

To create profile:

1. Click on Classlist on the navigation bar.
2. Select the question mark (?) on the left side of the screen beside your name.
3. The next screen will allow you to populate your personal profile with information about yourself. NOTE: If you are not comfortable with sharing some information, please leave the field blank.
4. Your personal profile can be modified at any point in time. When you are finished modifying your personal profile, click on Save Changes.

5. For assistance in uploading a photo visit:
<http://kb.wisc.edu/helpdesk/page.php?id=6387>

To access other student profiles, go back to the Classlist. Available profiles will be displayed with a bolded question mark (?) beside their names. Click on the question mark to view their profile.

B. Periodic Survey – student feedback during course (1 or 2 times)

	Low			High
1. Syllabus and plan				
Comments: _____	1	2	3	4
2. Text, readings				
Comments: _____	1	2	3	4
3. Importance of course content				
Comments: _____	1	2	3	4
4. Student interaction, discussion				
Comments: _____	1	2	3	4
5. Opportunities for active learning				
Comments: _____	1	2	3	4
6. Instructor contributions				
Comments: _____	1	2	3	4
7. Instructional technology				
Comments: _____	1	2	3	4
8. General value and benefits				
Comments: _____	1	2	3	4
9. Most beneficial aspects				
Comments: _____	1	2	3	4
10. Could be strengthened				
Comments: _____	1	2	3	4

C. Electronic Version of ELPA Course Evaluation Form

- a. Click on the Content tab at the top
- b. Go to the bottom section marked “Resources”
- c. Click on “Surveys”
- d. Click “Final Evaluation”
- e. Fill out the survey as completely as you desire. Do please note that if you leave any of the additional comments fields blank (e.g. Question 2), the survey will ask you at the end if you truly intended to leave these blank. So if you have nothing to add, you may want to type “nothing to add” to save yourself this step at the end.
- f. When you have completed the survey, click “Submit”, which is at the bottom right hand of the page.
- g. A popup window will ask you if you are sure that you want to submit the survey. If it's true and you are done, click “OK”. You will want to be sure you have your popup blocker turned off or set to allow exceptions for the [Learn@UW](#) site for this step.

D. CRITIQUE

- a. Purpose- To critique writings or practice related to one of the course units/components beyond readings specified in the ELPA 730 syllabus.
- b. Due by Session H on 10/21.
- c. Report in the following parts:
 1. Reflections and critique of up to 500 words focused on selected comments regarding the component and your views on importance, agreement, disagreement, and implications.

2. Summary of up to 250 words suitable to distribute to others such as students and resource persons
- d. Aspects to guide report and assessment
1. Selection of a few important and relevant themes related to program development component.
 2. Reference in critique to course related concepts and readings.
 3. Reflection on major implications for practice or research
- e. One quarter of course grade

E. INQUIRY

- a. Purpose – To conduct and report on a focused and relevant inquiry case project (research or evaluation)
- b. Due – Next to last course session N (12/02/08)
- c. Report length up to 5,000 words (20 double spaced pages) with sections such as the following.
1. Executive Summary
 2. Introduction to the purpose and importance of the inquiry
 3. Rationale for inquiry based on preliminary review of major recent pertinent writings
 4. Proposed methods and procedures for collecting and analyzing data
 5. Discussion of likely major findings and conclusions, and discussion related to rationale.
 6. References
- d. Aspects to guide report and assessment

1. Clear statement of inquiry case question purpose and topic
 2. Justification of importance of inquiry to address case situation
 3. Identification of major relevant writings
 4. Indication of relations among concepts in rationale that can help explain topic, and guide decision making.
 5. Proposed use of inquiry methods appropriate for purpose and topic.
 6. Presentation of potential findings, conclusions and implications.
- e. Half of course grade
- F. PROGRESS REPORTS – Submit by Monday noon before discussion for each unit and class session a progress report of up to 250 words which indicates readings completed, main benefits, reflections on career related implication, and especially questions for Tuesday evening class discussion. All of the reports together, constitute ten percent of course grade. These progress reports can contribute to the two course reports, the summaries of which can contribute to a total course portfolio.
- G. The following guidelines for netiquette in online learning may be useful

http://academic.son.wisc.edu/wistrec/archive/general_info/general_info.html

Netiquette

"Netiquette" is a code of behavior for the Internet. You should follow these in addition to normal rules of behavior for a classroom setting. We will review both.

For the Learning Environment

- Use proper language. One educator suggests that you speak as though your grandmother were in the room.
- No jokes, insults, or threats of a personal, racial, or sexual nature. Otherwise, humor and wit are greatly encouraged and appreciated.
- Challenge ideas, not people.
- Keep postings to no more than two screens. People get lost and tired if they are too long.

- DON'T USE ALL CAPITAL LETTERS. PEOPLE FEEL AS IF THEY ARE BEING SCREAMED AT.
- Don't worry too much about typing errors and spelling, as long as you can be understood.
- Communication is 80% nonverbal but we can't see you wink or smile. It is often helpful to use "emoticons" (emotion icons) or abbreviations to indicate your state of being. The most common emoticons are the smiley face :) and the frowning face :(There are others which you will learn along the way. Some common abbreviations are:

lol = laughing out loud
 rofl = rolling on floor laughing
 LTNS = Long Time No See
 IMHO = In My Humble Opinion
 BTW = By The Way

For a list of emoticons visit: <http://www.albion.com/netiquette/book/0963702513p59.html>

General Internet Rules of Behavior

There is a book on [Netiquette](#) which is posted on the Internet. It explains in detail the rules for online communication. The Core Rules from that book are:

Rule 1: Remember the Human

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Rule 3: Know where you are in cyberspace

Rule 4: Respect other people's time and bandwidth

Rule 5: Make yourself look good online

Rule 6: Share expert knowledge

Rule 7: Help keep flame wars under control

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power

Rule 10: Be forgiving of other people's mistakes

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MUSEUM EDUCATORS INSTITUTE

Participants: Museum educators with 1-20 years of experience, who were selected on the basis of a detailed application form, recommendation by museum directors, and proposal for a practicum project.

Readings: Sent several weeks before, additional at Institute

One Week Institute

<u>Day</u>	<u>Time</u>	<u>Activity</u>
1	Afternoon Evening	Welcome and orientation to objectives and plan, followed by introductions Strategies for improving museum education (proficiencies, strategies, practicum)
2	8:30 10:30 2:00 4:00 8:00	Development theories (young people) Development and learning of children Film Sub-groups – applications Examples of responsive programs and materials
3	8:30 2:00 4:00 8:00	Adult development and learning Examples of responsive programs and materials Sub –group meetings Introduction to teaching techniques and learning activities
4	8:30 10:30 2:00 4:00 8:00	Introduction to micro-computers Video Disk Using technology in museums Hands on experience with equipment Setting objectives based on learner needs and museum resources
5	8:30 10:30 2:00 4:00 8:00	Evaluation of visitor needs Formative evaluation Summative evaluation Sub-group meetings Application of evaluation techniques
6	8:30 10:30 2:00 4:00 5:00	Introduction to strategic planning Working with staff and volunteers Individual consultation Implications for practicum projects Adjournment

Two month practicum project in participant's museum's.
(One day progress review mid-way)

Weekend concluding session to review progress on practicum projects and discuss further steps.

External evaluator

FAQ

- How do the course units contribute?

The interrelated course units include reading, discussion, reflection, and writing about concepts, examples rationale, sources for further study that together can enrich a broad mastery for visionary educational leadership.

- What options in the course plan provide flexibility and individualization?

The syllabus questions and basic readings provide a shared foundation to help students complete specialized readings and interact, so as to enrich the individualized reading, writing, and reflection of each student.

- How could this overview improve professional practice?

Students can use their career experience and interests regarding educational leadership to emphasize reading, writing, conversation, and reflection to apply concepts to their specific career interests.

- Why does the course use instructional technology?

Distance education arrangements can provide each student with convenient access to learning resources and interaction with students at various locations, which supplements synchronous face to face class sessions and instructional interaction.

- What familiarity with instructional technology should students have?

Minimal familiarity is required for audio conferencing at synchronous class session; Learn @ UW allows basic use of computer based education with the equivalent of sending and receiving email; but students with more computer experience have more options.

- How can students benefit from viewpoints of other students?

Learn @ UW can enable students to easily send and receive and participate in on-line discussions with other students who share similar interests, in addition to synchronous sessions with audio interaction with all other students.

- Why are periodic surveys and brief reports included?

Such efficient feedback can increase responsiveness and help modify course plans and implementation.

- Can people enroll as special students without pursuing a graduate degree?

In addition to some students who are matriculated for a graduate degree or certificate from one of the cooperating UW campuses or elsewhere, some students typically do so for professional development by following instructions on the office of Special and Guest Students website.

<http://www.education.wisc.edu/elpa/admissions/SpecialStudentEnrollmentProcess.htm>

- Can this and future courses be applied to degree or certification programs?

Yes, for special students registered for professional development contact the instructor for ways to apply the course to meet degree requirements.

- Are special accommodations available?

Contact the instructor about available special accommodations and assistance for persons with disability or special challenges related to communication or mobility.

- What provision is made for access to supplementary readings, beyond the course texts?

Beyond the texts and other readings, (that can be downloaded and printed), students can search and download many journal articles, along with books from the three cooperating UW campus libraries, supplemented by interlibrary loan.

- Can other guests and course students also made brief presentations?

Contact the instructor about such arrangements for pre-recorded or live presentations.

- How flexible are the arrangements for course papers and grades?

The syllabus provides guidelines for papers and target dates, but contact the instructor for individualized arrangements.