

Syllabus - Fall 2009
UW Madison Room 218 Educational Sciences and Audio Conferencing Statewide
Tuesdays 7:30pm - 9:30pm

ELPA 730: Program Development in Continuing Education
(Call number: 72912)

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ELPA 730 Syllabus Overview of Contents

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Learn@UW –ELPA 730

I welcome you to this graduate course on leadership and coordination. This introduction provides highlights to indicate ways that participants can help make their experience accessible, active and relevant.

The current version of this syllabus is available on the ELPA departmental website <http://www.education.wisc.edu/elpa/academics/syllabi.html> and is provided in the content section of Learn@UW for ELPA 730: <https://learnuw.wisc.edu/>

2.i 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 audio conferencing (phone) from anywhere in Wisconsin. Two or more participants can arrange to participate together at a WISLINE audio conferencing 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 for you) 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.

2.ii. 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 or instructors 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 and pursue a promising research or evaluation question related to continuing education program development.

2.iii. Individualize

Sending Survey/Reports

There are several types of reports to be submitted through the Learn@UW drop box. They are: (A) an initial introduction through threaded discussion of your 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 (through threaded discussion).

Course Projects and Papers

In the interests of individualization and application, each participant 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 09/22 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 G on 10/20/2009.

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 10/13 session, submit a less than one page plan, which can be modified as the course progresses. 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 on 12/08/09.

Participant Discussion Cases

During the sessions I-O, 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.

2.iv. 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.

2.v. Readings

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). 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: <http://www.uwbookstore.com/>. Ask to have the text shipped to you by giving them your credit card number.

To access eReserves through the Learn@UW portal, begin with the Library/Reserves navigation bar on the left, just under the course title. This will take you immediately to the required readings for each unit. When you click on the author's name, that reading will automatically appear. You may download it or read it onscreen. For the supplementary readings, click on the [UW Libraries](#) on the top right of the readings page. This will take you to a search page. Click on the category of reading, then type in your search item. The easiest way is to type in the title of the book or article. To do this, you will have to use the course bibliography. You may also type in the title of the author, but that gives you more returns on the search.

2.vi Progress Reports

Submit by Monday noon before discussion for each unit and class session a brief 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

3. Units, Sessions, Topics

09/08/2009 A. Introductions and Overview

Program development roles; Introductions of participants; Discussion of format; analysis of program example; Program development setting and concepts.

READINGS FOR BACKGROUND (E-reserves): Cervero, Wilson (1994) pp. 25-32; Havelock (1969) pp.1-44; 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.

09/15/2009 B. Needs

1. What are the main purposes and procedures of needs assessment?
2. How do needs assessments relate to other components of program development in actual practice?

BASIC READINGS: Text: Cafferella (2002), Chapters 1,2, 3, 6.
(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.

SUPPLEMENTAL READINGS: Darkenwald (1994); Darkenwald, Knox (1984); Herrnan (1981); Kasworm (1983); Kegan (1994); Knox (1979b); Ross-Gordon, Martin, Briscoe (1990); Okun (1982).

09/22/2009 C. Setting

1. How do contextual influences relate to participation, resources and relations among providers?
2. What are major relations between individual growth and organizational expectations?

BASIC READINGS TEXT: Cafferella (2002) Ch. 4, 5.
(E-reserves): Alfred (2002) pp. 89-95; Green, Grosswald, Suter, Walthall (1984) pp. 381-421; Rowden (1996) pp. 13-19; Schein (1985) pp. 1-9; Votruba (1981) pp. 1-28.
SUPPLEMENTAL READINGS: Baden (1987); Beder (1984); Boyle (1981); Marsick (1988) pp. 97-106; Schein (1985); Wenger (1998).

09/29/2009 D. Objectives

1. Why is it important to formalize the objective setting process?
2. What are guidelines for stakeholder contributions to objective setting?

BASIC READINGS: Text: Caffarella (2002) Ch. 7, 8
(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.

SUPPLEMENTAL READINGS: Apps (1994); Cervero (1988); Friere (1998); Marsick (1988); Knox (1974); Knox (1989a); Watkins, Marsick (1993).

10/06/2009 E. Activities

1. What are major features of various types of teaching/learning activities?
2. What are guidelines for selection and organization of activities, and increasing impact?

BASIC READINGS: 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.

SUPPLEMENTAL READINGS: Bates, Poole (2003); Fleming (1997); Johnson (1965); Quigley, Kuhne (1997); Rowden (1996); Simpson, Kasworm (1990); Sissel (1996).

10/13/2009 F. Evaluation

1. What is the rationale for evaluation for planning, improvement, and accountability?
2. What are strategies for various evaluation strategies and use of conclusions?

BASIC READINGS: Text: Caffarella (2002) Ch. 11;
E-reserves: Knox (2002) pp. 3-3, 297-309; Patton (1986) pp. 330-339; Knox (2002) pp. 3-39, 297-309; Patton (1986) pp. 330-339.

SUPPLEMENTAL READINGS: Deshler (1984); Knox (1979c); Knox and Associates (1980) Ch. 4; Taylor-Powell, Rossing, Geran (1998).

10/20/2009 G. Marketing

1. What is the essence of a mutually beneficial exchange among stakeholders?
2. What are the ingredients of a marketing mix?

BASIC READINGS: Text: Caffarella (2002), Ch. 12, 14, 15;
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.

SUPPLEMENTAL READINGS: Baden (1987), Beder (1984), Heffernan (1981).

10/27/2009 H. Program Development Case

Example

Sessions I-N are for discussion and analysis of program development cases prepared by participants.

11/03/2009	Session I.
11/10/2009	Session J.
11/17/2009	Session K.
11/24/2009	Session L.
12/01/2009	Session M.
12/08/2009	Session N.

12/15/2009 O. Program Development Issues and Directions

1. Which issues do you consider most important?
2. What are desirable future directions?

BASIC READINGS: 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.

SUPPLEMENTAL READINGS: Boone, Safrit, Jones (2002) Mezirow (1990)

4.i. Audio Conference Details

- We use UW-Extension's WisLine Audio service for these courses.
- Students will be given a phone number and conference passcode they can use each week. The call-in phone number for Fall 09 is 888-677-9189 and the passcode for ELPA 730 is 2992.
- Calls can be made from anywhere.
- Phones must have a mute button. Phones should be muted anytime a student is not talking.
- Students must call in for each session, even if they are using ExtendLMS@ICS.

ExtendLMS@ICS Details and Requirements:

- This is a free service provided by UW-Extension. It is based on Adobe Connect Pro software.
- Students will be given a username and password which will allow them access to the online course area.
- Students will be able to see the classroom as well as content that is being shown by Dr. Knox or others, e.g., PowerPoint slides.
- Students at a distance can use a webcam to be seen by the rest of the class if they wish:
 - A basic USB webcam, or built-in laptop camera, will work.

- A webcam is not required for participation in ExtendLMS@ICS.
- Technical requirements for ExtendLMS@ICS:
 - PC users:
 - Operating System: Windows (98se, 2000, XP)
 - Browser:
 - Internet Explorer 5.0, 5.5, 6.0
 - Netscape Navigator 7.1
 - AOL 9
 - Mozilla Firefox 1.0.3
 - Macromedia Flash Player 6.0.79 or higher
 - Minimum Internet Connection speed of 56 Kbps
 - Mac users:
 - Operating System: Mac OSX 10.s, 10.3, 10.4
 - Browser
 - Safari 1.1, 1.2, 2.0
 - Mozilla Firefox 1.0.3
 - Macromedia Flash Player 6.0.79 or higher
 - Minimum Internet Connection speed of 56 Kbps
- For more information and FAQs on ExtendLMS, go to <http://www.uwex.edu/ics/extendlms/>
- Students can also direct technical questions to Jesse Winters, the School of Education technical coordinator for these courses: jjwinter@education.wisc.edu or (608) 445-1878.

4.ii Other Technologies

Learn@UW can enable us to create sub group discussion, similar to threaded discussion, but just for a few participants with a shared interest. Especially early in the course after introductions, if two or more participants are interested in such sub group discussion, contact the instructor with the topic focus and names of interested students. We will then create a group name and preliminary participant list, along with procedures for accessing and posting. The instructor may or may not participate in such group discussion, based on participant preference.

Educational technology: Several forms of distance education are included to enhance access and interaction for students in various locations. The following brief explanations provide basic information about the main forms of educational technology that are included in ELPA 730. Contact the instructor about questions or problems. During the semester, Learn@UW contains explanations and guidelines, with access to a help desk at (608) 264-HELP

- A. Email – Standard Email procedures can connect you with the lead instructor, resource persons, other students, and Learn@UW.
- B. Audio conferencing will be used for all Tuesday evening sessions.
 - 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 for you) 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

- C. E-reserves enables students to download, read, and print all basic readings. (See list of E-reserves on each unit) All course-related reserves are available through the MyUW portal at <http://my.wisc.edu/portal/>. The reserves page on our website includes a link for students to the MyUW portal. To access eReserves through the Learn@UW portal, begin with the Library/Reserves navigation bar on the left, just under the course title. This will take you immediately to the required readings for each unit. When you click on the author's name, that reading will automatically appear. You may download it or read it onscreen. For the supplementary readings, click on the [UW Libraries](#) on the top right of the readings page. This will take you to a search page. Click on the category of reading, then type in your search item. The easiest way is to type in the title of the book or article. To do this, you will have to use the course bibliography. You may also type in the title of the author, but that gives you more returns on the search.
- D. Computer based online learning is also available as threaded discussion for each unit.

4.iii Introductory Survey

Each student should complete and email, using the threaded discussion section of Learn@UW for this course, around the first course session, pertinent background information along with learning goals and expectations for the course experience. This brief (250 words or less) introduction should include name and an indication of pertinent background experience and current roles, along with expectations for what you would like to gain from the course information. Instructor information is on the ELPA website.

4.iv 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

4.v. Electronic Version of ELPA Course Evaluation Form

Please go to the [Learn@UW](#) site

5.i. Assignments and Guidelines

Critique Paper

- 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 G (10/20/2009)
- c. Report sections:
 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 course participants.
- d. Aspects to guide report and assessment
 1. Selection of a few important and relevant themes related to your selected program development component.
 2. Reference in critique to course related concepts and readings.
 3. Reflection on major implications for practice or research.
- d. One quarter of course grade

Inquiry Paper

- a. Purpose – To conduct and report on a focused and relevant inquiry case project (research or evaluation) which may vary among participants regarding stage of completion of data collection, analyses, and reporting by the end of the semester.
- b. Due – Next to last course session, N (12/08/09).
- 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

5.ii. Criteria for Instructor Assessment of Written Reports

	Low	High
1. Clear Focus and Purpose of Report	1	2 3 4
2. Importance of Content Related to Educational Leadership	1	2 3 4
3. Identification of Course Related Concepts and Writings	1	2 3 4
4. Depth of Analysis	1	2 3 4
5. Evidence of Reflection	1	2 3 4
6. Implications for Practice or Research	1	2 3 4

6.i. 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.

6.i. Netiquette

The following guidelines for netiquette in online learning may be useful:

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

"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

6.iii Review Examples

1) 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	Introduction to micro-computers
	10:30	Video Disk
	2:00	Using technology in museums
	4:00	Hands on experience with equipment
	8:00	Setting objectives based on learner needs and museum resources
5	8:30	Evaluation of visitor needs
	10:30	Formative evaluation
	2:00	Summative evaluation
	4:00	Sub-group meetings
	8:00	Application of evaluation techniques
6	8:30	Introduction to strategic planning
	10:30	Working with staff and volunteers
	2:00	Individual consultation
	4:00	Implications for practicum projects
	5:00	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

2) Futures BX discussion cases

http://www.education.wisc.edu/elpa/people/faculty/knox/files/BX%20program_priorities_discussion_case.pdf

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