



WAYLAND BAPTIST UNIVERSITY SCHOOL OF EDUCATION

VIRTUAL CAMPUS--SCHOOL OF EDUCATION

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

COURSE: EDUC 5380 VC01 Adult Development and Learning

TERM AND DATES: Spring 1 2021 (Jan 11, 2021—March 6, 2021)

INSTRUCTOR'S NAME: Dr. Tami Prichard

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CLASS MEETING TIMES/LOCATION: This is an internet based class and it does not have designated meeting times. Assignments are presented in weekly sessions and are due by Sunday evening each week as noted on the Course Syllabus/Outline. Access is provided to the class materials via Blackboard using student login and password.

CATALOG COURSE DESCRIPTION: Characteristics of child and adolescent development and how it impacts learning and growth. Field experience: 6 hours.

PREREQUISITES: Graduate Admission.

REQUIRED TEXTBOOK(S) AND RESOURCE MATERIALS:

The Adult Learner (8th ed.). Knowles, M., Holton, E., & Swanson, R. (2015). New York,

NY: Routledge-Taylor & Francis. [ISBN 978-1-8561-7811-2]

Access to the internet is required; Blackboard is the learning system. All class materials distributed online; all assignments collected online. Access to WBU Learning Resources www.wbu.edu/lrc

COURSE OUTCOME COMPETENCIES:

This course provides the students with the ability to:

- Apply developmental concepts and strategies to classroom practices and other settings
- Develop skills in observing developmental nuances and recognize characteristics and diversity across the continuum of child and adolescent development
- Solve problems and consider issues that confront teachers, other practitioners, and students
- Become equipped to make decisions based on valid research
- Determine the core themes in child development
- Observe child and adolescent development and relate it to textbook themes

COURSE OUTCOMES AND COMPETENCIES:

1. Students will explore a rich knowledge of content, andragogy, and technology to provide relevant and meaningful experiences for adult learners.
2. Students will recognize various learning styles for adults and accommodate for those differences in the classroom.
3. Students will participate in a learner-centered community using technology and other resources.
4. Students will respond appropriately to diverse learners and demonstrate effective professional and interpersonal communication skills.
5. Students will serve as a reflective practitioner, work to improve the profession, and maintain professional ethics and personal integrity.

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOMES:

Discussion Board Communication (weekly)

Responses to Chapter Questions

Field Experience

Final Exam

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

COURSE REQUIREMENTS & GRADING CRITERIA:

- 1. Campus Attendance Policy:** Students enrolled at Wayland Baptist University should make every effort to attend all class meetings. The University expects students to make class attendance a priority. All absences must be explained to the instructor, who will determine whether the omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file a report of unsatisfactory progress (ROUP) with the Virtual Campus and executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F for that course. Note: This is a virtual campus course—there are no class meetings; therefore, see instructor's additional policies below.
- 2. Instructor's Additional Policies:** Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of Wayland's attendance policy. A student may petition the Academic Council for exceptions to the above stated policies by filing a written request for an appeal to the executive vice president/provost. Attendance for this virtual course will be documented by the student's online participation in class and submission of online assignments, thus attendance will be determined by the student's online participation in course activity—not the last log in.

3. COURSE REQUIREMENTS: Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland School of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction. Students will complete all assigned readings and assignments promptly. This course is designed to be completed during an 11-week term with assignments due each week. Under no circumstances will the entire semester's work be received during the last week or during the last day of class (any late work will receive point deductions). Assignments and examinations may become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance.

- All assignments must be submitted in accordance with due dates on the course calendar. Assignments not completed on time may reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days; late work for discussion board entries will not be accepted at all.
- Weekly online discussion board interactions will allow dialogue among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will post an answer to the question or comment and respond to one classmate's post. Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.
- Students will prepare weekly assignments in response to the chapters assigned.
- Students will complete a Field Experience with the appropriate documentation.
- Students will submit a Final Exam prior to the due date.

UNIVERSITY GRADING SYSTEM:

COURSE REQUIREMENTS AND GRADING CRITERIA

A – 90 - 100	Cr	for Credit
B – 80 - 90	NCR	No Credit
C – 70 – 80	I	Incomplete*
D – 60 - 70	W	for withdrawal
F – Below 60	WP	Withdrawal Passing
	WF	Withdrawal Failing
	X	No grade given
	IP	In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded. This course is a credit no credit course.

*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to the grade of F. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

ACADEMIC HONESTY: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

PLAGIARISM - The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one’s own thought, whether the other’s work is published, unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

COURSE GRADING CRITERIA: All assignments are due as noted on the course calendar. Assignments not completed on time may reflect a lowered grade of 10% deduction per day minimum. Late work may not be accepted at all after 7 calendar days.

Assignment	Possible Points	Points Earned
Discussion Posts (2 each week) 25 points each post x 8 weeks	200	
Responses to Chapter Questions (15 Chapters x 25 points each)	375	
Field Experience	250	
Final Exam	175	

Total	1000	

EDUC 5380- Tentative Schedule

ASSIGNMENTS - All assignments are due by midnight Sunday night CST to accommodate those who must complete the work during the weekend (**except final assignment which is due Saturday at midnight**). ***I reserve the right to amend the schedule as needed.

Session Date	Lecture Notes & Preparation	Reading	Assignments
1 Mar 22-28	<p>Chapter 1: <i>Introduction to Adult Learning</i></p> <p>Chapter 2: <i>Exploring the World of Learning Theory</i></p> <p>Chapter 3: <i>Andragogy: a theory of adult learning</i></p>	Textbook Chapter 1, 2 and 3	<p>DB1 (Discussion Board 1): getting acquainted and Ch. 1, 2 and 3 Discussion</p> <p>A1 (Assignment 1): Responses Ch. 1, 2 and 3</p>

2	Mar 29-Apr 6	<p>Chapter 4: The andragogical process model for learning</p> <p>Chapter 5: Andragogy in practice: expanding the usefulness of the andragogical model</p> <p>Chapter 6: Theories of learning</p>	Textbook Chapters 4, 5 and 6	<p>DB2: Ch. 4, 5 and 6 Discussion Board</p> <p>A2: Responses to Chapters 4, 5 and 6</p>
3	Apr 6-11	<p>Chapter 7: Theories of teaching</p> <p>Chapter 8: Adult learning within human resource development</p> <p>Chapter 9: New perspectives on andragogy</p>	Textbook Chapters 7, 8 and 9	<p>DB3: Ch.7, 8 and 9 Discussion Board</p> <p>A3: Responses to Chapters 7, 8 and 9</p>
4	Apr 12-18	<p>Chapter 10: Beyond andragogy</p> <p>Chapter 11: Information technology and learning</p> <p>Chapter 12: Neuroscience and andragogy</p>	Textbook Chapters 10, 11 and 12	<p>DB4: Ch. 10, 11 and 12 Discussion</p> <p>A4: Responses to Chapters 10, 11 and 12</p>
5	Apr 19-25	<p>Chapter 13: Whole-Part-Whole Learning Model</p> <p>Chapter 14: Facilitating learning</p> <p>Chapter 15: Guidelines for using learning contracts</p>	Textbook Chapters 13, 14 and 15	<p>DB5: Ch. 13, 14 and 15 Discussion</p> <p>A5: Responses to Chapters 13, 14 and 15</p>
6	Apr 26-May 2	<p>Chapter 16: Core Competency <i>Diagnostic and Planning Guide</i></p>	Textbook Chapters 16, 17 and 18	<p>DB6: Ch. 16, 17 and 18 Discussion</p>

		<p>Chapter 17: <i>Personal Adult Learning Style inventory</i></p> <p>Chapter 18: <i>Effective technology-based adult learning</i></p>		<p>A6: Responses to Chapters 16, 17 and 18</p>
7	May 3-9	<p>Chapter 19: <i>European perspectives on adult learning</i></p> <p>Chapter 20: <i>Andragogy: international history, meaning, context, and function</i></p> <p>Chapter 21: <i>The future of andragogy</i></p>	Textbook Chapters 19, 20 and 21	<p>DB7: Ch. 19, 20, and 21 Discussion</p> <p>A7: Response to Chapters 19, 20, and 21</p>
8	May 10-15	FINAL EXAM		<p>DB8: Next Step</p> <p>A8: Field Experience</p>