UNIVERSITY OF ARKANSAS

Course Name: Perspectives in Adult Education
Adult and Lifelong Learning
[Semester] [Year] ADLL-51103
Online- 100% asynchronous

Instructor:	[Instructor Name]
Office:	[Instructor Office]
Hours:	[Instructor Office Hours]
Email:	[Instructor Email]
Phone:	[Instructor Phone]

Catalog Course Description

Historical overview of the evolving field of adult education and lifelong learning in responsibilities of adult education providers and reviews the expansion of adult and lifelong learning opportunities associated with societal and demographic shifts.

Course Objectives

Upon completion of this course, students will be able to:

- Analyze the importance of adult education to the individual and society.
- Explore the need for adult education at the state, nation, and international level.
- Identify issues relative to major providers and program areas, including those which serve multicultural and diverse clienteles.
- Examine major and seminal adult education theorists and their contributions to the field.
- Compare and contrast adult education with other forms of education.

Arkansas Adult Education Teacher Competencies

This course is required for ADLL students seeking licensure in Adult Education.

Students are introduced to the Arkansas professional educator licensure process. Key topics include Arkansas Adult Education Teacher Competencies, Arkansas Teaching Standards, and state licensure requirements. Students interested in pursuing adult education licensure will learn about field experience requirements and develop an understanding of educator preparation for adult basic education and adult secondary education instructors and program directors.

Prerequisite Knowledge

Students must have the basic technology skills required for participating in an online course.

Course Materials

Textbook(s):

Ross-Gordon, Rose, A. D., & Kasworm, C. E. (2017). *Foundations of adult and continuing*

education. JosseyBass.

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Technology: Students are responsible for having access to the basic technology required to participate in an online course.

Course Delivery

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Communication

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Evaluation

Evaluations are based on the completion and quality of the student's work. Various methods will be used to assess learning outcomes and competencies, including case studies, quizzes, group discussions, project-based learning, and presentations. Course activities are designed to encourage real-world, practical application of the subject matter.

Five categories of evaluation are applied to all work. These categories are:

- Excellent (A)
- Good (B)
- Satisfactory (C)
- Poor (D)
- Not Acceptable or incomplete (F)

The grading scale is as follows:

89.5% - 100%	A
79.5% - 89.5%	B
69.5% - 79.5%	C
59.5% - 69.5%	D
Below 59.5%	F

Late Work

You are responsible for submitting work in Blackboard by 11:59 pm CST on the due date. Refer to the Course Schedule for due dates. You will receive no credit for late assignments. I will reconsider this policy for excused absences (e.g., professional obligations, family emergencies,

illnesses).

Classroom Behavior

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UNIVERSITY OF ARKANSAS

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Office:	[Instructor Office]
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Catalog Course Description

Overview of the adult learner including characteristics, motivation for participating in learning, and strategies for developing educational programs for diverse adult populations.

Prerequisite Knowledge

Students must have the basic technology skills required for participating in an online course.

Course Objectives

Upon completion of this course, students will be able to:

- Describe the characteristics of adult learners.
- Discuss factors affecting motivation for learning among adults in various learning settings.
- Identify and discuss strategies for developing learning programs for adults.
- Analyze, compare, and contrast different adult learning theories.
- Differentiate between the use of various adult learning theories for diverse adult populations.

Arkansas Adult Education Teacher Competencies

This course is required for ADLL students seeking licensure in Adult Education. It will address the following Arkansas Educator Competencies for Adult Education:

- 2. Plans and delivers high quality, evidence-based instruction.
  - 2.1 Designs learner-centered instruction and classroom environments.
- 3. Effectively communicates to motivate and engage learners.
  - 3.1 Communicates high expectations of learners and motivates them to persist to meet their goals.
  - 3.3 Engages in active listening, dialogue, and questioning to facilitate and support learning.
  - 3.4 Models an understanding of diversity.
- 4. Pursues professionalism and continually builds knowledge and skills.
  - 4.3 Refines instructional practices through reflection on experience, evidence, and data.

Course Materials

Textbook(s):

Merriam, S. B., & Bierema, L. L. (2014). *Adult Learning: Linking Theory and Practice.* San Francisco: Jossey-Bass.

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Catalog Course Description

Curriculum development in Adult Basic Education (ABE) and Adult Secondary Education (ASE) settings including the various educational functioning levels, measures to asses student levels, selection of teaching materials, and development of curriculum utilizing instructional standards for ABE and ASE programs.

Prerequisite Knowledge

Students must have the basic technology skills required for participating in an online course.

Course Objectives

Upon completion of this course, students will be able to:

- Discuss the need and role of ABE and ASE programs in U.S. Society.
- Utilize appropriate assessments to determine a student's educational functioning level (EFL) in ABE and ASE settings.
- Evaluate and select appropriate teaching materials for use in ABE and ASE settings.
- Apply appropriate classroom management and teaching techniques such as lecture, group discussion, and peer learning when teaching adults in ABE and ASE settings.
- Design and teach lessons in ABE and ASE settings.

Arkansas Adult Education Teacher Competencies

This course is required for ADLL students seeking licensure in Adult Education. It will address the following Arkansas Educator Competencies for Adult Education:

- 1. Monitors and manages student learning and performance data.
  - 1.1 Assesses learners' prior knowledge, learning needs, and college and career readiness goals.
  - 1.2 Sets learning goals and a course of study.
  - 1.4 Adapts instruction based on formative and summative student assessment data.
- 2. Plans and delivers high quality, evidence-based instruction.
  - 2.2 Designs standards-based instructional units and lesson plans.
- 3. Effectively communicates to motivate and engage learners.

○   3.2 Communicates in a clear and understandable way.

Course Materials

Textbook(s):

Brady, M., & Lampert, A. (2007). *The New Teachers of Adults* (2nd ed.), Old Orchard Beach, ME: New Teacher Concepts.

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Catalog Course Description

Selection and utilization of materials and instructional methods for use in adult learning settings. Evaluative strategies to develop or select appropriate tools and techniques predicated upon the needs and goals of adult learners.

Prerequisite Knowledge

Students must have the basic technology skills required for participating in an online course.

Course Objectives

Upon completion of this course, students will be able to:

- Identify and evaluate teaching skills appropriate in adult and lifelong learning settings.
- Select and critique research that relates to adult and lifelong learning teaching practice.
- Select and evaluate materials for use in adult and lifelong learning contexts.
- Assess learner needs based upon students skills and abilities.
- Develop learning plans based upon the needs and goals of adult learners.

Arkansas Adult Education Teacher Competencies

This course is required for ADLL students seeking licensure in Adult Education. It will address the following Arkansas Educator Competencies for Adult Education:

- 1. Monitors and manages student learning and performance data.
  - 1.3 Monitors learning through summative and formative assessment data.
- 2. Plans and delivers high quality, evidence-based instruction.
  - 2.3 Uses instructional techniques that are effective with adult learners.
  - 2.4 Designs instruction to build learners' technology and digital media literacy skills
  - 2.5 Designs instruction to build learners' higher-order thinking, communication, and problem solving skills

Course Materials

Textbook(s):

> Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: 7 research-based principles for smart teaching.* John Wiley & Sons.

> Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning.* Belknap.

> Ericsoon, A., & Pool, R. (2017). *Peak: Secrets from the new science of expertise.* HMH.

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UNIVERSITY OF ARKANSAS

Course Name: Organization and Administration of Adult and Lifelong Learning Programs
Adult and Lifelong Learning
[Semester] [Year] ADLL-51503
Online- 100% asynchronous

Instructor:	[Instructor Name]
Office:	[Instructor Office]
Hours:	[Instructor Office Hours]
Email:	[Instructor Email]
Phone:	[Instructor Phone]

Catalog Course Description

Legal, ethical, staffing, and financial considerations for the development and implementation of programs for adult and lifelong learners in various programs including literacy centers, GED centers, community education, lifelong/leisure learning, and postsecondary education.

Prerequisite Knowledge

Students must have the basic technology skills required for participating in an online course.

Course Objectives

Upon completion of this course, students will be able to:

- Explain the roles and responsibilities of an instructional leader in adult and lifelong learning.
- Explore legal and ethical issues related to supervision of instructional and support staff.
- Discuss the practices and procedures for evaluating instructional and support staff.
- Create a financial plan for sustaining an adult education or lifelong learning program.

Arkansas Adult Education Teacher Competencies

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- 4. Pursues professionalism and continually builds knowledge and skills.
  - 4.1 Possesses content area knowledge and teaching skills required for subjects and populations taught.
  - 4.2 Participates in professional development networks and learning communities.
  - 4.4 Participates in and contributes to program improvement efforts.

Course Materials

Textbook(s):

Schmidt , S. W., & Biniecki, S. M. (2023). *Organization and administration of adult*

education programs. (2nd ed).

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- Avoid idioms and slang.
- Do not use obscene or threatening language.

Remember that the university values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see The Core Rules for Netiquette by Virginia Shea.

Inclement Weather

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Academic Integrity

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Unless otherwise stated by the instructor, quizzes, assignments and all course work is meant to be individual, rather than group, work. Hence, copying from other students' quizzes, as well as presenting as one's own work an assignment prepared wholly or in part by another is in violation of academic honesty.

I realize that this is an online class where information is easy to share. If caught, all parties will be subject to disciplinary action as outlined in the Academic Integrity Policy.

Accommodations for Students with Disabilities

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please notify your instructor as soon as possible. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

There are a number of technology tools that can be used to complete assignments, however not all them have the appropriate accessibility features. Please contact your instructor for assistance in selecting appropriate tools that meet any needs for accommodations.

Use of Generative Artificial Intelligence (AI)

Specific permissions will be provided to students regarding the use of generative artificial intelligence tools on certain graded activities in this course. In these instances, I will communicate explicit permission as well as expectations and any pertinent limitations for use and attribution. Without this permission, the use of generative artificial intelligence tools in any capacity while completing academic work submitted for credit, independently or collaboratively, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity.

Notes

Please note your instructor reserves the right to change this syllabus without notice.

Instructor:	[Instructor Name]
Office:	[Instructor Office]
Hours:	[Instructor Office Hours]
Email:	[Instructor Email]
Phone:	[Instructor Phone]

Catalog Course Description

This course offers a site-based internship in an adult education setting, where students engage in experiential learning in the field. The internship provides candidates with opportunities to develop and demonstrate competence in their chosen professional roles, working under the guidance and supervision of licensed practicing school personnel. Through practical application in real-world educational settings, students will refine their skills and deepen their understanding of adult education, preparing them for successful careers in the field.

Arkansas Adult Education Teacher Competencies

This course is required for ADLL students seeking licensure in Adult Education. It will address the following Arkansas Educator Competencies for Adult Education:

- 5. Field Experience.
    - 5.1 Knowledge of vision of learning.
    - 5.2 Knowledge of communication and collaborative skills.
    - 5.3 Knowledge of record keeping and organizational management.
    - 5.4 Knowledge of policy and law.
    - 5.5 Knowledge of ethics and integrity.
    - 5.6 Knowledge of instructional management for the success of all learners.

Prerequisite Knowledge

Students must have the basic technology skills required for participating in an online course.

Course Materials

Textbook(s): There are no required texts for this course

Software: Students will be given the option to use a variety of software or free technology tools to complete assignments. Students accept all responsibility for any programs downloaded to their personal computers. It is strongly recommended that students review the IT Services Security page and download antivirus software if they do not already have it.

Technology: Students are responsible for having access to the basic technology required to participate in an online course.

Course Delivery

This course requires supervised, site-based activities at an adult education center.

Communication

I will communicate with you primarily through Blackboard and UARK email. Be sure to check your email multiple times per week for course messages and university correspondence. If you do not hear a reply, please resend your email. Please send emails from your UARK account and put the course number in the subject line. I will have office hours by appointment in Zoom. Please do not hesitate to reach out if you have any questions or concerns.

Late Work

You are responsible for submitting work in Blackboard by 11:59 pm CST on the due date. Refer to the Course Schedule for due dates. You will receive no credit for late assignments. I will reconsider this policy for excused absences (e.g., professional obligations, family emergencies, illnesses).

Classroom Behavior

Students and instructors are expected to treat each other with respect during classroom activities, using thoughtful dialogue, and keeping disruptive behaviors to a minimum. This course will be interactive, and diverse opinions will be shared. Please be thoughtful in sharing your perspectives and responses with one another. Be wary of injecting comments that are not related to the topic at hand. Please contact the instructor if you have any concerns regarding interactions during this course.

Netiquette is a set of rules for behaving properly online. It is important that all participants in online courses be aware of proper online behavior and respect each other.

- Use appropriate language for an educational environment.
- Use complete sentences.
- Use proper spelling and grammar.
- Avoid idioms and slang.
- Do not use obscene or threatening language.

Remember that the university values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see The Core Rules for Netiquette by Virginia Shea.

Evaluation

Students are evaluated on participation, assignments, and quizzes. Students will be:
- Evaluated on the completion and quality of the assigned work
- Judged on the basis of their participation in class activities

Five categories of evaluation are applied to all work. These categories are:

- Excellent (A)
- Good (B)

- Satisfactory (C)
- Poor (D)
- Not Acceptable or incomplete (F)

The grading scale is as follows:

89.5% - 100%	A
79.5% - 89.5%	B
69.5% - 79.5%	C
59.5% - 69.5%	D
Below 59.5%	F

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