

FLORIDA ATLANTIC UNIVERSITY™

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

Graduate Programs—NEW COURSE PROPOSAL¹

DEPARTMENT: EDUCATIONAL LEADERSHIP &
RESEARCH METHODOLOGY

COLLEGE: COLLEGE OF EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX ADE COURSE NUMBER 6268 LAB CODE (L or C)

(TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

COMPLETE COURSE TITLE: LEADING ADULT AND PROFESSIONAL LEARNING IN SCHOOLS

EFFECTIVE DATE

(first term course will be offered)

 FALL 2015

CREDITS²: 3

TEXTBOOK INFORMATION:

Drago-Severson, E, (2009). *Leading Adult Learning*. Thousand Oaks:Corwin.

Merriam, S. B. & Caffarella, R. (3rd ed). (2007). *Learning In Adulthood*. San Francisco: Jossey-Bass.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

THIS COURSE FOCUSES ON THE CONTINUOUS PROFESSIONAL LEARNING FOR TEACHER LEADERS THAT IS ESSENTIAL IN SCHOOL SETTINGS. IT ACCENTUATES THE ANALYSIS OF SCHOOLS AND INSTRUCTIONAL TEAMS THROUGH THE LENS OF ANDRAGOGY AND CONSTRUCTIVE DEVELOPMENTAL THEORIES.

PREREQUISITES *: N/A

COREQUISITES*: N/A

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:
NONE

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: Terminal Degree in related field

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD)

Faculty contact, email and complete phone number:
 Dr. Robert Shockley
Shockley@fau.edu
 (561) 297-6551

Please consult and list departments that might be affected by the new course and attach comments.³
 Department of Teaching and learning
 Department of Curriculum, Culture, and Educational Inquiry

Approved by:

Department Chair: 

College Curriculum Chair: 

College Dean: 

UGPC Chair: 

Graduate College Dean: 

UFS President: _____

Provost: _____

Date:

 3/24/15

 3/24/15

 3/24/15

 3/25/15

 3/25/15

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf
2. Review Provost Memorandum: **Definition of a Credit Hour** www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf
3. Consent from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

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DEPARTMENT: EDUCATIONAL LEADERSHIP &
RESEARCH METHODOLOGY

COLLEGE: COLLEGE OF EDUCATION

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PREFIX ___ADE___ COURSE NUMBER ___6268___ LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

COMPLETE COURSE TITLE: LEADING ADULT AND PROFESSIONAL LEARNING IN SCHOOLS

EFFECTIVE DATE

(first term course will be offered)

_____ FALL 2015 _____

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Drago-Severson, E, (2009). *Leading Adult Learning*. Thousand Oaks:Corwin.

Merriam, S. B. & Caffarella, R. (3rd ed). (2007). *Learning In Adulthood*. San Francisco: Jossey-Bass.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR ___X___ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

THIS COURSE FOCUSES ON THE CONTINUOUS PROFESSIONAL LEARNING FOR TEACHER LEADERS THAT IS ESSENTIAL IN SCHOOL SETTINGS. IT ACCENTUATES THE ANALYSIS OF SCHOOLS AND INSTRUCTIONAL TEAMS THROUGH THE LENS OF ANDRAGOGY AND CONSTRUCTIVE DEVELOPMENTAL THEORIES.

PREREQUISITES *: N/A

COREQUISITES*: N/A

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:
NONE

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: Terminal Degree in related field

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD)

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Approved by:

Department Chair: _____

College Curriculum Chair: _____

College Dean: _____

UGPC Chair: _____

Graduate College Dean: _____

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Date:

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3/25/15

3/25/15

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf

2. Review Provost Memorandum: **Definition of a Credit Hour** www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf

3. Consent from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

COURSE NUMBER: ADE 6268

COURSE TITLE: Leading Adult and Professional Learning in Schools

COURSE CREDITS: 3 Credit Hours

CATALOG DESCRIPTION

This course focuses on the continuous professional learning that is essential for all adults in school settings. It emphasizes self-directed learning and self-analysis while analyzing schools and instructional teams through the lens of andragogy and constructive developmental theories.

FULL COURSE DESCRIPTION

This course focuses on the continuous professional learning that is essential for all adults in school settings. It emphasizes self-directed learning and self-analysis. It also accentuates the analysis of schools and instructional teams through the lens of andragogy and constructive developmental theories. Mentoring and coaching strategies that nurture adult learning are included. The design provides the knowledge and skills needed by teacher leaders to be effective in educational organizations.

INSTRUCTOR INFORMATION

Name:

Office:

Phone Number:

Email Address:

Office Hours:

COURSE INFORMATION/LOGISTICS

Semester:

Dates:

Time:

Location:

REQUIRED TEXTS/MATERIALS

Drago-Severson, E. (2009). *Leading adult learning*. Thousand Oaks: Corwin.

Merriam, S. B., & Caffarella, R. (3rd ed.). (2007). *Learning in adulthood*. San Francisco: Jossey-Bass.

RECOMMENDED TEXT/MATERIALS

Gross, R. (1999). *Peak learning: How to create your own lifelong education program*. NY: Tarcher & Putnam.

REQUIRED/RECOMMENDED WEBSITES AND ELECTRONIC SOURCES

ASCD Smartbrief: In addition to the required texts above, students must be subscribed to two on-line *ASCD Smartbriefs*. The first is (<http://www.smartbrief.com/ascd/>) which is a daily service providing summaries and links to major education stories on curriculum, professional development, leadership, emerging technologies, policy, and news from the field. The second is <https://www2.smartbrief.com/signupSystem/subscribe.action?pageSequence=1&briefName=ascdel> which provides summaries and links directly related to educational leadership.

Blackboard: This course is assisted electronically by Blackboard which is found at: <http://blackboard.fau.edu>. To access Blackboard, use your student username which is your FAUNet ID. To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for Blackboard is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email and Blackboard on a regular basis.

Library Information: All students are expected to have online access to the University Library. Through the FAU Libraries EZ Proxy, you can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZ Proxy. You must have a valid student Owl Card to access the Proxy Server on your home computer. The USER ID is the 14 digit ID number on the Owl Card minus the letter "A" before and after the number and the PASSWORD is the three-letter acronym for the school: FAU. For an introduction, go to: <http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm>

LiveText: Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account one week before the first meeting of the class. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES

Educational Leadership (ELLC): 1, 2, 2.1, 2.2, 2.3, 2.4, 3, 4, 4.3, 5

Interstate School Leaders Licensure Consortium (ISLLC): 1, 2, 3, 4, 4c, 4d, 5

Teacher Leader Model Standards (TLMS): 1.a, 1.b, 1.c, 1.d, 1.e, 2.c, 3.a, 3.b, 3.d

THE CONCEPTUAL FRAMEWORK

College of Education

As educational leaders, we believe that leaders who possess a world view make a significant difference in their own performance and that of their organizations when that view is applied locally to shape policy, programs, and practice. We will strive to prepare and support educational leaders who: (a) create dynamic learning environments where people engage in ongoing reflective and critical self-inquiry as a prelude to action; (b) recognize that educational leadership is a transformative and political process to bring about positive change; (c) create high-performing, results-oriented organizations; and (d) engage their organizations and communities in the pursuit of a better world.

As a community of scholars, we value the discovery, investigation and application of research methodologies, traditional and innovative. We support student and faculty inquiry: rigorous interdisciplinary research leading to theory-building and enhancement of teaching, learning, and the practice of leadership. We will foster engagement with schools, colleges and universities, governmental and community organizations, public and private.

As ethical and informed leaders, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals. We believe in creating a collegial community where all members are expected to treat each individual with civility, empathy, respect, fairness, and forthrightness. We believe that our purpose is to prepare aspiring leaders to create a healthy, sustainable and regenerative society for present and future generations.

As a community of learners, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program. We will strive to preserve and strengthen an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry and invest in one another's growth and development. We will seek to prepare educational leaders who are skilled in developing vigorous learning communities in their workplaces.

Department of Educational Leadership and Research Methodology:

Our Mission

The Department of Educational Leadership and Research Methodology is a community of scholars focusing on the preparation and support of leaders and researchers in Florida, the nation, and the international community.

Our Values

Our values represent what we collectively stand for and reflect how we aspire to execute our responsibilities on a daily basis. These values provide guidance with regard to the practices that will assist us in moving toward our individual and collective visions.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

This course is based upon the essential components of the College's conceptual framework. Teacher leaders must be capable, informed, and ethical and have the ability to lead based upon a reflective decision making model while taking into account the needs of the adults in their organization. This course requires participants to analyze and reflect on themselves as learners, understand the variety of ways in which people learn, evaluate adult learning in school settings, and recognize that the greatest percentage of their time as educational leaders will be spent in leading or facilitating the learning of various groups of adult learners, such as staff, faculty, parents, and community members. The school leaders' knowledge of adult learning principles will assist them in guiding the development of effective professional growth plans for paid and volunteer staff and developing other appropriate adult learning activities.

COURSE OBJECTIVES





The learners will:

- compare and contrast multiple theories of leadership and incorporate an understanding of the Constructive Developmental Theory of Transformational Learning.
- demonstrate an understanding of learning organizations and adult motivations for learning, including reasons for and barriers to participation.
- design a Professional Learning Community Plan (PLC) using convening and consultation protocol and by determining appropriate school goals.
- demonstrate an understanding of how to access and use research within the school setting to support adult learning and professional development.
- demonstrate an understanding of the four pillars practices of leadership for adult growth (Teaming, Providing Leadership Roles, Collegial Inquiry, and Mentoring).
- demonstrate an understanding of "ways of knowing" and how to use these ways of knowing to support professional and personal growth among teachers and in schools.
- demonstrate an understanding of recent research on human learning which has important implications for adult learning, such as gender differences in learning, neurophysiology of learning, bio-cognitive cycles, and the impact of factors such as aging and stimulating environments on adult learning.



CONTENT OUTLINE

The following section lists the course topics, divided into units, with their specific assignments and readings. This section will be subject to change based on the delivery method of the course and the specific circumstances of the course, as well as the course professor's criteria to amend the syllabus to his/her needs.








These are basic unit planners. Recommended lesson planners are a part of the instructional materials given to the instructor that can be amended to his/her instructional needs. The unit planners are an outline of content that will also be converted into an on-line format for semester-long courses.







Throughout the units, two icons are employed:  and . The  denotes an adult learning activity the student will be able to use with their faculty and/or staff as a school leader. The  is a toolkit and designates a process, procedure, and/or activity that the student will be able to apply in their role as a school and/or teacher leader.



TOPIC UNITS




Title of Course: ADE 6268 - Leading Adult and Professional Learning in Schools	
Unit: 1 of 5	Unit Theme: Introduction to Adult Learning
Standards Linked To This Unit Other: ELCC 1, 2.2, 3; NBCP 1, 3, 5, 6, TLMS 1.a, 2.c, 3.a, 3.b, 3.d	
Preparation (Pre-work) – Work and reading that students should have completed before this unit • Read: <ul style="list-style-type: none"> ○ Drago-Severson, E. (2009). <i>Leading Adult Learning</i>: Chapters 1 & 2 ○ Merriam, S. (2007). <i>Learning in Adulthood</i>: Chapters 1, 2, 3, 6, 11 	
Learning Goals / Objectives – What students will be able to do after this unit. After this unit, students will be able to: <ul style="list-style-type: none"> • Identify and demonstrate an understanding of the three primary opportunities or sites in which adult learning occurs • Demonstrate an understanding of the Constructive Developmental Theory of Transformational Learning • Compare and contrast multiple theories of leadership and incorporate Constructive Developmental Theory of Transformational Learning into one of the theories • Design an interview protocol based upon the literature on adult learning • Demonstrate an understanding of administering, scoring, and comparing results of assessment tools • Demonstrate an understanding of learning organizations and adult motivations for learning, including reasons for and barriers to participation • Demonstrate an understanding of and create connections among professional development, adult development theory, adult learning, organizational development, and leadership practices • Design a draft plan for continued personal and professional development incorporating appropriate resources • Demonstrate an understanding of how to access and use research within the school setting to support adult learning and professional development 	
Authentic Applications – How this learning will then be applied at their schools. Students will apply this learning through the following activities: <ul style="list-style-type: none"> • Ice Breaker: COLOR, MOTIVATOR, LEADER  • Students will take at least two assessments and self-score them  	

Title of Course: ADE 6268 - Leading Adult and Professional Learning in Schools	
Unit: 1 of 5	Unit Theme: Introduction to Adult Learning
<p>Learning Activities Students will be engaged in the following learning activities:</p> <ul style="list-style-type: none"> • Ice Breaker: <i>COLOR, MOTIVATOR, LEADER</i> • Mini-Lecture: Instructor presentation on the definition of Adult Learning (Andragogy) PowerPoint & Constructive-Developmental Theory of Transformational Learning • Self-Assessment in Adult Learning (copied from self-assessments found in Peak Learning): <ul style="list-style-type: none"> ○ Students will take at least two assessments and self-score them ○ Students will compare themselves with others ○ Class discussion will be held on the results of the assessments • Group Activity: In groups, class will develop interview protocols based on Constructive-Developmental Theory of Transformational Learning (use Merriam and Drago-Severson as guides) • Group Activity: Jigsaw/Journal Activity for Merriam Chapters 4, 5 & 7. • Instructor presentation: What is a research paper annotated bibliography? Samples provided. The annotated bibliography should be based on Adult Learning Theories and Practices as well as Constructive-Developmental Theory of Transformational Learning that is related to and can be incorporated into one of the following: <ul style="list-style-type: none"> ○ Instructional Leadership (see Marzano) ○ Collaborative Leadership (see Archer, David; Cameron, Alex (2008). <i>Collaborative leadership – how to succeed in an interconnected world</i>) ○ Transformative Leadership (see Carolyn Shields) ○ Strategic Leadership (see John Pisapia) <ul style="list-style-type: none"> ▪ Transformational Leadership (see John McGregor Burns) ▪ Transactional Leadership (see Bernard Bass) ○ Democratic Leadership (see John Dewey, John Gastil) ○ School and Community Culture (see Schien) • Think/Pair/Share: Individual School Development Motivational Plan – students in pairs will discuss what they can do to encourage professional learning in their individual schools and create a one-page plan that is uploaded onto LiveText. • End of Class: Groups of 4-5 students develop questions they have about the class, its structure, content, requirements, and so on. The syllabus is distributed, and groups review their questions in light of the syllabus. The class reconvenes to discuss any existing questions and to review groups' preconceptions and thoughts about the course (adapted from Kadel and Keehner 1994, 111). 	
<p>Review/Reinforcement (Homework) Students will review and/or reinforce this unit by doing the following:</p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Drago-Severson, E. (2009). <i>Leading Adult Learning</i>: Chapters 3, 4, 5, 6 • Complete: <ul style="list-style-type: none"> ○ Reflection 1 (due by midnight of the following day) ○ Annotated bibliography for research paper (include 5-10 references) ○ Mentor Interview (using protocol developed in class) ○ Create Personal and Professional Development Plan Outline (due at the beginning of the next unit uploaded on LiveText) See guidelines on Livetext 	
<p>Work to be Assessed and Graded</p> <ul style="list-style-type: none"> • Reflection 1 on the day's learning using standardized rubric • Mentor Interview • Personal and Professional Development Plan Outline (due at the beginning of the next unit uploaded on LiveText) See guidelines. • Individual school Professional Learning Community (PLC) motivational plan 	

Title of Course: ADE 6268 - Leading Adult and Professional Learning in Schools	
Unit: 2 of 5	Unit Theme: The 4 Pillars & Research Based Professional Development
Standards Linked To This Unit Other: ELCC 1, 2, 2.3, 3, 4.3; ISLLC 2, 3, 4c, 4d; NBCP 1, 2, 3, 5, 6	
Preparation (Pre-work) – Work and reading that students should have completed before this unit	
<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Drago-Severson, E. (2009). <i>Leading Adult Learning</i>: Chapters 3, 4, 5, 6 • Complete: <ul style="list-style-type: none"> ○ Mentor Interview (using protocol developed in class) ○ Create Personal and Professional Development Plan Outline 	
Learning Goals / Objectives	
After this unit, students will be able to:	
<ul style="list-style-type: none"> • Demonstrate an understanding of the four pillars practices of leadership for adult growth (Teaming, Providing Leadership Roles, Collegial Inquiry, and Mentoring) • Demonstrate an understanding of “ways of knowing” and how to use these ways of knowing to support professional and personal growth among teachers and in schools • Create a plan to implement the Teaming Pillar Practice, or enhancing current teams within the school • Demonstrate an understanding of recent research on human learning which has important implications for adult learning, such as gender differences in learning, neurophysiology of learning, bio-cognitive cycles, and the impact of factors such as aging and stimulating environments on adult learning • Create a plan for a professional learning community (PLC) using convening and consultation protocol by determining appropriate school goals (ELCC) • Defend the importance of engaging in reflective dialogue with colleagues to support adult learning • Employ resources from higher education institutions to access research to support adult learning and professional development • Demonstrate an understanding of effective strategies to manage and delegate responsibilities (ELCC, ISLLC) 	
Authentic Assessments – How students are assessed (in a demonstration of application that they would do in their schools) to determine their learning progress.	
At the end of the unit, student learning will be assessed by:	
<ul style="list-style-type: none"> • Competency Assessment #2A: Professional Development Plan for a PLC   • Personal and Professional Development Plan  	
Authentic Applications – How this learning will then be applied at their schools.	
Students will apply this learning through the following activities:	
<ul style="list-style-type: none"> • Convening and Consultation Group Activity  • One page plan that incorporates established research based theories of andragogy and teaming into a strategy for implementing teaming, or enhancing current teams, within the school (refer to <i>Leading Adult Learning</i> pg. 104, question One under Application Exercise)  • Complete Table 3.4 on pg. 105 in <i>Leading Adult Learning</i> with the student’s team in the school in order to develop ideas for implementation of the one page motivational plan. This is due the following class  • Distribute the survey found in <i>Leading Adult Learning</i> pg. 97-98 to faculty members in your school  	








Title of Course: ADE 6268 - Leading Adult and Professional Learning in Schools	
Unit: 2 of 5	Unit Theme: The 4 Pillars & Research Based Professional Development
<p>Learning Activities Students will be engaged in the following learning activities:</p> <ul style="list-style-type: none"> • Think/Pair/Share <ul style="list-style-type: none"> ○ Reflection Questions Drago-Severson, E. (2009). <i>Leading Adult Learning</i>: Chapter (3, 4, 5 and 6). The professor will select reflection questions from the chapters identified ○ Participants will individually reflect on the best response ○ Participants will form dyads and compare reflections ○ Dyads will report out to the group • Convening and Consultation Group Activity Drago-Severson, E. (2009). <i>Leading Adult Learning</i> p. 204-205 Figure 5.2.  <ul style="list-style-type: none"> ○ Develop protocols for your Competency Assessment #2A: PLC Plan ○ Overview of Competency Assessment #2A: PLC Plan ○ Group Discussion/Consultation ○ Pausing and Checking in With the Convener ○ Convener Reflections • Establish Groups for Pillar Presentations Drago-Severson, E. (2009). <i>Leading Adult Learning</i>: Chapter (3, 4, 5, 6). Students will be divided into four groups to prepare presentations: <ul style="list-style-type: none"> ○ Week 3 Presentation Assignments <ul style="list-style-type: none"> ▪ Groups 1 & 2 (Pillar Chapter 3: Teaming) ▪ Groups 3 & 4 (Pillar Chapter 4: Providing Leadership Roles) ○ Week 4 Presentation Assignments <ul style="list-style-type: none"> ▪ Groups 1 & 3 (Pillar Chapter 5: Collegial Inquiry) ▪ Groups 2 & 4 (Pillar Chapter 6: Mentoring) • Library Fieldtrip: Review of Research Article Analysis (Due Week 4) 	
<p>Review/Reinforcement (Homework) Students will review and/or reinforce this unit by doing the following:</p> <ul style="list-style-type: none"> • Complete: <ul style="list-style-type: none"> ○ Reflection 2 (due by midnight of the following day). Add the following to the standard reflection guidelines: “What two Pillars most resonate with you?” from <i>Leading Adult Learning</i> (Ch. 3-6) ○ Outline for Competency Assessment #1: Research Paper ○ Give survey found on Drago-Severson, E. (2009). <i>Leading Adult Learning</i> p. 97-98 to faculty in your school. ○ Complete mentor readiness assessment http://www.ntc.blm.gov/krc/uploads/481/Mentor%20Readiness%20Assessment%20Characteristics%20Survey.pdf ○ Competency Assessment #2A: PLC Plan (see guidelines)   ○ Week 3 Presentations Assignments <ul style="list-style-type: none"> ▪ Groups 1 & 2 (Pillar Chapter 3: Teaming) ▪ Groups 3 & 4 (Pillar Chapter 4: Providing Leadership Roles) 	
<p>Work to be assessed and graded:</p> <ul style="list-style-type: none"> • Reflection 2 (due by midnight of the following day) • Reflection Questions Drago-Severson, E. (2009). <i>Leading Adult Learning</i>: Chapter (3, 4, 5 and 6). The professor will select reflection questions from the chapters identified • Personal and Professional Development Plan (due at the beginning of the next unit uploaded on LiveText) see guidelines.  • Mentor readiness assessment uploaded onto LiveText • Competency Assessment #2A: PLC Plan   	

Title of Course: ADE 6268 - Leading Adult and Professional Learning in Schools	
Unit: 3 of 5	Unit Theme: Effective Professional Development in Schools
Standards Linked To This Unit Other: ELCC 1, 2.2, 2.4, 4, 4.3; ISLLC 1, 3, 4, 4c, 4d; TLMS 1.a, 1.b, 1.c, 1.d, 1.e	
Preparation (Pre-work) – What students need to have done to be ready for the unit.	
<ul style="list-style-type: none"> • Complete: <ul style="list-style-type: none"> ○ Annotated bibliography for research paper (include 5-10 references) ○ Mentor readiness assessment http://www.ntc.blm.gov/krc/uploads/481/Mentor%20Readiness%20Assessment%20Characteristics%20Survey.pdf ○ Personal and Professional Development Plan (see guidelines) ○ Prepare Week 3 Presentations <ul style="list-style-type: none"> ▪ Groups 1 & 2 (Pillar Chapter 3: Teaming) ▪ Groups 3 & 4 (Pillar Chapter 4: Providing Leadership Roles) 	
Learning Goals / Objectives – What students will be able to do after this unit.	
<p>After this unit, students will be able to:</p> <ul style="list-style-type: none"> • Develop an adult learning activity based on an understanding of the key elements of the Teaming Pillar • Demonstrate an understanding of the Pillars Teaming and Providing Leadership Roles • Employ adult learning techniques in a formal presentation to communicate information about the Pillars practice (ELCC, ISLLC) • Analyze data and information and effectively communicate that information to school faculty, staff, and other stakeholders (ELCC, ISLLC) • Identify various methods of providing positive and constructive feedback for improvement (ELCC) • Demonstrate an understanding of monitoring, supporting, and valuing adult learning within the school setting (ELCC) • Establish a collaborative and collegial mentoring relationship with the school principal (ELCC, ISLLC) • Identify and employ effective strategies to empower faculty and staff through distribution of leadership roles (ELCC, ISLLC) • Examine the mentor relationship through the use of a mentor readiness assessment and analyze the results to improve the mentor relationship 	
Authentic Assessments – How students are assessed (in a demonstration of application that they would do in their schools) to determine their learning progress.	
<p>At the end of the unit, student learning will be assessed by:</p> <ul style="list-style-type: none"> • Personal and Professional Development Plan paper  	
Authentic Applications – How this learning will then be applied at their schools.	
<p>Students will apply this learning through the following activities:</p> <ul style="list-style-type: none"> • The Fish Bowl  	

Title of Course: ADE 6268 - Leading Adult and Professional Learning in Schools	
Unit: 3 of 5	Unit Theme: Effective Professional Development in Schools
Learning Activities Students will be engaged in the following learning activities:	
<ul style="list-style-type: none">• Pillar Presentations Groups 1 & 2 (Pillar Chapter 3: Teaming) Groups 3 & 4 (Pillar Chapter 4: Providing Leadership Roles)• The Fish Bowl • Discussion• Group Activity: Create your own teaming activity using the key elements of successful teaming (Drago-Severson Pg. 74). http://wilderdom.com/games/descriptions/CreateYourOwnTeamTask.html• Case Study “Peter’s Story” (Drago-Severson Pg.135-144).<ul style="list-style-type: none">-Individually Respond to questions 1-6 on Pg. 143-In a small group discuss your responses-As a class complete Table 4.3 Providing Leadership Roles: Supports and Challenges pg. 151 in <i>Leading Adult Learning</i>• Muddiest (or Clearest) Point 	
Review/Reinforcement (Homework) Students will review and/or reinforce this unit by doing the following:	
<ul style="list-style-type: none">• Read:<ul style="list-style-type: none">○ Merriam, S. (2007). <i>Learning in Adulthood</i>: Chapters 12 & 13• Complete:<ul style="list-style-type: none">○ Reflection 3 (due by midnight of the following day).○ Competency Assessment #1: Research Paper○ Develop marketing plan for the Competency Assessment #2: PLC Plan○ Prepare Week 4 Presentation Assignments<ul style="list-style-type: none">▪ Groups 1 & 3 (Pillar Chapter 5: Collegial Inquiry)▪ Groups 2 & 4 (Pillar Chapter 6: Mentoring)	
Work to be graded and assessed:	
<ul style="list-style-type: none">• Reflection 3• Personal and Professional Development Plan paper • Pillar Presentations- Including application of ways of knowing. Students will demonstrate various teaching methodologies that incorporate adult learning best practices and will be graded by the professor on these presentations.• Mentor Readiness Assessment	

Title of Course: ADE 6268 - Leading Adult and Professional Learning in Schools	
Unit: 4 of 5	Unit Theme: Transformational Learning through Professional Development
Standards Linked To This Unit ELLC 1, 2, 2.2, 2.3; ISLLC 2, 3	
<p>Preparation (Pre-work) – What students need to have done to be ready for the unit.</p> <ul style="list-style-type: none"> • Bring laptop to class • Read: <ul style="list-style-type: none"> ◦ Merriam, S. (2007). <i>Learning in Adulthood</i>: Chapters 12 & 13 • Complete: <ul style="list-style-type: none"> ◦ Week 4 Presentation Assignments <ul style="list-style-type: none"> ▪ Groups 1 & 3 (Pillar Chapter 5: Collegial Inquiry) ▪ Groups 2 & 4 (Pillar Chapter 6: Mentoring) 	
<p>Learning Goals / Objectives – What students will be able to do after this unit.</p> <p>After this unit, students will be able to:</p> <ul style="list-style-type: none"> • Identify and employ appropriate evaluation and monitoring strategies for effective instruction (ELCC) • Distinguish between characteristics of effective and ineffective mentors (ELCC) • Demonstrate an understanding of and select appropriate and effective strategies that engage faculty and staff (ELCC) • Demonstrate an understanding of and employ the appropriate resources necessary to engage faculty in continuous effective individual and collaborative learning (ELCC, ISLLC) • Recognize potential and emerging leaders and determine appropriate methods of development (ELCC) • Differentiate among multiple strategies for the succession of management in positions within the school setting • Demonstrate an understanding of Self Directed Learning and how this relates to professional development • Analyze and evaluate decisions related to professional development, mentoring, distribution of leadership, and teaming for effectiveness as they relate to the overall mission, vision, and goals of the school (ELLC, ISLLC) • Identify key concepts of transformational learning and incorporate these concepts into personal and professional development 	
<p>Authentic Assessments – How students are assessed (in a demonstration of application that they would do in their schools) to determine their learning progress.</p> <p>At the end of the unit, student learning will be assessed by:</p> <ul style="list-style-type: none"> • Application of ways of knowing. Students will demonstrate various teaching methodologies that incorporate adult learning best practices and will be graded by the professor on these presentations. 	
<p>Authentic Applications – How this learning will then be applied at their schools.</p> <p>Students will apply this learning through the following activity:</p> <ul style="list-style-type: none"> • The Fish Bowl 	
<p>Learning Activities</p> <p>Students will be engaged in the following learning activities:</p> <ul style="list-style-type: none"> • Think/Pair/Share: Continue working on Pillar Presentations • Group Activity: Pillar Presentations • The Fish Bowl • Group Activity: Groups formed to respond to discussion questions • Individual Activity: Self Directed Learning Skill Survey http://www-distance.syr.edu/sdlskills.html • Group Discussion: Self Directed Learning (SDL) (Merriam Pg. 128) • Double Entry Journals: 6- 10 Major point from Merriam Chapter 6 	

Title of Course: ADE 6268 - Leading Adult and Professional Learning in Schools	
Unit: 4 of 5	Unit Theme: Transformational Learning through Professional Development
Review/Reinforcement (Homework) Students will review and/or reinforce this unit by doing the following: <ul style="list-style-type: none">• Read:<ul style="list-style-type: none">○ Drago-Severson, E. (2009). <i>Leading Adult Learning</i>: Chapters 7 & 8• Complete:<ul style="list-style-type: none">○ Reflection 4 (due by midnight of the following day)○ Competency Assessment #1: Research Paper○ Competency Assessment #2B: PLC PREZI storyboard presentation (or other multimedia presentation as identified by the professor)	
Work to be graded and assessed: <ul style="list-style-type: none">• Pillar Presentations- Including application of ways of knowing. Students will demonstrate various teaching methodologies that incorporate adult learning best practices and will be graded by the professor on these presentations.• Reflection 3• Double Entry Journals: 6- 10 major points from Merriam Chapter 6• Competency Assessment #1: Research Paper	

Title of Course: ADE 6268 - Leading Adult and Professional Learning in Schools	
Unit: 5 of 5	Unit Theme: Professional Development Plan PREZI Storyboard Presentations
Standards Linked To This Unit Other: ELLC 2.1, 4, 5; ISLLC 2, 4, 5	
Preparation (Pre-work) – What students need to have done to be ready for this unit	
<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Drago-Severson, E. (2009). <i>Leading Adult Learning</i>: Chapters 7 & 8 • Complete: <ul style="list-style-type: none"> ○ Reflection 4 (Final Reflections due by midnight of the following day) ○ Competency Assessment #1: Research Paper ○ Competency Assessment #2: PLC Plan and PREZI storyboard presentation (or other multimedia presentation as identified by the professor) 	
Learning Goals/Objectives – What students will be able to do after this unit	
After this unit, students will be able to:	
<ul style="list-style-type: none"> • Communicate information accurately to faculty, staff, and other stakeholders that increases motivation, improves morale, and promotes collegial efforts (, ELCC, ISLCC) • Determine and evaluate appropriate professional learning opportunities for faculty and staff to enhance leadership practices that align with the school’s needs (ELCC, ISLLC) • Formulate goals to enhance the school climate and support student engagement (ELCC) 	
Authentic Assessments – How students are assessed (in a demonstration of application that they would do in their schools) to determine their learning progress.	
At the end of the day, student learning will be assessed by:	
<ul style="list-style-type: none"> • Competency Assessment #2: PLC PREZI Storyboard Presentation   	
Authentic Applications – How this learning will then be applied at their schools.	
Students will apply this learning through the following activities:	
<ul style="list-style-type: none"> • Peer evaluation rubrics will be collected after each presentation and given to the professor  	
Learning Activities	
Students will be engaged in the following learning activities:	
<ul style="list-style-type: none"> • Competency Assessment #2B: PLC PREZI Storyboard Presentations   <ul style="list-style-type: none"> ○ The class will be divided into four groups. Each group member will present their PREZI Storyboard to their team. The objective after the presentation review is to select the PREZI Storyboard that best exemplifies the highest qualities of the provided Storyboard Rubric ○ Peer evaluation rubrics will be collected after each presentation and given to the professor ○ Competency Assessment #2B: PLC PREZI Storyboard Presentations Timeline <ul style="list-style-type: none"> ▪ Organization & Setup ▪ Group members present to team ▪ Best four PREZIs presented to the entire class ▪ Q&A after each presentation • Final Reflections 	
Review/Reinforcement (Homework)	
Students will review and/or reinforce this unit by doing the following:	
<ul style="list-style-type: none"> • None 	
Work to be graded and assessed:	
<ul style="list-style-type: none"> • Competency Assessment #2 B: PLC PREZI Storyboard Presentations   • Reflection 4 	

COURSE REQUIREMENTS

1. Regular class attendance and meaningful participation
2. Selected chapter analysis presentation
3. Competency Assessment #1 Research Paper based on analyses of selected journal articles related to adult learners
4. Personal and Professional Development Plan, informed by self-assessment results
5. Competency Assessment #2: A. PLC Plan for a school B. PLC PREZI Storyboard Presentation

GRADED ASSIGNMENTS

There are two Competency Assessments in this course. The Competency Assessments will be uploaded to Livetext, as will most assignments. The following lists all assignments and their value for the calculation of the final course grade:

Assignment	Points	Due Date
In-Class Assignments (2 points each) <ul style="list-style-type: none"> ▪ In-class chapter reflection questions ▪ Double Entry Journal ▪ Mentor Interview Protocol Development ▪ Motivational Plan ▪ Mentor Readiness Assessment 	10	
Reflections 1-3 (2 points each)	6	
Final Reflection	4	
Personal and Professional Development Plan Outline	5	
Personal and Professional Development Plan	15	
2 Chapter Pillar Presentations: Leading Adult Learning (10 points each)	20	
Competency Assessment #1: Research Paper	20	
Competency Assessment #2: <ul style="list-style-type: none"> A. Professional Learning Community Plan (PLC) (10 points) B. PLC PREZI Storyboard presentation (10 point) 	20	

ASSIGNMENT DESCRIPTIONS

Learning Style Self-analysis (in class assignment): Complete two appropriate self-assessments to determine your learning style and you ways of knowing. Using self-knowledge gained, write a paper, 2-3 pages single spaced, on what you need to accomplish, and how you will accomplish those goals in order to develop and grow toward becoming a school leader

Competency Assessments: There are two required Competency Assessments. The rubric for each assignment will be discussed in class by the instructor at the appropriate time.

Competency Assessment #1 (See description under Competency Assessment #1)

Research paper based on analyses of selected journal articles related to adult learning

Competency Assessment #2 (See description under Competency Assessment #2)

- A. PLC Plan
- B. PLC PREZI Storyboard presentation

Reflections 1-3: After each session, you will be required to write one reflection, for a total of three. These will be submitted on LiveText and graded using the standardized template and grading rubric.

Final Reflection Prompts

1. What was the one most useful thing you learned in this course?
2. What suggestions would you give other leaders when faced with the different ways adults learn?
3. Explain three ways you think you have developed or grown as a result of this course?
4. What did you learn about writing, research, motivation, the pillars, etc...?
5. What problems did you encounter in the course?
6. What assignment of this course was your best work and why?
7. What did you learn about yourself and others?

Personal and Professional Development Plan Outline: Upload your typed Self Directed Learning Path Exercise and the outline of your Personal and Professional Development Plan.

Personal and Professional Development Plan: The student will identify their ways of knowing and write a paper, 2-3 pages, using APA formatting, on what is needed to accomplish their goals. They will also convey how they will accomplish their goals in order to develop and grow toward becoming a teacher leader in a high-needs school. The purpose of this assignment is for you to analyze self-assessment results that you have chosen from a variety of assessments available to you, in order for you to identify a plan for you to grow both in your personal development, and in your professional development. Assessments can be from Kolb; Kiersey Temperament Sorter; Learning Styles Assessments; MBTI; SDLRS; and many others.

- Use a minimum of two resources (assessments) and write the paper on what you need to accomplish, and how you will accomplish those goals in order to develop and grow to whatever potential you identify for yourself.
- The assessments will provide you with a guide to how best you learn, what type of learner you are. Use these assessment tools to help you in your development of your plan, also called your roadmap to your goal(s).
- Be specific and include timelines.
- Think about your major responsibilities that are in process and upcoming changes.
- Look at yourself as a leader; your strengths, areas of improvement, areas of interest, and opportunity.
- Include your personal philosophy of leadership which incorporates analysis of your organizational context and your personal beliefs.

- What mentors have impacted you, and how does this influence your growth toward your desirable future direction(s)? See the Lorraine Zinn's Philosophy Inventory (optional) <http://www.labr.net/apps/paei/>.

Motivation Plan: One page team motivational plan. The motivation plan will be included as a part of the PLC Plan. This is where you tell what you are going to do to motivate your team during the time preceding (the planning stage), during your PLC and after (ex. celebration)

Here are a few things to consider:

- How am I going to motivate individuals to be a part of the planning process?
- Once the PLC is created, how will I motivate the team to continue the momentum?
- Whatever else you determine is important.

Marketing Plan: The marketing plan is something you can/will present to get the initial buy-in from the leadership team before presenting your PLC to the team.

Some of the things to address are:

1. The PLC connection to the school's, district and/or state vision.
2. Proposed strategies
3. The potential benefits for the stakeholders
4. What makes this PLC different from what has been done previously?

Chapter Pillar Presentations: Students will be assigned to groups. Each group will present 2 chapters from Drago-Severson, E. (2009) *Leading Adult Learning*. Presentations will include application of ways of knowing as outlined by Drago-Severson. Students will demonstrate various teaching methodologies that incorporate adult learning practices. Each individual is required to upload a copy of the group's presentation product (PREZI, PowerPoint, etc...)

ADE 6268

Leading Adult and Professional Learning in Schools

Competency Assessment #1: Research Paper Based on an Analysis of Journal Articles

Assignment Description: You are to write a research paper for this course, using APA style. Your paper has to be at least 15 pages long, no more than 20 pages. Papers that have been graded by other instructors cannot be accepted for this class. Further, all papers will be examined by www.turnitin.com for possible plagiarism. Research papers should include at least 10 citations. You can choose any topic that is of interest to you in the field of adult education. It would be beneficial if you could try to describe, predict, improve or explain a problem or issue in Adult Education, using supporting evidence. Complete with double spaced typewritten pages and with one-inch margin. Some hints on where to locate a research problem:

1. Unexplored implications of a theory
2. Personal experience
3. Conflicting conventional wisdom
4. Reaction to a proposed political change
5. Literature—research reviews; review of research and education; handbook of researcher teaching; journals—End of studies that point to the need for more research, unusual or surprising findings may need replication; important studies may need replication in other context, other measures, other methodology over time, other population.

A research problem should be:

1. A topic in which you are interested
2. A topic about which there is legitimate uncertainty
3. A topic that could make a difference in the professional body of theory and practice
4. Worded to clearly indicate what should be studied and should point to a more specific research hypothesis
5. Manageable in scope—tradeoff between feasibility and external validity
6. Amenable to scientific research
7. An absence of philosophic judgments

Competency Assessment #1 Research Paper Rubric

ITEM TO BE ASSESSED	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO ATTEMPT
Overall content	The review excels in content. (4 pts.)	The review presents the content adequately. (3 pts.)	The review lacks in meaningful content. (2 or less pts.)	No attempt made
Level of Understanding	The review shows clear breadth and depth of understanding. (4 pts.)	The review shows some breadth and depth of understanding. (3 pts.)	The review lacks breadth and depth of understanding. (2 or less pts.)	No attempt made
Critical thinking	The review shows original ideas and critical thinking skills. (4 pts.)	The review shows few original ideas and critical thinking skills. (3 pts.)	The review shows only the ideas of others and lacks critical thinking skills. (2 or less pts.)	No attempt made

Competency Assessment #1 Research Paper Rubric

ITEM TO BE ASSESSED	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO ATTEMPT
Integration of Theory	The review thoroughly integrates theory in the review of articles. (4 pts.)	The review adequately integrates theory in the review of articles. (3 pts.)	The review does not integrate theory in the review of articles. (2 or less pts.)	No attempt made
Writing Components: <ul style="list-style-type: none"> • English usage • Sentence construction • Headings and organization • Focused writing • Length 	<ul style="list-style-type: none"> • Spelling, grammar, punctuation, and language are correct • Sentences and paragraphs are effectively constructed • Headings are used appropriately and clearly and the paper is well organized throughout • The writing is concise and focused • The assignment conforms to length guidelines (4 pts.) 	<ul style="list-style-type: none"> • Spelling, grammar, punctuation, and language have few errors • Sentences and paragraphs are adequately constructed with some errors • Headings are used inconsistently but the paper is adequately organized • The writing is mostly concise and focused • The assignment adequately conforms to length guidelines (3 pts.) 	<ul style="list-style-type: none"> • Spelling, grammar, punctuation, and language have many errors • Sentences and paragraphs are inadequately constructed • Headings are not used appropriately and clearly and the paper is not adequately organized • The writing is not concise and focused • The assignment does not conform to length guidelines (2 or less pts.) 	No attempt made

ADE 6268 - Leading Adult and Professional Learning in Schools
**Competency Assessment #2 Rubric: Professional Learning Community (PLC) and PREZI
 Storyboard Presentation**

Assignment Description

Develop a Professional Learning Community plan for your work setting. The plan must include a statement of need; a description of the target audience (with initial assessment); the purpose of the professional development initiative; a description of the climate and setting; a description of learning strategies and sequence; and special considerations for the adult learner. Students are required to create a visual display of their PLC plan using a PREZI storyboard or other mixed media as designated by the professor.

Competency Assessment #2: PLC PREZI Storyboard Presentation Rubric

ITEM TO BE ASSESSED	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO ATTEMPT
Identified Target Audience	The target audience is clearly defined and an appropriate initial assessment is described. (4 pts.)	The target audience is clearly described, but initial means of assessment is lacking or inadequately conceived. (3 pts.)	The target audience is not clearly identified. (2 or less pts.)	No attempt made
Purpose	The purpose is clearly stated and reflects cognitive, affective, and physiological aspects, as appropriate. (4 pts.)	The purpose is clearly stated. (3 pts.)	The purpose statement is unclear or inadequate. (2 or less pts.)	No attempt made
Learning Strategies	The plan includes a clear description and justification of appropriate learning strategies that will address a variety of learning styles and develop appropriate types and levels of skills. Learner participation is integral to the design. (4 pts.)	The plan describes how the learning strategies will appeal to various learning styles. Learner participation is evident. (3 pts.)	The plan includes no mention of addressing multiple learning styles and does not reference use of a variety of media. (2 or less pts.)	No attempt made
Setting	The plan includes a thorough consideration of adult learner needs such as an appropriate setting, comfortable, respectful climate, and adequate font size. These considerations are embedded throughout the plan. (4 pts.)	The plan includes consideration of adult learner needs such as an appropriate setting, comfortable, respectful climate, adequate font size etc. (3 pts.)	The plan does not demonstrate consideration of adult learner needs. (2 or less pts.)	No attempt made

Competency Assessment #2: PLC PREZI Storyboard Presentation Rubric

ITEM TO BE ASSESSED	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO ATTEMPT
Oral Presentation	The oral presentation includes all required components, is well organized, researched, comprehensive, and clearly communicated. (4 pts.)	The oral presentation includes all required components and is organized. (3 pts.)	The oral presentation does not include all required components. (2 or less pts.)	No attempt made

Grade Components and Weights are as follows:

- Competency Assessment #1 = 20%*
- Competency Assessment #2 = 20%*
- Chapter/Leadership Theory Presentations = 20%*
- Attendance, Preparation and In-class Participation = 10%*
- Discussion Board Reflections and Responses = 10%*
- Personal and Professional Development Plan Outline = 5%*
- Personal and Professional Development Plan = 15%*

Policy on Competency Assessments

In the School Leaders program there are Competency Assessments (CAs) embedded as a part of the assessed work in every course. The rubrics that accompany these CAs have specific line items that are used for grading the assignment as a part of the course grade. In order to pass the course, all the line items must be assessed at “Meets Expectations” which is satisfactory.

If any individual rubric line is assessed at “Does Not Meet Expectations” – which is unsatisfactory - the CA must be re-submitted until the CA is satisfactory. If at the end of the course the CA is still not satisfactory, then the student will either be given an “F” for the course OR the instructor may elect to give the student an “I” with a very short stipulated timeline for the student to either improve his work to a satisfactory level or fail the course.

Policy on Makeup Tests, Late Work, and Incompletes: Due to design of this course, assignments are due when indicated in the syllabus. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student’s final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. *Students who find themselves in this situation must meet with the professor.*

COURSE GRADING SCALE:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	95-100	= 4.0	C	75-78	= 2.0
A-	92-94	= 3.67	C-	72-74	= 1.67
B+	89-91	= 3.33	D+	68-71	= 1.33
B	85-88	= 3.00	D	65-67	= 1.00
B-	82-84	= 2.67	D-	62-64	= 0.67
C+	79-81	= 2.33	F	Below 62	= 0.00

ATTENDANCE POLICY

According to FAU and Department of Educational Leadership and Research Methods protocols, “Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor.” Students must attend **ALL** classes. Furthermore, students are expected to be on time and to remain for the duration of each class session. There are no excused absences unless approved by the instructor and the student’s mentor. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. Dr. Daniel Reyes-Guerra reserves the right to approve or disapprove any absence. It is the student’s responsibility to make up all assignments missed during his or her absence.

CLASSROOM ETIQUETTE / BEHAVIOR POLICY

University policy on the use of electronic devices states: “In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.”

CODE OF ACADEMIC INTEGRITY (4.001)

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), in Jupiter – SR 117 (561-799-8585), or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

STUDENT CODE OF CONDUCT (4.007)

“The University’s Student Code of Conduct is an integral part of the educational mission of the University, emphasizing the development of each individual’s acceptance of his or her own personal and social responsibilities and to ensure fairness and due process for all students. Since behavior which is not in keeping with standards acceptable of the University community is often symptomatic of attitudes, misconceptions, and emotional crises; reeducation and rehabilitative activities are essential elements of the disciplinary process.

A humanistic approach is employed. The University’s Student Code of Conduct is designed to provide and help maintain an atmosphere within the University community that is conducive to academic pursuits. Serious action against a student, such as separation, is considered and invoked only when other remedies fail to meet the needs of the University’s mission.”

For the entire code, please see:

<http://www.fau.edu/studentconduct/Student%20Conduct%202012.pdf>

RELIGIOUS HOLIDAYS

It is our policy, in accordance with the Board of Trustees’ rules and Florida Law to make reasonable accommodations for observing religious holidays.

CONTRACTUAL OBLIGATIONS

Nothing that pertains to the successful completion of this course should interfere with your current contractual obligations at your school or workplace. In completing specific field-based assignments (such as interviews), be sure to keep your principal informed of course requirements.

Bibliography

The course requires students to compile their own annotated bibliography. In addition, here are some other, more classical, references

Belenky MF, Clinchy BM, Goldberger NR, Tarule, JM.(1986). *Women’s Ways of Knowing: The Development of Self, Voice, and Mind*. New York: Basic Books, 1986.

Kolb DA. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall

Knowles, M. S. (1984). *Andragogy in action*. San Francisco: Jossey-Bass Publishers.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.

Mezirow, J. (1998). On critical reflection. *Adult Education Quarterly* 48(3): 185-198.

Wang, V & Sarbo, L. (2004). Philosophy, Role of Adult Educators, and Learning: How Contextually Adapted Philosophies and the Situational Role of Adult Educators Affect Learners' Transformation and Emancipation. *Journal of transformative learning*, Vol. 2 No. 3, July 2004 204-214.

<http://insightu.net/content/library/journals/jtevol02no03july2004204-214.pdf>

Wenger, E. C., McDermott, R., & Snyder, W. M. (2002). *Cultivating Communities of Practice*. Boston, Massachusetts: Harvard Business School Press.

Journals:

Adult Education Quarterly

Adult Learning (formerly *Lifelong Learning*)

Adult Literacy and Basic Education

Community Education Journal

Community Education Research Digest

Convergence

HRD Quarterly

Improving Human Performance

International Journal of Lifelong Learning

International Journal of Lifelong Education

International Journal of Self-Directed Learning

Innovative Higher Education

Journal of Research and Development in Education

Journal of Humanistic Psychology

Journal of Staff Development (NSDC)

Media and Methods

Performance and Instruction

Training and Development Journal

