

Syllabus for
GCSE 733—Characteristics of the Adult Learner
3 Credit Hours
Online
Spring 2011

The Mission of the Oral Roberts University School of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The School of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

An overview of elements related to educational approaches to adult education. The needs of adult learners such as development, social, and spiritual are considered in light of contemporary theories of education. Emphasizes Biblical principles and perspectives of discipleship and leadership training and the ministry of the local church. (Offered online only.)

Includes a study of the growth and maturation of the adult in contemporary society with an emphasis on the learning styles of the adult in both formal and informal learning environments, in both academic and vocational settings.

II. COURSE GOALS

The purpose of this course is to enable the student to understand and appreciate the nature and purpose of adult education and to develop skills related to the effective teaching and administration in this area.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Articulate a philosophy of education for adult learners.
- B. Discuss major theories and published resources related to adult education.
- C. Explain a biblical theology of adult education.
- D. Design and develop curriculum for adult education for the adult learner perspective.
- E. Explain the needs and developmental issues of adults in various stages and age groups.
- F. Develop and submit a plan for organizing and administering effective learning programs for adults.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks
Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2006). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco: Jossey-Bass.

Gangel, K. O., & Wilhoit, J. C. (Eds.). (1998). *The Christian educator's handbook on adult education*. Grand Rapids, MI: Baker Books.
2. Other
None

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures (may or may not be applicable)

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Persona Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School and/or Department Policies and Procedures

1. Oral Roberts University outcomes and School of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the School of Education ePortfolio process.
2. Assessment Requirements
Course specific artifacts are submitted to ePortfolio. A School of Education approved ePortfolio is a requirement for all School of Education Candidates.
3. Independent Study, Dissertations, or Internships

- a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
4. In-Class Studies (or All Other Studies)
- b. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - c. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - d. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - e. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and Procedures

1. Evaluation Procedures

The final grade in the course will be based on several assessments/products. A grade of B indicates that all course objectives and task requirements have been met. A C or lower indicates that the requirements have not been adequately met. A grade of A indicates that one has not only met the course requirements, but has demonstrated exceptional performance or creativity. There are 100 possible points in the class.

Weekly Written Assignments	56 points
(8 points for each of 7 assignments)	

Threaded discussion	28 points
(4 points for each of 7 discussions)	
Research paper	10 points
Exam	<u>6 points</u>
	100 points

2. Whole Person Assessment Requirements

The School of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the School of Education Instructional Standards.

3. Other Policies and/or Procedures

- a. Note that for the purposes of scheduling and the weekly assignments, the class week ends and another begins at midnight each Sunday of the semester. The eCollege program notes the date of your submissions to the Journal, Document Sharing, and Discussion.
- b. Weekly Journal Assignments:
Each week you will have a written assignment to be submitted to the Journal section of the Web site. These entries are only accessible to you and to the instructor. (Be sure you have checked the box to *Share Entry with Instructor*.) This allows the instructor to comment on your responses and re-post the journal so you can read the comments. Because eCollege will time you out of the site (automatically logging you off) if you do not upload or download information for 45 minutes, it is suggested that you work on the journal questions using a word processing program offline, then copy and paste the responses into the journal. It is best to create one journal entry for each unit of work rather than for each question. A complete, clear, and well-expressed response will earn 4 points; others, proportionately fewer points.
- c. Threaded Discussion:
In a residential class, we would spend a significant amount of time each week in class discussion. We will accomplish some aspects of this exchange of ideas by using the Discussion feature of the course tools. Each week there will be a discussion topic to which you should make at least two responses—one directly to the topic itself and another to someone else's comment. Note that these contributions to the discussion should be made each week—and within the week designated in the course calendar. You may need to visit the discussion twice a week; once early in the week to make your initial contribution and later to respond to another's contribution. Note that this is a threaded discussion—one in which you can see the responses of others to the question—it is not a chat in which all participants must be online at the same time.
- d. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
- e. Research Paper:
The purpose of the research paper is to further hone your research and writing skills while pursuing in greater depth a topic related to the education of adults. A brief statement of topic and purpose for the research should be submitted by the 5th class session. *The paper should be 12-18 pages in length (excluding references) and typed in APA format. The paper is due at the beginning of week 15 of the course and*

will be placed in the Document Sharing area and made available for your classmates. The Threaded Discussion of the last week will focus on your papers. Note that there are a few assignments related to the research paper spread throughout the weekly assignments.

- f. Instructor accessibility and office hours:
I will make every attempt to respond to specific questions within 24 hours of receiving the message—especially during the first several weeks of the course. Depending upon the number of students in the course and how many questions are asked, it may be necessary to group questions together and make a general response. At the outset of the course, I am not planning to be online for specific office hours each week but to respond as questions arise. Online office hours can be established later if it seems they would be beneficial.

VI. COURSE CALENDAR

The units begin at 12:01 a.m. on Monday of each week. Course begins January 11, 2011.

Unit 1	Introductions; Why Adult Education?
Unit 2	Participation in Adult Education Changes Through Adulthood
Unit 3	Age, Memory, and Learning (<i>Proposal</i>) Processes and Problems in Learning
Unit 4	Instructional Strategies Physical Environment and Learning
Unit 5 & 6	Technology and Distance Education Multicultural Issues
Unit 7	Worldview and Adult Education The Bible School Context
Unit 8	Open Open—discussion of research papers

Course Inventory for ORU's Student Learning Outcomes
GCSE 733—Characteristics of the Adult Learner
Online
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This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior			X	
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation				X
2E	Intellectual creativity			X	
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity			X	

This course specifically addresses the ORU School of Education Institutional Standards: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16