

Course Descriptions

Foundation Courses

EDUS 660 Research Methods in Education

This course is designed to provide an introductory understanding of education research and evaluation studies. Emphasizes fundamental concepts, procedures and processes appropriate for use in basic, applied and developmental research. Includes developing skills in critical analysis of research studies. Analyzes the assumptions, uses and limitations of different research designs. Explores methodological and ethical issues of educational research. Students either conduct or design a study in their area of educational specialization.

EDUS 604 Adult Development

This course is an introductory study of adult development from the life cycle perspective with implications for educators working with adults. Emphasis will be placed on major physiological, psychological, sociological, and anthropological factors that make adults distinct from earlier developmental levels.

Core Courses

ADLT 601 The Adult Learner

Semester course; 3 lecture hours. Three credits.

This course provides a comprehensive overview of the research findings from the applied behavioral sciences that affect adult learning throughout the lifespan, including psychological, social and physical attributes of adults as learners. It explores the philosophical and theoretical foundations of the field, including schools of thought and associated theorists. Emphasis is on the effects of age on learning, the importance of self-image and factors affecting adult motivation for learning. The course addresses different learning styles, application of adult learning theories to practice, and the relationship of adult learning to adult development.

SELD 688 Lifespan Issues for Adults with Learning and Behavioral Disabilities

Semester course; 3 lecture hours. Three credits.

This class explores the literature, research, issues and best practices for adults with learning disabilities and behavior disorders (including ADHD). Its focus is on disabilities as they are manifested in a variety of settings and contexts in which adults function. These include areas such as employment, post-secondary education, community, family, and leisure. In addition, social-emotional functioning and daily living challenges will be interspersed in the course material. The course goal is to develop understanding and the skill of critical reflection about persons with learning disabilities and behavior disorders in their adult years.

ADLT 602 Adult Program Planning, Management, and Evaluation

Prerequisite: ADLT 601 or permission of instructor.

This course introduces models of program planning, management and evaluation appropriate for a variety of adult learners in organizational and community-based settings, including those with disabilities, literacy issues, non-native English-speaking ability, and multicultural backgrounds. The course focuses on developing practitioner skills in assessing needs, negotiating program content and logistics, using technology appropriately and evaluating program effectiveness in a variety of settings. Students gain practical experience by creating a design, management and evaluation strategy for an adult learning population of interest to the student.

ADLT 603 Learning Strategies for Adults

Prerequisites: ADLT 601 or permission of instructor.

This course introduces a variety of learning strategies and models for teaching adults. The emphasis is on experiential learning, application of learning technologies and approaches to instructional design for a variety of learner populations. Specific skills gained include a systems approach to course and workshop development; writing instructional and performance objectives; sequencing and selecting appropriate learning strategies, delivery methods and materials; and the use of technology in course design and delivery. Students gain hand-on experience by designing a complete unit of instruction or a workshop that is part of an adult learning program.

ADLT 650 – Adult Literacy and Diversity

Semester course; 3 lecture hours. Three credits.

This course surveys the field of adult literacy and its many definitions, purposes, contexts, and ideologies. It focuses on the relationship between literacy and learning in numerous contexts – from corporate HRD programs to refugee communities. Two views of literacy will be considered: *literacy as skill* and *literacy as practice*. Learners will critically reflect on the theoretical stances that underpin these two views of literacy – cognitive-psychological and social-constructivist – and their relevance to increasingly diverse adult learning environments. By applying analytical tools of critical theorists to raise awareness of the ideological nature of adult learning, and by examining contexts and foundations of adult literacy, the course takes up epistemological, ethical, and instructional issues that relate to all aspects of adult learning.

ADLT 610 Consulting Skills in Adult Learning Environments

Prerequisite: ADLT 601 or permission of instructor.

This course is an introduction to the consultation skills necessary to effect change when the educator is in a position of influence, rather than direct control or management responsibility. It presents historical and theoretical models of change, facilitation skills necessary for introducing and sustaining change, strategies for dealing with resistance, and ethical issues involved in consultation. Students gain practical experience by conducting a consulting project as the major assignment in the course.

ADLT 612 Learning in Groups and Teams

Prerequisites: ADLT 601 or permission of instructor.

This course explores fundamentals of learning in groups and teams, including effects of leadership, group member roles and processes, performance, development, goals, and culture. It examines group theory, models, and practices of collective learning and addresses the situated nature of learning, the effects of social context, and the concepts inherent in sustaining communities of practice.

ADLT 636 Capstone Seminar in Action Learning

Prerequisites: Enrollment for this course is restricted to students who have completed all other ADLT foundation and core courses or those taking this course in conjunction with the final 2 courses in the program. Permission of advisor required for enrollment.

This course is an integrative end-of-program course that utilizes skills and knowledge gained in all earlier courses, including philosophical and theoretical assumptions of adult learning and strategies for creating effective individual and collective learning environments. Students consult with a community-based, educational, nonprofit or for-profit organization using action learning methods of inquiry to solve a real organizational problem. The course requires synthesis of knowledge and expertise in all aspects of adult learning and demonstrated proficiency in research and evaluation skills appropriate for the master's degree level. An end-of-semester presentation and consulting report are provided to the organization's leaders.

Elective Track Concentrations – Students choose one of three possible elective tracks and take all three courses in the track. (Note: Teaching and Learning with Technology elective courses are effective Summer 2010).

Adult Literacy Track

TEDU 552 Teaching English as a Second Language

Cross listed as ENGL 552/LING 552)

Semester course; 3 lecture hours. Three credits.

This course provides students who plan to teach English to people whose native language is not English with a variety of instructional/learning strategies. It presents and explores current approaches and methodology as these relate to linguistic features and pedagogy.

READ 602 Literacy for Adults

Semester course; 3 lecture hours. Three credits.

An examination of methods, strategies, and techniques appropriate for teaching adult readers who function at levels ranging from beginning to college level in reading ability. Assessment issues, basic reading concepts, skills, and adult reading methods and materials are analyzed. The focus is on adapting teaching techniques for use with adults in various academic and life settings.

TEDU 681 Investigations and Trends in Teaching : Issues in Adult Literacy (special section)

Prerequisites: TEDU 552 and READ 602

Explores a variety of current issues and trends in adult literacy and ESL. Topics will vary by year.

Human Resource Development Track

ADLT 620 Human Resource Development Overview

Semester course; 3 lecture hours. Three credits.

Provides an overview of the HRD field, to include theories, practices, and emerging concepts. Emphasis is on roles, functions and responsibilities of the HRD practitioner in supporting the strategies, mission and goals of the enterprise, whether public, private or nonprofit.

ADLT 623 Organizational Learning

Semester course; 3 lecture hours. Three credits.

Prerequisite: ADLT 620 or permission of instructor.

This course examines the theoretical basis for organizational learning and the practices inherent in developing a learning organization. It explores organizational culture and socialization; systems thinking; organizations as interpretative systems; the leader's role in creating, sustaining and changing culture; strategies for enhancing collective learning; distributed cognition; and strategies for knowledge management in an organizational context.

ADLT 625 Change Strategies for HRD Practitioners

Semester course; 3 lecture hours. Three credits.

Prerequisite: ADLT 620 and ADLT 623 or permission of instructor.

Develops skills in change intervention strategies by employing the theoretical frameworks of organization development and organization transformation to address critical issues and problems. This course explores the HRD practitioner's role in facilitating organizational change through action research, action science, action learning and large-scale, whole-system interventions. It

examines the differing roles and ethical issues for improving organizational effectiveness with special attention to organizational culture and a systems perspective of change.

Teaching and Learning with Technology

ADLT 640 Theory and Practice of eLearning Integration into Adult Learning Environments

Prerequisite: ADLT 601, The Adult Learner, or permission of instructor.

Semester course; 3 lecture hours. Three credits.

This course provides learners with a theoretical foundation and rationale for the successful integration of eLearning into formal and informal adult learning environments. It begins with an overview of educational theory and social constructivist teaching philosophy before addressing the fundamental issues that instructional designers should consider when designing, delivering, and assessing eLearning. With the increasingly ubiquitous access learners have to the web through home computers and mobile devices, teachers and facilitators are no longer limited to simply choosing between online or face-to-face delivery. Now, eLearning can fall anywhere along an educational spectrum that runs between these traditional categories, allowing adult educators to create richer and more complex educational environments for their learners. Note: This is a hybrid delivery course.

ADLT 641 Exploration of Digital Media for Adult Learning

Prerequisite: ADLT 601, The Adult Learner or permission of instructor.

Semester course; 3 lecture hours. Three credits.

This course is designed to engage learners in an exploration of digital media to enhance adult learning. Freely available web-based tools (e.g., blogs, wikis, podcasts, and video sharing sites) that permit anyone to publish text, images, audio, and video to the web have fueled much of the changing landscape for learning known as the read / write web, or web 2.0. Through hands-on experience with tools, examination of emerging media formats, and the evaluation of course learning products, students will learn to create, critique, and explore digital media to support learning in a variety of instructional contexts.

ADLT 642 Design Challenges in Creating eLearning for Adults

Prerequisites: ADLT 640, Theory and Practice in eLearning Integration into Adult Learning Environments

Prerequisite: 641, Exploration of Digital Media for Adult Learning

Note: This is a hybrid course.

This course provides learners with the opportunity to apply the knowledge they acquired in the Teaching and Learning with Technology track sequence by developing their own eLearning projects, giving them the opportunity to address many of the common challenges encountered in the design of eLearning for adults. The class is divided into two distinct sections. During the first half of the course, students will conduct critical evaluations of specific cases of eLearning curricula that have been designed for adult populations in a variety of settings, including online courses, hybrid courses, and face-to-face courses that integrate eLearning. During the second half of the course, students will propose, plan, and develop a major eLearning project of their own, as well as develop evaluation strategies to assess the pedagogical effectiveness of their projects. Note: This is a hybrid delivery course.