I. IDENTIFYING INFORMATION

Course: EDL 624
Course Title: Planning for Instruction in Nontraditional Settings
EPN: 22320869
Term: Fall II
Location: Online
Course Dates: 10/23, 12/15/2017
Course Days and Times: N/A

Prerequisites: None.

Blackboard:
Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter https://blackboard.cmich.edu/webapps/login/. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at https://blackboard.cmich.edu/webapps/login/.

Instructor: Todd Wilmore
Primary Phone Number: Office 770-463-9674 (9 AM - 8:00 PM EDT)
Secondary Phone Number: 678-850-6552 (mobile and text)
E-Mail Address: wilmo1tp@cmich.edu
Availability: 9:00 AM - 8:00 PM EDT

Academic Biography:
I hold a Master of Arts Degree in Education and Human Development from The George Washington University and a Bachelor of Science Degree in Human Resource Management from Park College. I am an Adjunct Faculty member with Central Michigan University, where I am also one of five Lead Faculty Partners who work with new faculty assigned to CMU. I also teach for Saint Leo University and Ashford University. I have been an active member of the Association for Talent Development (ATD) and the Society for Human Resource Management (SHRM). I am an organizational consultant with over 20 years of experience working with large and small organizations designing training and education programs, and human resource development projects. I retired from the U.S. Air Force in 1994 after 24 years active service.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Order books from MBS at http://bookstore.mbsdirect.net/cmu.htm

Textbooks and Course Materials:
Title: Adult Learning: Linking Theory and Practice (E-book Available)
Author: Merriam
Edition: 1st
Publisher: Wiley
Required: Yes
III. COURSE DESCRIPTION
Analyze problems and issues in administration of learning programs for students located in nontraditional settings including prisons, malls, churches, factories, and other workplace situations. This course may be offered in an online or hybrid format.

IV. COURSE GOALS AND OBJECTIVES
Each professional education course is aligned with the CLEAR Conceptual Framework. The CLEAR Conceptual Framework includes general practices and principles intended to facilitate learning experiences for candidates to help them mature as teachers/educational professionals whose practice is:

C- Concept- and knowledge-driven: A professional educational practice that is concept and knowledge-driven has, as its foundation, content knowledge.

LEA- Learner-centered: A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner.

R- Reflective: A reflective professional practice is guided by research and knowledge of the diverse educational environments prevalent in our society.

After completing this course, the student will be able to:

1. Develop a program for the nontraditional learner in sites away from the traditional school building. C, LEA, R
2. Analyze the implications of alternative site programs related to equipment and technology, budgeting, and staffing. C
3. Evaluate educational programs in an existing agency. C, LEA, R
4. Assess delivery modes and schedules for the nontraditional facility. C, LEA, R

V. METHODOLOGY
My teaching philosophy is simple. My purpose is to work with students to help them change how they view the world and how they act in it, based on the experience they have in this course. I trust students until they give me reason not to. I recognize that students have other demands on their time and their attention and may stumble at times. My role is to encourage and accommodate students where possible. It has been said that “Life is 10% what happens to me and 90% how I react to it”. I will be patient when students are dealing with the 10% but expect everyone, including myself, to be responsible for the 90%.

During this course you will do reflective and critical readings, watch informative videos, post responses to questions and comment on each others' postings, participate in live Collaborate sessions, complete three experiential assignments, and make a final live presentation.

NOTE: I may make slight changes to the syllabus regarding weekly readings, collaborate sessions, etc. Be sure to read any announcements each week

VI. COURSE OUTLINE/ASSIGNMENTS
Pre-Class Assignment:

Blackboard

Respond to the introduction prompt

Course Outline:
Course Outline
**Note:** The readings are placed in the order in which I think makes most sense to read them. You may find it helpful to follow this suggestion, but it is certainly not a requirement.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Content of session and readings</th>
<th>Assignment/Bring/Do</th>
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</thead>
<tbody>
<tr>
<td><strong>Preclass</strong></td>
<td>Pre-Class Activities</td>
<td>Read syllabus carefully and explore BlackBoard shell  Post to the syllabus &quot;Q&amp;A&quot; located under the Week 0 content folder  Post an introductory message on the &quot;Getting to Know You&quot; discussion board forum  Ensure your technology is set for taking an online course by running necessary tests</td>
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<td><strong>Week 1</strong> 10/23-29</td>
<td>Learning Paradigm and Adult Learners Overview</td>
<td>Merriam &amp; Bierema (2014) – Chapters 1 &amp; 2  Barseghian (2011) – Can You Have a Viable Education Outside of School?  Soares (2013) – Post-Traditional Learners  Watch video clips</td>
<td>Engage in this week’s BlackBoard discussion board  Complete course tasks under Course Materials folder for this week  Participate in scheduled WebEx session <strong>(see below)</strong></td>
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<td><strong>Week 2</strong> 10/30-11/5</td>
<td>Prominent Learning Theories</td>
<td>Merriam &amp; Bierema (2014) – Chapters 3 &amp; 6  Evans et al. (2010) – Kolb’s Theory of Experiential Learning  Bloom’s Taxonomy  Watch supplemental video on Bloom’s posted on BB  Nilson (2010) – Chapter 2: Outcomes-Centered Course Design</td>
<td>Engage in this week’s BlackBoard discussion board including your <strong>Learning Track Group Discussion.</strong>  Complete course tasks under Course Materials folder for this week  Participate in scheduled WebEx session <strong>(see below)</strong></td>
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<td><strong>Week 3</strong> 11/6-12</td>
<td>Deepening and Assessing Learning</td>
<td>Merriam &amp; Bierema (2014) – Chapters 4 &amp; 5  Nilson (2010) – Chapter 28: Assessing Student Learning in Process  Watch any video clips</td>
<td><strong>DUE: Self-Directed Optional Assignment</strong>  Engage in this week’s BlackBoard discussion board  Complete course tasks under Course Materials folder for this week  Participate in scheduled WebEx session <strong>(see below)</strong></td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Brain-Based</td>
<td>Merriam &amp; Bierema (2014) – Chapter 8</td>
<td>Engage in this week’s</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Resources</td>
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Watch TED Talk: How does the brain work? 9 Awesome TED Talks - Optional | BlackBoard discussion board  
Complete course tasks under Course Materials folder for this week  
Participate in scheduled WebEx session **(see below) |
| Week 5 11/20-26 | Alternative Views of Learning | Merriam & Bierema (2014) – Chapter 7 & 9  
Freiler (2008) – Chapter 4: Learning through the Body | Engage in this week’s BlackBoard discussion board  
Complete course tasks under Course Materials folder for this week  
Participate in scheduled WebEx session **(see below) |
| Week 6 11/27-12/3 | Critical Views of Learning and Culture | Merriam & Bierema (2014) – Chapters 11 | DUE: Site Visit Report  
Engage in this week’s BlackBoard discussion board  
Complete course tasks under Course Materials folder for this week  
Participate in scheduled WebEx session **(see below) |
| Week 7 12/4-10 | Learning in the Digital Age | Merriam & Bierema (2014) – Chapter 10  
Bowen (2012) – Chapter 1  
Watch TED Talk: Koller (2012) – What We’re Learning from Online Education  
Watch TED Talk: Mitra (2013) – Build a School in the Cloud | Engage in this week’s BlackBoard discussion board  
Complete course tasks under Course Materials folder for this week  
Participate in scheduled WebEx session **(see below)  
Take the Tech Quiz Survey |
Participate in scheduled WebEx session (your presentation) |
Assignment Due Dates:

There are three primary assignments for this course. More thorough descriptions of the assignments follow this section.

1. Self-Directed Assignment (20%) Choose one of the three listed below. – (Due midnight, Sunday, Nov 12)

Annotated Bibliography. Identify and annotate 6 scholarly articles and six non-academic resources on your chosen population or setting (e.g., prisoners, community education programs)

Interview an instructional designer who works with adults (curriculum design in college, training design in organizations, eLearning design, etc). Produce a 6-8 minute video or prepare a 4+ page transcript

Create a Personal Development Plan (PDP). Create a plan for an individual who is seeking to learn something challenging or make a major transformation in their life. The plan would include where they are/where they want to be; resource needed to get there, a timeline and step by step plan, a plan for assessing progress and ultimate outcomes.

2. Site Visit Report (20%) – (Due midnight, Sunday, Dec 3)

Investigate a program that offers adult learning in a non-traditional setting (Workforce development, ESL centers, Churches, senior centers, libraries, Gyms, etc.) Prepare a report on the site you visit in the context of chapters 1-3 and 6 (use the end of chapter questions to stimulate your thinking).

3. Designing a Learning Experience (30% paper; 10% presentation) – (Formal paper is due midnight, Friday Dec 15)

Your task is to create a proposal for a learning experience for a population or setting of adult learners based on the principles, theories, and models of andragogy and the adult learner. I have supplied an outline on Blackboard that gives you a broad form you can follow to be sure you include what is needed. Be sure to look at the rubric for this assignment as well

4. Class Participation (20%)

All assignments should adhere to the American Psychological Association (APA) 6th edition style guide. This includes proper APA citations and references. Assignments must be written in 12” font with 1” margins all around. Please be sure to adjust spacing in between paragraphs to 0pt (default in Microsoft Word is 10pt). All assignments must be submitted in Word format (either .doc or .docx) unless otherwise stated. You can click on “Assignments” on the left hand menu to be directed to appropriate places to upload all assignments.

Post-Class Assignment:

n/a

Student Involvement Hours:

Plan for an additional 70 hours for reading, writing, study, research, etc.

VII. CRITERIA FOR EVALUATION

Evaluation Criteria:

1. Self Directed Assignment (20%)
2. Site Visit Report (20%)
3. Designing a Learning Experience (30% paper; 10% presentation)
4. Class Participation (20%)

A rubric for all assignments can be found on our BlackBoard site under the Assignments tab.

Grading Scale:
Grades will be handled with these distributions.

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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-95</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
</tr>
<tr>
<td>B-</td>
<td>75-79</td>
</tr>
<tr>
<td>C+</td>
<td>70-74</td>
</tr>
<tr>
<td>C</td>
<td>65-69</td>
</tr>
<tr>
<td>C-</td>
<td>60-64</td>
</tr>
<tr>
<td>(Does not count towards graduate degree)</td>
<td></td>
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<tr>
<td>E</td>
<td>Below 60</td>
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</table>

Late Assignments:
An assignment is late if not submitted by the end of class, on the date due. A late assignment will reduce the final point grade for that assignment by three points. Each day late will reduce the final grade by an additional 3 points.

Make-ups and Rewrites:
I will discuss make-up work and rewrite on a case by case basis. In general, as this is a compressed format and a graduate level course, I do not make allowance for rewrites up front.

VIII. EXPECTATIONS
Attendance and Participation:
Taking an online course requires a tremendous amount of self-discipline. The time that you would normally be spending in class is shifted outside of class for your convenience. With that, you will need to maintain diligence in completing course activities or you will undoubtedly fall behind. Naturally, you should complete all assigned readings before the scheduled WebEx sessions noted in the course outline. Your responsibility to other students is to be prepared and able to engage in large group discussion and small group activities. You can expect me be prepared to engage in the learning process and to respond to your questions and concerns quickly (within 36 hours). You can expect feedback on all written work within one week for larger assignments. I will actively engage with you on the discussion board several times per week. I also expect that you actively work to resolve technology issues should they arrive through the appropriate channels listed on the “Resources” Tab on the BlackBoard course shell.
Class participation will be factored into your grade, which will be a holistic evaluation of your engagement in the course. Your engagement will be based on your active participation in activities, WebEx sessions, discussion board engagement, timely assignment completion, online presence, and accessing course materials on BlackBoard.

My hope is that you will use the BlackBoard discussion board weekly threads to post interesting ideas, reactions, connections, or links related to the week’s readings. I also hope that you respond to others’ posts. I will be engaging in the discussion board alongside you throughout our time together. A rubric for class participation is listed below.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Exemplary</th>
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<tr>
<td>Fails to maintain a consistent presence on discussion board, with the majority of weeks demonstrating little participation. Participation usually fails to demonstrate competence and understanding of material. Almost all responses are surface level, unclear, wordy, and offer little to the discussion. Low participation in WebEx sessions (0-1 sessions)</td>
<td>Maintains an intermittent presence on discussion board with several weeks of less participation. Participation often fails to demonstrate competence and understanding of material. Most responses are surface level, unclear, wordy, and offer little to the discussion. Intermittent participation in WebEx sessions (2 sessions)</td>
<td>Maintains a mostly regular presence on discussion board (1-3 posts per week), with some weeks of less participation. Participation demonstrates competence and understanding of material. Responses are mostly high-quality, clear, concise, and offer new insight and learning. Some responses are surface level, unclear, wordy, and offer little to the discussion. Mostly strong, regular participation in WebEx sessions (3 sessions)</td>
<td>Maintains regular, weekly presence on discussion board (2-4 posts per week). Participation demonstrates competence and understanding of material. Responses are high-quality, clear, concise, and offer new insight and learning. Strong, regular participation in WebEx sessions (4-7 sessions)</td>
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**Academic Integrity:**

Because academic integrity is a cornerstone of the University’s commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin [here](https://bulletins.cmich.edu/).

**Student Rights and Responsibilities:**

Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University’s function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at [here](https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx).

**IX. SUPPORT SERVICES AND OTHER REQUIREMENTS**

**Library Research and Instruction Services**

As a CMU student you have full access to the services and resources of the CMU Library. Reference librarians will help you find information on your research topic and answer other questions related to the library. The library's Documents on Demand office will obtain copies of the books and journal articles for you. Check out the library’s website at [here](https://library.cmich.edu) for more information.

**Reference librarian contact information:**

1. By email: libref@cmich.edu
2. By online form: [here](http://libguides.cmich.edu/askalibrarianform)
3. By phone: (989) 774-3470.

**Documents on Demand office contact information:**
1. By email: docreq@cmich.edu
2. By online form: https://illiad.cmich.edu/
3. By phone: (989) 774-3022.

Writing Center

The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit https://www.cmich.edu/global/writingcenter/Pages/default.aspx

Mathematics Assistance Center

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit http://global.cmich.edu/mathcenter/tutoring-request.aspx.

ADA

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Student Disability Services at (800) 950-1144, extension 3018 or email sds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

X. BIBLIOGRAPHY


Recommended Periodicals
Adult Education Quarterly
Adult Learning
Harvard Educational Review
The Journal of Continuing Higher Education

Additional Resources
http://www.uwm.edu/~bdaley/adult.htm Good links to adult ed sites
http://www.cel.cmich.edu/cral CMU Center for Research on Adult Learning.
http://www.astd.org National organization emphasizing training & development
http://www.suite101.com/suiteu interesting ideas for online learning
Center Information
Student & Enrollment Services for CMU Online Courses
(800) 688-4268 or (989) 774-1129 or cmuonline@cmich.edu

Drop & Withdrawal Policy for Online Courses
http://global.cmich.edu/courses/drop-withdraw.aspx

Academic Calendar and
Credit/No Credit Deadlines for Online Courses
https://www.cmich.edu/global/calendar/Pages/default.aspx

Office of Information Technology Help Desk
https://www.cmich.edu/office_provost/OIT/help/help_desk/Pages/default.aspx

Pre-Class Checklist for Online Courses
http://www.global.cmich.edu/cmuonline/checklist.aspx

Online Learning Resource Center
http://www.global.cmich.edu/cmuonline/about/

Certified Testing Center & Proctoring Information
https://www.cmich.edu/global/cmuonline/proctoring/Pages/default.aspx

Harassment and discrimination: You have a right to feel safe and supported while pursuing your degree at CMU. If any professor, student, or staff member makes you feel that you have been discriminated against, disrespected or stuck in a hostile environment, the Office of Civil Rights and Institutional Equity (OCRIE) is here to help: Bovee UC 306, (989) 774-3253. For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/

Sexual misconduct policy: With the exception of the confidential resources named explicitly within the Sexual Misconduct Policy, all CMU staff and faculty are responsible employees and are required to report any information they know about possible sexual misconduct to the Title IX Coordinator in OCRIE at (989) 774-3253. This means that any information you may divulge about such an incident in the classroom or with a faculty member cannot be confidential. Reports to OCRIE are intended to provide options and resources to survivors. Please keep these reporting obligations in mind as you seek support from staff and faculty you trust, and know that there are also support centers on campus that will maintain confidentiality, which include Sexual Aggression Peer Advocates (989-774-2255) and the CMU Counseling Center (989-774-3381). For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/