

**NORTHERN ARIZONA UNIVERSITY**  
**College of Education**  
**Educational Leadership Department**

**Northern Arizona University Mission Statement**

*Provide an outstanding undergraduate residential education strengthened by important research, graduate and professional programs and a responsive distance learning network delivering programs throughout.*

**College of Education Vision Statement**

*We develop educational leaders who create tomorrow's opportunities.*

**College of Education Mission Statement**

*Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.*

**CC 670 – Adult Learners**

(Note: Syllabus is designed for a 16-week online course; adjustments should be made accordingly)

**Instructor:**

**Phone:**

**E-Mail:**

**Credit Hours:** 3 Semester Hours

**Office Hours:**

**Course Prerequisites**

Admission to graduate level study.

**Course Description**

Planning for teaching and administering programs to meet the special needs of adult learners and overall community needs.

**Instructor's Recommendations for Successful Completion of this Course**

To successfully complete this course, students must:

- Be proficient users of online learning systems such as Bb Learn, VISTA, Blackboard, or equivalent

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- Have daily access to a computer equipped with:
  - Internet connection (high-speed connection is recommended)
  - Mozilla Firefox, Internet Explorer, Safari, or another web browser that is compatible with NAU's online learning system (check NAU Online Course Home page for browser/version compatibility)
  - Appropriate applications/plug-ins for viewing pdf files and multimedia presentations (many applications/plug-ins are downloadable at no charge to registered students; check the NAU Technical Support site for further information)
  - Microsoft Office 2008; students with later versions of Microsoft Office (or other personal productivity software) must check with the instructor to verify compatibility before submitting assignments
- Know how to submit written assignments using APA style. Students who are not familiar with APA guidelines for editing written work and citing sources (or are not willing to learn) should not take this online version of CC 670.

## **Student Learning Expectations/Outcomes for this Course**

The intent of this course is to explore the evolving nature of adult learning and of adult learners and to assist course members in the development of strategies and skills useful in planning and administering adult learning programs in a variety of settings. More specifically, students will

- 1) Understand the stages of adult development;
- 2) Explain current concepts regarding the needs, interests, motivations, capacities, and characteristics of adults as learners;
- 3) Understand the processes and conditions of adult learning;
- 4) Describe the role of the facilitator in the adult learning process; and
- 5) Apply adult learning principles and research findings to a training or an educational setting.

## **Course Methodology**

As independent learners, students will, in collaboration with classmates and the instructor, evaluate their own knowledge and skills vis-à-vis adult development and learning especially as it applies to their work with adults. Students will have an opportunity to review research, read articles, and reflect and write about theories and approaches to adult learning. As this is an online course, it is essential that students participate in discussions regularly and that their responses to posts are grounded in the literature available to them through this course site and other resource-intensive experiences.

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## **Textbook and Required Materials**

There will not be a required textbook for this course. In order to learn about the most recent theories and development in adult learning and for adult student populations, students in this course are expected to utilize the Cline Library, Internet, and other local libraries to complete out-of-class assignments. Up-to-date materials on the course topics will be available within this course. A listing of seminal works in adult learning and adult learners is available below and should be consulted.

### Recommended Seminal Works in Adult Learners and Adult Learning:

- 1) Brookfield, S. D. (1991). *Understanding and facilitating adult learning: A comprehensive analysis of principles and effective practices*. San Francisco: Jossey-Bass.
- 2) Brookfield, S. D., & Holst, J. D. (2010). *Radicalizing learning: Adult education for a just world*. San Francisco: Jossey-Bass.
- 3) Caffarella, R. (2001). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (2nd ed.). San Francisco: Jossey-Bass.
- 4) Clark, M. C., & Caffarella, R. S. (Eds.). (2000). *An update on adult development theory: New ways of thinking about the life course*. San Francisco: Jossey-Bass (*New Directions for Adult and Continuing Education*, No. 84).
- 5) Cross, K. P. (1992). *Adults as learners: Increasing participation and facilitating learning*. San Francisco: Jossey-Bass.
- 6) Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resource development*. San Francisco: Jossey-Bass.
- 7) Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide*. San Francisco: Jossey-Bass.
- 8) Tennant, M., & Pogson, P. (2002). *Learning and change in the adult years: A developmental perspective*. San Francisco: Jossey-Bass.
- 9) Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (3<sup>rd</sup> ed.). San Francisco: Jossey-Bass.

### Important Web links:

Council for Adult and Experiential Learning: <http://www.cael.org>

Association for Continuing Higher Education: <http://www.acheinc.org/>

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American Association for Adult and Continuing Education: <http://www.aaace.org>

Commission on Adult Basic Education: [www.coabe.org](http://www.coabe.org)

## Recommended Resources:

Any of the *New Directions for Adult and Continuing Education* monographs (available from Jossey-Bass)

## Course Requirements

Students are expected to actively and thoughtfully participate in online activities, assignments, and discussion boards. Students are expected to submit all assignments online. All written work should be presented using American Psychological Association (APA) format for documentation. Please refer to the *Publication Manual of the American Psychological Association*®, Sixth Edition if you are unfamiliar with APA.

## Communications Policy

Please use the Q & A Discussion Board for **all** course-related questions. It is likely that if you have questions, others in the class will have the same questions. If you need to ask a private question, please use your online course e-mail (this is the “in-course” e-mail system).

## Time Expectations

In online courses you do not have to attend traditional class meetings; however, the amount of time required for online courses is the same or more than you would invest in face-to-face courses. Additionally, your course may be accelerated as opposed to the traditional 16-week time frame. In a three-credit course, students are expected to invest 135 out-of-class hours at a minimum to complete all online assignments, projects, and papers.

## Course Outline

The online version of CC 670 consists of five (5) modules, and each module includes varying numbers of Topics. The pace at which the Units and Topics are covered depends on the length of the course. The online version of CC 670 may be offered in as few as 5 weeks or as many as 16; all units and topics will be covered regardless of course length. The online course calendar indicates due dates for course activities and assignments.

There are five modules for CC 670, Adult Learners, as follows:

One: Orientation to activities including using the learning platform and software and introductions to various adult learning environments.

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Two: Adult learning settings and organizational settings (education, non-profit, community-based, alternative programming) and developing an understanding of andragogy. Activities include reviewing profiles of adult learning theories and describing your understanding and approach to adult learning.

Three: Needs and characteristics of adult learners, including yourself as a learner. How adults learn and what assist them in their learning. Activities include review of learning and theories and learning styles and other strategies for assessing learners' needs.

Four: Planning educational experiences -- classes, workshops, and informational sessions. Activities in this module include a site visit and focusing the final research paper topic.

Five: Evaluating adult learning environments and developing a professional development plan for yourself and your adult learning environment. Activities include the research paper.

## Assignments

In order to demonstrate competency on the learning outcomes for this course, students will complete the following tasks:

1) Posts/postings for class reflection/discussion for at least two articles that reflect an issue or approach to adult learning (**9 points**).

The intent of this learning activity is to ask students to make connections between contemporary events and the theories and practices of adult education. An example of an article might be a rehabilitation project in a corrections educational setting or a news article about federal funding for adult basic education efforts. Postings will due for *Module Two* (approximately Week Two) and *Module Five* (approximately Week Thirteen). The posting must include a brief explanation for the selection of the article. See rubric for further ideas on what to include.

2) Based on the articles posted by your classmates, your own posting, and the readings, write a reflection that synthesizes agreements or disagreements with issues, factors, practices, etc. in those articles (**8 points @ 4 points each**).

You must discuss at least three postings. See the rubric in the course for specific ideas on what to include in your reflection. These reflections will be due in *Module 2 and Module 5*.

3) Throughout the course, you will be developing and enriching an expertise in some aspect of adult learning. By the end of the semester, you will have completed a 5-8 page paper on that aspect (see Research Paper Assignment for more details). Your paper will include a literature/research foundation as well as a discussion of the application of the aspect. An example might be English language learners and their access to inexpensive courses. You might visit such a setting as part of your paper.

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Points for Research Paper Assignment: **50 total points** -- 40 points for paper, 5 points for posted summary, 5 points for posted annotated references (see #4 to follow).

4) As part of your paper (#3 above), you will have developed a listing of annotated references (**5 points**). In order to share your expertise with the class, you will annotate your references for at least five sources and post it to the course page as a resource for your classmates. Think of this as a literacy document for your classmates -- something that they can refer if they need to know the basics of your topic. This listing of references will be posted to the class discussion board. An example will be provided.

5) In four of the modules, you will be identifying web links relevant to module topics. Each web link posting is worth 2 points of your grade for a total of **8 points**.

6) Five modules have learning activities that help you interact with the materials. These will account for **11 points** of your grade.

7) Your last accountability is to describe or visit an adult learning environment and to describe its clientele, processes, and effectiveness (**11 points** -- 10 for visitation, 1 for recommendation).

As you will note, this can be part of the work for your paper. Probes or things to learn/view might include visiting a community activity session (e.g., craft class for seniors, a voter registration effort, a computer class at the public library, etc.). See *Module 4: Adult Learning Environment* for more details.

### Summary of accountability on learning assignments and point evaluations:

Course Platform/Software Quiz = 1 point

Discussions = 9 points

Articles = 8 points

Paper and summary = 45 points

Annotated bibliography = 5 points

Web links = 8 points

Module activities = 13 points

Site visit = 11 points

Total Course Points = 100 points

Please note: Your assignments may be submitted to anti-plagiarism software by your instructor.

### **Due Dates**

Assignments are due according to the course calendar. An assignment may be turned in one day late (24 hours after the due date); however, there will be a 10% deduction in points.

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If you have an extreme extenuating circumstance, you must discuss the issue with the instructor prior to the due date of the assignment or activity. Extreme circumstances will not be considered if they are reported after the due date.

## **Assessment of Student Learning Outcomes**

- *Methods of Assessment:* Methods of assessment will vary according to the type of activity or assignment. The instructor will provide information on the basis for assessing student learning outcomes in the directions for each assignment in the online course.  
Detailed directions will be provided for written assignments including topic selection, recommended length, and expectations for accuracy (e.g., grammar, punctuation, and word use) and style (APA). Students will receive a grading rubric that the instructor will use to evaluate and grade the written assignments.
- *Timeline for Assessment:* Due dates will be provided for each assignment in the course calendar. An assignment may be turned in one day late (24 hours after the due date); however, there will be a 10% deduction in points. Students may submit work prior to assigned due dates.

## **Grading System**

All work submitted by students and evaluated by the instructor will have a point value. Letter grades will be determined on the following percentage scale. Percentages are derived by dividing the number of points earned by the number of points possible for the activity or assignment. The total points in the course will be 100 points.

### **Final Course Grade Determination based on 100 total points:**

93 – 100 percent = A

85 – 92 percent = B

77 – 84 percent = C

69 – 76 percent = D

0 – 68 percent = F

Note that grades of D and F are not acceptable in graduate-level work.

Students do not have the option to take an “I” grade (Incomplete) in this course.

Appealing Grades: Students wishing to appeal a grade for an activity or assignment must contact the instructor via NAU email within one week of receiving the grade. The appeal must specifically state the student’s concerns and include a justification for requesting a review of the assigned grade. The instructor will consider appeals submitted under the above conditions and provide a response within one week. The instructor’s response will serve as a final decision at the course level. Students wishing to appeal the instructor’s decision at the course level must use the NAU grade appeal policy.

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## Course Policies

- **“Joining” the class:** Registered students who do not log in to the class on the first day of the course may be dropped by the instructor for non-attendance. This action will open “seats” for override students.
- **Late work:** There will be a one-day (24 hours after the due date) acceptance of activities and assignments as specified in the online course calendar with a 10% point reduction per assignment. All references to times by which work is due are in Arizona Mountain Standard Time (NOTE: Arizona does not observe daylight-savings time changes).
- **Attendance:** The basis for attendance in an online course is logging in and out of the course. The instructor is able to monitor student activity in the course by obtaining reports of log in/out times, pages viewed, activities completed, and work submitted. Students are required to log in to the online course on a regular basis to check for announcements, to participate in online activities, or to submit work. In the full-semester (16 weeks) course online, “regular basis” means logging in at least 4 to 5 days per week; in online versions scheduled for 5 weeks, 7 weeks, or 8 weeks, “regular basis” means at least once each weekday (including college holidays) AND at least once on a weekend day (Saturday or Sunday).
- **Statement on plagiarism and cheating:** Plagiarism or any other form of cheating violates the standards of professional and ethical behavior expected of students in this course. The instructor and NAU consider acts of academic dishonesty to be very serious offenses, and such acts will not be tolerated in this course. Students charged with academic dishonesty are subject to sanctions in the Arizona Board of Regents Student Code of Conduct and in the NAU Academic Dishonesty policy below.

Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement. Students enrolled in this course online are required to follow APA guidelines for citing *quoted material*: You must cite the author of the quotation, the name and copyright date of the source of the quotation, and the page or paragraph number where the quoted material was found.

Assignments submitted for another class should not be submitted for this class. All assignments should be the original work of the student and should be completed specifically for this class. Submitting work prepared by another person or agency engaged in the selling of term papers or other academic materials is considered to be plagiarism.

There are numerous online databases and software options available to instructors to check students' work for originality. The instructor will use these options and especially if plagiarism is suspected. Students are expected to know the definitions of



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plagiarism, cheating, and academic dishonesty as well as the consequences of violating university policy. Ignorance of this important topic is no excuse in this course.

- ***Official communication source:*** Official communication between the instructor and students is limited to email accounts established within the course software. The instructor will neither monitor nor respond to student communications received from other sources (e.g., NAU e-mail system for students and faculty). The instructor will make every effort to respond to student communications within 24 hours of receipt unless otherwise stated on the course calendar or announcements.
- ***Student conduct in online courses:*** Students are expected to conduct themselves in a courteous, positive, professional, and respectful manner when interacting with one another and the instructor online (refer to NAU policy on Safe Working and Learning Environment below). The instructor has the responsibility and right to remove students who do not abide by course and NAU policies.
- ***Student effort:*** Students should plan to spend at least 135 hours to successfully complete this online three-credit (3) graduate-level course. This estimate is based on the Arizona Board of Regents standards for instructional time (45 hours) and its expectation for students to spend approximately two hours in preparation, research, writing, etc., for each hour spent in class (90 hours).

### ***UNIVERSITY POLICIES***

#### **SAFE ENVIRONMENT POLICY**

NAU's Safe Working and Learning Environment (SWALE) Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the department chair, dean's office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU's Office of Affirmative Action (928-523-3312).

#### **DISABILITY RESOURCES**

If you have a disability, you can arrange for accommodations by contacting Disability Resources at 928-523-8773 (voice) or 928-523-6906 (TTY). You are encouraged to provide documentation of the disability to Disability Resources at least 8 weeks prior to the beginning of the semester so arrangements can be made to meet your individual needs. You must register with Disability Resources each semester you are enrolled and wish to use accommodations.

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Faculty members are not authorized to provide accommodations without prior approval from Disability Resources. Students are encouraged to notify their instructors a minimum of one week in advance of the need for accommodation. Failure to do so may result in a delay in provision of the accommodation.

Concerns may be brought to the attention of Disability Resources or to the ADA coordinator in the Affirmative Action Office.

### **INSTITUTIONAL REVIEW BOARD**

Any study involving observation of or interaction with human subjects that originates at NAU-including a course project, report, or research paper-must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. The instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact the IRB research office at 928-523-4889.

### **ACADEMIC INTEGRITY**

It is the responsibility of any individual instructor, student, or academic administrator who observes apparent instances of academic dishonesty, to report the activity to the appropriate instructor or unit chair/director. Violations of the Student Code of Conduct which exclusively involve issues of academic dishonesty are dealt with by faculty and academic administrators. Allegations of academic dishonesty may be initiated by faculty or administrative personnel. Students may bring allegations of academic dishonesty to the attention of faculty and academic administrators.

Academic integrity means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between student and teacher. It is the expectation at NAU that all students will conduct themselves in a truthful, straightforward and honest fashion at all times. All NAU students are expected to be familiar with the academic definitions of academic dishonesty. Faculty are also

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required to uphold the standards of academic integrity; faculty are governed by policies and procedures outlined in the NAU *Faculty Handbook*. Faculty can contribute to the maintenance of academic integrity through simple and non-intrusive tactics in their classroom settings and in their assignments. It is the responsibility of the individual instructor to include within the course syllabus, a statement on academic dishonesty that includes the type of penalties imposed for engaging in such activities. Furthermore, academic integrity is supported when the faculty consistently report incidents of academic dishonesty per the process described later in this document.

Academic dishonesty is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes, but is not limited to, the following: cheating, fabrication, fraud, facilitating academic dishonesty, collusion and plagiarism.

### Types of Academic Dishonesty:

Plagiarism is using the words, expressions, productions or creative works of another without proper citation, whether intentionally or inadvertently. Examples of plagiarism include:

- Complete plagiarism occurs when an essay or other work has been copied word for word from another source or sources (e.g., purchase or copying of an online paper) without citation and/or without any original contribution by the student.
- Partial plagiarism occurs when another work has been used by a student as part of an assessment or project without proper acknowledgement of the original source. Because of the accessibility of the internet, partial plagiarism often occurs as students cut and paste from web pages.
- Improper paraphrasing occurs when a student changes one or two words in order to make copied work look like original work instead of properly paraphrasing and citing the material.
- Insufficient citation occurs when a student cites a source one time and not again for subsequent uses of the source.
- Self-plagiarism occurs when a student reuses his or her own work or data without permission of the instructor. Even when using one's own material, it must be cited properly. Also, using the same work for different courses without permission of the instructors is self-plagiarism.

Collusion occurs when two or more students work together to produce individually submitted deliverables without the permission of the instructor. Collusion also occurs when one student produces work and allows another student to copy it. In such a case, both students will be considered to have colluded. Similarly, any student who helps or allows another student to commit any academic fraud, cheating or plagiarism, is considered to have colluded. Because of the wide use of teams and the potential for confusion with collusion, the instructor must define acceptable team behaviors and inappropriate collusion in his or her syllabus in his or her classroom.

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Cheating is the unauthorized use of information, study guides, or solution manuals in any academic exercise, exam, paper or other graded assignment. Cheating includes, but is not limited to:

- Copying another student's assessment.
- Sharing answers for either a take-home or in-class examination.
- Using notes, books or web materials on an exam when such aids are forbidden.
- Taking an examination in another student's name or having another person take one for you.
- Changing the answers on an examination after it has been graded in order to gain more credit than deserved.
- Being caught using a "cheat-sheet" or other assistance (calculator, cell phone, etc.) during an examination.
- Beginning an examination before the instructor directs students to begin.
- Using the services of a commercial term paper company or another student to prepare your assigned work. Unless prohibited by the instructor for educational reasons, editing and/or proof-reading by another is not considered cheating.

Fabrication/Fraud is the creation or invention of any information, data or citation that is false; also the presentation of information or data not collected in accord with standard ethical guidelines; failing to include an accurate account of the method by which the data were gathered or collected; or any attempt to deceive an instructor or administrative officer of the university.

Obtaining an unfair advantage includes activities that directly or indirectly compromise fair assessment or grading or constrain other students' abilities to successfully complete their assignments. These activities include, but are not limited to:

- Stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor.
- Stealing, destroying, defacing or concealing library or other reference materials with the purpose of depriving others of their use or to deprive the instructor of the ability to check students' work.
- Possessing, using, or circulating previously administered examinations, unless authorized by the instructor.

The complete policy on academic integrity is in Appendix G of NAU's *Student Handbook*.

### **CLASSROOM MANAGEMENT STATEMENT and NETIQUETTE** (online etiquette)

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of

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that obligation implies the responsibility to each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner that does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the NAU Office of Student Life for administrative review, with a view to implement corrective action up to and include suspension or expulsion.