SUL ROSS
THE FRONTIER UNIVERSITY of Texas

Instructor
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Office: RAS 110   Phone: 432-837-8260
Office Hours: virtual, by appointment

Course Time and Location   Credits: 3.0
Online via Blackboard: https://www.sulross.edu/bb/

Required Materials (Available through the SRSU Bookstore or online)
Rothwell, W.J. (2020). *Adult Learning Basics, (2nd ed)*. Alexandria VA: Association for Talent Development.
Access to Blackboard and SRSU email.

Supplemental Materials:
Articles, readings and videos as assigned – provided by instructor during the weekly learning module in which they are assigned.
APA (2020). *Publication manual of the American Psychological Association.* (7th ed.). Washington, D.C.: Author.
Birkenholz, R.J. (1999). *Effective adult learning*. Danville, IL: Interstate

Course Description: This course covers a broad range of topics in the field of adult education. The purpose is to further the development of adult educators; therefore, the course focuses on theories, methods, and issues in adult education.

Course Objectives: The primary purpose of this course is to provide a comprehensive overview of the principles and practices involved in facilitating educational programs for adults. Upon successful completion of the course, students will:
1. Explain the historical basis and need for adult education;
2. Evaluate the characteristics of adult learners;
3. Use adult learning principles to deliver andragogically-based instruction appropriately;
4. Plan and conduct educational programs for adult learners;
5. Evaluate educational programs for adult learners;
6. Locate funding sources for adult education programs;
7. Utilize emerging technologies in delivering adult education programs;

Course Syllabus: Due to the organizational nature of the instructor, beyond this point, this syllabus is laid out in alphabetical order by topic. If, after reviewing the information presented here, you have questions about course access, assignments, policy etc. please do not hesitate to contact the instructor.

Academic Expectations: According to SRSU Academic Regulations, students must:
A. be regular and punctual in attending classes;
B. be well prepared for classes;
C. submit required assignments in a timely manner;
D. take exams when scheduled;
E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
F. make and keep appointments when necessary to meet with the instructor.

In addition to the above items, students are expected to meet the additional course and behavioral standards as defined in this syllabus.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor;

turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. On all work submitted for credit by students at the university, the following pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment*."

Academic Writing: In this course, you may utilize AI language models, including ChatGPT, as a resource to support your writing assignments. AI language models are powerful tools developed to generate text based on the input provided. It can provide suggestions, offer alternative phrasing, and help brainstorm ideas for your written work. While the AI language models can help refine your writing, it is important to remember that it is an AI system and not a substitute for your critical thinking and creativity. If you choose to use this tool, apply it as a supplement to your writing process and do not rely solely on its suggestions. Ultimately, you are responsible for the content and quality of your written assignment. Therefore, you should critically evaluate ChatGPT outputs for accuracy, potential bias, and relevancy. When utilizing AI language models, it is essential to ensure that your writing remains original and properly attributed, including citing outputs or text generated by ChatGPT. Please see the [How to cite ChatGPT](#) in APA Style resource. I encourage you to use AI language models to enhance your writing skills, experiment with its capabilities, and learn from its suggestions. If you have any questions or concerns regarding using AI language models for writing assignments, please discuss them with me. By acknowledging and understanding the appropriate use of AI language models, you can effectively incorporate this tool into your writing process, harnessing its potential to improve your written work while maintaining academic integrity and originality.

Accommodations for Students: Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. Office is located on the first floor of Ferguson Hall, room 112, mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Add /Drop Policy: This course will follow the University drop/add policy and timeline.

Assignment Policy: It is expected that assignments will be submitted on or before the specified due date. *Assignments may be submitted after the due date and will be assessed a percentage penalty; submitted within 7 days = 15%; submitted 8-14 days = 20%; submitted 15 days & beyond = 30%.* Incompletes will only be assigned under extreme circumstances.

Attendance Policy: Class participants will be treated as mature individuals who have developed a sense of responsibility for their education. As such, class participants will be held accountable for all material presented for the course. In the case of emergency, students should contact the instructor as soon as possible after the emergency has been resolved.

Collaboration: University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

Copyright Notice for Course Materials: U.S. copyright laws protect this syllabus, course presentations, all Blackboard™ materials and any other course materials provided throughout this term. Students enrolled in the course may use materials for their own research and educational purposes within the Educational Fair Use policy of the U.S. Copyright Office. However, reproducing, selling or otherwise distributing these materials in any manner or medium without written permission of the copyright owner is expressly prohibited.

Course Andragogy: The course is a distance-delivered course. Each student enrolled must log in to the course content through Blackboard. The instructor's role will be one of "guide on the side" rather than "sage on the stage." Students are responsible to involve one another in discussion and problem solving using the Blackboard discussion board. Discussion assignments and postings are an opportunity to engage your classmates and instructor in critical thinking and problem solving exercises.

Course Climate and Respect: It is my intent, as course instructor, that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and beyond the course, and that the multiplicity students bring to this course be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of all students. Your suggestions about how to improve the value of this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

We support a learning environment where individual and cultural differences are appreciated, recognized, respected and understood. We shall hold each other accountable to demonstrate diligence in recognizing and respecting differing behaviors, perspectives and worldviews. In addition, in scheduling assignments, I have attempted to avoid conflicts with major religious/cultural holidays. If, however, I have inadvertently scheduled a major deadline that creates a conflict with your religious/cultural observances, please let me know as soon as possible so that we can make other arrangements.

Criteria for written work: Unless specifically noted otherwise, all written work submitted should be typed in Microsoft WORD™, double-spaced, in 12-point Times New Roman font, pages numbered, and have 1" margins on all sides. All work submitted should follow APA 7th edition guidelines for formatting and bibliographical citations. **Please note that editing services are not provided in this course; submitted work will be closely evaluated for proper format**. Feedback will focus on creative problem solving and conceptual development of ideas.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Evaluation Components:

Weekly Discussion: While this course is being taught at a distance, students are expected to be active participants in the classroom web-discussion and exercises. The discussion board provides a venue to increase interaction and is used to replicate a traditional class-based discussion. To facilitate this discussion, the instructor will provide guiding questions or will ask for your questions related to course content. As in a traditional discussion format, students are encouraged to not only respond to questions, but also pose questions to the group and instructor. Active participation in this way increases not only your knowledge, but the knowledge of others participating in the course. You all bring experience and information to this class from which others can benefit. Therefore, all students will be required to participate in the weekly discussion board forums. Although points for this assignment are awarded based on student participation, not discussion content (i.e. there really are no right or wrong answers), please try to ensure your input and comments are both appropriate and applicable to the discussion topic. Additionally, basic courtesy is expected from all members of this course. Failure to be engaged in the sharing of ideas not only limits the value you gain from this course, but also that of others. Please provide insightful remarks. Do not simply respond to a post by stating something like "I agree with you." Remember, the purpose of this is to generate robust conversations. Always respond to others' posts with decorum. If you disagree with something someone posts, this is ok, however, state your position and why you disagree. Let's refrain from personal attacks. Any posts that are deemed unprofessional will be removed and your grade will be affected.

* Weeks run from Monday through Monday. You are expected to read/review the assigned material for the week and then by not later than 8:00 AM Wednesdays of weeks noted in course outline, you are expected to respond to the discussion questions or to submit at least three questions from the assigned topics. The nature of your questions should focus on concepts in need of further clarification. ADDITIONALLY, all class members are expected to *substantively* respond at least twice to classmates' questions by no later than 8:00 AM on Mondays following the initial posting.

Scholarly Reviews:

You will prepare two reviews of current (within past five years) research related to adult education/programming/learning. The source must be from a refereed research journal, be 2-3 pages in length (not counting reference page) and prepared according to APA 7th Ed for both organization and citation. The intention of these review papers is for you to examine current research as a means of enhancing your own knowledge as well as classmates knowledge as you share conclusions and recommendations through discussion forums.

Adult Education Research Presentation:

You will share information gained from your review of adult education research by preparing a 15- minute video-based presentation based primarily on ONE of the journal articles you reviewed. The purpose is two-fold: sharing research related to adult teaching/learning AND implementing andragogical teaching methods. The presentation files will be uploaded to Blackboard for classmates to review. In order to ensure we do not have multiple presentations over the same article, the instructor must approve the articles selected for presentation. The use of presentation graphics and presenter reflection is expected and will impact the grade for the assignment.

Evaluation of an Adult Program:

You are expected to attend, either in-person or virtually, an education program targeting adults and then complete a 2-3 page summary/evaluation of the program based on concepts and principles covered in this course. Examples of potential programs include a Young Farmer's meeting, a county extension program, a Farm Bureau or Farmer's Union program, an agricultural advocacy or commodity group (Cattle Feeders, Corn Growers, etc.), a civic club meeting (with an educational program), a church program, a professional development training (teaching, extension, career), etc.

Final Project:

The final project parameters will be provided during the second week of the semester.

COURSE ASSIGNMENTS	Due Date	Total Point Value
Scholarly Reviews (2 @ 100 pts each) • Review 1 • Review 2	 Week 3 Week 7	 100 100
Adult Education Research Presentation	Week 10	100
Evaluation of an Adult Program	Week 14	200
Online Discussion Forum	Weeks marked by * in schedule	300
Final Project	Week 15	200
Total Points		**1000**

Evaluation Scale:

1000-900 points = A	799-700 points = C	<600 points = F
899-800 points = B	699-600 points = D	

Library Information: The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123). SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/texshare

Plagiarism: Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

Shared Expectations

We all serve as educators from time to time and this course is designed to help you develop your expertise and professionalism as an adult educator. Therefore, the activities you will be required to complete work toward achieving this goal. In line with this, there are some expectations that I have of you, and conversely, there are some expectations that you should have of me. The expectations for this course are as follows:

You can expect me to:
- Provide learning opportunities that advance your knowledge and development in agricultural education.
- Be available to answer questions and provide assistance related to the course.
- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
- Enjoy this class!

I will expect you to:
- Complete all assignments thoroughly, in a timely manner.
- Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.
- Be honest and submit your own original work.
- Participate in class discussions and activities; this helps you as well as all of your classmates.
- Enjoy this class!

Student Learning Outcomes (SACSCOC)
1. Students will demonstrate basic skills of analyzing and interpreting research-based information;
2. Students will apply critical thinking skills.
3. Demonstrate knowledge of the fundamentals and advanced concepts relating to animal science.

Student Records: All records related to this course are confidential and will not be shared with anyone, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the instructor. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release.

Student Wellness: SRSU strives to create a culture of support and recognizes that your mental health and wellness are equally as important as your physical health. We want you to know it is OK if you experience difficulty, and there are several resources on campus to help you succeed emotionally, personally, and academically. Please know that if you choose to confide in me, I am required by the university to report to the Title IX Coordinator, as SRSU and I want to ensure you are connected with all the support the university can offer. You are not required to respond to outreach from the university if you do not want to do so. You can also make a report yourself, including an anonymous report, through the SRSU Title IX Report Form.

Weekly Schedule: This course will run weekly starting on Mondays and end on the following Monday at 8:00 AM. All assignments and final discussion posts for the week, as noted in the course schedule, will be due on Mondays by 8:00 AM, unless otherwise noted.

ANSC 5308 Planned Course Schedule

Dates	Topics / Learning Experiences	Readings & Assignments
*Week 1 Aug 25-Sep 1	Adult Learners and traversing the text	Rothwell Preface
*Week 2 Sep 1-Sept 8	Comparison of Pedagogy and Andragogy	Birkenholz Ch 1
Week 3 Sept 8-Sep 15	Understanding & Applying How Adults Learn	Rothwell Ch 1 **Review #1 Due**
*Week 4 Sep 15-Sep 22	Theories & Models of Adult Learning	Rothwell Ch 2
*Week 5 Sep 22-Sept 29	Applying Theory to Design Learning for Adults	Rothwell Ch 3
*Week 6 Sept 29-Oct 6	Instructional Design Models	Rothwell Ch 4
*Week 7 Oct 6-Oct 13	Advisory Groups are Essential; Determining Needs for Adult Programs	Birkenholz Ch 6 & 7 **Review #2 Due**
*Week 8 Oct 13-Oct 20	Embracing Differences to Effect Learning	Rothwell Ch 5 & 6
*Week 9 Oct 20-Oct 27	Creating a Learning Environment	Rothwell Ch 7 Birkenholz Ch 8 & 9
*Week 10 Oct 27-Nov 3	Evaluating the Program (formative and summative)	Birkenholz Ch 10 **Research Presentation Due**
*Week 11 Nov 3-Nov 10	Promoting and Funding Adult Programs	Birkenholz Ch 11 & 12
Week 12 Nov 10-Nov 17	Adults and Technology and Learning	Rothwell Ch 8
*Week 13 Nov 17-Nov 24	Facilitators and Instructors	Rothwell Ch 9 **Program Evaluation Report Due**
Week 14 Nov 24-Dec 1	Thanksgiving Week Time for catching up, slowing down and chilling out	
Week 15 Dec 1-Dec 8	Predicting the Future	Rothwell Ch 10 **Final Project Due**