

University of North Carolina at Greensboro
Department of Curriculum and Instruction
Course Syllabus

Course Number: CUI 663

Course Title: Planning Programs in Postsecondary Education

Credits: 3:3

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For Whom Planned:

This course is designed for higher education faculty, college student educators, academic administrators, staff developers, trainers, and others involved in educational programming for adult / postsecondary learners.

Catalog Description:

A review of major educational programming models focusing on planning, design, and implementation. Prepares postsecondary educators to translate expressed needs into meaningful learning interventions.

Learning Outcomes:

Participants who take full advantage of this learning opportunity will:

1. Critique, and discuss educational programming from classical, naturalistic, and critical viewpoints;
2. Compare and contrast various educational programming models;
3. Discuss how program planning may vary based on the mission, goals, and values of organizational units, institutions, and communities;
4. Develop and critically reflect upon techniques and methods of identifying and analyzing target publics; conducting analyses of the needs of learners and learner systems; and designing and implementing developmentally appropriate interventions for individuals and groups;
6. Formulate an intellectually sophisticated explanation of how education and learning leads to change in learners and learner systems;
7. Explain the role of the program planner in negotiating power and interests among program stakeholders;
8. Create an original programming model consistent with personal dispositions.

Teaching Strategies:

The instructor will facilitate this learning experience by structuring scholarly discussions; engaging course participants in critical reflection; challenging learners with ill-defined, unstructured problems; presenting case studies for learners to analyze; and providing a list of thought-provoking, timely, and applicable readings. The role of the instructor is to develop a road map of the learning process and to facilitate learners' progress toward course objectives. It is not the role of the instructor to lecture or to speak Truth to course participants. All information pertinent to this course is provided in the course

readings. We will take advantage of our time together (online) not by repeating what we have already gathered from the readings but instead by engaging in thoughtful interaction with one another in a way that helps us all to construct personally meaningful knowledge. The role of course participants is to take responsibility for learning and to put forth the physical, emotional, and psychological vitality required for graduate-level coursework.

Evaluation Methods and Guidelines for Assignments:

All assignments must be completed on time and in an acceptable manner for full credit. Please prepare all written work in accordance to APA style (5th edition), which includes a title page formatted according to APA specifications, (no abstract is necessary), title, running header, page number, double-spaced throughout (no triple spacing), punctuation and proper use of commas, references, in-text citations, bias-free language, and pronoun/antecedent agreement, among others. Please pay close attention to details. Written work that misses APA specifications by a wide margin will be returned to the author ungraded. All written work should be submitted through the digital dropbox. [*Please do not email me duplicate copies. Also, please save your file with a filename that includes your last name. In other words, when you create your MSWord file and save it for the first time, please give it a name such as "smith_model.doc", or for group assignments, "Smith_Johnston_Murphy.doc". This file name will carry over into the digital dropbox, and when I download it into my desktop folder, it will stay the same. If everyone saves it as "final_paper.doc" then I overwrite the files when I download them to my desktop folder. If you do not follow these guidelines, I may accidentally delete your paper. I need you to save your file this way so that I can manage the numerous files efficiently.*]

1. *Create a Programming Model.* (40%) The purpose of this activity is to facilitate the development of creativity, analytical, and synthesis skills and to encourage the learner to demonstrate an understanding of the fundamental concepts relating to educational programming. This activity requires the learner to understand and critically reflect upon the major programming models described in the Boone, Safrit, and Jones (2002) text. In an essay of 7-10 pages, the learner should (a) identify the 'best' programming practices that appear within the models, (b) justify your selection of these 'best' practices, and (c) synthesize these 'best' practices into a single, original programming model. The model should be compared with critical, natural, and classical viewpoints, and the model description should address the following questions: Which viewpoint does your program represent? How? What personal characteristics or experiences motivated you to develop a programming model from this viewpoint?
2. *Critique of a Planned Program.* (40%) The purpose of this activity is to connect course participants with educational programming as it is practiced in contemporary institutions, to facilitate group leadership skills, and to engage course participants in a rigorous examination of Paulo Freire's *Pedagogy of the Oppressed*. Course participants should divide into groups of two, three, or four, but not five. Each group should identify a planned program that is being implemented during the course of the semester. The program must be offered in an adult or postsecondary setting. The group should then learn about the program, with particular emphasis on its planning (historical data). Strategies for gathering information may include document analysis, press releases, and interviews with key personnel. Ultimately, the group will produce a critique of the planned program from a Freireian perspective. In other words, what would Paulo Freire have to say about the program? This project will be completed in four phases. See the syllabus for the due dates for each phase.

Phase 1 consists of two parts. First, the group should provide a description of the program and its organizational context. Course participants are advised to clear the program choice with the instructor before work on this phase begins. If finding a program is difficult, group members

should approach the instructor for guidance. Second, once group members complete Freire's first chapter, they should discuss the most salient points therein. These points will then become criteria against which the planned program will be compared. The group should provide a brief summary of the chapter and the identified criteria to the instructor by the due date for this phase.

The second and third phases also require the group to submit a summary and list of criteria for Chapter 2 (for Phase 2) and Chapters 3 and 4 (for Phase 3). Due dates are posted on the course calendar.

For the final product, group members should prepare a program report in which aspects of the planned program are compared against the most salient points gleaned from *Pedagogy of the Oppressed*. The report should include a succinct discussion of the achievements and failures of the program—once again from Paulo Freire's perspective. The report should also incorporate ideas from other scholars (particularly Baptiste) as they relate to Freireian ideas.

3. *Discussion. (20%)* This course is offered in an online format whereby our shared learning experience takes place through Blackboard. Several online discussion forums have been posted on the Blackboard website. The purpose of these online discussions is to allow course participants to critically reflect upon and discuss the concepts presented in the readings. Discussions may involve case study analysis and discussion of written activities. The discussion forum is an opportunity for learners to demonstrate an increasingly sophisticated understanding of programming concepts and to coach peers along as we all struggle to make personal meaning the course content. In other words, we will construct knowledge through dialogue. Course participants are expected to contribute to each discussion with regular, on-time, and meaningful responses to both the discussion prompts and the comments of other learners in the course. Static, one-time postings are not acceptable and will not satisfy the participation requirement for this course. The discussion forum is intended to promote sustained engagement through continuous, ongoing dialogue.

Required Texts:

Boone, E. J., Safrit, R. D., & Jones, J. (2002). *Developing programs in adult education: A conceptual programming model* (2nd ed.). Prospect Heights, IL: Waveland.

Cervero, R. M., & Wilson, A. L. (1994). *Planning responsibly for adult education: A guide to negotiating power and interests*. San Francisco: Jossey-Bass.

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Herder and Herder.

Readings and Additional Resources:

Apple, M. W. (2004). *Ideology and curriculum* (3rd ed.). New York: RoutledgeFalmer.

Ayers, D. F. (2005). Neoliberal ideology in community college mission statements: A critical discourse analysis. *Review of Higher Education*, 28, 527-549.

Ayers, D. F. (2002). Developing climates for renewal in the community college: A case study of

- dissipative self-organization. *Community College Journal of Research and Practice*, 26, 165-186.
- Ayers, D. F., & Carlone, D. (under review). Manifestations of neoliberal discourses within a local job-training program.
- Bagnall, R. G. (2000). Lifelong learning and the limitations of economic determinism. *International Journal of Lifelong Learning*, 19, 20-35.
- Balatti, J., & Falk, I. (2002). Socioeconomic contributions of adult learning to community: A social capital perspective. *Adult Education Quarterly*, 52, 281-298.
- Baptiste, I. (2001). Educating lone wolves: Pedagogical implications of human capital theory. *Adult Education Quarterly*, 51, 184-201.
- Beal, G. M., Blount, R.C., Powers, R.C., & Johnson, H.J. (1966). *Social action and interaction in program planning*. Ames: Iowa State University Press.
- Boyle, P. G. (1981). *Planning better programs*. New York: McGraw Hill.
- Boone, E. J., & Associates. (1997). *Community leadership through community-based programming: The role of the community college*. Washington, DC: Community College Press.
- Brookfield, S. (2001). Repositioning ideology critique in a critical theory of adult learning. *Adult Education Quarterly*, 52, 7-22.
- Caffarella, R. S., (1994). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers*. San Francisco: Jossey Bass.
- Cervero, R. M., & Wilson, A. L. (1994). *Planning responsibly for adult education: A guide to negotiating power and interests*. San Francisco: Jossey-Bass.
- Glover, R. J. (2000). Developmental tasks of adulthood: Implications for counseling community college students. *Community College Journal of Research and Practice*, 24, 505-514.
- Gouthro, P. A. (2002). Education for sale: At what costs? Lifelong learning and the marketplace. *International Journal of Lifelong Education*, 21, 334-346.
- Grubb, W. N., & Lazerson, M. (2005). Vocationalism in higher education: The triumph of the education gospel. *The Journal of Higher Education*, 76, 1-25.

- Houle, C. (1996) *The design of education* (2nd ed.). San Francisco: Jossey-Bass.
- Keller, G. (2001). The new demographics of higher education. *The Review of Higher Education*, 24, 219-235.
- Kidd, R. J. (1973). *How adults learn*. New York: Association Press.
- Knowles, M. S. (1970). *The modern practice of adult education: Andragogy versus pedagogy*. New York: Association Press.
- Lippitt, R., Watson, J., & Westley, B. (1958). *The dynamics of planned change*. New York: Harcourt, Brace, & World.
- Marra, R., & Palmer, B. (2004). Encouraging intellectual growth: Senior college student profiles. *Journal of Adult Development*, 11(2), 111-123.
- Sandlin, J. A. (2004). "It's all up to you": How welfare-to-work educational programs construct workforce success. *Adult Education Quarterly*, 54, 89-104.
- Sandlin, J. A., & Cervero, R. M. (2003). Contradictions and compromise: The curriculum-in-use as negotiated ideology in two welfare-to-work classes. *International Journal of Lifelong Education*, 22, 249-265.
- Sork, T. J. (2000). Planning educational programs. In A.J. Wilson & E.R. Hayes (Eds.), *Handbook of adult and continuing education* (2nd ed.). San Francisco: Jossey-Bass.
- St. Clair, R. (2004). Success stories: Aspirational myth in the education of adults. *International Journal of Lifelong Education*, 23, 81-94.
- Task Force on Inequality and American Democracy (2004). American democracy in an age of rising inequality. American Political Science Association. [Retrieved on June 16, 2005 from <http://www.aspanet.org>]
- Tyler, R.W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- West, E. J. (2004). Perry's legacy: Models of epistemological development. *Journal of Adult Development*, 11(2), 61-71.

Tentative Course Calendar:

Dates	Meeting Agenda	Readings Due	Assignments Due
8/14 – 8/20	Introduction to programming concepts and models	<ul style="list-style-type: none"> • Boone et al., Ch. 1 • Cervero & Wilson, Ch. 1 	<ul style="list-style-type: none"> • Who are you? • Complete survey on Bb
8/21- 8/27	Major programming models	<ul style="list-style-type: none"> • Boone et al., Ch. 2, 3 • Cervero & Wilson, Ch. 2 	<ul style="list-style-type: none"> • Intensive reading—no discussion
8/28- 9/03	Organizational contexts	<ul style="list-style-type: none"> • Boone, pp. 91-106 • <i>Learning Reconsidered</i> (ACPA / NASPA) 	<ul style="list-style-type: none"> • Discussion, Harvard College, due 9/03
9/04- 9/10	Environmental scanning—Societal and community contexts of program planning	<ul style="list-style-type: none"> • Boone & Assoc. (1997), Chapter on environmental scanning (on reserve under CUI 751) 	<ul style="list-style-type: none"> • Discussion, Environmental Scanning, due 9/10
9/11- 9/17	The politics of educational programming	<ul style="list-style-type: none"> • Cervero & Wilson, Ch. 6 • Ayers (2005) • Freire, Chapter 1 	<ul style="list-style-type: none"> • Critique, Phase 1, due 9/17
9/18- 9/24	Education and the new economy	<ul style="list-style-type: none"> • Sandlin & Cervero (2003) • Ayers & Carlone • Baptiste (2001) 	<ul style="list-style-type: none"> • Q&A on Ayers & Carlone article, due 9/24
9/25- 10/01	Hegemony, technological rationality, and the problematics of identifying needs	<ul style="list-style-type: none"> • Boone et. al., Ch. 4 • Brookfield (2001) • http://www.infed.org/thinkers/et-gram.htm 	<ul style="list-style-type: none"> • Discussion, Ideology, Hegemony and the Needs of Lone Wolves, due 10/01
10/02- 10/15	Beyond banking: The complexity of learning and development	<ul style="list-style-type: none"> • Freire, Ch. 2 • Glover (2000) • West (2004) • Marra & Palmer (2004) 	<ul style="list-style-type: none"> • Critique, Phase 2, due 10/15
10/16- 10/22	Democratic leadership and program planning	<ul style="list-style-type: none"> • Cervero & Wilson, Ch. 7 • Boone & Ass., Ch. 3 & 4 	<ul style="list-style-type: none"> • Discussion, TBA, due 10/22
10/23- 10/29	Translating needs into learning objectives	<ul style="list-style-type: none"> • Cervero & Wilson, Ch. 8 • Boone et al., Ch. 5 	<ul style="list-style-type: none"> • Discussion, The Complexity of Human Needs, due 10/29
10/30- 11/05	Responsibility and ethical considerations; Learning as emancipation	<ul style="list-style-type: none"> • Freire, Ch. 3 • Freire, Ch. 4 • Cervero & Wilson, Ch. 9 	<ul style="list-style-type: none"> • Critique, Phase 3, due 11/05
11/06- 11-12	Work on assignments due		<ul style="list-style-type: none"> • Create a Programming Model due 11/12
11/13- 12/05	Work on critique		<ul style="list-style-type: none"> • Critique due 12/05