

NON-GENERAL EDUCATION ~ CURRICULUM PROPOSAL
LIBRARY RESOURCE FORM REQUIRED

SCC #03-04- 302

Deadlines

October 3, 2003 to be implemented Fall 2004 ~ February 13, 2004 to be implemented Spring 2005

PROPOSAL TITLE: ~~The Adult Learner~~ *Understanding Adult Learning*

Sponsor(s): Burton R. Sisco E-Mail: sisco@rowan.edu Ext: X3717

DEPARTMENT: Educational Leadership

COLLEGE: Education

If Liberal Arts & Sciences CHECK : History/Humanities Math/Sciences Social/Behavioral Sciences
 UNDERGRADUATE GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New non-gen-ed course
- Short-term non-gen-ed course
- Minor curricular changes (fewer than three) to:
 - Existing non-gen-ed course
 - Non-gen-ed degree requirements
 - Major
 - Minor, specialization, concentration, track, certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: *Dacht* Date: 10/1/03
 Department Curriculum Chair: *Kathleen L. ...* Date: 10/1/03
 Academic Dean: *Carol Sharp* Date: 10/1/03

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 10/1/03 Approved Not Approved
 COLLEGE CURRICULUM CHAIR: *Kathleen L. ...*
 Senate Curriculum Chair Signature: *Daphne L. ...* Date: Senate Announcement 3/31/2004
 Comments: *...*

EXECUTIVE VICE PRESIDENT/PROVOST Signature: *...* Date: 9/20/04
 Approved Not Approved

REGISTRAR

Date: 5/10/04 Course Description Received & Approved ~ Hegis Taxonomy & Course #: 0829504
 Registrar Signature: *...*

NOTIFICATION FORWARD

- SCC Chair
- Academic Dean
- Department Chair
- Registrar
- IR
- CAP
- VP Student Affairs
- Others

Sean 5/10/04

Course Proposal

1. Details

- Title:** Understanding Adult Learning and Development
- Sponsor:** Burton Sisco, Department of Educational Leadership
- Credit Hours:** 3 semester hours
- Course Level:** Graduate
- Prerequisites:** None
- Implementation:** Course will be initially offered in fall 2004 and repeated annually.
- Curricular Effect:** This proposed course will be among the bank of restricted electives within the administrative track of the M.A. in higher education. Also, it will augment the curriculum for the masters and doctoral programs in Educational Leadership.
- Staff:** No new staff required
No new costs incurred
- Library Resources:** Library resources are adequate with the understanding that they will be continuously updated to reflect changes in the field.
- Short Term Evaluations:** Does not apply – no short-term evaluations.

2. Rationale

This course reflects both a developing national perspective in educational leadership and administration programs, as well as a specific need within the Educational Leadership Department's program in higher education. Regarding the former, the developing national perspective (see recent special report in *The Chronicle of Higher Education*, "What Americans Think About Higher Education," May 2, 2003) underscores the need for the development, within educational leadership and administration programs, of a thorough understanding of how learning occurs across the lifespan as well as a deeper understanding of the increasing diversity of students engaged in learning in a variety of educational settings. Regarding the latter, the placement of this course as an elective within the administrative track of the M.A. in higher education will provide the opportunity for students to understand the unique needs of adult learners in higher education—many of whom are becoming a majority on college campuses across the United States.

Catalog

Description:

0827.6XX Understanding Adult Learning and Development

(3.0) The general purpose of the course is to introduce participants to the processes of adult development and learning. The course examines the social, psychological, economic, and cultural dimensions of learning in adulthood as well as the application of theory and research findings to adult learning situations. Special attention will be paid to the concept of learning how to learn. Course participants will be invited to undergo a series of thinking style and learning style profile tests and then analyze the results in an effort to improve learning performance. Prerequisites: None

Campbell Library
Rowan University

MEMORANDUM

To: Dr. Burton Sisco **RE:** Course Proposal
From: Gregory Potter
Associate Dean **Date:** Oct. 6, 2003

Re: Proposal for Course “The Adult Learner”

Part B: Resources available in Campbell Library

Campbell Library has utilized an approval plan with a major library book vendor for over a decade. The service provides automatic receipt of all North American books (textbooks excepted) in the Library of Congress “L” (Education) category. The plan is supplemented by a “slip service” for ordering library books in several closely related subject areas (health and exercise science; technology; law; library and information science). Accordingly, the book holdings for the proposed course would be up-to-date and appropriate. Moreover, supplementary resources needed by College of Education faculty -- videos, DVDs, specialized materials from professional associations – can be ordered as requested and in many instances are included in the approval ordering plan.

Part C: List key periodical resources

Campbell Library is fortunate to have extensive access to online serials databases in a large number of disciplines, including education. The “Academic Premier” (EBSCO, Inc.) database is a major source of online articles, with extensive coverage of the major journals in education. In addition, the library also subscribes to ERIC, Education Full-Text (Wilson), Social Sciences Full-Text (Wilson), ABI-Inform (Proquest), as well as the entire Silverplatter family of academic databases. The major Elsevier SciDirect database provides online access to over 1,300 full-text journals in the sciences and social sciences.

The Library subscribes to 278 periodicals/journals in all HEGIS areas of education. The major journals of each area are included. For periodicals not available in the library or through our online database services, an interlibrary loan and document service is available for faculty and students.

New Course Proposal – Library Resources, continued ...

Part D: Resources that should be acquired

The library will add materials not provided through the approval plan, as needed.

Part E: Librarian remarks

Given our commitment to the approval plan, as well as a substantial collection enhancement for the doctoral program, library holdings for the College of Education would be considered very strong.

Rowan University
**CURRICULUM PROPOSAL
 LIBRARY RESOURCE FORM**

The purpose of this form is to provide a channel of communication between the library and faculty changing and designing new courses/programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the course/program. The information will also provide rationale for institutional support for library acquisitions

This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian. **THIS FORM MUST BE COMPLETED FOR ALL CURRICULUM PROPOSALS.**

- The sponsor(s) complete parts A & B
 If assistance is required to complete parts A & B, please notify the liaison librarian.
- Forward this form to the librarian who will complete parts C, D & E

This form must be completed and attached to the original curriculum proposal before being approved by the Senate Curriculum Committee

A. College Education Department Educational Leadership

Proposed by: Burton R. Sisco Date: 10/1/03

Course Title: The Adult Learner

Anticipated Date for Course/Program Offering: Fall 2004

B. List specific resources that should be acquired to support this course.

Library resources are adequate w/ the understanding that they will be continuously updated to reflect changes in the field.

C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

D. List key periodicals available in the library to support this course/program.

E. Librarian comments and recommendations:

Name: LIBRARIAN LIAISON _____ Librarian Signature: _____

The course does not overlap with any courses within the Educational Leadership Department, College of Education or other college on the Rowan university campus. It is unique in its focus on understanding how and why adults learn as well as how they mature and develop across the lifespan. Incorporated into this course will also be treatment of ways collegiate environments can better serve the adult learner.

3. Essence of Course

Course Objectives:

1. To expand awareness of the major forces which have shaped the growth of the learning society and fostered increased attention on the adult learner.
2. To understand who participates in adult education and what motivates them to do so.
3. To demonstrate knowledge of the major tenets and theories prominent in the literature of adult learning and development.
4. To demonstrate knowledge of research on learning how to learn, learning styles, and thinking styles.
5. To provide an opportunity for exploring how one learns as a means of promoting more effective self-directed learning.
6. To acquire a deeper understanding of oneself as a developing and maturing individual.

Illustrative Topical Outline:

The following topical outline describes the general scope and sequence of the course. Topics may be added, deleted, or revised based upon student needs and instructional considerations.

Class One

Introductions
Administrative Tasks
Overview of Course/Review of Syllabus
Contracting: Introduction & Rationale
Needs Assessment

Reading Assignments

No Reading

Class Two

Questions and Answers--re: Syllabus, Course Requirements, Assignments, etc. Adler Chapter
Complete Needs Assessment Activity
Some Thoughts on Learning in Adulthood
Discussion of Adler Chapter: "Why Only Adults Can be Educated"

Class Three

The Context & Provision of Adult Learning
Adult Learning & Contemporary Society
Learning Opportunities in Adulthood

Merriam & Caffarella, Chapters 1-2

Class Four

Participation in Adult Education
Why Adults Participate and Why Not?
Barriers to Learning
Motivation for Adult Learning

Merriam & Caffarella, Chapters 3-4

Class Five

Patterns of Adult Learning and Development
Biological & Psychological Development
Sociocultural Perspectives on Development
Debriefing Milestone Exercise

Merriam & Caffarella, Chapters 5-6
Complete Milestone Exercise

Class Six

Cognitive Development in Adulthood
Learning As A Function of Age
Intellectual Functioning and Aging
New Conceptions of Human Intelligence and
Implications For Adult Learning

Merriam & Caffarella, Chapters 7-8
Class Handouts

Learning Contracts Due

Class Seven

The Learning Process
Memory, Cognition, and the Brain
Experience and Learning

Merriam & Caffarella, Chapters 9-10

Class Eight

Key Theories of Learning

Merriam & Caffarella, Chapter 11

Class Nine

Adult Learning Theory (Part 1)
*Andragogy
* Cross's CAL Model
*Power-Load-Margin
*Proficiency Theory
* Jarvis's Learning Process
* Self-Directed Learning

Merriam & Caffarella, Chapter 12-13
Merriam, Chapter 1

Class Ten

Adult Learning Theory (Part 2)
*Transformational Learning
*Critical Theory
*Feminist Perspectives

Merriam & Caffarella, Chapters 14-15
Merriam, Chapters 2,4,6-9

Class Eleven

Introduction to Learning How to Learn
Learning Styles

Class Handouts

Class Twelve

Learning Style Profile Analysis
Thinking Styles

Complete and Score NASSP LS Profile
Complete InQ
Class Handouts

Class Thirteen

Ethics and Adult Learning

Merriam & Caffarella, Chapter 16

Class Fourteen

Student Reporting of Term Projects (Optional)
Integrating Theory & Practice in Adulthood
Summary and Wrap-up
Evaluation and Feedback

Merriam & Caffarella, Chapter 17
Merriam, Chapter 10

{Merriam & Caffarella = *Learning in Adulthood*}
{Merriam = *The New Update on Adult Learning Theory*}

Evaluation of Students:

Students will complete a learning contract that specifies attention to the course objectives, individual learning objectives, learning activities, and performance levels associated with the course. Learning activities are designed to promote integration, application, and critical analysis of course material. Letter grades will be assigned based upon student performance in meeting the course objectives, individual learning objectives, and mastery of course material.

Course

Evaluation:

The course will be evaluated according to methods and procedures currently practiced by the department which are consistent with Rowan University policy.

Results of

Consultations:

Departmental faculty and current students in the M.A. in higher education program were consulted on this proposal. Dr. Jay Kuder, Dean of the Graduate School was also consulted and he has prepared a letter of support. See attached letter.

Additional Information:

Knowledge Base Resources

Required Texts:

Merriam, S. B., & Caffarella, R. S. (1999). *Learning in adulthood: A Comprehensive Guide* (2nd Ed.). San Francisco: Jossey-Bass.

Merriam, S. B. (2001). *The new update on adult learning theory* (New Directions for Adult and Continuing Education, No. 89). San Francisco: Jossey-Bass.

Sisco, B. (2004). *Workbook/supplemental materials for Understanding Adult Learning and Development*. Glassboro, NJ: Rowan University.

Suggested Reference List:

Even though adult learning research expands nearly exponentially every year, there are some excellent references that bear witness to this growth. Some of the books mentioned below are a mix of "classics" and more recent works that constitute a portion of the knowledge base of adult development and learning. It is strongly recommended that students use Campbell Library and the World Wide Web for literature searches since the knowledge base is expanding constantly. Students will be encouraged to explore as many disciplines as possible for relevant information such as medicine, cognitive psychology, developmental psychology, counseling, sociology, gerontology, business and organizational development, philosophy, nursing, nutrition, religious studies, teacher education, training and human resource development, labor relations, economics, demographic and census data, futures and forecasting, etc. Students will be amazed and delighted by the breadth and depth of literature dealing with learning in adulthood.

Apps, J.W. (1981). *The Adult Learner on Campus*. Chicago: Follett Publishing, Co.

Aslanian, C.B. (2001). *Adult Students Today*. New York: The College Board.

Aslanian, C.B., and Brickell, H.M. (1980). *Americans in Transition: Life Changes as Reasons for Adult Learning*. New York: Future Directions for a Learning Society, College Board.

Baskett, H.K. & Marsick, V.J. (eds.) (1992). *Professionals' Ways of Knowing*. San Francisco: Jossey-Bass.

Bee, H. (1992). *The Journey of Adulthood* (2nd ed). New York: MacMillan Publishing Co.

Belenky, M.F., Clinchy, B.M., Goldberger, N.R., and Tarule, J. (1986). *Women's Ways of knowing: The Development of Self, Voice, and Mind*. New York: Basic Books.

Boud, D. (1995). *Enhancing Learning through Self-Assessment*. London: Kogan.

Boud, D., and Griffin, V. (1987). *Appreciating Adults Learning: From the Learner's Perspective*. Toronto: OISE Press.

Boud, D.; Cohen, R.; and Walker, D. (eds.) (1993). *Using Experience for Learning*. Bristol, Pennsylvania: The Society for Research into Higher Education & Open University Press.

Boud, D., and Miller, N. (1996). *Working with Experience: Animating Learning*. New York: Routledge.

Brookfield, S. D. (1986). *Understanding and Facilitating Adult Learning*. San Francisco: Jossey-Bass.

Brookfield, S.D. (1987). *Developing Critical Thinkers*. San Francisco: Jossey-Bass.

- Campbell, B., Dickinson, D., & Campbell, L.E.G. (1996). *Teaching and Learning through Multiple Intelligences*. Needham Heights, MA: Allyn & Bacon.
- Candy, P.C. (1991). *Self-Direction for Lifelong Learning: A Comprehensive Guide to Theory and Practice*. San Francisco: Jossey-Bass.
- Cell, E. (1984). *Learning to Learn From Experience*. Albany: SUNY Press.
- Chaiklin, S., and Lave, J. (eds.) (1993). *Understanding Practice: Perspectives on Activity and Context*. New York: Cambridge University Press.
- Cheng, B.D. (1988). *Trailblazers: Vermont Women and Leadership Development*. Burlington, VT: Trinity College of Vermont.
- Confessore, G.J., & Confessore, S.J. (1992). *Guideposts to Self-Directed Learning*. King of Prussia, PA: Organizational Design and Development, Inc.
- Daloz, L.A. (1999). *Mentor. Guiding the Journey of Adult Learners*. San Francisco: Jossey-Bass.
- Erickson, E.H. (ed.). (1978). *Adulthood*. New York: W.W. Norton.
- Erickson, E.H. (ed.). (1980). *Identity and the Life Cycle*. New York: W.W. Norton.
- Flannery, D. (1993). *Applying Cognitive Learning Theory to Adults*. San Francisco: Jossey-Bass.
- Freire, P. (1971). *Pedagogy of the Oppressed*. New York: Seabury.
- Gilligan, C. (1982). *In a Different Voice*. Cambridge, MA: Harvard University Press.
- Gould, R.L. (1978). *Transformations: Growth and Change in Adult Life*. New York: Simon and Schuster.
- Havighurst, R.J. (1972). *Developmental Tasks and Education* (3rd ed.). New York: David McKay.
- Houle, C.O. (1988). *The Inquiring Mind*. (2nd ed.). Norman, OK: University of Oklahoma.
- Jarvis, P. (1987) *Adult Learning in the Social Context*. London: Croom Helm.
- Kasworm, C., Polson, C., & Fishback, S. (2002). *Responding to Adult Learners in Higher Education*. Malabar, FL: Krieger.
- Keefe, J.W. (1987). *Learning Style Theory and Practice*. Reston, VA: National Association of Secondary School Principals.
- Knowles, M.S. (1990). *The Adult Learner: a Neglected Species* (4th ed.). New York: Gulf.
- Knowles, M.S., & Associates. (1984). *Andragogy in Action*. San Francisco: Jossey-Bass.
- Knowles, M.S., Holton, E., & Swanson, R.A. (1998). *The Adult Learner: The Definitive Classic on Adult and Continuing Education*. Terre Haute, IN: TWI Press, Inc.
- Knox, A. (1977). *Adult Development and Learning*. San Francisco: Jossey-Bass.
- Lave, J., and Wenger, E. (1991). *Situated Learning*. New York: Cambridge University Press.
- Levine, S.L. (1989). *Promoting Adult Growth in Schools: The Promise of Professional Development*. Boston: Allyn and Bacon.

- Marsick, V., & Watkins, K. (1990). *Informal and Incidental Learning at the Workplace*. New York: Routledge.
- Maslow, A. (1971). *The Farther Reaches of Human Nature*. New York: Viking Press.
- Menson, B. (ed.). (1982). *Building on Experiences in Adult Development*. San Francisco: Jossey-Bass.
- Merriam, S.B. (1983). *Themes of Adulthood Through Literature*. New York: Teachers College Press.
- Merriam, S.B. (1993). *An Update on Adult Learning Theory*. New York: Greenwood Press.
- Mezirow, J.M. (1991). *Transformative Dimensions of Adult Learning*. San Francisco: Jossey-Bass.
- Mezirow, J. & Associates. (2000). *Learning as Transformation*. San Francisco: Jossey-Bass.
- Mines, R.A., and Kitchener, K.S. (eds.) (1986). *Adult Cognitive Development: Methods and Models*. New York: Praeger.
- Novak, J.D., & Gowin, D.B. (1984). *Learning How to Learn*. Cambridge: Cambridge University Press.
- Rossmann, M.H. & M.E. (eds.) (1990). *Applying Adult Development Strategies*. San Francisco: Jossey-Bass.
- Rybash, J.M., Hoyer, W.J., and Roodin, P.A. (1986). *Adult Cognition and Aging: Developmental Changes in Processing, Knowing and Thinking*. New York: Pergamon.
- Schaie, K.W., & Willis, S.L. (1986). *Adult Development and Aging*. (2nd. ed.). Boston: Little, Brown and Co.
- Sinnott, J.D. (1994). *Interdisciplinary Handbook of Adult Lifespan Learning*. Westport: Greenwood Press.
- Sinnott, J.D., and Cavanaugh, J.C. (ed.). (1991). *Bridging Paradigms: Positive Development in Adulthood and Cognitive Aging*. New York: Praeger.
- Smith, R. (1982). *Learning How to Learn: Applied Theory for Adults*. Chicago: Follett Publishing.
- Smith, R. (ed.) (1987). *Theory Building for Learning How to Learn*. Chicago: Educational Studies Press.
- Smith, R. & Associates. (1989). *Learning to Learn Across the Lifespan*. San Francisco: Jossey-Bass.
- Sternberg, R. J. (1985). *Beyond I.Q.: A Triarchic Theory of Human Intelligence*. Cambridge University Press.
- Sternberg, R.J. (1996). *Successful Intelligence*. New York: Simon & Schuster.
- Taylor, K., Marienau, C., & Fiddler, M. (2000). *Developing adult learners*. San Francisco: Jossey-Bass.
- Tennant, M. (1997). *Psychology and Adult Learning*. 2nd edition. London: Routledge.
- Tennant, M., and Pogson, P. (1995). *Learning and Change in the Adult Years: A Developmental Perspective*. San Francisco: Jossey-Bass.
- Tennant, M. (1988). *Psychology and Adult Learning*. New York: Routledge.
- Tuijnman, A. & Van der Kamp, M. (eds.). (1992). *Learning Across the Lifespan*. New York: Pergamon.
- Vaillant, G.E. (2002). *Aging Well: Surprising Guideposts to a Happier Life*. New York: Little, Brown and Co.

Wlodkowski, R.J. (1999). *Enhancing Adult Motivation to Learn*, revised edition.
San Francisco: Jossey-Bass.

Recommended Journals:

Adult Education (UK)
Adult Education (US)
Adult Education Quarterly
Adult Learning
Adult Literacy and Basic Education
Alternative Higher Education
American Psychologist
Contemporary Education Psychology
Continuing Higher Education
Continuum
Convergence
Developmental Psychology
Distance Education
Educational Gerontology
Educational Leadership
Educational Researcher
Harvard Educational Review
Journal of Continuing Education in Nursing
Journal of Continuing Education and Training
Journal of Continuing Higher Education
Journal of Educational Research
Journal of Extension
Journal of Gerontology
Journal of Higher Education
Journal of Humanistic Psychology
Journal of Research and Development in Education
Lifelong Learning: The Adult Years
Lifelong Learning: An Omnibus of Practice and Research
MPAEA Journal of Adult Education
New Directions in Adult and Continuing Education
Psychology Today
Studies in Adult Education
TESOL (Teachers of English to Speakers of Other Languages)
Training and Development Journal
Training



Dean of The Graduate School

October 31, 2003

Burton Sisco, Ed.D.
Department of Educational Leadership
Rowan University

Dear Dr. Sisco:

Thank you for the opportunity to review the proposal for the course entitled, "The Adult Learner." I believe that this course will fill a critical need in several programs in the College of Education.

As you point out in your proposal, there is a developing recognition and research base that indicates that adult learners have unique learning characteristics. It is important that students understand the special needs of adult learners and consider those in planning and managing instruction for adult learners.

I believe that a course such as the one you are proposing will become an important component of the MA in Higher Education program. Additionally, there are many students in the Ed.D. in Educational Leadership who work at institutions of higher education where the information that will be presented in the proposed course will be essential for their future employment.

I congratulate you and your colleagues in the Department of Educational Leadership for the development of this timely, research-based course that will richly enhance the educational offerings of the College of Education.

Sincerely,

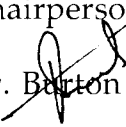
S. Jay Kuder, Ed.D.
Associate Provost for Research and
Dean of The Graduate School



Educational Leadership

MEMORANDUM

To: Dr. Kathy Ganske
Chairperson of the COE Curriculum Committee

From: Dr.  Sisco, Department of Educational Leadership

Subject: SCC#03-04-302
The Adult Learner (revised title: Understanding Adult Learning and Development)

Date: January 30, 2004

Please find attached the minor changes for the course proposal, SCC#03-04-302 that was recently reviewed by the College of Education Curriculum Committee. I have made the requested changes that are incorporated into the updated course proposal. Namely, I have:

1. Changed the name of the course from The Adult Learner to Understanding Adult Learning and Development per the committee's recommendation.
2. Provided a more explicit topical outline that delineates the content of the course with the attendant proviso that "topics may be added, deleted, or revised based upon student needs and instructional considerations."
3. Provided the first known Hegis numbers for the proposed course (e.g. 0827.6XX).

Thank you for your help and assistance in improving the course proposal. I presume you will forward the proposal with the appropriate forms to the university senate office for processing and further review. Please let me know if you need additional information.

Attachment

DATE: December 5, 2003

TO: Dr. Burton Sisco, Department of Educational Leadership

FROM: Dr. Kathy Ganske
Chairperson of the College of Education Curriculum Committee

RE: SCC#03-04-302
The Adult Learner

The College of Education Curriculum Committee has approved the above proposal with the following minor changes:

- To avoid confusion, please change the title of the new course and make evident how the proposed course differs from the existing Educational Leadership offering: Teaching Adult Learners. A title possibility offered by the committee is Understanding Adult Learning and Development.
- Although the committee understands the need for the Topical Outline to be less than explicitly defined in light of the fact that students will be negotiating learning contracts with the professor, the information provided implies a corps of understandings, plus elaboration. We would like to see the listed topic items clustered in some way, perhaps to indicate which topics will be studied in “great detail” (those tied to the objectives?), which in “passing,” and which possibilities are for “in-depth personal study.”
- Catalog Description: Indicate the first known numbers of the Hegis number.