

Attachment 3  
Discussion Agenda Information  
Academic Affairs

NEW:

*College of Education*

Graduate Certificate in Adult Learning

**Graduate Certificate Proposal**  
**Certificate in Adult Learning**  
**Department of Educational Leadership**  
**College of Education**  
**Kansas State University**

**Introduction:**

This 15-credit hour, online graduate certificate proposed by the Department of Educational Leadership emphasizes how adult learning principles and instructional methods can be used to strengthen skills of curriculum developers, trainers and instructors who provide educational opportunities for adult learners. While this certificate program will have broad appeal to many professionals responsible for adult education programming, the initial audience for whom the program will be targeted is Army training and/or curriculum developers. These professionals are responsible for fulfilling the training and education curriculum mandates set forth in the U.S. *Army Learning Concept for 2015* [ALC2015] (Department of Defense, 2010).

The *ALC2015* states, —After nine years of war, our Army is at risk if we do not recommit ourselves to the value of learning in the development of our Soldiers and leaders. Therefore, we are undertaking a series of changes within the Army to reframe our fundamentals|| (p.1). Many of the key components addressed in *ALC2015* are closely aligned with adult education and adult learning theory that will be the cornerstone of this graduate certificate program.

Specifically, *ALC2015* highlights —self-development, institutional instructions and operational experience|| that is a —learner-centric continuum that begins when one joins the Army and does not end until retirement|| (p. 1). As pointed out in *ALC 2015*, —current learning is typically instructor-led, timed to pre-determined course lengths, and not synchronized to meet individual learner needs|| (p. 2). The blueprint for much-needed change presented in *ALC 2015* is detailed and clear, stating that new courses can start by taking the following three steps.

1. Convert most classroom experiences into collaborative problem-solving events led by facilitators (vs. instructors) who engage learners to think and understand the relevance and context of what they learn.
2. Tailor learning to the individual learner’s experience and competence level based on the results of pre-test/assessment.
3. Dramatically reduce or eliminate instructor-led PowerPoint lectures and begin using a blended learning approach that incorporates virtual and constructive simulations, gaming, or other technology-delivered instruction. (p. 4)

These mandated changes cannot be accomplished overnight without reeducating the Army’s training and/or curriculum developers. The Command and General Staff College (CGSC) at Fort Leavenworth has requested that the Department of Educational Leadership at Kansas State University provide a vehicle for piloting and implementing these changes and to develop and deliver a program—first to a pilot group and

then on a broader continuing scale. Consequently, the proposed online graduate certificate in adult learning has been designed to specifically address this request and to provide Army professionals with an understanding of adult learning principles and instructional skills that they can join with their content expertise to develop a new approach to instruction that aligns with the goals mandated in *ALC2015*. However, a broader audience extending beyond Army educators was kept in mind when this proposal was developed.

The graduate certificate program will fulfill these needs and missions:

1. Initially, the graduate certificate will serve the educational needs of all U.S. Army training and/or curriculum developers by providing them with new skill sets that will assist them in meeting the requirements of *ALC2015*.
2. The graduate certificate will serve the educational mission of Kansas State University and the Department of Educational Leadership by providing critical learning outcomes to a key constituent while also attracting new student clientele.
3. The graduate certificate serves the educational mission of the University and Department by leading to significant numbers of participants who subsequently choose to complete Masters degrees at K-State.

### **I. Statement of the Educational Objectives of the Certificate Program:**

Many organizations are being pushed to develop curriculum for their employees or constituents. Designing curriculum for the adult learner takes expertise in the content area and understanding of the learner. The initial target population is the U.S. Army civilian curriculum developers, because the Army has created a mandate for all training and education to encompass strategies for the adult learner. The graduate certificate has been designed to meet the following program learning outcomes:

Student Learning Outcomes:

1. Participants will apply to curriculum design for adult learners the unique adult learning characteristics, theories, motivational approaches, and appropriate emerging technologies.
2. Participants will understand and apply the various approaches to and issues concerning the process of program evaluation as found in adult education settings.

### **II. Certificate Program Courses:**

Courses in the graduate certificate in adult education are largely drawn from the existing set of core courses required for the master's degree in Adult, Occupational, and Continuing Education (AOCNT) and tailored to the audience's particular needs. The course sequence below is directly transferable to an M.S. degree upon completion of the certificate program, either at K-State or at other reputable universities.

The proposed online 15-hour graduate certificate in AOCNT is comprised of five courses:

- EDACE 790 Characteristics of Adult Learners – 3 credit hours
- EDACE 875 Program Evaluation – 3 credit hours
- EDACE 847 Adult Learning and Motivation – 3 credit hours
- EDACE 765 Adult Learners and Integrating Technology into Curriculum – 3 credit hours (new)

- EDACE 785 Designing Classroom Instruction and Curriculum for Adult Learners – 3 credit hours (new)

## **COURSE DESCRIPTIONS:**

### EDACE 790 Characteristics of Adult Learners

This course examines the psychological, physical, intellectual, and other characteristics affecting adults and their ability to learn. Adult development and learning theories, motivation, barriers to participation, and the implications for the education of adults in a variety of learning situations are discussed. Multiple opportunities for critique and analysis of class concepts are included as well as an emphasis on the practical implications of coursework.

### EDACE 875 Program Evaluation

This course examines the foundational elements and key ideas associated with the process and practice of program evaluation. Various approaches to program evaluation, program evaluation models, data collection and analysis practices are discussed. Participants are given opportunities to review and critique current literature concerning program evaluation and to develop a basic individualized framework for program evaluation. Multiple opportunities for discussion and analysis of class concepts and the implications for the improvement of instruction and educational practice are included in this course.

### EDACE 847 Adult Learning and Motivation

The purpose of this course is to present an overview of significant learning and motivational theories and the educational implications for adult educators. As these theories are based on assumptions about the nature of knowledge, current assumptions are examined. As student populations have grown more diverse, educators have devised methods for more culturally responsive teaching. How diversity impacts motivation and strategies for successful motivation is explored. Emphasis is placed on how these ideas can be used in a practical way to enhance the learning and motivation of the adult learner.

### EDACE 765: Adult Learners and Integrating Technology into Curriculum

This course includes an in-depth study of methods for integrating innovative technologies into the curriculum for adult learners. Adult learning theories and integration models will be examined. Students will evaluate the technologies for relevance and effectiveness in teaching and learning for a diverse adult population. They will leave this course with the understanding that an effective technology integration model should be both flexible and adaptable. The model should accommodate the rapidly changing demands of the job market, yet maintain the logic to offer adult learners authentic learning experience.

### EDACE 785: Designing Classroom Instruction and Curriculum for Adult Learners

This course focuses on the systematic approach to instructional design for adult learners. Components discussed include: a) identifying and writing instructional goals and objectives; b) identifying skills and knowledge to be included in instruction; c) analyzing learners and the context of the instruction; d) writing learning objectives and outcomes; e) designing instructional strategies; f) developing

instructional materials including any adding blended learning techniques; g) designing and conducting formative evaluation of instruction, creating rubrics and assessments for learning outcomes; and h) designing and conducting summative evaluations. Transfer of learning and assessment concepts are the major focus of this course.

### **III. Statement of How the Courses are Associated with the Certificate.**

All the courses focus on necessary skills to understand adult learning, evaluation of a program, and curriculum design for adult learners. EDACE 790, EDACE 875, and EDACE 847 are longstanding permanent courses in the AOCNT masters program and have been reviewed for relevance. The two new courses are developed to specifically address the remaining issues in developing curriculum for adult learners. The first time the program is offered an intensive evaluation of the curriculum is planned by the faculty which includes focus group meetings with students, an advisory board associated with the population, and ultimately the supervisors of the students. The program assessment plan culminates with a course project where students must demonstrate use of information from all five courses to write a curriculum for a course in their field. Because the program is cohort based (a group of students who are selected for the program begin the series together and continue through the program), the certificate program will culminate with the final course project.

### **IV. Statement of Need**

As stated in the introduction, the present need for this certificate is to assist the Army in addressing the adult learners in their population. However, this certificate has a wider audience once this first initiative is fulfilled. It was developed to strengthen skills of the Army's training and/or curriculum developers who develop training and education curriculum to meet the mandates set forth in the *U.S. Army Learning Concept for 2015* [ALC2015] (Department of Defense, 2010). There are currently 400 to 450 people employed by the Department of Defense who are Instructional Systems Specialist, Training Developer, Curriculum Developer, and Instructor/Writer. Most of this population does not have a background in adult education; yet, their job demands that they develop curriculum and courses for the adult learner.

Consequently, the proposed online graduate certificate in adult learning is designed to meet this need and to provide Army professionals with an understanding of adult learning principles and instructional skills that they can join with their content expertise to develop a new approach to instruction that aligns with the goals mandated in *ALC2015*. While developed for this target population, once this project is complete, the certificate program would be offered to a wider audience and has the capabilities to be customized to any population if necessary. The adult education faculty are well aware of many corporate trainers, higher education professionals, and volunteer organizations who are developing curriculum for the adult learner and are in need of understanding the learning characteristics and technology applicable.

## **V. Description of the Certificate Program Administration**

The Graduate Certificate in Adult Learning will be administered under the auspices of the Department of Educational Leadership in the College of Education. Dr. Royce Ann Collins, Adult Education Graduate Program Director at Ft. Leavenworth, will be the primary administrator and contact for the certificate program. Dr. Collins will work with the contacts at Ft. Leavenworth to market and process the applications. Dr. Collins, Dr. Jeff Zacharakis, and Dr. Cheryl Polson are the administrative team charged with development and execution of the program. This team will co-lead the first iteration of the certificate offering and be responsible for overseeing the course delivery and program evaluation. Oversight will be provided by Dr. David Thompson, Professor and Chair of the Department of Educational Leadership.

In addition the adult education faculty will meet with an Advisory Committee with expertise with Army curriculum. The panel will include:

Dr. James Martin, Associate Dean of Academics, Command and General Staff College, Ft. Leavenworth.  
Dr. John Persyn, Assistant Professor and Instructional Specialist, Command and General Staff College  
Ellen Bogden, Director of Faculty Development, Command and General Staff College

The advisory committee will assist with the customization of the courses in order for projects and assignments to encompass the specialized curriculum developed by recruiting the participant population. The advisory committee will also assist with participants for the program. At the conclusion of the certificate program, the advisory committee will assist with evaluation of the initial offering and give guidance on any updated direction of the Army Learning Concept.

## **VI. Estimated Budget**

The funding source for the pilot offering of the certificate is from special funding provided by the Provost office. These costs are for program development and readiness for implementation. Total direct cost amount involved is approximately \$225,000.

The program will be sustained by adding it to the online program website and DCE offerings for marketing and recruitment. The online program is co-lead by Dr. Collins and Dr. Zacharakis, who are also part of the administrative team for this certificate. The certificate program offerings will become a part of the normal function of the online course offerings. The courses are taught by existing faculty with the potential to add qualified adjunct faculty if the demand warrants it. Three of the courses are already existing in the online program and a part of the online program schedule, so in essence, we are only adding two new courses to the teaching load. Dr. Kang just joined the faculty in August 2011 and will have teaching responsibilities in this program. We will also continue to work with the advisory committee to assist with participants for the program from the Department of Defense.

## **VII. Names of Faculty Associated With or Contributing to the Certificate Program**

### **Dr. Royce Ann Collins, Assistant Professor**

Dr. Collins joined the Adult Education faculty in 2005 after working in higher education administration for 20 years. As the Assistant Academic Dean at Baker University, she was responsible for program development, faculty development, curriculum development, and assessment of learning outcomes. She teaches several courses at K-State: Introduction to Adult Education, Social Foundations, Characteristics of the Adult Learner, Self-Directed Learning, and Principles of Teaching Adults. Dr. Collins' research

interests include teaching adults, teaching and learning in all delivery formats (online, intensive, accelerated), and assessment/evaluation of programs.

**Dr. Jane Fishback, Associate Professor**

Dr. Fishback has over 40 years' experience in education, including 14 years at Kansas State University. As a military spouse, she was actively engaged in community development, leadership training, and served as a leadership consultant for various military organizations in the United States and Europe. Dr. Fishback's current research interests include adult development and learning, neuroscience, college teaching, and motivation to learn. She currently serves as chair on Neuroscience for the Commission of Professors in Adult Education, consultant to the American Association of Counseling Pastors, and consultant on Faculty Development at Kansas State University's Veterinary School.

**Dr. Haijun Kang, Assistant Professor**

Dr. Kang received a dual title Ph.D. in Adult Education and Comparative & International Education from The Pennsylvania State University. He has fifteen years of post-secondary instructional experience in multicultural environments. In the past eight years, he has also been involved in the design and development of a variety of technology-enhanced online and blended learning programs including adult and online education, instructional design, homeland security, human resources and development, corporate communications, criminal justice, children's literature, and interdisciplinary studies, among others. His teaching and research interests are related to social learning theories, research methodologies, technology integration in adult learning, instructional design in adult education, human performance technology, international distance education development, and flexible learning design in multicultural adult learning environments. He currently experiments the use of virtual reality technology and simulations to develop immersive virtual adult learning environment and the use of social media and Web 2.0 tools to support ubiquitous learning.

**Dr. Cheryl Polson, Professor, Director of Fort Leavenworth Programming and Outreach**

Cheryl J. Polson has administered Kansas State University graduate programs at Fort Leavenworth for over 20 years and has graduated almost 600 master's advisees from the Adult Education Master's Degree program offered on post. Serving adult learners in higher education is Cheryl's primary research and publication focus. Her most recent work has focused on serving the academic needs of military learners. She and Dr. Zacharakis are co-editors of a special issue of the *New Directions in Adult and Continuing Education*, *Beyond Training: The Rise of Adult Education in the U.S. Military* to be published in 2012. Cheryl was also selected to author a chapter, *Military Contributions to Adult Education*, in the 2010 *Handbook of Adult and Continuing Education*. Additionally, she co-authored the book, *Responding to Adult Learners in Higher Education*, and has published numerous journal articles. In 2011, Cheryl was selected as the William E. Kennedy Award recipient for dedication and leadership in providing quality military education programs presented by the Council of College and Military Educators.

**Dr. Frank Spikes, Professor and Director of EDACE Doctoral Programs**

Dr. Spikes has more than 30 years' administrative, instructional, and research experience in the field of adult and continuing education in both university and corporate settings. Prior to joining the faculty at K-State, he held administrative and managerial positions at the University of Missouri-St. Louis, Saint Louis University, St. Mary's University in San Antonio, and with AT&T. His graduate-level teaching and research interests are related to workplace learning, training and development, and educational program planning and evaluation. Presently, Dr. Spikes teaches Program Planning in Adult Education, Program Evaluation, Principles of Workplace Learning, Workplace Learning Policy, and an advanced seminar focusing upon preparation of the doctoral dissertation. He is a member of the first group of honorees in the International Adult Education Hall of Fame; and is a member of the Commission on Continuing Legal Education of the Kansas Supreme Court.

**Dr. Jeff Zacharakis, Associate Professor**

Dr. Zacharakis has over 25 years' experience as an adult educator. Dr. Zacharakis' research interests include leadership development, organization and planning, adult basic education and literacy, and quantitative and qualitative assessment and evaluation in adult education. He has published numerous research articles in academic journals and book chapters and has presented his research findings at the Adult Education Research Conference, American Educational Research Association, and at international conferences including the Oxford Roundtable. He presently is serving as a review editor for the *Adult Education Quarterly* and *Adult Basic Education and Literacy Journal*, and has been a guest editor for *Educational Considerations*.

## **VIII. Program Coordinator**

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## **IX. Student Learning Outcomes and Assessment Plan**

Student Learning Outcomes:

1. Participants will apply to curriculum design for adult learners the unique adult learning characteristics, theories, motivational approaches, and appropriate emerging technologies.
2. Participants will understand and apply the various approaches to and issues concerning the process of program evaluation as found in adult education settings.

Both of the learning outcomes for the certificate program deal with knowledge and skills, if students decide to pursue the Master's Degree in Adult Education, they will also meet the program learning outcomes, which are comprehensive, and portfolio requirement.

### **Assessment Strategies**

Course objectives will be aligned with each Student Learning Objective (SLO) by the instructors.

### ***Direct Measures***

In the last course of the certificate, students will design a course of their choosing that applies to their setting. The course must demonstrate application of adult learning theories, program evaluation, motivation, inclusion of appropriate technology, and curriculum design components.

Course design project - The course must demonstrate application of adult learning theories, program evaluation, motivation, inclusion of appropriate technology, and curriculum design components. Components required: 1) description of learner characteristics, 2) context of course delivery, 3) course objectives, 4) content sequencing, 5) instructional strategies and activities (including appropriate technology), 6) formative assessments to be used during the course, and 7) summative evaluations of learner and the course.



The course design project will be evaluated by three faculty members using a rubric. The results of the rubric evaluations will be compiled by the Program Assessment Director, Dr. Collins, and shared with the faculty annually.

### ***Indirect Measures***

All students will complete a self-assessment survey of their progress in the acquisition of knowledge, skills, and attitudes. Survey will be created using Axio and an email distribution for those completing the certificate program will be created each semester with reminder emails set at every 3 days.

### ***Student Sample***

All students completing a certificate will be included in the certificate assessment process. Scores from the rubrics will be compiled for the academic year and reported by the total group and by disaggregated groups (as appropriate).

### ***Timetable***

Data from each of the measures will be compiled at the conclusion of each semester in an aggregated format (results for all students for that year). Data will be reported and reviewed at a regularly scheduled adult education faculty meetings. Should numbers of students be sufficient to disaggregate, possible meaningful categories will be considered (e.g. admission criteria, location). All adult education faculty members will review the results and make recommendations for program revisions.

### ***Post Completion Surveys***

A follow-up survey will be created and sent to certificate program completers six months and one year after program completion to assess the usefulness of the degree components to professional practice. In addition, supervisors of the participants will be surveyed as to the improvement of the employees' skills in developing courses one year after the certificate completion.

### **Results and Review of Assessment Strategies**

Data will be collected each semester students conclude the certificate program from the completed course project rubrics and the students' self-assessment surveys. Each SLO will be analyzed by score on rubrics. The SLO will be deemed as achieved if the average rate is at least 3.0 in a 4.0 system. A course objective alignment matrix (demonstrating how each course objective is a subset of one of the SLOs) will be prepared by the instructors to ensure that all courses are in alignment with SLOs. Faculty will review this matrix along with course project and student self-assessment ratings to make sure all SLOs are being properly addressed within the curriculum. If the average rating on any SLO is found to be below the set standard of 3.0, then the faculty will analyze the content of courses where the SLO is addressed and implement adjustments to the curriculum.

The follow-up surveys will be used to assess whether the curriculum is meeting the needs of the workforce. This survey data will be reviewed annually with the adult education faculty team. If the program is found to be missing major issues with the professional practice, then instructors will review the program in detail from admission standards through curriculum. The program will be modified as determined necessary by the faculty.