New Course Request

Indiana University

Check Appropriate Boxes: 
- Undergraduate credit
- Graduate credit
- Professional credit

1. School/Division: Continuing Studies
2. Academic Subject Code: ACE-D

3. Course Number: 615
4. Instructor: R. White

5. Course Title: Adult and Continuing Education in Collegiate Settings
   Recommended Abbreviation (Optional): ACE in Collegiate Settings
   (Limited to 32 characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2006
   Previously offered as a special topics course (2002 & 2004)

7. Credit Hours: Fixed at 3 or Variable from ________ to ________.

8. Is this course to be graded S-F (only)? Yes ❌ No)

9. Is variable title approval being requested? Yes ❌ No

10. Course description (not to exceed 50 words) for Bulletin publication:

11. Lecture Contact Hours: Fixed at Online or Variable from ________ to ________.

12. Non-Lecture Contact Hours: Fixed at Online or Variable from ________ to ________.

13. Estimated enrollment: 15 of which 100% percent are expected to be graduate students.

14. Frequency of scheduling: Every Other Year

15. Justification for new course: Elective in MS in Adult Education program filling identified need for students interested in continuing professional education

16. Are the necessary reading materials currently available in the appropriate library? Yes ❌ No

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. May possibly overlap, EDVC C565 however focus and audience are different.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Date 1/9/06

Approved by:

Date 3/1/06

Dean of Graduate School (when required)

Date

Chancellor/Vice-President

Date

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
Course Title: Adult and Continuing Education in Collegiate Settings  
Course Number: ACE-D 615  
Course Instructor: Ron White, Director, IU Bloomington Continuing Studies

Course Description and Rationale
This course focuses on the development and management of adult and continuing education (ACE) programs in collegiate settings: adult-oriented degree programs, distance education, student services, non-credit courses, business and industry training, continuing professional education, economic development, community service, etc.

We will look at the history of adult-oriented programs in higher education settings, the various types of programs and services offered for adult learners, demographic and enrollment trends, current and emerging markets. We will also study the roles and responsibilities of adult and continuing education professionals in college and university settings.

Educational Objectives
The objectives of this course include assisting students to:

• understand the types and functions of ACE programs and services in collegiate settings
• analyze current and emerging markets for collegiate-based ACE programs
• distinguish the roles and responsibilities of ACE professionals in collegiate settings and the challenges related thereto.
• synthesize and apply knowledge of programs, markets, and roles through the development of a program.
• actively participate as a member of an online learning community

Course Content
1. Introduction/ history of ACE in collegiate settings
2. Forms and functions of ACE in collegiate settings
3. Program development I: long-range (strategic) planning
4. Program development II: Degree programs for adults, adult student services
5. Program development III: Noncredit programs: career/workforce development, professional development, lifelong learning, older adult programs, leisure education, etc.
6. Technology-enhanced & distance education programs
7. Program promotion and marketing
8. Demographic trends/ future opportunities/ emerging markets
9. Roles and responsibilities of ACE administrators

Required and Recommended Texts
Leadership in Continuing and Distance Education in Higher Education by Cynthia C. Jones Shoemaker, Allyn & Bacon, 1998. ISBN: 0205268234

Evaluation and Grading
Graded Components
30% Regular and consistent online participation: In order to benefit from an online course, you must log on regularly and actively participate in class discussions. Consider that a typical graduate course meets for three in-class hours weekly; you should plan to spend a similar amount of time online, reading the contributions of classmates, responding to their comments, offering your own perspectives, etc. In an asynchronous environment, your classmates will log on at different times during the week; therefore, in order to keep up with and actively participate in class discussions, you should plan to log on at least three times each week. Your comments and contributions should be substantive (not merely “I agree,” but explaining why you agree or disagree, etc.) and should demonstrate a grasp of the material being discussed, a careful reading of classmates’ postings, as well as course readings.
10% Research three ACE programs on the web: Research 3 ACE programs on the web. Try to select different kinds of universities—for example, a large research institution, a medium-sized urban school, and a small liberal arts college. What can you tell about ACE’s mission, audiences, role within the institutions, etc., from the kinds of courses and programs that they offer? Does continuing education seem to play different roles in different colleges and universities? How? Post your response to the appropriate class discussion forum.

15% Interview with ACE administrator: Interview an ACE administrator in a college or university. Include program responsibilities, the kinds of programs that are offered, how markets are assessed and new programs developed, challenges faced, opportunities, etc. Prepare a 500-750 word summary of your interview and post it to the class discussion forum. Read the postings of at least three classmates and reflect upon their summaries. What similarities and differences do you note? How do ACE administrator roles differ among institutions? Why do you suppose they differ? Post your reactions to the class discussion forum.

15% Book review: Read a book on an aspect of university-based continuing education that interests you, and write a book review. Aim for 1000-1200 words (roughly equivalent to 4-5 double-spaced pages) for your review; include a brief overview of content, as well as your critical analysis of the author’s viewpoint, how well s/he supports it, and your assessment of the volume’s usefulness for professional practice. Read at least three of your classmates’ summaries. What patterns do you see in terms of major and/or emerging issues in university-based continuing education? Post your reactions to the class discussion forum.

30% Group project: Working in your assigned group of 3-4, respond to the following:

Your group has been hired as consultants to develop a continuing education program for a new community college in Ourtown, USA. Pick a town or city, but not one with an IU campus. Based on your knowledge of the community and any resources or data you can obtain to enhance your awareness (see local web sites, government web sites, etc.)

a. Draft a 1-2 paragraph mission statement for the college’s continuing education program
b. Based on your mission statement, as well as your knowledge of the community, how would you conduct a needs assessment?
c. What types of courses and programs would you offer? For what audiences would you target your programs? Why?
d. Select a group of courses or a certificate program (3-5 courses) and write a brief description of your program including course titles. (You may wish to consult web sites of university-based ACE programs for ideas.)
e. What format would you use to offer your program? Classroom, online, combination, other? If you select a traditional classroom format, how would you schedule courses?
f. Develop a marketing strategy. How would you reach potential students? What media would you use? Why?
g. How would you “sell” your program to its intended audience?
h. Develop copy for one of the forms of program promotion that you’ve identified.

Post your group’s work to the class discussion forum identified for this project. The other groups will be asked to critique your work and offer constructive suggestions.

Course Grading Scale
A 93%+
A- 90%+
B+ 87%+
B 83%+
B- 80%+
C+ 77%+
C 73%+
Please note that anything below a C is not a passing grade if you are enrolled in the Adult Education graduate program.

Bibliography

Representative Readings

Adult Education Quarterly
New Directions in Adult and Continuing Education
New Directions in Student Services
Handbook of Adult and Continuing Education
Challenge and Change: Creating a New Era of Collaboration in Adult Continuing Education
Leadership for the Emerging Age: Transforming Practice in Adult and Continuing Education
Power and Conflict in Continuing Education, Survival and Prosperity for All

Cheating and Plagiarism

At the graduate level it is expected that everyone knows what constitutes student misconduct. In case there is any question about this issue, here are the rules: Projects or papers may not be submitted to fulfill the requirements of two courses without the permission of both instructors. Submission of a paper completed in one course for an assignment in another course is a violation of the IU Code of Student Rights, Responsibilities, and Conduct. The code is accessible on the internet at http://life.iupui.edu/help/code.asp

Part III, Student Misconduct;
Section A, Academic Misconduct,
1, Cheating,
g: “A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.”

The definition of Plagiarism is provided in Section 10:
A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:
   a. Quotes another person’s actual words, either oral or written;
   b. Paraphrases another person’s words, either oral or written;
   c. Uses another person’s idea, opinion, or theory; or
   d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

There are serious consequences for academic misconduct. An instructor may choose to not accept an assignment, lower the grade or give the grade of F for the assignment.

The IU Academic Handbook states that faculty members have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students....Should the faculty member detect signs of plagiarism or cheating, it is his or her most serious obligation to investigate these thoroughly, to take appropriate action with respect to the grades of students, and in any event to report the matter to the Dean of Students. The necessity to report every case of cheating, whether or not further action is desirable, arises particularly because of the possibility that this is not the student’s first offense, or that other offenses may follow it. Equity also demands that a uniform reporting practice be enforced; otherwise, some students will be penalized while others guilty of the same actions will go free.” (p. 172).

AMERICANS WITH DISABILITIES ACT:
If you need any special accommodations due to a disability, please contact Adaptive Educational Services at (317)-274-3241 or aes@iupui.edu.