• AUTHORIZATION TO OFFER TOPICS COURSES FOR ACADEMIC CREDIT THROUGH EXTENDED STUDIES •

(Note: Extended Studies sections of topic classes for which the appropriate form E-T is not on file in the Office of Academic Programs will be removed from BANNER as periodic audits of course offerings are performed.)

Note: Any proposed topic can only be offered two times before being converted to a non-topics course.
Academic Programs will assign the appropriate suffix and edit the topic description provided.

1. College of: College of Education_____   2. Center/Program/Department: Extended Studies_____

3. Instructor_Jennifer Jeffries_____
    (If more than one instructor will be teaching the course, list full name of the "instructor of record.")

4. Topic Abbreviation and Number: EDUC 592 N_____   5. Grading Method: Normal_____

6. Term: Fall_____   7. Year: 2007_____   8. Variable Units*_2_____

9. Has this topic been offered previously? ____Yes __x__No   If yes, indicate term(s)_____Year_____

10. Topic Title: *ST:* Essential Instructional Elements for Teaching Adult Learners_____

11. Topic Description: Note: This part can be skipped if answer to part 9 is "yes." (NOTE: Please provide detailed information about the topic. Please type. You may also attach the topic description on a separate sheet if you do not have enough space.

    Prepares instructors to design lessons, deliver content, and assess student outcomes for adult learners. Introduces the student to theories of adult learning and motivation, use of evidenced based assessment, and characteristics of effective instruction. Consent of Program Director required for enrollment.

12. Does this topic have prerequisites? No

13. Does this topic have co-requisites? No

14. Does the topic require consent for enrollment?__x__Yes ____No
    _____Faculty _____Credential Analyst _____Dean__x__Program/Center/Department - Director/Chair

15. Is topic crosslisted:_____Yes ____x__No If yes, indicate which course_____and obtain signature in #18.

16. What resources are needed to offer this topic (including technology)?

    The course will be taught online via WebCT and has been funded by a grant.

17. Justification for offering this topic.

    Need for the Clinical Nursing Faculty Certificate.

* Enter units only if this is a variable-units topic course.

18. Does this topic impact any other disciplines? Note: This number can be skipped if answer to part 9 is "yes."

_____Yes __x__No   If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

| | | | _____Support _____Oppose |

_____   _____   _____
Discipline   Signature   Date

_____Support _____Oppose

_____   _____   _____
Discipline   Signature   Date

19. Location (if topic not offered at main campus) Online_____

20. Is this course being offered on-line? ___x__Yes   _____No

21. Is this a contract topic? _____Yes   __x__No

22. Enrollment Limit___25_____

23. Requested Bldg/Room _____
      Please call Extended Studies first to reserve the room.

Please note: A separate Form E-T must be submitted for each section offered.

SIGNATURES

_____   __10/16/07__
1. Program/Center/Department – Director/Chair   Date

_____   __10/16/07__
2. College Dean (or Designee)   Date

The academic credentials of the instructor listed above are known to the Program/Center/Department (either regular faculty, or adjunct faculty with a curriculum vitae on file in the Program/Center/Department Office). The instructor is qualified to deliver the topic as described in part 9 (or on a previous Form T or Form E-T in the case of a topic that has already been offered).

_____   __10/17/07__
3. Dean of Extended Studies (or Designee)   Date

Completed form received in the Office of Extended Studies

_____   __10/31/07__
4. Associate Vice President for Academic Affairs – Academic Programs   Date

EDUC 592 - Essential Elements of Adult Learning Theory (2 units)
Winter 2007

Professor:	Jennifer Jeffries, Ed.D.	Phone:	(760) 750-8510
E-Mail:	jjeffrie@csusm.edu	Office:	UH 412

Lab: Students must have access to up-to-date computer and Internet.
Office Hours: Online or phone by appointment

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.
(Adopted by COE Governance Community, October, 1997).

COURSE DESCRIPTION

Essential Elements of Adult Learning Theory prepares instructors to design lessons, deliver content, and assess student outcomes for adult learners. Introduces the student to theories of adult learning and motivation, use of evidence based assessment, and characteristics of effective instruction. It is a companion course to **EDST 633E – Designing Online Experiences for Teaching and Learning.**

Preparation of Clinical Nursing Faculty Certificate: This course is part of the Online Preparation of Clinical Nursing Faculty Certificate program. The certificate program is designed to prepare nurses in clinical practice for clinical nursing faculty positions. The program consists of 12 semester units, 10 units of online study and 2 units of fieldwork, and upon completion students will be issued a certificate from the University. Contact Extended Studies for more information: Carol Riaski, Academic Advisor Extended Learning, email: criaski@csusm.edu phone: 760-750-8719

Required Texts and Materials:

Knowles, S.N., Swanson, R.A., and Holton, E.F. (2005) *The Adult Learner: The Definitive Classic in Adult Education asnd Human Resource Development.* Sixth Edition. Elsevier Science & Technology Books

Keating, S.B. (2006) *Curriculum Development and Evaluation in Nursing.* Lippincott, Williams & Wilkins.

Email Account – You are provided a campus email account automatically after you are registered for the semester. The log in is the same as WebCT.

Computer Access –you must have a computer available throughout the course with ability to access online audio clips and videos.

You must have Microsoft Office software suite including Word, Excel and PowerPoint. Please review the following page for plugin: http://courses.csusm.edu/studemo/tutorials/tips_tricks/plugins.htm

Expected learning outcomes:

1. Understand the nature and use of curriculum
2. Apply adult learning and motivation theory in the construction and delivery of lessons.
3. Use a variety of teaching strategies appropriate to learner needs, desired instructional outcomes, content, and context.
4. Use evidence based assessment to determine if learner outcomes have been met.
5. Recognize and accommodate multicultural, gender, and experiential influences on teaching and learning.
6. Exhibit skilled oral and written communication.
7. Demonstrate knowledge of curriculum design/development, evaluation of program outcomes and continuous program improvement processes.
8. Demonstrate characteristics of effective teaching.

COE Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

In this online course, the instructor has adopted this policy: you must be active in online coursework including email, discussions and activities regularly (at least twice weekly and/or at least every 3 days), or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible. Modules begin on Wednesday each week and end on Tuesday of the following week (see online schedule of modules).

Environment Conducive to Academic Success

In order to provide an environment conducive to the academic success of all students, CSUSM has a formal policy regarding harassment. The policy states that conduct considered to be

harassing in nature "has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile or offensive work or educational environment. Under most circumstances, harassment refers to the type of conduct that is pervasive, repetitive, and that is sufficiently severe to alter the conditions of an employee's employment or a student's education or employment. It also may refer to a single incident that is sufficiently outrageous or harmful, in and of itself, that it substantially alters the conditions of an employee's employment or interferes with that individual's ability to perform job related responsibilities.

CSUSM College of Education Expectations and Accommodation Services

Mission of the College of Education at CSUSM: The mission of the College of Education Community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified trough reflective teaching, learning and service. We value diversity, collaboration, professionalism and shared governance.

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor.

Important Course Requirements and Considerations

Discussion Posting (Value Added Model)
When replying to a posting in the discussion area or through a Web Blog, you must **refer to the person by name and refer to their comments** within your posting. **To Add Value**, your response must do one of the following: • **give an example** of what the prior post had described; • **provide a different perspective** of the topic posted; and/or • **expand upon the idea** posted in the message by including more detail and depth. The instructor will provide feedback to support understanding of this concept. Peers may be asked to review how others conform to this aspect of the course discussions.
Participation
It is expected that all students will have an active presence in the online community (see attendance policy). Organize each week so that you **visit the WebCT shell every 2-3 days.** This will provide you the opportunity to stay in touch with the module assignments and discussions.

You will need to use an up-to-date computer and operating system that has the ability and speed to use WebCT and participate in activities, as well as play sound files and movie clips. **It is your responsibility to check these capabilities out as soon as you begin the course** and have a plan for completing and accessing these resources regularly.

Note that assignment documents must be completed in Microsoft Office (Word, PowerPoint and/or Excel). There is a Browser Check on WebCT to use to test your browser and access (see link in WebCT).

Assignment Questions

There is a **Questions** topic section in the discussion area of WebCT. This section is an online community gathering place where all students have the benefit of access to instructor responses to questions about the course, activities, and/or assignments. Please review the posted questions before posting your question(s). Instructor will respond to posts within 48 hours. If you do not have a response by 48 hours, please contact the instructor directly by email or phone. Students may also respond to questions when they have information that will help other students.

Tips for Success

- Assignments are due when noted on the assignment page. Abide by them.

- All assignments should be based on thoughtful reflection, and submitted only after final edits, proof-read and word-processed. The university has a 2500-word writing requirement for each course that is met through the course reflections, assignments and discussions. Use Microsoft Word for any Word Processed documents, but post directly to discussion instead of posting a file.

- Contact instructor in advance of any extended absence to accessing and contributing to module activities. If you contact the instructor about an absence, suggest a timeline for how you will make up missed sessions, contribute to group work, and if there is a need for an alternative assignment.

- Grading of coursework will be based on adherence to the assignment guidelines, evidence of application of course readings and resources, and clear evidence of specified revisions, clarity, and coherence, in revised work. Points are deducted for spelling and/or grammar errors.

- Remember to cite all information obtained from others completely in APA 5th Edition format. References are required. You can find assistance on citation rules at http://library.csusm.edu/plagiarism/ .

No	Assignment	Description	Points
1	Personal Philosophy	Student will articulate in writing a personal philosophy of nursing education.	5

2	Videoconferencing Activity	Working in groups, student will develop a videoconferencing activity to be presented to other nurse educators to teach a concept. This activity may be related to the online module development in assignment #3. Student will provide a written analysis of the adult learning and motivation theory content used in designing the activity.	15
3	Online Module Development	An online module will be developed based on an identified expertise related to nursing and medicine. The online module will include instruction, online interactive tasks, discussions and assessment. Student will provide a written analysis of the adult learning and motivation theory content used in designing the module.	20
4	Quizzes	Student will respond to quizzes based on various readings.	15
5	Assessment Design	Student will design an online assessment related to the online module in assignment #3. Student will provide a written analysis of assessment best practices used in the module.	15
6	Reflection	Students will reflect on becoming an educator of adults using a journal shared with the instructor. Reflections are based on readings and course activities.	10
7	Communication and Participation	Students are active participants in course discussions and activities online. The use of electronic communication in WebCT is required for class activities. Attendance (through online presence), participation, and timely access to online activities are critical to success in this course. Value Added postings are required.	20
		TOTAL POINTS	100

All assignments, requirements, due dates and scoring rubrics will be available through WebCT. Students should check the course schedule and assignment sections regularly for updates.

Assessment

In order to successfully complete this course, assignments must be completed with at least an acceptable level noted on assignment rubrics. In addition to the assignments described above, performance assessment will be on student's ability to perform tasks using a variety of online tools. California State University San Marcos has adopted an all-university writing requirement. In each course, students are required to write at least 2500 words in essays, exercises, papers and examinations. The chart below gives the translation of points into grades.

94 - 100 = A	80 - 83 = B-	70 - 73 = C-
90 - 93 = A-	77 - 79 = C+	60 - 69 = D
87 - 89 = B+	74 - 76 = C	below 60 = F

| 84 - 86 = B | | |