

**Syllabus**

**SCHOOL OF EDUCATION AND LEADERSHIP**

**EAD 611: Capstone: Adult Education and Instructional  
Design**

6 Credits  
Effective 10/1/2019

*Access to the Internet is required.  
All written assignments must be in Microsoft-Word-compatible formats.  
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## FACULTY

Faculty Name: Dr. Pressley Rankin

Contact Information: rankinp@cityu.edu

## COURSE DESCRIPTION

The capstone in adult education and instructional design will allow students to focus on an area of interest in adult education and then create an applied project or a thesis based on research they will do on the educational modality and context.

## COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage.

**Note:** Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Professional competency and professional identity
- Strong communication and interpersonal skills
- Critical thinking and information literacy
- Commitment to ethical practice and service
- Diverse and global perspectives
- Lifelong learning

## COURSE OUTCOMES

In this course, learners:

- Reflect on the process of designing an adult education program.
- Propose a program for adult learners that addresses a real-world issue or problem applying foundational knowledge in adult education theory.
- Integrate adult education theories, concepts, and practices to address a real-world issue or problem in adult education or service learning.

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Weekly Journal	20%
Project Plan	20%
Final Project Report	60%
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### Weekly Journal

Students will keep a weekly journal to communicate the experience and progress they are making on their project. The updates will indicate what work the student has done on the project that week and will provide an opportunity for personal reflection. It is important that they student critically reflects on their experience.

<i>Components</i>	<i>% of Grade</i>
Reflection	50%
Report on Work Done	50%
<b>TOTAL</b>	<b>100%</b>

### Project Plan

Students will propose an adult education or service learning project that addresses a real-world problem or issue and must be completed in the 10 weeks of this course. The proposal should be 3-5 pages and include a detailed description of the project topic, the way the project will be executed, anticipated barriers to completion, and how the project will address all six of the program learning goals (found in the course module). The proposal will use APA format and citations where appropriate.

<b>Components</b>	<b>% of Grade</b>
Proposal	50%
Link to Learning Goals	20%
Writing and Organization	20%
References and APA	10%
<b>TOTAL</b>	<b>100%</b>

### Final Project Report

Students will create a capstone project in adult education that addresses a real-world problem or issue and integrates all of the core learning outcomes of the program.

The project must combine the skills learned during the student's time in the program. Once the project is complete the students will prepare and submit a project report. The project report can be a combination of artifacts.

It will be assessed on:

1. application of theory;
2. writing quality, and
3. how it shows evidence of all the program outcomes.

APA format should be used for all references and citations. The project report should include at least fifteen (15) high-quality references of which at least eight (8) of them should be academic references. The format of the report should be a professional portfolio or a booklet that could be used to present the project to an educational stakeholder. Students can be creative with the report format but it must be able to be permanently saved into the course shell as an artifact in either PDF or Word format.

Additional Information:

You will be presenting the design of your program or project along with a written component.

The idea is that the program you are designing will at least three classes or trainings. Each class or training will have a syllabus that will show me the summative assessment and include class policies. Each class should have an objective tied to the program goal and outcomes tied to the objective. Each outcome should then tie into the summative assessment. That assessment should have a rubric.

The overall program will have a goal and a description.

That is the mechanics of the project. However, the written part will tell me:

1. the history, why are you doing this project?
2. The population, who are you serving?

3. The adult learning theory you are using.
4. The theory behind the way you are assessing the students.
5. What issues with ethics and diversity do you expect?
6. How are you handling ethical issues?
7. Are you working with a vulnerable population?
8. Then finally how will you evaluate the program to show that you are doing a good job?

Anything you can't show me in a program plan with a syllabus and rubrics you need to write about.

<b>Components</b>	<b>% of Grade</b>
Assess the alignment of learning outcomes in training or educational courses to program and organizational outcomes.	10%
Demonstrate a design mindset that utilizes client collaboration, reflective feedback, communication, and a systemic understanding of the cultures, communities, organizations programs will serve.	10%
Integrate educational research and applied educational practice to model an effective adult-learning environment.	10%
Apply the highest ethical standards of adult education and training to specific organizational cultural and individual contexts.	10%
Evaluate program's instruction and design for industry best practices that are proven effective in a diverse multicultural environment.	10%
Design and implement programs serving adult learners through: the application of foundational knowledge in adult education; the integration of theory and reflective practice; and the cultivation of continuous quality improvement.	10%
Application of Theory	10%
Writing and Organization	20%
References and APA	10%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

### **Late Assignments**

Students are required to submit all assignments by the due dates stated in the course schedule. A late assignment is one that is submitted after the due date or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student needs to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis.

Being busy, pressured with outside work, technical issues, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5% deduction in grade each day or part of the day that the assignment is late up to a maximum of 25% off. Coursework received after 10 days will not be graded and will receive a zero grade, unless prior arrangements have been made.

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

### **Participation**

Participation is determined through your active engagement in classroom activities each week. This can be measured through your discussion board posts or by submitting an assignment when due.

## **UNIVERSITY POLICIES**

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

## **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

## **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy under Student Rights & Responsibilities*.

## **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance under Student Rights & Responsibilities*.

## **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## Support Services

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.