

I. COURSE DESCRIPTION:

This course will provide the participant with the skills and knowledge necessary to plan and organize the learning involved in programs and courses specific to adult learners. A systematic approach to curriculum development will be stressed. Participants will become familiar with curriculum development theory and concepts.

After becoming familiar with theory and concepts of curriculum development participants will apply these concepts to practical projects in preferred subject areas.

II. RATIONALE:

Many trainers and teachers of adults have significant experience in their fields of expertise but have had little or no formal training in the “technical” components of program structure and delivery to the adult learner.

Courses in this series are designed to afford the adult educator the opportunity to acquire the skills pertinent to teaching the adult learner.

III. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

A. Discuss models of curriculum development.**Potential Elements of the Performance:**

- Employ research techniques to identify modes of curriculum development
- Identify salient properties of select models
- Articulate potential applications of model(s)
- Summarize/reference model for future access

B. Identify the components of a needs assessment.**Potential Elements of the Performance:**

- Define the concept of needs assessment
- Identify needs assessment strategies
- Describe the information gathering process
- Discuss methods of analysing information
- Identify appropriate components of action plans

C. Design appropriate learning outcomes for the three domains of learning (Bloom's Taxonomy)**Potential Elements of the Performance:**

- Review the three domains identified in Bloom's Taxonomy
- Determine a representative sample of learning outcomes appropriate to each domain
- Discuss the relationships among the learning outcomes and domains selected
- Identify concrete application appropriate to each domain

D. Write a course outline.**Potential Elements of the Performance:**

- Write a detailed course description
- State learning objectives
- Identify elements of performance required to realize the objectives
- List subjects/topics to be covered
- Identify required resources
- State evaluation process(s)

E. Design and deliver a session plan.**Potential Elements of the Performance:**

- Identify the main subject of the session
- Determine how it relates to the previous session(s) and later session(s)
- State how it relates to the overall course curriculum
- Write an agenda for the session
- State appropriate time frames for content of the lesson

IV. TOPICS/LEARNING ACTIVITIES:

- Developing a philosophy of education and training
- Determining what are and sourcing appropriate resources
- Basic components of curriculum development
- Terminology appropriate to curriculum development
- Three domains of learning (Bloom's Taxonomy)
- Critical thinking/problem solving
- Determinants of the career focused assessment
- Application of assessment strategies
- Goal setting
- Developing the course outline
- Determining objectives
- Setting an agenda
- Components of lesson planning
- Evaluative criteria

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

- There is no required text for this course.
- Access to Library resources is essential
- Web access is essential
- Participants will require either a lap top computer or access to College computer lab facilities

VI. EVALUATION PROCESS/GRADING SYSTEM:

(breakdown of tests/assignments and their weights relative to calculating the final grade for the course)

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| a. Participation | 10% |
| b. Needs Assessment Documentation (1)..... | 10% |
| c. Library/Web Research Assignment (2) | 10% |
| d. Instructional Design Models Assignment (3) | 20% |
| e. Developing a Course Outline Assignment (4) | 25% |
| f. Developing a Session Plan Assignment (5) | 25% |

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VII. SPECIAL NOTES:Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VIII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.