THE UNIVERSITY OF WISCONSIN-MILWAUKEE
School of Education
Department of Administrative Leadership

AD LDSP 547, Section 291 (Online)

The Educational Dimension of Practice with Older Adults: Designing and Implementing Successful Services, Products, and Programs

3 credits
Undergraduate (Junior or Senior); Graduate

Spring Semester, 2009

Location: Course is taught totally online
Dates: January 26, 2009 - May 7, 2009
Instructor: Regina O. Smith, Ph.D.
Office: Enderis Hall 651
Phone: 414-229-5090
E-Mail: rsmith2@uwm.edu
Web Location: http://D2L.uwm.edu
Office Hours: Wednesdays 1:00-3:00 p.m.

Also please note: You may call to schedule appointments and/or make telephone appointments

NOTICE TO STUDENTS WITH A DISABILITY
Students possessing a disability which requires the attention and consideration of the instructor should inform her in writing after the first class session. This document should include suggestions of what is needed to accommodate this need.

__________________________________________________

Students’ Rights and Responsibilities:

You may access a description of your rights and responsibilities as a student at this website:
http://www4.uwm.edu/soe/departments/admin_leadership/student_rights_and_res
Accommodations for Students with Disabilities:

If you have a disability that may affect your performance in this class, contact the instructor at the beginning of the course to discuss provisions that may be made to ensure you have an equal opportunity to participate in and meet the requirements for this class.

The Student Accessibility Center strives to create an accessible university community for students with disabilities. SAC works with students, faculty and staff to promote an increased awareness of the abilities of all students and to ensure they are regarded on the basis of ability, not disability.

Academic Misconduct:

Student academic misconduct procedures are specified in Chapter UWS 14 and the UWM implementation provisions (Faculty Document 1686). A combined set of these UW System and UWM procedures is attached.

Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Prohibited conduct includes cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

A complete set of rules and procedures are found at:
http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

Attendance:

Incompletes: A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated above.

A more detailed description of the Incomplete Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-31 and UWM Faculty Documents #1558 and #1602. Also, a description of this policy may be found in UWM Schedule of Classes.

Complaint Procedures:

Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

Family Educational Rights and Privacy Act (FERPA) Reminder:

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, requires that you be advised of your rights concerning your education records and of certain categories of public information which the University has designated "directory information." This information will help you learn more about what your rights are, provide your parents with a resource to help them understand FERPA and assist you in understanding what UWM faculty and staff is required to do to protect your privacy.

http://www4.uwm.edu/current_students/records_grades/ferpa.cfm.

Grade Appeal Procedures:

A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the
course resides. These procedures are available in writing from the respective
department chairperson or the Academic Dean of the College/School. A more
detailed description of the grade Appeal Policy may be found in UWM Selected
Academic and Administrative Policies, Policy #S-28 and UWM Faculty Document
#1243.

**Religious Observances:**

From time to time, students who are observing religious holidays or other days of
special religious significance will find it necessary to be absent on a class day.
While it is undoubtedly impossible to avoid the scheduling of tests and other major
activities without conflicting with some religious observance, Wisconsin law
(Chapter 36.43) and UWM Faculty Policy (Document 1918) require that we provide
a reasonable accommodation of a student’s sincerely held religious beliefs with
regard to all examinations and other academic requirements. A copy of the policy
is located on the web at
http://www.uwm.edu/Dept/SecU/acad+admin_policies/S1.5.htm. In addition, links
to the current religious calendar can be found at
http://www4.uwm.edu/Dept/Acad_Aff/policy/

**Sexual Harassment:**

Sexual harassment is reprehensible and will not be tolerated by the University. It
subverts the mission of the University and threatens the careers, educational
experience, and well being of students, faculty, and staff. The University will not
tolerate behavior between or among members of the University community which
creates an unacceptable working environment.

**Students Called to Military Service:**

As a result of the current situation in the Middle East, UWM has a significant
number of students serving in U.S. military reserve or National Guard units that
have been or may be called to active duty.

Both the University of Wisconsin System and UWM have policies in place to
accommodate students who must temporarily lay aside their educational pursuits
when called to active duty in the military. Outlined below are the key points. Please
note that these provisions apply *only* to involuntary activations, not routinely
scheduled training or voluntary enlistments.

http://www4.uwm.edu/current_students/military_call_up.cfm
Writing Center:

The Writing Center welcomes writers from any discipline, at all skill levels, inexperienced through advanced, freshmen through graduate students. (FYI--over 1/3 of the students who visited in the past 2.5 yrs were juniors, seniors or grad students.) No matter where students are in a task, whether still exploring a reading, brainstorming, drafting or revising, they can benefit from talking to one of our well-qualified and trained tutors.

Please Note: This fall the Writing Center offers synchronous online as well as face-to-face tutoring. Writers can make appointments to work online as they do in-person, by visiting our website calendar:  www.writingcenter.uwm.edu

Course Details

Course Description:

This course introduces the discipline of educational gerontology by merging insights and experiences provided by the traditional study and practice of gerontology and adult education.

Course Goals:

The goals of this course are to enable each participant to:

1. Use the characteristics of older adult learners and of the diversity of the older adult population as the foundation for present and future educational program development.

2. Design and implement educational programs, products, and services for older adults.

3. Use various teaching/learning strategies to address diverse levels of educational attainment, learning styles, and learning objectives.

4. Identify and use methods for evaluating programs in order to ascertain their effectiveness.

5. Use effective program management skills, such as marketing, budgeting, staffing, and facilities arrangement.

6. Develop a philosophy about the role of learning and education in older adulthood.

7. Identify diverse functions served by learning activities among older adults.
Assigned Textbook:


Optional Textbook:


Readings:

Additional course readings will be found on the course website at, [https://uwm.courses.wisconsin.edu/](https://uwm.courses.wisconsin.edu/)

You will need to use your panther ID and password to access the site. Click on this course, go to the content area of the course and you will see the readings listed. Click on the reading, download and or print it. If you have any problems accessing the site, please call the help desk at 414-229-4040.

Class Communication:

This class is conducted online and you should check the course website frequently to view my announcements (viewable when you first log on to the course). Additionally, I may communicate with you through your campus email account. **I will only use your UWM panther account.** If you prefer a different account, then you are responsible for forwarding your mail from the UWM panther account to your desired e-mail account.

Controversy with Civility:

The rich nature of discussions in this course is is likely to raise opposing points of views, which should enhance the learning experience. As such, it is expected that individuals and individual perspectives will be treated with respect in order to facilitate a civil learning environment for all. Critique the idea not the individual

Ground rules for Respectful Dialogue and Exchange:
These ground rules, which were developed by the University, provide a framework to ensure open, respectful dialogue, and maximum participation:

- Listen actively – respect others when they are talking
- Treat others’ feelings with respect
- Speak from your own experience instead of generalizing [“me” instead of “they”, “we”, and “you”].
- Be candid and honest, but do not blame, attack or put-down other people.
- Ask questions respectfully for clarification or to get information, but not to intimidate.
- Refrain from personal attacks—focus on ideas. Attack the idea, not the person.
- Participate to the fullest of your ability—community growth depends on the inclusion of every individual voice.
- Instead of invalidating somebody else’s story with your own spin on their experience, share your own story and experience.
- The goal is not to agree - - it is about hearing and exploring divergent perspectives.
- Be conscious of tone and unintended emotions within your responses - they can be as disrespectful as words.
- Take responsibility for observing the ground rules.

**Incompletes:**

The UWM Graduate School Policy on Incompletes is as follows:

It is your (the students’) responsibility to initiate a request for an Incomplete. Reasons for requesting an Incomplete in a course must be acceptable to the instructor. If approved, the instructor will indicate the conditions for the removal of the Incomplete, including the dates for submitting all remaining work. The instructor may deny a request for an Incomplete and assign a letter grade based on the work completed at that point. An Incomplete is appropriate only when the following conditions are present:

1. You have done satisfactory work in a substantial fraction of the course requirements prior to grading time and provide the instructor with evidence of potential success in completing the remaining work.
2. Extraordinary circumstances, not related to class performance, such as illness or family emergency, have prevented you from finishing the course requirements on time.

An Incomplete will not be given to enable you to do additional work to
improve a grade.

In this course, if you need an incomplete because of an emergency you must request that, in writing, at least **one week** before the end of the semester.

**COURSE ASSIGNMENTS**

1. **Course Participation (15 points)**

   Participate frequently online and contribute to all fully participate in all group activities

   - Complete readings in a timely fashion and use them to discuss issues around your assigned projects.
   
   - Group assignments will be made by **February 12, 2009**. You are required to fully participate in your group project to receive a grade for the project.
   
   - Within your group, be sure to define your schedules, availabilities, set group guidelines for communication and completing tasks, and arrange to participate in discussion have discussions and project work completed in a timely fashion. If you cannot be present online for an extended time, be sure to notify your team and make arrangements with them.

2. **Individual Philosophy of Older Adult Learning (5 points)**

   For this short assignment, write a paper (2 pages) which briefly outlines your educational philosophy regarding the teaching and learning of older adults. Include current knowledge as well as information from the readings.

   **Upload your paper to the D2L drop box by February 15.**

3. **Group Projects (60 points total)**

   This course is taught with a project based approach. Project-based learning is set of educational projects that you as gerontology professions might encounter in your
professional work. I will design the project and you will work in groups to decide the best way to resolve the issue and produce a product. The goal is to allow you to learn the course content while engaging in educational gerontology practice.

A brief summary of the three projects is given below. A complete list of requirements for each project will be opened in D2L one week prior to the beginning of the module.

**Project #1: Module 3**—
services to low-income grandparents raising grandchildren.
   - Due in the D2L Drop box on March 8, 2009 – 20 points

**Project #2: Module 4**—
A curriculum (class and activities) for the 50plus college initiative.
   - Due in the D2L Drop box on April 5, 2009 – 20 points

**Project #3: Module 5**
A program to train or re-train older adults
   - Due in the D2L Drop box on April 26, 2009 – 20 points

4. **Final individual papers (20 points)** – Due May 10, 2009
   a. For **graduate** students:
      i. Complete a 10-12 page synthesis paper on the course content. You will find requirements for the paper are found at the end of the syllabus or,
      ii. You may also choose to design your own final project subject to my approval. For example, you can design a program, a curriculum, a services or anything else related to educational gerontology. You must submit the specifications for this option to me no later than **April 15, 2009**.
      iii. Post your paper to the D2L dropbox by **May 10, 2009**.
   b. For **undergraduate** students:
      i. Complete a 4-6 page **reflective paper on your experiences in this class**. The requirements for the paper are found at the end of the syllabus.
      ii. Post your reflective paper to the D2L dropbox **May 10, 2009**.
## Grading Criteria

### Participation Evaluation:

<table>
<thead>
<tr>
<th>Criteria for Grading Class Participation</th>
<th>Comments</th>
<th>Potential Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Course Activities: (3 points each module)</td>
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<tr>
<td>Regularity of attendance: completes learning activities within the modules, completes four concept maps, assessment of attendance as noted by team members</td>
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<tr>
<td>Responses on the class and group discussion boards are related to the class readings; detail and language demonstrate an understanding of the major ideas and concepts; questions indicate a high level of analysis and insight.</td>
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<tr>
<td>Responses on the class and discussion boards indicate a critical perspective; questions and issues raised give dimension to the information; examines information from various perspectives</td>
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</tbody>
</table>
Short Paper (Module 2) Evaluation:

<table>
<thead>
<tr>
<th>Criteria for Grading Short Paper (Module 1)</th>
<th>Comments</th>
<th>Potential Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The paper adequate addresses the assignment by outlining a personal philosophy toward adult education, and provides evidence that the readings have been synthesized.</td>
<td>Keep the paper short, 2 pages maximum.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Rubrics for the projects will be provided with the instructions for the project

Overall Assignment Percentage:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15</td>
</tr>
<tr>
<td>Philosophy Paper</td>
<td>5</td>
</tr>
<tr>
<td>Group Project</td>
<td>60</td>
</tr>
<tr>
<td>Final paper</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>100</td>
</tr>
</tbody>
</table>
## Final grades scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
<td>64-66%</td>
</tr>
<tr>
<td>D-</td>
<td>61-63</td>
<td>61-63%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>
# Weekly Readings and Assignments

<table>
<thead>
<tr>
<th>Dates</th>
<th>Module Description</th>
<th>Readings</th>
<th>Learning Activities and due dates</th>
</tr>
</thead>
</table>
| January 26 – Feb 1 | **Module One Orientation**  
  - Online Learning  
  - Review campus resources  
  - Course content and expectations | **Textbook:**  
  *Working Longer*  
  Chapter 1 – Older Adult Workers in Today’s World  
  **D2L Readings:**  
  Chapter 1 – Aging and Diversity  
  Chapter 1 – Background and demographic profile of older Adults  
  Milwaukee County Department on Aging, Olson, E.J. & Associates (2004). The face of aging in Milwaukee County 2nd Edition. Last accessed on January 22, 2009 at | Try to complete the orientation by January 28, 2009 but no later than February 8, 2009  
  Introductions Online study plans  
  Orientation exercise |
| Feb 2 – Feb 8   | **Module Two A:**  
  - Definitions of older adults |                                                                 | Post two discussion related questions about the readings by February 6  
  Participate in the discussion by responding to three of your colleagues questions by February 8 |
<table>
<thead>
<tr>
<th>Dates</th>
<th>Module Description</th>
<th>Readings</th>
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</tr>
</thead>
</table>
| Feb 9 – Feb 15 | Module Two B                                           | Textbooks: Working Longer  
Chapter 2 – Adapting the workplace to accommodate physiological age-related change in older adults  
Learning Later:  
Chapter 2 – Conceptions of Educational Gerontology  
Chapter 3 – Understanding Aging  
Chapter 9 – Towards a critical educational gerontology  
D2L Readings  
participate in the discussion by responding to one of the questions by **February 15, 2009**  
write a short paper (no more than 2 pages double spaced) that describes your philosophy (beliefs) about educational gerontology based on what you already know and what you have read. Upload to the dropbox |
<table>
<thead>
<tr>
<th>Dates</th>
<th>Module Description</th>
<th>Readings</th>
<th>Learning Activities and due dates</th>
</tr>
</thead>
</table>
| Feb 16 – March 8 | **Module Three:** Older adult learning  
Policy and learning issues  
Providing services  
Community issues | **Text:**  
**Learning Later**  
Chapter 4  Aging and social change  
Chapter 5  Older adults and participation  
Chapter 6  Provisions of older adult education  
Chapter 7  Learning for older adults in social institutions  
Chapter 8  Contemporary older adult’ learning  

**D2L Readings**  
Chapter 18  Grandparents raising grandchildren  
Chapter 7  The Older Americans Act  
Chapter 8  Learning as whole | First project module  
Grandparents raising grandchildren Group  
PowerPoint  
**Due Mar 8** |
| March 8- April 5 | **Module Four:** Curriculum development  
Participation  
Motivation  
Higher education issues | **Textbooks:**  
None  
**D2L Readings:**  
- Chapter 9  - Barriers to learning  
- Chapter 10  - Learning, dispositions and preconditions  
Eisen, M-J. (1998). Current practice and innovative programs in |  
Project-based  
50’s Plus Technical College Initiative Group  
PowerPoint  
**Due Apr 5** |
<table>
<thead>
<tr>
<th>Dates</th>
<th>Module Description</th>
<th>Readings</th>
<th>Learning Activities and due dates</th>
</tr>
</thead>
</table>
| April 5 – April 26 | **Module Five**  
Training older adults  
Instructional design  
Work performance  
Career development  
Heidkamp, M., & Van Horn, C. (2008). Older and out of work: Trends in older work displacement. Retrieved January 2009 from the website of the Sloan Center on Aging and Work at Boston College, agework@bc.edu | Project-based Grant proposal to train and re-train older adults  
**Due Apr 26**  
If you decide to design your own final product, you must submit the specifications to me by **April 15** |
| April 27 – May 10 | **Final Paper** | | **Final Papers Due May 10** |
FINAL PAPER SPECIFICATIONS

ADLDSP 547 The Educational Dimension of Practice with Older Adults: Designing and Implementing Successful Services, Products, and Programs

Spring 2009

As a final integrating activity, you are asked to build upon your experiences within this course to write a final product. All final products are due no later than May 10, 2009 at 11:59 P.M. All papers must be uploaded to D2L. The feedback will also be uploaded to D2L, when completed. The specifications for the papers are as follows:

Undergraduate Final Reflective Paper Specification

You will write a reflective paper that contains three parts: content, philosophy, and group activity.

In the first section of the paper, you will reflect upon what you learned during the course. You must use at least two references other than the textbooks to support your information in this section. Consider the following, but feel free to add additional thoughts of your own: principles of aging, principles of learning for the older adult, recognizing ways of connecting with older adults, challenges for the future in caring and/or becoming older adults. You should include at least two things that you have learned about older adults and support them with your references.

In the second part of the paper you will revisit your philosophy statement that you wrote in February and discuss ways in which you philosophy was reaffirmed or changed. Why? Why not? Make sure you cite references when appropriate.

In the final section of the paper, you will comment on the group process and what you learned about yourself as a group member. It is not necessary to use references in the second section unless you use information from a source other than yourself.
**Paper Specifications:**

The paper must adhere to APA 5th edition.

- Cover page
- Running title
- Page numbers included in the header
- Proper headings and subheadings
- **12 point Times Roman Font**
- **Double spaced**
- 1 inch margins on all sides (go to page set up to make sure you are using one inch margins)
- Appropriate and adequate citations of works used
- Quotes from the literature limited to no more than 10% of the paper.
- Include at least 2 citations other than your textbook.
- Reference section with only the references you cited in the paper.

The paper must be no more than 6 pages. The cover page and the cited references section are not included in the 6 page limitation.

The paper must be free of grammatical and spelling errors.

The paper must be well organized and the conceptual flow easy to follow.

You must use adequate literature in each section of the paper.

Explain all terms that are specific to multicultural and special needs learners such that someone who has not taken this class can clearly understand what you are saying.
# GRADING CRITERIA

<table>
<thead>
<tr>
<th>Papers</th>
<th>Potential Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content: comprehensiveness, appropriateness and quality</strong> – that is, the paper includes the appropriate elements (i.e., as specified in each assignment) and each element is discussed in sufficient depth and breath as to demonstrate a mastery of the most salient concepts and ideas.</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence of critical analysis</strong> via a literature-based analysis and justification of the concepts and ideas discussed in the paper, i.e., the literature should guide your discussion and analysis of the ideas and concepts presented.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Organization and logical development of the paper</strong> – the paper should be organized to flow logically.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Documentation, form, and adequacy of resources and references</strong> -- where references are used, you should employ the APA style. The paper should utilize topical headings and sub-headings, reference resources within the document, and provide a list of cited references. No more than 10% of the paper contains quotes.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Clarity of communication; style</strong> -- the paper should be clearly written, that is, for a third-party reader. Define your terms and explain ideas and concepts that are unique to a particular occupation/profession.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Quality of writing</strong> -- grammar, syntax, spelling, etc. The paper should be free of typos, misspellings, etc.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td>20</td>
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</table>

## Graduate Student Final Paper Specifications

This section allows for a practical application for your work as an educator **10-12 pages.**

### Graduate Student Final Paper Specifications

This section allows for a practical application for your work as an educator **10-12 pages.**

**Purpose:** This section is designed to provide an opportunity to reflect upon the course content that was especially thought provoking for you during the term. You are to summarize what you have learned about each of these issues. Use the following questions to guide your discussion.

**Process:** Begin with an introductory paragraph in which you clearly summarize what you intend to do in this paper. The introductory paragraph must include a thesis statement which you support using the following questions:
a) What do you consider to be the major lessons learned from the research literature and the team projects on multicultural and special needs learners?

b) Who are some of the key scholars who have contributed to your understanding of these lessons?

c) What are the principle contributions of the key scholars you mentioned in section b?

d) Why are these contributions important to your understanding of multicultural and special needs learners?

e) Based on your understanding of the research, what are some of the important questions or research gaps that require additional research or theorizing? Why?

Although you do not need to respond to these subsections or questions in the order that I have listed them, I must be able to clearly identify attention to each of the subsections or questions for the option you select. Please be sure to use appropriate theory, literature and personal experience for each of the subsections in option one and option two.

Paper Specifications:

The paper must adhere to APA 5th edition.

- Cover page
- Running title
- No abstract needed
- Table of Content
- Page numbers included in the header
- Proper headings and subheadings
- 12 point times roman font
- Double spaced
- 1 inch margins on all sides (go to page set up to make sure you are using one inch margins)
- Appropriate and adequate citations of works used
- Quotes from the literature limited to no more than 10% of the paper.
- Include at least 10 citations other than your textbook.
- Reference section with only the references you cited in the paper.

The paper must be no more than 12 pages. The cover page, the table of content, and the cited references section are not included in the 12 page limitation.

The paper must be free of grammatical and spelling errors.

The paper must be well organized and the conceptual flow easy to follow.
You must use adequate literature in each section of the paper.

Explain all terms that are specific to multicultural and special needs learners such that someone who has not taken this class can clearly understand what you are saying.

OR

Explore a topic of your choice related to an educational gerontology opportunity (such as a program, service or curriculum) for older adults. If you plan to use this option, I need the specifications for your final project no later than April 15, 2009.
<table>
<thead>
<tr>
<th>Graduate Student Individual Program Plan/Paper</th>
<th>Potential Points</th>
<th>Earned Points</th>
</tr>
</thead>
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<tr>
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Resource Journals for Educational Gerontology

Adult Education Quarterly
Educational Gerontology
Journal of Gerontology
Adult Learning
Gerontologist
Industrial Gerontology
International Journal of Aging and Human Development
Generations: Journal of Western Gerontological Society
Psychology and Aging*
Journal of Women and Aging
Journal of Aging and Social Policy
Contemporary Gerontology
Module Three

This module begins **February 16, 2009 and ends March 8, 2009**. In this module, we begin the work with project-based learning. The product for the project is due on **March 8, 2009**. This module continues our work on educational gerontology by examining learning theories and how they can help you design educational services for the older adult learner. The required readings serve as a foundation for the module. The supplemental readings will probably be very helpful to you as you seek to identify the problem and the educational services needed to complete the PowerPoint presentation.

You are to work in your groups to prepare the services as identified below. I strongly advise that you do the following to prepare for the group work.

Read the following information about working in small groups.

**Beginning the work in the group:**

1. Begin by introducing yourself to the group.
   a. Make sure you include some personal information so that your group members are able to get to know you.
   b. Discussion days that are good and bad for you to work.
   c. Discussion your strengths for group work.
   d. Discuss your weaknesses for group work.
2. Set up group guidelines. (this is a part of your group grade)
3. Decide on roles for group members for this project (facilitator, timekeeper, recorder etc.)

**Group Guideline Considerations:**

1. Make sure that you take the time to develop guidelines for working in your group.
   These guidelines should indicate at a minimum:
2. how often each group member should check the discussion board,
3. what to do if you are unable to find information that the group requested,
4. or if you are unable to meet a deadline
5. and the method you will use to determine the roles of each group member.
6. Also make sure that you tell your group members, when you are unavailable to check the discussion board for an extended time period. Remember, being unavailable for extended time periods should be rare. You are expected to be available for your group work.
7. It is expected that each of you will do your part to help with the project and that none of you will become slackers and no will be too dominate in the group.

**Suggested Process:**
1. **Start each project first by individually reading the introduction to the project.** This material will give you an idea of the scope of the issues involved in the project.

2. **Read the project. Now, re-read the project,** this time making notes to yourself about questions, issues, concerns that surface as you read and think about the project.

3. As you complete your reading of the project and list questions for further inquiry, **jot down what you already know, from prior experience or other studies, about this project.**

4. List the issues that you see in the project.

5. Share these ideas with your group.

6. As a group discuss the issues and determine which ones you want to pursue.

7. With your sense of the project in mind, the questions you have about the situation, what you already know from your experience related to this situation, and the issues your group has decided to pursue, **read the assigned readings** for this case. As you complete the readings decide if:

8. There is support for the issues that you and your team noted

9. Note answers to the questions you posed as you read the problem
   a. Note answers to the parts of the project
   b. Respond to the following questions:
      i. In what ways do these materials help you better understand the project?
      ii. What are the gaps in the readings that will require additional resources?
      iii. What solutions did you find to the issues your team identified?
10. **Now you are ready for your team meeting.** If you have not already done so, during the first meeting, do some ice breaker exercise and create ground rules for participation in the group. Be sure that before you begin to work, you have selected someone to serve as team facilitator and another person to serve as team recorder. As you begin your work, you might want to review the responsibilities of these roles.
The project:

The project for this module is to design educational services for grandparents raising their grandchildren and will help the grandparents and the community. Although grandparents raising grandchildren is not a new phenomenon, the rate of its occurrence is growing rapidly. In addition, there is a disparity between the grandparents who are middle class and those who have little to no resources to help raise their grandchildren. In this project, you will identify low-income diverse (age, race, gender, culture, sexual orientation etc.) grandparents who are raising their grandchildren. The community organization can be a community-based organization designed to meet the needs of the entire community, a special organization for older people, a faith-based organization or any other type of organization that is housed in a low income community with diverse grandparents raising grandchildren.

The educational needs of low-income diverse grandparents raising grandchildren are great. They include health, legal, financial, support, leisure, work, literacy, technology, child care, etc. So, you have a lot of latitude from which to suggest services that would be appropriate for this group. However, I want you to take a holistic approach to the services. That is, I want you to provide services to help the grandparents that addresses the needs of their family and the community. How will the educational services help the grandparents, the grandchildren, and the community?

The educational services can be formal or non-formal.

The specifications:

You are asked to design a PowerPoint presentation in which you do the following:

1. Identify low-income diverse grandparents raising grandchildren (demographics)
2. How did the phenomena of low-income grandparents raising grandchildren become problematic? (what factors contribute to this problem)
3. Explain the strengths and problems/challenges diverse low-income grandparents face with regard to the need to raise their grandchildren.
4. Explain and analyze what kinds of educational services will this group require?
   a. Briefly describe the service
   b. Briefly describe why you selected the service
   c. Make sure the services draw upon their strengths as well as address their needs. That is, do not simply look at them from a deficit model.
   d. Briefly describe how the service will serve the needs of diverse low-income grandparents – link the service to the challenge identified in “2”
   e. In what ways if any do your services help to empower this population?
   f. In what ways if any do your services serve to strengthen their grandchildren?
   g. In what ways if any do your educational services strengthen the community in which these older adults live?

You must use the literature to support each area of the project. You must cite references.
within the PowerPoint to help link elements of your project to the literature. You may also interview experts in the field and use this information in the PowerPoint. Make sure that you properly cite the interview information.

The project must respond to all four elements of the specifications, including subsections. You must use APA to cite the literature within the PowerPoint. You may not use quotes for more than 10% of the PowerPoint. The PowerPoint must list all references used in APA format. Please make sure that you are using the literature to support each area of the project. Be creative and try to have fun with the project.

**Important notes:**
- **Be as specific as possible, when you are vague, I think you are unsure of the readings and your responses and I will mark down accordingly.**
- **Do not say that you need to do a need assessment first, for this project you are allowed to use the literature to support your ideas in the absence of a needs assessment.**
Due Date:

One member of the team should upload the project to the dropbox no later than March 8, 2009 at 11:59 P.M.

Grading Rubric – I will use this rubric to grade

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uses topical headings and sub-headings, references resources within the document and provides a cited reference list. No more of than 10% of the paper contains direct quotes.

| Total |   |   |
Readings

The readings for this module are intended for the three weeks. It is helpful if you read the required readings as soon as possible because it provides a foundation of information that you all share as a group. The supplemental readings are intended to help you with additional information as needed. You are not required to read the supplemental readings, but you may find some of them helpful as you develop the project. You are also free to use other readings that you may find helpful.

The readings for this module:

**Required:**

**Textbooks**

**Learning Later**
- Chapter 4 Aging and social change
- Chapter 5 Older adults and participation
- Chapter 6 Provisions of older adult education
- Chapter 7 Learning for older adults in social institutions
- Chapter 8 Contemporary older adult’ learning

**Web-readings**

- Chapter 18 Grandparents raising grandchildren
- Chapter 7 The Older Americans Act

- Chapter 8 Learning as whole

**Supplemental Readings**

**Older adult learning**


• Chapter 9 Barriers to learning
• Chapter 10 Learning, dispositions, and preconditions
• Chapter 12 Learning in different learning spaces

Older adult development


Services and programs for older adults

Chapter 12 Coalitions and coalition building for advocacy and policy development
Chapter 15 Longterm care and home and community based care
Chapter 17 Health programs, services, and issues

Grandparents raising grandchildren

Thomas-Lynn, F. (2006). Helping grandparents who are parents again: Program offers support, training to foster families. Last accessed on January 23, 2009 at,
http://www2.jsonline.com/story/index.aspx?id=482907

Helpful websites (here are a few, there are many more)

Help for grandparents raising grandchildren
http://www.aarp.org/families/grandparents/raising_grandchild/

Grandparents raising grandchildren
http://www.grandparenting.org/Grandparents%20Raising%20Grandchildren.htm
Grandparents Raising Grandchildren
http://www.foreverfamilies.net/xml/articles/grandparents_raising_grandchildren.aspx?&publication=short

Are you raising someone else’s’ children? Here are some resources that might help.
Module Four  
ADLDSP 547  
Educational Dimensions of Practice with Older Adults

This module begins March 9, 2009 and ends April 5, 2009. There is a one week spring break during the module. You are not required to work during spring break. Thus, you have three weeks to complete the work.

The Project – Curriculum for 50+ Learners

This project builds upon the educational services project that you completed in module three. You will be able to use many of the readings about older adult learning, and low income older adults. In this module, you will investigate and develop a curriculum related to the technical and community college initiative for older adults who are 50 years old or older. The initiative is called the "Plus50 Initiative." This pilot program began three years ago with several community and technical colleges around the U.S. The goal of the program is to engage the 50+ population in learning; training/re-training programs; and/or volunteer, civic, service activities. Some colleges also have programs to help the 50+ population began entrepreneurial initiatives. Nevertheless the focus of most of the programs is on the middle class 50+ population who retired from careers and wished to begin a new career. For example, several community colleges specifically target 50+ people with college degrees to enter new careers such as teaching in K-12 schools, nurse educators, and caregivers. The available information does not demonstrate a focus on the low income and low literature 50+ population. Therefore, we will focus on creating a Plus 50 initiative for the WTCS that focus on low income and low literate 50+ students.

Many of the readings from module three should be helpful for this module as well:

Learning Later
- Chapter 4 Aging and social change
- Chapter 5 Older adults and participation
- Chapter 6 Provisions of older adult education
- Chapter 7 Learning for older adults in social institutions
- Chapter 8 Contemporary older adult’ learning


Chapter 8 Learning as whole

Although these readings are not required for the current module: module four, I urge you to go back to these readings for information to help with this module.

Curriculum development is the consideration of content and experiences that students need to achieve a set of objectives. When the content and experiences are determined, you can then turn this information into a set of courses and activities. Your curriculum may contain a number of programs such as literacy, health, financial, job readiness, skills development etc.

The readings for this module will therefore prepare you to write the curriculum. The assigned readings focus on older adult learning, curriculum development and issues in higher education. The supplemental readings will be helpful especially the links to the “Plus 50 Initiative.” Although you are not required to read the supplemental readings, you may find some of them helpful.

The Project Specifications

Develop a “Plus 50 Initiative” curriculum to address the perceived needs of low-income low-literate older adults. Consider and attend to each of the following elements. Numbers 1 -3 serve as background information that you need to devise a curriculum. Items 4-6 are the heart of the curriculum.

1. Who are low-literate and low-income adults over 50-years old?
   a. How prevalent are these older adults in society?
   b. What particular strengths and challenges of these older adults.
   c. What barriers to learning do these adults face?
   d. What kinds of retention issues will this group face if they want to enroll in technical/community college classes?

2. What is the Plus 50 Initiative?
   a. What are the elements of the initiative?
   b. How can the plus 50 initiative address the strengths and challenges of the low-income and low-literate 50+ population?

3. Which curriculum development model will you use for the project?
   a. What are the elements of the curriculum development model will you use?

4. Develop your curriculum for low-income and low-literate 50+ adults.
   a. What is the overall goal of your plus 50 initiative?
   b. Which specific need(s) will this goal address for your student population?
   c. Which courses or educational experiences will you offer? How will these courses or educational experiences address your overall goal? Specific needs?
   d. What elements will you include in your curriculum to increase the probability for motivation to attend and persist in the courses?
   e. How does your curriculum address barriers to learn?
   f. How does your plan address the strengths of your student population?
g. Where will you house your Plus 50 Initiative program? For example, Integrate into other course? Stand alone? Special senior center? You don’t need to use any of these, I listed them as examples.

You must use the literature to support each area of the project. You must cite references within the PowerPoint to help link elements of your project to the literature. You may also interview experts in the field and use this information in the PowerPoint. Make sure that you properly cite the interview information.

- The project must respond to all six elements of the specifications, including subsections.
- You must use APA to cite the literature within the PowerPoint.
- You may not use quotes for more than 10% of the PowerPoint.
- The PowerPoint must list all references used in APA format.
- Please make sure that you are using the literature to support each area of the project.
- Be creative and try to have fun with the project.

**Important notes:**
- **Be as specific as possible, when you are vague, I think you are unsure of the readings and your responses and I will mark down accordingly.**
- **Do not say that you need to do a need assessment first, for this project you are allowed to use the literature to support your ideas in the absence of a needs assessment.**
**Due Date:**

One member of the team should upload the project to the dropbox no later than **April 5, 2009 at 11:59 P.M.**

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a. **Start the project first by individually reading this overview to the project. Read the entire file.** This material will give you an idea of the scope of the issues involved in the project.

b. **Read the project. Now, re-read the project,** this time making notes to yourself about questions, issues, concerns that surface as you read and think about the project.

c. As you complete your reading of the project and list questions for further inquiry, **jot down what you already know, from prior experience or other studies, about this project.**

d. List the success and retention issues that you see in the project.

e. Share these ideas with your group.

f. As a group discuss the issues and determine which ones you want to pursue in your plan.

g. With your sense of the project in mind, the questions you have about the situation, what you already know from your experience related to this situation, and the issues your group has decided to pursue, **read the assigned readings** for this case. As you complete the readings decide if:

h. There is support for the issues that you and your team noted

i. Note answers to the questions you posed as you read the project

j. Note answers to the parts of the project

k. Respond to the following questions:

   i. In what ways do these materials help you better understand the project?

   ii. What are the gaps in the readings that will require additional resources?

   iii. What solutions did you find to the issues your team identified?
l. **Now you are ready for your team meeting.** If you have not already done so, make sure you debrief as a group by reflecting on your process. I again urge you to change roles.

m. Finally although not required, some of the supplemental readings may be very helpful to you.
The Readings

Assigned Readings:

Textbooks:
None

D2L Readings:

  - Chapter 9 - Barriers to learning
  - Chapter 10 – Learning, dispositions and preconditions
  - Chapter 12 Learning in different learning spaces
  http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/CLLL/Reinvesting/Reinvestingfinal.pdf
  http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/00000019b/80/16/c6/91.pdf
  This is a fairly long document that presents a program planning process for older adults in a community college setting. You are not asked to develop a complete program for this module. You are asked to develop a curriculum that fits within the parameters of the plus 50 initiative. Pages 26-34 are the most useful for curriculum development. You may be able to sue the rest of the document for module five.
  An example of a program for health literacy. This PowerPoint provides some useful information to consider for you curriculum development efforts.

Supplemental Readings:

Helpful websites – Plus 50 Initiative

Plus 50 Initiative homepage
  - http://plus50.aacc.nche.edu/index.html
Information about the Plus 50 Initiative and a listing of colleges who currently have a program
A listing of readings that you may find very helpful for your curriculum

- [http://plus50.aacc.nche.edu/about.html#participating](http://plus50.aacc.nche.edu/about.html#participating)

PowerPoints with very helpful info about the 50+ population and why the initiative is important

- [http://plus50.aacc.nche.edu/docs/pr/WDIPresentation.pdf](http://plus50.aacc.nche.edu/docs/pr/WDIPresentation.pdf)
- [http://plus50.aacc.nche.edu/docs/pr/PowerPoint_AdaptationTips_Tricks.pdf](http://plus50.aacc.nche.edu/docs/pr/PowerPoint_AdaptationTips_Tricks.pdf)
- **Plus 50 PowerPoint** – this one provides space for you to enter your own information

News releases about the plus 50 initiative with helpful ideas about programs for your curriculum

- [http://plus50.aacc.nche.edu/othernews.html](http://plus50.aacc.nche.edu/othernews.html)
- [http://plus50.aacc.nche.edu/newsletters.html](http://plus50.aacc.nche.edu/newsletters.html)

Helpful links to resources for the plus 50 population

- [http://plus50.aacc.nche.edu/relatedlinks.html](http://plus50.aacc.nche.edu/relatedlinks.html)

**Higher Education and curriculum development**

- Weiner, L (2007). The role of the community college in the aging society. AARP


**Suggested Process:**

Before you begin, you should reflect on your work as a group:

- What went well
- What did not go so well
- Evaluate each members' contribution to the group effort
- Content learned;
- Consider connections with other issues in your professional life;
- Make generalizations to understand how this knowledge can be applied;
- Consider what needs to be improved in the next project unit. From this discussion, make a commitment to specific improvements in the process for the next project.
- Review the guidelines to determine if you need to change them.
- Change member roles. During this module, I strongly urge you to change roles. Changing roles especially the facilitator role, brings a much needed perspective change that can enhance your learning.

You are now ready to begin the new project.

n. **Start the project first by individually reading this overview to the project. Read the entire file.** This material will give you an idea of the scope of the issues involved in the project.

o. **Read the project.** Now, re-read the project, this time making notes to yourself about questions, issues, concerns that surface as you read and think about the project.

p. As you complete your reading of the project and list questions for further inquiry, **jot down what you already know, from prior experience or other studies, about this project.**

q. List the success and retention issues that you see in the project.

r. Share these ideas with your group.

s. As a group discuss the issues and determine which ones you want to pursue in your plan.
t. With your sense of the project in mind, the questions you have about the situation, what you already know from your experience related to this situation, and the issues your group has decided to pursue, read the assigned readings for this case. As you complete the readings decide if:

u. There is support for the issues that you and your team noted

v. Note answers to the questions you posed as you read the project

w. Note answers to the parts of the project

x. Respond to the following questions:

   i. In what ways do these materials help you better understand the project?

   ii. What are the gaps in the readings that will require additional resources?

   iii. What solutions did you find to the issues your team identified?

y. Now you are ready for your team meeting. If you have not already done so, make sure you debrief as a group by reflecting on your process. I again urge you to change roles.

z. Finally although not required, some of the supplemental readings may be very helpful to you.
Module Five
ADLDSP 547
Educational Dimensions of Practice with Older Adults

Congratulations, this is the last module for the course. You already know a lot about educational gerontology and how to work with older adults. This last module begins April 5, 2009 and ends April 26, 2009. In this class, we examined educational services in a community-based organization and educational curriculum for higher education within a technical or community college. We now move to the final context for the module. Module five examines educational programs for a workplace context. This module also builds upon previous modules as you seek to provide services and consider a curriculum for low-income and low-literate older adults. I continue to focus on this population because although they have a wealth of experiences that can be useful, they usually have the most difficult time finding new opportunities.

For this module you will design a formal program within a workplace to train low-income and low-literate older adults for fast growing, high-skills, and high-paying jobs. You may partner with another organization such as a college to help with the training needs. For example, many community and technical colleges have corporate training functions to help individual companies with their training needs. To do this you will need to consider workplace learning and what is needed to put these learners into the jobs.

You should begin with a real or hypothetical organization that currently has or plans to expand their operations to include high-wage and high-skills jobs. Or, you can begin with a State wide initiative for workplace training for older adults. The State of Wisconsin has some information for organizations
who want to hire or retain older workers that may provide helpful information for you as you engage in this project.

Workplace based training program:

- Name of the organization
- Mission of the organization
- The types of fast growing, high-wage and high-skills jobs that this organization will target for the older workers. Why?
- Why is it important to focus on learning, training, and re-training for older adults in the workplace?
- The challenges this population faces with workplace training for fast growing, high-wage, and high-skills jobs.
- The strengths this population brings to the workplace that can help the organization as well as themselves succeed.
- The needs of this population with regard to fast growing, high-skilled, and high-wage jobs?
- Potential organizational barriers.
- Your stakeholders. Why? How will you use them for the project?
- Goals and objectives for the program.
- Instructional plans for the program (How will you train them? Why?)
- Evaluation plan.
- Marketing plan.
- Budget. (literature support not necessary)
You must use the literature to support each area of the project. You must cite references within the PowerPoint to help link elements of your project to the literature. You may also interview experts in the field and use this information in the PowerPoint. Make sure that you properly cite the interview information.

The project must respond to all elements of the specifications, including subsections.

You must use APA to cite the literature within the PowerPoint.

You may not use quotes for more than 10% of the PowerPoint.

The PowerPoint must list all references used in APA format.

Please make sure that you are using the literature to support each area of the project.

Be creative and try to have fun with the project.

**Important notes:**

- Be as specific as possible, when you are vague, I think you are unsure of the readings and your responses and I will mark down accordingly.

- Do not say that you need to do a need assessment first, for this project you are allowed to use the literature to support your ideas in the absence of a needs assessment.
**Due Date:**

One member of the team should upload the project to the dropbox no later than **April 26, 2009 at 11:59 P.M.**

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<td><strong>Content:</strong> comprehensiveness, appropriateness and quality that is, the project includes the appropriate elements (i.e., as specified in each assignment) and each element is discussed in sufficient depth and breath as to demonstrate a mastery of the most salient concepts and ideas.</td>
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<td><strong>Evidence of critical analysis</strong> via a literature-based analysis and justification of the concepts and ideas discussed in the project, i.e., the literature should guide your discussion and analysis of the ideas and concepts presented. The PowerPoint contains a clear goal statement which is clearly supported by elements from the curriculum supported by relevant literature.</td>
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<td><strong>Organization and logical development of the PowerPoint</strong> the PowerPoint should be organized to flow logically.</td>
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<td><strong>Clarity of communication</strong> - the PowerPoint should communicate clearly its purpose and objectives. Major concepts and terms should be defined and ideas and concepts that are unique to a particular occupation/profession should be explained.</td>
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<td>Cohesiveness of PowerPoint</td>
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<td>The project represents a team effort rather than pieces pasted together. Clearly established groundrules and group roles</td>
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<th>Documentation, form, and adequacy of resources and references</th>
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<td>Where references are uses, you employ APA style. The paper uses topical headings and sub-headings, references resources within the document and provides a cited reference list. No more of than 10% of the paper contains direct quotes.</td>
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Assigned Readings:

Textbooks

Working Longer

- Chapter 3 - How to train older adults
- Chapter 4 - Instructional design for older adults
- Chapter 6 - Career development for adults and older workers
- Chapter 7 - What employers can do to plan for the aging workforce

D2L Readings:


  Chapter 2 - The integrative model for program planning.

Supplemental Readings:
Program Planning/ programs:


Workplace Learning


Literacy

Suggested Process:

a. **Start the project first by individually reading this overview to the project. Read the entire file.** This material will give you an idea of the scope of the issues involved in the project.

b. **Read the project. Now, re-read the project,** this time making notes to yourself about questions, issues, concerns that surface as you read and think about the project.

c. As you complete your reading of the project and list questions for further inquiry, **jot down what you already know, from prior experience or other studies, about this project.**

d. List the success and retention issues that you see in the project.

e. Share these ideas with your group.

f. As a group discuss the issues and determine which ones you want to pursue in your plan.

g. With your sense of the project in mind, the questions you have about the situation, what you already know from your experience related to this situation, and the issues your group has decided to pursue, **read the assigned readings** for this case. As you complete the readings decide if:

h. There is support for the issues that you and your team noted

i. Note answers to the questions you posed as you read the project
j. Note answers to the parts of the project

k. Respond to the following questions:
   i. In what ways do these materials help you better understand the project?

   ii. What are the gaps in the readings that will require additional resources?

   iii. What solutions did you find to the issues your team identified?

l. **Now you are ready for your team meeting.** If you have not already done so, make sure you debrief as a group by reflecting on your process. I again urge you to change roles.

m. Finally although not required, some of the supplemental readings may be very helpful to you.