Professional & Organizational Development Course Syllabus

Course Title: Andragogy 101
Course Type: Faculty Development
Course Instructor: J. R. Couser  E-mail: couser1@suddenlink.net  Phone: 674-8447 (cell phone)

Course Description:
Practical study and application in teaching methods/procedures designed specifically for Amarillo College new and seasoned faculty with the goal of preserving/achieving high instructional standards. Topics include the following:

Student Performance/Learning Outcomes:

1. Describe techniques to be used during the first day of class to assist with getting acquainted and to promote positive rapport with students. (Paul Matney)
2. Develop a complete syllabus as required for AC faculty to include effective course design and specific, measurable performance objectives. (Kathy Wetzel)
4. Create a course outline allowing for flexibility/modification as related to student needs and opportunities for additional learning tasks while using textbooks and other resources for planning. (Dan Porter)
5. Understand the significance and uses for active learning techniques integrated through cooperative, collaborative, and peer-learning activities. (Judy Carter)
6. Discuss professional ethics and standards as related to community college faculty (Matney).
7. Identify resources/services provided through AC's Advising/Counseling Center. (S. Evans)
8. Identify practices and procedures for incorporating various learning and teaching strategies designed to enhance student outcomes/success. (Edie Carter/Susan Burgoon)
9. Discuss characteristic of effective learning, teaching, and communication strategies as related to the adult learner, learning assessment theories, AC student learning statistics, and Amarillo community representatives. (Lou Ann Seabourn)
10. Identify goals for using student experiential teaching. (Courtney Milleson)
11. Describe techniques for using lecturing techniques effectively. (Dwight Huber)
12. Describe procedures for maintaining classroom management including techniques for addressing disruptive behaviors, balancing authority and approachability, setting ground rules, modeling correct behaviors, and commanding class attention. (Biggers/Thompson)
13. Explain the do's and don'ts related to legal issues, student confidentiality, academic honesty, copyright guidelines, plagiarism, and student rights. (Mark Hanna/Jana Comerford)
14. Discuss approaches for assessing student learning. (Danita McAnally)
15. Explain techniques to evaluate and document teaching effectiveness and procedures followed for AC faculty evaluation. (Jerry Moller)
16. Identify current trends and providers for technology instructional support/services and e-Learning at Amarillo College (Bob Sloger/Brenda Davidson)
Attendance Policy: Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class. Participants are enrolled in the class to fulfill requirements required/recommended by the institution. Participants’ attendance records will be submitted to academic department chairs and division chairs who will submit such reports to the Associate Vice President for Instruction and Vice President for Academic Affairs.

Disability Statement: Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact Accessibility Services (SSC 125, Phone: 371-5436) as soon as possible.

Program Manager: Patsy Lemaster, Director  
Professional & Organizational Development  
Email: lemaster-pc@actx.edu  
Office Phone: 371 5254

Department Manager Dr. Paul Matney  
Associate Vice President for Instruction  
Email: matney-jp@actx.edu  
Office Phone: 371-5226

Alternate Contact Individual Academic Department/Division Chairs

Office Location: See Campus Directory

Phone: See Campus Directory

Office Hours: See GroupWise Directory

Instructor Website: See AC Website

Grading Criteria/ Grade Scale: Individual module assignments will be evaluated by featured faculty. Participants must complete all requirements with no less than 70% accuracy. Incomplete module assignments, performance, participation, and attendance concerns will be reported to specific department chairs, division chairs, and Associate Vice President of Instruction.

Participants failing to meet the requirements of the curriculum will be required to repeat modules and assignments as needed to complete Andragogy 101 during the next semester offered to receive documentation for completion required for individual faculty performance reviews.

Makeup Policy: Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class.

Required Examinations: A pre-test will be administered on the first meeting for Andragogy 101 scheduled in conjunction with New Faculty Orientation. A post-test will be administered at the final class meeting to assess learning throughout the semester. Additional assignments will be announced as applicable by featured faculty presenting each module.

Instructor Objectives For Course: To be announced for each module by individually featured faculty.

Tentative Course Outline: See Course Outline for dates, topics, and featured faculty.

Behavioral Expectations/ Classroom Ground Rules:  
1. All ideas are valid.  
2. Listening is as important as speaking.  
3. Plans and discussions are confidential.  
4. Time frames will be observed.  
5. All questions are important.  
6. New ideas are welcome.

Textbooks: McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers  
Author: Wilbert J. McKeachie


Manuals: To be determined if needed by featured faculty for each module.

Websites: Andragogy 101 Readings: http://library.actx.edu/librpubs/guides/Andragogy101.shtml  
Additional Resources to be determined if needed by featured faculty for each module.