

Andragogy 101

Required Curriculum for All New AC Faculty Fall 2004

The following curriculum, Andragogy 101, has been approved/recommended by Dr. Steven Jones for implementation during Fall 2004 for all new AC faculty. The recommendation includes a two-year trial period in which the program will be evaluated for continuation. Assessments will include new faculty benefits, student benefits, and costs for implementation/continuation in the future.

The curriculum has been developed as a composite project including the Faculty Division Chairs, Professional and Organizational Development, Faculty Development, and the Vice President of Academic Affairs.

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The first few months and years of teaching are all-important. Experiences during this period can blight a promising teaching career or start one on a path of continued growth and development.
(Wilbert J. McKeachie)

Background

Today, community college educators are facing many challenges that did not previously exist. Compared to the classroom of former years, the evolution to the modern classroom has caused significant changes. The influx of multicultural and multilingual students, the impact of technology, and the admission of students with very diverse academic preparation—along with changing economic and political pressures—have significantly impacted community college teaching.

With the current trends for increased accountability, there must be a greater emphasis upon quality instruction. Adult students, many of whom are employed in business and industry, are already experiencing routine performance evaluations and standards for achieving growth measured by their employers. Such community college students expect comparable standards to be maintained within their community college classrooms. As a result, it is no longer a question of whether there are going to be instructional objectives and strategies for teaching; it is a question of how skilled instructors are in developing and delivering them.

Purpose of Curriculum

This curriculum is designed for faculty teaching at Amarillo College with the goal of preserving/achieving high standards of instructional excellence. While the curricula addresses many areas of knowledge required for new AC instructors, it is also intended to be used as a toolbox among the seasoned faculty. The content has been varied to offer something to instructors at all levels—from beginning, newly hired instructors to seasoned, full professors.

- **New AC Faculty**

Teaching at the college level is a challenging endeavor, especially for those who are new to the profession. Even experienced faculty in a new institution feel unsettled as they anticipate unfamiliar policies, forms, procedures, expectations, and types of students. Effective teaching demands more than the acquisition of skills. To adapt to the educational needs of students, the instructor needs to understand the underlying theories of teaching and learning so that they can develop their own methods.

- **Seasoned AC Faculty**

Skill in teaching is not something to be learned and simply repeated; what makes it exciting is that there is always room to grow. This curriculum provides opportunities for seasoned faculty to reflect, evaluate, improve, and strengthen their instructional expertise. As the seasoned instructor reflects on his/her classes, the instructor gains new insights and continues to develop—both in theories of teaching and learning and in repertoire of skills and strategies.

Advantages for Participants

This curriculum is designed specifically to enhance the instructional skill and credibility of AC faculty. Increased skill and credibility of AC faculty will enhance the learning experience and success of AC students

Additional benefits/advantages for AC faculty participating in the program include the following:

- **Support Group for Instruction**
The group created by participants will generate excitement and new ideas for instruction while providing a structure of support for new AC faculty.
- **Instructional Presentation/Experimentation Practice Sessions**
The classroom discussions, presentations, and projects will provide low-risk settings for experimenting with new instructional techniques outside of assigned classrooms.
- **Greater Understanding of Amarillo College**
Information presented within the curriculum will provide participants with a greater understanding of institutional policies and procedures.
- **Networking and Exchange with Other AC Faculty**
Participants will be actively involved throughout the learning experience thereby affording all an opportunity to gain greater credibility and networking with other AC faculty.
- **Administrative Support for AC Faculty**
The curriculum has been encouraged and endorsed by administration thereby exemplifying AC's commitment to faculty excellence and student success.

Andragogy 101: The Curriculum Requirements and AC Participants

The content of the course has been created to meet requirements as assessed for an accredited three-semester hour course taught by the college. All new AC faculty are required to participate in Andragogy 101. The curriculum may be customized as recommended/approved for any experienced new AC faculty member providing strong documentation supporting their individual experience, capabilities, and/or achievements in instructional/classroom presentation skills in an educational setting as designated below (see Special New Faculty Requirements). Other AC faculty may also volunteer and/or be required to participate as outlined below (see Other AC Faculty).

The curriculum (see attached) designed for Andragogy 101 reflects seventeen topic areas representing individual modules. Each module will be taught in a three-hour presentation. Two additional modules entitled Presentation Projects and Special Projects for New Faculty are also listed. Requirements for faculty as designated below are as follows:

A. New Faculty Requirements for Participation

1. Module 1 and Module 17

To be presented to all new faculty as a part of New Faculty Orientation

2. Modules 2-16 (Three-hour presentations)

All new faculty becoming employed by the college during the fall semester are required to take Modules 2-16. Modules will be presented weekly as listed.

3. Module 18**

(Final Exam Equivalent—Capstone)

All new faculty will complete a 30-minute videotaped presentation for other participants and any new spring faculty at the beginning of the spring semester.

**** (Participants not completing/meeting standards for Module 18 will be required to repeat the curriculum for Andragogy 101 during the next semester offered without being granted a three-hour instructional load reassignment.)**

B. *Special New Faculty Requirements for Participation

***(Must Be Approved by Department/Division Chairs and Vice President of Academic Affairs)**

Special New Faculty Requirements are to be customized/approved only for new AC faculty with extensive teaching experience who provide strong documentation supporting their individual experience, capabilities, and/or achievements in instructional/classroom presentation skills in an educational setting (preferably teaching within a community college).

1. Module 1 and Module 17

To be presented to all new faculty as a part of the New Faculty Orientation

2. Modules 2, 3, 4, 11, 15, 16 (Three-hour presentations)

Special New Faculty are required to complete selected modules as designated within the customized plan created with their supervisors and as approved by their Department Chair, Division Chair, and the Vice President of Academic Affairs.

Andragogy 101: The Curriculum Requirements and AC Participants

***Special New Faculty Requirements for Participation (Continued)**

3. Module 19**

Special New Faculty are required to complete a special project which must be approved by the Vice President for Instruction and the appropriate Division Chair, and Department Chair. Participants will be required to present their individual instructional projects during the demonstration time allocated for at the beginning of the spring semester.

**** (Participants not completing/meeting standards for Module 19 will be required to repeat the curriculum for Andragogy 101 during the next semester offered without being granted a three-hour instructional load reassignment.)**

C. Other Board-Appointed AC Faculty Participation

Other AC Faculty includes Board-appointed, full-time faculty (seasoned, existing faculty, faculty hired during a semester other than the one in which participation in the curriculum occurs). Other AC Faculty may be required, recommended, or volunteer to participate in Andragogy 101.

1. Required Participation of Other Faculty in Andragogy 101

The supervisor may require an individual faculty member to participate in Andragogy 101 as needed to improve/enhance their individual classroom presentation skills, provide them with a greater depth of knowledge related to instructional/technological methodology, and/or increase student satisfaction, learning, and success within their classrooms.

Participation requirements may include the complete curriculum or individual modules as identified by their supervisors. A plan for requiring enrollment of Other Faculty in Andragogy 101 must be approved by the appropriate Department Chair, Division Chair, and the Vice President of Academic Affairs. Three-hours of reassigned time will be allocated for other faculty required to take the complete curriculum. Such faculty members are prohibited from teaching instructional overload hours during the semester in which Andragogy 101 is required.

2. Recommended Participation of Other Faculty in Andragogy 101

The supervisor may recommend that an individual faculty member participate in Andragogy 101 as needed to improve/enhance their individual classroom presentation skills, provide them with a greater depth of knowledge related to instructional/technological methodology, and/or increase student satisfaction, learning, and success within their classrooms.

Recommendations for participation may include one or more modules as identified by supervisors. A plan for recommending enrollment of Other Faculty in Andragogy 101 must be submitted for signatures of the appropriate Department Chair, Division Chair, and the Vice President of Academic Affairs. Three-hours of reassigned time may be requested by supervisors

Other Board-Appointed AC Faculty Participation (Continued)

(Recommended Participation of Other Faculty in Andragogy 101 – Continued)

recommending Other Faculty to take the complete curriculum. If granted, such faculty members are prohibited from teaching instructional overloads during the semester in which they are taking Andragogy 101.

3. Voluntary Participation of Other Faculty in Andragogy 101

Individual faculty members may voluntarily participate in Andragogy 101 as needed to improve/enhance their individual classroom presentation skills, provide them with a greater depth of knowledge related to instructional/technological methodology, and/or increase student satisfaction, learning, and success within their classrooms.

Voluntary participation may include one or more modules as identified by the faculty member enrolling in Andragogy 101. Participation and completion of modules selected will be recorded on the faculty member's individual employee profile records for training by Professional and Organizational Development.

D. Part-Time Faculty Participation

Part-time faculty may voluntarily enroll in Andragogy 101. Supervisors should include information related to enrollment with materials distributed to part-time faculty each semester thereby encouraging participation. Research and feasibility for developing opportunities to allow part-time faculty incentives for those who volunteer to complete the total curriculum for Andragogy 101 is planned for the future.

The voluntary participation of part-time faculty may include one or more modules identified by the faculty member and/or by their supervisor. Participation and completion of modules selected will be recorded on the faculty member's individual employee profile records for training by Professional and Organizational Development.

Andragogy 101: Curriculum and Module Assessments

The following assessments will be completed by participants enrolled in Andragogy 101 modules. Assessments are designed to determine participants' learning and participants' satisfaction/benefits.

- **Participants' Successful Completion of Individual Modules/Projects**
Participants will be evaluated on each module completed. Participants will be also be evaluated on presentation projects and special projects. A routine procedure for administering pre-tests and post-tests will be strongly recommended to instructors assigned to teach the modules within the curriculum.
- **Participants' Satisfaction/Benefits Gained from Curriculum**
Participants will evaluate each module presented throughout the Andragogy 101 curriculum. They will evaluate the overall effectiveness of Andragogy 101 after completing presentation projects and special projects. Seasoned AC faculty participants (recommended by supervisors and/or enrolling voluntarily) will evaluate only the modules attended.
- **Mentors will be assigned to all new faculty (Board-appointed and part-time) enrolling in the curriculum.** Faculty mentors will be responsible for assisting new faculty with requirements for instructional modules and with final Andragogy 101 presentation projects. Mentors will also be charged with the responsibility of completing requirements as outlined by the existing faculty mentoring program. Mentors will be required to complete evaluations to assess the effectiveness of the partnership created through the curriculum/mentoring requirements. Such evaluations will be used to strengthen the curriculum/mentoring process in the future.

Andragogy 101: Curriculum Costs

The following costs are anticipated for administering the Andragogy 101 curriculum. Allocations determined for instruction are included in the Professional and Organizational Development budget. Allocations for reassigned time for individual participants are included in individual department budgets as determined by the area of instruction.

- **Instructional Costs**
Instructors for modules will be paid \$25 per hour for the three-hour modules as assigned.

- **Reassigned-time Costs**

All New AC Faculty.

Since it is recommended that this curriculum be required for all new faculty at Amarillo College beginning Fall 2004, such new faculty will be granted a three-hour load reduction from their instructional loads for this semester. Faculty receiving the three-hour load reduction will not be allowed to teach overload hours during the semester in which they are enrolled in Andragogy 101.

Seasoned AC Faculty.

Seasoned AC Faculty who voluntarily take selected modules in the Andragogy 101 curriculum will not receive load reductions. However, successful completion of such modules will be recorded on their individual employee training profile.

Seasoned AC Faculty (1) who are recommended to take the complete Andragogy 101 curriculum by their supervisors and/or (2) who self-select for the curriculum will be considered on an individual basis for instructional load reductions. Load reductions must be approved by the individual's department chair, division chair, and, finally, by the VP of Instruction during the semester preceding enrollment in the curriculum.

Documentation provided for the approval process must include a plan for covering classes for which reassigned-time would be granted. If classes cannot be covered sufficiently, the application for reassigned-time will be automatically denied.