



## GRADUATE CERTIFICATE IN **Adult Education and Training**

### Certificate Description

This certificate provides experienced educators who possess a bachelor's degree the ability to enhance specialized knowledge of **Adult Education and Training.**

**The Art and Science of Learning—EDU 652**—This course provides an introduction to the various schools of thought regarding how people learn and apply their learning to concrete situations. It provides a comprehensive survey of our progressive understanding of the learning process. Students will explore developmental, behaviorist, cognitive, social, and adult learning theories as well as the research regarding the role of motivation and transfer of learning in novel domains.

**Outcomes:**

- Compare and contrast pedagogy and andragogy.
- Identify and develop an application using motivation theories for adult learners.
- Apply a learning theory and instructional strategies in the design of an adult learning activity.
- Relate the issues of the transfer of learning, including the various approaches to assessing transfer, to the learning process and instructional strategies.
- Discuss how neuroscience supports learning theory.
- Research and discuss heutagogy.

**Characteristics of Adult Learners—EDU 656**—This course content includes theories of adult learning, including andragogy, adult developmental stage theories, and action learning along with focus on assessment of learning needs and evaluation of education and training outcomes among adult populations.

**Outcomes:**

- Analyze and document needs of adult learners.
- Apply adult learning principles and motivation theories to the design of learning events for adults
- Evaluate the applications, costs and benefits of technology as applied to adult learning.
- Develop a presentation for senior leadership/management describing methods for evaluating adult learners and benefits/obstacles to such evaluation.
- Develop an evaluation plan for individual and classroom learning events, including formative and summative evaluation, and a plan for ROI.



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**Designing Instruction for Adult Learners—EDU 662**—In this course, students will learn instructional design for various venues, groupings, and situations common to adult learning environments, such as vocational classrooms, field training, individual and group learning. Topics ranging from technical skills to management training and education will be included.

**Outcomes:**

- Design a learning event appropriate to each of the following: (a) an individualized learning plan and (b) a team.
- Explain the role of research in the design of instruction for adult learners and the design of evaluation.
- Design an online learning event addressing identified needs of an adult learner population, including a classroom management and disciplinary plan, and an assessment/evaluation plan to include ROI.
- Plan a learning event for at least one of these venues: a tailored individualized program, an event using vendor-prepared materials, a large group course, or a field, shop, and office or laboratory situation.
- Develop a scripted presentation for senior leadership explaining safety and security procedures in place for a course or other learning event.

**Facilitating and Assessing Adult Learning—EDU 667**—In this course, students consider the delivery of education and training, and conduct a lesson based on adult learning theory and topics. Course includes coverage of tools for engaging adult learners, conducting classes in unfamiliar circumstances, and classroom management appropriate to adult audiences.

**Outcomes:**

- Discuss possible openings, icebreakers, and diversions appropriate for use with adult learning sessions
- Describe appropriate classroom management and disciplinary measures to take with adult learners in group or team learning settings.
- Describe ways to engage senior management and supervisors in adult learning events conducted for their employees.
- Conduct a lesson for one or more adults, evaluate results and provide appropriate feedback and positive reinforcement.
- Evaluate similarities and differences in approaches to adult learning, based on audience, content, venue, and management involvement and support.