



UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG POSTED _____
 WEB POSTED _____

Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: EDUCATIONAL LEADERSHIP	COLLEGE OF: EDUCATION
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RECOMMENDED COURSE IDENTIFICATION: PREFIX _____ ADE _____ COURSE NUMBER 7930 _____ LAB CODE (L or C) _____ (TO OBTAIN A COURSE NUMBER, GO TO www.fau.edu/academic/registrar/UUPCinfo/) COMPLETE COURSE TITLE ADVANCED SEMINAR IN ADULT/COMMUNITY EDUCATION	EFFECTIVE DATE (first term course will be offered): _____ SPRING 2008
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CREDITS: 3	TEXTBOOK INFORMATION: VARIABLE (SAMPLE ATTACHED)
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GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:
This course provides an opportunity for learners to critically and reflectively examine important topic areas, questions, issues or trends in the field, considering diverse perspectives and identifying productive areas of research. Forming a learning community, the group will examine basic source data and then will develop a major project (individual, group, or both) related to the topic.

PREREQUISITES: GRADUATE STATUS	COREQUISITES:	OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):
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PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:
 DOCTORATE IN ADULT/COMMUNITY EDUCATION OR A CLOSELY RELATED FIELD PERTINENT TO THE SEMINAR TOPIC (IF A TOPIC HAS BEEN SPECIFIED)

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.
 None

___ Dr. Lucy M. Guglielmino (lguglie@fau.edu) 561-706-0394 and Dr. Valerie Bryan (bryan@fau.edu) 561-799-8639
 Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

Approved by: Department Chair: _____ College Curriculum Chair: _____ College Dean: _____ UGPC Chair: _____ Dean, Graduate Studies: _____	Date: _____ _____ _____ _____	Syllabus —must include all details as shown in the UGPC Guidelines. Written Consent —required from all departments affected. Go to: www.fau.edu/graduate/gpc to download this form and guidelines to fill out the form.
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Email this form and syllabus to ejohn@fau.edu and egirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

**Department of Educational Leadership
College of Education
Florida Atlantic University
Instructor Name
Location of Instructor**

Spring 2007

COURSE NUMBER: ADE 7930

COURSE TITLE: Seminar In Adult Education Leadership: Varied Titles including *International and Comparative Adult Education, Self-Directed Learning, Adult Development, Grant and Resource Development in Adult and Community Education & HRD/Organizational Learning, Integrating Technology in Adult and Community Education*

CATALOG DESCRIPTION:

3 semester hours. Generally limited to Ed.S. and Ph.D. students; advanced master's students by permission.

This course provides an opportunity for learners to critically and reflectively examine important topic areas, questions, issues or trends in the field, considering diverse perspectives and identifying productive areas of research. Forming a learning community, the group will examine basic source data and then will develop a major project (individual, group, or both) related to the topic.

This seminar is focused on examination of concepts and practices in [the special topic area identified] designed to promote understanding and examination of a wide variety of [Varies by special topic course: Delivery systems, research strategies, instrument development, standards of delivery or best practices models] appropriate to various settings in adult and community education.

Three examples of course descriptions for the variable topic seminar speak to the variety of the topics and the approaches used:

Course Description for International and Comparative Adult Education: This seminar, focused on examination of concepts and practices in international and comparative adult education, is designed to promote intercultural understanding and knowledge of a wide variety of delivery systems appropriate to various sociocultural settings.

Course Description for Integrating Technology into Adult and Community Education: This seminar provides an opportunity to explore the historical and philosophical approaches to the integration of technology into adult and community education as well as the trends that are evolving. Specific attention will be placed on current research as it applies to the following: 1) the standards and assessment tools currently in use; 2) the purported practices versus the realities of practice; 3) the globalization of technology use and its impact on the field; 4) the impact of technology on selected targeted populations with specific attention to the disenfranchised populations; 5) the role of virtual learning teams and collaborative learning environments; and 6) the

use of handheld devices and newer technologies in the adult and community arena. Both qualitative and quantitative field research on integration of technology in adult and community education are incorporated in the class. The seminar will stress reflection and critical review as an active learning process. Application of technologies will be used as points of discussion.

Course Description for Grantwriting and Resource Development in ACE: This seminar provides an opportunity to explore the historical and philosophical approaches to grant writing and resource development in adult and community education as well as the trends that are evolving. Specific attention will be placed on current research as it applies to the following: 1) the use of grant writing and resource development to address problems and needs in adult and community education; 2)the development of goals and objectives based on standards and assessment tools currently in use; 3)the purported practices and processes verses the realities of practice; 4)the use and impact of technology in the grant writing process in identifying trends and needs specifically for disenfranchised populations; 5) the role of measuring techniques and data analysis in the adult and community arena. Field research in adult and community education is incorporated in the class. Seminar will stress reflection and critical review as an active learning process.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

This course will examine information and promote reflection on the [varies by the special topic area] of adult education in a wide variety of contexts, expanding knowledge of the origins of and appropriate delivery systems for adult education. This knowledge and reflection will contribute to the creation of capable professionals who are prepared to make informed decisions about the delivery of adult education and conduct research that will enhance the field.

The following is a list of text requirements, resources, references, etc., of one of the seminars listed. Each syllabus is formatted in similar manner and is tailored to the topic under consideration. Due to the varying research interest of the students taking the class, the format of the course is fluid to allow for speakers, field visits, course scheduling (Fast Track, standard face-to-face, web-assisted, or online). Additional syllabi can be provided of other topics.

SAMPLE SYLLABUS CONTENT FROM INTERNATIONAL AND COMPARATIVE ADULT EDUCATION SEMINAR

REQUIRED TEXT:

Merriam, S.B., Courtenay, B. C., & Cervero, R. M. (Eds.) (2006). *Global issues and adult education: Perspectives from Latin America, Southern Africa, and the United States*. San Francisco: Jossey-Bass.

SUGGESTED RESOURCES

See bibliography, list of journals, and websites.

AUDIO/VISUAL TECHNOLOGY

Computer: Blackboard distance learning, internet searching, email, Power Point, word processing

Overhead projector, computer projector, VCR, CD-ROMs, DVD

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

CPAE Guidelines for Graduate Programs in Adult Education, ASTD Competency List, Adult Educator Assessment, among others; incorporated in *Knowledge, Attitudes, and Skills for Adult Educators (KASAE)*

COURSE OBJECTIVES

Learners will:

1. develop an international and cross-cultural perspective on adult education
2. demonstrate understanding of research methodologies used in international and global comparative adult education studies
3. demonstrate understanding of the ways in which culture, economics, and political environments affect the priorities and delivery systems of adult education
4. develop an understanding of the need for majority communities to be educated on the adult education needs of minority and indigenous communities
5. be able to identify a wide variety of resources on the formal, nonformal and informal sites of intercultural information and education
6. be able to identify appropriate professional associations focusing on international and comparative adult education
7. develop an international understanding of the four pillars of learning (Delors Commission) for the 21st century: *learning to be* (the right of self-identification and self-definition), *learning to know* (the right to self-knowledge), *learning to do* (the right to self-development), and *learning to live together* (the right to self-determination)
8. develop an understanding of the challenges of five central global issues-- globalization and the market economy, marginalized populations, environment and health, community empowerment, and lifelong learning/educational systems-- and possible roles for adult education in successfully addressing these challenges
9. competently research and present/facilitate a class session relating to the adult education offerings in a specific culture as related to their socioeconomic and cultural context OR an analysis of a central trend or issue in international or comparative adult education
10. develop knowledge and understanding of the ways in which adult education can contribute to international cooperation and solidarity

CONTENT OUTLINE

Week 1

Introductions / Blackboard Overview / Course Overview /
Definitions, Issues, Resources

*Week 2

Professional Associations / Topic Exploration / The Hamburg Declaration

Option:

Japanese Culture and Education-Lecture at Morikami Japanese Gardens

Week 3

Culture and Education / Hofstede's Cultural Dimensions / Self-Directed Learning
Across Cultures

Week 4

International Self-Directed Learning Symposium

*Week 5

Reflection on the Symposium and Further Examination of Self-Directed Learning
Across Cultures

*Week 6

Prep for Globalization and Economic Issues / Article Reviews

Week 7

Globalization and the Market Economy / Global Issues in HRD

*Week 8

Archetypes for International Adult Education:
Danish Folk Schools and the English University Extension Movement

Week 9 MARCH 7 Spring Break

Week10

Marginalized Populations

*Week11

The Environment and Health: Adult Education Approaches Across Cultures

Week 12 March 28

Community Empowerment

African Development Projects
Topic Seminar: Adult Learning in Asia
Book Reviews

Week 13
Lifelong Learning and Educational Systems

Week 14
Topic seminars: Student presentations
Book Reviews:

Week 15
Topic seminars: Student Presentations
Book Reviews:

Week 16 April 25
Conclusion, Celebration / International Buffet

Other Possible Topics

Economics of Adult Learning
ACE in.... [a specific country or culture]
International Perspectives on Education of the Incarcerated
Literacy and Learning Strategies Across Cultures
International Approaches to Health Promotion
Gender Issues in Education Across Cultures
Comparing Programs for Older Adults Across Cultures

COURSE REQUIREMENTS

A. PARTICIPATION 30%

Complete all classroom and Blackboard assignments promptly, attend class regularly (notify instructor if an emergency arises), and participate actively in discussions .

B. READINGS: 20%

1. In addition to assigned readings, read at least one article, chapter, or web document related to each seminar topic presented. Post a synopsis to Blackboard the week before the presentation, and be prepared to discuss in class.
2. Document your reading of at least one paper in each major section of the text with (a) a brief synopsis, (b) a few important quotes, (c) questions raised in your mind, (d) a bit about the author, and (e) other comments, critiques, etc. you may care to add.

3. Read at least one additional book on international or comparative education and present a review to the class. Post the Power Point and the annotation to Blackboard.

C. TOPIC SESSION 40%

Research and develop, then present and facilitate a class session relating to the adult education offerings in a specific culture as related to their socioeconomic and cultural context OR an analysis of a central trend or issue in international or comparative adult education (You may choose to address one of the central topics of the text or some variation thereof). Prepare a scholarly paper (minimum of 10 references) and a Power Point presentation as well as interactive and reflective activities. Post the Power Point to Blackboard.

D. REFLECTIVE PAPER 10%

A final reflective paper documenting personal and professional growth during the class; questions answered and questions raised; anticipated applications of knowledge and understanding gained, and other impressions, suggestions, insights.....

TEACHING METHODOLOGY

Formation of a learning community that will collaboratively design a productive learning experience. Expected methodologies will include small and large group discussion; lecture and discussion (including guest lecturers), individual conferences; observations and/or site visits; library research; group or individual presentations; simulations; reflective exercises; and use of a variety of media, such as computer/Power Point presentations, overhead transparencies, audio and videotapes, online assignments and possibly site visits.

ASSESSMENT BASES

Meaningful participation in class and online
Written and oral reports on readings
Research paper
Classroom facilitation of an international/comparative adult education topic
Reflective paper

FAU GRADING SCALE

A =4.0, A- =3.67, B+ =3.33, B =3.0, B- =2.67, C+ =2.33, C= 2.00, C- =1.67, D+ =1.33, D =1.00, D- =0.67, F=0

OFFICE HOURS Of Instructor of record

Telephone & email: Of instructor of record

Attendance Policy: Regular attendance at scheduled sessions is expected. Please notify your professor if you must be absent.

Special Needs: If you have any disability which requires accommodation, please contact me.

Religious Holidays: If class meetings conflict with your celebration of religious holidays, please contact me.

BIBLIOGRAPHY

BOOKS

- Abrahamsson, K. (1986). *Adult participation in Swedish higher education: A study of organizational structure, educational design, and current policies*. Stockholm: Almqvist & Wiksell International.
- Bhola, H. S. (1994). *Adult education policy and performance: An international perspective*. Geneva: Policy Studies Organization.
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- Clover, D. E. (2003). *Global perspectives in environmental adult education: Justice, sustainability, and transformation, Volume 230*. New York: Peter Lang Publishing, Inc.
- Cooke, A., & MacSween, A. (2000). *Rise and fall of adult education institutions and social movements: The proceedings of the 7th International Conference on the History of Adult Education*. New York: Peter Lang Publishing, Inc.
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- Gustafsson, U. (1991). *Can literacy lead to development: A case study in literacy, adult education, and economic development in India*. Dallas: SIL International.
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- Organization for Economic Cooperation and Development (2001). *Education at a glance*. Author.
- National Center for Education Statistics (2003). *Comparative indicators of education in the United States and other G-8 countries*. Washington, D. C.: USDOE.
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- Wangoola, P. ,& Youngman, F. (Eds.). (1996). *Towards a transformative political economy of adult education*. DeKalb: LEPS Press

JOURNALS

Adapted and expanded from a list compiled by Bob Hill & Anita Sledge
Department of Adult Education, University of Georgia

****Action Learning: Research and Practice***

Published twice a year, this journal will offer articles to advance knowledge and assist the development of practice through the processes of action learning. Articles which cross the conventional boundaries of professions, organizations, and communities are particularly welcomed.

****Action Research Journal***

Forum for participative, action-oriented inquiry linking academics and the various communities of action research practice. This international journal will include development, management, healthcare, education, social work and psychology, specific group interests (such as gender, race, and sustainable development) and other cross-disciplinary interests.

Canadian and International Education

Devoted to articles that deal with education in a comparative and international perspective.

****Christian Higher Education***

This quarterly journal is international, interdenominational, interdisciplinary, and focused exclusively on Christian higher education. Each issue offers a balance of essays and research as well as programs and methods at the cutting edge of progress.

Community Education International

An international focus on topics related to education within community.

Comparative Education

International journal presenting up-to-date information and analyses of significant problems and trends throughout the world; especially implications for formation and implementation of policies.

Comparative Education Review

To advance knowledge/teaching in the field with an international focus.

Compare: A Journal of Comparative Education

An international journal that seeks to serve needs of teachers and researchers in comparative and interpretive education and related areas.

Convergence

An international magazine with readers in 80 countries; selects articles of interest to a broad audience of practitioners, field-workers, planners, trainers, teachers, researchers, and administrators.

Current Issues in Comparative Education

An on-line journal from Teachers College, Columbia University that publishes scholarly work from a variety of academic disciplines.

Distance Education

An international focus on philosophy, history, politics, and theory of distance education.

Educational Gerontology-An International Journal

Publishes papers in the field of gerontology, adult education, social and behavioral science. They are interested in new ideas and changes within the study and practice of education.

Forum Qualitative Social Research (FQS)

This tri-annual, multilingual, online journal aims to promote discussion and cooperation among qualitative researches from different countries and social science disciplines. (Recent call concerned subjectivity and reflexivity in qualitative research.)

Gender & History

A major international journal for research and writing on the history of femininity and masculinity and of gender relations. This journal publishes articles on particular episodes in gender history and on broader methodological questions which have ramifications for the discipline as a whole.

****Globalisation, Societies and Education***

An international journal whose aim is to generate theoretical debate on the nature of globalisation and its complex and changing relationships with education and learning in local, national and transnational societies

Human Resource Development International

Research on human resource development from theory to workplace that enhances performance, learning, integrity, and life-long learning. This includes issues of individual, group, and organizational learning and performance.

International Journal for Academic Development

This international journal reports on advances in theory and practice and includes discussion on the development of models and theories for supporting and leading improvements in teaching and learning. It also debates current issues at the forefront of educational change.

International Journal of Aging and Human Development, The

Emphasis on the psychological and social studies of aging and the aged, and the human side of aging.

International Journal of Bilingual Education and Bilingualism

18 issues available for viewing on-line through:
CatchWord.com at www.catchword.com/titles/13670050.htm

International Journal of Disability, Development and Education

A multi-disciplinary journal with an international focus on the education and development of persons with disabilities. It reflects a variety of topics, disciplines, research methods and cultural perspectives including education, special education, psychology, allied health, social work, and psychiatry.

International Journal of Educational Development

Key development in national systems of education as they emerge; including new structures of schooling, research and analysis of theoretical, practical, and planning issues.

****International Journal of Educational Policy, Research and Practice***

This journal seeks to inform a wide, international audience of policy makers at multiple levels ranging from school, communities, families, agencies, and governments. Applications have the capacity to inform and change practice in all areas of formal and informal education for children upward to adults.

International Journal of Educational Reform

Issued quarterly, this journal combines the voices of the right and left of the political spectrum to provide a balanced view of both sides. It includes major developments in policy, administration, curriculum, instruction, law, and research.

International Journal of Educational Research

Issued eight times per year, each issue consists of a research monograph on a single topic or an edited, thematic collection of closely related papers. Its aim is to present research which has studied educational effectiveness from a variety of countries throughout the world.

****International Journal of Educational Technology (IJET)***

Published by the University of Illinois at Urbana-Champaign and The University of Western Australia. IJET welcomes contributions from scholars, practitioners, policymakers and researchers in the area of computer-based educational technologies.

International Journal of Inclusive Education

This quarterly international journal presents multi-disciplinary research into pedagogies, curricula, organizational structures, policy administration and cultures. It speaks to all, particularly marginalized, placed 'at risk' (on the basis of gender, ethnicity or disability) by, or excluded from early childhood education, primary schooling, higher education or technical and further education.

International Journal of Instructional Media (IJIM)

Cutting edge research and commentary on all forms of instructional media. This journal bridges the gap between theory and practice.

International Journal of Lifelong Education

Focus on the field of adult, continuing, distance education, learning, lifelong learning, and human resource development and training.

International Journal of Nursing Studies

The journal provides research findings, reviews, and analysis of interest to an international readership of nurses, midwives, educators, administrators and researchers in all areas of nursing and caring sciences. Published six times per year.

International Journal of Qualitative Studies in Education (QSE)

To enhance qualitative research in education by encouraging research in a variety of qualitative methods.

International Journal of Science Education

This international journal attaches importance to applicable research that is capable of being used in real educational settings. Studies in all settings of education, i.e. informal, primary, secondary, higher, adult and continuing, and vocational are of equal importance.

International Journal of Self-Directed Learning

Published biannually by the International Self-Directed Learning Symposium Group, this refereed, electronic journal disseminates scholarly papers that document research, theory, or innovative or exemplary practice in self-directed learning.

International Journal of University Adult Education

The purpose of this journal is to provide opportunities for the publication of substantial articles and research papers related to university adult education.

International Journal on E-Learning (IJEL)

Led by an editorial review board of leaders in the field of E-Learning, the journal is designed for the following audiences: researchers, developers, and practitioners in corporate, government, healthcare, and higher education arenas.

International Research in Geographical and Environmental Education

This journal is published four times a year for those interested in geographical and environmental education.

****International Review of Economics Education***

A new international journal that promotes research into effective learning and teaching practice in economics higher education. It seeks to promote critical dialogue on educational theory and practice in economics and to demonstrate the relevance of research to good professional practice.

International Review of Education

An international forum providing scholarly information on policy issues, educational trends, and learning innovations.

Interventions: International Journal of Postcolonial Studies

Published three times per year, this journal focuses on aspects of postcolonial research theory, and politics including, but not limited to, role of culture in operation of imperialism, liberation struggles (past and present), role of religion and culture in new nationalisms, contemporary politics of (identity, race and

ethnicity, gender and sexuality), indigenous fourth-world countries, and connections between colonialism and modernity, postcolonialism and postmodernism.

Journal of Contemporary Ethnography

International and interdisciplinary journal focuses on ethnography in participant observation, unobtrusive observation, intensive interviewing, and contextualized analyzes of discourse.

Journal of Developing Societies

An international forum for analysis of developing and developed world societies and cultures, past and present, from diverse points of view.

Journal of Education and Work

The journal is an international forum for academic research and policy analysis which focuses on the interplay of the education and economic systems.

Journal of Education for Teaching: International Research and Pedagogy

This international journal is dedicated to the subject of teacher education in its widest sense including initial preparation, further professional education, and staff development.

Journal of Educational Research & Extension

Sri Ramakrishna Mission
Vidyalaya College of Education
Sri Ramakrishna Vidyalaya P.O.
Coimbatore 641020
Tamil Nadu, India

****Journal of Hispanic Higher Education (JHHE)***

This quarterly international journal is devoted to the advancement of knowledge and understanding of issues at Hispanic-serving institutions. Publishes both quantitative and qualitative articles related to issues of interest at Hispanic-serving institutions of higher learning worldwide. Particularly interested in research whose significance crosses both cultural and disciplinary boundaries.

New Zealand Journal of Adult Learning

Aims to provide an international forum for debate of theory, research, and practice to adults as learners and the context of learning (priority given to New Zealand).

Organizational Development Journal

An international journal focusing on issues of development across the globe.

Oxford Studies in Comparative Education

Devotes each journal to a specific topic in comparative education.

Prospects

Seeks articles with international emphasis on comparative education.

Qualitative Health Research

This international, interdisciplinary journal is dedicated to the enhancement of health care and to further the development and understanding of qualitative research methods in health care settings. Some topics include, but are not limited to, analysis of illness experience, experiences of caregivers, and sociocultural organization of health care. It also fosters debate about significant qualitative inquiry issues.

****Race Ethnicity and Education***

An interdisciplinary, international journal which explores the dynamics of race, racism, and ethnicity in education policy, theory and practice. It especially welcomes writing that addresses the interconnections between race, ethnicity and multiple forms of oppression including class, gender, sexuality and disability.

****Reflective Practice***

An international journal comprising original, challenging and stimulating work exploring reflection within and on practice, and as an individual and collective activity.

Review of African Political Economy

Contributions from grass roots organizations women's organizations, trade unions, and political groups that address issues of politics and economy.

Scandinavian Journal of Educational Research

Embraces all fields of educational research and thinking reflecting breadth, depth, and diversity.

Third World Planning Review

Contributes to knowledge and discussion of urban and regional planning and development in nations of the South.

Women's Studies International Forum

Feminist research in various disciplines.

World Development

Multi-disciplinary international journal devoted to the study and promotion of world development and improving human conditions.

(Note: Journal information often changes. For current information go to www.publist.com, the "premier online global resource for information about print and electronic publications." Publist is the only internet based reference for over 150,000 print and electronic publications worldwide)

WEBSITES

GLOBAL

International Council for Adult Education

<http://www.web.net/icae/>

International Council for Adult Education Key Documents

<http://www.web.net/icae/eng/kdoc.html>

Fifth International Conference on Adult Education, July 14 -18 1997, Hamburg (CONFINTEA V)

<http://www.web.net/icae/english/confinte.htm>

www.unesco.org/education/uie/documentation/confintea_5.shtml

International Adult Learner's Week (UNESCO)

<http://www.unesco.org/education/uie/InternationalALW/>

International Council for Adult Education: *Ocho Rios Declaration on Adult Learning: A Key to Democratic Citizenship and Global Action* (August 2001)

www.web.net/icae/ordeceng.html

The *European Memorandum on Lifelong Learning* (October 2000)

www.europa.eu.int/comm/education/life/index.html

UNESCO's *Education-for-All* website, including the *Dakar (World Education Forum) Framework for Action* (April 2000)

www.unesco.org/education/efa/index.shtml

International Society for Comparative Adult Education (ISCAE)

<http://www.uni-bamberg.de/ppp/andragogik/iscae/>

ISCAE Publications

<http://www.uni-bamberg.de/ppp/andragogik/iscae/publications.htm>

International Adult and Continuing Education Hall of Fame

<http://tel.occe.ou.edu/halloffame/>

International Conference on Adult Education, Elsinore, Denmark (1949)

http://www.unesco.org/education/uie/confintea/elsino_e.pdf

College Opportunities in International Adult Education

<http://internationaled.about.com/cs/adulteducation/>

[The International Council for Open and Distance Education](http://www.icde.org/)

<http://www.icde.org/>

Comparative and International Education Society (CIES)

<http://www.cies.ws/>

International Resources for Distance Education
<http://webster.comnet.edu/HP/pages/darling/distance.htm>

International Adult Literacy Study
http://www.nap.edu/readingroom/books/icse/study_g.html

International Issues in Andragogy
<http://www.uni-bamberg.de/ppp/andragogik/andragogy/intnatlink.htm>

USAID-LearnLinks (Information on International Development and other Advocacy/Action Sectors, including those on Gender Topics)
<http://learnlink.aed.org/>

Academy for Educational Development
<http://www.aed.org/>

NORTH AMERICA

Adult Education Participation in North America: International Perspectives
http://www.hrdc-drhc.gc.ca/arb/publications/books/adult_lit.shtml

Canadian Bureau for International Education
<http://www.cbie.ca/>
An organization dedicated to issues for international students studying in Canada.

The journal *Comparative Education Review* has produced the following bibliographies. The journal compiles articles from numerous sources in an effort to broaden the field of pertinent articles that may be overlooked when doing a simple search. **THESE ARE VERY IMPORTANT WEBSITES FOR YOUR RESEARCH AND STUDY!:**

- [Comparative and International Education: A Bibliography \(2000\)](#) **NEW!**
- [Comparative and International Education: A Bibliography \(1999\)](#)
- [Comparative and International Education: A Bibliography \(1998\)](#)

Students may want to sign up for on-line journal International Review of Research in Open and Distance Learning (IRRODL). It is published by Athabasca University, Canada's Open University. This new refereed, interactive, online journal is available free at <http://www.irrodl.org/> .

The History of ISCAE and definitions of terms
<http://www.uni-bamberg.de/ppp/andragogik/iscae/isc-txt.htm#1>

Global Diversity of Distance Education

[http://216.239.33.100/search?q=cache:Ljy3qXBh7sMC:www.irrodl.org/current.html+International+Review+of+Research+in+Open+and+Distance+Learning+\(IRRODL\)&hl=en](http://216.239.33.100/search?q=cache:Ljy3qXBh7sMC:www.irrodl.org/current.html+International+Review+of+Research+in+Open+and+Distance+Learning+(IRRODL)&hl=en)

Distance Education-International Clearinghouse (University of Wisconsin-Extension)
<http://www.uwex.edu/disted/international.html>

HIV/AIDS EDUCATION: COMPARATIVE STUDIES

<http://www.tc.columbia.edu/CICE/>

EDUCATION AND SOCIAL EXCLUSION: COMPARATIVE STUDIES

<http://www.tc.columbia.edu/CICE/>

EDUCATION IN THE MARKET/GLOBALIZATION: COMPARATIVE STUDIES

<http://www.tc.columbia.edu/CICE/>

CIVIL SOCIETY (NGOs)/GOVERNMENT INTERFACE: COMPARATIVE STUDIES

<http://www.tc.columbia.edu/CICE/>

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August 28, 2007

TO: The College of Education Curriculum Committee and the Graduate Program Committee

FROM: Lucy M. Guglielmino and Valerie C. Bryan

SUBJECT: Sample syllabus for ADE 7930: Advanced Seminar in Adult Community Education

Please note: We understand that submission of 900 series courses does not require a syllabus; however, we attached a syllabus as a sample of the type of learning experience that will be sought in the Advanced Seminars in Adult and Community Education. Various topics will be explored in the seminars, as noted in the course description; however, some seminars will be targeted to specific topics of wide interest to the field, such as *international adult education* or *self-directed learning*. A firm content outline will not be provided at the beginning of the course; rather, learning communities of advanced graduate students will actively co-create the course of the inquiry. Design of research studies leading to refereed publications and presentations on the targeted topics will be emphasized. This format is designed to prepare proactive, self-directed learners who will contribute significantly to their field of study.

Some of these seminars have been offered under the existing umbrella of EDA 7930: however, some confusion has resulted for students.