

Office of Academic Affairs  
Tarleton State University  
Date Prepared: 12/1/08  
Dates Revised:

### **Master Course Syllabus Outline**

Department: Management, Marketing and Administrative Systems  
Course Prefix/Number: HRM 510  
Course Title: The Adult Learning Environment  
Master Syllabus Approved by Department on: 12/1/08

- I. Catalog Description: Examines learning patterns, interests and participation among adults, with implications for training and development programs. Particular attention is given to the joint responsibility for learning between trainer and adult participants.
- II. Prerequisites: None.
- III. Expanded Course Description:  
Although most child-based learning systems embrace a behavioral pedagogy, adult learning environments require a broader understanding of diverse learning orientations. This course presents a theoretical basis for adult learning in behavioral, humanist, cognitive, and social learning environments and addresses operational issues related to each. Individual experience, personality, interests, intellect and creativity further complicate learning in organizational settings. Students must demonstrate higher-ordered learning by synthesizing related knowledge to develop an original model for a specific adult learning environment.
- IV. Intended Student Outcomes:  
Competency 1: Learning Environments  
Knowledge of diverse contextual (individual, social, ethical, cultural, technological, organizational, etc.) influences that require responsive adult learning strategies.
  - Skill in conducting graduate-level secondary research.
  - Skill in orally communicating adult learning information.Competency 2: Learning Participation  
Knowledge of adult learner characteristics, objectives and experiences that impact learning participation.
  - Skill in using technology to advance adult learning environments.
  - Skill in facilitating participative adult learning environments.Competency 3: Learning Theories  
Knowledge of learning theories and their application to advance cognitive, affective and psychomotor development among adult learners.

- Skill in analyzing learning purpose, facilitator roles and fundamental view of learning process to determine learning orientation applied in the adult learning environment.

At the conclusion of the course the student will utilize higher-ordered learning strategies to create a theoretically-sound adult learning model.

- V. Unless otherwise stipulated in this master syllabus by the department, the following items are subject to faculty discretion as described in each faculty member's individual course outline/syllabus:
- a) Course Requirements
  - b) Required Text(s)
  - c) Bibliography
- VI. Academic Honesty: Cheating, plagiarism (submitting another person's materials or ideas as one's own), or doing work for another person who will receive academic credit are all-impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure of give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.
- VII. Students With Disabilities Policy: It is the policy of Tarleton State University to comply with the Americans with Disabilities Act (ADA) and other federal, state, and local laws relative to the provision of disability services. Students with disabilities attending Tarleton State University may contact the Office of Disability Services at (254) 968-9478 to request appropriate accommodation. Furthermore, formal accommodation requests cannot be made until the student has been officially admitted to Tarleton State University.

Department Head Signature/Date:

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Signature

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Date