

**ACED 3860**  
**Methods of Instruction in Adult and Career Education**  
**3 Semester Hours**

\*\*\*\*\*

**College of Education**  
**Valdosta State University**  
**Department of Adult and Career Education**  
**Conceptual Framework: Guiding Principles**  
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a life-long process of development and growth.

**Ownership** Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

**Standards Principle**: Evidence-based standards systematically guide professional preparation and development.

## **REQUIRED TEXTBOOKS**

Cafferella, R. S. (2002). Planning program for adult learners: A practical guide for educators, trainers, and staff developers. San Francisco: Jossey-Bass.

Various reading assignments from handouts and internet resources as assigned by the instructor.

## **COURSE DESCRIPTION**

Insight into, and working knowledge of, the field of adult and continuing education programming. Emphasis is given to understanding the practical and theoretical foundations upon which adult program formation is based, and reflects the needs and interests of the individual, recreation leisure community, and industry.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

## **COURSE OBJECTIVES (CO) and VSU General Education Outcomes:**

Upon completion of this course, the student will be able to:

CO1. Describe the unique needs of the adult learner and purposes of life-long learning.

CO2. Identify and understand the mission and role of the institution and educator in the adult and continuing education process.

CO3. Plan and design a comprehensive adult and continuing education program.

CO4. Operate and evaluate an adult and continuing education program.

CO5. Design and manage particular learning activities directed at the adult learner.

## **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

1. Each student will prepare a program plan in his/her area of expertise, including the content of the course utilizing all twelve steps as directed in the Interactive Model of Program Planning. The students will present their work to the class on the 3rd weekend. The class will discuss and make recommendations to each of the presentations. Due 3rd weekend.
2. The students will present a unit of instruction from the textbook. The units will be assigned on the first weekend. The student will submit the presentation to the instructor electronically by 5:00 p.m. on Wednesday, February 27. Late submissions will result in a loss of points for this assignment.
3. The student will be required to visit an adult education facility and interview someone in authority about the curriculum development at the facility. On the first class meeting, the instructor will provide more details about the specifics of the interview.
4. As this class is administered from an andragogical as well as pedagogical philosophy, the students will be expected to participate in class discussions and activities.
5. A Final Exam will be administered on the 3rd weekend meeting.

## **COURSE EVALUATION**

### Grading Scale

A	=	90- 100%
B	=	80 – 89%
C	=	70 – 79%
D	=	60 – 69%
F	=	59 and below

## **ATTENDANCE POLICY**

The nature of this course requires attendance for all classes. Absences will result in the following deductions from the *total* earned points:

1 hour:	15 percentage points
2 hours:	25 percentage points
3 hours:	35 percentage points
4 hours:	45 percentage points
5 hours:	The student will receive a failing grade for the course.

## **PROFESSIONALISM**

All students are expected to perform and act in a professional manner at all times. This includes personal and electronic interaction with other students, professors, and consultants who work with the program. Students are expected to complete all assignments on time and to stay in frequent contact with their instructors. A backup copy of all submitted assignments should be maintained by the student. In the case of confusion or unclear expectations, the student should contact the instructor to clarify the issue.

## **POLICY STATEMENT ON PLAGIARISM AND CHEATING**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. Plagiarism will not be tolerated. Students found to be guilty of plagiarism will receive an "F" for the course.

## **SPECIAL NEEDS STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

## **CLASS MEETING DATES:**

February 15-16; March 1-2; March 15-16.

## **INSTRUCTOR INFORMATION**

Dr. Xavier McClung  
2002 Dewar Education Building  
Office phone: (229) 333-5978  
ACED Office phone: (229)333-5928  
E-mail address: [xmcclung@valdosta.edu](mailto:xmcclung@valdosta.edu) (best method of contact)  
Office hours: Mondays and Thursdays, 10:00 a.m. – 3:00 p.m.  
*Or by appointment*