

**Department of Adult and Career Education**  
**ACED 4510**  
**Curriculum Development in Adult and Career Education**  
**3 SEMESTER HOURS**

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**Dewar 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 TEXTBOOK

Gagne, M. R., Wager, W. W., Golas K. C., Keller, J. M., (2005). Principles of instructional design. 5<sup>th</sup> Edition, Belmont, CA: Wadsworth/Thomas Learning.

## COURSE DESCRIPTION

Principles and procedures for analyzing, describing, and classifying occupations; selecting and sequencing program objectives, units, and tasks; and specifying instructional outcomes. Emphasis is placed on actual occupational analysis and breakdown of responsibilities.

## VSU GENERAL EDUCATION OUTCOMES(GEO's):

- I. Students will demonstrate understanding of the society of the United States and its ideals.
- IV. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
- VII. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

## COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Educators 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: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

## LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

### COURSE OBJECTIVES (CO):

(Number in parentheses following each goal refer to the College of Education Conceptual Framework Standards).

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

- CO 1. Outline the relationship between an occupational analysis and curriculum development. GEO I, IV, VII (1, 5)
- CO 2. Develop an occupational description and inventory list, including detailed task duties, for a specific occupation. GEO I, IV, VII (1, 2, 5)
- CO 3. Correlate occupational requirements to curriculum design theory. GEO I, IV, VII (1, 5)
- CO 4. Write performance objectives. GEO I, IV, VII (1, 2, 5)
- CO 5. Incorporate identified competencies into a planned sequence of study leading to occupational goals and objectives. GEO I, IV, VII (1, 2, 4, 5)
- CO 6. Evaluate the ability of curriculum components to meet educational objectives. GEO I, IV, VII (1 - 6)
- CO 7. Define and discuss terminology associated with adult and career education. GEO I, IV, VII (1, 5)

### COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS (Overview of Projects)

- 1. Participation in Electronic Discussion Forum Requirement: Students will actively participate in an electronic discussion forum by reviewing comments made by class members and by contributing thoughtful and meaningful information.
- 2. Group Presentation: Students will present to the class information on a topic related to curriculum development in adult and career education.
- 3. Students will define and discuss terms as they relate to Adult and Career Education.

4. Students will construct a course level map.
5. Students will construct curriculum on an area they might teach.

### COURSE EVALUATION

The learner will be evaluated on the following criteria:

1.	Assignment 1	(Objective 1, 7)	10 points
2.	Assignment 2	(Objective 1 - 6)	20 points
3.	Project	(Objective 1 - 6)	40 points
4.	Participation and Group Assignment	(Objective 1 – 6)	10 points
5.	Electronic Discussion Forum	(Objective 1 – 6)	10 points
6.	Final Exam	(Objective 1, 3, 5-7)	10 <u>points</u>
		Total	100 points

#### Grading Scale

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

### ATTENDANCE POLICY

Attendance at all sessions is mandatory. In the case of unavoidable absences, the instructor should be notified as soon as possible, so that alternate assignments can be arranged. Prior notice is preferred, when possible. Any student missing in excess of 20% of class time will be subject to withdrawal from the course by the instructor. In the case of an unexcused absence, 20 points will be deducted from the student’s final score for each block of time (evening or morning) missed. Since some of this class is conducted on-line, it is expected that students will maintain a reasonable presence on the discussion forum and must respond promptly to the instructors e-mail contacts and telephone contacts, as applicable.

### 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.

The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a “0” on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade “F” for the course.

THIRD OFFENSE: The student will earn the letter grade “F” for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university)

officials within the administrative structure will be taken. (Please also see the VSU Student Handbook.)

#### Academic Integrity:

From VSU's Academic Integrity Code (the full code is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php>) "Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics."

Full information on Academic Honesty at VSU is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsu.php>

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students at <http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>.

#### ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

From VSU's Access Office (<http://www.valdosta.edu/student/disability/faculty-and-staff-resources.php>):

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (Video Phone) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/student/disability/> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

#### SOI Syllabus statement:

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses two weeks after they have

submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/directions-for-accessing-and-completing-sois.php>

### INSTRUCTOR

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Office hours: Tuesday: 9:00 a.m.—3:00 p.m.

Thursday: 9:00 a.m.—1:00 p.m.

Other times by appointment

Note: Travel responsibilities may interfere with these published hours.