

ACED 4810 (Online)
CONTEMPORARY SKILLS FOR WORKPLACE
3 SEMESTER HOURS

Dewar College of Education
Valdosta State University

Department of ADULT AND CAREER EDUCATION
Conceptual Framework: Guiding Principles (DEPOSITS)

(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 lifelong 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.

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.

REQUIRED TEXTBOOKS

Anderson, L.; Bolt, S. (2011). *Professionalism: Skills for Workplace Success*, (4th ed.), New Jersey: *Positively Impacting Learning Through Evidence-Based Practices*

COURSE DESCRIPTION

This course is designed to analyze the workplace skills needed in a rapidly changing technological society. Emphasis is placed on communication skills, employee motivation, change management, team building, and career planning. Students are required to build a career plan and conduct a workforce field study.

COURSE OBJECTIVES (CO):

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

Describe the most desired skills required in a rapidly changing contemporary workplace; (I, II, III, VI); (GEO-1, 2, 4, 7, 8)

Recognize positive relationship strategies that are being used in the contemporary workplace; (III, VI); (GEO-1, 2, 4, 7, 8)

Utilize the principles of team building for workplace performance; (II, III, VI); (GEO-1, 2, 4, 7, 8)

Apply effective interpersonal communication skills in actual or simulated work environment; (II, VI); (GEO-1, 2, 4, 7, 8)

Describe the basic management principles and theories practiced in the contemporary workplace; (II, III); (GEO-1, 2, 4, 7, 8)

Describe the processes used to facilitate and influence change in individuals and within an organization; (II, III, VI); (GEO-1, 2,3,7,8)

Describe how change is managed in the workplace; (III, VI); (GEO-1, 2,4)

Develop a personalized career plan. (VI); (GEO-4, 7,8)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Attendance (15%)

Treat this class like a job. You are expected to attend Blackboard Collaborate sessions. If you cannot attend the scheduled session, you will be required to review the archived session. Students who cannot attend the video conferences will be permitted to complete a make-up assignment that consists of watching the archived session and submitting a summary or outline of the session. All video conference make-up assignments must be submitted during the module in which the session was recorded.

Discussion Board (10%)

You will be asked to participate in discussions about a particular topic. For each discussion, you are to provide an original posting. Then you are to read the postings and comments of your colleagues and provide substantive comments.

Assignments (20%)

The assignments are an opportunity for you to transfer new knowledge and skills to an authentic context. Each Assignment requires independent reflection, analysis, synthesis, and personalization of the concepts and strategies presented during the course. As you proceed through this course, you will be learning about the professional skills needed in today's workplace.

Critical Reflection Paper (10%)

You will address your learning process during the course. Specific guidelines will be discussed in class.

Workforce Field Study Project (15%)

You will visit and prepare a report about a workplace. Detailed instructions about this assignment will be discussed in class.

Career Advancement Plan Project (30%)

You will develop a personal career plan that provides a framework for your career advancement/development. This assignment is designed to help you better understand your chosen career field. Specific guidelines for this project will be discussed in class.

COURSE EVALUATION

Activity	Percentage
Attendance	15
Assignments: Activities Videos	20
Workforce Field Study	15
Career Advancement Plan	30
Discussion Board	10
Critical Reflection Paper	10
Total Percentage	100%

GRADING SCALE

- 90 - 100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- 0 - 60 = F

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. The student should maintain a backup copy of all submitted assignments. In the case of confusion or unclear expectations, the student should contact the instructor to clarify the issue.

To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in this classroom in a manner that does not disrupt teaching or learning.

- You are expected to be on time.
- Classroom participation is a part of your grade in this course. To participate you must attend class having prepared the materials for the day.
- Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.
- Any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations.
- Electronic devices such as cell phones and pagers must be turned off during class, unless you have informed me ahead of time that you are expecting an emergency message.

ATTENDANCE POLICY

Attendance is required; however, if you cannot attend the scheduled session, you should contact your instructor prior to class.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. 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.

Further class policy includes: all work in this course must be the student's own individual effort. Students are not allowed to recycle work from another course and cannot have another student (or person, or website) do any of the student's assignments, assessments, and interactions (discussions). Assignments are to be original to this course and this term. If students are having problems with an assignment it is best to ask the instructor for help and not another student. These are all violations of the Academic Honor Code and the policies of this course.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment,

- failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
 3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

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 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 due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

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, and 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 responses 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/academic/OnlineSOIPilotProject.shtml>.