

**ACED 7100
CURRENT PRACTICES IN WORKFORCE EDUCATION AND DEVELOPMENT
3 SEMESTER HOURS CREDIT
COURSE SYLLABUS**

**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 TEXT

Dick, W. & Carey, L (2009). The systematic design of instruction (7th. ed.). Allen and Bacon: Boston.

OPTIONAL TEXTS

Stolovitch, H. D. & Keeps, E.J. (1999). Handbook of human performance technology (2nd Ed.). Pfeiffer: San Francisco.

COURSE DESCRIPTION

Introduction to workforce education and development. Emphasis is on models of program design, needs assessment, costs, and benefits to the sponsoring corporation or agency, and methods of enhancing human performance in the workplace.

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)

- 1. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.
- 2. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- 3. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- 4. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- 5. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- 6. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES

(Numbers in parentheses following each objective refer to the College of Education Conceptual Framework Standards)

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

- 1. define and differentiate between adult education, training and development, performance technology, human resource development and organization development; GEO I, IV, VII (1,2,3)

2. describe several models used to design training and development programs; GEO IV, VII (4, 5)
3. design training materials based on the Dick and Carey ISD model; GEO IV, VII (1, 2, 3, 4, 5,6)
4. evaluate the effectiveness of a typical training and development program, based on the needs, costs, and benefits to the sponsoring company or agency; GEO I, IV, VII (1, 3, 4, 5)
5. describe the role of training and development in organizational development. GEO I, IV, VII (1,2,3,4, 5)
6. identify research methods appropriate for training and development practitioners when studying a workforce population. GEO I, IV, VII (1, 3, 4, 5)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

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. (CO 1 - CO 6)
2. Group Project: Students will develop a group project. (CO 1 - CO 6)
3. Instructional Design Project: Students will analyze, design, develop a design project that will support and enrich their understanding and application of the course information. (CO 1 - CO 6)

COURSE REQUIREMENTS

Instructional Design 100 %
 (Objective 1, 2, 3, 4, 5, 6)

Instructional Design Project Point Values

Background and Rationale.....	15
Goal Statement.....	05
Subordinate Skills Analysis.....	25
E/C/L Analysis.....	35
Objectives	30
CRT Items.....	15
Instructional Strategy.....	45
Instructional Materials.....	30
Group Project.....	15
Discussion Board/Web Presence	15
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Total.....	230

Instructional Design Project Grading Scale

230—207 points	A
206—184 points	B
183—161 points	C
160—000 points	F

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 page 39 of the VSU Student Handbook.)

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).

INSTRUCTOR

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Office hours: Thursday: 2:00 a.m.—5:00 p.m.

Friday: 9:00 a.m.—12:00 p.m.

Other times by appointment

Note: Travel responsibilities may interfere with these published hours.