

ACED 7530
SUPERVISION OF ADULT AND CAREER EDUCATION
PROGRAMS
3 Semester Hours
SPRING 2012

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

The Leadership Challenge, 4th Edition. (2007). Kouzes & Posner. Jossey-Bass Publishers, San Francisco, CA

Good to Great (2001). Jim Collins. Harper Business. New York, NY

COURSE DESCRIPTION

Selection and evaluation of personnel, supervisory techniques, and methods of leadership for leaders in education 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):

The student will:

- CO 1: Define the parameters of management and leadership. (I, IV, V)
- CO 2: Communicate effectively with subordinates within the organization. (II, VI)
- CO 3: Develop decision-making skills and implement change. (II, III, VI)
- CO 4: Motivate personnel through group dynamics and human relations skills. (III, V)
- CO 5: Supervise training and development activities within an organization. (II, IV, V)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Activities:
 - A. The student will interview a current supervisor with a provided suggested list of interview questions. (CO 1)

2. Assignments:
 - B. Write a research paper on a topic related to supervision in adult and/or career education. The paper must contain at least eight references and be a minimum of 8 pages in length not including cover and references pages. Due date April 20, 2012. (CO 3, 5)
 - C. There will be assigned online discussion topics in which the students will be expected to fully participate. A rubrics will be provided to the students as to how their discussion grade will be determined. Ongoing assignment. (CO 1,3)

3. Requirements:
 - D. Each learner will lead discussion on a chapter from each of the two textbooks. Assignments to be announced. The Leadership Challenge discussions begin January 9 and end February 13, 2012. Good to Great discussions begin February 14 and end March 30, 2012. (CO 2, 3, 4,5)
 - E. The student will be required to read the information on the “Links” on BlazeNet and write a ½ - 1 page summary of each link to include highlights of the link and the student’s reaction to the link. Due Date March 23, 2012. (CO 2, 3)

COURSE EVALUATION

“The Leadership Challenge”	100 points
“Good to Great”	100 points
Research Paper.....	100 points
Interview.....	100 points
Online Components.....	400 points
Discussions-----	300 points
Links Assignments-----	100 points

GRADING SCALE

A =	93-100 %
B =	85 - 92 %
C =	76 - 84 %
D =	69 - 75 %
F =	68% and below

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 2041. Plagiarism will not be tolerated. The procedures for violations of this policy will be implemented as stated in the above document.

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

INSTRUCTOR

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Or by appointment