

ACED 7640
ISSUES & TRENDS 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.

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOK

ISBN	Title	Author	Edition
9780205486205	Current Issues and Trends in Education	Jerry Aldridge	2nd
9780078139505	Taking Sides (EDUCATION ISSUES) (EXP)	James Noll	17th

COURSE DESCRIPTION

Exploration and analysis of recent research and societal developments affecting adult and career education. Emphasis is on ethical and professional responsibilities, liability, emerging trends, and issues.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

(identify those that apply to the course)

- 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):

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

1. Describe and discuss the ethical and professional responsibilities and liability of adult learners in contemporary society.
2. Describe how adult learners are impacted by, and dealing with, challenging political, socio-economic, demographic, and globalization trends and issues.
3. Describe how education institutions are affected by the emerging political, socio-economic, demographic, and globalization trends and issues.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Instructions:

Word process all papers, double spaced with 12 point and Calibri or Times New Roman font. Papers should have a cover sheet indicating: (a) your Student ID, (b) title of paper, (c) date, (d) course title. The reference list should be on separate paper. The page count does not include the cover page nor reference list. All papers should be completed by the assigned due date.

I. Project: Research on the Emerging Trends and Issues (30%): Each learner must research an issue or trend in adult education in the 21st century. Details of the project will be discussed on the project assignment sheet (300 points) (I-VI)

II. Mid-Term Examination (20%): A Mid-Term examination will consist of questions based on course readings. Students are encouraged to take and keep notes from course reading materials. (100 points) (I-VI)

III. Final Examination (20%): A final examination will consist of questions based on course readings. Students are encouraged to take and keep notes from course reading materials. (100 points) (I-VI)

IV. Online Discussion (15%): Participation is very important. The participation grade is based upon:

- (a) contributions to classroom discussions,
- (b) reactions to assigned readings and presentations; and
- (c) evidence of reflection, analysis, synthesis, and evaluation.

(150 points) (I-VI)

V. Group Discussion Summary (15%): Participation is very important. The participation grade is based upon: Group Discussion Summary Assignment: Students will contribute to an assigned discussion group, resulting in a discussion summary. (150 points) (I-VI)

COURSE EVALUATION

The following is the course assessment criteria:

Project	300 points	(CO 1-3)
Mid-Term Examination	200 points	(CO 1-3)
Final Examination	200 points	(CO 1-3)
Part. in Online Discussion	150 points	(CO 1-3)
Group Discussion Summary	150 points	(CO 1-3)

Evaluation of student earning gain will then be based on the following grading scale:

A	= 90 – 100%
B	= 80 – 89%
C	= 70 – 79%
D	= 60 – 69%
F	= Below 60%

ATTENDANCE POLICY

The nature of this course requires students to participate in all online discussions and attend WIMBA sessions. Failing to participate in the discussion or absences will result in the deductions from the **total** earned points.

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. 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."

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

Turnitin, a plagiarism prevention tool, is available to all faculty through BlazeVIEW, VSU's online course management system. All faculty should include the following announcement in their syllabi: "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.

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- 3:00

Thursday 9:00- 1:00

Other times by appointment

Note: Travel responsibilities may interfere with these published hours.