

ACED 9410
Diverse Populations in Adult and Career Education
3 Semester Hours

VALDOSTA STATE UNIVERSITY
Dewar College of Education
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 AND READINGS

- Ginsberg, M.B. and Wlodkowski, R.J. (2009). Diversity and Motivation: Culturally Responsive Teaching in College, 2nd edition. San Francisco, CA. Jossey-Bass Publishers
- Assigned readings from the Internet and/or other sources.

COURSE DESCRIPTION

Analysis of decision making, policy development, and implementation of adult and career education programs serving diverse adult populations. Particular emphasis will be placed on adult populations, including but not limited to adults with special needs, military veterans, displaced workers, single parents, incarcerated adults, older workers, and others.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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.

COURSE OBJECTIVES (CO):

The student will:

- CO 1.** Assess personal and professional attitudes toward special populations. (II, III)
- CO 2.** Nurture an attitude that acknowledges a teacher's/trainer's responsibility to all students. (II, III, IV)
- CO 3.** Identify and discuss national and state legislation, which impacts upon various adult populations and programs. (V)
- CO 4.** Identify and describe the unique characteristics of diverse adult students. (II, III)
- CO 6.** Design curricular planning strategies and modification for program development and implementation for diverse populations. (V)
- CO 7.** Discuss the importance of interagency cooperation to meet individual career goals. (II)
- CO 8.** Recognize the scope of career/technical and adult education programs. (III, V)
- CO 9.** Explain the critical knowledge, skills, and cooperation necessary to establish and maintain a positive and effective employer-employee and educational agencies.

VSU GENERAL EDUCATION OUTCOMES:

GEO 2. Students will demonstrate cross-cultural perspectives and knowledge of other societies. They will possess sufficient knowledge of various aspects of another culture, including the language, social and religious customs, aesthetic expression, geography, and intellectual and political history, to enable them to interact with individuals within that society from an informed perspective. They will possess an international viewpoint that will allow them to examine critically the culture of their own nation and to participate in global society.

- GEO 3.** Students will use computer and information technology when appropriate. They will demonstrate knowledge of computer concepts and terminology. They will possess basic working knowledge of a computer operating system. They will be able to use at least two software tools, such as word processors, spreadsheets, database management systems, or statistical packages. They will be able to find information using computer searching tools.
- GEO 4.** Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. They will display the ability to write coherently in standard English; to speak well; to read, to understand, and to interpret the content of written materials in various disciplines; and to listen effectively and to understand different modes of communication.
- GEO 6.** Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences. They will develop understanding of the relationships among the visual and performing arts, literature and languages, and history and the social sciences. Students will be versed in approaches appropriate to the study of those disciplines; they will identify and respond to a variety of aesthetic experiences and engage in critical thinking about diverse issues. They will be able to identify the components of and respond to aesthetic experiences in the visual and performing arts. They will develop knowledge of world literature within its historical and cultural frameworks. They will understand modern issues within a historical context and the role of the individual in various forms of societies and governments.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Activities: Students will:

- A. Exchange ideas and fully participate in class and online discussions.
- B. Meet on campus as face-to-face (F2F) classes on Saturday, January 19, 2013; (subsequent two Saturdays will be decided upon during first class meeting), in the Dewar College of Education, Room 2106. Our F2F meetings will begin at 9:00 a.m. and will continue all day until 6:00 p.m. (CO 1, 3, 7, 8)

2. Assignments:

- A. Complete seven article critiques and submit to BlazeView. Topics of articles should relate to current practices associated with each student's chosen diverse population area of inquiry and his/her assigned chapter topic. (CO 1, 3, 4, 6)
- B. Select an agency that serves diverse adult populations. Interview a person in authority concerning the service provided, requirements for clientele, funding, education and/or certification required for a position with the agency, and other pertinent information. This information will be due on and shared with the class in a creative project during our last F2F meeting. (CO 5, 7, 8)

- C. Conduct research on a topic approved by instructor and write a research paper, using APA, 6th edition format. The paper will be a minimum of 10-15 pages. The paper will be submitted via BlazeView and presented using PowerPoint or similar presentation software to the class during our last F2F meeting. (CO 1, 2, 4, 8)
- D. Present a unit of instruction from our text to the class. The student will lecture on the concepts of his/her chapter using an appropriate visual aid. Each student will create and deliver a class activity to further involve the class in the major concepts of each chapter of our textbook. (CO 2, 6, 8, 9)

COURSE EVALUATION

Grading Scale

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

ATTENDANCE POLICY

The nature of this course requires attendance for all classes. Absences will result in the following deductions from the *total* earned points:

- 1 hour: 15 percentage points
- 2 hours: 30 percentage points
- 3 hours: 40 percentage points
- 5 hours: The student will receive a failing grade for the course.

STUDENT OPINION OF INSTRUCTION (SOI)

At the end of the term, all students will be expected to complete an online 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/administrator. 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 online.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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 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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