



**ACED 9420 Issues in Adult and Career Education
(3 Credits)**

**Valdosta State University (VSU) College of Education (COE)
Department of Adult and Career Education (ACED)**

COE Conceptual Framework Guiding Principles

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

- Dispositions:** Productive dispositions positively affect learners, professional growth, and the learning environment.
- Equity:** All learners deserve high expectations and support.
- Process:** Learning is a life-long process of development and growth.
- Ownership:** Professionals are committed to, and assume responsibility for, the future of their disciplines.
- Support:** Successful engagement in the process of learning requires collaboration among multiple partners.
- Impact:** Effective practice yields evidence of learning.
- Technology:** Technology facilitates teaching, learning, community building, and resource acquisition.
- Standards:** Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning Through Evidence-Based Practices

COURSE DESCRIPTION

Emphasis on topics relating to adult and career education that are considered to be especially significant to the field because of current research developments and legislation.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS

The following [College of Education Conceptual Framework Standard](#) (CFS) will be addressed in this course:

- CFS I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.
- CFS II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- CFS III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- CFS VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

VSU GENERAL EDUCATION OUTCOMES

VSU's eight General Education Outcomes (GEO) provide a broad overview of the skills and knowledge that all VSU students should be able to demonstrate at increasing levels of proficiency throughout their college careers::

1. Students will demonstrate understanding of the society of the United States and its ideals. They will possess the requisite knowledge of the society of the United States, its ideals, and its functions to enable them to become informed and responsible citizens. They will understand the connections between the individual and society and the roles of social institutions. They will understand the structure and operational principles of the United States government and economic system. They will understand United States history and both the historical and present role of the United States in the world.
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.
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.
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.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices. They will understand the basic concepts and principles underlying scientific methodology and be able to collect, analyze, and interpret data. They will learn a body of scientific knowledge and be able to judge the merits of arguments about scientific issues. They will be able to perform basic algebraic manipulations and to use fundamental algebraic concepts to solve word problems and equations. They will be able to use basic knowledge of statistics to interpret and to analyze data. They will be able to evaluate arguments based on quantitative data.
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.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials. They will be skilled in inquiry, logical reasoning, and critical analysis.

They will be able to acquire and evaluate relevant information, analyze arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems.

8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems. They will recognize and understand issues in applied ethics. They will understand their own value systems in relation to other value systems. They will judge values and practices in a variety of disciplines.

COURSE OBJECTIVES

Numbers in parentheses following each objective refer to the COE Conceptual Framework Standards (CFS) and VSU General Education Outcomes (GEO) emphasized in this course. Upon completion of this course, the student will be able to:

- CO 1. Explain contemporary theoretical issues that affect adult and career education. (CFS I, II, III; GEO 2, 3, 4, 5, 6, 7, 8)
- CO 2. Describe contemporary socioeconomic issues of adult and career education. (CFS I, II; GEO 1, 2, 3, 4, 5, 6, 7, 8)
- CO 3. Discuss issues of policy and practice of contemporary adult and career education. (CFS II, III; GEO 2, 3, 4, 5, 6, 7, 8)
- CO 4. Describe new and emerging issues related to the implementation of adult and career education. (CFS I, II, III, VI; GEO 2, 3, 4, 5, 6, 7, 8)
- CO 5. Develop scholarly research paper discussing a particular important issue facing adult and career education. (CFS I, II, III, VI; GEO 1, 2, 3, 4, 5, 6, 7, 8)

REQUIRED TEXTBOOKS

None.

Online reading assignments will be required.

PROFESSOR

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Office hours: Mondays: 10:00 a.m. - 3:00 p.m.

Note: Travel responsibilities may interfere with these published hours.

COMMUNICATION POLICY

Student-to-Instructor and Instructor-to-Student interaction are critical components of any learning environment. Some of our communication may occur in BlazeVIEW *Discussions* (especially if it's something the entire class can benefit from). Any time that you are in BlazeVIEW, you can check to see if your professor has BlazeVIEW open. If so, you can initiate a chat invitation.

Please don't hesitate to email your professor directly or stop by during office hours if you have a question or problem that you would rather discuss in private. To help insure effective email communication throughout the semester:

- Please send your emails through the email tool of your course in BlazeVIEW. This account will be checked frequently by your professor. BlazeVIEW email automatically provides a list of class participants (including your professor) to ensure that the message goes to the correct address. It also places a copy in the sender's BlazeVIEW email account.
 - As a courtesy, ALWAYS include a descriptive subject line with your email messages.
 - Use complete sentences and proper grammar in your email messages.
 - Key your full name at the end of your email message.
- If for some reason the BlazeVIEW server is down, and you cannot access it to send an email message, feel free to use your Live@valdosta.edu email account to send a message to your professor at the valdosta.edu address provided. You MUST include the course number in the subject line of your message, and be sure to type your full name at the end of your message.
- If BOTH the BlazeVIEW and Live@valdosta.edu servers are down, you may call the professor at the office during office hours or cell phone provided at the face-to-face meeting.
- Participants who include the word "QUESTION" or "PROBLEM" in the subject line of an email can generally expect a response within 24 hours (except possibly on week-ends or holidays).

ATTENDANCE POLICY

From the VSU Undergraduate Catalog: *When students are compelled for any reason to be absent from class, they should immediately contact the professor. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course.* Missing any of the face-to-face meetings will result in loss of participation points. Missing two of the face-to-face meetings will result in a failing grade in the course.

COURSE REQUIREMENTS

Papers and Reports. All papers, reports, and presentations should be scholarly in nature and written, formatted, and cited according to the *American Psychological Association 6th Edition, Second Printing* (APA). Guidelines can be found online at <http://owl.english.purdue.edu/owl/resource/560/01/>. Plagiarism detection software and other methods may be used for the evaluation of your work, so please use any APA resources available to make sure your sources are appropriately cited. Grading rubrics will be provided for most projects. (CFS I, II, VI)

1. **Current Issues/Trend Article Report (300 Points). Due date July 9.** The purpose of this assignment is to research and report on the literature available regarding a current and/or emerging issue in career, technical, adult, or workforce education and to familiarize student with publication procedures. (CFS I, III)
 - Conduct literature research and develop a paper from a combination of AT LEAST 10 cited references including a mix of: books, professional journals, internet websites, and/or institutional documents.
 - Write 10-15 pages excluding the title page and references. Use APA format (Sample APA paper available at http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf). Length may be modified with permission of instructor (according to journal submission.).
 - Begin your paper with an introduction that explains the set of topic you will discuss in your review.

- Provide appropriate headings (see APA Headings and Serration <http://owl.english.purdue.edu/owl/resource/560/16/>) for each topic in the paper.
 - Submit paper for publication in a professional journal (preferably peer-reviewed, but not required). Student will provide instructor documentation that paper has been submitted for publication.
 - Student will obtain article submission requirements for journal(s) early in publication writing process.
2. **LEADING Current Issues Discussion (300 Points). Weekly due dates assigned at face-to-face meeting .**
 The purpose of this assignment is to provide a forum for you to share your findings from the Current Issues and/or Trends Literature Review. Students will be responsible for leading a discussion topic for one week. Dates of assignments will be selected at face-to-face meeting on June 1. (CFS I, III)
- Prepare a discussion topic on a current field-related issue.
 - Begin your discussion with an introduction that explains the topic that you will lead
 - Provide at least three lead-in questions on the discussion.
 - Encourage audience participation by responding to the relevant comments posted by classmates.
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3. **RESPONDING to BlazeVIEW Discussions (400 Points). Due date ongoing.** The purpose of the online discussions is to provide continuity among the students' findings and to further investigate issues. (CFS I, II, VI)
- Respond to the discussion questions related to topics and readings posted in BlazeVIEW by the deadline (midnight Friday) each week.
 - Use proper grammar and mechanics (BlazeVIEW has a spell check feature when you enable the HTML Creator).
 - Reply substantively and respectfully by the deadline. No cited references are required in your replies to your classmates.
 - Due to the nature of discussion forums, no late postings will earn points.
4. **Field Interview and Report (300 Points). Due date June 24.** The purpose of this activity is to gain insight into current and emerging issues related to your current position or career field with an interview, oral presentation, and written report.
- Students will interview two professionals in careers related to career, technical, adult, or workforce education. Subjects could represent various educational positions from system to district to institution levels.
 - Students will share their interviews with the class via discussion on BlazeVIEW. Include the following in your posting for discussion:
 - i. Introduction with background information of the educational context and interviewees
 - ii. Narrative describing the data gathered from the interviews
 - iii. Findings discussing what was learned from the interviews
5. **Weekly Journal (300 Points). Due date weekly.** Student will keep a journal of relevant activities for the course to include research findings, discussion highlights, status of assignments, etc. Student will e-mail a copy of weekly journal to instructor by midnight on Friday of each week.
6. **Final Examination (200 Points). July 23; to be conducted online.** The purpose of this activity is to provide participants with an opportunity to analyze and synthesize content studied during the course through readings and class discussions. (CFS I, II, III, VI)
- Participants will be given several options regarding essay questions to answer.
 - Participants are encouraged to draw from course readings, interviews, class notes, and other materials.
7. **Participation (200 Points). Due date: ongoing.** The purpose of this part of the grade is to emphasize the importance of participation, attendance, and civility in the learning process, in both the face-to-face and online classroom

- The participation grade is based upon: (1) contributions to classroom discussions (both f2f and online); (2) reactions to assigned readings and presentations; and (3) evidence of reflection, analysis, synthesis, and evaluation.
- While opposing perspectives are welcomed and encouraged, participants are expected to treat one another with the respect and dignity all community members in a democratic society are entitled to. Nothing less than thoughtful behavior will be acceptable.
- Absenteeism and nonparticipation result in a significant loss of learning opportunities.

COURSE EVALUATION

Current Issues/Trends Article Report	300 points
Leading Current Issues Discussion	300 points
BlazeVIEW Discussions	400 points
Field Interview & Report	300 points
Weekly Journal	300 points
Final Examination	200 points
Participation	<u>200 points</u>
TOTAL	2000 points

Final Grading Scale

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

ASSIGNMENT POLICIES

- Assignments are to be submitted **on or before the stated deadline**.
- **Late assignments will not be accepted.**
 - If you have a **SERIOUS** problem that keeps you from submitting assignments on time, please contact your professor immediately, who will determine if the seriousness of your problem warrants an exception to the late assignment rule.
 - The following are examples of what might be considered as exceptions:
 - Documented widespread power or Internet outage
 - Hospitalization or documented serious illness
 - Death in the immediate family
 - The following are examples of what may **NOT** be considered as exceptions:
 - Problems with your home or work computer or software (you should have a back-up plan)
 - Heavy work or course schedule and poor time management
 - Vacation
- As a safeguard, please save a copy of **all assignments** on your own media until the end of the semester.

PLAGIARISM AND CHEATING

Warning: Academic integrity is taken very seriously by instructors in this department. Do not turn in someone else's work as your own, and be very careful about appropriately citing sources when writing papers or preparing presentations. 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.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). Please study the following consequences for acts of academic dishonesty in this course:

First Offense: The student will earn a zero for the **entire** assignment or exam, and the faculty member will complete a Valdosta State University Report of Academic Dishonesty. A copy of this form is sent to the Student Conduct Office in the Dean of Students Office. (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

Second Offense: The student will earn a grade of “F” for the course.

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).