

**ACED 9430**  
**LEADERSHIP IN ADULT AND CAREER EDUCATION**  
**3 Semester Hours**

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**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

Bolman, L. G. & Deal, T. E. (2003). Reframing Organizations—Artistry, Choice, and Leadership (3<sup>rd</sup> E.d.). San Francisco: Jossey-Bass.

## COURSE DESCRIPTION

Exploration of theory and development of leadership in adult and career education settings. Emphasis will be placed on identifying effective leadership characteristics, expanding leadership skills, and developing a philosophy of effective leadership.

## 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):

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

- CO 1. analyze factors related to organizational complexity and will be able to use this analysis to suggest effective leadership actions that may be applied to educational organizations. (III, V, IV);
- CO 2. compare and contrast various organizational structures and discuss the impact that these structures may have on the success of an educational organization. (III, V, and IV);
- CO 3. discuss the impact that human interaction and relationships have on an educational institution and develop strategies for dealing with human resource issues within an educational setting. (III, V);

- CO 4. explain how political influences affective educational organizations and suggest ways to maximize these influences for the improvement of the organization. (V, VI);
- CO 5. describe ways that cultural influences and traditions affect educational organizations and suggest ways to maximize these influences for the improvement of the organization. ( II, III, VI);
- CO 6. apply effective organizational principles to the educational organization, related to leadership, change, and ethics.evaluate curriculum materials for instructional effectiveness (I, II, III, IV, V, VI).
- CO 7. discuss contemporary leadership theories and evaluate the theories for potential effectiveness. (II, IV, VI)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

- 1. Leadership Theory Presentation Activity: Students will select and analyze a current leadership publication and will present an overview of the publication to the class, along with a one-page summary of the publication.  
(CO 1, CO 2, CO 3, CO 4, CO 5, CO 6, CO 7)
- 2. Concept Paper Assignments: Students will prepare concept papers related to course topics.  
(CO 1, CO 2, CO 3, CO 4, CO 5, CO 6)
- 3. Progressive Exam Requirement: Students will successfully complete responses to progressive exam questions given throughout the course.  
(CO 1, CO 2, CO 3, CO 4, CO 5, CO 6)
- 4. Classroom Attendance and Discussion Requirement: Students will attend all on-site class sessions and will participate in discussions.  
(CO 1, CO 2, CO 3, CO 4, CO 5, CO 6, CO 7)

COURSE EVALUATION

The learner will be evaluated on the following criteria:

- 1. Leadership Theory Presentation-----20%
- 2. Concept Paper Assignments----- 30%
- 3. Progressive Exam-----50%
  
- Total-----100%

Note: A ten-point deduction from the student’s final grade will be assessed for absence from an on-site meeting. These points may be recovered through the satisfactory completion of a seven- to ten-page scholarly paper related to the course readings, topic, and objectives. Students are only allowed to miss and makeup one on-site meeting.

## Grading Scale

A	=	90-100
B	=	80-89
C	=	70-79
F	=	Below 70

## ATTENDANCE POLICY

**Attendance at all sessions is mandatory.** In the case of unavoidable absences, the instructor should be notified as soon as possible, so that alternate assignments can be arranged. Prior notice is preferred, when possible. Any student missing in excess of 20% of on-site class time will be subject to withdrawal from the course by the instructor. In the case of an unexcused absence, 10 points will be deducted from the student's final score for each on-site meeting missed.

## 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: Monday and Tuesday: 9:00 a.m.—11:45 a.m.

Thursday: 9:00 a.m.—11:45 a.m. and 1:00 p.m.—3:00 p.m.

Other times by appointment

Note: Travel responsibilities may interfere with these published hours.