

# ARP X397

## Principles and Practices of Adult and Vocational Education (Level II)

### Course Syllabus

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### **Adult and Vocational Education Preliminary Credential Requirements**

This Level II course is approved by the San Diego County Office of Education (LEA), and partially clears the professional preparation requirements for a Designated Subjects Teaching Credential in Adult or Vocational Education.

### **Course Overview**

This course is concerned with the principles and practice of teaching, with primary emphasis on adult learners and the teaching of vocational subjects. The course will cover the following topics, through lectures, demonstrations, field work, and readings: history, philosophy and scope of education, adult development, student diversity community and occupational relationships, program/course funding and marketing, advanced instructional methods (including application of instructional technology), student leadership develop, counseling and guidance. The course blends traditional classroom instruction, on-line learning resources, and independent project-based work.

### **Required Readings**

(See assignments)

### **Learning Objectives**

The following learning objectives have been established for this course. Each student who attends all class sessions and completes required assignments will demonstrate an understanding of:

- 1) The history, philosophy, and scope of education;
- 2) Adult development;
- 3) Student diversity and special learning needs (disabling conditions, gender equity, language development, multicultural education, mainstreaming);
- 4) Student needs assessment, including awareness of special services, counseling and guidance, and leadership development;
- 5) Advanced instructional methods, including advanced teaching methods and strategies (e.g., student-centered instruction), student motivation, reinforcement and feedback, preparation of course outlines and lessons plans, needs assessment and integration of academic skills in the curriculum, use of

scoring rubrics, application of materials and instructional technology, maintaining learning environments and facilities, and student program and course evaluation; and

- 6) Community and occupational relationships, including state and federal legislation, roles and authority of governing boards and advisory groups, relationships between adult and vocational instruction programs and occupational groups, program and course funding and inventory, and program/course marketing.

### **Instructor Expectations for Course**

Since this is an intense professional development course for practicing teachers, it is expected that each student will share responsibility for learning by maintaining good attendance and arriving on time to class, completing assignments in advance of each class, participating in classroom discussions, and sharing professional experiences and expertise as appropriate. Students with special learning needs are urged to contact the instructor at the beginning of the course.

### **Course Grading Criteria**

Final course grades will be based on five, weighted factors: in-class teaching presentation, required readings and submittal of reading journal, attendance at a local governing or advisory board meeting, research and identification of occupational relationships, and development of adult and vocational education funding sources and a program marketing plan. The weightings are as follows:

<b>35% - TEACHING PRESENTATION (35 Points)</b>	Development of a lesson plan, learning evaluation instrument or process, and demonstration of the integration of instructional media and technology through a 15 minute teaching segment The presentation will be evaluated and scored by classmates.
<b>25% - REQUIRED READINGS (25 Points)</b>	Completion and demonstrated understanding of required readings (reading journal). The journal will be scored on the basis of scope, level of detail and exploration, clarity, and integration of literature, lectures, discussion, and observations.
<b>10% - EDUCATION GOVERNING BOARDS (10 Points)</b>	Systematic observation of a local education governing or advisory board (written summary and meeting agenda required)
<b>15% - OCCUPATIONAL RELATIONSHIPS (15 POINTS)</b>	Research and identification of occupations and labor groups aligned with adult and vocational education (written paper required)
<b>15% - PROGRAM FUNDING AND MARKETING (15 POINTS)</b>	Development of at least four adult/vocational education funding sources; development of a written marketing plan for a course or program

**Total possible for course: 100 points**

Any assignments missed due to absence will be recorded as zeroes. Ordinarily, there will be no make-ups given. On rare occasions, only when very extenuating circumstances warrant, written excuses with documentation will be accepted from students who have had an unavoidable absence. Such written excuses should be submitted at the class following the missed class.

### Grading Scale

(Subject to Downward Modification and Insertion of Plus and Minus)

A	90-100	D	60-69
B	80-89	F	59 and below
C	70-79		

### Course Assignments

**Teaching Presentation.** Each student will prepare and deliver a 15-minute instructional segment that demonstrates principles of effective teaching, including the use of educational media and technology (e.g., overhead projector, video clip, PowerPoint). The assignment entails researching a vocational topic (subject mastery), preparing a lesson plan (organizing the learning event), delivering the lecture/demonstration in class to fellow students (teaching), and measuring student learning (assessment). Copies of the lesson plan (see components below) will be prepared for each member of the class. Teaching presentations will be critiqued by other classmates. (estimated time: 10 hours)

#### *Lesson Plan Components*

- statement of purpose
- learning objectives
- desired learning outcomes
- teaching outline
- teaching aids (e.g., handouts, overheads, etc.)
- student learning evaluation instrument

**Required readings.** Each student will keep a journal that documents the study of adult and vocational education throughout the semester. The primary purpose of this activity is to provide a private space for reflecting on theory, research, and best practices as they relate to your current professional situation and future career aspirations. You are encouraged to:

- examine your assumptions about adult and vocational education, and how your long-held beliefs may have shaped your perceptions of your students and teaching;
- assess your teaching skills in comparison to “models of effective teaching”;
- identify the functional areas in which would you like to make progress over the next year as a teacher;
- reflect on the personal, situational, and organizational barriers that you need to overcome to become a more skilled teacher in your professional specialty.

The journal must contain a substantive entry for each item read, along with introspective musings, questions, ideas, and observations related to the formal readings, lectures, in-class discussions, and observations. The journal must be submitted to the professor for review as indicated on the course calendar. (estimated time: 25 hours)

**Education governing or advisory board observation.** This assignment entails the systematic observation of a local education governing or advisory board. Examples include local school or community college boards, trustee meetings of the San Diego County Board of Education, ROP advisory meetings, and education advisory councils. A written summary, not to exceed four pages, of the issues under review and their resolution, and a meeting agenda are required. (estimated time: 3 hours)

**Exploring occupational relationships.** Each student will research and identify the occupations and local or regional labor and professional organizations aligned with their designated subjects area. The assignment requires both the identification of the group and an explanation of its size and membership characteristics, mission, and funding base. A written paper, not to exceed four pages, is required. Possible data sources include Internet search, Chamber of Commerce and Labor Council rosters, unions, and telephone interviews with knowledgeable people about a specific labor category. Group work is encouraged for this community exploration assignment. (estimated time: 6 hours)

**Program funding and marketing project.** This is a two-stage project. First, each student will develop at least four adult/vocational education funding opportunities that relate to their designated subjects area. These can be from a variety of different sources (e.g., grant and contract opportunities from federal, state, and local agencies, foundations, and non-profits). Each needs to be detailed in terms of type, funding level, and funding conditions. Second, each student will develop a brief plan (not to exceed five pages, including the primary funding source) for marketing a course or program to a specific agency, target community, or prospective student group. The marketing plans should contain the following steps:

**Step 1: Define the Target Markets** – identify and define one or more specific markets segments you will pursue. This entails understanding the people who make up the market and their needs in relation to your instructional product or service.

**Step 2: Plan the Marketing Process** – Define your offering for each market segment (benefits and price), define the marketing message, and define your media (literature, direct mail, advertising channels, public relations).

**Step 3: Develop Specifics** – Develop a budget and timeline for each component of your marketing plan.

Group work is encouraged for this activity. A sample of marketing projects will be selected for presentation in class. (estimated time: 6 hours)

## WEEKLY LECTURE/DISCUSSION TOPICS AND STUDENT ASSIGNMENTS

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Jan. 19 -	Course Overview	
Jan. 26 -	History, Philosophy, Legislation, and Scope of Adult and Vocational Education	Read: Handouts 1-13, Participation Trends and Patterns (2002), Wonacott (2000), Imel (2001), Kerka (1999)

**WEEKLY LECTURE/DISCUSSION TOPICS**  
**AND STUDENT ASSIGNMENTS**

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Assignment</u></b>
<b>Feb. 2 -</b>	Adult Development: Cognition, intelligence, personality, moral reasoning, aging (differences in thinking across the lifespan)	Read: Handouts 14-19, Chase (1997), Shute (1997), Wastell (1996)
<b>Feb. 9 -</b>	Student Diversity and Learning: Ethnicity, gender equity, language development, multicultural education, universal design	Read: Handouts 20-23, Kerka (2000), Interview with Howard Gardner
<b>Feb. 16 -</b>	Special Learning Needs: Disabling conditions, adaptive technology, mainstreaming	Read: Handout 24-25, Kerka (1998) Shaywitz (1996), Pledge (2002)
<b>Feb. 23 -</b>	Student needs assessment, including awareness of special services, counseling and guidance, and leadership development;	Read: 26-30, Imel (1995), Kerka (2002), Renchler (1992)
<b>March 2 -</b>	Advanced Instructional Methods: Ethics and teaching, vocational classroom management, student-centered instruction and techniques, multiple ability classrooms, course outlines and lesson plans, scoring rubrics	Read: Handouts 31-36, Zemke & Zemke (1996) Reading Journal Due
<b>March 9 -</b>	Advanced Instructional Methods: Assessing learning and higher order thinking skills, program and course evaluation, action research in schools	Read: Handouts 37-38, Ngeow & Kong (2001), Kerka (1997), Wonacott (2002), Dietel et al. (1991), Kerka (1995)
<b>March 16 -</b>	Professional Issues and Concerns: Instructional materials and technology, equipment operation and maintenance, developing programs, ethics, transformational learning	Read: Handouts 39-41, Wonacott (2001), Naylor (1997), Imel (1999)
<b>March 23 -</b>	Community and Occupational Relationships: Governing and advisory boards, legislative issues, funding, school-to-work transition	Read: Cal State Plan for Voc Ed (2000), Imel (1999), National Assessment of Vocational Education (2002)
<b>March 28 - April 1 - SPRING BREAK</b>		
<b>April 6 -</b>	Community and Occupational Relationships: School law, safe practices, teacher liability	
<b>April 13 -</b>	Prepare Teaching Presentations	<b>Marketing Project Presentations</b>
<b>April 20 -</b>	<b>Teaching Presentations (as assigned)</b>	<b>Teaching Presentations</b>

**WEEKLY LECTURE/DISCUSSION TOPICS**  
**AND STUDENT ASSIGNMENTS**

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Assignment</u></b>
<b>April 27 - Teaching Presentations (as assigned)</b>		<b>Teaching Presentations</b>
<b>May 4 - Teaching Presentations (as assigned)</b>		<b>Teaching Presentations</b>
<b>May 11 - FINAL EXAM</b>		<b>Teaching Presentations</b>
<b>Course Summary and Evaluation</b>		<b>Reading Journal Due</b>

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