

EADU 8610

Trends and Issues in Adult Education

Adult Learners in Community and Technical Colleges

University of Georgia

Fall, 2007

Faculty

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I. Course purpose

The purpose of the course is threefold: 1) to understand contemporary trends and issues that affect technical and community colleges; 2) to provide an opportunity to pursue individual research interests in technical and community colleges and linkages with K-12 systems, 3) to provide a structure for dissertation progress for those currently enrolled in a doctoral program. We will explore a wide variety of issues relevant to community and technical colleges and study those issues in the broader context of both K-12 and higher education. Everyone is expected to contribute to the creation of a learning community where we can openly discuss both theoretical and practical issues of significance.

II. Course goals

A) Understand the primary issues and trends affecting community and technical colleges. Particular issues of discussion, readings, and research will include:

- 1) access and equity;
- 2) pathways from K-12 to higher education including middle college/early college/dual enrollment; tech prep; AP (Advanced Placement) and CLEP (College Level Exam Program); GED; and related bridge programs
- 3) community college baccalaureate
- 4) faculty quality and preparedness
- 5) ethics and civility

B) Develop and refine the ability to search the literature for relevant and useful data/information.

C) Understand theoretical and foundational issues related to a research topic.

D) Identify practical applications of theoretical research relating to community and technical colleges.

III. Course methodology

A. As a blended course, we will utilize both face-to-face meetings and WebCT to accomplish our goals and objectives.

B. In face-to-face meetings we will utilize a seminar approach, emphasizing participation, thoughtful questions, and challenging inquiry.

C. While we will review community college trends and issues generally, each student will be expected to choose a specific trend/issue to research.

D. We will utilize WebCT between face-to-face meetings for asynchronous discussions and assigned postings.

IV. Persons with disabilities

I am committed to doing whatever is necessary to make this learning experience as fulfilling as possible for people who may have special needs due to a disability. If there is anything I can do, please take the time to discuss your concerns with me early in the semester so we can work together to make the necessary accommodations for you.

V. Academic honesty

All academic work must adhere to the University honor code and to the standards contained in “A Culture of Honesty.” “Academic integrity is an adherence to a high standard of values regarding life and work in an academic community. . . . Specific regulations governing student academic conduct are contained in the Student Handbook.” (Grad. Bulletin, p. 30).

VI. Course Requirements and Attendance

This course is based on the assumption that each student is a resource person as well as a learner and each has a responsibility to contribute to the group’s learning. Inasmuch as the class meets only 5 times in a face-to-face format, it is important to be in attendance and to participate actively in each class session. If you absolutely must miss a class, please notify the instructor in advance.

- 1) Attend and participate in the activities of the five class sessions.
- 2) Complete and submit all assignments on or before deadlines; I will not accept late papers except in the case of documented personal or medical emergency.
- 3) Participate actively in the online group discussions, making substantive contributions on a regular basis.

VII. Grading criteria and standards

Criteria on which your papers are graded include:

- A. Did you use correct APA form?
- B. Did you include correct APA citations and reference list?
- C. Did you include a clear thesis statement to provide direction?
- D. Is your writing organized and logical?
- E. Do you have a strong conclusion which summarizes the main ideas of the paper?
- F. Did you use inclusive language (avoiding the exclusive use of masculine pronouns when referring to men and women)?

G. Did you include your name and email address on the cover page?

H. Did you proofread carefully and critically, correcting all typing, grammar and spelling errors?

Grading standards (Total course points possible – 100)

95-100 points	A
90-94 points	A-
87-89 points	B+
83-86 points	B
80-82 points	B-
70-79 points	C

Incompletes (I) will not be given except in the case of documented personal or medical emergency.

VIII. Assignments

Writing

Research paper **40 points**

(8-10 pages, APA style, research into one issue/trend) AND

Issue/reflection papers (3) **30 points**

(3-5 pages, reflection/application of issues/trends) OR

Individual contract re writing progress on dissertation **70 points**

Class Participation & WebCT

Participation & WebCT discussions **30 points**

IX. Texts and Readings

Bragg, D.D. and Barnett, E.A. (Eds.) (2006). *Academic pathways to and from the community college: New directions for community colleges*. San Francisco: Jossey-Bass.

Bailey, T. and Morest, V.S. (Eds.) (2006). *Defending the community college equity agenda*. Baltimore, MD: Johns Hopkins Press.

Wallin, D. L. (Ed.) (2005). *Adjunct faculty in community colleges: An academic administrator's guide to recruiting, supporting, and retaining great teachers*. Bolton, MA: Anker Press.

Hellmich, D. M. (Ed.) (2007). *Ethical leadership in the community college: Bridging theory and daily practice*. San Francisco: Jossey Bass.

Rookstool, J. (2007) *Fostering civility on campus*. Washington, DC: American Association of Community Colleges.

X. Course meetings

Room 139

Friday, 4:30 – 9:00 on the following dates:

August 17, September 21, October 5, October 19, November 30