Course Change Request

Date Submitted: 01/24/18 1:36 pm


Last edit: 01/26/18 10:24 am
Changes proposed by: ksmith

Catalog Pages referencing this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>973-847-9098</td>
</tr>
</tbody>
</table>

Rationale for Course
Edit
Other

Explain other rationale

- Submitting this course for approval to be taught in a non-traditional format.

Course prefix: EHRD

Department: Educ Admin & Human Resource Dev

College/School: Education & Human Development

Academic Level: Graduate

Academic Level: Undergraduate

Effective term: 2018-2019

Complete Course Title: Adult Education, Globalization and Social Justice

Abbreviated Course Title: ADULT ED GLOBAL SOC JUST

Catalog course description

Impact of globalization on individuals and groups across nations; issues of access and opportunity; societal versus individual change and the meaning of international development.

Prerequisites and Restrictions

Graduate classification.

Concurrent Enrollment: No

Should catalog prerequisites / concurrent enrollment be enforced? No

In Workflow

1. EAHK Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 01/24/18 1:48 pm Mario Torres (mstorres): Approved for EAHK Department Head
2. 01/26/18 10:24 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 01/26/18 10:27 am Melanie Robidou (mrobidou): Approved for ED Committee Preparer GR
4. 02/13/18 3:42 pm Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 02/13/18 3:45 pm Beverly Irby (irbyb): Approved for ED College Dean GR
6. 02/16/18 12:53 pm Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:14 pm LaThesa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
### Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

EHRD 643 is a 10 week condensed semester course delivered online when it is delivered in summer session. When the course is taught in the fall, the course is delivered online throughout the regular 16-week semester. The course and reading content and learning activities are of the same amount, level and rigor as they are in a conventionally delivered course during the regular semester sessions. Students are expected to read and complete learning activities on a weekly basis. Students are required to read course content and write threaded discussion posts about the content on a weekly basis. Students are not only required to learn about the subject through reading, but are also required to develop and submit deliverables through weekly learning activities that also demonstrate learning outcomes for the course writing current events papers about educationally related events occurring internationally, writing regional report papers on an assigned region of the world, and a culminating research paper comparing CONFITEA global educational goals between countries in an assigned region.

### Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

To earn full participation points for student contact hours and learning, the students actively participate in weekly discussion sessions on the selected topics for the week. The course is comprised of 10 modules that contain readings on globalization and educational systems in various countries of the world, and the students are required to complete a variety of activities each week/module of the course. Students have assigned readings, a posted lecture, videos on the weekly topics as well as videos created by the instructor, and other multimedia resources as appropriate for the module. Student feedback takes form in posted instructor lectures, through asynchronous instructor feedback and participation in the Threaded Discussion sessions online throughout the semester, and through arranged appointments and meetings with students individually. Office hours are maintained throughout the semester, and the instructor either communicates with students through in-person meetings, phone calls, video conference calls, or through email. Student/student interaction in the course occurs through weekly participation in asynchronous discussion sessions online, each student is also assigned one week to facilitate their assigned group’s threaded discussion, where they are responsible for posting threaded discussion questions for the rest of the class and facilitating the discussions for a whole week (as an instructor would). Student/student interaction is also facilitated through group work. Student/content interaction is facilitated through a variety of media. The course meets contact hour requirements through each of these avenues of facilitating learner interactions throughout the semester.

Will this course be taught as a distance education course? Yes

https://nextcatalog.tamu.edu/courseleaf/approve/
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes No

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(MS-EHRD) Master of Science in Educational Human Resource Development</td>
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</table>

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**Course Syllabus**

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
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</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td>Syllabus_EHRD643.pdf</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Letters of support or other documentation</th>
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<tbody>
<tr>
<td>No</td>
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<table>
<thead>
<tr>
<th>Additional information</th>
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<table>
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<tr>
<th>Reviewer Comments</th>
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<th>Reported to state?</th>
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<tr>
<td>No</td>
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Key: 4986
COURSE DESCRIPTION

Adult Education, Globalization and Social Justice. Credit 3 hours. Impact of globalization on individuals and groups across nations; issues of access and opportunity; societal versus individual change and the meaning of international development. Prerequisite: Graduate classification.

COURSE OBJECTIVES

This course takes a comparative view of the impact of globalization on individuals and groups across nations by considering the history and goals of adult education worldwide, as well as the governmental and nongovernmental organizations acting as delivery systems. We will explore issues of access and opportunity, societal versus individual change, and the meaning of international development. We will compare adult education in various regions and countries, particularly as it responds to impact of globalization and the International Adult Education Conferences’ agendas for adult and lifelong learning.

By the end of this course, you should be able to:

- Describe, analyze, and compare international and cross-cultural perspectives on adult education.
- Critique the impact of globalization, cultural diversity, and internationalization on adult education.
- Examine and summarize the connections among adult education, the development of nations, and neoliberal economies.
- Identify the needs of marginalized or indigenous communities and make recommendations to address those needs.
- Investigate the contemporary issues that drive or influence the practice of adult and continuing education globally (health disparities, illiteracy, poverty, gender inequities, globalization, demographic diversity, technology, economics, etc.).
- Conduct a comparative analysis of the current practice of adult education in selected regions.
- Assess continuing challenges and adult education’s response to these challenges.
REQUIRED & SUGGESTED TEXTS


*Note:* The chapters of this book are available for download through the library as if they were journal articles. Search on “*New Directions for Adult and Continuing Education*” as the journal, volume 2013, issue 138.

Suggested:

Additional readings will be available via eCampus.

LEARNING ACTIVITY ASSESSMENT

*Required Grade Averages*

- A 90–100%
- B 80–89.9%
- C 70–79.9%
- D 60–69.9%
- F 0–59.9%

*Grade Disputes*
All grade disputes must be dealt with at the time you receive the assignment. Due to privacy issues, I cannot discuss grades over email or phone.

ATTENDANCE

Attendance (meaning engagement online) is required in this class. No make-up assignments are possible without a University-approved excused absence (see the Texas A&M University Student Rules, http://student-rules.tamu.edu/rule07). An absence for a non-acute medical service or regular check-up does not constitute an excused absence. To be excused, you must notify me in writing prior to the date of absence if possible. Consistent with TAMU Student Rules, in cases where advance notification is not feasible (e.g. accident, or emergency) you must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. For injury or illness too severe or contagious to attend class, you must provide confirmation of a visit to a health care professional affirming date and time of visit. The TAMU Explanatory Statement for Absence from Class form will not be accepted. It is the student’s responsibility to schedule a make-up. Any assignments given on the day(s) missed will still be due according to the regular schedule. Late work will be accepted at the discretion of the instructor and is subject to a grade
penalty unless prior arrangements are made. A last-minute problem with your computer, eCampus, or other technology is not an acceptable excuse for a late assignment.

ASSIGNMENTS

Please see the companion schedule document for detailed week-by-week readings and deadlines.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>Discussion Participation</td>
<td>10 points</td>
<td>Weekly. A discussion group will be assigned.</td>
</tr>
<tr>
<td>Discussion Facilitation</td>
<td>10 points</td>
<td>One week. A facilitation date will be assigned.</td>
</tr>
<tr>
<td>2 Current Events Papers (Individual)</td>
<td>20 points</td>
<td>Due Sept. 17 and Oct. 15. Submit as assignment and post the current events article on the discussion board</td>
</tr>
<tr>
<td>2 Journal Article Review Papers (Individual)</td>
<td>20 points (10 points each)</td>
<td>Due Oct. 1 and Nov. 5.</td>
</tr>
<tr>
<td>Region Paper (Your choice of Individual or Group)</td>
<td>40 points</td>
<td>Abstract due Nov. 19: Post on the discussion board. Final paper due Sunday, Dec. 10: Submit as an assignment to eCampus.</td>
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</table>

**Discussion Participation (10 points)**

**Due Date:** Weekly; Respond to the initial post by end-of-day Thursday. Follow-up through end-of-day Sunday

You will participate in weekly online discussions of the assigned readings. During online discussions, you will be required to respond at least twice to questions posted by classmates or by me and review and comment on others’ responses. These discussions will provide an opportunity for you to engage with the main concepts in the readings and learning materials, in addition to other current literature and resources, and extend your knowledge through group interaction. Participation is absolutely essential to the success of this class. Your active participation and critical reflection on readings and other class materials are the cornerstones of your learning this semester.

Active participation depends on your presence. It is important for you to be prepared and “present” on the discussion board. Please complete the assigned readings and learning materials and be ready to discuss the key issues. In addition to participating in class discussions, other forms of acceptable participation include suggesting outside resources (e.g., readings, learning materials, films, television programs) relating to course topics and attending relevant activities outside of class and reporting on them in class via the discussion board.

**Discussion Facilitation (10 points)**

**Due Date:** When you are the assigned discussion facilitator for the week, initial posts for the rest of your colleagues to respond to need to be up by end-of-day Monday, and you will need to follow-up throughout the assigned week.

- Write a 1-page summary/reflection about your experience as the discussant for
the week and submit as an assignment by the following Monday.

Each student will take turns posting questions and facilitating the discussion board. As the facilitator, you are responsible for initiating the discussion with at least two questions from the readings and learning materials. This requires reviewing the assigned readings and learning materials before your facilitation week in order to post questions at the beginning of the week. Feel free to exercise your creative talents to engage your peers online. Short videos or additional resources may also be appropriate and useful. As classmates respond to your questions, you will extend the discussion by posing new questions on issues that arise out of the discussion. Additionally, as the facilitator, you may refer back to the readings and learning materials to initiate discussion on another aspect of the topic. Facilitators are responsible for keeping an active and involved discussion going throughout the specified online discussion dates.

In your 1-page summary, briefly describe your process for designing questions and creating an engaging discussion. How do you think it went? What aspects of your facilitation were particularly successful or could have been improved? If you had it to do over, what would you change? Did the facilitator experience change the way you view your own participation?

Two Current Events Papers (10 points x 2)

During the first week, you will have been assigned one of the five CONFINTEA regions: Sub-Saharan Africa, the Arab States, Asia and the Pacific, Europe and North America, and Latin America and the Caribbean. The following assignments should be completed based on your assigned region.

<table>
<thead>
<tr>
<th>Paper</th>
<th>Due Dates</th>
<th>Task(s)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept. 17</td>
<td>Submit your paper as an assignment. Post your article on the discussion board.</td>
</tr>
<tr>
<td>2</td>
<td>Oct. 15</td>
<td>Submit your paper as an assignment. Post your article on the discussion board.</td>
</tr>
</tbody>
</table>

As an individual, identify a substantive news or magazine article from a reputable source relating to a current event in your assigned region. In a three-page paper (excluding the title page and references; don’t worry about an abstract), make the connection between the article’s topic and course concepts and readings. Critically assess the ways in which adult education practices or principles are applied or could be applied to issues of globalization or social justice within the article. Upload your paper as an assignment to eCampus and post a copy of or link to your article for your colleagues to view.

Two Journal Article Reviews (10 points x 2)

For this assignment, find academic papers (preferably from peer-reviewed journals) related to your region that address adult education and one of the following four content areas from
the text: marginalized populations; environment and health; community empowerment; and lifelong learning and educational systems. Focus on a different content area for each review. I recommend you collaborate to choose good articles and review one another’s work, but write the reviews as individuals.

<table>
<thead>
<tr>
<th>Review</th>
<th>Due Dates</th>
<th>Task(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oct. 1</td>
<td>Submit your paper as an assignment. Post your article on the discussion board.</td>
</tr>
<tr>
<td>2</td>
<td>Nov. 5</td>
<td>Submit your paper as an assignment. Post your article on the discussion board.</td>
</tr>
</tbody>
</table>

In 3 pages (excluding the title page and references; don’t worry about an abstract), first briefly summarize the article and then conduct a critical analysis of the authors’ arguments, highlighting the strengths and weaknesses of their central thesis or knowledge claims. Use references (class readings and other academic sources) to support or refute their positions. Submit the journal article with your paper.

**Comparative Analysis of Adult Education Within the Region (40 points)**

*Individual or Collaborative?*

You may choose to complete this assignment as an individual or in a small group (2-4 people). The only catch is that small groups all need to be assigned to the same CONFINTEA region at the beginning of the semester. If you choose to work as an individual, this paper should be 10-12 pages. If you choose to work in a small group, this paper should be 12-15 pages. Page counts exclude the title page, abstract, and references.

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 19</td>
<td>Post the abstract of your paper on the discussion board.</td>
</tr>
<tr>
<td>Dec. 10</td>
<td>Submit your final paper as an assignment to eCampus.</td>
</tr>
</tbody>
</table>

**Content**

Review the goals of CONFINTEA V or VI, select at least two of them, and do a comparative analysis of how these are being addressed in one country within your region. Alternatively, choose one goal and compare it in two (or more) countries within your region. Build on what you learned from the journal articles you reviewed, but conduct a more extensive review of the appropriate literature and web-based materials.

Your paper might include some of the following points:

- Curricular and instructional issues, including challenges with implementation
- Relevancy to local issues and concerns
- Resources for adult education practice
- Equity and access among marginalized populations
- The impact of globalization on the nation states or the political landscape of the region
- The relationships, preferences, and ideologies informing the topic(s) you selected
- Assumptions and practices regarding modernization and human capital theories,
especially as they relate to international adult learning and development

- Adult education provisions and participation
- How culture impacts assumptions and engagements with learning among various adult groups
- The assumed or stated adult education policy and funding mechanisms
- The role of the state, the market sector, and civil society (NGOs, professional organizations, etc.)
- The theoretical lens you applied, e.g., Liberal (modernization/human capital theory), Radical (social reproduction/resistance theory), Interpretivist (constructivist theory – describing cultural situations in terms of the actors’ own categories and points of view)
- Epistemological perspectives or critique of philosophical assumptions and practices employing feminism, postmodern or postcolonial perspectives, etc.

GUIDELINES FOR WRITTEN ASSIGNMENTS

In graduate school and academe, the ability to write well is probably the single most important skill a person can possess. Therefore, an important graduate school task is to hone your academic writing. I expect high quality written assignments, and, to help you achieve this goal, I can help provide resources for writing improvement, and can provide extra feedback if desired. Please feel free to ask me for clarification or assistance. I am happy to review and discuss drafts of your papers, provided you give me enough advance notice. You can also support each other by reading and providing feedback on written papers. Additional student writing resources include the University Writing Center (http://writingcenter.tamu.edu) and P.O.W.E.R. (http://power.tamu.edu/). I assume assignments turned in on the due date are in final form and will not accept rewrites after the due date.

The format of all papers should follow these guidelines:

- Use APA (6th ed.) guidelines. There are several websites with information on APA basic guidelines, such as https://owl.english.purdue.edu/owl/resource/560/01/
- All written material should be double spaced and formatted in 12-point Times New Roman font, with 1 inch margins, spacing before and after set to 0, and numbered pages in the top right corner.
- Include a title page (see APA).
- Begin with an introductory section stating the topic you will discuss and indicating any aspect of the concept or issue that will remain unanalyzed because of space limitations.
- Use secondary headings to outline the paper; do not turn in a lengthy paper with no subheadings.
- Use theories, models, or concepts from the literature to support your analysis. You must give credit to others for their work by providing accurate citations. If you use an author’s work and do not provide the information source, you are plagiarizing.
- End with a summary or conclusion.
• Include a list of references, formatted in APA style. Only references used in the document should appear in the reference list (not all the sources you read).

ESTABLISHING A SAFE, RESPECTFUL LEARNING ENVIRONMENT

Learning takes place best when a safe environment is established in the classroom. I will seek to support an environment that nurtures individual and group differences, encourages engaged, honest discussions, and allows us to communicate across differences. I also hope that together we create a safe environment where everyone feels comfortable to share and explore ideas. In the course of class discussions, it is quite possible that disagreements will arise. I welcome disagreements in the spirit of critical academic exchange, but please be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.

Therefore,

• Everyone gets a fair hearing.
• Seek first to understand, then to be understood.
• Share “air time.”
• If you are offended, say so, and say why.
• Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it; stick to the issues. No name-calling or stereotyping.
• Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
• Speak for yourself, not others.
• Allow your class members the time and space you also desire for sharing thoughts and insights.
• What we say stays here, unless we agree to change that. What we learn here, though, we can share with others.

Adapted from The Guide for training study circle facilitators (1998) by the Study Circle Resource Center, © Topsfield Foundation.

ACADEMIC INTEGRITY STATEMENT

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. The Honor Council Rules and Procedures are on the web at
http://www.tamu.edu/aggiehonor

Cheating or any form of academic dishonesty will not be tolerated. The use of material from improperly cited or credited sources will be considered plagiarism. You are encouraged to collaborate with your classmates, unless otherwise directed, but all work intended for a grade must clearly be your work as an individual.

ADA STATEMENT
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

VETERANS AND STUDENT SOLDIERS
Veterans and student soldiers with special circumstances or who are currently active are encouraged to notify the instructor in advance.