

ACED 7220 – Summer 2010
Improvement of Instruction in Computer Technology – 3cr
Section: A Days: ONLINE Time: n/a

Valdosta State University
College of Education, Department of Adult and Career Education
Conceptual Framework: Guiding Principles
(Adapted From the Georgia Systematic 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.

Instructor Contact Information:

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Course Description:

An analysis of methods, strategies, and problems associated with teaching advanced computer technology courses. Also included are the selection, acquisition, and use of state-of-the-art hardware and software and the design and maintenance of a technology lab in an educational setting.

Course Standards:

NABTE (National Association for Business Teacher Education)

NABTE-CD: Curriculum Development

The business teacher creates, analyzes, revises, and implements curricula to prepare students for success in business and life.

NABTE-AS: Assessment

The business teacher assesses student progress to enhance the learning environment to optimize student success.

NABTE-OR: Student Organization

The business teacher integrates professional student organization into the curriculum.

NABTE-ST: Stakeholder

The business teacher builds professional relationships with stakeholders to produce vibrant, holistic learning environments that reflect the real world and provides benefits for the student and community.

NABTE-SC: Subject Competency

The business teacher must possess a solid foundation in business content, general education, and professional education.

NABTE-P6: Research

Prospective business teacher apply the results of education research, develop concepts of research, and interpret professional literature which addresses research and development.

NABTE-A3: Content

The content of advanced programs in business teacher education reflects the advanced preparation in professional teacher education, and the advanced preparation in the content to be taught.

Course Activities:

1. There will be four written theory papers in this course
2. There will be four projects in this course

3. Each student will actively read and synthesize course literature.

General Policies:

1. All work is to be submitted on time.
2. All late assignments will carry **a penalty of 25 percent.**

**Dewar College of Education
POLICY STATEMENT ON PLAGIARISM**

Below is the 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>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

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 requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. 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 245-2498 (voice) and 219-1348 (tty). **Textbooks:**

National Business Education Association. (2007). *National Standards for Business Education*. Reston, VA: National Business Education Association.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6ed). Washington, DC: American Psychological Association.

Course Evaluation, Grading Scale: A=90-100 B=80-89 C=70-79 D=60-69 F=<60
Theory Papers 50 percent
Projects 50 percent

Course Activity Submission Policy:

All assignments should be submitted to your instructor via the *BlazeView Course Management System* at: <http://blazeview.valdosta.edu>

Course Schedule, the course is developed in four units (1) context, (2) research, (3) standards, and (4) instructional delivery.