

**ACED 7950**  
**DIRECTED STUDY IN ADULT AND CAREER EDUCATION**  
**1 to 3 SEMESTER HOURS**

\*\*\*\*\*

**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 Evidenced-Based Practices*

## REQUIRED TEXTBOOK

Determined on an individual basis. An active LiveText account may be required.

## COURSE DESCRIPTION

**Prerequisite: Permission from instructor and consent from the Department Head.** Graded “Satisfactory” or “Unsatisfactory”. An opportunity for intensive individual study on an approved topic.

## COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are 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. Demonstrate the ability to plan and deliver a unit of instruction and assess student learning. (I, II, III, IV, V, VI)
- CO-2. Demonstrate the ability to determine the teacher’s impact on student learning and provide an analysis documenting effective teaching strategies. (IV, VI)
- CO-3. Research existing literature to become familiar with a chosen topic to be approved by the course director of study. (I, VI)
- CO-4. Exhibit the ability to research a topic within his/her subject domain, organize their research findings into a coherent research paper. (I, VI)
- CO-5. Communicate their research in a professional manner on an approved topic. (I, VI)

## COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

Specific activities and assignments will be determined by and agreed up by the project advisor (professor), other faculty members, and the student. Specific documents, dependent upon the projects required should be consulted for specific directions and requirements. These may include, but are not limited to, the ACED Capstone Overview Document and the ACED Masters Program Capstone Policy Document.

## COURSE EVALUATION

Dependent upon the project(s) included in the course.

## GRADING SCALE

Satisfactory or Unsatisfactory

## ATTENDANCE POLICY

In most cases, regular class attendance is not required. Specific guidelines related to on-site activities and participation in web-based activities will be at the discretion of the instructor or advisor.

## 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" (Unsatisfactory) on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" (Unsatisfactory) for the course.

THIRD OFFENSE: The student will earn the letter grade "F" (Unsatisfactory) 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.)

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see SafeAssign for Students at

<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml> .

## 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

Various

Department of Adult and Career Education

Office Phone: 229-333-5928

E-mail Address: Dependent upon the instructor

Office hours: By appointment