Postsecondary, Adult, and Continuing Education
ELP 506 PACE Self-Directed Learning
(1-4 credits)

Leading, Learning, Life-Changing

Overview
Students interested in credit for self-directed learning experiences should register for ELP 506: PACE Self-Directed Learning. Although one PACE faculty member is listed as the instructor for the class (faculty of record), students may ask any PACE faculty member (faculty sponsor) to work with them and sponsor the self-directed learning (often this is the student’s faculty advisor). This course is only offered on a P/NP basis. Students must be admitted to the PACE program before taking this course. No more than 6 credits of 506 coursework may be used toward a PACE graduate degree. All coursework numbered 501 through 510 that is applied toward the master’s degree must be approved by the student’s advisor. Normally it is recommended that students take self-directed learning credits after they have completed course work relevant to the self-directed learning experience.

Learning Contract
To obtain approval for the proposed experience, students should contact the faculty member sponsoring the learning experience in as much advance of the quarter as possible. Students should draft a one-to two-page learning contract that addresses the following items and submit it through D2L no later than the end of the first week of the quarter.

- Student name, email and daytime phone number
- Sponsoring Faculty Name
- Faculty of Record Name
- Purpose and Description of the Experience
- Learning Objectives
  Identify between 3-5 specific learning objectives for yourself--what you hope to learn from the experience. For instance, “To design culturally sensitive summative assessments for adult learners in communication training.” Or, “To analyze gender socialization and its impact on adult learning and occupational success.” In developing your learning objectives, consider the Graduate School of Education Conceptual Framework and the PACE Learning Outcomes (see below).
- Evaluation and Assessment
  Normally, one credit is equivalent to 30 hours of work over the course of the 10 week quarter (about 3 hours per week). Thus, two credits would require 60 hours of work during the quarter, and so forth. Make sure that you address how you will meet the number of hours required for the number of credits you wish to complete. The final evaluation and assessment will be based on a final product (see below). Although not required, students may find keeping a journal of their activities and time useful in assessing their own progress and in completing the final product.
- Final Product
  In consultation with the sponsoring faculty member and with his/her approval, state how you plan to demonstrate and document your learning and what will be the final product or deliverable of your learning experience. Some options include, but are not limited to, keeping a journal, creating an annotated bibliography, writing a paper, making a presentation, meeting with the instructor.
• **Completion Date**
Indicate what date you will complete the self-directed learning experience. Submit final papers through D2L. NOTE: No later than the Monday of finals week of the quarter.

**Requirements for Successful Completion of ELP 506**
In order to successfully complete ELP 506, you must:
1. Complete a learning contract submit it through D2L as described above no later than the end of the first week of the quarter.
2. Meet all expectations and deliverables of the learning contract.
3. Submit the final product through D2L no later than the Monday of finals week of the quarter. The sponsoring faculty member will submit the final grade to the faculty of record.

Failure to meet any of the above requirements may result in not passing the course.

Please refer to the following for further expectations and guidelines:
- PSU Code of Student Conduct and Responsibility: [www.pdx.edu/dos/conductcode.html](http://www.pdx.edu/dos/conductcode.html)
- GSE Behavior and Performance Guidelines: [www.pdx.edu/education/gse_students.html](http://www.pdx.edu/education/gse_students.html)

**Important Points to Remember:**
- You must be admitted to the PACE program prior to taking this course.
- This course is only offered on a P/NP basis.
- No more than 6 credits of 506 coursework may be used toward a PACE graduate degree.
- All coursework numbered 501 through 510 that is applied toward the master’s degree must be approved by the student’s advisor.

**Graduate School of Education Conceptual Framework**

*Diversity & Inclusiveness*
- To work effectively with diverse populations
- To promote inclusive and therapeutic environments

*Research-Based Practices & Professional Standards*
- To critically analyze and implement research-based practices
- To demonstrate appropriate professional knowledge, skills, and dispositions

*Impact on Learning and Development*
- To ensure all learners and clients succeed
- To use technology to enhance learning
- To influence policy and provide leadership for organizations

*Evidence-Informed Decision Making*
- To use evidence to solve problems of practice and make educational and therapeutic decisions

**PACE Learning Outcomes**
As a result of successfully completing the PACE program, all graduates are expected to demonstrate their learning in the following core areas:
- Understand foundational concepts regarding individual learners across intellectual, emotional, and cultural dimensions. (**LEARNER UNDERSTANDING**—Knowledge)
- Apply the research and theoretical concepts of epistemology, pedagogy, and performance to individual educational practice. (**LEARNER FACILITATION**—Application)
- Understand foundational concepts (historical and current) of the organizational policies and procedures, alternate learning formats, and external forces that influence learning environments. (**LEARNING ENVIRONMENTS**—Knowledge)
- Apply the research and theoretical concepts of learning environments to individual practice through the creation of equitable policies and programs, individual and group professional development, and sustainable organizational practices. (**LEARNING ENVIRONMENTS**—Application)
- Effectively use oral communication, written communication, research/assessment techniques, and technology appropriate to educational practice. (**SKILLS**

Revised May 2014