



DVED 7367 Designing Learning Environments in Developmental Education Fall, 2017

DVED 7367 is a required course for the Developmental Education Administration Ed.D. Degree Program

College of Education, Department of Educational Leadership

Instructor: Dr. D. Patrick Saxon
TEC 327G
P.O. Box 2119, Huntsville, Texas 77341
(936) 294-1124
dps006@shsu.edu
Office hours: Online and by appointment. We can meet online via GoToMeeting at your request. If you prefer, we can also schedule meetings at my office at SHSU.

Class Format: Online using Blackboard, GoToMeeting, and other technology applications as specified.

Class day and time: Mostly Asynchronous. Synchronous sessions will be arranged and required.

Class location: Online

Course Description: This course focuses on instructional design and development, theoretical/philosophical approaches to teaching; current research in developmental instruction; and factors in learning and classroom assessment. We will explore major issues, problems, cognitive and noncognitive factors in learning, and classroom learning assessment. There will also be ongoing study of best practices in the design and delivery of developmental education and learning assistance. This course requires knowledge of the developmental education research literature and ongoing student engagement in research. 3 credit hours.

Textbook: Davis, B. G. (2009). Tools for teaching (Second Edition). San Francisco, CA: Jossey Bass Publishers.

Course Objectives: The following objectives will be met during this course:

1. Examine methods and issues that are prevalent in higher education instructional design and development.
2. Examine theoretical and philosophical approaches to teaching.
3. Examine and evaluate methods for classroom learning and assessment.
4. Become proficient at researching issues in instruction and learning and apply this knowledge to improve developmental education.
5. Work in a collaborative environment to identify instructional issues and solutions.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed on the last page of this syllabus.



IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning fundamental principles, generalizations, or theories (2)

Important: Developing a clearer understanding of, and commitment to, personal values (10)

Course/Instructor Requirements

Technology Requirements: High speed Internet access and computer equipment, webcam, and a willingness to engage in and navigate learning as filtered through sometimes unpredictable technology-based media.

Assignments and APA Format:

All assignments should be prepared according to the specifications of the American Psychological Association (APA), 6th Edition. You should continue to work at your proficiency in APA format. It will be used throughout the doctoral program and is ultimately the format in which you will prepare your dissertation. As instructor, I am glad to answer questions about APA and I give detailed feedback regarding APA on writing assignments.

Plagiarism issues:

All outside ideas and work developed by another author must be cited; otherwise you are likely engaging in plagiarism. Plagiarism will result in a zero grade and may have other implications as mentioned in the academic dishonesty policy. Please take this seriously. The website entitled “Purdue Owl” offers information on APA format and plagiarism issues.

Late Assignments: Generally, late assignments will receive a grade of zero. The instructor reserves the right to reconsider.

Assignments, Discussion, and Participation:

As we cover new topics, there will be assignments relevant to the topic and sometimes that will include a text-based discussion on the course platform. Though it occurs asynchronously, it is analogous to the discussions that might take place in a traditional classroom. Although credit for full participation on the discussion boards will be defined and disseminated by the instructor, we really want meaningful participation that is substantive and respectful of your fellow students. Other important aspects of course participation include the submission of assignments in a timely manner, responsiveness to fellow classmates and the instructor, and engagement in group activities and assignments.

Advice and Information:

The goal is to get you reading, thinking about, discussing, and critically analyzing the practice of instruction and designing courses – particularly in developmental education. You should take all writing and communication in this course seriously and present yourself and your ideas in a professional manner. The schedule and other information are subject to change at the discretion of the professor.

Sam HoustonTM

STATE UNIVERSITY

Course Outline

Assignments

Course Design Project:

Within the first few weeks of the semester, students will be given the guidelines for a comprehensive course design project to be completed over the course of the semester. Much of the content covered in the course can be used to complete the project.

Presentations and Papers:

Throughout the course term, each student will conduct research on various topics as assigned. In some cases, presentations will be prepared and delivered synchronously to the instructor. On occasion, written papers will be required. The topics and specifications for these projects will be provided by the instructor.

Group Projects:

At various times during the course, students will engage in group activities in order to collect information or complete a collaborative assignment. In spite of the common challenges associated with group work, it is an experience that is reflective of the “real world” and in particular, higher education operations. Therefore, it is important to include collaborative assignments in the course. Students are expected to respond quickly and communicate regularly with team members during a group assignment. They are also expected to contribute fully to the assignment or activity. Please notify the instructor if this does not happen in your particular group.

Grades

<u>Assignment</u>	<u>Percent of Grade</u>
Discussion Boards and Course Participation	20
Course Design Project	30
Presentations/Papers	30
Group Projects	20

Grading of All Written Assignments:

General deductions on writing assignments include:

- 1 point for each writing or APA mistake. In some cases, I may cap losses for the same mistake at -5.
- 3 points for erroneous logic or lack of support for an assertion or thesis.
- 5 points for “shallow” coverage of a content area.
- 10 points for lack of inclusion of requested content

Schedule

Week	Topic
August 23	Read Syllabus/Course Introduction and Expectations
August 28	Teaching Philosophy
September 4	Instructional Design Introduction
September 11	Instructional Design Models
September 18	Instructional Design Models Cont. (Developmental Education Project)
September 25	Learning Theory and Instructional Design

October 2	Learning Theory and Developmental Education
October 9	Teaching and Learning
October 16	Teaching and Learning
October 23	Teaching and Learning
October 30	Noncognitive Assessment
November 6	Classroom Assessment
November 13	Course Design Project Wrap-up and Submission
November 20	Thanksgiving Holiday
November 27	Course Wrap-up/Teaching Philosophy

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the Classroom-Only registered students in the doctoral program may access the online course platform. Exceptions may be made on a case-by-case basis by the professor.
- Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

Attendance

It is expected that students will remain engaged in the course throughout the term. Course content and assignments are typically posted on a weekly basis. The student is responsible for checking their SHSU email account and the online course Learning Management System (currently Blackboard) on a regular basis in order to engage in the class.

Course Expectations

Students are expected to fully participate in all course activities. Students should also exhibit respect and maintain a professional disposition when interacting with fellow students.

Objectives/Assignments/Assessments Matrix

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)*
Examine methods and issues that are prevalent in higher education instructional design and development.	<ul style="list-style-type: none"> - Topic-Based Assignments - Case Study - Special Projects - Course Participation - Course Design Project 	*ART, CLT, CS, WA, PI

Examine theoretical and philosophical approaches to teaching.	<ul style="list-style-type: none"> - Topic-Based Assignments - Case Study - Special Projects - Course Participation - Course Design Project 	ART, CLT, CS, WA, PI
Examine and evaluate methods for classroom learning and assessment.	<ul style="list-style-type: none"> - Topic-Based Assignments - Case Study - Special Projects - Course Participation - Course Design Project 	ART, CLT, CS, WA, PI,
Become proficient at researching issues in instruction and learning and apply this knowledge to improve developmental education.	<ul style="list-style-type: none"> - Topic-Based Assignments - Special Projects - Course Design Project 	ART, CS, WA, PI
Work in a collaborative environment to identify instructional issues and solutions.	<ul style="list-style-type: none"> - Topic-Based Assignments - Course Participation 	ART, CLT

*ART – Assigned Research Topics
 CLT – Cooperative Learning Teams
 CS – Case Studies
 WA – Writing Assignments
 PI – Presentations and Interviews



College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.