DVED 7365: Student Non-Cognitive Development
Fall, 2017

DVED 7365 is a required course for Ed.D. in Developmental Education Administration

College of Education, Department of Educational Leadership

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Preferred Communication: The best way to reach me is through email. I am available Monday through Friday 8am to 5pm. You can typically expect responses to e-mail messages within 24 hours. I do not usually check email over the weekend so please plan ahead by reviewing assignments and asking questions before the weekend they are due.

Class Format: The class primarily occurs through asynchronous work conducted in SHSU Online (blackboard). In addition, a few synchronous meetings could be scheduled during the course to assist students with class requirements. Advance warning of these meetings and additional information regarding content and purpose will be provided.

Course Description: Development of the whole student is the focus of study with particular interest on areas other than the growth of intellectual competence. Psychological, economic, social and physical barriers to student development will be studied. Prerequisite: Admission to the Ed. D. program in Developmental Education. Credit 3.

Required Textbooks:

Mayhew, M. J., Rockenback, A. N., Bowman, N. A., Seifert, T. A. D., Woniak, G. C.. (2016). *How college affects students: 21st century evidence that higher education works, Volume 3*. San Francisco, CA: Jossey-Bass.

Strayhorn, T. L. (2016). *Student development theory in higher education: A social psychological approach*. New York: Routledge.

Required Readings:

Bernier, A., Larose, S., & Soucy, N. (2005). Academic mentoring in college: The interactive role of student's and mentor's interpersonal dispositions. *Research in Higher Education, 46* (1), 29–51.

Boekaerts, M., & Pekrun, R. (2016). Emotions and emotion regulation in academic settings. In, L. Corno and E. M. Anderman (Eds.), *Handbook of Educational Psychology (3rd Ed.)* (pp. 91-103). New York: Routledge.

Dawson, P. (2014). Beyond a definition: Toward a framework for designing and specifying mentoring models. *Educational Researcher, 43* (3), 137–145.

Hitlin, S., & Pinkston, K. (2013). Values, attitudes, and ideologies: Explicit and implicit constructs shaping perception and action. In J. D. McLeod, E. J. Lawler, & M. Schwalbe (Eds.), *Handbook of social psychology* (pp. 319-339). Netherlands: Springer.

Kolb, A. Y. & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education, 4*(2), 193-212.

Lane, F. C., & Blick, A. (2017). Affective vs. non-cognitive assessment: A proposed nomenclature for developmental educators. *Research in Developmental Education, 27*(1), 1-4.

Linnenbrink-Garcia, L. & Patall, E. A. (2016). Motivation. In, L. Corno and E. M. Anderman (Eds.), *Handbook of Educational Psychology (3rd Ed.)* (pp. 91-103). New York: Routledge.

Mupinga, D. M., Nora, R. T., & Yaw, D. C. (2006). The learning styles, expectations, and needs of online students. *College Teaching, 54*(1), 185-189.

Pike, G. R. (2006). Students' personality types, intended majors, and college expectations: Further evidence concerning psychological and sociological interpretations of Holland's theory. *Research in Higher Education, 47*(7), 801-822.

Robbins, S. B., Lauver, K., Le, H., Davis, D., Langley, R., & Carlstrom, A. (2004). Do psychosocial and study skill factors predict college outcomes? A meta-analysis. *Psychological Bulletin, 130*, 261-288.

Schreiner, L. A., & Anderson, C. (2005). Strengths-based advising: A new lens for higher education. *NACADA Journal, 25*(2), 20-29.

Usher. (2016). Personal Capability Beliefs. In, L. Corno and E. M. Anderman (Eds.), *Handbook of Educational Psychology (3rd Ed.)* (pp. 146-159). New York: Routledge.

Course Objectives: The following objectives will be met during this course:
1. Define and identify various non-cognitive characteristics relevant to developmental education through course-based lecture and discussion.
2. Analyze and evaluate gaps in the literature on non-cognitive characteristics through development of a research proposal.
3. Create a lesson on a non-cognitive characteristic that could be used to support the development of undergraduate students.

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

Essential:

- Gain Factual Knowledge (Terminology, Classifications, methods, and trends)
- Learning fundamental principles, generalizations, or theories

Important:

- Acquiring an interest in learning more by asking questions and seeking answers

Course Outline

Assignments

Discussion (80 Points)

Discussion questions related to the readings will be posted for each unit in blackboard. You will be expected to make at least two (2) posts for each unit. These posts should be thoughtful and NOT a simple reply of "I agree." Your first post to the discussion board should be made no later than 11:59PM on the first Sunday of that unit (each unit is two weeks).

Discussion Lead (50 Points)

Each student will pair with one other student. As pairs, you will pick a unit for which you will lead the discussion (e.g., affect, motivation, etc.). As the facilitator for the week, you will do the following:

Podcast Introduction: Create a BRIEF podcast introducing the topic for other students in the course. Presentations should be no more than 5-10 minutes in length and include the following:

1. Introduce the topic. For example, the group assigned to affect would want to briefly define this term for others in the course?

2. Discuss generally the relationship of the non-cognitive characteristic to college student outcomes reviewed in the literature. It is not necessary or practical to discuss all possible relationships in the literature but several well-defined relationships should be presented. For example, the relationship between self-efficacy (a tenet of motivation theory) and retention is well-supported in the literature (e.g., Robbins, et al., 2004).

Discussion Questions: Identify 1-2 open-ended questions that can be used to help guide the discussion for the week. These questions should be posted to blackboard as a separate threaded discussion. Please label the thread by "unit number" and "topic." For example, the discussion board for unit 2 should be labeled as "Unit 2: Attitudes and Values."

One-Page Summary on Non-Cognitive Outcome (50 points)

You will identify one (1) non-cognitive outcome. For example, those interested in behavioral attitudes might choose to explore academic engagement or achievement motivation. Then, you will create a one-page summary (400 – 500 words) of that construct. Your summary should include a) a definition for the construction, b) seminal work and major researchers associated with this construct, and c) a survey tool or instrument for measuring this construct. This summary will be posted as a wiki page in blackboard.

Lesson Plan (100 Points)

Each student will create a brief lesson on a non-cognitive outcome for an undergraduate course. You will need to identify a setting for this lesson. This could be a lesson used in conjunction with a developmental mathematics, reading, or writing course. For example, you could create a lesson on critical thinking as part of a reading course. An alternative is to create a lesson that could be used in a student success course. Topics such as emotional intelligence, learning styles, and well-being are examples of topics commonly included in student success courses.

As part of you lesson, you will do the following:
- Create a brief 5-10 minute podcast of the topic. This podcast should be presented in such a way that is appropriate for a first-time, first-year college freshman.
- Create an activity that would help to reinforce an understanding of the topic for students.

You will then post your podcast and activity to a Wiki page in blackboard.

Project Proposal (100 Points)
Each student will develop a proposal with the intent of exploring the relationship of a non-cognitive characteristic to a relevant college student outcome (e.g., GPA, retention, course completion, etc.). The project will unfold in steps throughout the semester.

1. Draft Literature Review (50 Points)
2. Final Project Proposal (50 Points)

***Due dates for all assignments are posted in the course schedule and noted on assignment links within the SHSU Online Blackboard course site. Assignments are due as stated.

Grades
   Grades will be based on points accumulated on the assignments.
   A = 342 to 380 total points
   B = 304 to 341 total points
   C = 266 to 303 total points
   F = Below 266 total points

   Note: The online grade book is not the official grade book for the course. The instructor maintains the official grade book offline.

Schedule
Course content for each unit will open to students at 12am on Monday morning the first day listed for the unity and will close at 11:59pm on Sunday evening the last day of the unit. Unit materials and assignments will be posted during those times for students to access.

Unit 1: Aug. 23 – Sept. 3	Introduction
Required Readings: Mayhew et al. (2016) – Ch. 1; Strayhorn (2016) – Ch. 1-2; Lane & Blick (2017); ***Live Course Meeting on Wednesday Aug 23, 2017 from 8-9pm CST	
Unit 2: Sept. 4 – Sept. 17	Attitudes and Values
Required Readings: Mayhew et al. (2016) – Ch. 5; Hitlin, S., & Pinkston, K. (2013); Robbins, Lauver, Le, Davis, Langley, & Carlstrom, 2004 **Due: One-Page Summary**	

Unit 3: Sept. 18 – Oct. 1	Affective Attitudes (Emotion)
Required Readings: Boekaerts & Pekrun (2016); Strayhorn (2016) – Ch. 9	

Unit 4: Oct. 2 – Oct. 15	Behavioral Attitudes
Required Readings: Linnenbrink-Garcia & Patall (2016); Mayhew et al. (2016) – pp. 169-170; 178-182; 188-192; 203-216; 223-235. **Due: Literature Review**	

Unit 5: Oct. 16 – Oct. 29	Cognitive Attitudes (Beliefs)
Required Readings: Mayhew (2016) – Ch. 3; Usher (2016)	

Unit 6: Oct. 30 – Nov. 12	Personality
Required Readings : Strayhorn (2016) – Ch. 7; Schreiner & Anderson, 2005; Kolb, & Kolb, 2005; Mupinga, Nora, & Yaw, 2006; Pike, 2006 **Due: Lesson Plan**	

Unit 7: Nov. 13 – Nov. 26	Mentoring
Required: Bernier, Larose, Soucy, (2005); Dawson, (2014); Strayhorn (2016) – Ch. 8	

Unit 8: Nov. 27 – Dec. 3	Related Outcomes
Required: Mayhew (2016) – Ch. 10-11; Strayhorn (2016) – Ch. 10 ***Live Course Meeting on TBD **Due: Final Proposal**	

***Please note that while I make every effort to adhere to the schedule above, I reserve the right to make adjustments, as needed. If it becomes necessary to adjust the course schedule, I will notify you by e-mail and through blackboard.

Student Guidelines

University Policies
- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #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](#)

Attendance
This course is fully online and most course activities are asynchronous (i.e., recorded lectures, discussion boards, etc.). On occasion, a live course meeting may be scheduled to assist students with readings or assignments. These meetings will be optional unless otherwise noted in the syllabus.

- The last day to drop Full Term courses and receive 100% refund is September 8, 2017.
- Last day to drop with a "Q" grade for Fall courses is November 10, 2017.

For more information about resignations, refunds and drop deadlines, please visit the following university website: https://www.shsu.edu/dept/registrar/students/registration/resignations-refunds-drops.html

Course Expectations
Assignments: Assignments are due as stated. Any project handed in after the due date will result in lowering your project grade by one letter grade for every calendar day it is late (including weekends). For example, if the project is handed in the day after the due date, then the project will be lowered by 10 percentage points. If the project is handed in the next day, then it will be 20 percentage points.

Email: All students are expected to check and use the University-provided e-mail address as the primary mode of communication for this course. If I need to communicate with you regarding course announcements, questions, changes to the schedule, etc. I will do so through your Sam Houston State University e-mail address. If you choose to forward your SHSU e-mail to an alternate account (e.g., Gmail, Hotmail, etc.), then you are responsible for making sure it is forwarded correctly.

Professionalism and Civility: This course provides a professional environment consisting of colleagues within the same career field. When communicating your ideas, please refrain from using demeaning language or conducting personal attacks.

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.