



**ISDT 7388 – Doctoral Field Studies
Spring 2018**

*ISDT 7388 is a required course for:
Doctorate of Education in Instructional Systems Design and Technology*

College of Education, Department of Curriculum & Instruction

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Office hours:

Monday	2:00 p.m. – 4:30 p.m.
Tuesday	2:00 p.m. – 4:30 p.m.

To better serve my online students, I am available on SKYPE as follows:

Tuesday	8:00 p.m. – 9:30 p.m.
Wednesday	8:00 p.m. – 9:30 p.m.

SKYPE Name: [marilyn.rice1](#)

OR By Appointment (either Face-to-Face or Online): Please contact me at
edu_mpr@shsu.edu for an appointment.

ALSO: In an effort to be available to my students when it is critical to their learning, I am available online throughout every day, including weekends, at various times. I check my e-mail regularly.

Day and time the class meets: Online

Location of class: Online via SHSU Online (Blackboard) and Other Online Venues

Tk20 Account statement (if required for class)

Tk20 Account **is NOT** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Course Description: Doctoral Field Studies doctoral students to independently administer an organizational Instructional Technology needs analysis. Based on the identified needs of the organization, the doctoral student then plans, implements, assesses, and modifies an instructional leadership project/case study to address the identified organizational need.

IDEA Objectives:

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system): (a) **Essential:** Developing skill in written and oral expression; and (b) **Important:** Learning how to find and use resources for answering questions or solving problems.

Required Materials:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Format: Online, with supplemental video-conference discussions, as needed.

Course Content:

1. Apply educational and technology-related research, the psychology of learning, and instructional design principles in guiding the use of computers and technology instruction to determine area of need
2. Apply strategies for and knowledge of issues related to managing the change process in the instructional environment
3. Apply effective group process skills related to building collaborations, alliances, and partnerships involving instructional technology initiatives
4. Lead instructional designers to develop and evaluate technology processes within the organization
5. Plan, implement, assess, and modify instructional programs development and facility and resource management
6. Incorporate teaching and learning ethics into the research project.

Course Evaluation: (Details and Rubrics to be Provided Separately)

1. **Plan/Implement/Assess/Modify:** Since you've already done this a few times in the program, this semester, as you work on your Proposal, you will, at the same time, be assessing where you are in your plan for your study, what are the strengths, what are the weaknesses, and where do you need to spend time strengthening your proposal? One of the objectives this semester will be to work in the field to help you fine tune what you will be doing in your study: more research, working on survey, assessment instrument, etc. You will pull from the skills you've learned in the program of how to Plan/Implement/Assess/Modify to strengthen the Proposal.
2. **Fake News Training:** Digital modifications. Life's highlight reel. Four types of writing (persuasive, expository, descriptive, narrative). Research skills (primary vs secondary sources). Who funded the research? Profile of person doing the writing to present a message. Intended (or unintended) bias in the message, etc.
You will develop a training for people in your organization to educate them on how to recognize fake news... Included in the assignment will be to provide an example of digital image modifications that can change viewers' perceptions... photos of people, buildings, cultures, pleasantries - or not, signatures on documents, etc.)
3. **Maker Spaces:** Design the workspace for people you anticipate you will lead in your job that you hope to achieve with this degree. (Classroom, office space, online venue, etc). Consider the architecture design either real or virtual, providing references to your research on designing these spaces. This is a mashup of architectural design, physical setup that facilitates cognitive illumination and inspiration, learning/work spaces that address the learning/work needs of those people (including the motivation factor for satisfaction of the individuals) within your charge, and current tech tools appropriate for this group of people.

Grading Scale

	<u>Points</u>
A =	90% of Total Possible Points
B =	80% of Total Possible Points
C =	70% of Total Possible Points

*With a grade below a "C", the student will have to re-take the course

To receive your final grade for this course, you must complete all program requirements by the assigned due dates.

PLEASE READ THE FOLLOWING STATEMENT ABOUT GRADE ASSIGNMENT:

Regarding grading, work that 'meets expectation' for doctoral-level work will receive a B. Students earning A's will demonstrate work that exceeds expectations in quantity, quality, and levels of thought.

Important: Course participation, timely completion of assignments, use of feedback in future work. Job demands is not an excuse for not completing assignments. PLAN AHEAD!!!!

Matrix:

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S - ISTE Leader Standards: DDP – Diversity and Disposition Proficiencies CF – Conceptual Framework Indicator
<u>Digital Age Learning Culture</u> Instructional Technology leaders create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students	*Maker Spaces	Rubric	S-3b DDP's: 1-10
<u>Digital Citizenship</u> Instructional Technology leaders model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture	*Fake News Assignment	Rubric	S-5 DDP's: 1-10
<u>Excellence in Professional Practice</u> Facilitate and participate in educational research and emerging trends regarding effective use of technology	*Analyzing Dissertation Proposal as it develops, identify areas of weakness, research solutions using the field opportunities, and apply improvements to strengthen Dissertation Proposal	Rubric	S-3d DDP's: 1-10
<u>Systemic Improvement</u> Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve the organization and add to the body of knowledge	*Analyzing Dissertation Proposal as it develops, identify areas of weakness, research solutions using the field opportunities, and apply improvements to strengthen Dissertation Proposal	Rubric	S- 4b DDP's: 1-10

Course Expectations & SHSU Policies

1. Expectations of Doctoral Students/Emerging Scholars

The purpose of a doctoral program is to produce a graduate who has developed breadth of vision, a capacity for interpretation, and the ability to carry out critical investigations. From the association with scholars, the doctoral student is expected to gain many new concepts, a zeal for adding to the sum of human knowledge, and the development of the ability to conduct original research and to think clearly and independently. Extensive reading, writing, and research are integral parts of graduate study. Doctoral students are expected to submit work that demonstrates mastery of content and independent thinking. Students are expected to read beyond the work assigned, finding relevant resources to supplant learning. As with all graduate students studying Instructional Systems Design and Technology, doctoral students are expected to demonstrate active participation in the course, timely completion of assignments, and respectful interactions with others. Students are expected to be prepared for discussions and to interact in a way that clarifies learning and adds new understanding. Debate is encouraged within the bounds of respectful dialogue. Student dispositions will be factored in the final grade for the course.

- Late assignment policy:
Scheduled assignments are due by midnight electronically on the due date. If assignments are one day late, there will be a reduction in possible points earned on that assignment of 50%. Second day late, the assignment receives a zero. Recognizing that “extenuating circumstances” may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points.
- Time requirement:
For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.
- Professionalism policy:

Professionalism is expected, both in the classroom and in the public schools. If individual assignments possess a striking similarity to another student’s work, penalty may be, minimally, the drop of one letter grade. During field experience, proper dress is expected. The students should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom

2. Academic Honesty

Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in program removal or failure. Academic Policy Statement 810213. See also <http://www.shsu.edu/syllabus/> Students are expected to use conventions noted in the Publication Manual of the American Psychological Association, 6th edition, for citing sources. Papers and reports will be submitted electronically and may be evaluated for originality of

content and accuracy of quotes and paraphrasing using software such as Turnitin. Plagiarized work will receive a failing grade and possible program dismissal.

- Academic Dishonesty policy

- 1. GENERAL

The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the Rules and Regulations, Board of Regents, The Texas State University System, and Sam Houston State University Student Guidelines published by the Office of Student Life to wit:

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

(1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.

(2) Using, during a test, materials not authorized by the person giving the test.

(3) Collaborating, without authorization, with another student during an examination or in preparing academic work.

(4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.

(5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.

(6) Bribing another person to obtain an unadministered test or information about an unadministered test.

(7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

2. PROCEDURES IN CASES OF ALLEGED ACADEMIC DISHONESTY

2.01 Procedures for discipline due to academic dishonesty shall be the same as in disciplinary actions specified in The Texas State University System Rules and Regulations and Sam Houston State University Student Guidelines except that all academic dishonesty actions shall be first considered and reviewed by the faculty member teaching the class. The faculty member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course. If the faculty member believes that additional disciplinary action is necessary, as in the case of flagrant or repeated violations, the case may be referred to the Dean of Student Life or a designated appointee for further action. If the student involved does not accept the decision of the faculty member, the student may appeal to the chair of the appropriate academic department/school, seeking reversal of the faculty member's decision.

2.02 If the student does not accept the decision of the chair of the academic department/school, he/she may appeal to the appropriate academic dean. The chair of the academic department/school may also refer the case directly to the academic dean if the case so warrants.

Student Syllabus Guidelines

- 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 Messages in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two

premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

CF: Conceptual Framework

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.