DENH 5050 Educational Principles and Application

SPRING 2022

CLASS DAYS and TIME:
This course is conducted online and as such has no established course meeting time. Students are expected to participate in asynchronous course discussions in a timely manner per course schedule. The Course will begin the first week of January and end the first week of May.

CLASSROOM:  Asynchronous Learning Modules and Discussions on Canvas -Online

COURSE FACULTY:  Beatriz Hicks, MA, RDH, Clinical Associate Professor

OFFICE LOCATION and HOURS:
Office on Campus:  UT Health Science Center, Department of Periodontics, Room Number:  2.500.2; Hours:  Electronic messages sent Monday and Thursday will be responded to within 24 hours.  Messages sent Friday by noon, will be responded to by the first Monday thereafter.  The Course director may be off campus on Rotations therefore, in the event of an emergency, please contact the administrative secretary in at 567-3810.  If course director is out of town or in the event of an emergency, the instructor will send an email via Canvas to let students know the date she will be back.

EMAIL:  hicksb@uthscsa.edu

TELEPHONE:  210-567-3825; Cell:  210-386-3405

READ THIS DOCUMENT CAREFULLY - YOU ARE RESPONSIBLE FOR ITS CONTENTS.

COURSE DESCRIPTION AND OBJECTIVES
This goal of this course is to promote high standards of teaching excellence by providing the learner with research based methods, policies, and practices for being an effective college teacher.  The course will focus on all aspects of teaching: learning theories, course design, teaching methods and learning experiences, course management, and assessment.  Specific emphasis will be on developing significant learning experiences for students.  Gaining a better understanding of the design process will empower teachers to be more creative and effective in providing significant learning opportunities for students.  Through this course, students will apply information gained and ultimately develop a personal educational statement.

Course Objectives (Learning Outcomes):
At end of the course, students will be able to:
1. To motivate students by understanding the student cognition, values, motivation and learning styles.
2. Develop attainable student learning outcomes.
3. Learn how to manage and apply instructional design principles in developing an “Mini Outcomes Centered” course:
4. Understand the main components that are necessary in a Course Syllabus.
5. To assess and improve teaching effectiveness.
6. Integrate educational theories and principles within their own written philosophy of teaching and learning.
7. Apply educational theories and principles of cognitive theory, motivation and learning to course content and delivery.
8. Design effective student learning experiences and activities.
9. Assess student learning and meet assessment requirements and goals.
10. Choose and use the right tools for teaching and learning.
11. Appreciate and practice learner-centered, rather than content driven course instruction.
12. Apply basic principles of teaching and learning to help students learn easier.
13. Appreciate the creation of active learning strategies that promote life-long learning skills.
14. Interact with peers and colleagues in their efforts to become effective educators.
15. Set a plan for continued learning by exploring and evaluating the educational literature and other resources to remain current and enhance teaching effectiveness.

**Pre-requisites** – There are no required pre-requisites although this course is considered a Core Master’s Course

**Semester credit hours** – 3 Credit hours

By the end of this course, each student should be able to:

- Develop a Philosophy of Teaching.
- Develop a “Mini” Outcomes centered course that includes writing student learning goals and objectives, choosing appropriate teaching tools, developing student activities for learning, and constructing appropriate classroom assessment techniques effective for student learning.
- Present a “Mini” teaching lesson given virtually to class members.

**COURSE ORGANIZATION**

The main teaching formats used to cover the material in this online course include:

1) Reading assignments from your book and online related articles from the internet,
2) Interactive discussion questions with colleagues and course director,
3) and various assignments and self-study activities designed to help the student develop their own “Mini” outcomes-centered course and presentation.

**Materials** – Computer with internet capabilities, ability to see and hear video animation

**Computer Access** – All correspondence for this course will be conducted on CANVAS.

**Reading Assignments: See Assignment Manager for details**

**Attendance**

In order to achieve the expected outcomes for this course, students are expected to follow the class schedule (see below) for assignment due dates and expectations for the assignments and discussions. The expectation is that the student will be fully engaged in these activities.

**TEXTBOOKS**

**Required:**


**Recommended:**

GRADING POLICIES AND EXAMINATION PROCEDURES

Includes the following policies:

1. Discussion Participation is worth 400 points:
   There are 4 discussion segments, 4 segments worth 100 points each for a total of 400 points
2. Assignments are worth 400 points:
   There are 4 assignments, each assignment worth 100 points each for a total of 400 points
3. Mini Presentation will be worth: 100 Points.

Discussion and Assignments: All students are expected to follow written communication rules (see rubric) for all assignments and discussions. Details can be found in the written communication rubric in the Introduction module. Students can be deducted points per assignment for not following these written guidelines. In addition, for every assignment or discussion detailed rubrics are posted in order to evaluate the student appropriately. Any questions regarding the rubrics can be emailed to the Course Director.

Course Requirements Assignment Protocol:
The due dates for all assignments are indicated in the course assignment manager (calendar). Any alterations to the schedule will be posted in Canvas. The due date and time for all assignments is indicated in this document. MS students may assist in grading BS completion assignments, details will be given in class.

Late Assignments: The due dates for all assignments are indicated in the course assignment manager (calendar). Any alterations to the schedule will be posted in Canvas. The due date and time for all assignments is indicated in this document. MS students may assist in grading BS completion assignments, details will be given in class.

Late Assignment policy: You may turn in ONE assignment late (no more than 1 day from the due date) with no penalty. However, you must inform the course director in UT email or Canvas. After that, there will be no assignments accepted and you will receive a failing grade for that assignment. However, if you have an extreme extenuating circumstance you will be required to meet or call the course director within 5 calendar days. It will be at the discretion of the course director to determine the outcome of the circumstance based on the syllabus and catalog. To be considered a valid circumstance the student must present a doctor’s note or other forms of official evidence in UT email. The Director will take these circumstances into consideration and work closely with the student.

For extenuating circumstances, it is required you notify the Course Director by email 24 hours prior to the due date of the assignment. The Director will take these circumstances into consideration and work closely with the student. If the director does not hear from the student, this could result in the student possibly failing this course.

Grading System Points:
900-809= A
805-716= B
715-626=C

Failure of the Course: 625 points and below

REQUESTS FOR ACCOMMODATIONS FOR DISABILITIES

In accordance with policy 4.2.3, Request for Accommodation Under the ADA and the ADA Amendments Act of 2008 (ADAAA), any student requesting accommodation must submit the appropriate request for accommodation under the American with Disabilities Act (ADA, form 100). to his/her appropriate Associate Dean of their School and a copy to the ADA Coordinator. Additional information may be obtained at http://uthscsa.edu/eeo/request.asp.

ACADEMIC INTEGRITY AND PROFESSIONALISM
Any student who commits an act of academic dishonesty is subject to discipline as prescribed by the UT System Rules and Regulations of the Board of Regents. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, signing attendance sheets for another student, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Additional information may be obtained at http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/academicdishonestypolicy/

TITLE IX AT UTHSCSA

Title IX Defined:
Title of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

University of Texas Health Science Center San Antonio’s Commitment:
University of Texas Health Science Center San Antonio (UTHSCSA) is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, UTHSCSA does not discriminate on the basis of sex in its education programs and activities, and it encourages any student, faculty, or staff member who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to immediately report the incident to the Title IX Director.

In an emergency, victims of sexual abuse should call 911. For non-emergencies, they may contact UPD at 210-567-2800. Additional information may be obtained at http://students.uthscsa.edu/titleix/

EMAIL POLICY

All communications related to the course must be conducted using the University issued Canvas e-mail or discussion tools. As a standing University Policy, only the students’ University e-mail address shall be used for any electronic institutional communications of an official nature.

USE OF RECORDING DEVICES

Not applicable to this course.

ELECTRONIC DEVICES

Not applicable to this course

IDEA COURSE EVALUATION:
The IDEA Student Ratings of Instruction survey is mandatory for graduate students to complete.

Research and best practice consistently show the single greatest factor to increase participation in online student ratings surveys is for faculty to express and demonstrate how the results are important and used in making meaningful change. The next most influential factor is to set aside time in class to complete the surveys.

The Survey will take approximately 20 minutes to complete. Mobile devices such as smart phones, tablets, ipods, etc. can all be used to access the surveys (any device with an internet connection). You will can accessing the survey by the following link: https://gbsuthscsa.campuslabs.com/courseeval/

Students may log in with their institution eID and password. Students will also be receiving a notification and email reminders to complete their surveys.