



EAST TENNESSEE STATE  
UNIVERSITY

College of Clinical and Rehabilitative Health Sciences

Department of Allied Health Sciences

ALHE-5060

Allied Health Curriculum Design

Section 970

Fall 2020

## Syllabus

### Contact Information

**Instructor:** Michael Laman, PhD

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**Phone:** 214-533-9162 (cell)

**Office:** N/A

### Instructor Availability

Available via cell phone and/or email. I respond to all communication within 24 hours

### My Learner-Centered Philosophy of Teaching

My philosophy of teaching is best described as a philosophy of learning. I believe that each student/learner is a unique individual who deserves a positive psychological environment in which to grow and mature emotionally, intellectually, and socially. I also believe that providing a positive and active learning environment promotes learning at the highest levels. There are three elements that I believe are conducive to establishing such an environment: teacher as facilitator; the student's life experiences; and respect for the uniqueness of each student.

I consider this course to be an equal collaboration between you and me. As such, it is my responsibility to be an effective instructor; this means that it is my job to monitor your learning and adjust my teaching strategies in response to the pace and depth of your understanding. As with all successful collaborations, my involvement is only half of the equation; in order for this to be a valuable educational experience, you must be an effective, engaged student. What you will gain from this course depends upon your investment in learning.

Learning relies upon the interaction between the student, the teacher, and the course material. Thus, it is our investment in this interaction which will drive your mastery of course material. As we progress through this course, I will utilize a range of instructional strategies to target the abilities and preexisting knowledge that each of you brings to the classroom. I will strive to create interactions that foster interest and understanding for each of you. In exchange, I expect you to

invest full effort in all learning activities, engage in the course material and apply yourself to a deeper understanding of course material.

## Online Course Information

This course is entirely web-based, online through the campus learning management system, Desire to Learn (D2L). There are no scheduled face-to-face meeting or synchronous delivery of course materials. Course materials for each week are available on Mondays at 8:00 AM and all assignments are due by Fridays at 11:30 PM. Assignments, other than Discussion Boards, will be submitted via the Dropbox location for the course. All assignments will be in current Word format.

## Course Information

### Credit Hours

Three (3) CH

### Course Description and Purpose

This course is designed to offer the student experience in the development and management of a program curriculum for their discipline. Students will examine and critically evaluate complex academic administrative issues in higher education. Students will examine both internal and external factors to determine their effects on current curriculum issues. The course uses a web-based format and involves self-directed learning. The students will develop a course of study for their discipline and present this to the instructor during the final weeks of the class.

### Course Goals

The goals for this course are to:

- Provide a positive learning environment for students to develop skills, knowledge, and abilities in allied health science curriculum and course design
- Prepare allied health science educators with the essential theoretical and practical framework to be effective teachers.
- Inspire future allied health science educators to design and implement student-centered curricula and teaching/learning strategies.

### Course Objectives

At the conclusion of this course, the student will be able to:

- Describe the relationship between goals, outcome, and assessment in a course or curriculum
- Explain the importance of and role of faculty in accreditation and accountability for student learning
- Describe the learner-centered model of curriculum and course design
- Define the process to establish the need for curriculum design projects
- Describe the internal, organizational, and external influences on curriculum planning
- Explain the relationship between the goals of a curriculum and the instructional outcomes
- Describe the sequential process of developing a cohesive curriculum

- Identify the essential data required for the effective development of a curriculum
- Develop a program vision, mission, and goals statement
- Identify the major elements of an instructional program and their sequence
- Describe the quality measures of good teaching practice
- Explain the relationship between goals, learning outcomes, and assessment
- Develop assessment methods and strategies to valid student learning in all three learning domains in a curriculum
- Develop assessment instruments to measure student learning at the course level
- Explain the changing role of faculty in the learning process
- Discuss the research findings on teaching, instructional methods, and learning processes
- Describe the seven (7) principles of good practice in undergraduate education
- Design learning experiences that foster student success and content mastery
- Describe approaches and benefits to use technology to support learning
- Discuss the benefits of distance learning as an instructional strategy
- Appreciate the difference between pedagogy and andragogy when design instructional environments for adult learners
- Recognize the importance of creating positive learning environments inclusive of student diversity
- Explain the importance of developing and implementing a learning-centered syllabus
- Design a comprehensive, learning-centered syllabus that includes the essential information considered important to facilitate student learning
- Describe the process of curriculum and course revision
- Apply the basic principles of change in the curriculum and course design processes
- Design a PowerPoint presentation based on a topic from a lesson plan

## Major Topics

- A learner-centered approach to course and curriculum design
- The expanding role of faculty in accreditation and accountability
- Introduction to the Model and benefits
- Factors and influences (internal, organizational, and external) affecting curriculum planning
- Formative assessment of curriculum needs.
- Structuring the curriculum, curriculum perspectives and frameworks
- Influence of academic fields and influence of learners
- Developing a curriculum based on accreditation standards
- Flexibility of design
- Linking goals, courses, and curricula.
- Management principles: curriculum planning and design
- Selecting instructional processes and clarifying instructional goals and objectives
- Developing a learning-centered syllabus
- Managing curriculum in a culturally diverse environment
- Designing assessment instruments and procedures
- Designing the learning experience (discipline specific)
- Designing and implementing an assessment plan for a curriculum
- Designing and implementing an assessment plan for a course

- Using technology to support learning
- Curriculum changes in progress and effective management in an “E” learning environment
- Meeting the needs of adult learners
- Addressing diversity

## Course Requirements

### Textbooks and Readings

#### Required Textbooks:

Diamond, R. (2008). *Designing & assessing courses & curricula: A practical guide* (3<sup>rd</sup> ed.) Jossey-Bass: San Francisco.

Grunert O'Brien, J., Mills, B. J., & Cohen, M. W. (2008). *The course syllabus: A learning centered approach* (2<sup>nd</sup> ed). Jossey-Bass: San Francisco.

#### Supplemental Readings:

Cambell, K. (2004). *E-effective Writing for E-learning Environments*. Electronic Source available from the ETSU Sherrod Library online.

Scott, D. (2001). *Curriculum and Assessment*. Electronic Source available from the ETSU Sherrod Library online.

Lattuca, L. R., & Stark, J. S. (2009). *Shaping the college curriculum: Academic Plans in Context* (2<sup>nd</sup> ed.). Jossey-Bass: San Francisco.

### Technical Requirements

#### **Hardware Requirements**

A live Internet connection. For minimum acceptable performance. Desire2Learn recommends at least a 56K modem connection, although it can be accessed with slower connections.

A monitor capable of at least 800x600 resolution. For best performance, access Desire2Learn at 1024x768 resolution or higher. Desire2Learn can be accessed at lower resolutions (such as 640x480); although at low resolutions, scroll bars may interfere with the interface.

As a Web-based application, Desire2Learn itself has no minimum hardware requirements for your computer. However, since Desire2Learn does require a 4.0 browser or better, you should refer to the minimum hardware requirements for your browser.

## **Software Requirements**

Current Web Browser:

1. Microsoft Internet Explorer or
2. Netscape Navigator or
3. Google Chrome

An office suite that may include a word processor, presentation application, database, and spreadsheet applications:

1. Microsoft Office (Word, Excel, PowerPoint, Access) and
2. Adobe Acrobat Reader ([a free download from Adobe](#))

A Multimedia Player:

1. Windows Media Player or
2. QuickTime or
3. Real Player (Free Player)

## Course Policies and Expectations

### Classroom and Communication Policies

#### **Email Communication**

It is critical that you check your Momentum (D2L) e-mail account for important communications about the course throughout the semester. Communication in on-line classes is best accomplished by e-mail. My email address: lamanma@roanestate.edu.

When you send email, use your Momentum (D2L) email account **only** and provide your first and last names so I will know which student you are!

#### **Cell Phone Communication**

I provide my cell phone number so that you may contact me and receive a response immediately. When you send me a text message, provide your first and last names so I will know which student you are!

#### **Attendance and Participation**

Although class attendance is not mandatory, students are strongly encouraged to complete assignments and examinations by the published due dates. If a class is missed, the student is responsible for the material covered, assignments made, and must abide by the original due dates unless an extension is approved by the instructor. Attendance and participation are measured by participation on Discussion Boards.

#### **Online Course Ground Rules**

As adult students:

- We expect you to share your experiences and knowledge with your peers in course discussions.
- We expect active participation and commitment to your learning experience.
- We expect you to communicate professionally with your professor about your progress in this course.
- We expect you to apply ethical principles regarding all assignments and tests.

- We know you expect prompt and qualitative feedback that will foster learning.
- We know you expect to apply what you are learning in your personal and professional lives.

Email:

- Always include a subject line.
- Always include a proper greeting and use proper grammar when composing an email.
- Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Respect the privacy of other class members.

Discussion Boards:

- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads by using the "Reply" button rather than starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
- Be patient and read the comments of other group members thoroughly before submitting your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in all group discussions.
- Respond in a thoughtful and timely manner.

## Assignments and Submission Guidelines

In this course, you will be applying skills, knowledge, and abilities normally associated with the development and implementation of a health science discipline program. Essentially, the assignments listed below represent the building blocks for that program (real or imaginary). Students have the option to take an existing program, maybe one they are involved with during the course, and remake it as they think it should be, or create a new program as if they are the newly hired program director.

### **Discussion Boards –**

Your involvement in class discussions is essential to a successful collective experience. All students must actively participate in the online class discussions. There will be ten (10) discussion board topics that you will provide responses for on the Discussion Board. The assignment grade will be based on the substantive content as well as grammar and writing proficiency. Each discussion board will be worth 20 points for a total of 200 points.

### **External and Internal Influences-**

Students will identify the major external and internal influences involved in curriculum planning and explain the role that these influences play in the educational environment and how courses are development and offered. For example, Accreditation organizations drive changes in the curriculum. Explain recent changes made in your accrediting body. Review current issues, trends, or practices associated with curriculum development in your discipline. Papers should be 3-4 pages in length, not counting a cover page nor reference page; 12 font; and double-spaced. Assignment will be worth 50 points.

**Program Vision, Mission, and Goals-**

Students will develop and submit vision, mission, and goals statements for a program of study specific to their discipline. There should be 3-5 program goals (what the program intends to accomplish) reflecting the Mission of the program. The assignment will be completed on the Program Mapping Template provided in the Weekly Module. Assignment will be worth 50 points.

**Program Student Learning Objectives-**

Students will develop and submit a set of student learning objectives (what the student will have learned by the end of the program) in all three domains (cognitive, psychomotor, and affective) for a program of study specific to their discipline. The assignment will be completed on the Program Mapping Template provided in the Weekly Module #3. Assignment will be worth 50 points.

**Curriculum Plan-**

Students will develop and submit a curriculum plan for a program of study specific to their discipline. Included in this plan will be general course descriptions as well as an overall description and rationale for the sequencing of the curriculum. The first part of the assignment will be a semester model of course offerings including course descriptions (a minimum of 4 courses), and the second part of the assignment will include the general assessment plan for the curriculum with specific assessment strategies for a single course in the plan. The assignment will be completed on the Course Mapping Template provided in the Weekly Module. Assignment will be worth 50 points.

**Instructional and Learning Experience Design-**

Students will prepare an overview of the various instructional formats and learning experiences they plan to implement in their program (i.e. lecture, lab, clinical experiences, etc.) that reflect the 7 principles of good practice in undergraduate education, foster student engagement in the learning processes, and takes into consideration the various factors influencing course design as well as instructional design options. Students are encouraged to be creative in this assignment. The assignment will be completed on the Course Mapping Template provided in the Weekly Module #5. Assignment will be worth 50 points.

**Course Schedule-**

Students will select a discipline-specific course from their Curriculum Plan assignment and develop a course schedule for five (5) weeks including topics, subtopics, student learning outcomes, student activities, assignments with due dates, and applicable assessment instruments (rubrics, quizzes, etc.) to evaluate attainment of the student learning outcomes. Teaching strategies and learning activities that address teaching adult learners, distance education, and cultural diversity must be included in the lesson plans. Papers should be 4-6 pages in length, not counting a cover page; 12 font; and double-spaced. Assignment will be worth 50 points.

**Course Syllabus-**

Students will develop a course syllabus for one of the discipline specific courses in their curriculum plan. The course syllabus must include: a course description, instructor information, course student learning objectives in all 3 domains, prerequisites, co requisites (if applicable), course topics, course schedule, required texts, supplemental texts (if applicable), detailed explanation of assignments with grading values and due dates, a grading scale, and a detailed explanation of course policies such as punctuality guidelines, late assignment policy, library information, procedure for students with disabilities, academic honesty, and any other pertinent information essential for students to successfully complete the course requirements. Attach a bibliography (sources referencing the course topics) at the end of the syllabus. The course syllabi should be 6-10 pages in length; follow the format of the institution where the course is to be offered or use an

example from the Weekly Module; no cover page nor reference page; 12 font; and double-spaced. Assignment will be worth 100 points.

#### **PowerPoint Presentation-**

Students will prepare a PowerPoint presentation for a discipline-specific topic from their Course Schedule assignment. Presentations should contain a minimum of 15 slides, and three (3) Discussion Questions from the PowerPoint presentation. Assignment will be worth 75 points.

#### **Course Evaluation-**

Students will submit their evaluation of the course and make suggestions for improvement for future classes. How has this course advanced your skills, knowledge, and abilities in course and curriculum design? How do you believe this course has made you as better teacher/educator? What suggestions for improvement do you have regarding the course assignments or any other component of the course? Were the additional resources in the Modules of any benefit? Assignment will be worth 20 points.

### Testing Policy

N/A

### Late and Missing Submission Policy

Assignments are due on the designated date. Late assignments will only be accepted one (1) calendar day after the published due date and will be worth 80% of the original points. Assignments will not be accepted two (2) calendar days or more after the due date unless approved by the faculty member. Failure to complete assignments within the designated/approved due date will result in a zero for that assignment.

### Grading Policy

Grading Procedure: Each student is expected to complete all assigned course work. Each assignment, test, or discussion will be graded on a point system. A grade of "I" (incomplete) will be assigned only under extreme circumstances and if the instructor believes the student could receive a passing grade upon completion of work. Total points earned will determine the final grade for the course.

The total possible points on any assignment will be determined by the length and difficulty of the assignment. The total possible points to determine the assignment grade will divide the total points earned on each assignment. All assignments and assessments are designed to evaluate the student's knowledge of the course learning outcomes.

All work will be graded not only on content but also on correct sentence structure, grammar, spelling, and punctuation. Any unacceptable written assignment (below 70%) will be returned to the student for necessary corrections within the specified period before any grade is recorded on the assignment. The assignment may be corrected and resubmitted as a re-write. The grades for the two assignments will be averaged to obtain the final grade to be recorded. Only one re-write is allowed per assignment.

#### Grading Scale:

The total possible points to determine the student's final average will divide the total points earned on all assignments. The following grading scale will be used:



A	95% - 100%	(660-695 points)
A---	92%- 94%	(639-659 points)
B+	89%- 91%	(618-638 points)
B	85% - 88%	(590-617 points)
B---	82%- 84%	(570-589 points)
C+	79% - 81%	(549-569 points)
C	75% - 78%	(521-548 points)
F	Below 75%	(< 521 points)
W	Official withdrawal on or before mid-term	
I	Incomplete grades are assigned only in case of extreme circumstance	

## Course Schedule

The weekly schedule below describes the learning activities that will help you achieve the course outcomes listed above and the assignments that will be used to measure your mastery of the outcomes. Each week consists of topics, course objectives in focus, activities, and assignments. For selected assignments, a rubric that will be used to evaluate performance.

### WEEK 1

Topics:

- A learner-centered approach to course and curriculum design
- The expanding role of faculty in accreditation and accountability
- Introduction to the Model and benefits

Course objective in focus:

- Describe the relationship between goals, outcome, and assessment in a course or curriculum
- Explain the importance of and role of faculty in accreditation and accountability for student learning
- Describe the learner-centered model of curriculum and course design

Supporting topics:

- The challenge of curriculum and course design
- Questions accreditors ask
- The structure of accreditation
- Applying systems theory to instructional design
- Characteristics of the learner-centered model of course and curriculum design

Activities:

- Read Chapters 1, 2, & 5 (*Diamond*)
- Watch PowerPoints for Chapters 1, 2, & 5 (*Diamond*)
- Faculty and course introduction
- Review course philosophy, expectations, assignments, late assignment policy, grading, academic integrity, and attendance policy
- Student introductions
- Orientation to web-based class

Assignments:

- **Complete Discussion Board #1, Introduction, Week of August 24.**
- **Obtain a copy of the accreditation standards for your health science discipline**

## **WEEK 2**

Topics:

- Making the decision to go ahead
- Getting started

Course objective in focus:

- Define the process to establish the need for curriculum design projects
- Describe the internal, organizational, and external influences on curriculum planning

Supporting topics:

- Establishing academic priorities; collecting the information needed
- Deciding to begin curriculum projects
- Deciding to begin course projects
- Who should be involved?
- Developing an instructional philosophy

Activities:

- Review Week 1
- Read Chapters 7 & 8 (*Diamond*)
- Watch PowerPoints for Chapters 7 & 8 (*Diamond*)
- Watch the video, *Learner-Centered Module Design*

Assignments:

- **Discussion Board #2, Establishing need for a curriculum design project, Week of August 29.**
- **Assignment #1, Internal, organization, and external influences on curriculum planning paper due by September 6.**

## **WEEK 3**

Topics:

- Linking goals, courses, and curricula
- Gathering and analyzing essential data

Course objectives in focus:

- Explain the relationship between the goals of a curriculum and the instructional outcomes
- Describe the sequential process of developing a cohesive curriculum
- Identify the essential data required for the effective development of a curriculum

- Develop a program vision, mission, and goals statement

Supporting topics:

- Goals of a curriculum
- Developing a cohesive curriculum
- Basic core competencies
- Student characteristics
- Educational priorities of the institution

Activities:

- Review Week 2
- Read Chapters 9 & 10 (*Diamond*)
- Watch PowerPoints for Chapters 9 & 10 (*Diamond*)
- Review at least three (3) curriculum models for your specific discipline from either 2-year or 4-year programs
- Read the article, *Developing a Vision and a Mission*

Assignment:

- **Discussion Board #3, Data for a new curriculum, Week of September 7.**
- **Assignment #2, Program vision, mission, and goals paper due by September 13.**

#### **WEEK 4**

Topics:

- Thinking in the ideal
- Adjusting from the ideal to the possible
- Clarifying instructional goals and learning outcomes

Course objectives in focus:

- Identify the major elements of an instructional program and their sequence
- Describe the quality measures of good teaching practice
- Explain the relationship between goals, learning outcomes, and assessment

Supporting topics:

- Focusing on structure and sequence
- Using research on teaching and learning
- Dealing with the lack of prerequisite skills
- Curriculum and course projects: factors to consider
- Relationship between goals, outcomes, and assessment
- The importance of stating outcomes

Activities:

- Review Week 3
- Read Chapters 11, 12, &13. (*Diamond*)

- Watch PowerPoints for Chapters 11, 12, & 13 (*Diamond*)
- Watch the video, *Goals, Objectives, and Learning Outcomes*
- Review Case Study #3, Developing Learning Outcomes, page 398 (*Diamond*)
- Review Resource L, Examples of Learning Outcomes, page 360, and Resource P, Writing Goals Inventory, page 371 (*Diamond*)

Assignment:

- **Discussion Board #4, Quality measure of good teaching practice, Week of September 14.**
- **Assignment #3, Program objectives paper due by September 20.**

## WEEK 5

Topics:

- Designing and implementing an assessment plan for a curriculum
- Designing and implementing an assessment plan for a course

Course objectives in focus:

- Develop assessment methods and strategies to valid student learning in all three learning domains in a curriculum
- Develop assessment instruments to measure student learning at the course level

Supporting topics:

- Develop a plan to assess a curriculum
- Collect useful information
- Research finding on testing and grading
- Keeping students informed

Activities:

- Review Week 4
- Read Chapters 14 & 15. (*Diamond*)
- Watch PowerPoints for Chapters 14 & 15 (*Diamond*)
- Watch the video, *Criterion vs Norm Referenced Assessment: Examples & Evaluation*
- Read the article, *Criterion-Referenced Assessment*
- Read the article, *Choosing and Designing Assessment Tasks*
- Read the article, *Criterion-Referenced Test*

Assignment:

- **Discussion Board #5, Assessment instruments, Week of September 21.**
- **Assignment #4, Curriculum Plan paper due by September 27.**

## WEEK 6

Topics:

- Designing, implementing, and assessing the learning experience

- Designing the learning experience based on research on teaching and learning and instructional options

Course objectives in focus:

- Explain the changing role of faculty in the learning process
- Discuss the research findings on teaching, instructional methods, and learning processes
- Describe the seven (7) principles of good practice in undergraduate education
- Design learning experiences that foster student success and content mastery

Supporting topics:

- Changing role of faculty in the learning process
- Research on teaching and learning
- Building the assessment process into the design
- The impact of technology
- Student engagement
- Factors to consider in course design

Activities:

- Review Week 5
- Read Chapter 16 & 17. (*Diamond*)
- Watch PowerPoints for Chapters 16 & 17 (*Diamond*)
- Watch the video, *From Instructional Design to Learning Experience Design*
- Read the article, *Learning Experience Design: An Overview and 11 of the Best Resources*

Assignment:

- **Discussion Board #6, Principles of good practice in undergraduate education, Week of September 28.**
- **Assignment #5, Instructional and Learning Experience Design paper due by October 4.**

## WEEK 7

Topic:

- Using technology to support learning
- Distance learning

Course objectives in focus:

- Describe approaches and benefits to use technology to support learning
- Discuss the benefits of distance learning as an instructional strategy

Supporting topics:

- Benefits of using technology

- Misuses of technology
- Appropriate uses of technology
- Guidelines for using technology effectively
- Benefits and categories of distance learning
- The instructor role in distance learning courses

Activities:

- Review Week 6
- Read Chapters 18 & 19 (*Diamond*)
- Watch PowerPoints for Chapters 18 & 19 (*Diamond*)
- Watch the video, *Top 10 Reasons to Use Technology in Education: iPad, Tablet, Computer, Listening Centers*
- Review Case Study #14, Distance Learning; the lessons learned, page 448 (*Diamond*)

Assignment:

- **Discussion Board #7, Distance education technology, Week of October 5.**

## **WEEK 8**

Topic:

- Meeting the needs of adult learners
- Addressing diversity

Course objectives in focus:

- Appreciate the difference between pedagogy and andragogy when design instructional environments for adult learners
- Recognize the importance of creating positive learning environments inclusive of student diversity

Supporting topics:

- A national perspective for adult learning
- Priorities of adult learners
- How adults learn
- Institutional strategies for meeting the educational needs of adult learners
- Dimensions of diversity and its values in postsecondary education
- The diverse classroom

Activities:

- Review Week 7
- Read Chapter 20 & 21. (*Diamond*)
- Watch PowerPoints for Chapters 20 & 21 (*Diamond*)
- Watch the video, *Andragogy (Adult Learning)*
- Read the article, *Adult Learning Principles and Presentation Pearls*
- Review Resource Q, Diversity in the Classroom, page 374 (*Diamond*)

Assignment:

- **Discussion Board #8, Strategies for a positive classroom environment, Week of October 12.**
- **Assignment #6, Lesson Plans paper due by October 18.**

### WEEKS 9 & 10

Topic:

- Developing a learning-centered syllabus

Course objectives in focus:

- Explain the importance of developing and implementing a learning-centered syllabus
- Design a comprehensive, learning-centered syllabus that includes the essential information considered important to facilitate student learning

Supporting topics:

- Why use a learning-centered syllabus
- Planning the syllabus
- Preparing the syllabus

Activities:

- Review Week 8
- Read Chapter 22 (*Diamond*)
- Watch PowerPoints for Chapter 22 (*Diamond*)
- Read Part 1, Focus on Learning, pages 1-37 (*O'Brian, Millis, & Cohen*)
- Watch PowerPoints for Part 1, Focus on Learning (*O'Brian, Millis, & Cohen*)

Assignment:

- **Discussion Board #9, Importance of a learning –centered syllabus, Week of October 19.**
- **Assignment #7, Course Syllabus paper due by November 1.**

### WEEKS 11-13

Topics:

- Curriculum and course revision
- Learning from experience

Course objectives in focus:

- Describe the process of curriculum and course revision
- Apply the basic principles of change in the curriculum and course design processes
- Design a PowerPoint presentation based on a topic from a lesson plan

Supporting topics:

- Learning from others: case studies in course and curriculum revision

- Learning from experience: the basic principles of change

Activities:

- Review Week 9
- Read Chapters 23 & 24 (*Diamond*)
- Watch PowerPoints for Chapters 23 & 24 (*Diamond*)
- Watch the video, *Beginner's Guide to PowerPoint-2017 Tutorial*
- Read the article, *Making Better PowerPoint Presentations*
- Review Resource G, Questions for Evaluating a College Course, page 339 (*Diamond*)
- Review Resource O, Curriculum Review, The Questions to Ask, page 367 (*Diamond*)
- Review Resource S, Teaching Goals Inventory, page 382 (*Diamond*)

Assignment:

- **Discussion Board #10, Strategies for course revision, Week of November 2.**
- **Assignment #8, PowerPoint presentation due by November 22.**

### **WEEKS 14 & 15**

Activities:

- No reading assignments
- Prepare and submit course evaluation

Assignment:

- **Course evaluation is due by December 6.**

## Student Services and Technical Resources

### Student Services

The [ETSU Services webpage](#) includes a comprehensive list of services available to all ETSU students.

#### **Academic Accommodations for Students with Disabilities**

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346.

[Visit the Disability Services webpage for more information.](#)

### Technical Resources

#### **Help Desk**

The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the [Help Desk website](#), call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: [itshelp@etsu.edu](mailto:itshelp@etsu.edu)

#### **Desire2Learn (D2L) Online Help**

Many answers to D2L related questions could be found on the [D2L Help Student Home](#). If you are still having trouble finding what you need, contact the Help Desk.



**Microsoft Office Software**

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the [Office 365 page of the ITS Help Desk website](#).

**Turnitin Plagiarism Detection**

Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the [Turnitin home page](#).

**ETSU Technical Resources**

Many other technical resources are on the [Online Help webpage](#).

## University Information

**Syllabus Attachment**

The [ETSU syllabus attachment](#) includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

**ETSU Catalogs**

[Current Graduate Catalog](#)