

SAHE502

Course Summary

Course : SAHE502 **Title :** Student Learning and Assessment

Length of Course : 8 **Faculty :**

Prerequisites : SAHE510 **Credit Hours :** 3

Description

Course Description:

This course will explore learning theories and provide an overview of implementation strategies for enhancing student academic performance and assisting them with goal achievement. Research on learning and development will be reviewed. Ways to assess the quality of these efforts will be discussed as a means of determining the effectiveness of academic advising initiatives and their impact on student learning and success. (Prerequisites: SAHE510)

Course Scope:

Objectives

After successfully completing this course, you will be able to:

1. Summarize the learning principles that form the basis of student learning models and academic advising curricula
 2. Explain assessment of student learning and CAS student learning outcomes.
 3. Write learning outcomes statements
 4. Design objectives and activities to deliver advising initiatives and strategies
 5. Critique methods for assessing student learning
 6. Design assessment plans to determine the effectiveness of academic advising programs
 7. Critique digital tools, resources, and technologies used to advance student learning and development.
-

Outline

Week 1: Learning Theories Part I

Learning Outcomes

- Explain behavioral and cognitive learning theories
 - Summarize characteristics of active learning
-

Required Readings

Lesson 1 readings are location in week 1 lesson.

Assignments

Week 1 Discussion due this week

Week 2: Learning Theories Part II

Learning Outcomes

Summarize humanistic learning theories

Required Readings

Lesson 2 readings are location in week 2 lesson.

Assignments

Week 2 Discussion due this week

Week 3: Assessment in Student Affairs

Learning Outcomes

- Explain the assessment process in student affairs.
- Discuss characteristics of student learning and CAS student learning outcomes.

Required Readings

Lesson 3 readings are location in week 3 lesson.

Assignments

Learning Theories Research

Week 4: Academic Advising Curriculum

Learning Outcomes

- Create student learning outcomes using Bloom's Taxonomy
- Analyze the components of an academic advising curriculum according to NACADA

Required Readings

Lesson 4 readings are location in week 4 lesson.

Assignments

Week 5: Student Learning and High Impact Practices

Learning Outcomes

- Create an academic advising syllabus
- Discuss high impact practices in higher education

Required Readings

Lesson 5 readings are location in week 5 lesson.

Assignments

Academic Advising Syllabus

Week 6: Methods of Assessing Student Learning

Learning Outcomes

Examine various methods of assessing student learning including eportfolios and the AAC&U VALUES Rubric

Required Readings

Lesson 6 readings are location in week 6 lesson.

Assignments Week 6 Discussion

Week 7: Using and Sharing Assessment Results

Learning Outcomes

- Use assessment results to make data driven decisions
- Recommend effective approaches for sharing assessment results with stakeholders

Required Readings

Lesson 7 readings are location in week 7 lesson.

Assignments

Group Presentation

Week 8: Implementing Outcome-Based Assessment

Learning Outcomes

- Create an assessment plan.
- Analyze the components needed to create a culture of assessment on a college or university campus.

Required Readings

Lesson 8 readings are location in week 8 lesson.

Assignments

Week 8 Discussion

Outcome Based Assessment Plan Assignment

Evaluation

Grade Instruments	% of Final Grade
Discussions	20%
Theories of Learning Research Paper	20%
Academic Advising Syllabus	20%
Group Presentation	20%
Outcome Based Assessment Plan Total	20%
	100%

Grading:

Name	Grade %
Discussions	20.00 %
Week 1	4.00 %
Week 2	4.00 %
Week 4	4.00 %
Week 6	4.00 %
Week 8	4.00 %
Individual Assignments	60.00 %
Outcome Based Assessment Plan	20.00 %
Theories of Learning Research Paper	20.00 %
Academic Advising Syllabus	20.00 %
Group Assignment	20.00 %
Group Presentation	20.00 %

Materials

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (7th ed). See <http://www.apastyle.org/> and <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 7th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties.

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.