



Developmental Education Administration Ed.D. Course Descriptions

Dr. D. Patrick Saxon, Director

CIED 7331 Teaching Strategies for Developmental Mathematics.

This course explores research and practical application of mathematical concepts related to developmental mathematics education. Principals of learning, students' mathematical strategy development, assessment/evaluation of teaching/learning, and the use of instructional technology will be examined using research-based best practices in developmental mathematics education. Credit 3.

DVED 7110 Doctoral Studies in Developmental Education.

This course is designed to provide an orientation to doctoral studies in developmental education, topics of current interest to doctoral students, and information regarding areas of study and research related to the doctoral program. May be repeated for a total of three credits. Credit 1.

DVED 7336 Doctoral Internship in Developmental Education.

Students participate and are evaluated in an intensive study and field experience relating to positions in developmental education. Students will complete the internship in a developmental education setting distinct from prior or concurrent work experience. Prerequisites: completion of 12 hours of developmental education core. Credit 3.

DVED 7360 Developmental Education and Postsecondary Students.

This course focuses on the populations served by developmental education programs, defines developmental education, and explores the historical perspective of the need for developmental education and student development theories. Student needs, model programs, and best-practices for student learning, development, and retention will be explored through collaboration, research and independent inquiry. Credit 3.

DVED 7364 Advanced Learning Theory in Developmental Education.

This course is designed to explore an advanced array of learning theories and how these apply specifically to developmental education. The course requires students to develop operational models using research in learning theory to facilitate organizational change and implementation of new paradigms in developmental education. An understanding of student learning utilizing the latest pedagogy and technologies grounded in the neurosciences and the new sciences will be included. Students will become familiar with learning theories and how these theories are applied to diverse educational environments. Credit 3.

DVED 7365 Noncognitive Student Development.

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. Credit 3.

DVED 7366 Outcomes Assessment in Developmental Education.

This course focuses on evaluation criteria, and formative and summative evaluation of developmental students. A general model for evaluation of developmental programs, preparation of evaluation reports, and relevant research findings on student and program evaluation will be explored and examined. Credit 3.

DVED 7367 Designing Learning Environments in Developmental Education.

This course focuses on instructional design and development, theoretical/philosophical approaches to teaching; current research in developmental instruction; and factors in learning and classroom assessment. The course explores major issues, problems, cognitive and non-cognitive factors in learning and classroom assessment. The course also explores methods and best practices in the design and delivery of developmental education and learning assistance. This course requires knowledge of the literature and ongoing student engagement in research. Credit 3.

DVED 7373 Statistical Methods.

This course is designed to familiarize doctoral students with the logic and dynamics of the research process in education and provide students with the opportunity to develop skills in posing research questions, designing studies, collecting and examining data, and interpreting and reporting research results. In particular, students will be taught how to use a variety of introductory-level statistical techniques to analyze quantitative data in educational research. Students will learn to (a) use statistical software to analyze data and (b) present results in an acceptable written format for social scientists. The curricula for this course include knowledge of the literature of the discipline and ongoing student engagement in research related to professional practice. Credit: 3

DVED 8033 Dissertation.

The program requires completion of an approved dissertation which will contribute to the research base of Developmental Education. Minimum of 9 hours required. Field-based projects will be emphasized. This course may be repeated. Prerequisites: Admission to the Developmental Education Administration Ed.D. Program, completion of required Developmental Education Core and Research Component coursework, and successful completion of comprehensive exam. Credit 3.

EDLD 7337 Academic Writing and Research.

In this course, students will develop the skills and strategies for academic literacy, including critical reading and clear writing. Students will utilize scientific writing styles and will complete a written review of research literature. Credit 3.

EDLD 7362 Methods of Education Research.

Study of qualitative research with an emphasis on an understanding of statistical concepts and procedures necessary to create and implement effective educational research. This course requires knowledge of the literature and ongoing student engagement in research. Credit 3.

EDLD 7363 Application of Educational Research.

Fundamental concepts and tools of research applied to educational problems. Each student will prepare a proposal for the dissertation. This course requires knowledge of the literature and ongoing student engagement in research. Credit 3.

EDLD 7371 Contemporary Issues in Higher Education Leadership & Administration.

Students will develop leadership skills in higher education through the integration of knowledge, skill and practice in finding effective solutions for student success strategies, cultural proficiencies, and enrollment management initiatives. Through research, collaboration, and independent inquiry, this course addresses academic advisement, developmental education, and other higher education initiatives in preparation for higher education leadership. Credit 3.

EDLD 7372 Qualitative Methodology.

This course is designed to teach qualitative research methodology within an educational leadership problems-based contextual framework. The course will emphasize qualitative research techniques through lecture, discussion, readings, and field-based research projects using the methods learned. This course requires knowledge of the literature and ongoing student engagement in research. Credit 3.

HIED 7374 The College Student.

This course is designed to provide the learner with a foundation in student development. This will include information concerning the current generations of college students and how they develop while they are in college. Learners will also develop an understanding of the theoretical bases for student development and be able to identify the role of student development/services/affairs in developing college students. Credit 3.

HIED 7377 Theory and Practice of Higher Education Leadership.

This course is designed to introduce students to an array of theoretical and practical orientations to leadership in the community college. The course content addresses current and emerging issues of leadership, administration, and management in higher education. Students will become familiar with leadership theories and how to apply to them a dynamic, multicultural, multi-ethnic educational environment. Credit 3.

READ 7336 Strategies for College Reading in Developmental Education.

This course explores research and practical application of reading and writing concepts related to effective developmental reading education. Principles of learning, students' reading strategy development, assessment and evaluation of developmental reading and writing programs, research-based best practices in developmental reading education and digital literacies will be examined from the perspective of individuals charged with supervising developmental education programs. Credit 3.