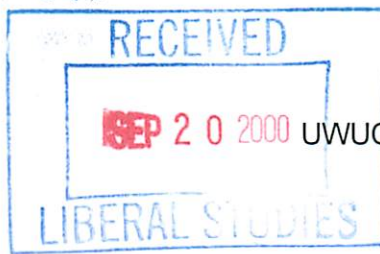LSC Use Only
Number: _____
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UWUCC USE Only
Number: _____ **00-25**
Submission Date: _____
Action-Date: UWUCC App 10/10/00
Senate App 2/27/01

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I.   CONTACT

Contact Person _Mary Ann Rafoth_____ Phone_ 357-3784 _____

Department_ Educational and School Psychology ____

II.   PROPOSAL TYPE (Check All Appropriate Lines)

__X___ **COURSE**   Educational Psych._____
                                    Suggested 20 character title

_____ New Course*   _____
                                    Course Number and Full Title

__X__ Course Revision0   EDSP 202 Educational Psychology
                                    Course Number and Full Title

_____ Liberal Studies Approval+   _____
          for new or existing course   Course Number and Full Title

_____ Course Deletion   _____
                                    Course Number and Full Title

__X__ Number and/or Title Change   EDSP 202 Educational Psychology
                                    Old Number and/or Full Old Title

                                    EDSP 102 Educational Psychology
                                    New Number and/or Full New Title
__X__ Course or Catalog Description Change __EDSP 102 Educational Psychology

                                    Course Number and Full Title

_____ **PROGRAM:**   _____ Major   _____ Minor   _____ Track

_____ New Program*   _____

                                    Program Name

_____ Program Revision* _____

                                    Program Name

_____ Program Deletion* _____

                                    Program Name

Rev.

2

_____ Title Change _____

_____

III.   **Approvals** (signatures and date)

Mary Ann Rafoth   9/20/00
Department Curriculum Committee

Mary Ann Rafoth   9/20/00
Department Chair

Joseph Domaradai   TECC 9-20-00
College Curriculum Committee

John R Johnson, Associate Dean. CoE-ET
College Dean

n/a
+Director of Liberal Studies (where applicable)

n/a
*Provost (where applicable)

3

Course Revision Proposal

Part I. Curriculum Proposal Cover Sheet (attached)

Part II. Description of the Curriculum Change

1. New syllabus of record: attached

2. Summary of the proposed revisions: We propose to renumber the course from EDSP 202 to EDSP 102 and to delete the prerequisites (admission to the teacher education program and PSYC 101).

3. Justification and Rationale: We propose the number change to comply with revisions of the teacher education program recently approved by the University Senate and at the request of the Teacher Education Coordinating Council. This change will allow students to take the course as freshman and before they are admitted to the teacher education program. Thus, the prerequisite of admission to the teacher education program must also be deleted. PSYC 101 was initially chosen as a prerequisite for EDSP 202 because the faculty in our department wanted to ensure that all teacher education majors received at least six credit hours in psychology (PSYC 101 and EDSP 202). Little crossover between the two courses exists and student retention of key information relevant to EDSP 202 from PSYC 101 is not great. Thus, any information originally taught in PSYC 101 has had to be retaught in EDPS 202. Our faculty will make no change in the content of the course (EDSP 202) as a result of the dropping of PSYC 101. PSYC 101 will remain a requirement for all education majors. However, they would no longer be required to take it before Educational Psychology. This will also increase scheduling flexibility.

4. Old syllabus of record: attached

5. Liberal Studies course approval form and checklist: not applicable

Part III. Letters of Support

A letter of support from Dr. Mary Lou Zanich, Chair of the Psychology Department is attached.

I. Catalog Description

EDSP 102 Educational Psychology   3c-01-3sh
Prerequisites: None
Designed to promote a better understanding of the principles of psychology governing human behavior, with particular emphasis on their relation to the learner, learning process, and learning situation in an educational environment.

II. Course description and objectives:

This course is designed for teacher education students (all early childhood, elementary, and secondary majors, music, art, and physical education majors, as well as future speech and language pathologists) to promote their understanding of the principles of psychology that affect human behavior with emphasis on the effects of these principles on the learner, the learning process, and the learning situation in educational environments. This course emphasizes the application of developmental and learning theory to the classroom in a skills-based decision-making context. Implications of a wide range of individual differences (cultural, socio-economic, learning style, skill level, gender) are discussed. The course concludes with a section dealing with meeting the individual needs of students, including exceptional learners, in the classroom. Throughout the course, students will use the interactive CD that accompanies the text to explore actual classrooms that illustrate the principles described. Students will respond to exercises that enhance their ability to make effective classroom decisions. Course content is drawn from current research and educational practice and course assignments require students to apply theory to classroom situations.

Specific learning outcomes*:

1. Students define, in their own words, the meaning of reflective practice, and the status of teaching as a profession.

2. Students describe a "typical", classroom at a particular grade level from a normative perspective (including physical, cognitive, social, emotional, and moral development)

3. Students analyze the range of individual differences found in a typical classroom including the impact of cultural and ethnic diversity, socio-economic level, learning style, ability and skill levels, and gender-based differences.

4. Students describe the major tenets of behavioral learning theory, cognitive and information processing theories, and interactionist learning theories.

5. Students apply learning theory to effective classroom instruction by choosing and defending a method or methods of classroom presentation, and contrasting direct instruction and constructivist approaches.

6. Students identify, in a classroom context, the major tenants of humanistic, cognitive, and behavioral motivation theory.

7. Students apply learning and motivation theory to effective classroom instruction by choosing and defending a method of classroom discipline.

8. Students identify the qualities of effective instruction and classroom management.

9. Students define and cite examples of appropriate wait time, questioning techniques, and learning probes.

10. Students list and understand ways to meet individual needs in the regular classroom, including a variety of classroom grouping procedures, cooperative and peer-assisted learning, and curriculum modifications.

11. Students are sensitive to the impact of diversity in the classroom by incorporating that understanding into a personal philosophy of teaching.

12. Students list and understand the provisions of public law regarding the provision of education to students with exceptionalities.

13. Students understand a model of classroom decision-making and apply it to simulated classroom decision-making exercises.

14. Students develop an orientation to proactive teaching and collaborative problem solving reflected in a personal philosophy of teaching and learning.

15. Students demonstrate the ability to use computer-based multimedia videodisc technology to enhance their learning experiences.

* Students will demonstrate specific learning outcomes through class activities and assignments, cumulative unit essays, multiple choice exams, and a classroom observation and analysis.

III. Detailed Course Outline

<div align="center">

EP 202

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Week	Topic	Assigned Reading (Slavin)

Unit I *Development*

1   **Introduction to Educational Psychology**   Ch. 1
(Activities: reflective exercise
teaching as a profession, classroom decision-making exercise,
scientist/practitioner exercise - Holmes and Watson exercise,
research vs. intuition "quiz", classroom discussion,
and expository instruction, interactive CD)

2,3,4   **Theories of Development in Children and Adolescents**   Chs. 2 & 3
(Activities: Neurological development and physical trends handout,
Children's cognitive video, Piagetian clinical examples exercises,
Small group exercise on implications of Piaget/Vygotsky, Verbal
abuse video - reflective exercise on impact on emotional development
from Erikson perspective, Moral dev. dilemma, Article on altruism in Nazi
Germany - identify Kohlberg stages, Reflective exercise on personal family
style (Baumrind), video Moral Development, Reflective exercise - early/late
maturation), Class discussion and expository instruction, interactive CD)

5   **Individual differences**   Ch. 4
(Activities: Classroom exercise -
Describe range of influence of SES, culture, linguistic difference,
learning style, gender, and rate of development within any given
classroom, Classroom discussion, Expository instruction, interactive
CD)

Unit I TEST
Chapters 1, 2, 3, & 4 (multiple choice and development essay)

Unit II *Learning*

6   **Behavioral Learning Theories**   Ch. 5
(Activities: Behavioral Chart, videos - Behavioral Learning,
Catch'em being good, Behavioral Case Study, Class discussion,
Expository instruction, interactive CD)

7   **Information Processing and Memory**   Ch. 6
(Activities: handouts and STM exercises, Metacognitive interview and study skills analysis project, Learning Strategies demonstration, video - Memory: Fabric of the Mind.)
Class discussion, expository lessons, interactive CD

8 & 9   **Meaningful Learning**   Ch. 8
(Activities: Models of classroom presentation
(Direct Instruction, Constructivist, Interactionist:
Ausubel, hunter, Bruner, Gange), small group exercises,
class discussion, expository instruction, Classroom
decision-making exercise, linked to interactive CD)

           <u>Unit II TEST</u>   Chs. 5, 6, & 8

<u>Unit III</u> *Instruction*

10 & 11 **Organizing the Lesson**   Chs. 7
(Activities: Bloom's Taxonomy exercise, Gagne learning
outcomes exercise, Parts of a lesson exercise,
Effective questioning role play, interactive CD)

12 & 13 **Motivation and Classroom Management**   Chs. 10 & 11
(Activities: Attribution theory exercise, Locus of Control
Scale, Maslow and Humanistic theory - Video: Children
and loneliness, Kunin Classroom Management video,
class discussion and expository instruction, interactive CD)

14   **Individualizing in the classroom**   Chs. 9 & 12
(Activities: Learning style self-test, IDEA summary,
classroom modification summary, classroom grouping
strategies, cooperative learning exercises, decision-making
exercise, class discussion, expository instruction, interactive CD)

15   <u>Unit III - TEST</u> (Final exam date as scheduled)   Chs. 7, 9, 10,
                                                     11, & 12

Classroom observation and analysis due during Unit III.

III.   Evaluation Methods:

Grades will be awarded on a point system. Students will earn points through completion of tests (multiple choice and essay), a classroom observation and review, and assignments completed during the course of the class. The final essay will involve the development of a personal philosophy of teaching. Points are as follows:

Test 1	100 pts.	
Test 2	100 pts.	
Test 3	100 pts.	(Exam)
Classroom observation	60 pts.	
Class activities	45 pts.	(approximately 15 activities 3 points each)
Use of interactive CD	45 pts..	
Total:	450 pts.	

* (approximate, point value may vary with number of class activities)

Letter grades will follow this scale:

90-100	A
80-89	B
70-79	C
60-69	D
below 60	F

Details concerning the classroom observation and analysis are included in a separate handout.

Class attendance and participation are important. Any absences should be reported by telephoning the Educational & School Psychology office and leaving a message or by contacting the instructor directly. In no case will a make-up test be administered if the student did not contact the instructor or the Educational & School Psychology office prior to the time of the test. Illness or family emergency are the only acceptable excuses for missing an exam or class activity. Class activities are unannounced and cannot be made up without special permission.

Any instances of cheating or unethical behavior will be handled according to university policies. These include such activities as presence of notes during exams, plagiarism, conversation after receiving an exam or the like.

V. Required textbooks

Slavin, Robert E. (2000). Educational Psychology, (6th Edition).
Needham Heights, MA: Allyn and Bacon. (includes interactive CD)

VI. Special Resource Requirements

This course revision requires no special resources.

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I. Catalog Description

EDSP 202 Educational Psychology   **3c-01-3sh**
Prerequisites: PSYC 101, admission to sophomore standing in teacher certification or permission

Designed to promote a better understanding of the principles of psychology governing human behavior, with particular emphasis on their relation to the learner, learning process, and learning situation in an educational environment.

II.   Course description and objectives:

This course is designed for sophomore level teacher education students (all early childhood, elementary, and secondary majors, music, art, and physical education majors, as well as future speech and language pathologists) to promote their understanding of the principles of psychology that affect human behavior with emphasis on the effects of these principles on the learner, the learning process, and the learning situation in educational environments. This course emphasizes the application of developmental and learning theory to the classroom in a skills-based decision-making context. Implications of a wide range of individual differences (cultural, socio-economic, learning style, skill level, gender) are discussed. The course concludes with a section dealing with meeting the individual needs of students, including exceptional learners, in the classroom. Throughout the course, students will use the interactive CD that accompanies the text to explore actual classrooms that illustrate the principles described. Students will respond to exercises that enhance their ability to make effective classroom decisions. Course content is drawn from current research and educational practice and course assignments require students to apply theory to classroom situations.

Specific learning outcomes*:

1. Students define, in their own words, the meaning of reflective practice, and the status of teaching as a profession.

2. Students describe a "typical", classroom at a particular grade level from a normative perspective (including physical, cognitive, social, emotional, and moral development)

3. Students analyze the range of individual differences found in a typical classroom including the impact of cultural and ethnic diversity, socio-economic level, learning style, ability and skill levels, and gender-based differences.

4. Students describe the major tenets of behavioral learning theory, cognitive and information processing theories, and interactionist learning theories.

5. Students apply learning theory to effective classroom instruction by choosing and defending a method or methods of classroom presentation, and contrasting direct instruction and constructivist approaches.

6. Students identify, in a classroom context, the major tenants of humanistic, cognitive, and behavioral motivation theory.

7. Students apply learning and motivation theory to effective classroom instruction by choosing and defending a method of classroom discipline.

8. Students identify the qualities of effective instruction and classroom management.

9. Students define and cite examples of appropriate wait time, questioning techniques, and learning probes.

10. Students list and understand ways to meet individual needs in the regular classroom, including a variety of classroom grouping procedures, cooperative and peer-assisted learning, and curriculum modifications.

11. Students are sensitive to the impact of diversity in the classroom by incorporating that understanding into a personal philosophy of teaching.

12. Students list and understand the provisions of public law regarding the provision of education to students with exceptionalities.

13. Students understand a model of classroom decision-making and apply it to simulated classroom decision-making exercises.

14. Students develop an orientation to proactive teaching and collaborative problem solving reflected in a personal philosophy of teaching and learning.

15. Students demonstrate the ability to use computer-based multimedia videodisc technology to enhance their learning experiences.

* Students will demonstrate specific learning outcomes through class activities and assignments, cumulative unit essays, multiple choice exams, and a classroom observation and analysis.

III. Detailed Course Outline

EP 202

Week	Topic	Assigned Reading (Slavin)

Unit I *Development*

1 **Introduction to Educational Psychology**   Ch. 1
(Activities: reflective exercise
teaching as a profession, classroom decision-making exercise,
scientist/practitioner exercise - Holmes and Watson exercise,
research vs. intuition "quiz", classroom discussion,
and expository instruction, interactive CD)

2,3,4 **Theories of Development in Children and Adolescents**   Chs. 2 & 3
(Activities: Neurological development and physical trends handout,
Children's cognitive video, Piagetian clinical examples exercises,
Small group exercise on implications of Piaget/Vygotsky, Verbal
abuse video - reflective exercise on impact on emotional development
from Erikson perspective, Moral dev. dilemma, Article on altruism in Nazi
Germany - identify Kohlberg stages, Reflective exercise on personal family
style (Baumrind), video Moral Development, Reflective exercise - early/late
maturation), Class discussion and expository instruction, interactive CD)

5 **Individual differences**   Ch. 4
(Activities: Classroom exercise -
Describe range of influence of SES, culture, linguistic difference,
learning style, gender, and rate of development within any given
classroom, Classroom discussion, Expository instruction, interactive
CD)

Unit I TEST
Chapters 1, 2, 3, & 4 (multiple choice and development essay)

Unit II *Learning*

6 **Behavioral Learning Theories**   Ch. 5
(Activities: Behavioral Chart, videos - Behavioral Learning,
Catch'em being good, Behavioral Case Study, Class discussion,
Expository instruction, interactive CD)

| 7 | **Information Processing and Memory** | Ch. 6 |

7   **Information Processing and Memory**   Ch. 6
(Activities: handouts and STM exercises, Metacognitive interview and study skills analysis
project, Learning Strategies demonstration, video - Memory: Fabric of the Mind.)
Class discussion, expository lessons, interactive CD

8 & 9   **Meaningful Learning**   Ch. 8
(Activities: Models of classroom presentation
(Direct Instruction, Constructivist, Interactionist:
Ausubel, hunter, Bruner, Gange), small group exercises,
class discussion, expository instruction, Classroom
decision-making exercise, linked to interactive CD)

     Unit II TEST   Chs. 5, 6, & 8

Unit III *Instruction*

10 & 11   **Organizing the Lesson**   Chs. 7
(Activities: Bloom's Taxonomy exercise, Gagne learning
outcomes exercise, Parts of a lesson exercise,
Effective questioning role play, interactive CD)

12 & 13   **Motivation and Classroom Management**   Chs. 10 & 11
(Activities: Attribution theory exercise, Locus of Control
Scale, Maslow and Humanistic theory - Video: Children
and loneliness, Kunin Classroom Management video,
class discussion and expository instruction, interactive CD)

14   **Individualizing in the classroom**   Chs. 9 & 12
(Activities: Learning style self-test, IDEA summary,
classroom modification summary, classroom grouping
strategies, cooperative learning exercises, decision-making
exercise, class discussion, expository instruction, interactive CD)

15   Unit III - TEST (Final exam date as scheduled)   Chs. 7, 9, 10, 11, & 12

Classroom observation and analysis due during Unit III.

III.   Evaluation Methods:

Grades will be awarded on a point system. Students will earn points through completion of tests (multiple choice and essay), a classroom observation and review, and assignments completed during the course of the class. The final essay will involve the development of a personal philosophy of teaching. Points are as follows:

Test 1	100 pts.	
Test 2	100 pts.	
Test 3	100 pts.	(Exam)
Classroom observation	60 pts.	
Class activities	45 pts.	(approximately 15 activities 3 points each)
Use of interactive CD	45 pts..	
Total:	450 pts.	

* (approximate, point value may vary with number of class activities)

Letter grades will follow this scale:

90-100	A
80-89	B
70-79	C
60-69	D
below 60	F

Details concerning the classroom observation and analysis are included in a separate handout.

Class attendance and participation are important. Any absences should be reported by telephoning the Educational & School Psychology office and leaving a message or by contacting the instructor directly. In no case will a make-up test be administered if the student did not contact the instructor or the Educational & School Psychology office prior to the time of the test. Illness or family emergency are the only acceptable excuses for missing an exam or class activity. Class activities are unannounced and cannot be made up without special permission.

Any instances of cheating or unethical behavior will be handled according to university policies. These include such activities as presence of notes during exams, plagiarism, conversation after receiving an exam or the like.

V. Required textbooks

Slavin, Robert E. (2000). Educational Psychology, (6th Edition). Needham Heights, MA: Allyn and Bacon. (includes interactive CD)

VI. Special Resource Requirements

This course revision requires no special resources.

VIII. Bibliography

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Subject: Program Revisions
  Date: Tue, 19 Sep 2000 14:57:40 -0400
  From: Mary Lou Zanich <mlzanich@grove.iup.edu>
    To: Mary Ann Rafoth <mrafoth@grove.iup.edu>

Dr. Rafoth,

I am writing you to indicate the Department's support for the recent program revisions in education. It is my understanding that you will be removing PSYC 101 - General Psychology as a prerequisite for EDSP 202 - Educational Psychology. It is also my understanding that majors in the College of Education will still be required to complete PSYC 101. As we discussed, removing PSYC 101 as a prerequisite will enable more flexibility in student scheduling with students still completing 6 credits in psychology (PSYC 101 and EDSP 202). This revision has the support of the psychology department. Given the requirement that students must still take PSYC 101, the revision should have minimal impact on the Department.

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1 of 1   9/20/00 9:13 AM