EDSP 102 Educational Psychology -CrsRvs-2019-02-14

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

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First Step: <u>**ONLY**</u> change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word *DRAFT* is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS** "(*not EDIT*) and start completing the template. When exiting or when done, click **"SAVE"** (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.
Indicates a required field

Proposer*	Timothy Runge	**Proposer Email***	trunge@iup.edu
Contact Person*	Timothy Runge	**Contact Email***	trunge@iup.edu
Proposing Department/Unit*	EDSP	**Contact Phone***	EDSP

Course Level*	undergraduate-level

Course Revisions
(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B:

	liberal-studies
	teacher-education
	
	* Teacher Education: Please complete the Teacher
	  Education section of this form (below)
	* Liberal Studies: Please complete the Liberal Studies
	  section of this form (below)
	* Distance Education: Please complete the Distance
	  Education section of this form (below) - Please check the
	APPROVED DE Course List - ON DOCUMENTS PAGE <u>before</u> completing this section
	If already approved - you DO NOT need to do a DE proposal

Rationale for Proposed Changes (All Categories)

(A) Why is the course being revised /deleted:* *Please be specific - this should be have more detail than the Summary for the Senate.*	EDSP 102 *Educational Psychology* has historically been thought of as applying only to Pre-service (PreK-12) teachers. Psychology, applied to education and instruction, is applicable to persons prior to Pre-Kindergarten and through adulthood, as well as to persons other than K-12 teachers. Everyone needs to understand instruction and learning theory either as caregivers or in their professions and how that applied to the diversity of learners in all professions. Many of IUP's students will work in fields where they will be making presentations, coordinating training sessions, or in other ways utilizing theories of learning and instruction. Further, the diversity of workplaces, both in the United States and globally, require IUP students to apply these principles of learning and instruction to an increasingly diverse population. These expanded applications within the EDSP 102 course warrant changes to the course description and student learning outcomes, thus making it eligible to be listed as a **Liberal Studies Elective**. In addition, EDSP 102 is a course that may help all students to obtain a better understanding of the principles of psychology and how they relate to human behavior. This course integrates the application of course content across multiple settings. For example, students will learn how to apply learning and instructional concepts in the home, at school, in the workplace, and within the community. The skills learned in this course are essential to functioning efficiently and effectively with people in a variety of environments and from a diverse set of backgrounds and experiences. In any vocational field, workers will have to train colleagues to complete important tasks. Consequently, it is important for all professionals to have an understanding of learning theories and how to structure learning to maximize learners' potential to master vocationally-relevant knowledge and skills.
(B) University Senate Summary of Rationale*	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* EDSP 102 is a course that may help all students to obtain a better understanding of the principles of psychology and how they relate to human behavior. This course integrates the application of course content across multiple settings. For example, students will learn how to apply learning and instructional concepts in the home, at school, in the workplace, and within the community. The skills learned in this course are essential to functioning efficiently and effectively with people in a variety of environments and from a diverse set of backgrounds and experiences. To that end, changes to the course description and student learning outcomes are warranted and make it appropriate for a Liberal Studies Elective course option.
(C) Implications of the change on the program, other programs and the Students:*	This course is and will continue to be a part of the Teacher Education Professional Core. Content and key assessments required for the Teacher Education Professional Core (i.e., Pre-professional Education Sequence) will remain unchanged in this course revision. Students in the Educational Psychology minor also take EDSP 102. Course revisions proposed within will not adversely affect students in the Educational Psychology minor; they will continue to take EDSP 102 as part of their minor. Finally, some other programs require a minor (e.g., Psychology) and allow students to take EDSP 102 as an elective (e.g., Speech-Language Pathology and Audiology). The proposed changes would not adversely affect students in these programs given that the proposed description and student learning outcomes remain relevant to professionals working in any setting (e.g., home, school, community, business).

Current Course Information*		
Category A		
(D) Current Prefix*	EDSP	
Proposed Prefix	EDSP	
(E) Current Number*	102	

Proposed Number	102
(F) Current Course Title*	Educational Psychology
Proposed Course Title	Educational Psychology
(G) Prerequisite(s)	None
Proposed Prerequisite(s)	None
(H) Current Catalog Description	Promotes an understanding of the principles of psychology governing human behavior, with particular emphasis on the relation to the learner, learning process, and learning situation in an educational environment.
Proposed Catalog Description	An introduction to the principles of psychology as they relate to human behavior, with particular emphasis on learning in a variety of environments (e.g., school, home, workplace, community, etc.).
If changing Category A, no further action required.	
Category B (if no change, leave blank)	
(I) Repeatable Course This is for a course that can be repeated Multiple times e.g. Internship	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	Class Hours per week:3 Lab Hours:0 Credits:3

Proposed Number of Credits	Class Hours:3 Lab Hours:0 Credits:3
(K) Current Course Student Learning Outcomes (SLOs)	1. Students will define in their own words the meaning of reflective practice, and the status of teaching as a profession. 2. Students will describe a "typical" classroom at a particular grade level from a normative perspective (including physical, cognitive, social, emotional and moral development). 3. Students will analyze the range of individual differences found in a typical classroom including the impact of cultural and ethnic diversity, socio-economic level, ability and skill levels, and sex/gender-based differences. 4. Students will describe the major tenets of behavioral learning theory, cognitive and information processing theories, and interactionist learning theories. 5. Students will apply learning theories to effective classroom instruction and contrast direct instruction and constructivist approaches. 6. Students will identify in a classroom context the major tenets of humanistic,cognitive, and behavioral motivation theory. 7. Students will apply learning and motivation theories to effective classroom instruction and classroom discipline. 8. Students will identify the qualities of effective instruction and classroom management. 9. Students will define and cite examples of appropriate wait time, questioning techniques, and learning probes. 10. Students will 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 will be sensitive to the impact of diversity in the classroom by incorporating that understanding into a personal philosophy of education. 12. Students will list and understand the regulations of public law regarding the provision of education to students with exceptionalities. 13. Students will understand a model of classroom decision-making and apply it to simulated classroom decision-making exercises. 14. Students will develop an orientation to proactive teaching and collaborative problem solving reflected in a personal philosophy of education.

(L) Proposed Course Student Learning Outcomes (SLOs)
For each outcome, describe how the outcome will be achieved

SLO #	Outcome	How outcome is assessed
1	Describe and apply the major tenets of behavioral, social, and cognitive learning theories as they relate to interpersonal and intrapersonal human behavior across the lifespan.	Class Participation in group discussions; Reflection Papers on self-selected topic from readings; Observations of learning in professional learning environment (e.g., schools, workplace, community); Mid-Term (covering topics on cognitive, social, moral, and emotional development; diversity of learners; behavioral and social learning theories)
2	Apply theories and methods of psychology to the manner in which people acquire skills, knowledge, and attitudes in a variety of settings (e.g., occupational, personal, educational, etc.).	Final Examination (covering topics on effective lessons; effective learning environments; motivating learners; differentiated instruction; grouping; use of technology; and learner-centered instruction); **Paper on Educational Philosophy with Diverse Populations and in Diverse Settings**
3	Demonstrate how to structure an instructional environment to maximize learning in multiple settings (e.g., school, corporation, hospital, etc.).	Class Participation; Reflection Papers on self-selected topic from readings; Observations of learning in professional learning environment (e.g., schools, workplace, community); Final Examination (covering topics on effective lessons; effective learning environments; motivating learners; differentiated instruction; grouping; use of technology; and learner-centered instruction)
4	Apply individual and group similarities and differences related to diversity (e.g., culture, race, ethnicity, socio-economic status, ability and skill level, sex, and gender) to personal and professional endeavors.	Final Examination (covering topics on effective lessons; effective learning environments; motivating learners; differentiated instruction; grouping; use of technology; and learner-centered instruction); **Paper on Educational Philosophy with Diverse Populations and in Diverse Settings**
5	Apply knowledge of psychology to develop a philosophy for promoting growth and development in their personal and professional lives.	Final Examination (covering topics on effective lessons; effective learning environments; motivating learners; differentiated instruction; grouping; use of technology; and learner-centered instruction); **Paper on Educational Philosophy with Diverse Populations and in Diverse Settings**

Note. **Bold-faced assignment** is associated with the designated intersection of the Liberal Studies' *Empowered Learner* EUSLO (i.e., *the ability to work within complex systems and with diverse groups*) and *Global Citizenship* and *Information Literacy*.

(M) Previous Brief Course Outline *(It is acceptable to copy* *from old syllabus)*	*As outlined by the federal definition of a "credit hour", the following should be a consideration* *regarding student work - For every one hour of classroom or direct faculty instruction,* *there should be a minimum of two hours of out of class student work.*

Week	Topic	Reading (from Assigned Text)
1	• Introduction to Educational Psychology • Cognitive, Language, and Literacy	Chapter 1 - Educational Psychology: A Foundation for Teaching Chapter 2 - Theories of Development
2	• Cognitive, Language, and Literacy	Chapter 2 - Theories of Development
3	• Social, Moral and Emotional Development	Chapter 3 - Development during Childhood and Adolescence
4	• Social, Moral and Emotional Development	Chapter 3 - Development during Childhood and Adolescence
5	• Student Diversity	Chapter 4 - Student Diversity
6	• Student Diversity • Behavioral Theories of Learning	Chapter 5 - Behavioral Theories of Learning
7	• Behavioral Theories of Learning • Cognitive Theories of Learning	Chapter 6 - Cognitive Theories of Learning and Information Processing
8	• Information Processing	Chapter 6 - Cognitive Theories of Learning and Information Processing
9	• Motivation	Chapter 10 - Motivating Students to Learn
10	• Effective Learning Environments	Chapter 11 - Effective Learning Environments
11	• Effective Teaching Strategies	Chapter 11 - The Effective Lesson
12	• Learners with Exceptionalities	Chapter 12 - Learners with Exceptionalities
13	• Learners with Exceptionalities	Chapter 12 - Learners with Exceptionalities
14		
15	• Constructivism	
16	• Cooperative Learning	Chapter 8 - Student-Centered and Constructivist Approaches to Learning

Textbook Slavin, R. E. (2016) *Educational psychology: Theory and Practice.* Upper Saddle River, NJ: Pearson.

As outlined by the federal definition of a "credit hour", the following should be a consideration

regarding student work - For every one hour of classroom or direct faculty instruction,

<table>
<tr>
<td>(N)
Brief
Course
Outline

(Give sufficient detail to communicate the content to faculty across campus.

It is not necessary to include specific readings, calendar or assignments)</td>
<td colspan="3">there should be a minimum of two hours of out of class student work.</td>
</tr>
</table>

Week	Topic	Reading (from Assigned Text)
1	• Introduction to Educational Psychology • Cognitive, Language, and Literacy	Chapter 1 - Educational Psychology: A Foundation for Teaching Chapter 2 - Theories of Development
2	• Cognitive, Language, and Literacy	Chapter 2 - Theories of Development
3	• Social, Moral and Emotional Development	Chapter 3 - Development during Childhood and Adolescence
4	• Social, Moral and Emotional Development	Chapter 3 - Development during Childhood and Adolescence
5	• Student Diversity	Chapter 4 - Student Diversity Kea, Campbell-Whatley, & Richards, (2006) Gay (2013)
6	• Student Diversity • Behavioral Theories of Learning	Chapter 5 - Behavioral Theories of Learning
7	• Behavioral Theories of Learning • Cognitive Theories of Learning	Chapter 6 - Cognitive Theories of Learning and Information Processing
8	• Information Processing	Chapter 6 - Cognitive Theories of Learning and Information Processing
9	• Motivation	Chapter 10 - Motivating Students to Learn
10	• Effective Learning Environments	Chapter 11 - Effective Learning Environments Santoro (2012)
11	• Effective Teaching Strategies	Chapter 11 - The Effective Lesson Krasnoff (2016)
12	• Learners with Exceptionalities	Chapter 12 - Learners with Exceptionalities
13	• Learners with Exceptionalities	Chapter 12 - Learners with Exceptionalities
14	• Learners with Exceptionalities	Chapter 12 - Learners with Exceptionalities
15	• Constructivism	
16	• Cooperative Learning	Chapter 8 - Student-Centered and Constructivist Approaches to Learning

(Textbook) Slavin, R. E. (2017). *Educational psychology: Theory and Practice* (11th ed.). Upper Saddle River, NJ: Pearson.

Kea, C., Campbell-Whatley, G. D., & Richards, H. V. (2006). *Becoming culturally responsive educators: Rethinking teacher education pedagogy.* Tempe, AZ: National Center for Culturally Responsive Educational Systems.

Krasnoff, B. (2016). *Culturally-responsive teaching: A guide to evidence-based practices for teaching all students equitably.* Portland, OR: Region X Equity Assistance Center at Education Northwest.

Santoro, L. (2012). *How can you create a learning environment that respects diversity?* New York, NY: Anti-Defamation League.

Gay, G. (2013). Teaching to and through cultural diversity. *Curriculum Inquiry, 43*, 48-70. Doi: 10.111/curi.12002

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course has previously been approved for Distance Education** distance-education
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.* This course was previously approved for Distance Education delivery.
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified **in the Distance Education delivery** **method as well as the discipline?**	
For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	

How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	**NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies** liberal-studies

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one* information_literacy
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)** Map the Course Outcome to the **EUSLO's**	*Map each course outcome to the appropriate EUSLOs tha apply. Fill in the course outcome number* *See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs*

Informed Learners demonstrate:	Course SLO #
• the ways of modeling the natural, social and technical worlds	
• The aesthetic facets of human experience	
• the past and present from historical, philosophical and social perspectives	
• the human imagination, expression and traditions of many cultures	
• the interrelationships within and across cultures & global communities	
• the interrelationships within and across disciplines	
Empowered Learners demonstrate:	**Course SLO #**
• effective oral and written communication abilities	

	Course SLO #
• ease with textual, visual and electronically-mediated literacies	4
• problem solving skills using a variety of methods and tools	
• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources	4
• the ability to transform information into knowledge and knowledge into judgement and action	
• the ability to work within complex systems and with diverse groups	4
• critical thinking skills including analysis, application and evaluation	
• reflective thinking and the ability to synthesize information and ideas	
Responsible Learners demonstrate:	**Course SLO #**
• intellectual honesty	
• concern for social justice	
• civic engagement	
• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	
• an understanding of themselves and a respect for the identities, histories and cultures of others	

How will each outcome be measured	Narrative on how the course will address the Selected Category Content	

(note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal

Course SLO #	Assessment Tool to be used to measure the outcome
1	Class Participation in group discussions; Reflection Papers on self-selected topic from readings; Observations of learning in professional learning environment (e.g., schools, workplace, community); Mid-Term (covering topics on cognitive, social, moral, and emotional development; diversity of learners; behavioral and social learning theories)
2	Final Examination (covering topics on effective lessons; effective learning environments; motivating learners; differentiated instruction; grouping; use of technology; and learner-centered instruction); **Paper on Educational Philosophy with Diverse Populations and in Diverse Settings**
3	Class Participation; Reflection Papers on self-selected topic from readings; Observations of learning in professional learning environment (e.g., schools, workplace, community); Final Examination (covering topics on effective lessons; effective learning environments; motivating learners; differentiated instruction; grouping; use of technology; and learner-centered instruction)
4	Final Examination (covering topics on effective lessons; effective learning environments; motivating learners; differentiated instruction; grouping; use of technology; and learner-centered instruction); **Paper on Educational Philosophy with Diverse Populations and in Diverse Settings**
5	Final Examination (covering topics on effective lessons; effective learning environments; motivating learners; differentiated instruction; grouping; use of technology; and learner-centered instruction); **Paper on Educational Philosophy with Diverse Populations and in Diverse Settings**

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	Kea, C., Campbell-Whatley, G. D., & Richards, H. V. (2006). *Becoming culturally responsive educators: Rethinking teacher education pedagogy*. Tempe, AZ: National Center for Culturally Responsive Educational Systems

A research brief on the challenges of training teachers for a diverse population and key characteristics associated with culturally-responsive teaching. Further, an awareness of how to critically evaluate curricula for meeting the diverse needs of students in US schools is provided. This includes awareness and sensitivity to sociocultural differences. Concluding statements are made about culturally-responsive practicum experiences is provided.

Krasnoff, B. (2016). *Culturally-responsive teaching: A guide to evidence-based practices for teaching all students equitably.* Portland, OR: Region X Equity Assistance Center at Education Northwest.

Provides a summary of the need for practices that are sensitive to the diversity of students in American schools. The primary thesis of this work is to review tangible / actionable practices that teachers can use in their classrooms to build community, cultural awareness and sensitivity, and how that community and awareness translates to teacher and student practices in the learning process.

Santoro, L. (2012). *How can you create a learning environment that respects diversity?* New York, NY: Anti-Defamation League.

Provides some helpful tips on how to create a classroom and school environment that embraces and celebrates diversity. What is particularly helpful and practical is the checklist offered at the end to help teachers critically evaluate their learning environment and the degree to which it celebrates and welcomes diversity.

Gay, G. (2013). Teaching to and through cultural diversity. *Curriculum Inquiry, 43*, 48-70. Doi: 10.111/curi.12002

Provides a summary of major concerns related to teaching an increasingly diverse population and evidence-based practices that engender learning in all students. A focus is placed on fostering teacher attitudes and beliefs about diverse students (including diversity of many types) and practical applications of teacher skills in their classrooms that support all students' learning. Illustrations from real-world situations are provided to highlight some of these recommendations. |

Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.	In addition to articles listed above, the following websites will be used and reviewed: https://casel.org/ - Center for Social and Emotional Learning; includes resources for diverse populations https://educationnorthwest.org/areas-of-work/equity - Education Northwest and Equity; resources for diverse populations https://www.tolerance.org/culture-classroom - Teaching tolerance; culture in the classroom http://www.ascd.org/Default.aspx - Research and resource center focused on empowering educators to achieve excellence in learning, teaching, and leading every child

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, Check the Box to the Right:	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items** teacher-education
Course Designations:	This course is a professional education sequence course
Key Assessments	The Key Assessment is included with the Unit Assessment System
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric

File	Modified
PDF File Becoming culturally responsive educators - Rethinking teacher education pedagogy (Kea, Campbell-Whatley, & Richards, 2006).pdf	Feb 19, 2019 by Timothy J. Runge
PDF File Culturally-responsive teaching - A guide to evidence-based practices for teaching all students equitably (Krasnoff, 2016).pdf	Feb 19, 2019 by Timothy J. Runge
PDF File How can you create a learning environment that respects diversity (Santora, 2012).pdf	Feb 19, 2019 by Timothy J. Runge
PDF File Teaching to and through cultural diversity (Gay, 2013).pdf	Feb 19, 2019 by Timothy J. Runge
Microsoft Word 97 Document Key Assessment Guideline and Rubric - EDSP 102.doc	Mar 04, 2019 by Timothy J. Runge
PDF File Email about Overall Program Assessment Matrix - EDSP 102.pdf	Mar 05, 2019 by Timothy J. Runge

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Narrative Description of the **Required Content**	*How the proposal relates to the Education Major* This proposal maintains the currently-approved Key Assessment (i.e., Teaching Philosophy) and its associated rubric. The difference is that the assignment was renamed to reflect a broader purpose than just for education majors. Furthermore, non-education examples were added to illustrate the application of this assignment to other majors. This renamed assignment is called the **Paper on Educational Philosophy with Diverse Populations and in Diverse Settings.** The purpose of this assignments is retained. Each student will be required to reflect on and integrate the information learned about the psychology of human development, learning, motivation, and instructional theory into a personal educational philosophy paper. Respond to the following questions: (1) How does psychology inform education? and (2) How does what you have learned in this class influenced your beliefs about the educational process? The difference, however, which is directly related to this course revision being submitted for Liberal Studies Elective consideration, is that the context / setting of the **Paper on Educational Philosophy with Diverse Populations and in Diverse Settings** is determined by the aspirational career of each student in the course. For education majors, the context / setting of their response to this assignment will remain the PreK-12 educational setting. For non-education majors in this course, the context / setting of their response to this assignment will be whatever career / occupational setting is relevant: business, community, arts, mental health, industry. For education majors, this assignment will retain its original purpose: students will write an educational philosophy paper that addresses how what they have learned in this course will apply to their future profession as teachers working with diverse populations. For example, how will what they have learned influence the design of their classroom, instructional practices, behavior management, and focus on learning for all students? Non-education majors enrolled in this class will be required to write a paper that addresses how they will translate what they learned in this course to working with others in their aspirational profession. Specifically, how will what they learn inform the methods and approaches they use when teaching colleagues or clients knowledge and skills related to that profession?

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu