EDSP 468 Current Topics in Educational Psychology-NewCrs-2016-03-07

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

Form Information

ⓘ **The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:**

First Step: <u>ONLY</u> change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-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 <u>*DRAFT*</u> is in yellow at the top of the proposal

Fourth Step: Click on "<u>EDIT CONTENTS</u>" (not EDIT) and start completing the template. When exiting or when done, click **"SAVE"** 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*	Roger Briscoe	**Proposer Email***	briscoe@iup.edu
Contact Person*	Roger Briscoe	**Contact Email***	briscoe@iup.edu
Proposing Department/Unit*	EDSP	**Contact Phone***	7243573789

(A) Course Prefix*	*See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323* EDSP
(B) Course Number*	*If Dual Listed, enter both course numbers* 468
(C) Course Title*	Current Topics in Educational Psychology
(D) Course Level*	undergraduate-level
(E) Cross Listed*	*Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233* NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	Class Hours:3 Lab Hours: Credits:3
(I) Prerequisite (s)	EDSP 102
(J) Co-requisite (s)	*This means that another course must be taken in the same semester as the proposed course*
(K) Additional Information	*Check all that apply. Note: Additional documentation will be required* ** 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)* distance-education
(L) Recommended Class Size	NO Number (Enter Zero if No):0 If YES: (Check one of the following reasons and provide a narrative explanation) Explain (required):
(M) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* Enables students to participate in advanced study of current topics at the interface between issues in education and the theories that drive the field. Investigates topics as they apply to specific aspects of teaching and learning. Investigates current academic considerations with a variety of perspectives being integrated to prepare students for addressing the needs of students.
(N) Student Learning Outcomes*	*These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes* *If dual listed, indicate additional learning objectives for the higher level course.* By the end of the course, successful students will be to: • Identify relevant research topics and current issues in Educational Psychology. • Discuss current issues in Educational Psychology. • Write research reports on current issues in Educational Psychology. • Formulate conclusions about issues in Educational Psychology. • Apply theories to educational concepts.These theories would include theories of development, motivation, learning, behavior, self-esteem, identity and attribution.

(O) 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.* These are examples of topics that could be taught under this Current Topics course... Historical and Legal Background for Response to Intervention Implementing RTI as School Reform: Instructional Prerequisites Determining Inadequate Academic Achievement Determining Rate of Improvement Ruling Out Inadequate Instructions Parent Involvement in RTI System Determining Eligibility for Special Education Using RTI Data to Build on IEP Frequently Asks Questions about RTI and SLD

Rationale for Proposal

(P) Why is this Course Being Proposed?*	EDSP 468 is being proposed to fulfill Educational Psychology Minor requirements which recently moved from a 15 to 18 credit program.
(Q) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* Students will have an opportunity to investigate topics that are peripheral to their chosen field of study. This wider content focus will have students better prepared to address the needs of their students in the classroom and apply educational concepts more broadly across disciplines and general life skills. Some suggested topics can be PSSA testing, disproportionate discipline, bullying, social emotional learning, high stakes testing, and diverse learning and school culture.
(R) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Minor Requirement If Other, please explain:
(S) Is a Similar Class Offered in Other Departments?*	NO Please Provide Comment:
(T)Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	NO Please Provide Comment:

(U) Who is the Target Audience for the Course?*	Course Designed for Minor If Other, please explain:
(V) Implications for Other Departments*	A. What are the implications for other departments? *(For Example: overlap of content with other disciplines, requirements for other programs)* No overlap with any other department. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? There was no need to discuss this course with any other department.
(W) Attach Supporting Documents for Implications, **if Necessary**	**File** **Modified**
(X) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* NO Please Provide Comment:

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:**	distance-education
Course Prefix /Number	EDSP 468
Course Title	Current Topics in Educational Psychology
Type of Proposal	*See CBA, Art. 42.D.1 for Definition* online

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.*

Weeks	Topics Covered
1	Students will review the application of theories, 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.
15	Students will examine practical applications of the theories discussed to their specific area of specialization.

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?**	Dr. Briscoe has previously taught EDSP 102, 373, and 378 as distance education courses using D2L. These three courses are a part of his regular course load. He has taught in the department for the last 29 years.

For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	**Objectives Covered** 1. Identify relevant research topics and current issues in Educational Psychology. 2. Write research reports and make presentations. 3. Discuss current issues in Educational Psychology. 4. Formulate conclusions about issues in Educational Psychology. 5. Apply theories to educational concepts. These theories would include theories of development, learning, behavior, self-esteem, identity and attribution. **How Outcome is Achieved** #1 Annotated Bibliography submitted on D2L #2 Assignment submission on D2L #3 Discussion Board on D2L #4 Discussion Board and Forum on D2L #5 Practical application project and Philosophy Statement on how theories relate to ones' chosen field of study
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	Regarding discussion board postings: Typically students choose from a menu of options (i.e., topics) and provide one original response to that topic. I then typically require students to reply to at least one of their peers' original postings. This facilitates interaction among the students in an asynchronous manner. Regarding small group activities: Typically I assign students to groups and give them a small task to complete. These activities may include: applying or expanding on a topic I have recently taught; providing them with a real-life scenario that they must address; researching a topic; or learning a new topic well enough to teach others. I then require the small group to review their findings / response to the activity to the rest of the class. These activities, therefore, often take the form of a jigsaw activity where each group does work that is then provided to everyone else so that the whole class benefits from each group's work.
How will student achievement be evaluated?	Student achievement is evaluated via a number of assignments including: 1. Adequacy and relatedness of original postings to discussion boards 2. Adequacy and relatedness of replies to peers' original postings to discussion boards 3. Individual performance on group activities 4. Group performance on group activities 5. Quizzes, inclusive of multiple choice, T/F, and essay 6. Adequacy and comprehensiveness of completion of the case study 7. Adequacy and thoroughness of presenting the case study to the class D2L quizzes are secure and locked for access only during pre-established times. Further, I have a rather extensive item test bank from which items are randomly drawn. Consequently, each student receives a different quiz. Discussion board postings are tagged by the respondent automatically in D2L. It is unlikely that someone other than the student would be able to log on as the student and complete the discussion board postings.
How will academic honesty for tests **and assignments be addressed?**	Group activities are tagged by the respondent automatically in D2L. It is unlikely that someone other than the student would be able to log on as the student and complete the group activities. Further, whenever I conduct a cooperative learning group, I have each member of the group provide confidential ratings to me of how well their group mates participated in the assignment. The case study will be individually-assigned by the instructor. Responses to the case study have to be submitted via D2L.

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:	

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*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*
Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*
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.**	
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.**	

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:	
Course Designations:	
Key Assessments	
	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** No files shared here yet. Drag and drop to upload or browse for files
Narrative Description of the Required Content	*How the proposal relates to the Education Major*

For Deans Review
Are Resources Available/Sufficient for this Course?
Is the Proposal Congruent with the College Mission?
Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?
Comments:

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