

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-59	Apr 4/19/05	Apr 4/26/05

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Mary Ann Rafoth and Becky Knickelbein	Email Address mrafoth@iup.edu/bknick@iup.edu
Proposing Department/Unit Educational and School Psychology	Phone 724-357-2316

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u>
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**2. Additional Course Designations: check if appropriate**

This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

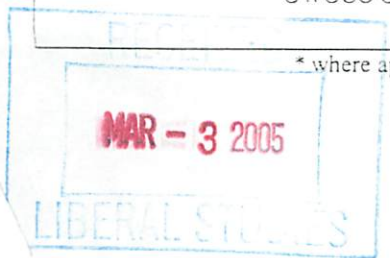
**3. Program Proposals**

New Degree Program                       Program Title Change                       Other  
 New Minor Program                       New Track

NA <u>Current program name</u>	College of Education and Educational Technology <u>Proposed program name, if changing</u> Honors Track
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4. Approvals	Date
Department Curriculum Committee Chair(s) <i>Mary Ann Rafoth</i>	11-3-04
Department Chair(s) <i>Mary Ann Rafoth</i>	11-3-04
College Curriculum Committee Chair <i>Joseph Domaradzki</i>	11-22-04
College Dean <i>[Signature]</i>	11-23-04
Director of Liberal Studies *	
Director of Honors College * <i>Janet E. Gochel</i>	2-28-05
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs <i>Gail Sedquist</i>	4-19-05

\* where applicable



## **II. Description of Curriculum Change**

### **Overview of Proposal**

The College of Education and Educational Technology Honors Track will enable students to participate in advanced study in the areas of learning and instructional theory, motivation to learn, assessment of student learning, classroom management and the psychology of adolescent education. The honors track is encouraged for exceptional students in the field of education. The track utilizes coursework currently in the Educational Psychology Minor, which will now carry honors courses designation, and the creation of a new honors internship. (Students may complete the minor in Educational Psychology while in the honors track if desired.)

Honors coursework is recorded on university transcripts and students completing the Education Honors Track will be recognized at departmental commencement ceremonies.

### **Eligibility and Requirements**

The Honors Track will be open by permission to Education majors. To apply an application should be filed with the Chair of the Educational and School Psychology Department. Students may apply upon acceptance to IUP, or current students may make application following completions of one semester of coursework. All applicants must have at least a 3.25 GPA in total university or high school coursework to apply. Students accepted prior to taking EDSP 102 complete EDSP 102/H Educational Psychology; EDSP 477/H Assessment of Student Learning; two of the following electives; EDSP 373/H Psychology of Adolescent Education, EDSP 376/H Behavior Problems, or EDSP 378/H Learning; and EDSP 494/H Honors Internship. Students accepted following their completion of a nonhonors section of EDSP 102 will be required to take all three of the courses offered (EDSP 373/H, EDSP 376/H and EDSP 378/H) in addition to EDSP 477/H and the Honors Internship. Students must earn at least a B in each course completed for the track to proceed and maintain a 3.25 GPA overall. To determine how Honors Track courses will be integrated into existing requirements for their major, students should consult their advisors.

### **Program Objectives and Coursework**

Student learning outcomes expected upon completion of the required honors coursework follow. Demonstration of these outcomes will require reflective and critical thinking beyond the levels of competency typically required in nonhonors course sections.

Students will:

1. Apply principles of psychology that affect human behavior with an emphasis on the effects of these principles on the learner and learning process in the educational environment.
2. Recognize the implications of a wide range of individual differences (age, cultural, socio-economic, skill level, gender) and the impact of these differences on the learning outcomes of students.

3. Demonstrate use of technology and information literacy in the teaching and learning process.
4. Demonstrate creative and effective application of motivational theory to classroom practice in both instructional/academic and classroom management/behavioral contexts.
5. Be familiar with legal implications and responsibilities when working with students with exceptionalities, including the understanding of the multi-disciplinary and individual education plan processes.
6. Understand the role of measurement and assessment in the development, scoring and interpretations of psychoeducational measures in order to effectively assess the completion of the instructional objectives. The issues of reliability and validity are also discussed in the context of the evaluation process.
7. Articulate and demonstrate the interdependent relationship between instruction and assessment through application to a specific area of study.
8. Demonstrate the ability to construct meaningful and useful assessment for both formative and summative purposes, matching all assessment to instructional objectives and recognizing the relationship of instruction and assessment.
9. Demonstrate the ability to interpret standardized and informal test results accurately and communicate this information to students, parents and administration to aid in future curriculum planning.
10. Demonstrate effective parent/teacher conferencing skills and procedures.
11. Display effective communication of educational progress and standardized testing results, clearly delineating student strengths and weaknesses in a professional and helpful manner.
12. Analyze the function of persistent challenging behaviors leading to behavioral strategies and plan implementation.
13. Develop and utilize effective data collection procedures in order to assess an individual student's challenging behaviors.
14. Implement preventative classroom management methods based on sound learning and motivation theory and deliberately designed to prevent challenging classroom behavior.

15. Recognize and understand the unique developmental concerns of students during adolescence.

16. Apply identity development, motivation theory, and contemporary behavioral issues in the middle/junior high school instructional environment.

<b>Educational Psychology Honors Track</b>		<b>13cr</b>
Required:		
EDSP 102/H	Educational Psychology (currently approved)	3cr
EDSP 477/H	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
Two or three of following: (depending on EDSP 102)		
EDSP 373/H	Psychology of Adolescent Education	3cr
EDSP 376/H	Behavior Problems	3cr
EDSP 378/H	Learning	3cr
EDSP 494/H	Honors Internship	1cr

### **III. Implementation**

*1. How will the proposed new track affect students already in the existing program?*

The introduction of the Honors track will have no impact on existing Educational Psychology Minors. The existing Educational Psychology Minor will not be altered with the addition of the Honors option.

*2. Are faculty resources adequate?*

The honors track courses will be fit into the schedules of current faculty. Recent declines in enrollment in teacher education will allow us to offer the Honors sections of these courses. Internship supervision costs will be covered by the College.

*3. Are other resources adequate?*

Current space, equipment and supplies are adequate for the honors track. The department will work closely with its library liaison to meet any special needs of the program.

*4. Do you expect an increase or decrease in the number of students as a result of these revisions?*

By providing a unique opportunity, this track will help to recruit and retain academically talented applicants who otherwise might not attend or remain at IUP, by providing a unique opportunity within the teacher preparation program.

*5. Intended implementation date (semester and year).*

Fall 2005.

#### **IV. Periodic Assessment**

Assessment of the departmental Honors track will be conducted as part of the department's Five Year Program Review. Should the enrollment situation change, this track can be revised as needed after the Five Year Program Review.

#### **V. Course Proposals\***

1. Current courses to be offered as Honors sections:

EDSP 477 Assessment of Student Learning

EDSP 373 Psychology of Adolescent Education

EDSP 376 Behavior Problems

EDSP 378 Learning

2. New Course:

EDSP 494 Honors Internship

#### **VI. Letters of Support or Acknowledgement**

N/A

\* Note that references in the bibliographies that appear dated represent seminal works in the field and are intentionally included. Also, ethics and conduct manuals are the most recent versions available.

## I. Catalog Description

### EDSP 493 Educational Psychology Honors Internship

1cr

Prerequisites: EDSP 102

Provides students direct experience in one of three Centers located in the Educational and School Psychology Department, which include The Child Study Center, The Center for Educational and Program Evaluation, and The Center for Rural Gifted Education. Other Centers located within the College of Education and Educational Technology or the Teacher Education Program may be considered if approved by the Honors Track Director. This course may be repeated.

## II. Course description and objectives:

This course is designed to provide students completing the Honors track in the College of Education and Educational Technology additional direct experience through exposure to one of the following Centers:

The Child Study Center: The Child Study Center in a psychoeducational clinic which provides: educational and psychological assessments of children and youth with learning and/or behavioral problems; consultation and counseling to parents concerning remediation and treatment of children's academic difficulties and/or problem behaviors; consultation to schools, outside agencies and other concerned professional personnel; short-term treatment of children's learning and behavior problems; and identification of disability and giftedness.

The Center for Educational and Program Evaluation: The Center for Educational and Program Evaluation (CEPE) provides: consultation and program evaluation; data analysis; and consultation and program evaluation design for grant submissions; and inservice presentations. Students learn about research design, data analysis and program evaluation techniques as well as the most useful methods of communicating results.

The Center for Rural Gifted Education: The Center for Rural Gifted Education serves high achieving/gifted/talented students primarily in rural areas, as well as the schools and families educating and guiding these children. The Center's goals are to: serve as an information and referral service; offer educator training; offer programs that increase parent understanding of the needs and strengths of gifted children and youth; provide easy access to relevant educational material for parents and educators; offer a full range of psychoeducational services; enhance community awareness of the needs of gifted children and youth; facilitate training of pre-service teachers regarding gifted education; and contribute to the body of scholarly literature related to the educational, social, and emotional strengths and needs of rural gifted children.

Specific learning outcomes the course will enable students to answer with regard to their specific Internship assignment:

1. How can research-based best practices be directly applied to working with students and to educational programs?
2. What is required to apply and demonstrate the tenets of professional and ethical practice in the work setting?
3. How has this direct experience helped to synthesize past learning and understanding?
4. How can the research continue to guide practice?

**Student Outcomes Assessment Matrix –Child Study Center**

Honors Program in Educational Psychology Objective	Course Objective	Assessment Technique
1,4	1	Special assignments, Observations, Reflections
2,5	2	Special assignments, Observations, Reflections
1-16	3	Observation, Reflections, <b>Reflective Paper</b>
1,3	4	Research Review

**III. Detailed Course Outline**

Internship students will meet for consultation with the appropriate Center Director in order to review their weekly activities, reflection journals, and discuss future planning. Semester plans will be developed in writing and committed to by the intern.

Additionally, all students participating in a Centers Internship will also meet as a group in order to share experiences and information with one another and the Center Directors.

The student’s individual schedule in the Center environment will be determined in the meetings with the Director, and supervised as needed.

Depending upon the particular Center assignment, each intern’s experience will be unique, as will some of the specific requirements. Regardless of the center assignment all students will write observations, conduct related literature reviews, complete special assignments and produce a Reflective Paper, which summarizes all of their activities and relates their direct experience to the readings assigned or research conducted.

#### IV. Evaluation Methods:

Students will earn points through completion of specific assignments, reflective writing, observations, and participation during the course of the internship. The evaluation of student performance will be broken down as follows:

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

Observations	10%	Letter grades will follow this scale:	
Literature Review	20%	90 – 100	A
Reflective Paper	40%	80 – 89	B
Special Assignments//Research	30%	70 – 79	C
		60 – 69	D
		below 60	F

Details concerning the specific projects/assignments/duties will be provided by the Director on a separate handout.

Any instances of cheating or unethical behavior will be handled according to university policies. These include such activities as plagiarism, fabrication, or the like.

#### V. Attendance Policy

Internship attendance and participation is very important. Any absences should be reported by telephoning the Educational & School Psychology office and leaving a message or by contacting the Director. Illness or family emergency are the only acceptable excuses for missing internship.

#### VI. Required Texts/Readings

<u><i>The Child Study Center Internship</i></u>
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American Psychological Association. (1990). Ethical principles of psychologists. *American Psychologist*, 43(3), 390-395. Washington DC: Author.

Gutkin, T. B., & Reynolds, C. R. (Eds.). (1990). *The handbook of school psychology*. New York: Wiley.

Sattler, J. M. (2001). *Assessment of children- cognitive applications*. (4<sup>th</sup> ed.). San Diego, CA: Jerome M. Sattler Publisher, Inc.

Thomas, A., & Grimes, J. (Eds.). (1995). *Best practices in school psychology III*. Washington, DC: National Association of School Psychologists.



Gutkin, T. B., & Reynolds, C. R. (Eds.). (1990). *The handbook of school psychology*. New York: Wiley.

(Additional reading will be provided throughout the semester applicable to specific intern experiences.)

*The Center for Educational and Program Evaluation Center Internship*

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2004). *Program evaluation: Alternative approaches and practical guidelines*, 3<sup>rd</sup> ed. Boston, MA: Allyn & Bacon.

Posavac, E. J., & Carey, R. G. (1996). *Program evaluation: Methods and case studies* 6<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall.

Sanders, J. R. (1994). *The program evaluation standards: How to assess evaluations of Educational programs*. 2<sup>nd</sup> ed. New York, NY: SAGE Publishing.

Shadish, W. R., (1990). *Foundations of program evaluation: Theories of practice*. New York, NY: SAGE Publishing.

Wholey, J. S.(Ed.) (2004). *Handbook of practical program evaluation*. New York, NY: Jossey-Bass Publishing.

*The Center for Rural Gifted Education Internship*

Archambault, F.X., Westberg, K. L., Scott, W .B., Hallmark, B. W., Emmons, C. L., & Zhang, W. (1993). *Regular classroom practices with gifted students: Results from a national survey of gifted teachers*. Storrs, CN: University of Connecticut.

Colangelo, N., & Davis, G. A. (2003). *Handbook of gifted education*. Boston: Allyn & Bacon.

Davis, G. A. & Rimm, S. B. (2004). *Education of the gifted and talented*. Boston MA: Allyn & Bacon.

Johnson, S. K. , Haensly, P. A., Ryser, G. R.,& Forn, R. F. (2002). Changing general Education classroom practices to adapt for gifted students. *Gifted Child Quarterly*, 46(1), 45-63.

National Association for Gifted Children, (1998). *Pre-k-grade 12 gifted program Standards*. Washington, DC: Author.

## VII. Special Resource Requirements

This course requires no special resources.

## VIII. Bibliography

- Brody, L. E., & Benbow, C. P. (1987). Accelerative strategies: How effective are they for gifted? *Gifted Child Quarterly*, 3(3), 105-110.
- Cornell, D., Callahan, C.M., Bassin, L., & Ramsay, S. G. (1991). Affective development in accelerated students. In W. T. Southern & E. D. Jones (Eds.), *The academic acceleration of gifted children* (pp. 74-101). New York: Teachers College Press.
- Cronbach, L. J. (1982). *Designing evaluations of educational and social programs*. In Social and Behavioral Science. New York, NY: Jossey-Bass.
- Feldhusen, J. F. (1998). Synthesis of research on gifted youth. *Educational Leadership*, 46 (1), 6-11.
- Feldhusen, J. F., VanTassel-Baska, J., & Seeley, K. (1989). *Excellence in educating the gifted*. Denver, CO: Love Publishing.
- Feldhusen, J. F. (1992). Early admission and grade advancement for young gifted learners. *Gifted Child Today*, March/April, 45-49.
- Heller, K. A., Monks, F. J., Sternberg, R. J., & Subotnik, R. F. (2000). *International handbook of giftedness and talent*. New York: Elsevier.
- Kolloff, P. B. (1997). Special residential high schools. In N. Colangelo & G. Davis (Eds.), *Handbook of gifted education* (pp.198-206). Boston: Allyn & Bacon.
- Lombardi, T., & Woodrum, D. (1999). Inclusion: A worthy challenge for parents, teachers, psychologist, and administrators. In S. I. Pfeiffer & L. A. Reddy (Eds.). *Inclusion practices with special needs students: Theory, research, and application* (pp. 171-192). Binghamton, NY: Haworth Press.
- Moon, S. M., Swift, M., & Shallenberger, A. (2002). Perception of a self-contained class for fourth and fifth-grade students with high to extreme levels of intellectual giftedness. *Gifted Child Quarterly*, 46 (1), 64-79.
- National Association of School Psychologists. (1984). Principles for professional ethics. In *Professional conduct manual* (pp. 1-17). Stanford, CT: Author.

- National Association of School Psychologists. (1986). Standards for the provision of school psychological services. In *Professional conduct manual* (pp.19 – 33). Stanford, CT: Author.
- Pfeiffer, S. I. (2001). Professional psychology and the gifted: Emerging practice opportunities. *Professional Psychology: Research and Practice*, 32(2), 175-180.
- Proctor, T. B., Feldhusen, J. F., & Black, K. N. (1988). Guidelines for early admission to elementary school. *Psychology in the schools*, 25, 41-43.
- Robinson, N. M., & Weimer, L.J. (1991). Selection of candidates for early admission to kindergarten and first grade. In W. T. Southern & E. D. Jones (Eds.), *The academic acceleration of gifted children* (pp. 29-50). New York: Teachers College Press.
- Shore, B. M., Cornell, D. G., Robinson, A., & Ward, V. S. (1991). *Recommended practices in gifted education*. New York, NY: Teachers College Press.
- Shore, B. M. & Delcourt, M. A. (1996). Effective curricular and program practices in gifted education and the interface with general education. *Journal for Education of the Gifted*, 20(2), 138-154.
- Silverman, L. (1989). The highly gifted. In J. Feldhusen, J. VanTassel-Baska, J. & Seeley, K., *Excellence in educating the gifted* ([[. 71-83). Denver, Love Publishing.
- Southern, W. T., & Jones, E. D. (1991). Academic acceleration: Background and issues. In W. T. Southern & E. D. Jones (Eds.), *The academic acceleration of gifted Children* (pp. 1-28). New York: Teachers College Press.
- Southern, W. T., Jones E. D., & Fiscus, E. D. (1989). Practioner objections to the academic acceleration of young gifted children. *Gifted Child Quarterly*, 33, 29-35.
- Sternberg, R. J. (1995). The sound of silence: A nation responds to its gifted. *Roeper Review*, 18(3), 168-172.
- Thomas, A., & Grimes, J. (Eds.). (1987). *Childrens needs: Psychological perspectives*. Washington, DC: National Association of School Psychologists.
- VanTassel-Baska, J. (1992). *Planning effective curriculum for gifted learners*. Denver, CO: Love Publishing.

## **Course Analysis Questionnaire**

### **A. Details of the Course**

- A1. The course is designed to provide students a unique activity/observation based experience related to their Honors coursework. The course may be repeated to afford interested students multiple experiences. In addition, students may wish to volunteer in any of the Centers prior to their internship in order to evaluate in which Center they would like to intern or to earn service learning hours.
- A2. This course does not require changes in any other course in the department. A new Honors Education track will include this course as a requirement.
- A3. This is a newly developed course not previously offered at IUP.
- A4. This course is not intended to be dual level.
- A5. This course is not to be taken for variable credit.
- A6. This course is unique due to the availability of the three Centers located within the Educational and School Psychology Department at IUP.
- A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course.

### **B. Interdisciplinary Implications**

- B1. This course will be taught by faculty directors of the Centers involved.
- B2. The content of this course does not overlap with any other at the University.
- B3. This course is not cross-listed.

### **C. Implementation**

- C1. No new faculty member is required to teach this course.
- C2. Other resources:
  - a. Current space allocations are adequate to offer this course.
  - b. No special equipment is needed for this course.
  - c. No laboratory supplies are necessary for this course.
  - d. Library holdings are adequate.
  - e. No travel expenses will be incurred for this course.
- C3. All three Centers are self-supporting. Departmental resources are available as needed.

C4. This course may be offered Fall, Spring and or Summer sessions depending upon demand and the particular Center involved.

C5. One section will be offered at a time.

C6. Student numbers will be limited to the requirements of the Honors College.

C7. No professional society recommends enrollment limits or parameters for this course.

C8. This course does not involve the use of distance education.

**D. Miscellaneous**

No additional information is necessary.

**Honors College Course Proposal Questions  
Responses for Proposed Honors Section of EDSP 494  
Honors Internship**

**1. Definition of an honors student:** For the purpose of this course, an honors student will be defined as one who is willing to invest his or her time and talent to the learning process while experiencing hands-on activities related to working with gifted students, observing the evaluating students academic needs and/or conducting program evaluations. Typically, such students will be members of the College of Education and Educational Technology Honors Track or maintain a GPA of 3.25, have the recommendation of their advisor, and document via a signed agreement their commitment to the class.

**2. Differences between this section and other sections of this course not designated as honors sections:** This course will only be available to Educational Psychology Honors Track students. We will ask students to produce ideas, research reviews, and experiences for reflection. They will be required to log their activities, reflect upon them, complete requirements as assigned by the supervising faculty member, and produce a summative reflective project.

**3. Commitment to critical thinking skills as a primary objective:** Critical thinking will be necessary throughout the students' internship experience, which is intended to allow them opportunities to apply learning from other track courses. The emphasis on real world, hands-on activities will require students to problem solve and synthesize previously learned information throughout the internship.

**4. Interactive and student-centered pedagogy:** The course will consist of no expository instruction. Instead, the students will be involved in the activities of either: The Child Study Center; The Center for Educational and Program Evaluation; or The Center for Rural Gifted Education. Each student will be supervised by the respective Center director. Internship students will design their experience with their supervisor in a written plan.

**5. High expectations for self-initiated student learning:** This objective should be easily accomplished as this is the culminating experience of an elective honors minor. The nature of the course requires self-initiation as the majority of the activities will be individual and hands-on. The students electing this course will be highly motivated and the opportunity to utilize the skills they have learned will be reinforcing for the students. The experiences provided through involvement in these Center environments

will likely be unique for undergraduates. The option to choose from the three Centers' focuses will also increase the motivation of the students.

**6. Integrative or synthetic approach to knowledge:** This course is designed specifically to provide, as a culminating experience of the track, the opportunity for students to put their learning to use directly in a Center setting. Provision of hands-on activities and the opportunity to assist clinicians, graduate students, and faculty members will require both integration and synthesis of skills by the students.

**7. Appropriate pace:** The course requirements will be disseminated throughout the semester to provide students the opportunity to plan long term projects over time. Participation schedules will also be dependent upon the Center chosen, and the individual schedule of related activities.

**8. Concern for students' affective and moral/ethical growth:** The content of this course lends itself perfectly to the discussion of affective, moral and ethical issues. The focus of each Center upon confidentiality and ethical practice, the well being of children and meeting children's needs, will both be modeled and expected of the participants. Through discussion of the Centers' operation regarding these issues, the students will be able to reflect on these topics as they personally relate to them and discuss them openly.

**9. Enhancement of written and oral communication skills:** Students' grades will be determined in part by their reflective writings and their oral communication during active participation in the work of the respective Center. The students will also participate in group discussions and presentations to the other members of the course.

**10. Response to concerned students:** Students who are concerned about the quality of instruction are first to be commended. Second, they are to be heard. This should occur in a non-confrontational and supportive manner. Third, modification which does not compromise the objectives of the course may be considered in order to attend to a student's needs. Should a student's request for course modifications compromise objectives, the instructor should explain to students his or her rationale for maintaining current practice.