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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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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) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change			
Syllabus of Record Amnesty EDSP 102 <hr/> <i>Current Course prefix, number and full title</i> <i>Proposed course prefix, number and full title, if changing</i>			
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.			
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision			
<hr/> <i>Current program name</i> <i>Proposed program name, if changing</i>			
4. Approvals			
Department Curriculum Committee Chair(s)	Victoria B. Damiani	Date	12/9/06
Department Chair(s)	Edward M. Zeman		12/12/06
College Curriculum Committee Chair	Joseph Domaradek		12/12/06
College Dean	Mary Ann Rafath		1/2/07
Director of Liberal Studies *			
Director of Honors College *			
Provost *			
Additional signatures as appropriate: (include title)			
UWUCC Co-Chairs			

Received

* where applicable

JAN - 2 2007

Liberal Studies

I. Catalogue Description

EDSP 102 Educational Psychology

3c-01-3sh

Prerequisites: None

The course is designed to promote a better understanding of the principles of psychology as they relate to 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, skill level, sex/gender) are discussed. The course concludes with a section dealing with meeting the individual needs of students, including exceptional learners, in the classroom. 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 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.

III. Student Outcomes Assessment Matrix

Educational Psychology Minor Objective	Course Objective	Assessment Technique
1	1	Educational Philosophy , In-class activities
1	2	Exam 1, Classroom observation, In-class activities
2	3	Exam 1, Classroom observation, In-class activities
1	4	Exam 2, Educational Philosophy , In-class activities
1	5	Exam 2, Educational Philosophy , In-class activities
3	6	Exam 3, Classroom observation, Educational Philosophy , In-class activities
3, 8	7	Educational Philosophy , In-class activities
8	8	Exam 2, Classroom observation, Educational Philosophy , In-class activities
1	9	Exam 2, Classroom observation, In-class activities
1	10	Exam 3, Educational Philosophy , In-class activities
2	11	Educational Philosophy
4	12	Exam 3, In-class activities
1, 3, 8	13	In-class activities
1	14	Educational Philosophy , In-class activities

IV. Sample Course Outline

(Individual faculty may adjust as needed.)

EDSP 102

<u>Week</u>	<u>Topic</u>	<u>Assigned Reading</u>
Unit 1: Development		
1	Introduction to Educational Psychology (Sample activities might include a reflective exercise on teaching as a profession, a classroom decision-making exercise, and/or a research v. intuition quiz.)	Ch. 1
2, 3, 4	Theories of Development in Children/Adolescents (Sample activities might include a children's cognitive video, a small group exercise on the implications of Piaget/Vygotsky, a verbal abuse video reflective exercise on the impact of emotional development from Erikson's perspective, a moral development dilemma, a moral development video, a reflective exercise on personal family style, and/or a reflective exercise on early/late maturation.)	Chs. 2, 3
5	Student Diversity (Sample activities might include a classroom exercise describing the range of influence of SES, culture, linguistic difference, gender, and rate of development within any given classroom.)	Ch. 4
<u>Unit I Exam</u> Chapters 1, 2, 3, & 4 (multiple choice and/or development essay)		
Unit II: Learning		
6	Behavioral Learning Theories Sample activities might include a behavioral chart, videos on behavioral learning, an exercise on "Catch 'em being good," and/or a behavioral case study.)	Ch. 5
7	Information Processing, Cognition, and Memory (Sample Activities might include short term memory exercises, a metacognitive interview and study skills exercise, learning strategies demonstration, and/or a video on memory.)	Ch. 6
8 & 9	Meaningful Learning (Sample activities might include an exercise on models of classroom presentation, examples of direct instruction, constructivist, and interactionist approaches, and/or a classroom decision-making exercise.)	Ch. 8

Unit II Exam

Chapters 5, 6, & 8 (multiple choice and/or development essay)

Unit III: Instruction

- 10 & 11 **Organizing the Lesson** Ch. 7
(Sample activities might include a learning outcomes exercise, a parts of a lesson exercise, and/or effective questioning role play.)
- 12 & 13 **Motivation and Classroom Management** Chs. 10 & 11
(Sample activities might include an attribution theory exercise, a locus of control scale, a video on Maslow and Humanistic theory, and/or a Kounin classroom management video.)
- 14 **Individualizing in the Classroom** Chs. 9 & 12
(Sample activities might include an IDEA summary, a classroom modification summary, an exercise on classroom grouping strategies, and/or an exercise on cooperative learning exercises.)

Unit III Test

Chapters 7, 9, 10, 11 & 12 (multiple choice and/or development essay)

V. Sample Evaluation Methods

(These may vary according to instructor.)

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

	<u>Points</u>	<u>% of total grade</u>
Exam 1	100 pts.	22.22%
Exam 2	100 pts.	22.22%
Exam 3	100 pts.	22.22%
Classroom observation	60 pts.	13.33%
Class activities	45 pts	10%
Educational Philosophy	<u>45 pts.</u>	10%
Total	450 pts.	

(* 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 educational philosophy are included in a separate handout.

VI. Class Procedures (these may vary according to the instructor)

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. 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.

VII. Suggested textbook

Slavin, Robert E. (2006). *Educational Psychology*, (8th Edition). Needham Heights, MA: Allyn and Bacon.

(Other textbooks need to be reviewed and approved by the Department Chair and/or the Curriculum Committee.)

VIII. Bibliography

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12/14/06*

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Undergraduate Curriculum Committees,

The Department of Educational and School Psychology has recently updated syllabi of record for EDSP 477 and EDSP 102. The new syllabi attached are being submitted under the syllabus of record amnesty process. Both syllabi have also been sent electronically to the liberal studies office.

Please let me know if you have any questions or if there is anything else that should be done that I may have missed.

Victoria B. Damiani
EDSP Curriculum Committee Chair