

EDSP 746/846 Learning and Instruction-CrsRvs-2015-10-16

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

Form Information

First Step: Change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

Second Step: Click save on bottom right

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

Fourth Step: Click on **EDIT CONTENTS** and start completing the template. When exiting or 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.

Please direct any questions to curriculum-approval@iup.edu

**Indicates a required field*

Proposer*	Timothy J Runge	Proposer Email*	trunge@iup.edu
Contact Person*	Timothy J Runge	Contact Email*	trunge@iup.edu
Proposing Department/Unit*	EDSP	Contact Phone*	724 357-3788

Course Level*	graduate-level
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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:
course_title_change	course_revision
	<p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised /deleted:*	This course is being revised to align with the accreditation standards of the American Psychological Association (APA). Doing so positions this department and its current course offerings to have its doctoral program (currently under revision) receive accreditation. Specifically, the course title and student learning outcomes are revised to consider life-span development, the influences on acquisition of those skills, and how evidence-based instructional practices inform effective teaching principles for diverse learners.
(B) University Senate Summary of Rationale*	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course is being revised to align with the accreditation standards of the American Psychological Association so that it is inclusive of life-span development while emphasizing school-age populations.</p>

(C) Implications of the change on the program, other programs and the Students:*	There are no implications of this change for other programs or students in other programs.
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Current Course Information*	Proposed Changes
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Category A			
(D) Curren t Prefix*	EDSP	Proposed Prefix	EDSP
(E) Curren t Numb er*	746 / 846	Proposed Number	746
(F) Curren t Cours e Title*	Learning and Instruction	Proposed Course Title	Academic Interventions
(G) Prereq uisite (s)	None	Proposed Prerequis ite(s)	None
(H) Curren t Catalo g Descri ption	Provides an in-depth examination of developmental, cognitive, and interactionist learning theories as they apply to classroom instruction. Emphasis is on direct application of theory to the improvement of classroom instruction and the relationship of learning and motivation.	Proposed Catalog Descripti on	Provides an in-depth examination of developmental, cognitive, and interactionist learning theories as they apply to classroom instruction. Emphasis is on direct application of theory to the improvement of classroom instruction and the relationship of learning and motivation.

If changing Category A, no further action required.

Category B (if no change, leave blank)			
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(I) Numb er of Credits	Class Hours:3 Lab Hours:0 Credits:3	Proposed Number of Credits	Class Hours:3 Lab Hours:0 Credits:3
(J) Curren t Cours e (Stu dent Learni ng) Out comes	<ol style="list-style-type: none"> 1. Students will demonstrate knowledge of learning in relation to basic brain functioning. 2. Students will describe the general and specific functions of learning theory. 3. Students will demonstrate knowledge of cognitive learning theory and understanding of relevant instructional applications. 4. Students will understand theories of motivation and their relationship to learning in instructional settings. 5. Students will demonstrate understanding of cognitive learning theory as applied to the classroom by application of learning theory to learning problems specific to the broad areas of oral language, reading, writing, and mathematics. 6. Students will demonstrate understanding of meta-cognitive development and acquisition of strategic learning skills in students. 	Proposed Course (Student Learning) Outcomes	<ol style="list-style-type: none"> 1. Students will describe research related to development, learning, affect, and cognition as applied to classroom instruction and interventions. 2. Students will describe typical and atypical development of oral language, reading, math, study skills, organization, and written expression skill across the life span with an emphasis on school-age populations. 3. Students will evaluate research related to how development, learning, affect, and cognition inform instructional practices to teach oral language, reading, math, study skills, organization, and written expression. 4. Students will assess the efficacy of instructional practices grounded in developmental, learning, affective, and cognitive theories for students with special needs and English language learners.

<p>(K) Dual Listed Courses Only:</p> <p>List Current Learning Objectives for the Higher-Level Course</p>		<p>Dual Listed Courses Only:</p> <p>List Proposed Learning Objectives for the Higher-Level Course</p>																																																																																																							
<p>(L) Brief Course Outline</p> <p>(It is acceptable to copy from old syllabus)</p>	<p>As outlined by the federal definition of a "credit hour", the following should be a consideration</p> <p>regarding student work - For every one hour of classroom or direct faculty instruction,</p> <p>there should be a minimum of two hours of out of class student work.</p> <table border="1" data-bbox="212 856 787 1906"> <thead> <tr> <th>Week</th> <th>Topic</th> <th>Assignment Due</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction to Course Learning and the Brain</td> <td></td> </tr> <tr> <td>2</td> <td>Behavioral and Social Theories of Learning</td> <td></td> </tr> <tr> <td>3</td> <td>Cognitive Views of Learning; Basic Components of Memory</td> <td></td> </tr> <tr> <td>4</td> <td>Encoding and Storage in LTM; Nature of Knowledge; Retrieval and Forgetting</td> <td>Quiz #1</td> </tr> <tr> <td>5</td> <td>Developmental Perspectives; Contextual Perspectives;</td> <td></td> </tr> <tr> <td>6</td> <td>Metacognition; 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- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>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</i></p> <p><i>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.</i></p>
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:	
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i> <i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	
<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	
<p>Liberal Studies courses require the</p> <p>reading and use by students of at</p> <p>least one non-textbook work of</p> <p>fiction or non-fiction or a collection</p> <p>of related articles. Please describe</p> <p>how your course will meet this</p> <p>criterion.</p>	

Teacher Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	
<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr style="width: 20%; margin: auto;"/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

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

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>