Eastern Illinois University
REVISED COURSE PROPOSAL EDP 5300
Theory Into Practice: Psychological Foundations for Educational Practice

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number:** EDP 5300

2. **Title (*may not exceed 30 characters, including spaces*):** Psych. Found. for Ed. Prac.

3. **Long title, if any (*may not exceed 100 characters, including spaces*):** Theory Into Practice:

   Psychological Foundations for Educational Practice

4. **Class hours per week, lab hours per week, and credit [*e.g., (3-0-3)*]** 3-0-3

5. **Term(s) to be offered:** ☒ Fall   ☒ Spring   ☒ Summer   ☐ On demand

6. **Initial term of offering:** ☒ Fall   ☐ Spring   ☐ Summer   Year: 2012

7. **Course description:**

   This course is designed to increase the effectiveness of classroom teachers by enhancing their understanding of themselves and their students. A goal of the course is to make the organization of teaching, learning, and performance compatible with the psychological structures in which students are most productive, engaged, and likely to learn.

8. **Registration restrictions:**

   a. **Equivalent Courses**
      - **Identify any equivalent courses**: None.
      - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes   _X_ No

   b. **Prerequisite(s):** none.
      - **Identify the prerequisite(s): None**
      - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ___ Yes   _X_ No
      - If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

   c. **Who can waive the prerequisite(s)?**

      ☐ No one   Chair   ☐ Instructor   ☐ Advisor   ☐ Other (Please specify)

   d. **Co-requisites:** none

e. **Repeat status:** ☒ Course may not be repeated.

f. **Degree, college, major(s), level, or class restrictions: <u>None</u>**

g. **Degree, college, major(s), level, or class to be excluded from the course, if any: <u>None</u>**

9. **Special course attributes:** None

10. **Grading methods** (check all that apply): _X_ Standard letter ___ CR/NC ___ Audi t ___ ABC/NC
    ("Standard letter"—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

    Please check any special grading provision that applies to this course:

    ___ The grade for this course will not count in a student's grade point average.

    ___ The credit for this course will not count in hours towards graduation.

    If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

    ___ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

    ___ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

    _X_ lecture ___ lab ___ lecture/lab combined ___ independent study/research

    ___ internship ___ performance ___ practicum or clinical ___ study abroad

    ___ Internet _X_ hybrid ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Through readings, lecture, assignments and active class participation, students will

a. discuss the impact of individual behavior on learning.
b. discuss motivation theory as it applies to students and adults.

c.   examine and discuss research and theory in educational psychology relevant to problems of adjustment in today's complex world.

d.   reflect on and discuss the conceptual framework for understanding behavior and its application in increasing tolerance for diversity in the classroom and school.

e.   reflect on and discuss the importance of personal growth in sharpening one's self-awareness and self-understanding and identify tools to enhance the effectiveness of psychology and physical health.

f.   discuss the processes of conditioning and cognitive learning theories within the contexts of personality development and school programs.

g.   investigate the nature of psychological disorders and the impact of mental health issues in the school and available services (counselor, social worker, outside agencies).

h.   identify, reflect on and set personal and professional goal setting within an educational context.

i.   discuss how to create a personalized and motivating learning environment for students.

j.   discuss how to build and sustain positive relationships with families and caregivers and community partners.

If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

Depth of content knowledge (see objectives a-j).

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

a. discuss the impact of individual behavior on learning	Reaction Paper, Quiz and Paper #1
b. discuss motivation theory as it applies to students and adults	Reaction Paper, Quiz and Paper #2
c. examine and discuss research and theory in educational psychology relevant to problems of adjustment in today's complex world	Reaction Paper, Quiz and Paper #1
d. reflect on and discuss the conceptual framework for understanding behavior and its application in increasing understanding of inclusiveness in the classroom and school.	Reaction Paper, Quiz and Paper #1 and Paper #2
e. reflect on and discuss the importance of personal growth in sharpening one's self-awareness and self-understanding and identify tools to enhance the effectiveness of psychology and physical health	Reaction Paper, Quiz and Paper #1

f. discuss the processes of conditioning and cognitive learning theories within the contexts of personality development and school programs	Reaction Paper, Quiz and Paper #2
g. investigate the nature of psychological disorders and the impact of mental health issues in the school and available services (counselor, social worker, outside agencies)	Final
h. identify, reflect on and set personal and professional goal setting within an educational context	Paper #1 and Paper #2
i. discuss how to create a personalized and motivating learning environment for students	Reaction Paper, Quiz and Paper #2
j. discuss how to build and sustain positive relationships with families and caregivers and community partners.	Reaction Paper and Quiz

- **Reaction Papers:** Students will write 7 <u>short reaction papers</u> on a topic related to a lecture and/or assigned reading. Papers are to be written in APA style and supported using at least one educational research source. Each discussion is worth 20 points and is based on content (5 points), analysis (5 points), relevant research support (5 points) and APA style (5 points).
- **Quizzes:** Students will complete twelve quizzes over the assigned chapter from the textbook. Each quiz is worth 10 points.
- **Two Papers:** Students will write two papers for this class.

  Paper #1: Leadership and Personality. In order to make the concepts of this course meaningful to students as an individual and to help them in their journey toward self-understanding, students will write a paper based on their personality with a focus toward Leadership. This paper should be eight pages including a cover page and reference section (no abstract) and must follow APA style. Students will use at least three research articles to support their paper.

  Paper #2: Learning Theory, Gender and Professional Goals In order to make the concepts of this course meaningful, students will write a paper based on their analysis of learning theories, understanding of gender research and professional goals. This paper will be eight pages including a cover page and reference section (no abstract) and must follow APA style. Students will use at least five research articles and two books to support their paper.

- **Final:** Students will complete a final exam over selected material.

3. **Explain how the instructor will determine students' grades for the course:**

Grades will be based on the following criteria:

Reflection Papers	25%
Quizzes	21%
Leadership Paper	18%
Learning Theories Paper	18%
Final	18%

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
   a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** For the online component of the course, Lectures are delivered via You Tube utilizing video and Camtasia (PowerPoint) lectures. Each online module includes additional reading/video material and internet links for personal assessment (e.g. Keirsey Temperament Scale). Reaction papers cover reading assignment and lectures and are submitted via the Learning Management Program. A Rubric is designed within the Learning Management Program for grading and feedback on all reflection papers. Quizzes cover the assigned reading (open book) and lectures. Major papers are submitted via email attachment with the Learning Management Program.
   b. **Describe how the integrity of student work will be assured:** All assignments (with the exception of quizzes) in this course are of a personal nature and cannot be replicated across students.
   c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, Learning Management Program discussions, computer conferences, etc.):** The online section of the course utilizes the Learning Management Program discussion which provides a platform for feedback and interaction between faculty and students. Extensive feedback on all papers and weekly email communication with the Learning Management Program provides continuous interaction with students.

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
   N/A

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.**
   NA

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered

courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Outline of the Course: 15 weeks of 150 minutes in class meetings.

Week	Lecture Topic
1	Adjusting to Modern Life
2	Theories of Personality
3	Stress and its Effects
4	Coping Processes
5	Psychology & Physical Health
6	The Self
7	Social Thinking & Influence
8	Interpersonal Communication
9	Friendship and Love
10	Theories of Learning (Part 1
11	Theories of Learning (Part 2)
12	Gender & Behavior
13	Careers and Work
14	Psychological Disorders
15	Mental Health in the Schools
16	Final

For the online sections of this course, all "modules" are equivalent to a live class experience. Each module includes four steps. For step one, a video orientation is provided along with assigned reading from the textbook. In step two, 3-4 lectures are provided utilizing Camtasia software. In step three the instructor will provide additional reading and/or video links to supplement the textbook and lectures. The instructor will also include some online assessment links for the reflection paper assignments. In step four, the instructor will link the student to the quiz and reaction paper assignments.

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This is a required course for the M.S. in Ed. in the Educational Leadership program.

   a. This is not a general education course.
   b. Research supports a hybrid model as an effective pedagogical method of content delivery.

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This is a required course for the M.S. in Ed. in the Educational Leadership program.

3. **If the course is similar to an existing course or courses, justify its development and offering.**

   a. None at graduate level.

   b. Revised course only.

4. **Impact on Program(s):**

   This course is a required or an elective course for graduate students admitted to the MSEd in Elementary Education, Educational Leadership, Master Teacher, and/or Special Education programs.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:**

   Graduate Faculty in the Department of Counseling and Student Development.

2. **Additional costs to students:**

   No additional costs to students.

3. **Text and supplementary materials to be used (Include publication dates):**

   Weiten, W., Dunn, D., & Hammer, E. (2012). *Psychology Applied to Modern Life* (10th ed.). Belmont, CA: Wadsworth.

   American psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

PART VI: COMMUNITY COLLEGE TRANSFER

N/A

PART VII: APPROVALS

Date approved by the department or school: 10-26-2011

Date approved by the college curriculum committee: 3-26-2012

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: **CGS:**

Student Success Center
http://www.eiu.edu/~success/
581-6696

counseling center
EASTERN ILLINOIS UNIVERSITY
free, confidential services
http://www.eiu.edu/~counsctr/
581-3413

Career Services
http://www.eiu.edu/~careers/
581-2412

Disability Services
http://www.eiu.edu/~disablty/
581-6583