Banner/Catalog Information (Coversheet)

1. __X__New Course or _____Revision of Existing Course

2. **Course prefix and number:** _____EDP 5330_____
3. **Short title:** _____Ed Psych for Teaching_____
4. **Long title:** _____Educational Psychology for Teaching_____
5. **Hours per week:** __X_ Class ___ Lab ___ Credit
6. **Terms:** ___ Fall ___ Spring ___ Summer _X__ On demand
7. **Initial term:** ___ Fall ___ Spring _X__ Summer Year: _2023_____
8. **Catalog course description:** This course focuses on topics in educational psychology including cognitive development, social/emotional and moral development, complex cognitive processes, learning theories, motivation, and behavioral and social cognitive approaches.
9. **Course attributes:**

   General education component: _____NA_____

   ___ Cultural diversity ___ Honors ___ Writing centered ___ Writing intensive ___Writing active

   ___ Department Capstone as Senior Seminar

10. **Instructional delivery**
    Type of Course:

    _X__ Lecture ___ Lab ___ Lecture/lab combined ___ Independent study/research

    ___ Internship ___ Performance ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    ___ Face to Face _X_ Online ___ Online Synchronous ___ Online Asynchronous
    ___ Study Abroad

    ___ Hybrid, specify approximate amount of on-line and face-to-face instruction_____

11. **Course(s) to be deleted from the catalog once this course is approved:** __None
12. **Equivalent course(s):** _____

    a. **Are students allowed to take equivalent course(s) for credit?** ___ Yes _X__ No
13. **Prerequisite(s):** _____None_____
    a. **Can prerequisite be taken concurrently?** ___ Yes ___ No

    b. **Minimum grade required for the prerequisite course(s)?** ___

    c. **Use Banner coding to enforce prerequisite course(s)?** ___ Yes ___ No

    d. **Who may waive prerequisite(s)?**

       ___ No one ___ Chair ___ Instructor ___ Advisor ___ Other (specify)

14. **Co-requisite(s):** _____None_____
15. **Enrollment restrictions**

a. **Degrees, colleges, majors, levels, classes which <u>may</u> take the course:** Graduate Students enrolled in the Master's of Teaching degree.

b. **Degrees, colleges, majors, levels, classes which may <u>not</u> take the course:** _____

16. **Repeat status:** __X_ May not be repeated   ___ May be repeated once with credit

17. **Enter the limit, if any, on hours which may be applied to a major or minor:** ___

18. **Grading methods:** _X__ Standard   ___ CR/NC   __ Audit   ___ ABC/NC

19. **Special grading provisions: None**

___ Grade for course will <u>not</u> count in a student's grade point average.

___ Grade for course will <u>not</u> count in hours toward graduation.

___ Grade for course will be removed from GPA if student already has credit for or is registered in:
_____

___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. **Additional costs to students:**
Supplemental Materials or Software_____

Course Fee _X__No ___Yes, Explain if yes_____

21. **Community college transfer:**

___ A community college course may be judged equivalent.

_X__ A community college may <u>not</u> be judged equivalent.
Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1.   _X__Course is required for the major(s) of __MAT degree_____

___Course is required for the minor(s) of _____

___Course is required for the certificate program(s) of _____

___ Course is used as an elective

2. **Rationale for proposal:** The College of Education is proposing a new Master's of Arts in Teaching online degree. EDP 5330 will be a required course in the program.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: The MAT degree is being offered online.

Instruction: Online delivery of the class will be facilitated through D2L or equivalent learning management system. Materials will include professor recorded videos, notes, discussions, and other components. Faculty who teach this course will be OCDI trained.

Integrity: Assignments will be uploaded through dropbox with Turnitin, Respondus and other tools to ensure integrity.

Interaction: The EIU – D2L system allows for dropbox assignments, discussion boards with faculty feedback and other related tools.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: EDP 5330 Educational Psychology for Teaching

2. Catalog description: This course focuses on topics in educational psychology including cognitive development, social/emotional and moral development, complex cognitive processes, learning theories, motivation, and behavioral and social cognitive approaches

3. Learning objectives.
   A. Discuss the history of educational psychology and its significance to teaching (GSLG 1).
   B. Discuss empirical research in education and its significance to understanding teaching and learning (GSLG 1).
   C. Discuss cognitive development and apply to case study (GSLG 1, 2, 3).
   D. Discuss behavioral theories of learning and apply to case study (GSLG 1, 2, 3).
   E. Discuss cognitive theories of learning and apply to case study (GSLG 1, 2, 3).
   F. Compare and contrast cognitive theories and social emotional theories (GSLG 1).
   G. Discuss information processing approaches and their implications for teaching and learning (CGLS 1).
   H. Apply motivational theories to case studies (GSLG 1, 2, 3).
   I. Discuss complex cognitive processes as explanations for the development of students' understanding of concepts and propositions (GSLG 1).

4. Course materials.
   a. Santrock, J. W. (2021). *Educational Psychology* (7th Ed.). McGraw-Hill LLC
   b. Articles

5. Weekly outline of content.

Week	Topics
1	**Course Overview and Introductions**

Week	Topics
	Module 1: Intro to Educational Psychology and Research
	• History of Educational Psychology
	• Effective Teaching Practices
	• Research in Educational Psychology
2	**Module 2: Cognitive Development**
	• Intro to Development
	• The Brain
	• Piaget's Theory
	• Vygotsky's Theory
3	**Module 3: Social Contexts and Socioemotional Development**
	• Bronfenbrenner's Ecological Theory
	• Erikson's Life-Span Development Theory
	• Family, Peer and School Contexts
	• Self-Esteem
	• Kohlberg's Moral Development
4	**Module 4: Theories of Intelligence and Information-Processing, Complex Cognitive Processes**
	• Intelligence and Multiple Intelligences
	• The Nature of the Information Processing Approach
	• Complex Cognitive Processes
5	**Module 5: Motivation, Teaching, and Learning**
	• Exploring Motivation
	• Perspectives of Motivation
	• Extrinsic and Intrinsic Motivation
6	**Module 6: Behavioral and Social Cognitive Approaches and Positive Psychology**
	• Behavioral Approaches to Learning
	• Social Cognitive Theory
	• Intro to Positive Psychology

6. Assignments and evaluation, including weights for final course grade.

   a. **Case Study Exams** (40%): Students will complete two case study exams meant to facilitate application of the educational psychology concepts into real world classroom settings.

   b. **Module Quizzes (**20%). Students will complete a quiz over each module, meant to reinforce the material, and provide retrieval practice.

   c. **Discussion Board** (20%): Students will formulate and post a question based on a reading or video, and respond to a minimum number of questions from their peers.

   d. **Comprehensive finals** (20%): Students will complete a timed comprehensive multiple-choice final exam on D2L during the scheduled final date.

7. Grading scale.
   A = 89.5%-100%
   B = 79.5%-89.4%
   C = 69.5%-79.4%
   D = 59.5%-69.4%
   F = below 59.5%

8. Correlation of learning objectives to assignments and evaluation.

Learning Objectives	Case study Exams	Module Quizzes	Discussion Board	Comprehensive Finals
	40 %	20%	20%	20%
A. Discuss the history of educational psychology and its significance to teaching (GSLG 1).		X	X	X
B. Discuss empirical research in education and its significance to understanding teaching and learning (GSLG 1).		X	X	X
C. Discuss cognitive development and apply to case study (GSLG 1, 2, 3).	X	X	X	X
D. Discuss behavioral theories of learning and apply to case study (GSLG 1, 2, 3).	X	X	X	X
E. Discuss cognitive theories of learning and apply to case study (GSLG 1, 2, 3).	X	X	X	X
F. Compare and contrast cognitive and social emotional theories (GSLG 1).	X	X	X	X
G. Discuss information processing approaches and their implications for teaching and learning (CGLS 1).	X	X	X	X
H. Apply motivational theories to case studies (GSLG 1, 2, 3).	X	X	X	X
I. Discuss complex cognitive processes as explanations for the development of students' understanding of concepts and propositions (GSLG 1).	X	X	X	X

Date approved by the department or school: 2/18/22
Date approved by the college curriculum committee: 3/7/2022
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: CGS: