

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

Please check one: New course X Revised course

PART I: CATALOG DESCRIPTION

1. EDP 5300
2. Psych. Found. for Ed. Prac.
3. Theory Into Practice: Psychological Foundations for Educational Practice
4. 3-0-3
5. Term(s) to be offered: X Fall X Spring X Summer On demand
6. Initial term of offering: X 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 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 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: X Course may not be repeated.
 - f. Degree, college, major(s), level, or class restrictions: None

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

8. Special course attributes: None

9. Grading methods (check all that apply): X Standard letter C/NC Audit ABC/NC

10. Instructional delivery method: X lecture lab lecture/lab combined independent study/research internship performance study abroad other

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

lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad
 Internet 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

- i. discuss the impact of individual behavior on learning
- ii. discuss motivation theory as it applies to students and adults
- iii. examine and discuss research and theory in educational psychology relevant to problems of adjustment in today's complex world
- iv. reflect on and discuss the conceptual framework for understanding behavior and its application in increasing tolerance for diversity in the classroom and school
- v. 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
- vi. discuss the processes of conditioning and cognitive learning theories within the contexts of personality development and school programs
- vii. investigate the nature of psychological disorders and the impact of mental health issues in the school and available services (counselor, social worker, outside agencies)
- viii. identify, reflect on and set personal and professional goal setting within an educational context
- ix. discuss how to create a personalized and motivating learning environment for students

- x. 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:

A depth of content knowledge including effective technology skills and ethical behaviors.

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

i. discuss the impact of individual behavior on learning	Reflection Paper, Quiz and Paper #1
ii. discuss motivation theory as it applies to students and adults	Reflection Paper, Quiz and Paper #2
iii. examine and discuss research and theory in educational psychology relevant to problems of adjustment in today’s complex world	Reflection Paper, Quiz and Paper #1
iv. reflect on and discuss the conceptual framework for understanding behavior and its application in increasing tolerance for diversity in the classroom and school.	Reflection Paper, Quiz and Paper #1 and Paper #2
v. 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	Reflection Paper, Quiz and Paper #1
vi. discuss the processes of conditioning and cognitive learning theories within the contexts of personality development and school programs	Reflection Paper, Quiz and Paper #2
vii. 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

viii. identify, reflect on and set personal and professional goal setting within an educational context	Paper #1 and Paper #2
xi. discuss how to create a personalized and motivating learning environment for students	Reflection Paper, Quiz and Paper #2
x. discuss how to build and sustain positive relationships with families and caregivers and community partners.	Reflection Paper and Quiz

- **Reflection papers:** There will be 7 short reflection papers 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.** There will be twelve quizzes over the assigned chapter from the textbook. Each quiz is worth 10 points.
- **2 Papers.** You will write two papers for this class.

Paper #1: Leadership and Personality. In order to make the concepts of this course meaningful to you as an individual and to help you in your journey toward self-understanding, you will write a paper based on your personality with an eye toward Leadership. This paper should be 8 pages including a cover page and reference section (no abstract) and must follow APA style. Use at least 3 research articles to support your paper.

Paper #2: Learning Theory, Gender and Professional Goals In order to make the concepts of this course meaningful, you will write a paper based on your analysis of learning theories, your understanding of gender research and your professional goals. This paper should be 8 pages including a cover page and reference section (no abstract) and must follow APA style. Use at least 5 research articles and two books to support your paper.

- **Final.** There will be 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	140
Quizzes	120
Leadership Paper	100

Learning Theories Paper	100
Final	100
Total Points.....	560

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. Keirseley Temperament Scale). Reflection papers cover reading assignment and lectures and are submitted via WebCt Threaded Discussion. A Rubric is designed within WebCT 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 WebCT.
 - 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, web-based discussions, computer conferences, etc.):** The online component of the course utilizes WebCt threaded discussion which provides a platform for feedback and interaction between faculty and students. Extensive feedback on all papers and weekly email communication with WebCT 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
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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 I provide additional reading and/or video links to supplement the textbook and lectures. I also include some online assessment links for the reflection paper assignments. In step four, I link the student to the quiz and reflection 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.

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

Required for graduate students admitted to M.S. in Ed. in the Educational Leadership program.

PART V: IMPLEMENTATION

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

Rick Roberts, Gloria Leitschuh, Heidi Larson, Catherine Polydore and Bettina Becker.

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: February 14, 2012

Date approved by the college curriculum committee:

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

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

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

**Disability
Services**
<http://www.eiu.edu/~disabty/>
581-6583