

Eastern Illinois University
New/Revised Course Proposal Format
 (Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. _New Course or ____Revision of Existing Course
2. **Course prefix and number:** EDP2330
3. **Short title:** Psych Found/ Learning and Teaching
4. **Long title:** Psychological Foundations of Learning and Teaching
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** x Fall x Spring x Summer ____ On demand
7. **Initial term:** ____ Fall ____ Spring X Summer Year: 2016
8. **Catalog course description:** This course focuses on topics in educational psychology including individual growth and development, motivation, learning theories, intelligence and personality, classroom management, student evaluation, and best practices in the classroom.

9. Course attributes:

General education component:

____ Cultural diversity ____ Honors ____ Writing centered ____ Writing intensive ____ Writing active

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:

x Face to Face x Online ____ 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. EDP3331

12. Equivalent course(s): None

a. Are students allowed to take equivalent course(s) for credit? ____ Yes ____ 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 may take the course: All

b. Degrees, colleges, majors, levels, classes which may not take the course: None

16. Repeat status: 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: 3

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

19. Special grading provisions:

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

___ Grade for course will not 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: None.

Supplemental Materials or Software _____

Course Fee ___ No ___ Yes, Explain if yes _____

21. Community college transfer:

A community college course may be judged equivalent.

___ A community college may not be judged equivalent.

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

Rationale, Justifications, and Assurances (Part I)

1. Course is required for the major(s) of all secondary education and special K-12 education students must take this class.

___ 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:** This course is being proposed because of a change in the sequencing of courses of the secondary education and foundations program. It closely follows but does not duplicate the course which it will replace (EDP3331). A major change is moving from the 9-weeks format to the 15-week format, and from junior level to sophomore. Assignments have been modified to reflect those changes.

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: This course is writing-active. Students would be required to write several assignments of varying lengths including take-home case-study exams. All formal writing assignments require adherence to the conventions of standard written English, which will be assessed.

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 online delivered option for EDP2330 will assist with accommodating students that may not have the option of commuting to campus over the summer, as well as allowing students who may otherwise take the course at a community college the option to take it at EIU from a distance.

Instruction: The University's online learning platform will be utilized to deliver a variety of instructional media such as text, video, and audio as appropriate and fit for class utilization and learning. Instructors delivering this class online will complete OCDi training or equivalent.

Integrity: Written assignments will be turned in through the University's online learning platform and checked for plagiarism using digital tools and traditional methods. The course syllabus discloses a statement about

academic integrity. Exams will be delivered in a timed manner, with only one attempt per student, discussions and major course projects require the addition of personal reflection, which discourages plagiarism.

Interaction: Students will engage regularly with one another and the instructor through discussion boards, email, chat-room features, video conferencing, and other online shared workspaces. Students may choose to work face-to-face with other students on the course project. The instructor will provide students with feedback (audio or text) on all assignments. Appropriate virtual office hours will be set up weekly to allow students to ask question in real time.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title
 - a. EDP2330, Psychological Foundations of Learning and Teaching
2. Catalog description

This course focuses on topics in educational psychology including individual growth and development, motivation, learning theories, intelligence and personality, classroom management, student evaluation, and best practices in the classroom.
3. Learning objectives.

Upon completion of this course the student will be able to:

 - a. Discuss effective teaching practices and the importance of reflection about classroom procedures and practices;
 - b. Discuss empirical research and its importance to the field of education;
 - c. Discuss educational testing and measurement, and standardized testing and its implications for students;
 - d. Apply developmental theories to case studies and discuss their impact on classroom planning;
 - e. Apply behavioral theories of learning to case studies and discuss their applications in the classroom;
 - f. Apply cognitive theories of learning to case studies and discuss their applications in the classroom;
 - g. Apply motivational theories to case studies, and discuss the creation of an adaptive motivational climate in the classroom;
 - h. Evaluate strategies for accommodating individual differences;
 - i. Discuss complex cognitive processes as explanations for the development of students' understanding of concepts and propositions;
 - j. Evaluate classroom management strategies and discuss their implications in creating positive learning environments;
 - k. Discuss social and emotional learning and its applications in the classroom
4. Course materials.
 - a. Bohlin,L., Cisero Durwin, C., & Reese-Weber, M. (2012). *EdPsych Modules* (2nd ed.). Boston: McGraw-Hill
5. Weekly outline of content.

PART III: OUTLINE OF THE COURSE

Week	Topic Covered	F2F time allotment	Online course (expected time spent by student)
Week 1	Introduction <ul style="list-style-type: none"> History of Educational Psychology Effective Teaching Research in Educational Psychology 	150 minutes	Content review, reading: 120 minutes Web-based assignments: 120 minutes
Week 2	The Developing Learner <ul style="list-style-type: none"> Introduction to Development The Brain and Development Cognitive Development 	150 minutes	Content review, reading: 120 minutes Web-based assignments: 120 minutes
Week 3	Cognitive Development	150 minutes	Content review, reading: 120 minutes Web-based assignments: 120 minutes
Week 4	Personal Development <ul style="list-style-type: none"> Contexts of Development Social Development 	150 minutes	Content review, reading: 120 minutes Web-based assignments: 120 minutes
Week 5	The self and Moral Development	150 minutes	Content review, reading: 120 minutes Web-based assignments: 120 minutes
Week 6	<ul style="list-style-type: none"> Emotional Development Social-Emotional Learning 	150 minutes	Content review, reading: 120 minutes Web-based assignments: 120 minutes
Week 7	Learner Differences <ul style="list-style-type: none"> Intelligence Learning and Thinking Styles Personality and Temperament 	150 minutes	Content review, reading: 120 minutes Web-based assignments: 120 minutes
Week 8	Learning Theories <ul style="list-style-type: none"> Information Processing Approach 	150 minutes	Content review, reading: 120 minutes Web-based assignments: 120 minutes
Week 9	Social Cognitive Approaches <ul style="list-style-type: none"> Behavioral Approaches Classical and Operant Conditioning 	150 minutes	Content review, reading: 120 minutes Web-based assignments: 120 minutes
Week 10	Motivation <ul style="list-style-type: none"> Behavioral Theories of Motivation 	150 minutes	Content review, reading: 120 minutes Web-based assignments: 120 minutes

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Week 11	<ul style="list-style-type: none"> • Cognitive theories of motivation • Self-theories of Motivation 	150 minutes	Content review, reading: 120 minutes Web-based assignments: 120 minutes
Week 12	Cognitive Processes <ul style="list-style-type: none"> • Critical thinking and Problem Solving • Metacognition and Transfer 	150 minutes	Content review, reading: 120 minutes Web-based assignments: 120 minutes
Week 13	Classroom Management and Instruction <ul style="list-style-type: none"> • Creating a Productive Learning Environment • Grouping Practices 	150 minutes	Content review, reading: 120 minutes Web-based assignments: 120 minutes
Week 14	<ul style="list-style-type: none"> • Understanding and managing student behavior • Applied Behavioral Approaches (ABA) • Classroom Management Strategies and Implications 	150 minutes	Content review, reading: 120 minutes Web-based assignments: 120 minutes
Week 15	Classroom Assessment and Standardized Testing <ul style="list-style-type: none"> • Current issues in standardized testing • Project Presentations 	150 minutes	Content review, reading: 120 minutes Web-based assignments: 120 minutes
Week 16	Comprehensive finals	150 minutes	Online comprehensive exams

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

- a. Assignments: All electronically submitted assignments will be linked to plagiarism detection software.
- i. Written homework assignments (25%): Students will demonstrate the importance of reflective thinking about classroom procedures and practices and incorporate that understanding through reflective action in increasing their effectiveness.

Online modification: None needed.

- ii. Case study examinations (30%): Two major take home exams that assess student mastery of essential concepts required in the course will be given in sets of 3 or 4 case studies. Students will be asked to apply the knowledge they have gained in the course to specific situations.

Online modification: None needed.

- iii. Semester project (15%): Students will produce a video project and presentation that examines a real life issue and its effects on students' lives internal and external to the classroom. The project

will integrate students' knowledge of educational psychology concepts to describe the impact on their future students' academic, social and emotional processes.

Online modification: Students will work in online groups, utilizing group chat to produce an electronic product of their choice which meets the minimum project requirement. Students will assign various tasks to each other, and submit a project plan to the instructor.

- iv. In-class activities (20%): A constructivist approach to teaching and learning based on a cooperative relationship among everyone involved in the process will be the primary instructional strategy. This class will incorporate discussions and in-class activities to apply the learned material. Students will work in groups or individually, to complete the assignments and activities. The activities will be based on chapter covered.

Online modification: Students will complete a variety of smaller assignments including online discussions boards, responses to questions about embedded videos, self-quizzes, etc.

b. Evaluations.

- i. Comprehensive finals (10%): Students will complete a comprehensive multiple choice final exam during the scheduled final date.

Online modification. Students will complete a timed comprehensive multiple choice final exam. They will have a week during which to complete the exam. To minimize the occurrence of academic dishonesty, browser locks will be enabled, and questions will be delivered in random order. Furthermore, students will be reminded about the University's academic honesty policy at the entry page to the assessment.

7. Grading scale.

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = below 59%

8. Correlation of learning objectives to assignments and evaluation.

Learning Objective	Written Assignments and Projects	Case Study Examinations	Semester Project	In-Class Activities	Comprehensive Final Exam
	25%	30%	15%	20%	10%
Discuss effective teaching practices and the importance of reflection about classroom procedures and practices	X	X	X		X
Discuss empirical research and its importance	X				
Discuss educational testing and measurement	X			X	
Apply developmental theories	X	X	X	X	X
Apply behavioral theories	X	X	X	X	X

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Apply cognitive theories of learning	X	X	X	X	X
Apply motivational theories	X	X	X	X	
Evaluate strategies for accommodating individual differences	X	X	X	X	X
Evaluate classroom management strategies	X	X		X	
Discuss social emotional learning and its importance			X	X	X
Discuss complex cognitive processes	X	X	X	X	X

Date approved by the department or school: 04/15/2015

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS: