A. Protocol

Course Name: Advanced Educational Psychology  
Course Number: PSY 711  
Credits: 3  
Prerequisites: None  
Maximum Class Size (face-to-face): 30  
Maximum Class Size (online):  
(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

1) The student will analyze current research methods in educational psychology.
2) Compare the stages of development in relation to Erikson, Kolberg, and Piaget.
3) Apply stages of development to classroom teaching/learning situations.
4) Compare contemporary cognitive, information processing and behavioral learning theories.
5) Apply contemporary cognitive, information processing and behavioral learning theories to classroom teaching/learning situations.
6) Propose methods of implementing effective teaching strategies/tactics and techniques to encourage creativity, problem-solving, and independent thinking skills in the classroom teaching/learning situation.
7) Compare various methods of enhancing the student's motivation regarding classroom learning.
8) Contract the effects of cooperative versus competitive learning on student motivation.
9) Analyze the implementation of a mastery learning approach in the classroom, including the formulation and effective use of instructional objectives.
10) Analyze traditional and "innovative" methods of evaluating the quality of student learning, including culture fair/free evaluation, authentic assessment.
11) Analyze methods of assessing pupil variability and differences; interpret standard test scores results; analyze contemporary issues in standardized testing, including differences and similarities among intelligence, aptitude, and achievement tests.

12) Analyze current techniques of classroom management and the effective application of these techniques to problem behavior in the teaching/learning situation.

13) Analyze how ethnicity, gender, cultural differences, and social class influence school achievement, self-esteem, and the ways in which teachers interact with students, including the impact of language differences on teaching and learning.

C. Catalog Description:

Current issues and recent evidence in the areas of educational psychology, including growth, personality, heredity and environment, intelligence, learning, transfer of learning, emotion, motivation, and teaching methods, will be reviewed.

D. Outline of the Course:

1) Applying Psychology to Teaching/Research Methods
   a. The nature and value of science
   b. Studying behavior: complicating factors
   c. Teaching as an art and a science
   d. The teacher as practitioner and theorist

2) Stage Theories of Development
   a. Erikson: Psychosocial Development
   b. Piaget: Cognitive Development
   c. Piaget and Kolberg: Moral Development

3) Assessing and Dealing with Pupil Variability
   a. The meaning of variability
   b. Standardized tests - recent changes in the SATs and other standardized tests
   c. The nature and measurement of intelligence
   d. Classification of exceptional children
   e. The Education of All Handicapped Children Act (PL 94-142)
   f. Standardized tests and the issues of cultural/ethnic/gender bias.

4) Devising and Using Objectives
   a. Taxonomies of objectives
   b. Ways to state and use objectives
   c. Task analysis

5) Behavioral Learning Theories
   a. Classical Conditioning
b. Operant Conditioning
c. Social Learning Theory
d. Educational applications of operant conditioning

6) Information Processing Theory
   a. A model of information processing
   b. Metacognition

7) Cognitive Learning Theories and Problem Solving
   a. The nature of meaningful learning
   b. The nature of problem solving
   c. Teaching for transfer

8) Motivation
   a. The Behavioral View
   b. The Cognitive View
   c. The Humanistic View
   d. Achievement Motivation Theory
   e. The impact of classroom atmosphere and the teacher
   f. Enhancing motivation for classroom learning

9) Evaluating Performance -see attached

10) Classroom Management
   a. Analyzing techniques of classroom management
   b. Violence in American schools

E. Teaching Methodology:

1) Traditional Classroom Methodology

Classes will consist of lectures, discussions, demonstrations, films and in-class activities. Students are expected to attend all class sessions and to complete assigned readings prior to the class in which they will be discussed. Students also will complete a 3-5 page reaction paper based on 3-4 journal articles. The reaction paper will be structured as follows:

a. A summary/critique of each article. Each summary/critique should be 1-1 1/2 pages.

   Include:
   1. Background/Purpose/Hypotheses
   2. Methods used (subjects, procedures used to collect data, any tests or questionnaires used)
   3. Results
   4. Discussion/Conclusions
5. Your critique evaluation of the article
   b. A one page statement in which you synthesize the ideas presented in all articles used with your own experiences/ideas (and--if relevant---material from the text/class lecture and discussion) in order to reach conclusions concerning your topic.
   c. Students are given the option of selecting a paper topic from a list provided to them or designing (with consent of the instructor) their own topic.

2) Online Methodology
   Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric.

F. Text:

   Each professor chooses texts and supplements appropriate to the goals of the course.

G. Assessment Activities:

1) Traditional Classroom Assessment

   Three examinations short-answer (40 points each)---120 points. Reaction paper---50 points. Ten weekly quizzes (15 points each)---8x15=120 points. (The two lowest quiz scores are dropped). Total Points 290.

   Attendance and class participation are the deciding factors in cases of borderline grades. Grades are based on the total number of points earned.

2) Online Assessment

H. Accommodations for Students with Disabilities:

   Accommodations for Students with Disabilities

   Students with disabilities:
   • Reserve the right to decide when to self-identify and when to request accommodations.
   • Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
   • Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
   • Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

   Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation
Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:
- Location: Azorsky Hall – Room 105
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: http://www.calu.edu/current-students/student services/disability/index.htm

I. Supportive Instructional Materials, e.g. library materials, web sites, etc.


**Additional Information for Course Proposals**

J. Proposed Instructors:

Any Psychology Department faculty member.

K. Rationale for the Course:

This course provides the graduate student in psychology, counseling, and educational certification fundamentals of psychological theories in development, learning and social interactions, and their application to the educational setting. This course will assist
teachers and other educators to become better communicators among themselves and with other educators, and to better understand the many aspects of teaching and learning.

L. Specialized Equipment or Supplies Needed:

None needed

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)
   No, this course does not require additional human resources.

2. Does the course require additional physical resources? (Please explain)
   No, this course does not require additional physical resources.

3. Does the course change the requirements in any particular major? (Please explain)
   Yes, this course will increase the credits for Master's level students in School Psychology.

4. Does the course replace an existing course in your program? (If so, list the course)
   No, this course does not replace the existing two credit course, EDP 607.

5. How often will the course be taught?
   The course will be taught twice a year.

6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)
   No, the course does not duplicate the existing two credits course, EDP 607.

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.
1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.

2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the appropriate signatures have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.

3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.

4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.

5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.

7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. The advisement sheets must also include the committee approval date and the effective date on the advisement page. Submit this request on the Advisement and/or Program Changes form.

8. New courses will become effective the semester following committee approval.

9. Any references listed must be in the appropriate bibliographic format for the discipline.

10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.

11. All course objectives must follow Bloom’s Taxonomy learning domains located on the UCC website.