Eastern Illinois University
Revised Course Proposal
EDP 3331, Theories of Learning and Development for Secondary Teachers

Please check one:  
☐ New course  X Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: EDP 3331
2. Title (may not exceed 30 characters, including spaces): Lrn/Dev Sec Tch
3. Long title, if any (may not exceed 100 characters, including spaces): Theories of Learning and Development for Secondary Teachers
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-2-3
5. Term(s) to be offered: X Fall  X Spring  ☐ Summer  ☐ On demand
6. Initial term of offering: X Fall  ☐ Spring  ☐ Summer  Year: 2011
7. Course description (not to exceed four lines): Individual growth and development, motivation, learning theories, appraisal of human differences, classroom management, student evaluation, best practices, and observations. Forty-five (45) clock hours of clinical activities are required.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).
      NONE
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
      “University Approval to Take Teacher Education Courses” requirements apply. SED 2000
   c. Who can waive the prerequisite(s)?
      x ☐ No one  ☐ Chair  ☐ Instructor  ☐ Advisor  ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):
      Concurrent enrollment in SED 3330. Priority will be given to those students who are one year or less away from student teaching.
   e. Repeat status:  X Course may not be repeated.
      ☐ Course may be repeated to a maximum of hours or times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
      Secondary Education students; priority given to students who are one year or less away from student teaching.
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

   Writing Intensive

10. **Grading methods** (check all that apply): X Standard letter □ C/NC □ Audit □ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

11. **Instructional delivery method:** □ lecture □ lab X lecture/lab combined □ independent study/research □ internship □ performance □ practicum or clinical □ study abroad □ other

**PART II: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course:**
   Upon completion of this course the student will be able to:

   A. Discuss 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- norm-referenced, criterion-referenced; standardized testing and its implications for students;

   D. Apply developmental theories and discuss their impact on classroom planning;

   E. Apply behavioral theories of learning and discuss their applications in the classroom;

   F. Apply cognitive theories of learning and discuss their applications in the classroom;

   G. Discuss complex cognitive processes as explanations for the development of students' understanding of concepts and propositions;

   H. Apply motivational theories and application and creating an adaptive motivational climate in the classroom;

   I. Evaluate strategies for accommodating individual differences;

   J. Evaluate classroom management strategies and discuss their implications in creating positive learning environments.

   a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
      - EIU graduates will write and speak effectively.
      - EIU graduates will think critically.
      - EIU graduates will function as responsible citizens.

   b. **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
      - Effective critical thinking and problem solving
      - Effective oral and written communication
      - Advanced scholarship through research or creative activity
2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   a. Written Assignments and Projects: Students will demonstrate the importance of reflective thinking about classroom procedures and practices and incorporate that understanding through reflective action in increasing their effectiveness.

   b. Examinations (Case Studies): Two major 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.

   c. Mini-Teaching: Students will have the opportunity to peer teach and explore a course topic in depth. Students will develop and present a modified lesson plan on an educational psychology concept using appropriate teaching strategies and technology.

   d. Portfolio: Students will assemble an organized portfolio containing evidence of knowledge and skills acquired from the course.

   e. Educational Psychology Semester Project: Students will produce a creative 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.

   f. In-Class Activities: 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/activities. The activities will be based on chapter covered.

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

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Written Assignments and Projects</th>
<th>Examinations (Case Studies)</th>
<th>Mini-Teaching</th>
<th>Portfolio</th>
<th>EDP Semester Project</th>
<th>In-Class Activities</th>
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<tbody>
<tr>
<td>Discuss teaching practices and the importance of reflection</td>
<td>25%</td>
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<td>15%</td>
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<td>Discuss empirical research and its importance</td>
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<td>Comprehend educational testing and measurement</td>
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<td>Apply developmental theories</td>
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<tr>
<td>Apply behavioral theories</td>
<td>X</td>
<td>X</td>
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### Apply cognitive theories of learning

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### Discuss complex cognitive processes

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### Apply motivational theories

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### Evaluate strategies

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### Evaluate classroom management strategies

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### Grading Scale:

- **A** = 92%-100%
- **B** = 84%-91%
- **C** = 76%-83%
- **D** = 68%-75%
- **F** = Below 68%

### 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:
- **b.** Describe how the integrity of student work will be assured:
- **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.):

N/A

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

- **a.** course objectives;
- **b.** projects that require application and analysis of the course content; and
- **c.** separate methods of evaluation for undergraduate and graduate students.

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. (See Appendix *.)

This course is writing-intensive. At least 35% of students’ grades for the course constitute of writing assignments and activities. Students are given the opportunity to revise some of their written assignments after receiving feedback from the instructor.
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.

The class will meet weekly Tuesdays and Thursdays, in addition to every other week on Fridays for the first nine weeks of the semester. During the students’ six-week practicum (field) experience, students will meet every other Friday. Each class meeting is two hours.

COURSE SCHEDULE:

Week 1:  History of Educational Psychology (100 minutes);
         Effective Teaching (100 minutes);
         Research in Educational Psychology (50 minutes)

Week 2:  Introduction to Development (50 minutes);
         Cognitive Development (100 minutes); Social Development (100 minutes)

Week 3:  The Self & Moral Development (130 minutes);
         Intelligence (120 minutes)

Week 4:  Learning and Thinking Styles & Personality and Temperament (130 minutes);
         Information Processing Approach (60 minutes); Attention and Memory (60 minutes)

Week 5:  Expertise and Meta-Cognition (100 minutes);
         Complex Cognitive Processes (75 minutes);
         Conceptual Understanding and Thinking (75 minutes)

Week 6:  Problem Solving and Transfer (100 minutes);
         Social Constructivist Approach & The Social constructivist Classroom (150 minutes);

Week 7:  Motivation & Achievement Processes (150 minutes);
         Relationships and Sociocultural Contexts (100 minutes)

Week 8:  Behavioral Approaches (100 minutes);
         Classical and Operant Conditioning (150 minutes)

Week 9:  Social Cognitive Theory of Learning (70 minutes)
         Classroom Management Strategies and Implications (130 minutes)
         Norm-referenced, Criterion-referenced, and Standardized Testing and Implications (50 minutes)

Week 10-15:  45-60-hour practicum
PART IV: PURPOSE AND NEED

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

The proposed revisions in EDP 3331 (3325) are needed to comply with the state and national standards for preparing professional educators in collaborative clinical sites. Performance-based teacher education demands a sequence of progressively demanding cognitive and pedagogical experiences, multiple assessments of candidates’ performances, and a variety of pre-student teaching opportunities to demonstrate knowledge, skills, and dispositions of teaching and learning. The increased requirements for clinical experiences are designed to facilitate this.

Proposed change #2: Addition of Objective J. “Evaluate classroom management strategies and their implications in creating positive learning environments.”
Rationale for proposed change #2: Given the research from examining self-efficacy beliefs of previous pre-service teachers in this course, students have expressed that they feel less confident in their preparation on classroom management to carry out a variety of teaching tasks.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
   b. If the course or some sections of the course may be technology delivered, explain why.

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

   Block schedule with SED 3330 meeting five times per week.

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

   This course is not similar to any other existing course.

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

4. Impact on Program(s):

   This course is a core requirement for candidates in Teacher Certification.

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

   If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course
PART V: IMPLEMENTATION

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

    Catherine Polydore and other qualified instructors.

    If this is a graduate course and the department does not currently offer a graduate program, it must
document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: NONE

    Include those for supplemental packets, hardware/software, or any other additional instructional,
technical, or technological requirements. (Course fees must be approved by the President’s Council.)

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


PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be
judged equivalent to this course" OR "A community college course will not be judged equivalent to this
course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may
be accepted as a substitute; however, upper-division credit will not be awarded.

    N/A

PART VII: APPROVALS

Date approved by the department or school: 1/12/2011

Date approved by the college curriculum committee: 2/28/2011

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

Date approved by CAA: 4/7/2011

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be
graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer
papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active
courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In
writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to
be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).