

TRANSMITTAL MEMO

Date: Feb. 13, 2009

TO: Dr. Joanne Arhar, Associate Dean
Vacca Office of Student Services

FROM: Dr. Melody Tankersley, Chair
Educational Foundations and Special Services

RE: Revision to TAG courses: EDPF 29525, Educational Psychology and ITEC 19525
Educational Technology

Summary of proposed actions:

In October 2007, upon the recommendation of an ad hoc committee on TAG courses and approval of EHHS Undergraduate Council, these courses and EDPF 29535, Education in a Democratic Society were revised to reorder the sequence of coursework. During the proposal submission process, two teacher education areas, Dance Education (DAN) and Physical Education (PEP) were inadvertently omitted from the list of majors and minors approved for registration. This proposal corrects the omissions by adding DAN and PEP to the list of majors and minors approved to register for courses without permission.

Timetable and Action Required:

EFFS Curriculum Committee: Sept. 20, 2007
Undergraduate Council: Feb. 20, 2009
EPC: March 30, 2009
Effective Date: Spring 2010

PROPOSAL SUMMARY

Title: Revision to prerequisites for TAG courses: EDPF 29525, Educational Psychology and ITEC 19525, Educational technology

Subject Specification:
Changes in prerequisites.

Background Information:

In October 2007, upon the recommendation of an ad hoc committee on TAG courses and approval of EHHS Undergraduate Council, these courses and EDPF 29535, Education in a Democratic Society were revised to reorder the sequence of coursework. During the proposal submission process, two teacher education areas, Dance Education (DAN) and Physical Education (PEP) were inadvertently omitted from the list of majors and minors approved for registration. This proposal corrects the omissions by adding DAN and PEP to the list of majors and minors approved to register for courses without permission.

Alternatives and Consequences: The alternative would be to leave the approved list as it currently is. All DAN and PEP students would continue to ask EDFS for permission to attend classes on an individual basis.

Specific Recommendation and Justification: The recommendation is to add DAN and PEP to the list of programs approved to register for EDPF 29525, Educational Psychology and ITEC 19525, Educational technology without permission.

Timetable and Action Required:

EDFS Curriculum Committee: Sept. 20, 2007

Undergraduate Council: Feb. 20, 2009

EPC: March 30, 2009

Effective Date: Spring 2010

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10-Feb-09** Curriculum Bulletin _____
 Effective Date **Spring 2010** Approved by EPC _____

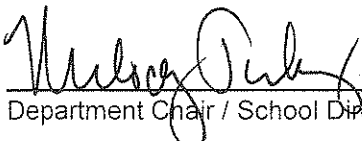
Department **EFSS**
 College **EH - Education, Health and Human Services**
 Proposal **Revise Course**
 Course Subject **EDPF** Course Number **29525**
 Course Title **Educational Psychology**
 Minimum Credits **03** Maximum Credits **03**

- | | | |
|--|--|---|
| Checked items are new or revised | <input type="checkbox"/> Subject <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Title Abbreviation <input type="checkbox"/> Credit Hours <input checked="" type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Schedule Type | <input type="checkbox"/> Cross-Listed / Slash <input type="checkbox"/> Grade Rule <input type="checkbox"/> Credit by Exam <input type="checkbox"/> Course Content <input type="checkbox"/> Liberal Education Requirements (LER) <input type="checkbox"/> Writing-Intensive (WIC) <input type="checkbox"/> Diversity <input type="checkbox"/> Other |
|--|--|---|

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
This change in prerequisites is being done in conjunction with the Cultural Foundations program within Educational Foundations and Special Services and with Undergraduate Studies in the College of Education, Health and Human Services. This one of the college's TAG (Transfer Articulation Guidelines) courses. The goal is to reorder the TAG courses for teacher education students. The three units (Educational Psychology/Instructional Technology, Cultural Foundations and Undergraduate Studies) most affected by the changes have worked out all major issues of policies and procedures to their satisfaction.

Units consulted (other departments, programs or campuses affected by this proposal):
In addition to Cultural Foundations and Undergraduate Studies (EHHS), the decisions about these prerequisites have come out of an ad hoc committee that included representatives from all teacher education units in EHHS as well as the Teacher Education Coordinators of all teacher education units at Kent State University.

REQUIRED ENDORSEMENTS

| | |
|---|-------------------|
|  Department Chair / School Director / Campus Dean | <u>02/17/09</u> |
| College Dean | _____/_____/_____ |
| Executive Dean of Regional Campuses / Dean of Graduate Studies | _____/_____/_____ |
| | _____/_____/_____ |

Senior Vice President for Academic Affairs and Provost



BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **10-Feb-09** Requested Effective Term **Spring 2010**
 Course Subject **EDPF** Course Number **29525**
 Course Title **Educational Psychology**
 Title Abbreviation **Ed Psych**
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** to or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours Lecture Minimum Hours _____ to or Maximum Hours _____
 Per Week Laboratory Minimum Hours _____ to or Maximum Hours _____
 Other Minimum Hours _____ to or Maximum Hours _____
NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **3** OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **C - Letter or In Progress (IP)**
 Schedule Type(s) **select one**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **EDPF 29535 and major in earth science (ESCI) or integrated language arts (INLA) or integrated mathematics (IMTH) or integrated science (IFSC) or integrated social studies (INSS) or life science (LFSC) or life science chemistry (LSCM) or physical science (PHSC) or school health education (SHED) or early childhood education (ECED) or middle childhood education (MCED) or gifted (GFTD) or intervention specialist (INSP) or integrated business education (IBED) or family and consumer science education (FCSE) or marketing education (MKT) or art education (ARTE) or music education (MUED) or early childhood education technology (ECET) or dance education (DAN) or physical education (PEP)**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) **C**

Corequisite(s)

Registration is by special approval only Yes No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description

(do not include prerequisites)

Complete the following only if applicable:

Previous Title _____

Previous Subject _____

Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

| Contact Hours | Outline |
|---------------|--|
| 3.00 | Knowledge and learning to teach. Examine the role of pedagogical and content knowledge in teaching. The role of Educational Psychology in teaching and learning. The role of acquiring research knowledge. Review of the different forms of research and their role in decision making. |
| 3.00 | Overview of the theoretical frameworks used to describe the development of cognition and language. |
| 3.00 | Review and analysis of learning differences including intelligence, SES, culture, gender, and at risk students. |
| 3.00 | Overview of personal, social, and emotional development and the theoretical frameworks. |
| 3.00 | Review of the characteristics of learners with exceptionalities including and how to best serve students. Review of the Individuals with Disabilities Act. |
| 3.00 | Review of Behavioral and Social-Cognitive theories of learning. |
| 3.00 | Review of cognitive theories of learning |
| 3.00 | Review and critique of constructivist perspectives of learning. |
| 6.00 | Review and analysis of theories of complex cognitive processes in learning. |
| 3.00 | Review of theories of motivation, and application of theories to creating a motivating classroom environment. |
| 3.00 | Analysis of how to create a productive classroom. Applying learning theories to classroom management both cognitive and behavioral theories, and dealing with misbehaviors. |
| 3.00 | Analysis of how to create a productive learning environment including planning for instruction and implementing instruction. |
| 3.00 | Overview of classroom assessment including traditional assessments, alternative assessments, effective assessment strategies, and reporting grades |
| 3.00 | Overview of standardized testing including standardized tests and formats, interpreting standardized scores, descriptive statistics, reliability, validity, issues in standardized tests. |

45 Total Contact Hours

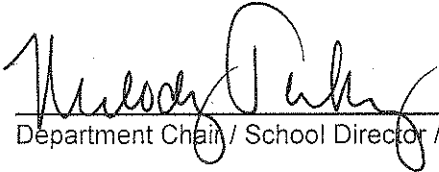
Textbook(s) Used in this Course

Writing Expectations

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

02/17/09

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10-Feb-09** Curriculum Bulletin _____
Effective Date **Spring 2010** Approved by EPC _____

Department **EFSS**
College **EH - Education, Health and Human Services**
Proposal **Revise Course**
Course Subject **ITEC** Course Number **19525**
Course Title **Educational Technology**
Minimum Credits **03** Maximum Credits **03**

- | | | |
|---------------|---|---|
| | <input type="checkbox"/> Subject | <input type="checkbox"/> Cross-Listed / Slash |
| | <input type="checkbox"/> Number | <input type="checkbox"/> Grade Rule |
| | <input type="checkbox"/> Title | <input type="checkbox"/> Credit by Exam |
| Checked items | <input type="checkbox"/> Title Abbreviation | <input type="checkbox"/> Course Content |
| are new | <input type="checkbox"/> Credit Hours | <input type="checkbox"/> Liberal Education Requirements (LER) |
| or revised | <input checked="" type="checkbox"/> Prerequisites | <input type="checkbox"/> Writing-Intensive (WIC) |
| | <input type="checkbox"/> Description | <input type="checkbox"/> Diversity |
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| College Dean | ____/____/____ |
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| | ____/____/____ |

Senior Vice President for Academic Affairs and Provost



BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

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 Course Subject **ITEC** Course Number **19525**
 Course Title **Educational Technology**
 Title Abbreviation **Ed Tech**
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Catalog Description.

(do not include prerequisites)

Complete the following only if applicable:

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Previous Subject _____

Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact
Hours

Outline

- | | |
|-------------|---|
| 6.00 | develop basic technology competencies through the effective use of multiple operating systems (6 hrs). |
| 18 | develop the basic skills in productivity and utility software applications (18 hrs). |
| 9.00 | develop basic understanding of how to use existing and emerging educational technologies to achieve curricular goals, manage classrooms, participate in curricular design, and enhance instructional strategies (9 hrs). |
| 3 | apply an understanding of copyright law, use of copyrighted materials, software licensing, and other ethical issues (3 hrs). |
| 9.00 | develop the ability to align curricular goals, instructional objectives, and the capabilities of electronic media through the principles of effective visual design, specification of clear instructional objectives, and the production of electronic media in various digital and non-digital formats (9 hrs). |

45.00 Total Contact Hours

Textbook(s) Used in this Course _____

Writing Expectations _____

Instructor(s) Expected To Teach _____

Instructor(s) Contributing to Content _____

REQUIRED ENDORSEMENT

Melba Park

02/17/09

Department Chair / School Director / Campus Dean