

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Dr. John Bates	Phone: 410-837-6560
DEPARTMENT / DIVISION: Applied Behavioral Sciences		
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):		
4, 6, 7: Change number and prerequisites for PSYC 448 Educational Psychology to be consistent with numbering system within new 4-year PSYC BA program; shorten and up-date course description. Numbering change is from PSYC 448 to PSYC 240.		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

Box 1: TYPE OF ACTION	ADD(NEW) <input type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)	DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
1. Experimental Course ¹	NOP	a, c, e	AC
2. Course Title	NO		ABCD
3. Course Credits	NO		ABCD
<input checked="" type="checkbox"/> 4. Course Number	NO		ABCD
5. Course Level	NO		ABCD
<input checked="" type="checkbox"/> 6. Pre & Co-Requisite	NO		ABCD
<input checked="" type="checkbox"/> 7. Course Description	NOP		ABCD
8. New Course	NOP		ABCDEF
9. Deactivate a Course	NO		ABCDEF
10. Program Requirements	NO	b, c, d, e	ABCDEF
11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
12. Closed Site Program	NOT	e	ABCDHIK
13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDEFHIL
16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
17. Program Title Change	NO, 5	a, c, d, e	ABCDEFGHJL
18. Program Termination	NO, 10	d, e	ABCDEFGHIK
19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFGHJL
20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)			
<input checked="" type="checkbox"/> N. This Cover Sheet		<input type="checkbox"/> Q. Full 5-page MHEC Proposal	<input type="checkbox"/> T. Other
<input checked="" type="checkbox"/> O. Summary Proposal		<input type="checkbox"/> R. Financial Tables (MHEC)	
<input checked="" type="checkbox"/> P. Course Definition Document		<input type="checkbox"/> S. Contract	



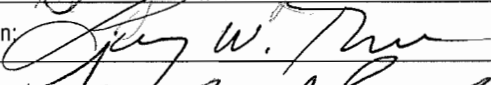
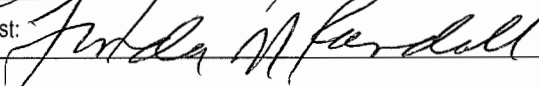
- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

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10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - proposed date after which no new students will be admitted into the program;
 - accommodation of currently enrolled students in the realization of their degree objectives;
 - treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - reallocation of funds from the budget of the affected program; and
 - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: 	1-22-07
B. Final faculty review body within each School	Chair: 	2-15-07
C. College Dean	Dean: 	2/19/07
D. Provost and Senior Vice President for Academic Affairs	Provost: 	2/28/07
E. Curriculum Review Committee (UFS subcommittee)	Chair:	
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

DOCUMENT O: SUMMARY PROPOSAL

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DEPARTMENT / DIVISION: Division of Applied Behavioral Sciences		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
4, 6, 7: Change number and prerequisites for PSYC 448 Educational Psychology to be consistent with numbering system within new 4-year PSYC BA program; shorten and up-date course description. Numbering change is from PSYC 448 to PSYC 240.		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

O-1: Briefly describe what is being requested:

4 – Change course number from PSYC 448 to PSYC 240

6 - Change course prerequisites to:

PSYC 100 or an equivalent introductory psychology course or permission of program director.

7 – Change course description to

Applications of current psychological theories of learning, cognition and motivation within a variety of formal and informal educational settings.

For new courses or changes in existing courses (needed by Registrar)

OLD Title: Educational Psychology	Course # / HEGIS Code: PSYC 448	Credits: 3
NEW Title: Educational Psychology	Course # / HEGIS Code: PSYC 240	Credits: 3

O-2: Set forth the rationale for the proposal:

4 – Numbering change necessitated by need for lower-division courses within the new 4-year PSYC BA program. Educational psychology typically is a 2nd-year course within psychology curricula, and may have some appeal to non psychology majors as a lower-level elective.

6 – Prerequisite change necessitated by previously approved renumbering of courses within new 4-year PSYC BA degree program.

7 – Existing course description is inaccurate (i.e., "An upper level course ..."), overly wordy, and dated in its terminology. New course description is more informative of actual course content.

Document P: Required Format for Course Definition Document

1. **Date Prepared:** 22 January 2007
2. **Prepared by:** Dr. John Bates
3. **Department:** Division of Applied Behavioral Sciences
4. **Course Number(s), including HEGIS code(s):** PSYC 240
5. **Course Title:** Educational Psychology
6. **Credit Hours:** 3
7. **Catalog Description (Paragraph should reflect general aims and nature of the course)**

Applications of current psychological theories of learning, cognition and motivation within a variety of formal and informal educational settings.
8. **Prerequisites:**

PSYC 100 or an equivalent introductory psychology course or permission of program director.
9. **Faculty qualified to teach course:**

John Bates, Deborah Kohl
10. **Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop)**

Lecture/discussion
11. **Suggested approximate class size:** 20-25
12. **Content Outline**
 1. Structure and methods of educational psychology
 2. Definitions/categories of learning
 3. Operant learning goals and basic principles
 4. Methods of teaching new responses via operant principles
 5. Methods of suppressing unwanted responses via operant principles
 6. Short- and long-term side-effects of institutionalized aversive control
 7. Goals and basic principles of associative learning
 8. Achieving the transfer of learning
 9. Principles of modern cognitive learning theory
 10. Factors influencing formation and retrieval of long-term memories
 11. Expository Teaching, Discovery Learning, and Guided Discovery
 12. Definition of and theoretical perspectives regarding human motivation

13. Educational applications of need-drive theory
14. Educational applications of arousal theory
15. Self-perception, personal causation, and achievement motivation

13. Learning Goals

By the end of this course, students should be able to

1. describe the characteristics of learned behavior.
2. name the three basic principles of operant learning theory.
3. identify examples of the principles of stimulus discrimination, stimulus control and response generalization, and describe the relations among these concepts in terms of operant learning.
4. identify examples of positive/negative reinforcement/punishment, and describe their effects on student behaviors
5. describe the underlying principles and the steps of shaping and of forward and backward chaining, and distinguish among examples of shaping and chaining.
6. discuss the likely behavioral side-effects of various operant techniques to eliminate unwanted student behaviors.
7. discuss, in associative learning terms, the effects of contiguity and repetition on the learning process.
8. describe the steps involved in applications of associative learning theory to the teaching of an academic skill.
9. interpret classroom examples in terms of the Information Processing model of human memory, including the indication of which component of the model may be operating or malfunctioning.
10. describe the defining characteristics of episodic and semantic long-term memories, and suggest/discuss instructional strategies that would facilitate the transfer of information from episodic to semantic storage;
11. compare/contrast the characteristics, assumptions and relative advantages of expository, discovery, and guided discovery models of instruction.
12. compare/contrast the basic assumptions and arguments of arousal theory, behaviorism, attribution theory and expectancy theory in the context of motivating human behavior.
13. compare/contrast the assumptions and predictions of behavioral contrast, personal causation theory and self-perception theory with respect to the production of motivated behavior.
14. discuss the effects that early and recent success/failure experiences are likely to have on achievement motivation.

14. Assessment Strategies

In addition to standard objective examinations covering course content, assessment should include a term project in which each student applies a learning or motivational theory discussed in the course to a classroom situation from the student's own experience. The project should include a sufficiently thorough and accurate summary of the theory to be applied; a complete description of the classroom situation to which the theory is applied; specific and well detailed procedures/activities/etc. derived from the applied theory that would be appropriate to that classroom situation; and, discussion of the benefits/advantages likely to be realized by students if those procedures/activities were applied in that situation.

15. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.)

Appropriate texts include

Ormrod, J. E. (2005). *Essentials of educational psychology*. Upper Saddle River, NJ: Prentice Hall.
Woolfolk, A. E. (2006). *Educational psychology*. Boston, MA: Allyn & Bacon.