MASTER SYLLABUS
(Generic Outline)

Administrative Unit: Education Department
Course Prefix and Number: EDUC 230
Course Title: Educational Psychology

DIGITAL DESCRIPTIONS

<table>
<thead>
<tr>
<th>STUDENT DESCRIPTION:</th>
<th>PAY-HOUR DESCRIPTION:</th>
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<tbody>
<tr>
<td># Cr Hrs - # Lec Hrs - # Lab Hrs</td>
<td>Total # = Lec Hrs + Lab Hrs</td>
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<tr>
<td>2-3 - 2-3 - 0</td>
<td>2-3 = 2-3 + 0 X 2/3</td>
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Catalog Description: The applied study psychological principles in educational environments. Emphasis is upon the scientific approaches to teaching and learning. Students learn to plan, deliver, evaluate and report instructional outcomes. Cross-listed as PSYC 230. Prerequisite: PSYC 101. Offered Spring semester.

Prerequisites/Corequisites: PSYC 101.

Technology Requirement: Demonstrate a microcomputer application.

DESE QI Targeted: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Text:


Course Objectives:
1. Understand teachers as scientists and practitioners. MoSTEP: 1.1, 2.2, 9.2, 9.3
2. Understand state standards, district frameworks and writing instructional objectives. MoSTEP: 4.1, 4.3
3. Demonstrate planning activities for delivering individualized educational experiences. MoSTEP: 2.3, 3.2, 3.3, 4.2, 6.2
4. Understand and evaluate psychological theories and their derivative instructional models. MoSTEP: 2.1, 2.4, 8.3
5. Understand and evaluate classroom management plans. MoSTEP: 5.2, 6.1
6. Understand the differentiating instructional experiences to accommodate learner diversity in the classroom. MoSTEP: 3.1, 3.2, 5.1, 7.2, 10.4
7. Understand the assessment and evaluation process, including MAP. MoSTEP: 8.1, 8.2, 8.4, 9.1
Topical Outline:

Course Introduction
The Teacher as Scientist and Practitioner
Writing Instructional Objectives (cognitive domain and categories; affective domain and categories; psychomotor domain and categories; condition and criteria specifications; influences on instruction and evaluation; writing a lesson plan)
Planning Individualized Instruction (identifying and interpreting personal, social, cognitive, and moral developmental differences; reading, understanding and interpreting standardized test scores for intelligence and achievement measures)
Instructing, Managing and Motivating Students (behavioristic approaches to instruction; cognitivistic and information processing theory approaches to instruction; humanistic approaches to instruction; neuroscience approaches to instruction (instructional differences: elementary vs. middle vs. high schools)
Motivating Student Learning
Managing Student Behavior
Dealing with Pupil Exceptionality in the Classroom (mental retardation; learning disabilities; behavior disorders; gifted and talented; economic and cultural deprivation; multicultural differences)
Evaluating Learning Outcomes

Recommended maximum class size for this course: 35

Upper Limit Hour Requirement: When taken for 3 hours of credit, the topical outline of the course must be extended to indicate the increased depth of material studied, or the student must be required to complete a substantive research manuscript demonstrating application or synthesis of the knowledge base.

Prepared by: Ronald D. Taylor, Ed.D.
Name ___________________________ Signature ___________________________

Date: February 3, 2003

NOTE: The intention of this master course syllabus is to provide a general outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught, or where it is taught. This generic outline is not intended to restrict the way any individual faculty member teaches the course. The master syllabus, therefore, should be general enough to allow for a diversity of individual approaches to teaching the course, while at the same time it provides guidance on what the course should cover.