

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—NEW COURSE PROPOSAL<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: TEACHING AND LEARNING

COLLEGE: EDUCATION

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX EDF COURSE NUMBER 6944

LAB CODE (L or C) \_\_\_\_\_

(TO OBTAIN A COURSE NUMBER, CONTACT [MJENNING@FAU.EDU](mailto:MJENNING@FAU.EDU))

COMPLETE COURSE TITLE: FIELD PROJECT IN EDUCATIONAL PSYCHOLOGY

**EFFECTIVE DATE**

(first term course will be offered)

FALL 2015

CREDITS<sup>2</sup>: 3 SEMESTER HOURS

TEXTBOOK INFORMATION: Students will develop a personalized list of readings germane to the topic of the approved field project.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR  \_\_\_\_\_  
 SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

**COURSE DESCRIPTION, NO MORE THAN THREE LINES:** This course is individually designed according to student professional goals. It focuses on tending theoretical knowledge in educational psychology through a field-based experiential learning capstone project.

**PREREQUISITES\*:** NONE

**COREQUISITES\*:** NONE

**REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)\*:** PERMISSION OF INSTRUCTOR

\* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

**MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:**  
 DOCTORATE AND SACS CERTIFICATION

Faculty contact, email and complete phone number: Carol Meltzer, [meltzer@fau.edu](mailto:meltzer@fau.edu), 561-385-5736 (syllabus) and Alyssa Gonzalez-De Hass, [agonzale@fau.edu](mailto:agonzale@fau.edu), 561-799-8515 (course content).

Please consult and list departments that might be affected by the new course and attach comments.<sup>3</sup>

Departments in the COE: CS&D, CE, CC&EI, EL&RM, ESE, ES&HP and T&L.  
 Department in SCI: Psychology.

**Approved by:**

Department Chair:

Barbara R. Ridener

College Curriculum Chair:

Pat R. Burt

College Dean:

Valerie J. Burt

UGPC Chair:

Pat R. Burt

Graduate College Dean:

Andrew D. King

UFS President:

Provost:

**Date:**

9/2/14

9/24/14

9/24/14

10/8/14

10-15-14

1. **Syllabus** must be attached; see guidelines for requirements: [www.fau.edu/provost/files/course\\_syllabus.2011.pdf](http://www.fau.edu/provost/files/course_syllabus.2011.pdf)
2. Review **Provost Memorandum: Definition of a Credit Hour** [www.fau.edu/provost/files/DefinitionCreditHourMemo2012.pdf](http://www.fau.edu/provost/files/DefinitionCreditHourMemo2012.pdf)
3. **Consent** from affected departments (attach if necessary)

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

Department of Teaching and Learning  
College of Education  
Florida Atlantic University

<b>Title:</b>	Field Project in Educational Psychology
<b>Number:</b>	EDF 6944 (new course)
<b>Credits:</b>	3 semester hour credits
<b>Course Prerequisites:</b>	Instructor Permission and completion of 27-30 approved credits in the Educational Psychology Master's Program.
<b>Course Co-requisites:</b>	None

**Catalog Description:** This course is individually designed according to student professional goals. It focuses on extending theoretical knowledge in educational psychology through a field-based experiential capstone learning project.

**Connection to Conceptual Framework:** As reflective decision-makers students will make informed decisions and provide evidence of being capable professionals by applying theoretical content knowledge in educational psychology to specific educational needs identified either locally or nationally.

**Required Text:** Students will develop a personalized list of readings germane to the topic of the approved field project. The readings will include a minimum of 5-8 literature sources in educational psychology targeting content knowledge specific to their field project.

**Recommended Reading:**

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC.

**LiveText Account Required:** Students must have an active LiveText (LT) account within the first four (4) weeks of the spring or fall semester, the first three (3) weeks of the summer session, or after the first class of a fast track course. If you have not purchased an LT account by this date, a hold may be placed on your academic records.

### **Guidelines Used in Developing Course Objectives:**

Interstate Teacher Assessment and Support Consortium Teaching Standards (INTASC)  
Association for Childhood Education International Standards (ACEI)

### **Course Objectives:**

Students will be able to:

1. Reflect thoughtfully on the understanding of developmental theory, including the development of morality, gender roles, personality, and/or cognition, and its application to a field project area of specialization (INTASC 1, 2, 8), (ACEI 1.0).
2. Demonstrate ability to think critically across learning theory frameworks in the application of theoretical knowledge to learning environments in the field (INTASC 3, 7, 8), (ACEI 1.0).
3. Demonstrate familiarity and ability to think critically about current motivational frameworks (INTASC 3,8), (ACEI 1.0).
4. Recognize the importance of various sociocultural influences, including parents, teachers, peers or the media, and their impact on individual student learning and motivation (INTASC 10), (ACEI 5.2).
5. Conduct research using educational and psychological databases and demonstrate the ability to review relevant literature in educational psychology. (Ed Psych ALC Standard 3.1), (INTASC 9), (ACEI 5.1).
6. Demonstrate the ability to plan and complete a field project that identifies societal and/or community educational needs and cultivates evidence-based teaching practices. (Ed Psych ALC Standard 3.1), (INTASC 3,9), (ACEI 3.1, 5.1)

### **General Guidelines and Requirements**

**Field Project Requirement:** The field project is a culminating activity for students in the Educational Psychology Master's Degree program. It is intended to help students synthesize their understanding of theoretical knowledge acquired during their coursework, identify societal and community educational needs, and cultivate evidence-based teaching practices through a community engagement experiential learning project. The field project assignment includes three components:

- **Topic and Readings (50 points maximum):** Select a topic in educational psychology focused on an identified educational need locally or nationally and develop a list of relevant readings to be submitted by the deadline indicated on the syllabus.
- **Literature Review (100 points maximum):** Conduct a review of published literature pertinent to the educational need identified by your topic and submit by the deadline indicated on the syllabus.



- **Paper and Research Presentation (100 points maximum):** Develop a final paper including a polished review of the literature, reflection on field experience, and conclusions and final remarks. In addition to submitting a paper to the instructor, each student will present research findings to the class in a PowerPoint format. Absence of research presentation will result in a loss of 20 points from your paper grade.

**Class Participation (50 points maximum):** Regular class participation is expected and is calculated into your final grade. Participation is defined as thoughtful and considerate discussion on class content as evaluated by the instructor.

**EDF 6944 Grading Scale (A to D-)**

<b>Grades Are Based On:</b>	<b>Max</b>	<b>A (93)</b>	<b>A- (90)</b>	<b>B+ (86)</b>	<b>B (83)</b>	<b>B- (80)</b>	<b>C+ (76)</b>	<b>C (73)</b>	<b>C- (70)</b>	<b>D+ (66)</b>	<b>D (63)</b>	<b>D- (60)</b>
Topic & Readings	50	46	45	43	41	40	38	36	35	33	31	30
Literature Review	100	93	90	86	83	80	76	73	70	66	63	60
Field Paper & Presentation	100	93	90	86	83	80	76	73	70	66	63	60
In-Class Participation	50	46	45	43	41	40	38	36	35	33	31	30
<b>Total</b>	<b>300</b>	<b>278</b>	<b>270</b>	<b>258</b>	<b>248</b>	<b>240</b>	<b>228</b>	<b>218</b>	<b>210</b>	<b>198</b>	<b>188</b>	<b>180</b>

### FAU Grading Scale (A to D-)

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
Point Range	93-100	90-92	86-89	83-85	80-82	76-79	73-75	70-72	66-69	63-65	60-62
Quality Points*	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67

**Quality Points for 1 semester hour\***

### Assessment and Capstone Recommendations

#### **FL-FAU- Ed Psych.3 STANDARD: Critical Thinking**

**FL-FAU- Ed Psych.3.1 INDICATOR:** Student demonstrates the ability to utilize higher-order thinking skills in the submission of a paper that addresses an educational need in the community, analyzes-across relevant literature in educational psychology, and cultivates evidence-based teaching strategies.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p>Candidate demonstrates exemplary higher-order thinking skills in the submission of a paper that:</p> <ol style="list-style-type: none"> <li>1. Addresses an educational need in the community;</li> <li>2. Analyzes, synthesizes and evaluates across relevant literature in educational psychology; and</li> <li>3. Cultivates evidence-based teaching strategies.</li> </ol>	<p>Candidate demonstrates satisfactory higher-order thinking skills in the submission of a paper that:</p> <ol style="list-style-type: none"> <li>1. Addresses an educational need in the community;</li> <li>2. Analyzes synthesizes and evaluates across relevant literature in educational psychology; and</li> <li>3. Cultivates evidence-based teaching strategies, but some elements are neglected or could be improved.</li> </ol>	<p>Candidate <b>fails</b> to demonstrate effective higher-order thinking skills in the submission of a paper that:</p> <ol style="list-style-type: none"> <li>1. Addresses an educational need in the community;</li> <li>2. Analyzes, synthesizes and evaluates across relevant literature in educational psychology; and</li> <li>3. Cultivates evidence-based teaching strategies.</li> </ol>

## Policies

### **Minimum Passing Grade:**

The minimum grade required to pass this course is B (248 points total or no less than an 83% average).

### **Late Work:**

Student work not turned in by the deadline, without approved extension from the instructor, is subject to a 5 point deduction each day after the due date.

### **Examinations:**

No examinations are required.

### **Incomplete Grades:**

Incomplete grades are reserved for students who can demonstrate a passing grade in the course but have not completed all the required work because of exceptional circumstances.

### **Attendance:**

According to University policy, “Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance”. Reasonable accommodations are made for religious observances (FAU Catalog, Academic Policies and Regulations).

### **Students with Disabilities:**

In compliance with The Americans with Disabilities Act (A.D.A.), students who required special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca in the Student Support Service Building (SU 80) in room 133 (561-297-3880); in Davie, LA 203A (954-236-1222); in Jupiter SR 117 (561-799-8585) and follow all OSD procedures (FAU Catalog, Academic Policies and Regulations).

### **Classroom Etiquette:**

During on-campus classes, FAU policy on cell phones: “In order to enhance and maintain a productive atmosphere for education, personal communication devices such as cellular telephones are to be disabled in class sessions” (FAU Catalog, Academic Policies and Regulations).

### **Code of Academic Integrity:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. For more information, see <http://www.fau.edu/academic/registrar/catalog/> (FAU Catalog, Academic Policies and Regulations).

## Outline

Week	Discussion and Assignment Due
1	<b>Meet in Class</b> Introduction to Course and Field Project
2	Identify Field Project Research Question Secure Field Experience Partnership
3	Identify Field Project Research Question Secure Field Experience Partnership
4	<b>Meet in Class</b> Formal Field Topic & List of Readings Due
5	Field Project Experience Writing and Reflection
6	Field Project Experience Writing and Reflection
7	Field Project Experience Writing and Reflection
<b>Break – No Class</b>	
8	<b>Meet in Class</b> Field Project Consultation & Review of the Literature Due
9	Field Project Experience Writing and Reflection
10	Field Project Experience Writing and Reflection
11	Field Project Experience Writing and Reflection
12	Field Project Writing
13	Field Project Writing
14	Field Project Writing
15	<b>Meet in Class</b> Field Project Presentations & Final Paper Due



## Bibliography

### Books

- Berk, L.E. (2010). *Exploring lifespan development* (2<sup>nd</sup> ed.), Boston: Pearson.
- Bransford, J., Derry, S., Berliner, D., Hammerness, K., & Beckett, K.L. (2005). Theories of learning and their roles in teaching. In L. Darling-Hammond & J. Bransford, *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 40-87). San Francisco: Jossey-Bass.
- Brophy, J.E. (2010). *Motivating students to learn* (3<sup>rd</sup> ed.), New York: Routledge.
- Casper, V. & Theilheimer, R. (2010). *Early childhood education: Learning together*. New York: McGraw-Hill.
- Dumont, H., Istance, D., & Benavides F. (Eds.), (2010). *The nature of learning: Using research to inspire practice*. Paris, France: OECD Publishing.
- Elliot, A.J. & Dweck, C.S. (Eds.). *Handbook of competence and motivation* (pp. 436-456). New York: Guilford Press.
- Gestwicki, C. (2011). *Developmentally appropriate practice: Curriculum & development in early education* (4<sup>th</sup> ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Kail, R.V. & Cavanaugh, J.C. (2013). *Human development: A life-span view*. (6<sup>th</sup> ed.), Belmont, CA: Wadsworth, Cengage Learning.
- Larsen, R.J. & Buss, D.M. (2010). *Personality psychology: Domains of knowledge about human nature* (4<sup>th</sup> ed.). New York: McGraw-Hill.
- Mayer, R.E. & Alexander, P.A. (Eds.), (2011). *Handbook of research on learning and instruction*. New York: Routledge.
- Miller, P.H. (2010). *Theories of developmental psychology* (5<sup>th</sup> ed.). New York: Worth.
- Ormrod, J.E. (2012). *Human learning*, (6<sup>th</sup> ed.). Boston: Pearson.
- Petri, H.L., & Govern, J.M. (2013). *Motivation: Theory, research, and application* (6<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Pollard, A., Collins, J., Maddock, M., Simco, N., Swaffield, S., Warin, J., & Warwick, P. (2005). *Reflective teaching*. (2<sup>nd</sup> ed.), London: Continuum.
- Schunk, D.H., Pintrich, P.R., & Meece, J.L. (2008). *Motivation in education: Theory, research, and applications* (3<sup>rd</sup> ed.). Coumbus, OH: Pearson.

**Journals**

*American Psychologist*

*Child Development*

*Contemporary Education*

*Educational Researcher*

*Journal of Educational Psychology*

*Journal of Educational Research*

*Journal of Experimental Education*

*Journal of Personality & Social Psychology*

*Journal of Research in Childhood Education*

*Journal of Social Psychology*

*Journal of Youth and Adolescence*

*Personality and Social Psychology Bulletin*

*Psychological Bulletin*

*Psychological Record*

*Review of Educational Research*

**Search Engines**

Google Scholar <http://scholar.google.com/>

Yahoo <http://www.yahoo.com>

**Contact Information:**

To be completed by instructor