Educational Psychology 301
Psychology of Children & Adolescents

COURSE INFORMATION
Credit Hours: Three (3)

PREREQUISITES
Must have completed Education 201 & EDUC 211 or EDUC 202 or EDUC 203 & 212 with a grade of B or better, and attained full or provisional SARTE status.

COURSE DESCRIPTION
An investigation of the cognitive, social, physical, and personality aspects of the child and adolescent as they apply to the teaching-learning process. Special attention will also be given to the characteristics and needs of exceptional children.

RECOMMENDED TEXT:

COURSE RATIONALE
This course serves as a foundation for pre-service teachers in all licensure programs (early childhood, elementary, middle, high school). More specifically, the knowledge bases illustrates principles related to learning (cognitive psychology, constructivism, social cognitive theory and behaviorism), motivation (attribution theory, intrinsic motivation), child and adolescent development (Piaget, Vygotsky, Kohlberg), diversity (cultural and gender differences), and students with special needs (physical disabilities, learning disabilities, mental retardation, emotional disturbances and traumatic brain injury). Examining both theoretical and practitioner perspectives, allows the student to explore: "What develops?" "How and why children behave and develop as they do?," "Why are some research and teaching approaches more applicable than others?," and "How does an individual's development impact the teaching and learning process?"

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT CONCEPTUAL FRAMEWORK

VISION
The faculty of the College of Education and Human Development prepare candidates to become effective professionals who set the standard for excellence through best practices.

MISSION
The College of Education and Human Development exists to serve the regional, state, national, and global communities by developing effective professionals through implementing innovative and progressive programs. The COEHD’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (D) and Technology (T) are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

- Knowledge of the Learner - Candidates’ understanding of the learner which is necessary to provide effective and equitable instruction
- Content Knowledge - Candidates’ thorough understanding of the content appropriate to the area of specialization
- Strategies and Methods - Strategies and methods appropriate to each program within the educational unit which are necessary to develop effective professionals
- Professional Standards - Established criteria that guide effective professionals in each discipline area
COURSE OBJECTIVES - The candidate will be able to:
1. Define and give examples of essential terms associated with educational psychology. (CK)
2. Identify and explain major theoretical perspectives of cognitive, language, psychosocial, psychomotor, and moral development. (KL, PS)
3. Identify and explain major theoretical perspectives of learning and motivation. (KL, SM)
4. Describe and evaluate major research methods and techniques. (KL, PS)
5. Explain key concepts necessary to understand individual differences and determine the impact of providing for exceptionalities within the classroom. (KL, D, T)
6. Analyze the role that relationships play in learning and identify means of improving relationships among various participants, including parents, and describe techniques for changing behavior. (SM, KL, D)
7. Identify the needs of diverse learners, considering, but not limited to, varying socioeconomic levels, ethnicity, cultural differences, and gender equity. (KL, D)

ASSESSMENT: Candidates will be evaluated through class participation, assignments, exams and a professional project.

FIELD EXPERIENCES: Candidates will complete 10 observation hours and reflect on those hours.

LATE ASSIGNMENTS: A late project is one that is turned in after the assigned time on the assigned day, without prior permission from the instructor. A late project or assignment will result in the lowering of the grade by one letter for each class day that it is late.

DOCUMENTATION STYLE: Written work in this course must be APA documentation style when using citations (i.e. for your Professional Project.) Writing should be professional and points will be deducted for spelling and grammatical errors in all written work. Use your spell-checker and your grammar-checker.

EXPECTATIONS REGARDING STUDENT BEHAVIOR/CCLASSROOM DECORUM: Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of beepers, cellular telephones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as crossing the civility line. In the event of a situation where a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval of the instructor is required.

Classroom behavior, which is determined inappropriate and cannot be resolved by the student and the faculty member, may be referred to the Office of Judicial Affairs for administrative or disciplinary review as per the Code of Student Conduct which may be found at http://www.selu.edu/StudentAffairs/Handbook/. 

ACADEMIC INTEGRITY: Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgement of sources in essays or assignments and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.
CANDIDATE WORK SAMPLES: Candidate work samples (e.g. student assignments, projects) may be kept by the instructor as exemplars for program accreditation purposes. All identifying information will be removed when specific work samples are used. Candidates are advised to keep a back-up copy of all work submitted.

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Life, Room 203, Student Union. No accommodations will be granted without an official letter from the office of student disability.

KNOWLEDGE BASE:


