MEMORANDUM

To: Barbara Pierce, Chair, Undergraduate Curriculum Committee
From: Debra S. Blenis, Director of Teacher Education
Date: April 27, 2007
Re: Adding 3 New Courses: EDS 2010, 2050, 4090

The following provides the rational for the need of three additional courses in the
Science/Mathematics Education Department:

EDS 2010, Education Seminar (2 credits)
Rational: There is a need to introduce education students to the Florida Educator
Accomplished Practices and the National Education Technology Standards for Teachers
before they begin their junior sequence of education courses where they will be applying
them in their course and fieldwork. In addition, our students need additional opportunities
to practice reflective writing.

EDS 2050, Educational Psychology (3 credits)
Rational: The psychology department no longer offers courses needed by secondary
education students in the area of educational psychology.

EDS 4090, Educational Research (2 credits)
Rational: This course will prepare our candidates to conduct research necessary for them
to assess their performance for impact on secondary students' learning. This research not
only satisfies the new Florida Department of Education requirement, but also our QEP.
This course is available for student registration only after the approval process has been completed.

SUBJECT: EDS  
COURSE NO: 2010  
CREDIT HOURS: 2  
TERM TO BE ADDED TO THE FILE: Spring 08

CLASS HOURS: 30  
LECTURE HOURS:  
LAB HOURS:  
CONTACT HOURS (CEU ONLY):  

DEPARTMENT: Science/Mathematics Education  
SCHEDULE TYPE: Seminar

☐ COLLEGE OF AERONAUTICS–23  
☐ COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS–25  
☐ COLLEGE OF BUSINESS–24  
☒ COLLEGE OF SCIENCE–26  
☐ COLLEGE OF ENGINEERING–01  
☐ UNIVERSITY COLLEGE EXTENDED STUDIES–27

COMPUTER TITLE: Restricted to 25 characters, including spaces: Education Seminar

CATALOG TITLE: Education Seminar

CATALOG DESCRIPTION OF COURSE: Limited to 250 characters, including spaces:

Students will work closely with faculty and local secondary classroom teachers to document, demonstrate competence in, and reflect on the 12 Florida Educator Accomplished Practices and the National Education Technology Standards for Teachers.

In addition, you may attach a course syllabus and/or more detailed description.

RESTRICTIONS:
- ☐ Prerequisite: Course Number
- ☒ Corequisite: EDS 1005: Course Number
- ☐ Prerequisite: Course Number
- ☐ Corequisite: Course Number
- ☐ Prerequisite: Course Number
- ☐ Corequisite: Course Number

GRADES TO BE ISSUED:
- ☒ A, B, C, D, F
- ☐ A, B, C, D, F, CEU
- ☐ CEU
- ☐ S, U
- ☐ P, F
- ☐ Other

ADDITIONAL RESTRICTION:

If this course replaces a course currently offered in BANNER, please indicate old course information.

SUBJECT: Alpha Prefix (e.g., CSE)  
COURSE NO: (e.g., 1301)

APPROVALS: Upon completion of appropriate department approvals, submit form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval below and forward to Catalog Director.

☐ Department Head/Program Chair

Date: 4-20-07

☐ Dean or Associate Dean

Date: 4-20-07

☐ Chair, Graduate Council

Date

☐ Chair, Undergraduate Curriculum Committee

Date

CATALOG DIRECTOR

☑ SCACRESE  
☐ SCADETL  
☐ SCAPREQ  
☐ SCABASE  
☐ SCARRES  

Operator Init.  
Date

REGISTRAR'S USE ONLY

Catalog Director

Date

DISTRIBUTION:
- Original—Registrar
- Copy—Academic Unit

Florida Institute of Technology  
Office of the Registrar

150 West University Boulevard, Melbourne, FL 32901-6975  
(321) 674-8114  
Fax (321) 674-7627

RG-201-506
Texts: Science/Mathematics Education Student Handbook
Competencies for Teachers of the Twenty-first Century, Florida Education Standards
Commission.

Websites: http://www.coedu.usf.edu/ap/default.htm
http://cnets.iste.org/teachers/t_stands.html

Course Objectives:

The student will:

1. Improve reflective writing skills.
2. Explain the competencies and skills associated with the 12 Florida Educator Accomplished Practices.
3. Demonstrate competence of all National Education Technology Standards for Teachers.
4. Write a Professional Development Plan

Florida Educator Accomplished Practices Objectives:

The student will:

1. Use appropriate conventions of the English language in written and oral communication with students, parents and colleagues (2P.1)
2. Write a professional development plan (3P.1)
3. Observe other teachers and reflect on various styles of teaching and managing (3P.2)
4. Read and reflect on published educational literature (3P.3)

Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 3</td>
<td>Reflection in Teacher Education</td>
</tr>
<tr>
<td>4 – 7</td>
<td>Florida Educator Accomplished Practices</td>
</tr>
<tr>
<td>8 – 10</td>
<td>National Education Technology Standards for Teachers</td>
</tr>
<tr>
<td>11 – 12</td>
<td>Professional Development Plans</td>
</tr>
<tr>
<td>13 – 15</td>
<td>Secondary Classroom Observations</td>
</tr>
</tbody>
</table>
Grading:

Semester grades will be based on your knowledge of educational concepts and theories as well as your ability to express yourself orally and in writing. Knowledge of educational concepts and theories will be evaluated through your assignments, quizzes, PDP, and field experience evaluations.

Because it is so important for teachers to present themselves as professionals and effectively communicate with colleagues, parents, and administrators, writing clear and error-free English is a priority in the Science/Mathematics Education Department. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through written assignments and classroom discussions. Criteria for all evaluations will be based on content and mechanics.

Assignments are due at the beginning of class. Late papers received within 24 hours will be penalized 5% of the total possible points. Other late papers will be penalized 10%; however, papers will not be accepted later than one week following the due date. If you are absent, please contact someone in the class for any assignments given. If you are absent the day an assignment is due, send it with a friend or e-mail it to me to avoid loss of points.

Due to the nature of this class activities, attendance is mandatory.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>PDP</td>
<td>15%</td>
</tr>
<tr>
<td>Field Experience Evaluations</td>
<td>30%</td>
</tr>
</tbody>
</table>
Florida Institute of Technology

ADDING A NEW COURSE TO THE CURRICULUM

This course is available for student registration only after the approval process has been completed.

SUBJECT EDS COURSE NO. 2050 CREDIT HOURS 3 TERM TO BE ADDED TO THE FILE Spring 08
Alpha Prefix (e.g., CSE) Number-Choice (e.g., 1301) (e.g., Fall 2008)

CLASS HOURS 45 LECTURE HOURS 46 LAB HOURS CONTACT HOURS (CEU ONLY)

DEPARTMENT Science/Mathematics Education SCHEDULE TYPE lecture

□ COLLEGE OF AERONAUTICS-23 □ COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS-25
□ COLLEGE OF BUSINESS-24 □ COLLEGE OF SCIENCE-26
□ COLLEGE OF ENGINEERING-01 □ UNIVERSITY COLLEGE EXTENDED STUDIES-27

COMPUTER TITLE Restricted to 25 characters, including spaces

Educational Psychology

CATALOG TITLE

Educational Psychology

CATALOG DESCRIPTION OF COURSE Limited to 350 characters, including spaces

An introduction to the various psychological aspects that impact student learning within middle to high school settings. This course includes analyses of cognitive development as well as intelligence, memory, motivation, and self-concept. Overviews of classroom strategies and assessment procedures are also integrated.

In addition, you may attach a course syllabus and/or more detailed description.

GRADES TO BE ISSUED

□ A, B, C, D, F
□ A, B, C, D, F, CEU
□ CEU
□ S, U
□ P, F
□ Other

ADDITIONAL RESTRICTION (e.g., Major, Class Level, Department Head Approval)

If this course replaces a course currently offered in BANNER, please indicate old course information

SUBJECT Alpha Prefix (e.g., CSE) COURSE NO. (e.g., 1301)

APPROVALS: Upon completion of appropriate department approvals, submit form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval below and forward to Catalog Director.

4-20-07

Chairs, Graduate Council

4-20-07

OR

Chairs, Undergraduate Curriculum Committee

CATALOG DIRECTOR

These changes/additions have been made for the
University/Extended Studies Catalog and entered into the
BANNER term named above.

Catalog Director

REGISTRAR'S USE ONLY

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SCABRES Operator Init Date

Florida Institute of Technology Office of the Registrar

150 West University Boulevard, Melbourne, FL 32901-6975 • (321) 674-8114 • Fax (321) 674-7827

RG-271-506
Texts: Educational Psychology by R. Sternberg & W. Williams

Course Description: An introduction to the various psychological aspects that impact student learning from middle to high school settings. This course includes analyses of cognitive development as well as intelligence, memory, motivation, and self-concept. Overviews of classroom strategies and assessment procedures are also integrated.

Course Objectives:

The student will be able to:

1. Define the fundamental knowledge base of educational psychology required for teachers.
2. Compare and contrast the various theories of cognitive development.
3. Compare and contrast the various theories of personal, social, and emotional development.
4. Identify and describe the various aspects of student diversity including, but not limited to, multiple intelligences, modalities, exceptionalities, and cultural/community factors.
5. Identify characteristics of the various learning approaches or views in education including, but not limited to, behavioral, cognitive, and constructivist views.
6. Discuss and analyze the different factors that impact classroom teaching including, but not limited to, motivation, teaching strategies, teacher expectations, classroom management, and instructional planning.
7. Assess and evaluate the different factors in assessment as well as summarize the purpose of standardized testing, aptitude testing, and authentic assessments.
8. Illustrate effective classroom techniques and strategies.
9. Construct a database of instructional strategies that translates into effective teaching/assessment practices and effective classroom management.

Florida Educator Accomplished Practices Objectives:

The student will:

1. Develop a repertoire of teaching techniques & strategies to effectively instruct all 6-12 students (5P.2)
2. Demonstrate knowledge of human development and learning theories (7P.1)
Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Educational Psychology: A Tool for Effective Teaching</td>
</tr>
<tr>
<td>2</td>
<td>Cognitive and Language Development</td>
</tr>
<tr>
<td>3</td>
<td>Social Contexts and Socioemotional Development</td>
</tr>
<tr>
<td>4</td>
<td>Individual Variations</td>
</tr>
<tr>
<td>5</td>
<td>Sociocultural Diversity</td>
</tr>
<tr>
<td>6</td>
<td>Learners Who Are Exceptional</td>
</tr>
<tr>
<td>7</td>
<td>Behavioral and Social Cognitive Approaches</td>
</tr>
<tr>
<td>8</td>
<td>The Information-Processing Approach</td>
</tr>
<tr>
<td>9</td>
<td>Complex Cognitive Processes</td>
</tr>
<tr>
<td>10</td>
<td>Social Constructivist Approaches</td>
</tr>
<tr>
<td>11</td>
<td>Learning and Cognition in the Content Areas</td>
</tr>
<tr>
<td>12</td>
<td>Planning, Instruction and Technology</td>
</tr>
<tr>
<td>13</td>
<td>Motivation, Teaching and Learning</td>
</tr>
<tr>
<td>14</td>
<td>Managing the Classroom</td>
</tr>
<tr>
<td>15</td>
<td>Using Classroom Assessment &amp; Standardized Tests to Improve Teaching</td>
</tr>
</tbody>
</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 - 900</td>
<td>A</td>
</tr>
<tr>
<td>899 - 800</td>
<td>B</td>
</tr>
<tr>
<td>799 - 700</td>
<td>C</td>
</tr>
<tr>
<td>699 - 600</td>
<td>D</td>
</tr>
<tr>
<td>599 - 0</td>
<td>F</td>
</tr>
</tbody>
</table>
Florida Institute of Technology

ADDING A NEW COURSE TO THE CURRICULUM

This course is available for student registration only after the approval process has been completed.

SUBJECT  EDS  COURSE NO. 4090  CREDIT HOURS 2  TERM TO BE ADDED TO THE FILE Fall 2007

CLASS HOURS 30  LECTURE HOURS  0  LAB HOURS  0  CONTACT HOURS (CEU ONLY)  0

DEPARTMENT  Science/Mathematics Education  SCHEDULE TYPE  Seminar

☐ COLLEGE OF AERONAUTICS-23  ☐ COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS-25
☐ COLLEGE OF BUSINESS-24  ☒ COLLEGE OF SCIENCE-26
☐ COLLEGE OF ENGINEERING-01  ☐ UNIVERSITY COLLEGE EXTENDED STUDIES-27

COMPUTER TITLE  Restricted to 25 characters, including spaces  Research Seminar

CATALOG TITLE  Research Seminar

CATALOG DESCRIPTION OF COURSE  Limited to 350 characters, including spaces

Planning, designing, and implementing research developed to assess candidates' performance for impact on grades 6-12 student learning.

In addition, you may attach a course syllabus and/or more detailed description.

RESTRICTIONS

☐ Prerequisite ___________ Course Number
☐ Corequisite ___________ Course Number

☐ Prerequisite ___________ Course Number
☐ Corequisite ___________ Course Number

☐ Prerequisite ___________ Course Number
☐ Corequisite ___________ Course Number

GRADES TO BE ISSUED

☐ A, B, C, D, F
☐ A, B, C, D, E, F, CEU
☐ CEU
☐ S, U
☒ R, F
☐ Other

ADDITIONAL RESTRICTION

(e.g., Major, Class Level, Department Head Approval)

If this course replaces a course currently offered in BANNER, please indicate old course information

SUBJECT  Alpha Prefix (e.g., CSE)  COURSE NO. (e.g., 1391)

APPROVALS: Upon completion of appropriate department approvals, submit form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval below and forward to Catalog Director.

Organizational  4-20-07
Department Head/Program Chair

Dean or Associate Dean  4-20-07

Chair, Graduate Council  Date

OR

Chair, Undergraduate Curriculum Committee  Date

CATALOG DIRECTOR

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University/Extended Studies Catalog and entered into the
BANNER term named above.

Catalog Director  Date

REGISTRAR'S USE ONLY

SCACRS  ___________  SCADETL  ___________  SCAPREQ  ___________  SCABASE  ___________

SCAPRES  ___________  Operator Init  ___________  Date  ___________
This seminar will prepare candidates to assess their own performance for impact on 6-12 student learning.

**Co-requisite:** EDS 4095, Student Teaching 1

**Course Objectives:**

The candidate will:

1. Obtain the skills necessary to conduct research to assess their teaching performance during their internship.
2. Plan, design, and implement research to assess their teaching performance and impact on 6-12 student learning.

**Florida Educator Accomplished Practices Objectives:**

The candidate will:

1. Prepare students for and interpret scores from standardized tests (1P.1)
2. Modify instruction based on student observations and data (1A.1)
3. Provide appropriate written and oral feedback regarding data-based student progress to students and parents (1A.2)
4. Reflects upon and experiments with his/her own teaching practices (3A.2)

**Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Cycle of Teaching &amp; Learning</td>
</tr>
<tr>
<td>2</td>
<td>Research Processes</td>
</tr>
<tr>
<td>3</td>
<td>IRB &amp; Ethics Issues in Relation to Research</td>
</tr>
<tr>
<td>4 - 5</td>
<td>Research Design &amp; Methodology</td>
</tr>
<tr>
<td>6</td>
<td>Sampling Strategies</td>
</tr>
<tr>
<td>7 - 8</td>
<td>Instrumentation and Data Collection</td>
</tr>
<tr>
<td>9</td>
<td>Internal Validity</td>
</tr>
<tr>
<td>10 - 15</td>
<td>Implement Research</td>
</tr>
</tbody>
</table>

**Grades:** Pass/Fail