

## PSYC150 : Educational Psychology

### General Information

Author:	<ul style="list-style-type: none"><li>Michelle Stonis</li><li>Dulay, Michael</li></ul>
Course Code (CB01) :	PSYC150
Course Title (CB02) :	Educational Psychology
Department:	PSYCH
Proposal Start:	Fall 2025
TOP Code (CB03) :	(2001.00) Psychology, General
CIP Code:	(42.0101) Psychology, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000523712
Curriculum Committee Approval Date:	11/27/2024
Board of Trustees Approval Date:	01/21/2025
Last Cyclical Review Date:	11/27/2024
Course Description and Course Note:	PSYC 150 is designed to provide students with a fundamental understanding of the theoretical foundations of learning theories and their application in school settings. The course will focus on the evaluation of these applications as each contributed to the development of American Education. It will also provide a basis for understanding both failed and successful efforts toward remediations and reform, using psychology as a means of analysis.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	<ul style="list-style-type: none"><li>In-Person</li><li>Remote</li><li>Hybrid</li><li>Online</li></ul>
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Psychology</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

### IGETC Area

4I-Psychology

### Area

Psychology

### Status

Approved

### Approval Date

08/29/2016

### Comparable Course

No Comparable Course defined.

### CSU GE-Breadth Area

D9-Psychology

### Area

Psychology

### Status

Approved

### Approval Date

08/29/2016

### Comparable Course

No Comparable Course defined.

## Units and Hours

### Summary

#### Minimum Credit Units (CB07)

3

#### Maximum Credit Units (CB06)

3

#### Total Course In-Class (Contact) Hours

54

#### Total Course Out-of-Class Hours

108

#### Total Student Learning Hours

162

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

#### Funding Agency Category (CB23)

Cooperative Work Experience Education Status (CB10)

Credit Course.

Not Applicable.

Variable Credit Course

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

### Course Student Hours

**Course Duration (Weeks)** 18

**Hours per unit divisor** 54

#### Course In-Class (Contact) Hours

Lecture 54

Laboratory 0

Studio 0

**Total** 54

#### Course Out-of-Class Hours

Lecture 108

Laboratory 0

Studio 0

**Total** 108

### Time Commitment Notes for Students

No value

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

### Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

#### Advisory

PSYCC1000 - Introduction to Psychology (in-development)

#### Objectives

- Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology.
- Critically analyze major theoretical perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and socio-cultural).
- Describe biological bases of behavioral and mental processes, sensation, perception, learning, memory, cognition, consciousness, individual differences, personality, social psychology.
- Describe developmental changes across the lifespan, psychological disorders, emotion, and motivation.
- Discuss applied areas of psychology (e.g. clinical, counseling, forensic, community, organizational, school, and health).
- Recognize and the impact of diversity on psychological research, theory, and application.
- Apply psychological principles to personal experience as well as social and organizational settings.

OR

### Advisory

SOC S101 - Urban Education In America

#### Objectives

- Explain the philosophy of American education.
- Identify unique issues with American education inside the urban environment.
- Reflect on how race, gender, and class influence outcomes in the classroom.
- Assess political, economic, and social theories and trends as they relate to urban education.

### Entry Standards

Entry Standards	Description
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No value

No value

### Course Limitations

Cross Listed or Equivalent Course	Description
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No value

No value

### Specifications

Methods of Instruction

Methods of Instruction

Lecture

Methods of Instruction

Discussion

Methods of Instruction

Multimedia

Methods of Instruction

Collaborative Learning

Methods of Instruction

Demonstrations

<b>Methods of Instruction</b>	Field Activites (Trips)										
<b>Methods of Instruction</b>	Guest Speakers										
<b>Methods of Instruction</b>	Presentations										
<b>Out of Class Assignments</b> <ul style="list-style-type: none"> <li>• Homework assignments (e.g., evaluation of AI tools impacting both teaching and learning)</li> <li>• Essays demonstrating the application of concepts and critical thinking skills (e.g., the development of the student's pedagogic creed)</li> <li>• Research paper demonstrating the use of sources and critical thinking skills (e.g., a proposal for a new approach to teaching and assessing math in 4th grade)</li> <li>• Individual projects (e.g., presenting the pros and cons of The Homework Myth)</li> <li>• Group projects (e.g., PowerPoint presentation of stages of cognitive development as they are applied to the classroom)</li> </ul>											
<b>Methods of Evaluation</b>	<b>Rationale</b>										
Writing Assignment	Written assignment(s) demonstrating the application of concepts, use of sources, and the ability to critically analyze information and apply concepts in a collegiate manner										
Exam/Quiz/Test	Three to four one-hour examinations and a final examination requiring a demonstration of course exit standards										
<b>Textbook Rationale</b> No Value											
<b>Textbooks</b> <table border="1"> <thead> <tr> <th>Author</th> <th>Title</th> <th>Publisher</th> <th>Date</th> <th>ISBN</th> </tr> </thead> <tbody> <tr> <td>Anderman, E.M., Anderman, L.H., &amp; Ormond, J.E.</td> <td>Educational Psychology: Developing Learners, 11th ed.</td> <td>Pearson</td> <td>2024</td> <td>9780137849314</td> </tr> </tbody> </table>		Author	Title	Publisher	Date	ISBN	Anderman, E.M., Anderman, L.H., & Ormond, J.E.	Educational Psychology: Developing Learners, 11th ed.	Pearson	2024	9780137849314
Author	Title	Publisher	Date	ISBN							
Anderman, E.M., Anderman, L.H., & Ormond, J.E.	Educational Psychology: Developing Learners, 11th ed.	Pearson	2024	9780137849314							
<b>Other Instructional Materials (i.e. OER, handouts)</b> No Value											

## Learning Outcomes

### Course Objectives

Define psychology as a science.

Compare and contrast behaviorist learning theory, constructivism, and cognitive psychology.

Evaluate theories of teaching and learning.

Discuss the relationship between the history of psychometrics and current trends in assessment.

Examine intelligence as a natural, developed, and artificial construct for understanding adaptation.

### SLOs

**Describe the major schools of psychology and discuss the role each has played in education.**

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

SOC S  
Social Sciences Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world

*ILOs*  
General  
Education recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

**Analyze student characteristics and needs using principles of psychology.**

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

*ILOs*  
General  
Education apply methodologies used by social and behavioral scientists  
recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

**Apply principles of psychology to the classroom.**

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

*ILOs*  
General  
Education apply methodologies used by social and behavioral scientists  
recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### **Psychology and Science (6 hours)**

- Ways of knowing and the scientific method
- Research as a resource to inform and improve teaching
- Action research versus traditional research
- Cultural competence

#### **The Subject Matter of Educational Psychology (4 hours)**

- Students
- Families
- Communities
- Self

#### **Schools of Psychology and Education (6 hours)**

- Psychodynamic psychology
- Behaviorism
- Cognitive psychology
- Humanistic psychology
- Biological psychology
- Sociocultural psychology

#### **Learning Theories (16 hours)**

- Classical and operant conditioning
- Social cognitive learning and triadic reciprocal causation
- Information processing model
- Genetic epistemology
- Constructivism

#### **The Classroom (10 hours)**

- Designing for learning
- Motivation
- Classroom management

#### **Assessment (12 hours)**

- Intelligence Testing
- Standardization of Curricula, Instruction, Assessment, and Feedback
- Summative vs. Formative Evaluation
- Individual vs. Group Instruction and Assessment
- Understanding and Managing AI's Impact on Assessment

**Total Hours: 54**

## Additional Information

### Repeatability

Not Repeatable

### Justification (if repeatable was chosen above)

No Value

### Is it possible this course will have a material fee?

No Value

### I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

No Value

### What term(s) will this course be offered?

No Value

### Will any additional resources be needed for this course? (Click all that apply)

No Value

### If additional resources are needed, add a brief description and cost in the box provided.

No Value

## Resources

### Did you contact your departmental library liaison?

No

### If yes, who is your departmental library liaison?

No Value

### Did you contact the DEIA liaison?

No

### Were there any DEIA changes made to this outline?

No

**If yes, in what areas were these changes made:**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value