I. TITLE:
Advanced Educational Psychology

II. COURSE DESCRIPTION AND PREREQUISITE(S):
A psychological perspective and research-based examination of the learner, the teacher, and the classroom interaction process involved in effective educational processes.

Prerequisite(s): Admission to graduate studies at Murray State University and graduate standing.

III. COURSE OBJECTIVES:
The student will be able to:
1. Refine and extend the understanding of theoretical principles and foundations of educational psychology providing the basis for effective teaching and learning. (ETS 3, 4, 5).
2. Examine and reflect on contemporary issues in educational psychology and to explore the veracity of the research findings which address those issues.
   - To present and defend a controversial educational topic (ETS 4, 7)
3. Apply the principles and research findings to the “real world” of the classroom climate and teaching which will enable more effective decision making and the adaptation of strategies and resources for the needs of a varied student population. –To search for and identify educational research to support an educational topic; Use APA format to cite literature; To conduct a review of the literature about an educational topic chosen by the student/teacher (ETS 4, 5, 7).
4. To identify social, political, and economic forces and the dynamics of the impact of these forces on the teacher, the student, and the context of education. (ETS 1, 4).
5. To understand and articulate an appropriate knowledge base and the necessary attitudes of professionalism to enable the individual to be an advocate and to provide leadership for positive student development and effective teaching. –To actively participate in debate/feedback about an important educational topic. (ETS 1, 3, 4)

The EPSB Themes – Diversity, Assessment, Literacy/Reading, and Gap Achievement are analyzed as course topics where students discuss, research, and write a literature review to fully explore the topic. The Issues Paper addresses ETS 1,4 for continuous assessment in the graduate teacher programs.

IV. CONTENT OUTLINE:
- Issue 1. Should Schooling Be Based on Social Experiences?
- Issue 2. Should the Curriculum Be Standardized for All?
- Issue 3. Should Behaviorism Shape Educational Practices?
- Issue 4. Is Constructivism the Best Philosophy of Education?
- Issue 5. Should Global Competition Steer School Reform?
- Issue 6. Are Truly Democratic Classrooms Possible?
- Issue 7. Has the Supreme Court Reconfigured American Education?
- Issue 8. Is No Child Left Behind Irretrievably Flawed?
- Issue 9. Does a “Deficit Model” Serve Poor Children Well?
- Issue 10. Should “Public Schooling” Be Redefined?
- Issue 11. Are Undocumented Immigrants Entitled to Public Education?
- Issue 12. Has the Time Arrived for Universal Preschool?
- Issue 13. Is Privatization the Hope of the Future?
- Issue 15. Can Current High School Reform Curtail Dropouts?
- Issue 16. Is “Intelligent Design” a Threat to the Curriculum?
• Issue 17. Are Single-Sex Schools and Classes Effective?
• Issue 18. Can Zero Tolerance Violate Students Rights?
• Issue 19. Do Computers Negatively Affect Student Growth?
• Issue 20. Should Alternative Teacher Training Be Encouraged?
• Issue 21. Can Merit Pay Accelerate School Improvement?
• Issue 22. Do American Students Need More Time in School?
• Issue 23. Is the “21st Century Skills” Movement Viable?

V. INSTRUCTIONAL ACTIVITIES:
Research project, presentations, discussions, and analytical debate. The course will be conducted primarily as a seminar and a seminar implies discussion among the student and the professor. Please complete all readings before the class discussions and be prepared to participate.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
None

VII. TEXT(S) AND RESOURCES:

VIII. EVALUATION AND GRADING PROCEDURES:
Research, presentations, projects, and participation will determine grades

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.

X. ACADEMIC HONESTY POLICY
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.
Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.
A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

Cheating, plagiarism (submitting another person’s material as one’s own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place. Note: Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.

XI. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).

XII. Other required departmental or collegiate committee information
Click here to enter text.