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WSU Registrar

Washington State University  
MAJOR CURRICULAR CHANGE FORM -- COURSE  
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 01/01/2014  New course  Temporary course  Drop service course  
(effective date cannot be retroactive)  There is a course fee associated with this course (see instructions)

- Variable credit \_\_\_\_\_
- Repeat credit (cumulative maximum 8 hours)
- Increase credit (former credit \_\_\_\_\_)
- Lecture-lab ratio (former ratio \_\_\_\_\_)
- Number (former number \_\_\_\_\_)
- Prefix (former prefix \_\_\_\_\_)
- Crosslisting (between WSU departments)  
(Must have both departmental signatures)
- Cooperative listing (UI prefix and number \_\_\_\_\_)  
taught by: WSU  UI  jointly taught
- Conjoint listing (400/500)
- S, F grading
- Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
- Request to meet GER in \_\_\_\_\_ (Must have GenEd Committee Approval)  Fulfills GER lab (L) requirement
- Professional course (Pharmacy & Vet Med only)  Graduate credit (professional programs only)
- Other (please list request) \_\_\_\_\_

EdPsy 574 Seminar in Educational Psychology  
course prefix course no. title

1	credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite
					must be a graduate student in educational psychology

Description (20 words or less) Students will read and discuss a number of papers in the educational psychology literature and present their research work.

**Instructor:** Mike Trevisan Phone number: 335-2154 Email: trevisan@wsu.edu  
**Contact:** Lynn Buckley Phone number: 335-9117 Email: buckleyl@wsu.edu  
**Campus Zip Code:** 2136

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

Kelly Ward Chair/date 11-6-12 Burdick Dean/date 2-26-13 General Education Com/date

Chair (if crosslisted/interdisciplinary)\* Dean (if crosslisted/interdisciplinary)\* Graduate Studies Com/date

All-University Writing Com/date Academic Affairs Com/date Senate/date

\*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.

**Rational for ED PSYCH 574:**

The new one credit, pass/fail course is added to our program of study to allow our students to enter the space of scholarship through structured discussions of important work in the field of educational psychology and their own work. Through engaging and lively discussions, the students explore ideas critical to the field in the Fall semester and have the opportunity to orally present their work during the Spring semester. Such a seminar is a component of many graduate programs and brings our program in accord with other graduate programs within and outside Washington State University.

The course has three overarching themes: (1) to further the research culture for faculty and doctoral students within the EdPsy Program and across specializations, (2) to promote intellectual exchanges between graduate students and faculty from various specializations within EdPsy around research concepts and approaches, and (3) to explore and interrogate research and the research process as conducted by doctoral students, faculty, and other noted scholars.

**ED PSYCH 574 Educational Psychology Seminar**

**Fall Semester 2012**

**Friday 10:00am-12:00pm**

**Dates September 7 and 21; October 5 and 19; November 2, 16, and 30; December 7**

**Cleveland 247**

**Spring Semester 2013**

**Friday 10:00am-12:00pm**

**Dates TBA (8 class sessions)**

**Cleveland 247**

Instructor:

Mike Trevisan

P 335-1738 or email [trevisan@wsu.edu](mailto:trevisan@wsu.edu)

Office Hours:

By appointment

Background: ED PSYCH 521 is a requirement for the Ph.D. degree in Educational Psychology (EdPsy). This one credit, pass/fail seminar can be repeated for credit. The course has three overarching themes: (1) to further the research culture for faculty and doctoral students within the EdPsy Program and across specializations, (2) to promote intellectual exchanges between graduate students and faculty from various specializations within EdPsy around research concepts and approaches, and (3) to explore and interrogate research and the research process as conducted by doctoral students, faculty, and other noted scholars. An additional intent of the course is to build community among EdPsy faculty and graduate students as a group of scholars. *This community is best built through open and respectful but lively and engaging conversations in seminar.*

The fall semester is focused on the discussion of selected readings in EdPsy and discussion of various professional issues and tasks (e.g., developing a resume, searching for a job, keeping up with journal reading). The spring semester is focused on student presentations. All EdPsy graduate students are required to present their research work each year. The spring course provides the format for student presentations.

Specific Course Goals: Since students must take this seminar more than once, the specific content and purposes for each session coincide with the overall intentions yet avoid redundancy with the content of previous semesters. The goals of the course for this semester are tied to the general purpose of the seminar and provide follow up to feedback from previous semesters. The goals include:

- Engage in the intellectual community of EdPsy, including learning about critical historical, contemporary, substantive, and methodological issues within the field;
- Learn more about different aspects of the research process used in various subdisciplines within EdPsy;
- Learn to discuss and debate educational research and scholarship;
- Identify, interrogate, and reflect upon personal research interests; and

- Share ideas, questions, and concerns about research and different aspects of the research process;
- Present research ideas and or findings in a scholarly forum.

Basic Expectations: The success of this seminar depends on active and informed participation and interactions with class presenters and student colleagues. The seminar requires regular and punctual attendance. Please notify me in advance (when possible) or within 24 hours (when it is not) of any class absence. In addition, it is important to be on time for each class meeting. Unexcused absences and/or persistent tardiness will make it difficult to pass the class.

**As graduate students, you are expected to:**

- Contribute to the discussions and presentations by coming to class prepared;
- Share your ideas and/or posing questions in a thoughtful and respectful manner;
- Take an active, though not dominating role, in class discussions and in the research presentations.

Please be mindful of how you are contributing to class discussions and work on how you communicate your ideas to your colleagues.

For spring presentations, all students are expected to develop a full paper and provide a copy of the paper to the class via email one week prior to the presentation. If the student does not have a full paper developed, a 500 word abstract is required along with a seminal, related article (also to be sent to the class one week prior to the presentation). The decision to develop a full paper or an abstract is to be made in concert with the student's major advisor. Students are expected to read the paper or abstract and article prior to the class session. Each presentation will last 15-20 minutes and require 10-15 minutes of question/answer time.

Fall Semester:

Class Schedule: Each class will have a theme or topic.

September 7 Theme: Introduction to the field of educational psychology and finding a place within it

Discuss: Anastasi; Berliner

September 21 Theme: Cognition and learning

Discuss: Kalyuga; Mayer (What good is edpsy?); Kincheloe & Steinberg

October 5 Theme: Contrasting views of educational research

Discuss: Feuer et al.; Moss et al.; St. Pierre

October 19 Theme: The challenges of educational research and being responsive as an educational psychologist

Discuss: Anderman; Berliner (the hardest science)

November 2 Topic: Preparing for and landing academic and non-academic positions

Have read: Mayer (old advice)

November 16 Topic: Becoming an accomplished writer; keeping up with the literature

November 30 Topic: Pursuing, obtaining, and managing external funding

December 7 Topic: Acquiring and maintaining research partnerships (K-12 schools, university departments, educational agencies)

Spring Semester:

Class Schedule: Each class will have 2 student presentations.

Dates TBA

Fall Semester Reading List:

Anderman, E. M. (2011). Educational psychology in the twenty-first century: Challenges for our community. *Educational Psychologist*, 46(3), 185-192.

Anastasi, A. (1992). A century of psychological testing: Origins, problems, and progress. In T. K. Fagan & G. R. VandenBos (Eds.), *Exploring applied psychology: Origins and critical analyses* (pp. 11-36). American Psychological Association: Washington DC.

Berliner, D. (1992). The 100-year journey of educational psychology: From interest, to disdain, to respect for practice. In T. K. Fagan & G. R. VandenBos (Eds.), *Exploring applied psychology: Origins and critical analyses* (pp. 41-78). American Psychological Association: Washington DC.

Berliner, D. C. (2002). Educational research: The hardest science of all. *Educational Researcher*, 31(8), 18-20.

Feuer, M. J., Towne, L., & Shavelson, R. J. (2002). Reply. The hardest science of all. *Educational Researcher*, 31(8), 28-29.

Kalyuga, S. (2011). Cognitive load theory: How many types of load does it really need? *Educational Psychology Review*, 23, 1-19.

Kincheloe, J. L., & Steinberg, S. R. (1993). A tentative description of post-formal thinking: the critical confrontation with cognitive theory. *Harvard Educational Review*, 63(3), 296-321.

Mayer, R. E. (2001). What good is educational psychology: The case of cognition and instruction. *Educational Psychologist*, 36(2), 83-88.

Mayer, R. E. (2008). Old advice for new researchers. *Educational Psychology Review*, 20, 19-28.

Moss, P. A., Phillips, D. C., Erickson, F. D., Floden, R. E., Lather, P. A., & Schneider, B. L. (2002). Learning from our differences: A dialogue across perspectives on quality in education research. *Educational Researcher*, 38(7), 501-517.

St. Pierre, E. A. (2002). "Science" rejects postmodernism. *Educational Researcher*, 31(8), 25-27.

**NOTE:** Additional readings could be required, particularly classes that deal with professional topics. These articles will be sent to you as necessary.

### **Policy on Incompletes**

A student may only receive an "incomplete" in this course if there are circumstances beyond the student's control that require an extension in fulfilling the assignments of this course. Circumstances beyond students' control are: disease, death and natural/man-made disasters. An inability to complete work due to other obligations (i.e. other course work or duties related to clinical or RA/TA duties) will not qualify for receiving an incomplete grade. It is the professor's discretion to determine what circumstances will be considered acceptable for an incomplete grade. If it is not determined acceptable, the student will receive a grade based on the work completed in the class at the end of the semester.

If you have foreseeable health concerns/conditions that may affect performance in class, please talk with the professor beforehand so a plan can be made to accommodate your needs. Examples of these conditions are chronic health issues, scheduled elective surgeries, pregnancy/birth, etc.

If an "incomplete" is given, please note that a student has one semester to complete the course work. If the work is not completed within one year and no extension has been requested and approved, the student will receive a failing grade in the course or the grade based on the work completed at that time.

Visit the Emergency Management website (<http://oem.wsu.edu/emergencies>) to become familiar with the campus safety and emergency information provided.

Visit the WSU ALERT site (<http://alert.wsu.edu>) where information about emergencies and other issues affecting WSU will be found. This site also provides information on the communication resources WSU will use to provide warning and notification during emergencies.

All faculty, staff, and students should go to the myWSU portal (<http://my.wsu.edu>) and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the myWSU main webpage. Look for the Emergency Notification box on the right side of the page and click on Register to be taken to the registration page where you can enter your cell, landline, and email contact information.

**Devine, Lisa**

**From:**  
**Sent:**  
**To:**

Oakley, Christine Kay  
Wednesday, April 03, 2013 6:00 PM  
Davis, William B; Devine, Lisa; Edwards, Charles Gould; Evans, Marc A.; Gursoy, Dogan;  
Oakley, Christine Kay; Omoto, Charlotte K; Vreeland, Kenneth R.; Wherland, Scot; Zlato:  
Christy  
Please review  
EdPsy 574 syllabus fall 2012-spring 2013\_revised.pdf

**Subject:**  
**Attachments:**

Please review for tomorrow. Agenda item 274. Looks good to me. Issues were primarily to include a grading criteria for a P/F course. She has done so.

Chris

**Christine K. Oakley MPH PhD**  
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## **Students with Disabilities**

We are an institution of higher education and we have a responsibility to inform students with disabilities about the process of accessing reasonable accommodations. The Students with Disabilities syllabus statement is an important part of fulfilling that institutional responsibility, therefore we ask that all teaching faculty include it in every syllabus.

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (formerly the Disability Resource Center [DRC]), in the Washington Building, Room 217. All accommodations MUST be approved through the Access Center.

Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

<http://www.drc.wsu.edu>

## **Academic Integrity**

Any member of the University community who witnesses an apparent act of academic dishonesty shall report the act either to the instructor responsible for the course or activity or to the Office of Student Affairs. The Handbook defines academic dishonesty to include "cheating, falsification, fabrication, multiple submission [e.g., submitting the same or slightly revised paper or oral report to different courses as a new piece of work], plagiarism [the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work], abuse of academic material, complicity, or misconduct in research." Infractions will be addressed according to procedures specified in the Handbook. Students found in violation of the code of academic integrity in this course will receive a failing grade for the course with a reduced penalty at the discretion of the instructor, dependent on circumstances surrounding the violation.

<http://academicintegrity.wsu.edu/default.asp?PageID=4614> (WSU's Academic Integrity Program)

<http://www.wsulibs.wsu.edu/plagiarism/main.html> (WSU's Plagiarism Information Site)

## **Safety on Campus**

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Each of us shares responsibility for campus safety. Individual faculty, staff and students should know the appropriate actions to take when an emergency arises. Several resources are available for you to become familiar with the University safety and security procedures that will assist emergency personnel fulfill their responsibilities when emergencies arise.

The Campus Safety Plan (<http://safetyplan.wsu.edu>) contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community.