

Course Code: PSY 220

Course Title: Educational Psychology

Department: Arts, Media, and Social Sciences

Effective Date: Summer 2026

PCS Code: 1.1 - Baccalaureate/Transfer

CIP Code: 42.2806

Repeatability: 0

Credit Hours

Catalog Notation: 3-0-3

Credit Hour Distribution:

Lecture: 3

Lab: 0

Clinical: 0

Total: 3

General Course Information

Catalog Description

Analysis of effective instructional sequences and classroom behavior management: application of learning theory principles and evaluation techniques to the classroom setting. Recommended for students interested in teaching.

General Course Objectives

Apply theories about development, learning, and motivation in the context of teaching and learning. Evaluate and use classroom teaching techniques and assessments. The learning outcomes listed below are the minimal outcomes required for every section of this course. Any additional learning outcomes are determined by the instructor.

Minimum Placement Levels

English	Reading	Math
None	Placement out of CCS 098	None

Prerequisites

Credit in PSY 101

Methods of Evaluation

3-4 exams made up of multiple choice and essay questions, 13-15 quizzes, 10 journal entries, and 1 final teaching project.

Instructional Materials and Additional Supplies

Educational Psychology: Developing Learners, by Jeanne E. Ormrod, Eric E. Anderman, Lyley H. Anderman.

Course Content

General Learning Outcomes (GLOs)

- Global Awareness and Cultural Reasoning: Students will demonstrate their understanding of global issues, gender and sexual orientation, and multicultural perspectives.

Course Segments and Student Learning Outcomes

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
Educational Research	1. Explain the role of research in teaching.	4	0	0
Development During Childhood and Adolescence	1. Compare and contrast the major theories of human development and explain the role of development in student learning. 2. Explain how peer relationships change over the course of development and how positive relationships between students can be fostered.	8	0	0
Group and Individual Differences	1. Describe the implications of sociocultural differences in teaching and learning. 2. Suggest appropriate classroom techniques for teaching students with special needs (including gifted students).	8	0	0
Learning and Memory	1. Describe the factors that affect memory and suggest strategies to encourage meaningful learning in students. 2. Explain the principles of classical and instrumental/operant conditioning and how each can be used in the classroom. 3. Explain how we learn from others.	8	0	0
Motivation and Affect	1. Describe the role of motivation and emotion in student learning. 2. Develop strategies to increase motivation in students.	6	0	0
Classroom Strategies	1. Describe and use various instructional techniques. 2. Explain the steps that can be taken to create a classroom setting conducive to learning.	6	0	0
Assessment	1. Describe how assessment can be used to measure and improve student learning. 2. Discuss the usefulness of different types of testing.	5	0	0

Total Contact Hours

Lecture Hours	Lab Hours	Clinical Hours
45	0	0