**Application for Graduate Teaching Assistantship for Educational Psychology Classes**

**Return to: Dr. Sarah Kiefer, Educational Psychology Program Coordinator**

e-mail: kiefer@usf.edu

**Student Name:**  **Date of Application:**

**Please indicate your program affiliation below**:

 Educational Measurement and Research

 Educational Psychology

 Exercise Science

 Instructional Technology

 School Psychology

 Social Foundations

**Please check one:** In-State Tuition (Florida Resident) **or** Out-of-State Tuition

**Which do you prefer?**  online teaching face-to-face lecture class

1. **Education**: (Please list any degrees, dates, programs, and any degree that’s currently in progress and your specialization)
2. **The following questions help us determine whether a Teaching Assistantship in Educational Psychology is appropriate:**

**3a**. **Have you completed any courses in Child Development or Developmental Psychology?**

At which institution(s)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Check all that apply:

 \_\_\_ Undergraduate level course

 \_\_\_ Master’s level course

 \_\_\_ Doctoral level course

Please specify courses taken:

**3 c. Have you completed any courses in Educational Psychology?**

At which institution(s)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Check all that apply:

 \_\_\_ Undergraduate level course

 \_\_\_ Master’s level course

 \_\_\_ Doctoral level course

Please specify courses taken:

**3 d. Have you completed any other courses in Psychology not listed above?**

At which institution(s)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Check all that apply:

 \_\_\_ Undergraduate level course

 \_\_\_ Master’s level course

 \_\_\_ Doctoral level course

Please specify courses taken:

1. **Describe your previous/present experience working in schools by checking the grade level of students with whom you have worked and then proving a brief description of your experience**.

 \_\_\_ Preschool

 \_\_\_ Elementary School

 \_\_\_ Middle School

 \_\_\_ High School

 \_\_\_ Other (e.g., working with youth in summer camp, academic tutoring, etc.)

 Please describe the experience indicated above:

1. **Describe your previous/present college teaching experience and outcomes** (please attach copy of syllabus and student evaluations; rehiring of Graduate Teaching Assistants is contingent upon previous student surveys).
2. **Describe your previous/present research experience** (be specific about the area of research).
3. **Would you prefer to teach (rank 1st, 2nd, 3rd, 4th, and 5th choices; see following page for course descriptions):**

 EDF 3122 (Non-education Majors)

 EDF 3214 (Secondary Education Majors)

 EDF 3228 (Elective course)

 EDF 4124 (Early Childhood Majors)

 EDP 3271, 3272, 4275 (online, three 1 credit courses: 3271 in fall, 3272 in spring,

 4275 in summer); Special Education Majors)

 EDP 3273(Elementary Education Majors)

When are your preferred times to teach a class? **Please fill out the schedule form on the last page of the application in case your preferred time isn’t available or class times get changed.**

By signing below, you are consenting to include/cover the topics in the generic syllabus for the course in your own syllabus/course, to use the college’s format for the syllabus with the required sections, to use an approved textbook or reading course pack, to administer at least one of the common assessments, and to provide the Program Coordinator with the students’ papers and your own scoring according to the designated rubric within 1 week following the completion of the course:

 Signature Date

**Educational Psychology** **Undergraduate Course Descriptions**

**EDF 3122 Learning and the Developing Child (3 credits)**

EDF 3122 is an introductory course designed to acquaint students with the major theories and research in educational psychology. The major goal is for students to learn to apply theories and research to situations with children in everyday life. The course provides an overview of physical, cognitive, and social-personality development through the pre-adolescent period. Classroom management techniques and the characteristics of effective classroom instruction are also taught. A student in this class will learn to recognize others’ theoretical perspectives and will better understand why different educators recommend different types of educational programs. The catalog description is as follows:“Preadolescent child growth and development, learning theory, and behavioral analysis applied to instruction and to the organization and management of the classroom.”

*Offered:* Every semester (online) For non-education majors.

**EDF 3214 Human Development and Learning (3 credits)**

EDF 3214 is an introductory course designed to acquaint students with the major theories and research in human development and learning. The major goal is for students to learn to apply theories and research in situations with children in daily life. The course provides an overview of neurological, cognitive, and social-personality development during the adolescent period. The course also provides an overview of various theories of learning, as well as the role of motivation and emotion in learning. Characteristics of effective classroom learning and instruction in light of student development and learning are also taught. A student in this class will learn to recognize others’ theoretical perspectives and will better understand why different educators recommend different types of educational programs. The catalog description of the class is as follows: “Overview of developmental and learning theories and application to effective classroom learning and instruction.”

*Note:* This course is required for Secondary Education students.

*Offered:* Every semester (face to face, sometimes offered online)

**EDF 3228 Human Behavior and Environmental Selection (3 credits)**

EDF 3228 is an elective course designed to provide students with knowledge about a broad range of commonly applied theories in the behavioral and social sciences. A student in this class will learn to recognize theoretical perspectives, and determine the need and rational for various behavioral methods. Through critical examination of various theories students will gain an appreciation for the inherent strengths, complexities and variations of human behavior and learning as well its reciprocal relationship with the environment. Students will acquire and advance their skills in applying commonly used theories in the behavioral sciences to real-life scenarios and their respective career fields. This course does not count as the Educational Psychology course (e.g. EDF3122, EDF3214 and EDF4124) required for teacher certification. The catalog description is as follows: “Learning principles, behavior analysis applied to global environmental and social issues.”

*Offered:* Every semester (online)

**EDF 4124 Child Growth and Learning (3 credits)**

EDF 4124 is an introductory course designed to acquaint students with the major theories and research in child development. The major goal is for students to learn to apply theories and research to situations with young children in everyday life and to make good educational decisions in the classroom. The course provides an overview of physical/motor development, cognitive development, and social/emotional development through the third grade in order to help students provide age appropriate instruction. The course also addresses individual differences and the effects of providing a meaningful context for learning in order to provide instruction that is both individually and culturally appropriate. The catalog description is as follows: “An introduction to child development and learning from an educational and psychological perspective. Emphasis is on the application of relevant constructs as they would reflect developmentally appropriate practices in early childhood learning settings.”

*Note:* This course is required for Early Childhood students.

*Offered:* Every fall semester (fall: face to face, spring: online)

**EDP 3273 Learning and Development within a School Context (3 credits)**

EDP 3273 is an introductory course designed to acquaint students with developmental theories and research that can be applied within a school context. The major goal is for students to learn to apply theories and research to situations with children in schools. The course provides an overview of cognitive development, as well as learning, social, and moral development theories, with emphasis on elementary school age children. Classroom management techniques and characteristics of effective classroom instruction also are taught. Students learn why it is important to consider individual differences and needs in designing curricula, and how to use data to make instructional decisions. Students in this class will learn to recognize others’ theoretical perspectives and will better understand why different educators recommend different types of educational programs.

*Note:* This course is required for Elementary Education students.

*Offered:* Every fall and spring semester (face to face)

**EDP 3271 Child Development within a School Context (1 credit)**

EDP 3271 is the first course in a series of courses designed to acquaint students in special education with the cognitive developmental theories and research that can be applied within a school context. The major goal is for students to learn to apply theories and research to situations with children in schools. The course provides an overview of cognitive development, with emphasis on elementary school age children. EDP 3271 is one of three one-credit courses that are required for the Special Education program. Collectively, these courses meet teacher certification requirements and the teaching competency requirements in the State of Florida Department of Education program approval statute. The content of these courses provide the background knowledge in psychology that is essential to the teaching competencies expected of prospective teachers and others who work with children. Concurrent or subsequent program courses and field experiences build upon the knowledge and understanding acquired in this course.

*Note:* This course is required for Special Education students.

*Offered:* Every fall semester (online)

**EDP 3272 Learning within a School Context (1 credit)**

EDP 3272 is the second course in a series of courses designed to acquaint students in special education with the major theories and research in educational psychology. The major goal of this series of courses is for students to learn to apply theories and research to situations with children in schools. This particular course places emphasis on brain development and learning. Classroom management techniques and characteristics of effective classroom instruction also are taught. In addition, the course provides an overview of social and moral development theories. The periods from preschool to middle school are emphasized. Students learn why it is important to consider individual differences and needs in designing curriculum, and how to use data to make instructional decisions. EDP 3272 is one of the three one-credit courses that is required for the Special Education program. Collectively, these courses meet teacher certification requirements and the teaching competency requirements in the State of Florida Department of Education program approval statute. The content provides background knowledge in psychology that is essential to the teaching competencies expected of prospective teachers and others who work with children. Concurrent or subsequent program courses and field experiences build upon the knowledge and understanding acquired in this course. The content and assignments for this course are integrated with students’ other courses during the semester it is taught.

*Note:* This course is required for Special Education students.

*Offered:* Every spring semester (online)

**EDP 4275 Enhancing Children’s Learning and Development within a School Context (1 credit)** EDP 4275 is the third and last course in a series of courses designed to help students learn and apply theories and research in educational psychology to real situations with children in a school context, with an emphasis on elementary and middle school age children. A student in this class is expected to apply different theoretical perspectives to instructional design and to have a deeper understanding of why different educators may recommend different types of educational programs to support students’ learning and development. Finally, students will learn why it is important to consider individual differences and needs in designing curriculum and how to use data to make instructional decisions. EDP 4275 is one of three 1-credit courses that are required for the Special Education Program. Collectively, these courses meet teacher certification requirements and the teaching competency requirements in the State of Florida Department of Education program approval statute. The content of these courses provide the background knowledge in psychology that is essential to the teaching competencies expected of prospective teachers and others who work with children. Concurrent or subsequent program courses and field experiences build upon the knowledge and understanding acquired in this course.

*Note:* This course is required for Special Education students.

*Offered:* Every summer semester (online)