

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Teaching and Learning  <b>College</b> Education (To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> )		
<b>Prefix</b> EDP  <b>Number</b> 6218	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) <b>Lab Code</b>	<b>Type of Course</b> Lecture	<b>Course Title</b> Motivational Theories in Educational Psychology
<b>Credits</b> (Review Provost Memorandum)  3	<b>Grading</b> (Select One Option)  Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	<b>Course Description</b> (Syllabus must be attached; see Guidelines) Application of motivational principles to educational settings, in order to assist educational professionals in promoting and maintaining student motivation. Emphasis will be placed on learners' internal motivation, including students' goal orientations and mindset, self-efficacy, self-regulated learning, and resilience. Both instructional influences and school family partnerships will be discussed.	
<b>Effective Date</b> (TERM & YEAR)  Summer 2020			
<b>Prerequisites</b>  None	<b>Corequisites</b>  None	<b>Registration Controls</b> (Major, College, Level)  None	
<b>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</b>			
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)	<b>List textbook information in syllabus or here</b> Schunk, D.H., Meece, J.R., & Pintrich, P.R. (2014). Motivation in Education: Theory, Research, and Applications (4th ed.), Upper Saddle River, NJ: Pearson.		
<b>Faculty Contact/Email/Phone</b>  Alyssa Gonzalez-DeHass, <a href="mailto:agonzale@fau.edu">agonzale@fau.edu</a> , 561-799-8518	<b>List/Attach comments from departments affected by new course</b>  All Departments within the College of Education Department of Psychology, Charles E. Schmidt College of Science		

<b>Approved by</b> Department Chair <u>Barbara L. Lidner</u> College Curriculum Chair <u>Fabrizio</u> College Dean <u>[Signature]</u> UGPC Chair <u>[Signature]</u> UGC Chair <u>[Signature]</u> Graduate College Dean <u>[Signature]</u> UFS President _____ Provost _____	<b>Date</b> <u>10/30/19</u> <u>1/8/2020</u> <u>1/9/20</u> <u>1/29/20</u> <u>1-29-20</u> <u>1-29-20</u> _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

Department of Teaching & Learning  
College of Education  
Florida Atlantic University

EDP 6218/Section/CRN #  
Motivational Theories in Educational Psychology  
Semester/Year, 3 credit hours  
Distance Learning Course

**INSTRUCTOR CONTACT INFORMATION:**

Instructor: Dr. Alyssa Gonzalez DeHass, Professor of Educational Psychology

E-Mail: [agonzale@fau.edu](mailto:agonzale@fau.edu)

Phone: 561-799-8518

Office: EC207F, Jupiter Campus

Office Hours: Monday's: 9:00am – 12:00pm and 12:30-2:00pm; Tuesday's: 10:00-11:30am

**COURSE DESCRIPTION:**

Course Prerequisites or Corequisites: None

Application of motivational principles to educational settings, in order to assist educational professionals in promoting and maintaining student motivation. Emphasis will be placed on learners' internal motivation, including students' goal orientations and mindset, self-efficacy, self-regulated learning, and resilience. Both instructional influences and school family partnerships will be discussed.

**REQUIRED TEXT:**

Schunk, D.H., Meece, J.R., & Pintrich, P.R. (2014). *Motivation in Education: Theory, Research, and Applications* (4th ed.), Upper Saddle River, NJ: Pearson.

**SUGGESTED RESOURCE:**

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC.

**AUDIO-VISUAL TECHNOLOGY:**

Microsoft Power Point Presentations

Microsoft Canvas: <https://canvas.fau.edu/>

**TEACHING METHODOLOGIES:**

FAU Canvas:

PowerPoint lessons

Library and internet research

Interactive online class discussion

**ASSESSMENT PROCEDURES:**

Examinations

Research Paper Requirement

Class participation

Revised: 10/22/19

GRADUATE COLLEGE

JAN 09 2020

**COURSE OBJECTIVES:**

At the end of this course, the student will be able to:

1. Evaluate benefits and drawbacks with extrinsic motivation, while moving to a more thoughtful use of external reinforcers for students' learning.
2. Demonstrate familiarity with self-determination theory and its implications for students' more intrinsic and autonomous motivation.
3. Understand social cognitive strategies for cultivating students' motivation and be able to develop concrete strategies for promoting students' self-efficacy and self-regulated learning.
4. Reflect on reasons for learned helplessness and discuss the importance of attributional feedback for promoting more adaptive achievement-related beliefs and behaviors.
5. Apply research on the growth mindset and goal orientations in order to help learners engage in more adaptive and effortful learning.
6. Reflect on research on resilience and grit in order to help learners reframe how they view mistakes in order to maintain an adaptive outlook for their learning.
7. Demonstrate ability to think critically about teacher and instructional influences that impact students' motivation.
8. Develop strategies for working with parents in order to promote students' self-directed and resilient learning.
9. Conduct a literature review on a specific research question that assists educational professionals in developing strategies that promote and maintain student motivation.

**COURSE REQUIREMENTS:**

**1. Participation:**

Our class will take place entirely via the Canvas platform where your participation will be monitored. Regular class participation is expected and is calculated in final grade. Participation includes thoughtful and considerate discussion on class content as evaluated by the instructor. Each scheduled class will have a lesson in the form of a lesson module housing a PowerPoint presentation, accompanying discussion board questions, and external links. New lesson modules will be posted each Monday.

- PowerPoint Lessons: PowerPoint lessons help introduce you to concepts in Educational Psychology and reinforce your assigned reading in the textbook. PowerPoint lessons remain available for viewing throughout semester.
- Discussion Boards: Class participation is exclusively measured by examining student's participation on Canvas discussion boards. Online discussion board participation is expected and will be monitored.

Revised: 10/22/19

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JAN 09 2020

**2. Exams:**

Read, comprehend, and apply assigned material in text and lessons as measured by online essay exams. Exams will be made of 10 questions that include short essay items. Once they are assigned, you can download the exam to your computer and complete within the 48-hour time frame allowed as noted on syllabus outline. Prior approval and documentation is needed for rescheduling. Rescheduled make-up test **MUST** occur within one week of scheduled test date for class.

**3. Research Paper Requirement:**

Conduct a review of research in a specific area of motivation that relates to the course and that is chosen with professor's approval. This project will be evaluated in terms of the criteria described in the research paper handout. Papers previously submitted to meet requirements in another course will not be accepted. Deadline for submission of papers is denoted on syllabus content outline.

**Research Presentation:** Student will present research to class via a PowerPoint presentation by uploading it to the appointed research paper module at that time. Absence of research presentation will result in a loss of 20 points from your paper grade. Please see the research paper handout for guidelines in putting together your presentation.

**FAU GRADING SCALE:**

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	93-100	= 4.0	C	73-75	= 2.0
A-	90-92	= 3.67	C-	70-72	= 1.67
B+	86-89	= 3.33	D+	66-69	= 1.33
B	83-85	= 3.00	D	63-65	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	76-79	= 2.33	F	0-59	= 0.00

**REQUIRED POINTS FOR GRADE:**

	Max	A (93)	A- (90)	B+ (86)	B (83)	B- (80)	C+ (76)	C (73)	C- (70)	D+ (66)	D (63)	D- (60)
Exams (2)	200	186	180	172	166	160	152	146	140	132	126	120
Paper	100	93	90	86	83	80	76	73	70	66	63	60
Participation	50	46	45	43	41	40	38	36	35	33	31	30
<b>Total</b>	<b>350</b>	<b>325</b>	<b>315</b>	<b>301</b>	<b>290</b>	<b>280</b>	<b>266</b>	<b>255</b>	<b>245</b>	<b>231</b>	<b>220</b>	<b>210</b>

**POLICY ON MAKEUP TESTS, LATE WORK, AND INCOMPLETES**

Student work turned in more than an hour late is subject to a 5-point deduction, and an additional 5-point deduction per day late after that. It is the student's responsibility to ensure the successful submission of their work. Reasonable accommodations will be made for students to makeup

Revised: 10/22/19

GRADUATE COLLEGE

JAN 09 2020

work for University-approved reasons including a major illness, extenuating family emergencies, or participation in religious observances. Grades of incomplete are reserved for students who can demonstrate a passing grade in the course but have not completed all the required work because of exceptional circumstances.

#### **DISTANCE LEARNING REQUIREMENTS:**

Students will access Canvas for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.

1. Class participation is measured exclusively via Canvas discussions. Students are expected to make their posts on the discussion board as noted under the course requirements section.
2. Exams and research paper should be submitted per the policies listed under the course requirements by the scheduled due date as listed on the content outline. Unless otherwise noted, assignments should follow APA style.
3. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to: cheating, plagiarism, misrepresenting information or failing to give proper credit for citations used, participating or facilitating acts of academic dishonesty by others, unauthorized prior possession or sharing of examinations, or submitting the work or tampering with the work of another person.
4. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Canvas. Students should contact the IRM helpdesk if you experience login or connection issues.
5. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Canvas, navigating and conducting research on the Internet.

#### **TECHNICAL RESOLUTION POLICY:**

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait to the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. Should a problem occur, it is essential you take immediate action to document the issue so your instructors can verify and take appropriate action regarding a resolution. Please take the following steps should a problem occur:

1. If you can, make a Print Screen of the monitor when the problem occurred. Save the Print Screen as a .jpg file.
2. Complete a Help Desk ticket at <http://www.fau.edu/helpdesk>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  - a. Select "Canvas (Student)" for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  - d. Attach the Print Screen file, if available.
3. Send an email within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).

Revised: 10/22/19

GRADUATE COLLEGE

JAN 09 2020

4. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
5. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
6. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

#### **CLASSROOM ETIQUETTE POLICY:**

In distance learning courses, discussion board participation replaces the face-to-face conversation of the traditional classroom format. Please be considerate when responding, and use diplomacy and professionalism when differences of opinion occur. One of the greatest pieces of advice I can share is, "you will never learn anything new if you don't listen to what others have to say".

#### **ATTENDANCE:**

Our class will take place entirely via the Canvas platform where your participation will be monitored. It is imperative that you meet course deadlines and stay active in discussion boards. Regular class participation is expected weekly and is calculated in final grade. Participation includes thoughtful and considerate discussion on class content as evaluated by the instructor. If you are experiencing major illness, family emergency, or other extenuating circumstances, contact the instructor immediately to formulate a resolution.

#### **RELIGIOUS ACCOMODATION**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

#### **STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

#### **COUNSELING AND PSYCHOLOGICAL SERVICES CENTER:**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish

Revised: 10/22/19

GRADUATE COLLEGE

JAN 09 2020

to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

#### **CODE OF ACADEMIC INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. For more information, see catalogue: <http://www.fau.edu/academic/registrar/catalog/> (under Academic Policies and Regulations).

#### **REFERENCES:**

##### **A. Books**

- Duckworth, A. (2016). *Grit: The Power of Passion and Perseverance*. New York: Scribner.
- Dweck, C.S. (2006). *Mindset: The new Psychology of Success*. New York: Random House.
- Epstein, J. L. (2018). *School, Family and Community Partnerships: Preparing Educators and Improving Schools, Student Economy Edition* (2nd ed.). NY: Routledge.
- Gonzalez-DeHass, A.R, (2020). *Parent Involvement for Motivated Learners: Encouraging Self-directed and Resilient Students*. New York: Routledge.
- Pink, D.H. (2009). *Drive: The Surprising Truth About What Motivates Us*. NY: Riverhead Books.
- Tschannen-Moran, M. & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.
- Usher, E.L. & Pajares, F. (2008). Sources of self-efficacy in school: Critical review of the literature and future directions. *Review of Educational Research*, 78(4), 751-796.
- Zimmerman, B.J. (2008). In search of self-regulated learning: A personal quest. In H.W. Marsh, R.G. Craven, & D.M. McInerney (Eds.), *Self-processes, learning, and enabling human potential: Dynamic new approaches* (pp. 171-191). Charlotte, NC: Information Age.

##### **B. Journals**

Contemporary Educational Psychology  
 Educational Psychologist  
 Journal of Educational Psychology  
 Learning and Individual Differences  
 Learning and Motivation  
 Metacognition and Learning  
 Review of Educational Research

Revised: 10/22/19

GRADUATE COLLEGE

JAN 09 2020

**CONTENT OUTLINE:**

Week	Lesson	Specific Topics
1	Introduction to Course	Syllabus and Main Course Requirements
2	Extrinsic Motivation	Judicious use of Rewards, Effective Teacher Praise
3	Intrinsic Motivation	Self-Determination Theory, Developing Intrinsic and Autonomous Motivation in Learners
4	Self-Regulated Learning	Helping Students Set Goals and Monitor their Learning
5	Self-Efficacy	Implications for Student Learning and Strategies to Build Students' Confidence
6	Attribution Theory & Learned Helplessness	How Students Explain their Successes and Failure; Attribution Retraining, and Helping Students Overcome Learned Helplessness
7	Research Paper Consultation <b>Topic Due</b>	Post AB topic to AB Discussion Board Use discussion to consider writing collaboratively
8	<b>Online Exam I</b>	See Exam Policies on Syllabus
9	Mindset & Goal Orientations	Growth vs. Fixed Mindset, Mastery vs. Performance Goals, Process-Focused and Effortful Learning
10	Resilience & Grit	Coping with Setback and Reframing how Learners View Failure
11	Teacher and Instructional Influences	Classroom Climate, Authentic Instruction, and Teacher Efficacy
12	School and Family Partnerships	Parent Involvement for Self-Directed and Resilient Learners
13	Case Studies: Motivational Challenges in the Classroom	Students will read a series of classroom cases, provided by the instructor, as a venue to discuss challenges to hypothetical students' motivation and offer research-based motivational strategies to assist student learning
14	<b>Research Presentations &amp; Papers Due</b>	See Course Requirements Section of Syllabus & AB Handout
15	<b>Online Exam II</b>	See Exam Policies on Syllabus
16	Culminating Experience	Synthesizing key motivational themes and strategies discussed in course as well as areas for ongoing research in educational research.

NOTE: This is a tentative schedule and is subject to change.

Revised: 10/22/19

GRADUATE COLLEGE

JAN 09 2020



## **Alyssa Gonzalez-De Hass**

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**From:** Teresa Wilcox  
**Sent:** Monday, November 4, 2019 3:00 PM  
**To:** Alyssa Gonzalez-De Hass  
**Cc:** Barbara Ridener  
**Subject:** Re: Proposed new course in Ed Psych

Alyssa,

The Department of Psychology has no objection to this course. The content is distinctly different from any course that we offer.

Best,

Teresa

Teresa Wilcox, Ph.D.  
Chair and Professor  
Department of Psychology  
College of Science  
Florida Atlantic University  
BS 12, Room 101  
777 Glades Road  
Boca Raton, FL 33431-0991  
wilcoxt@fau.edu

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**From:** Alyssa Gonzalez-De Hass  
**Date:** Thursday, October 31, 2019 at 7:47 AM  
**To:** Teresa Wilcox  
**Cc:** Barbara Ridener  
**Subject:** RE: Proposed new course in Ed Psych

Hi Teresa,

Thank you again for your initial feedback on the new educational psychology course we are developing in the Department of Teaching and Learning. I am now reaching out officially to ensure your department has no conflict of interest before pursuing approval through the College of Education's Graduate Programs Committee.

Attached is the syllabus and new course proposal form for the COE's GPC. The revised titled is "*Motivational Theories in Educational Psychology*". Again, it will be firmly centered around motivation in education and designed specifically for educational professionals, especially as relates to teaching and learning.

If you can get back at your earliest convenience, but before the 11/13 deadline for submission to next GPC, it would be greatly appreciated.

Kind Regards,  
Alyssa

*Alyssa Gonzalez-DeHass, Ph.D.*

## Alyssa Gonzalez-De Hass

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**From:** Paul Peluso  
**Sent:** Thursday, October 31, 2019 8:23 AM  
**To:** Alyssa Gonzalez-De Hass  
**Subject:** Re: Proposed new course in Ed Psych

No conflicts with CE.

Sent from my iPhone

On Oct 31, 2019, at 7:50 AM, Alyssa Gonzalez-De Hass <agonzale@fau.edu> wrote:

Hi Paul,

Thank you again for your initial feedback on the new educational psychology course we are developing in the Department of Teaching and Learning. I am now reaching out officially to ensure your department has no conflict of interest before pursuing approval through the College of Education's Graduate Programs Committee.

Attached is the syllabus and new course proposal form for the COE's GPC. The revised titled is "*Motivational Theories in Educational Psychology*". Again, it will be firmly centered around motivation in education and designed specifically for educational professionals, especially as relates to teaching and learning.

If you can get back at your earliest convenience, but before the 11/13 deadline for submission to next GPC, it would be greatly appreciated.

Alyssa

Kind Regards,  
*Alyssa Gonzalez-DeHass, Ph.D.*  
Professor of Educational Psychology  
Florida Atlantic University

**From:** Paul Peluso <ppeluso@fau.edu>  
**Sent:** Thursday, October 3, 2019 12:59 PM  
**To:** Alyssa Gonzalez-De Hass <agonzale@fau.edu>  
**Subject:** Re: Proposed new course in Ed Psych

I am so sorry about that! I do remember reading that and I was going to respond by suggesting another resource for you is a book titled *Motivation* that a colleague of mine had written. It is more on the psychology end of it. Here name is Eva Dreikurs-Ferguson. It may be a few years old, and I am not sure it has been updated.

As for conflict, I do not see any. Again, my apologies.

## **Alyssa Gonzalez-De Hass**

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**From:** Dale Williams  
**Sent:** Wednesday, November 6, 2019 10:29 AM  
**To:** Alyssa Gonzalez-De Hass  
**Subject:** RE: New Course Approval - Motivational Theories in Educational Psychology

Alyssa—I just realized I haven't responded to this. Sorry. No conflict.  
Dale

**From:** Alyssa Gonzalez-De Hass <agonzale@fau.edu>  
**Sent:** Thursday, October 31, 2019 7:37 AM  
**To:** Dale Williams <DWILLIAM@fau.edu>  
**Cc:** Barbara Ridener <BRIDENER@fau.edu>  
**Subject:** New Course Approval - Motivational Theories in Educational Psychology

Hi Dr. Williams,

We are developing a new educational psychology course in the Department of Teaching and Learning, and I am reaching out to ensure your department has no conflict of interest before pursuing approval through the Graduate Programs Committee.

The course is a hallmark of many graduate programs in educational psychology, and it is titled "*Motivational Theories in Educational Psychology*". It will be firmly centered around motivation in education and designed specifically for educational professionals, especially as relates to teaching and learning. Overall it will focus on application of motivational principles to educational settings, in order to assist educational professionals in promoting and maintaining student motivation. Emphasis will be placed on learner's internal motivation including goal orientations and mindset, self-efficacy and self-regulated learning, and resilience. Both instructional influences and school family partnerships will be discussed.

Attached is the syllabus and new course proposal form for the COE's GPC.

If you can get back at your earliest convenience, but before the 11/13 deadline for submission to next GPC, it would be greatly appreciated.

Kind Regards,

*Alyssa Gonzalez-DeHass, Ph.D.*  
Professor of Educational Psychology  
Florida Atlantic University

## **Alyssa Gonzalez-De Hass**

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**From:** Robert Shockley  
**Sent:** Thursday, October 31, 2019 12:58 PM  
**To:** Alyssa Gonzalez-De Hass  
**Subject:** RE: New Course Approval - Motivational Theories in Educational Psychology

No conflict with EDLRM. RS

**From:** Alyssa Gonzalez-De Hass <agonzale@fau.edu>  
**Sent:** Thursday, October 31, 2019 7:40 AM  
**To:** Robert Shockley <SHOCKLEY@fau.edu>  
**Cc:** Barbara Ridener <BRIDENER@fau.edu>  
**Subject:** New Course Approval - Motivational Theories in Educational Psychology

Hi Dr. Shockley,

We are developing a new educational psychology course in the Department of Teaching and Learning, and I am reaching out to ensure your department has no conflict of interest before pursuing approval through the Graduate Programs Committee.

The course is a hallmark of many graduate programs in educational psychology, and it is titled "*Motivational Theories in Educational Psychology*". It will be firmly centered around motivation in education and designed specifically for educational professionals, especially as relates to teaching and learning. Overall it will focus on application of motivational principles to educational settings, in order to assist educational professionals in promoting and maintaining student motivation. Emphasis will be placed on learner's internal motivation including goal orientations and mindset, self-efficacy and self-regulated learning, and resilience. Both instructional influences and school family partnerships will be discussed.

Attached is the syllabus and new course proposal form for the COE's GPC.

If you can get back at your earliest convenience, but before the 11/13 deadline for submission to next GPC, it would be greatly appreciated.

Kind Regards,

*Alyssa Gonzalez-DeHass, Ph.D.*  
Professor of Educational Psychology  
Florida Atlantic University

## Alyssa Gonzalez-De Hass

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**From:** Michael Brady  
**Sent:** Thursday, October 31, 2019 11:23 AM  
**To:** Alyssa Gonzalez-De Hass  
**Cc:** Barbara Ridener  
**Subject:** RE: New Course Approval - Motivational Theories in Educational Psychology

I've reviewed the syllabus for your proposed course, *Motivational Theories in Educational Psychology*. I don't see any conflict with the courses or curriculum in ESE. Indeed, I think this will be a strong addition to the program for many of our students, and I'm pleased to see that you're bringing the course forward!!

Good luck!  
MB

Michael P. Brady, PhD  
Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431  
(561) 297-3281  
[mbrady@fau.edu](mailto:mbrady@fau.edu)

**From:** Alyssa Gonzalez-De Hass <[agonzale@fau.edu](mailto:agonzale@fau.edu)>  
**Sent:** Thursday, October 31, 2019 7:42 AM  
**To:** Michael Brady <[mbrady@fau.edu](mailto:mbrady@fau.edu)>  
**Cc:** Barbara Ridener <[BRIDENER@fau.edu](mailto:BRIDENER@fau.edu)>  
**Subject:** FW: New Course Approval - Motivational Theories in Educational Psychology

Hi Mike,

We are developing a new educational psychology course in the Department of Teaching and Learning, and I am reaching out to ensure your department has no conflict of interest before pursuing approval through the Graduate Programs Committee.

The course is a hallmark of many graduate programs in educational psychology, and it is titled "*Motivational Theories in Educational Psychology*". It will be firmly centered around motivation in education and designed specifically for educational professionals, especially as relates to teaching and learning. Overall it will focus on application of motivational principles to educational settings, in order to assist educational professionals in promoting and maintaining student motivation. Emphasis will be placed on learner's internal motivation including goal orientations and mindset, self-efficacy and self-regulated learning, and resilience. Both instructional influences and school family partnerships will be discussed.

Attached is the syllabus and new course proposal form for the COE's GPC.

If you can get back at your earliest convenience, but before the 11/13 deadline for submission to next GPC, it would be greatly appreciated.

Kind Regards,

## Alyssa Gonzalez-De Hass

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**From:** Hanizah Zainuddin  
**Sent:** Tuesday, November 12, 2019 10:57 AM  
**To:** Alyssa Gonzalez-De Hass  
**Subject:** RE: New Course Approval - Motivational Theories in Educational Psychology

Hi Alyssa:  
There is no conflict with CCEI.

Best regards,  
Hani

Hanizah Zainuddin, Ph.D  
Interim Chair and Associate Professor  
Dept. of Curriculum, Culture, and Educational Inquiry  
Rm. 347, Education Bldg  
777 Glades Rd,  
Boca Raton,  
FL 33431  
Tel: 561-297-3965  
Fax: 561-297-2925

Visit our Department Website:  
<http://www.coe.fau.edu/academicdepartments/ccei>  
Visit our Facebook Page:  
<https://www.facebook.com/fauCCEI>



"Helping the underprivileged is justice, not charity"

**From:** Hanizah Zainuddin  
**Sent:** Wednesday, November 6, 2019 1:18 PM  
**To:** Alyssa Gonzalez-De Hass <agonzale@fau.edu>  
**Subject:** RE: New Course Approval - Motivational Theories in Educational Psychology

Hi Allyssa:  
I have received some responses from my department but will need extra time till this Sunday as a few of my folks are away at conferences. Will that work?  
Thanks.

Best regards,

Hani

Hanizah Zainuddin, Ph.D  
Interim Chair and Associate Professor  
Dept. of Curriculum, Culture, and Educational Inquiry  
Rm. 347, Education Bldg  
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<http://www.coe.fau.edu/academicdepartments/ccei>

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“Helping the underprivileged is justice, not charity”

**From:** Alyssa Gonzalez-De Hass <[agonzale@fau.edu](mailto:agonzale@fau.edu)>  
**Sent:** Wednesday, November 6, 2019 1:16 PM  
**To:** Hanizah Zainuddin <[zainuddi@fau.edu](mailto:zainuddi@fau.edu)>  
**Subject:** FW: New Course Approval - Motivational Theories in Educational Psychology

Hi Hani,

Last week I sent email below about our proposed new motivation course in educational psychology. I have heard from all the other chairs and just wanted to be sure you had seen? If you still need time to take before a department committee, I completely understand. I still have a bit of time before the upcoming GPC deadline to submit.

Alyssa

**From:** Alyssa Gonzalez-De Hass  
**Sent:** Thursday, October 31, 2019 7:39 AM  
**To:** 'Hanizah Zainuddin'  
**Cc:** Barbara Ridener <[BRIDENER@fau.edu](mailto:BRIDENER@fau.edu)>  
**Subject:** FW: New Course Approval - Motivational Theories in Educational Psychology

Hi Dr. Zainuddin,

We are developing a new educational psychology course in the Department of Teaching and Learning, and I am reaching out to ensure your department has no conflict of interest before pursuing approval through the Graduate Programs Committee.

The course is a hallmark of many graduate programs in educational psychology, and it is titled "*Motivational Theories in Educational Psychology*". It will be firmly centered around motivation in education and designed specifically for educational professionals, especially as relates to teaching and learning. Overall it will focus on application of motivational principles to educational settings, in order to assist educational professionals in promoting and maintaining student motivation. Emphasis will be placed on learner's internal motivation including goal orientations and mindset, self-efficacy and self-regulated learning, and resilience. Both instructional influences and school family partnerships will be discussed.

Attached is the syllabus and new course proposal form for the COE's GPC.

If you can get back at your earliest convenience, but before the 11/13 deadline for submission to next GPC, it would be greatly appreciated.

Kind Regards,

*Alyssa Gonzalez-DeHass, Ph.D.*  
Professor of Educational Psychology  
Florida Atlantic University