Courses

ED PSY 2212 Child and Adolescent Development: 3 semester hours
Studies physical, emotional, social, and cognitive factors of growth and development of children from birth through adolescence. Major theories of learning and development are examined. Additional attention is given to understanding individual differences and the important influences of family and culture on development.

ED PSY 3312 Psychology of Learning, Instruction, and Assessment: 3 semester hours
Prerequisite: ED PSY 2212 or consent of instructor. Application of educational psychology theories and research to learning, instruction, and assessment. Highlights the importance of motivation, memory and cognition, and critical thinking skills in the instructional process and how to develop and monitor effective assessments to improve student learning.

ED PSY 6030 Instruction, Learning, and Assessment: 3 semester hours
Prerequisites: Graduate standing. This course uses behavioral and achievement assessment data (formative, diagnostic, and summative) to assess a learner’s progress and to plan ongoing instruction. Students will learn about the design and use of differentiated high-quality assessments monitors learner performance. Instruction engages learners in their own growth, to monitor learner progress, to assess the development of learners’ global competence, and guide decision making.

ED PSY 6030A Instruction, Learning and Assessment: A: 1 semester hour
Prerequisites: Graduate standing. Covers the study of cognitive and sociocultural theories of learning, knowledge versus understanding, designing for transfer, distinctions between experts and novices within a knowledge domain, and the backward design approach to instructional planning.

ED PSY 6030B Instruction, Learning and Assessment: B: 1 semester hour
Prerequisites: ED PSY 6030A or consent of instructor. Builds upon the backward design approach to instructional planning via study of subject matter domains to identify big ideas, essential questions, and facets of understanding. The relationships among domain concepts and development of valid and reliable assessments of student learning are highlighted.

ED PSY 6030C Instruction, Learning and Assessment: C: 1 semester hour
Prerequisites: ED PSY 6030B or consent of instructor. Examines the perspectives and intersection of cognitive and sociocultural learning environments, including the appropriate use of technology, application of instructional design principles, and techniques for teaching with high quality curricular materials.

ED PSY 6109 Learning and Development in Secondary School Settings: 4 semester hours
Prerequisites: Graduate standing and admission to the secondary teacher education program. Investigation of teaching and learning theories and research on the developmental needs of pre-adolescent and adolescent students. Issues of cognition, moral and social development, motivation, and assessment will be analyzed and debated. Emphasis will be on theoretical and practical approaches to constructing and analyzing a learning system. Includes field experiences.

ED PSY 6111 Educational Psychology: 3 semester hours
Prerequisite: Graduate standing. This course examines current theories of learning, cognition, and memory and the corresponding implications for curriculum development and instructional practices. The impact of biological and social factors on learning and behavior also are considered.

ED PSY 6115 Personality and Social Development: 3 semester hours
Prerequisites: Graduate standing. A foundational course integrating major theoretical perspectives on personality and social development. Emphasis is on the dynamic interplay of sociocultural influences on personality and identity development, including the impact of social contexts such as the school on development.

ED PSY 6210 Life-Span: Individual and Family Development: 3 semester hours
Prerequisites: Graduate standing. Critical analyses of theories of human development including readings from empirical research and cross-cultural comparisons focusing on strategies to enhance developmental outcomes through relationship and environmental opportunity.

ED PSY 6215 Psychology of Early Childhood Development: 3 semester hours
Prerequisites: ED PSY 6111 or consent of instructor. A survey of the theories, concepts and research which inform the field of early childhood development and help caregivers and teachers understand the cognitive, social, and emotional changes that take place from birth through the primary years of schooling.

ED PSY 6217 Foundations of Citizenship Education: 3 semester hours
Prerequisites: Graduate standing. Introduction to citizenship education providing a range of knowledge of civic participation, concepts of democracy, the democratic purposes of education, and the developmental of civic identity and political thinking, attitudes, and engagement. Comparison of historical and contemporary approaches to democratic citizenship education in the United States.

ED PSY 6220 Development of School-Age Students: 2 semester hours
Prerequisite: Graduate standing. Examines theories and concepts regarding the physical, cognitive, social-emotional, and moral development of school-age students. Particular attention is given to the influences of individual and cultural diversity on development.

ED PSY 6222 Advanced Studies in Child and Adolescent Development: 3 semester hours
Prerequisites: Graduate standing. Investigates current psychological theories and research regarding the physical, cognitive, and social-emotional development of children and adolescents.

ED PSY 6225 The Psychology of Adolescence: 3 semester hours
Prerequisites: ED PSY 6111 or consent of instructor. Current research on the psychological changes which occur during adolescence. Attention is paid to the family, school, peer groups, and contemporary settings that practitioners must understand to help young people meet the psychosocial challenges of adolescence.

ED PSY 6226 Mental Health and Development of Children and Youth: 3 semester hours
Prerequisites: A graduate or undergraduate developmental psychology course and graduate standing or consent of instructor. This course examines the psychological impact of common developmental challenges affecting the mental health of children, adolescents, and young adults. It reviews research-based options for prevention and early intervention at the individual, family, and cultural levels.
ED PSY 6310 Psychology of Learning Processes: 3 semester hours  
Prerequisites: ED PSY 6111. Advanced study of learning and instructional theories. The historical and theoretical bases of instructional practice are examined.

ED PSY 6404 Seminar: 1-10 semester hours

ED PSY 6417 Current Perspectives on Citizenship Education: 3 semester hours  
Prerequisite: ED PSY 6217. Seminar extends students' understanding of theory and research in citizenship education by applying it to practical programs in the US and abroad. Analysis of assumptions underlying methods of citizenship education and its goals. Exploration of research on methods that promote, facilitate, or inhibit civic participation and citizenship competence.

ED PSY 6444 Cognition and Technology: 3 semester hours  
Same as ED TECH 6444. Prerequisites: ED PSY 6111 or consent of instructor. Examines cognitive theories and computer-based tools for learning. Students will gain a critical understanding of the relationship between the design of technological tools, the use of those tools in educational settings, and their implications for learning.

ED PSY 6450 Advanced Methods in Character Education: 3 semester hours  
Prerequisites: ED PSY 6445. Advanced exploration of methods for promoting character development in schools: class meetings, democratic processes, cross-age learning and character curriculum development. Methods will be critically examined for their empirical and theoretical justifications.

ED PSY 6497 Problems: 1-10 semester hours

ED PSY 6530 Foundations of School Psychology: 3 semester hours  
Prerequisites: Admission to the School Psychology Program or consent of instructor. Examines the professional roles, responsibilities, and functions of psychologists in schools. Focuses on educational foundations of school psychology including the history of the profession, organization and operation of schools, and diversity among students and their families.

ED PSY 6532 Psychoeducational Differences: 3 semester hours  
Prerequisites: Graduate standing. Examination of classification systems used with children and adolescents in the diagnosis and treatment of educational and physical disabilities, mental disorders, and other developmental challenges.

ED PSY 6536 Biological Bases of Behavior: 3 semester hours  
Prerequisites: Graduate standing. Examination of biological factors affecting human behavior. Includes an overview of neuroscience, developmental psychophysiology, and basic psychopharmacology. Implications for psychological and educational interventions are considered.

ED PSY 6540 Psychoeducational Interventions: 3 semester hours  
Prerequisites: Grades of B- or better in ED PSY 6545 and ED REM 6718; or consent of instructor. Provides instruction and practice in the use of the problem-solving model to address common social-emotional and behavior problems found in schools. Special emphasis is given to research-based, early intervention and targeted intervention techniques that improve student behavior. Concurrent placement in a school or related setting is necessary to complete course assignments.

ED PSY 6544 Cognition and Technology: 3 semester hours  
Prerequisite: Consent of instructor. Examines cognitive theories and computer-based tools for learning. Students will gain a critical understanding of the relationship between the design of technological tools, the use of those tools in educational settings, and their implications for learning.

ED PSY 6545 Consultation in Schools and Related Settings: 3 semester hours  
Prerequisites: Admission to the School Psychology Program or consent of instructor. Examines the theories, research, and legal/ethical issues related to consultation in schools and related settings. Emphasis on understanding the process of consultation using a problem-solving approach. Includes instruction in interviewing, observation, and development and evaluation of interventions.

ED PSY 6550 Professional Issues in School Psychology: 3 semester hours  
Prerequisites: Grade of B- or better in ED PSY 6530 or consent of instructor. Advanced examination of professional issues specifically the legal, ethical, and cultural factors that influence the practice of school psychology.

ED PSY 6590 School Psychology Practicum I: 3 semester hours  
Prerequisites: Grades of B- or better in ED PSY 6550 and ED REM 6718. Introductory supervised experience in psychoeducational assessment and interventions for academic and behavior problems in schools and related settings. Settings and responsibilities determined in consultation with program faculty and site supervisor.

ED PSY 6591 School Psychology Practicum II: 3 semester hours  
Prerequisites: Grade of B- or better in ED PSY 6590. Advanced supervised experience in consultation, problem solving, psychoeducational assessment and interventions for academic and behavior problems in schools and related settings. Settings and responsibilities determined in consultation with program faculty and site supervisor.

ED PSY 6598 School Psychology Internship I: 3 semester hours  
Prerequisites: Grade of B- or better in ED PSY 6591. Supervised field-based placement in an approved school or educational setting under the supervision of an appropriately credentialed school psychologist. Course is eligible for graduate equivalency credit.

ED PSY 6599 School Psychology Internship II: 3 semester hours  
Prerequisites: Grade of B- or better in ED PSY 6598. Advanced supervised field-based placement in an approved school or educational setting under the supervision of an appropriately credentialed school psychologist. Course is eligible for graduate equivalency credit.

ED PSY 6990 Internship: 1-10 semester hours  
Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.