Educational Psychology Courses (EDPSYCH)

Courses

EDPSYCH 2030 (200:030). Dynamics of Human Development — 3 hrs.
Students in this course will examine the social contexts of human development (0-18 years of age) and the theoretical and historical perspectives that inform our understanding of development. In particular cross-cultural lenses will be used to uncover the cultural nature of development. Implications of these perspectives for supporting the development of individuals across multiple domains (e.g., physical, cognitive, psychosocial) will be discussed. Examination of diverse viewpoints, theories, and methods of inquiry provide an avenue for students to develop skills in critical thinking and analysis and communicate their findings both orally and in writing. (Fall, Spring, Summer)

EDPSYCH 3109. Development and Assessment of Young Children — 3 hrs.
In-depth study of children's development and its assessment from birth through grade three. Emphasis on examining developmental differences among individual children and implications for developmentally and individually appropriate classroom practice. Prerequisite(s): EDPSYCH 2030 (200:030) or equivalent or consent of instructor. (Fall, Spring, Summer)

Examination of the influence of cognitive, motivational, and socio-cultural factors on students' learning in classroom contexts, with an emphasis on implications for classroom instruction and improved student achievement. Prerequisite(s): TEACHING 2017; EDPSYCH 2030 (200:030); or equivalents. Registration requires full admission to the Teacher Education Program. Must have a cumulative 2.50 or higher to enroll in this course. (Fall, Spring, Summer)

Psychological concepts applied to adolescent intellectual, physical, and psychosocial behaviors; designed to improve understanding of, and relationships with, adolescents and their search for identity. Prerequisite(s): EDPSYCH 2030 (200:030) or equivalent; junior standing. (Variable)

EDPSYCH 4118/5118 (200:118g). Mental Health and Well-Being in the Classroom — 3 hrs.
Basic principles of mental health as they apply to the entirety of the educative enterprise. Focus on causative factors relating to the mental health of teachers and students, and ways of arranging classroom environments which maximize learning and minimize threat and self-devaluation. Prerequisite(s): EDPSYCH 2030 (200:030) or equivalent; junior standing. (Variable)

Students in this course learn to apply social psychological perspectives when interpreting educational situations and events. Through reading and discussion students map the influence of self-definition, motivation, relationships, and familial, school, and neighborhood contexts to educational outcomes. Students evaluate interventions based on social psychological principles and consider their role in educational and social transformation. Prerequisite(s): junior standing. (Variable)

EDPSYCH 4151/5151 (200:151g). Approaches to Classroom Management for Secondary Students — 3 hrs.
Strategies and processes designed to create and maintain classroom management intended to nurture the atmosphere leading to increased academic achievement and personal development of adolescent students. Prerequisite(s): EDPSYCH 2030 (200:030); EDPSYCH 3148 (200:148); or equivalents; junior standing. (Variable)

EDPSYCH 4152/5152 (200:152g). Development of the Middle School Aged Child — 3 hrs.
Focus on the cognitive, physical, social and emotional development of the middle school aged child (ages 11 to 15). Examination of the contexts of the middle school child including the home, school, and peers. Prerequisite(s): junior standing. (Variable)

EDPSYCH 4157/5157. Interpersonal Forgiveness — 3 hrs.
This course consists of a psychological and philosophical examination of forgiveness and will focus primarily on interpersonal forgiveness, the gift an injured person gives to the one who hurt him or her. Topics include what forgiveness is and is not, forgiveness in philosophy, the process of forgiveness, applications and benefits of forgiveness, forgiveness in education, and forgiveness and bullying. Students will also read about self-forgiveness, group and cultural perspectives of forgiveness and community and national issues related to forgiveness. By the end of the course, students will have gained a greater understanding and knowledge of the psychology of interpersonal forgiveness. The course will also help students improve their writing and critical thinking skills. Prerequisite(s): junior standing. (Fall or Spring)

EDPSYCH 4176/5176 (200:176g). Learning and Behavioral Problems in Education — 3 hrs.
Learning and behavior problems of students with focus on issues of identification, etiology, assessment, developmental changes, and intervention including consideration of personal, social, cultural, historical, and economic contexts. Prerequisite(s): junior standing. (Variable)

EDPSYCH 4180/5180 (200:180g). Community Service: Academic Skills Achievement Center — 2-4 hrs.
Tutorial experience in multicultural school setting. Collateral seminar for sharing personal insights and discussion of core readings on cultural pluralism. May be repeated once for credit. Prerequisite(s): junior standing or consent of department head. (Fall and Spring)

EDPSYCH 4188/5188 (200:188g). Current Approaches to Multicultural Education — 3 hrs.
Comparison of alternative models of multicultural education and study of their application in school settings. Prerequisite(s): junior standing. (Spring)

EDPSYCH 4198 (200:198). Independent Study — 1-6 hrs. (Variable)
Examination of children's cognitive and psychosocial development within family, school and community contexts, socio-historical factors which impact children, families, schools and communities, and implications for elementary school curricula and pedagogy. Prerequisite(s): junior standing. (Variable)

Study of factors involved in designing and implementing effective instructional environments. (Fall, Spring, Summer)

EDPSYCH 6215. Advances in Educational Psychology: The Science of Learning — 3 hrs.
This course examines what current research in psychological science has to say about the learning process, individual differences, and its implications for instruction. We begin by examining the construct of talent/ability and the development of skill/expertise. Next, we examine domain-general learning strategies (e.g., retrieval practice) and how they support the learning process. Finally, we take a closer look at the development of mathematical and reading proficiency/difficulties - as detailed domain specific "snapshots" of the transition from novice to expert. A major goal of this course will be to consider how insight gained from this research can be applied to help shape our understanding and design of effective educational practices and interventions for students. (Fall or Spring)

EDPSYCH 6216. Advances in Educational Psychology: The Psychology of Literacy — 3 hrs.
This course examines what current research in psychological science has to say about the learning process, individual differences, and its implications for literacy instruction. Specifically, we take a closer look at the development of reading and writing proficiency/difficulties, how this understanding may inform approaches to literacy instruction and highlight some of the differences in perspectives that currently exist among educators. (Variable)

Overview of individual development from young adulthood through middle adulthood. Emphasis is breadth and range of individual growth and development during the adult years. Focus on psychological issues associated with social, emotional, and cognitive development, and adult learning and teaching. (Variable)

Major theories of human development (e.g., psychoanalytic, cognitive, developmental, humanistic, and social learning theory). Includes study of noted theorists in each area and educational implications and applications of their work. Prerequisite(s): EDPSYCH 3109 or EDPSYCH 4116/5116 (200:116g). (Variable)

Psychological services in schools; roles and functions of school psychologists; review of professional, legal and ethical standards and implications for practice. Prerequisite(s): Admission to the MAE in Educational Psychology with Context and Techniques of Assessment Emphasis (School Psychology program). (Fall)

EDPSYCH 6260. Counseling Interventions in School — 3 hrs.
This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmental, cultural, legal, and gender appropriate strategies and techniques to meet the needs of counseling children and adolescents in a school context. Students will examine various theoretical, behavioral, and play therapy techniques for counseling children and adolescents. Prerequisite(s): Admission to the Ed.S. program in School Psychology or instructor permission. (Spring)

Overview of evidence-based interventions to address the social, emotional, and behavioral needs of students; using assessment data to develop student goals and monitor student progress; supervised practice developing, implementing, and monitoring interventions in the schools. Prerequisite(s): Admission to the Ed.S. program in School Psychology or instructor permission. (Fall)

EDPSYCH 6272. Systems Consultation — 3 hrs.
Examination of the multiple systems involved in PK-12 education, the organizational change process, and the context of current educational practice and reform. Application of these concepts to various systems level issues. Prerequisite(s): Admission to the Ed.S. program in School Psychology or instructor permission. (Spring)

Overview of major theoretical models of consultation (including systems level consultation), an in-depth opportunity to develop behavioral consultation and intervention skills through an authentic referral, and an emphasis on professional accountability through monitoring the effects of intervention. Prerequisite(s): Admission to the MAE in Educational Psychology with Context and Techniques of Assessment Emphasis (School Psychology program). (Spring)

(Variable)

EDPSYCH 6288. M.A.E. Practicum in Education and Psychology — 1-3 hrs.
Practicum placement for first year graduate school psychology students. Placements coordinated with instructor of record. Class meetings and assignments required. May be repeated. Prerequisite(s): Admission to the MAE in Educational Psychology with Context and Techniques of Assessment Emphasis or instructor permission. (Fall and Spring)

May be repeated for credit. Prerequisite(s): consent of instructor. (Variable)

Practicum placement for second year graduate school psychology students. Placements coordinated with instructor of record. Class meetings and assignments required. May be repeated. Prerequisite(s): Admission to the Ed.S. program in School Psychology. (Fall and Spring)

Supervised off-campus field experience. May be repeated for maximum 6 hours. (Fall and Spring)

EDPSYCH 6299 (200:299). Research.
Prerequisite(s): consent of department. (Fall and Spring)