

## EDUCATIONAL PSYCHOLOGY (EPSY)

**301. Educational Psychology of Children and Adolescents.** Credit 3 hours. Prerequisite: EDUC 203, EDUC 212, and Provisional SARTE status. An investigation of the cognitive, social, physical, and personality aspects of the child and adolescent as they apply to the teaching-learning process. Special attention will also be given to the characteristics and needs of exceptional children. Field experience required. Education majors only.

**302. Educational Psychology.** Credit 3 hours. An investigation of contemporary research and practice in educational psychology, including such topics as behavioral and cognitive theories of learning, creativity and problem-solving, and classroom management and motivation.

**303. Child Psychology.** Credit 3 hours. Prerequisites: Education 202. An investigation of major forces in the cognitive, social, physical, and personality development of the child.

**304. The Psychology of Early Childhood Conception through Age Eight.** Credit 3 hours. Prerequisite: EDUC 203, EDUC 212, and Provisional SARTE status. Course will discuss major developmental theories as they relate to physical, psychosocial, and cognitive domains. Extensive applications for those who will teach and work with young children. Field experience required. Education majors only.

**311. Adolescent Psychology.** Credit 3 hours. Prerequisite: EDUC 203, EDUC 212, and Provisional SARTE status. A study of physical, mental, social and personality development during adolescence. The needs of special populations such as students with mild/moderate impairments will be considered. Field experience required. Education majors only.

**314. Classroom Management for Beginning Teachers in PK-3.** Credit 3 hours. Prerequisite: EDUC 203, EDUC 212, and Full SARTE Status. A detailed investigation of behavioral and humanistic approaches in PK-3 classroom management and motivation. Included are topics such as preventing classroom disruptions, how and when to intervene when they occur, working with parents, and working with students in an inclusive environment. Field experience required. Education majors only.

**315. Classroom Management and Motivation for Beginning Teachers.** Credit 3 hours. Prerequisite: EDUC 203, EDUC 212, and Full SARTE Status. A detailed investigation of behavioral and humanistic approaches to classroom management and motivation in the classroom. Included are topics such as preventing classroom disruptions, how and when to intervene when they do occur; working with parents and working with students in an inclusive environment. Field experience required. Education majors only.

**601. Cognitive and Linguistic Development in Children.** Credit 3 hours. An examination of current knowledge regarding children's development of memory, language, and thought from infancy to adolescence.

**602. Adolescent Psychology.** Credit 3 hours. The effects of physical, social, emotional, and personality development on the behavior and adjustment of the adolescent.

**603. Classroom Management and Motivation.** Credit 3 hours. A detailed investigation of various models of classroom management and motivation. Included are such topics as behavior modification, assertive discipline, control theory, and the concept of the democratic classroom.

**605. The Psychological Foundations of Human Learning.** Credit 3 hours. Investigation of the classic psychological principles of learning as well as contemporary theory and research. An overview of behavioral and cognitive learning processes is presented.

**606. Social and Personality Development in Children.** Credit 3 hours. Exploration of the child's development of personality, self-concept, achievement motivation, moral judgment, and positive social values.

**614. Humanistic Psychology.** Credit 3 hours. Prerequisite: Educational Psychology 301 or 311 depending upon major field of certification or six hours in psychology or education psychology. An advanced course covering the "third force," humanistic movement in psychology and education. Theories, research, applications and implications of such psychologists as Maslow, Rogers, Combs, May, Lecky, and Jourard.