

EDUCATIONAL PSYCHOLOGY (EDP)

EDP 2336 The Developing Child (3)

A study of the physical, cognitive and affective development of a child from prenatal to eighteen years of age. Emphasis is placed on current literature, research findings and developmental theories.

EDP 2350 Teaching Gifted and Talented (3)

Pre-requisite(s): Completion of TED 1312 or concurrent enrollment
This course provides information about characteristics of gifted and talented learners and their needs. Students will learn the role of a teacher and instructional strategies related to guided research that are then applied in one-to-one teaching experiences.

EDP 2360 Teaching Special Education (3)

This course provides initial preparation in the role of a special education teacher. Students will learn teaching techniques and strategies for students with mild disabilities that are then applied in a one-to-one or one-to-two teaching experience.

EDP 3324 Learning and Development (3)

A study of the relationship between development and learning. Physical, cognitive, personal, social, moral, and language development as well as selected theories of learning and motivation are considered. (Credit may not be earned for this course if credit is earned in EDP 3325.)

EDP 3325 Introduction to Educational Psychology (3)

The principles of educational psychology as applied to teaching. Content of the course includes the principles of human growth and development, learning, motivation, and measurement as they relate to the role of the teacher. Special problems related to the effect of cultural and economic factors will also be included. (Credit may not be earned for this course if credit is earned in EDP 3324.)

EDP 3327 Assessment Theory and Exceptionality (3)

A study of the process of collecting data for the purpose of assessing individual differences and making decisions about the education of exceptional students.

EDP 3330 Early Childhood Intervention (ECI): An Interdisciplinary Approach (3)

An introductory course in child development is recommended as a prerequisite. Family-centered, interdisciplinary services for young children at-risk for developmental disabilities. Students will study the history, rationale, controversies, and current best practices within the field of early intervention.

EDP 3334 Collaborative Consultation in Special Education (3)

Pre-requisite(s): EDP 2360; EDP 3470; EDP 3368; EDP 3660 and EDP 4352

A course emphasizing collaborative consultation processes with parents, teachers, support personnel, school administrators and students. Includes twenty hours of field experiences.

EDP 3361 Developmental Disabilities (3)

In this course a review of normal human development provides the basis for an in-depth study of the etiology, characteristics, treatment, and prevention of developmental disabilities including autism, cerebral palsy, learning disabilities, intellectual disabilities, and seizure disorders.

EDP 3362 Teaching Associate Special Education Part II (3)

Co-requisite(s): EDP 3379

Pre-requisite(s): EDP 3660 This practicum provides a field experience in the assessment, education, and management of students with moderate, severe, and profound disabilities

EDP 3368 Assessment of Students with Mild Disabilities (3)

Co-requisite(s): EDP 3470

Pre-requisite(s): EDP 2360

A course focusing on formal and informal assessment currently used in special education for students with mild disabilities. The completion of a case study requiring the administration, scoring, and interpretation of individual assessments is included.

EDP 3376 Applied Behavior Analysis (3)

Analysis and management of problem behaviors. Emphasized topics include behavior measurement techniques, functional assessment procedures, and behavior intervention methods.

EDP 3379 Education of Students with Moderate-Severe Disabilities (3)

Co-requisite(s): EDP 3362

Emphasis is on specially designed instruction and assessment of individuals with moderate to severe disabilities from infancy to adulthood including teaching techniques, assistive technology, and transition.

EDP 3470 Literacy for Students with Special Needs (4)

Co-requisite(s): EDP 3368

Pre-requisite(s): EDP 2360

A lab-based course involving application of methods for teaching oral/written language and reading to students with special needs. Includes sixty hours of field experience.

EDP 3650 Teaching Associate Gifted Education Part I (6)

Pre-requisite(s): Credit or concurrent enrollment in EDP 2350; and EDP 3324, and EDP 3326

In this course, teacher candidates teach small groups of gifted and talented and general education students within a specific disciplinary area that matches their certificate areas. The practicum consists of 97.5 hours in a professional development or partner school (7.5 hours per week). Teacher candidates will work with small and large groups of students. Course includes a weekly seminar.

EDP 3660 Teaching Associate Special Education Part I (6)

Pre-requisite(s): EDP 2360, EDP 3470, EDP 3368, and EDP 4352

A practicum of one hundred hours providing experience in adapting instruction for learners with special needs within the general education classroom. Students learn how to manage behavior, adapt lessons, individualize instruction, and correlate multi-level materials in a field-based setting. Course includes a weekly seminar.

EDP 4341 The Adult Learner (3)

Characteristics of the young and mature adult learners with an emphasis on intellectual and social development. An analysis of theories of adult learning is included.

EDP 4350 Introduction to Gifted Education (3)

Introduces students to policies, theories, and models of gifted education including talent development and advanced academic programs from elementary school through high school. Students learn specialized approaches to teaching consistent with the goals of gifted education, honors programs, and advanced academics.

EDP 4351 Differentiated Instruction (3)

Pre-requisite(s): EDP 2350 or EDP 2360

Historical, philosophical, and theoretical background of curriculum differentiation and specific strategies to adapt instruction for individual student differences related to rate, content, and preferences. Emphasis on best practices in differentiated instruction as demonstrated by empirical research.

EDP 4352 Exceptionalities (3)

Pre-requisite(s): EDP 2350 or EDP 2360 or consent of instructor

Historical foundations, laws, policies, and issues regarding definitions and the identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

EDP 4379 Education of Students with Moderate-Severe Disabilities (3)

Co-requisite(s): EDP 4377

Pre-requisite(s): EDP 3376 and admission to teacher education

Types, characteristics, etiologies, education and treatment of individuals with moderate to severe disabilities from infancy to adulthood.

EDP 4383 Adapting Instruction for Special Needs Learners (3)

Co-requisite(s): EDP 4378

Pre-requisite(s): EDP 3376 and admission to teacher education; EDP 4378

Students acquire various methods for adapting for learner differences within the general education classroom including redesigning direct teaching lessons, developing assessment tasks, correlating multi-level activities, individualizing, and mastery learning. Emphasis will be placed on strategies for classroom organization and management such as grouping, scheduling, room arrangement, and record keeping.

EDP 4468 Math for Learners with Special Needs (4)

Pre-requisite(s): EDP 2445 and admission to teacher education

A field-based course involving application of direct instruction methods in mathematics to students with a variety of learning needs. Emphasis is placed on analyzing and sequencing the essential elements of mathematics to facilitate mastery. Includes sixty hours of field experience in a multicultural setting.

EDP 4650 Internship Gifted and Talented Part I (6)

Co-requisite(s): EDP 4651

Pre-requisite(s): Grade of B or better in EDP 3650 and EDP 2350

Full-time teaching experience in a classroom with specific emphasis on gifted and talented students. A mentor teacher and resident faculty will support teacher candidates as they gradually assume complete responsibilities for teaching. Course includes two eighty-minute seminars per week.

EDP 4651 Internship for Gifted and Talented Part II (6)

Co-requisite(s): EDP 4650

Pre-requisite(s): Grade of B or better in EDP 3650 and TED 3651

Planning and preparing lessons and materials for full-time teaching with specific emphasis on gifted and talented students. Include completion of content modules, conferencing with mentor teacher and university instructor, written lesson reflections, observation of lessons taught by master teachers, and preparation of web-based portfolio.

EDP 4660 Internship Special Education Part I (6)

Co-requisite(s): EDP 4661

Pre-requisite(s): Grade of B or better in EDP 3660

Full-time teaching experience in a professional development school with students who have special learning needs. A special education mentor teacher and resident faculty will support teacher candidates as they gradually assume complete responsibilities for teaching. Course includes two eighty-minute seminars per week.

EDP 4661 Internship Special Education Part II (6)

Co-requisite(s): EDP 4660

Pre-requisite(s): Grade of B or better in EDP 3660

Planning and preparing lessons and materials for full-time teaching of students with special needs. Includes completion of content modules, conferencing with mentor teacher and university instructor, written lesson reflections observation of lessons taught by master teachers, and preparation of web-based portfolio.

EDP 4662 Internship Special Education Part III (6)

Co-requisite(s): EDP 4663

Pre-requisite(s): Grade of B or better in EDP 3660 and EDP 3661

Continuation of EDP 4660 and EDP 4661.

EDP 4663 Internship Special Education Part IV (6)

Co-requisite(s): EDP 4662

Pre-requisite(s): Grade of B or better in EDP 3660 and EDP 3661

Continuation of EDP 4660 and 4661.

EDP 4V75 Practicum: Teaching in Today's Schools (1-6)

Pre-requisite(s): Consent of instructor

A practicum for students in the two-semester professional development school cohort. The course provides supervised practice in all student teacher proficiencies. This experience includes practice in: classroom organization and management, assessment, planning/delivery of instruction, adapting instruction for individual needs, collaboration technology and professionalism. A minimum of 40 hours of experience is required for each hour of credit.