Directory of Courses in
Learning Theory and Classroom Methods

School Library Media Specialization
Masters in Library Science

College of Information Studies
University of Maryland, College Park
INTRODUCTION

The School Library Media Program of the University of Maryland College of Information Studies (CLIS) requires that SLMP students who do not have teaching backgrounds must take additional course work outside the program: three credits in learning theory and three credits in classroom techniques. These courses do not count toward the requirements of the program itself, but CLIS will not recommend students for certification without teaching backgrounds or this additional coursework.

This packet contains information about a variety of educational institutions offering courses that can be taken to meet this requirement. Contact information and relevant course listings are included. Course offerings and content can change from time to time; confirm with the institution the current course content prior to registering. **Check with your advisor before registering for any course to confirm that your course selection will meet program requirements.**

The schools listed here vary in location, cost, level of credits, and ease of enrollment. Some listings include notations of special requirements to register for courses.
EDU-320 Psychology of Education (undergraduate) 3 credits
Surveys the research literature on learning theories and human development with an emphasis on the role of educators. Includes focus on issues such as multicultural education, special education, evaluation, memory and cognition, and instructional design. Usually offered every term.

EDU-330 Instructional Strategies and Teaching Methods (undergraduate) 3 credits
An introduction to effective teaching strategies for prospective elementary teachers. Focus is on planning, implementing, and assessing teaching and learning. Issues of beliefs, practice, and reflection are emphasized. Students demonstrate teaching skills in clinical settings. Usually offered every fall. Prerequisite: EDU-200, EDU-320, and EDU-321.

EDU-522 Principles of Effective Methods and Instruction (graduate & adv. undergrad) 3 credits
An in-depth examination of the methods and competencies necessary for teaching, including instructional planning, writing objectives, lesson presentation, questioning, and feedback, interpersonal communication, instructional approaches, and assessment. The course explores the teacher’s role as skilled practitioner and critical decision maker. Usually offered every term.

EDU-362 Classroom Management (undergraduate) 3 credits
Study of the instructional and behavioral components of classroom management. Students gain skills in assessing behavior problems, planning interventions, implementing various strategies, and evaluating the effectiveness of interventions. Special attention is given to diverse populations of students, including exceptional needs, different cultural backgrounds, English as a second language, and low socioeconomic status. Usually offered every fall and summer.

PSYC-350 Child Psychology (undergraduate) 3 credits
Introduction to development from infancy through adolescence. Emphasis on theory and research in normal development: genetics, growth, and maturation; sensation and perception; motivation; cognitive and social functioning. Usually offered every term. Prerequisite: PSYC-105 or PSYC-115 or permission of instructor.

PSYC-420 Adolescent Psychology (undergraduate) 3 credits
Study of adolescence as a period of transition. Includes research and theory on hormonal, emotional, social, and cognitive development in adolescence. The influence of peer pressure, need for self-individuation, and problems of adolescence are also considered. Usually offered alternate springs. Prerequisite: PSYC-105.
ANNE ARUNDEL COUNTY COMMUNITY COLLEGE
http://www.aacc.cc.md.us/
http://www.aacc.edu/catalog/

EDU 133 Growth & Development 3 credit hours
Examines the growth and development of children from infancy through adolescence and the
influences of development on the delivery of effective education programs. Emphasizes social,
emotional, cognitive and physical development of children and the application of theories of child
development and learning to education. Course requirements include 15 hours of fieldwork.
Prerequisite: Eligibility for ENG 111.

EDU 211 Educational Psychology 3 credits
Surveys the basic theories of learning and teaching and the application of theory to educational
environments. Examines the adaptation of the concepts of behavioral, cognitive and constructivist
learning theories to teaching and managing an effective learning environment. Emphasizes the
principles of motivation, classroom management and assessment of student performance.
Prerequisite: Eligibility for ENG 111, PSY 111 or permission of department chair.

EDU 241 Methods of Teaching for Elementary Education 3 credits
Provides an overview of teaching methodology for effective instruction in elementary classrooms.
Emphasizes the development of learning objectives, selection of instructional techniques and use of
materials and resources appropriate for elementary content/curricula. Explores basic principles of
classroom management and applies theories of learning and teaching to the organization and
presentation of elementary lessons. Prerequisite: EDU 211 or permission of department chair.

EDU 261 Methods of Teaching in Secondary Education 3 credits
Provides an overview of teaching methodology for effective instruction in secondary classrooms.
Emphasizes the development of learning objectives, selection of instructional techniques and use of
resources appropriate for secondary content/curricula. Explores basic principles of classroom
management and applies theories of learning and teaching to the organization and presentation of
secondary lessons. Prerequisite: EDU 211 or permission of department chair.
EDU 250 Introduction to Effective Elementary Teaching Methodology 3 credits
In this course, students will be able to identify, describe and apply various instructional strategies and understand how to use them effectively within a multicultural classroom of socially, ethnically and cognitively diverse learners. Students will learn how to appropriately implement varied individual and group instructional and classroom management techniques to improve the performance of learners in all academic areas in both elementary and middle schools in urban settings.

EDU 260 Introduction to Effective Teaching Methodology in Secondary/Specific 3 credits
In this course, students will be able to identify, describe and apply various instructional strategies and understand how to use them effectively within a multicultural classroom of socially, ethnically and cognitively diverse learners. Students will learn how to appropriately implement varied individual and group instructional and classroom management techniques to improve the performance of learners in all academic areas in both middle and secondary schools in urban settings.

PSY 201 Educational Psychology 3 credits
Students examine psychological findings and concepts as they apply to educational situations. Techniques for measuring an individual’s capacity and achievement are studied. Prerequisite: PSY 101.

PSY 208 Psychology of Adolescent Development 3 credits
This course presents an overview of current research and theory on adolescent development, with a special focus on the family, school, peer group, and community contexts within which adolescents live and grow. Students gain an understanding of the biological and social processes that influence development, the challenges and risks facing adolescents today, and the factors that promote positive development. Current issues related to adolescence and the implications of policy practice on adolescent development are discussed throughout the course.
EDUC 201 Human Growth and Development  3 credits
A study of the biological, psychological, and social factors that influence the growth and development of the individual from conception to adulthood. Students enrolled in EDUC 201 are required to take Practicum II concurrently. Prerequisites: EDUC 101.

ELED 301 Theory and Practice/Elementary  3 credits
A study of the theory and teaching techniques appropriate for elementary school children. Attention is given to recent research on effective teaching; planning, implementing, and evaluating lessons; motivating and organizing for effective instruction; and techniques for meeting the needs of diverse school populations. Performance-based assessment is applied. Prerequisites: EDUC 101, 201, 220, English Proficiency Examination, Registration for Praxis I.

PSYC 202 Psychology of Learning  3 credits
An examination of theory and research in animal and human learning, emphasizing findings from classical (Pavlov) and operant (Skinner) conditioning in terms of the processes of acquisition, extinction, discrimination, and generalization. Demonstrates how these types of learning have been applied to human problems in the form of cognitive-behavioral therapies. In addition, contemporary issues are examined from the perspectives of verbal learning, memory, and biology. Prerequisites: PSYC 10.

PSYC 412 Educational Psychology  3 credits
Application of learning processes and theories, individual differences, measurement, motivation, emotions, intelligence, problem-solving, thinking, and communication in educational settings.

SCED 302 Analysis of Teaching/Secondary  3 credits
An overview of the teaching process, basic concepts; techniques of diagnostic and prescriptive teaching; classroom management, instruments for assessing teaching performance; micro-teaching, disruptive students. NTE:PK must be taken during this course. Prerequisites: English Proficiency Examination, EDUC 101, EDUC 201, NTE (CS and GK), and admission to Teacher Education.

SCED 304 Methods of Teaching/Secondary  3 credits
An integrated methods course of practices and processes related to teaching in the secondary school. The course has two eight-week segments. First eight weeks: General methods for all secondary students. Second eight weeks: Specific methods in the content area. Practicum III is taken concurrently. Prerequisites: EDUC 220, EDUC 302, and NTE (CS and GK).
EDUC 125 Educational Psychology 3 credits
Educational Psychology, is a study of the educational process. Attention is given to various instructional models and objectives, theories of learning, and the application of modern psychological principles as they apply to educational theory and practice. Direct observation of classroom interactions and the facilitation of learning are suggested as integral parts of the course. Prerequisite: Baccalaureate degree, or PSYC-101 and EDUC-120, or PSYC-101 and ECE-102. Undergraduate students enrolled in EDUC-125 must be concurrently enrolled in EDUC-126. External classroom observation will occur on students' own time. Three hours lecture each week. Three credits. Three billable hours.

EDUC 215 Effective Teaching Methodology: Elementary Education 3 credits
Effective Teaching Methodology: Elementary Education, focuses on students preparing to become reflective teachers in a diverse society through knowledge of the subject matter, the curriculum, the learners, and teaching strategies. Opportunities will be provided for planning and practicing instruction based on knowledge of the theory and research supporting the strategies and models used. Emphasis will be placed upon reflection on teaching and learning events in classrooms and schools to encourage problem solving in collaboration with others. This course meets the Maryland State Department of Education Teaching Methodology requirements for an initial certificate in Elementary Education. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved for Elementary Teaching Methodology.

EDUC 216 Effective Teaching Methodology: Secondary Education 3 credits
Effective Teaching Methodology: Secondary Education, is designed to provide prospective and non-certified secondary school teachers with knowledge of theory and teaching practices, current educational goals, both nationally and locally, and trends in educational assessment and application. This knowledge will be used to plan, design, and conduct effective instruction. Supplemental topics will include multiculturalism, classroom management, and the inclusion of students with special needs. This course meets the Maryland State Department of Education Teaching Methodology requirement for an initial certificate in Secondary Education. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved for Secondary Teaching Methodology.

PSYC 210 Human Development Through the Life Span 3 credits
Human Development Through the Life Span, is a survey of the biological, psychological, and social changes which accompany the developmental process. The content includes a study of the physical, intellectual, emotional, and social development of the individual from conception to death. Prerequisite: PSYC-101. Three hours lecture each week. Three credits. Three billable hours.
CATHOLIC UNIVERSITY OF AMERICA
http://www.cua.edu
https://cardinalstation.cua.edu/psp/paprd/EMPLOYEE/HRMS/c/COMMUNITY_ACCESS.SSS_BROWSE_CATLG.GBL?pslnkid=HC_SSS_BROWSE_CATLG_GBL4_LINK

EDUC 261 Human Growth and Development 3 credits
Introduces candidates to major concepts, principles, theories, and research related to the development of a person from the prenatal period through adulthood. Experiences with observation and other formal and informal assessment methods to learn about children's characteristics and needs, and the multiple influences on development and learning. Encourages dispositions characteristic of professional educators including attention to ethical standards. Designed for Education majors: departmental consent required.

EDUC 361 Psychology of Education 3 credits
Introduces principles of educational psychology. Compares application of knowledge of methods based on research in cognitive science with those based on principles of behaviorism. Topics include creating positive learning environments and supportive relationships for learning, increasing motivation, problem solving, assessment of student performance, and planning instruction to meet the needs of diverse learners. Candidates participate in a tutoring experience in a school as part of course requirements and use CUA's Conceptual Framework to reflect on their P-12 students' performance. Designed for Education majors: departmental consent required.

EDUC 639 Human Growth and Development 3 credits
A consideration of the various aspects of growth and development across the life span. Special focus on the development to education and schooling.

EDUC 640 Adolescent Psychology 3 credits
The social, psychological, and physical characteristics of growth and development, with emphasis given to the particular problems and stresses involved in the transition from childhood to adulthood, and the application of research to educational settings.

PSY 307 Child Development 3 credits
Provides an introduction to basic theories, research methods, and research findings in child development. Addresses development in areas such as perception, cognition, language, personality, and social relationships. Examines development from conception through adolescence.

PSY 379 Life Span Development 3 credits
This course examines psychological development from conception to late adulthood. Multiple theoretical perspectives will be discussed, as well as various components of human development (cognitive, psychosocial, physical, etc.). In addition, to learning the key developmental sequences that occur across the lifespan, students will learn about the mechanisms by which these changes occur and how psychologists study them. Additional emphasis will be placed on examining human development within and across contexts and cultures in order for students to come to a better understanding about biological, psychological, social, and cultural contributors to development.
EDU 1013 Child Growth and Development 3 credits
Students develop an understanding of the basic theories and principles affecting the physical, social, emotional, and intellectual development of children. Observations in child care settings will be required in addition to regular class lectures. Basic language skills are presumed, used, and evaluated.

PSY 2030 Child Psychology 3 credits
Students use the scientific method to study the normal behavior and social development of growing children. Theories of development and research methods applied to child behavior are studied and utilized. Basic language skills are presumed, used, and evaluated. Prerequisite: PSY 1010

PSY 2050 Human Development Through the Life Span 3 credits
Human physical, intellectual, and personality (social-emotional) development through the whole life span are surveyed using models from the psychoanalytic, behavioral, and humanistic approaches. Basic language skills are presumed, used, and evaluated. Prerequisite: PSY 1010

PSY 2600 Educational Psychology 3 credits
Prerequisite: PSY-1010 or bachelor’s degree. Students study the basic principles and concepts of learning and their applications to teaching, methodology, behavior control, motivation, and constructing effective learning environments. Basic language skills are presumed, used, and evaluated.
EDTR 241 Methods of Teaching for Elementary Teachers 3 credits
Introduces students to the methods, curriculum patterns, and trends in elementary education. The competencies required of teachers in elementary schools are employed in order to develop effective lesson plans. The course addresses differentiation of instruction in order to meet the needs of diverse populations, including students with special needs. Emphasis is placed on following the INTASC (Interstate New Teacher Assessment and Support Consortium) standards. Students participate in a 15-hour guided observation in an elementary school. This course is approved by the Maryland State Department of Education for individuals seeking certification or recertification in elementary education. Prerequisites: (ENGL 051 or ESOL 051 or LVE 1) and (RDNG 051 or ESOL 053 or LVR 1)

EDTR 251 Methods of Teaching for Secondary Teachers 3 credits
Introduces students to the methods, curriculum patterns, and trends in secondary school teaching. Students learn to plan and design instruction consistent with competencies required of teachers in middle and high schools. The course addresses differentiation of instruction in order to meet the needs of diverse populations, including students with special needs. Emphasis is placed on following the INTASC (Interstate New Teacher Assessment and Support Consortium) standards. Students participate in a 15-hour guided observation in a middle or high school. This course is approved by the Maryland State Department of Education for individuals seeking certification or recertification in elementary education. Prerequisites: (ENGL 051 or ESOL 051 or LVE 1) and (RDNG 051 or ESOL 053 or LVR 1)

PSYCH/EDTR 103 Principles of Human Growth and Development 3 credits
Focuses on the scientific study of the biological, psychological, and social changes which occur over the human lifespan from conception until death. Topics addressed in this course include the effects of heredity and culture on human behavior and mental processes during prenatal development, infancy, childhood, adolescence, and adulthood. Credit earned for one only. Prerequisite: PSYC 101

PSYCH/EDUC 215 Educational Psychology 3 credits
Presents applications of psychological research and principles to educational theory and practice. Course topics include aspects of human development, theories of learning and instruction, creating positive learning environments, teaching for learning, assessment, and grading, learner differences, motivation, and the impact of culture and community. Designed primarily for pre-service teachers and others interested in the educational process. Prerequisite: Psych 101.

PSYC 219 Adolescent Psychology 3 credits
Focuses on the scientific study of the biological, psychological, cognitive, emotional, personality, and social changes that occur during adolescence; includes the effects of heredity and culture, major theories, moral development, gender-role issues, sexuality, and family relationship issues. Prerequisite: PSYC 101

PSYCH 230 Child Psychology 3 credits
Studies the physical, cognitive, linguistic, emotional, social, and personality development of the child from conception through adolescence; presents psychological principles, research, and methodology; emphasizes scientific study of child development. Prerequisite: Psych 101.
EDUC 210 Educational Psychology 3 credits
General principles of the psychology of learning and teaching; emphasis on laws of learning, conditions of learning, efficient learning, improving study habits, diagnosis and evaluation of the learner.

EDUC 445 Middle School Curriculum and Methods 3 credits
The middle school movement; the middle school student and curriculum; teaching in the middle school; middle school organization. Prerequisite: Phase II admission or permission of Department Chair.

SCED 410 Secondary Methods and Curriculum 3 credits
Evolution of the philosophy of secondary education. Current curricula, planning, issues, and instructional methodologies in all secondary teaching areas. Required for secondary education majors. Not open to students with credit for former SCED 310.
PSY 311 Development I: Child Psychology 3 credits
The study of physical, psychological, social, and cognitive development from conception to the end of childhood. It will include discussion of the interaction of genetic and environmental factors in the shaping of personality. It will describe language development and social and emotional adjustment of the child. Prerequisite: PSY 201

PSY 313 Development II: The Psychology of Adolescence 3 credits
A study of developmental processes in adolescence. Included is the study of puberty and the intellectual, social, moral, emotional, religious, sexual, personality, and family transitions occurring during this period. Emphasis is given to the influence of the above changes on personal identity and current problems of the adolescent in American society. Also included is a discussion of levels of aspiration and vocational choice. Prerequisites: PSY 201 and 311 or the equivalent
EDUC 302 Human Growth and Development 3 credits
Introduction to educational issues; not applicable in graduate-level teacher education programs. Examines human development through life span with special emphasis on cognitive, language, physical, social, and emotional development of children. Emphasizes contemporary theories of human development and their relevance to educational practice. Notes: Requires school-based field experience during course.

EDUC 539 Human Development and Learning, PK–12 3 credits
Provides practicing teachers with foundations of psychological theory, research, and professional practice relating to development and learning in inclusive PK-12 classroom settings. Notes: School-based field experience required.

EDUC 672 Human Development and Learning: Secondary Education 3 credits
Explores developmental issues associated with middle and high school students as well as theories that provide a basis for understanding the learning process. Addresses implications for the design of instruction and curriculum. Field experience in public schools required.

EDEP (Ed. Psych) 550 Theories of Learning and Cognition 3 credits
Explores theoretical perspectives on learning and cognition, and relation of these theories to the construction of learning environments, student motivation, classroom management, assessment, and technology to support teaching and learning.
PSYCH 203 Educational Psychology 3 credits
This course surveys current psychological research and theory to address issues of teaching and learning. Instruction focuses on developmental theories, learning theories, instructional approaches, motivation, classroom management and other relevant topics. Students are required to participate in a fifteen hour field experience in a local school. Prerequisite: PSY 210.

PSYCH 204 Developmental Psychology: Lifespan Human Development 3 credits
The data, concepts, theories, models, and methods of contemporary psychology are focused on the physical, cognitive, emotional and social growth patterns of human beings, from conception through life. Career needs of nursing and education majors receive particular attention. Prerequisite: PSY 201.
EDUC 212 Effective Teaching Methodology 3 credits
This course introduces students to a broad spectrum of instructional methodologies for use in today’s classrooms and to the frameworks that will guide their instructional decisions. Students learn to design instruction to meet the needs of diverse student populations and to apply instructional techniques to manage and teach these children. Three credit hours per week. Prerequisite: Students must be currently teaching or have permission of the Dean of the Division.

PSY 102 Human Development Across the Life Span 3 credits
This course studies the developing person across the life span from conception to death. Numerous theoretical perspectives are applied to studying biological, cognitive, psychosocial change. Emphasis is given to the role of genetic influences as well the specific environmental contexts in which development occurs. Three lecture hours per week. Prerequisite: PSY 101.

PSY 202 Child Psychology 3 credits
This course studies the developing person from conception through adolescence. Current research and applications are used to explain biosocial, psychosocial and cognitive development. The importance of specific environmental contexts in development is emphasized. Topics include bonding and attachment, language development, abuse and neglect, parenting, gender role development, problems and challenges of adolescence, and moral development. Three lecture hours per week. Prerequisite: PSY 101.

PSY 207 Educational Psychology 3 credits
Educational Psychology focuses on the learning process and related ideas such as development, individual differences, cognition, effective learning environments, motivation and exceptionalities. Emphasis is placed on studying the development of effective teaching-learning relationships in the American school environment. Connections among a variety of disciplines are stressed, as well as links to the real world beyond the classroom. Three lecture hours per week. Prerequisite: PSY 101.

PSY 216 Adolescent Psychology 3 credits
This course presents the period of adolescence as a distinct stage in the lifespan, with its own unique biological, psychosocial, and cognitive issues. Current theoretical perspectives and research findings are used to explain and explore such topics as the challenges of puberty, identity development, risk taking behavior, intimate relationships, and the impact of cultural variables on adolescent development. Three lecture hours per week. Prerequisite: PSY 101.
EDUC 223 Child Development 3 credits
Prerequisite: PSY 101. Not open to freshmen. A study of human development from conception to the adolescent years of childhood. Emphasis is given to cognitive and personality/social theories of development. Students are expected to understand, analyze, apply, synthesize and evaluate various theories and use them in an analysis of one child. Directed naturalistic observations are conducted in the Onica Prall Child Development Laboratory School, beginning a few weeks into the semester.

EDUC 308 Educational Psychology 3 credits
Prerequisite: PSY 101 or the equivalent. The psychology of school learning will be explored. There will be an overview of theories of teaching, learning, behavioral management and related research including the philosophical assumptions underlying each, within the dynamics of context, class, race and gender issues; and an explanation of ways of knowing and the many ways that learners construct knowledge. Emphasis is placed on empirical findings and their implications for the process of schooling. (Open only to students enrolled in Phase I of the secondary teacher certification program.)

EDUC 347 Classroom Organization and Management 3 credits
Prerequisite: Admission to Phase II. A study of classroom management techniques appropriate for the general and special education classroom. Topics include behavior modification, interaction techniques, problem solving and group management strategies.

EDUC 411 The Teaching of Secondary School Subjects 3 credits
Prerequisites: 18 credits in the major subject, EDUC 204, 308, 409 and 413. This course is designed to provide prospective teachers with a knowledge base of the theories and best practices which are relevant to effective pedagogy as well as current education goals and standards for the content areas: art, English, foreign language, history, mathematics or science. The focus of the course will be on theories and principles of effective instruction—methods, strategies and techniques for teaching students in grades 7-12 (preK-12 for art) in today’s diverse schools. Topics to be explored include lesson planning, motivation, teaching strategies, multiculturalism, critical thinking, the use of technological resources, questioning and problem solving strategies and skills, as well as differentiation of instruction for students with special needs. (Open only to students enrolled in Phase II of the secondary teacher certification program.)

PSY 208 Psychology of Adolescence 3 credits
Prerequisite: PSY 101. The psychological development of the normal individual from the beginning of puberty to the attainment of maturity. Research findings are examined for the purpose of understanding and guiding the development of adolescents in the home, the school, the peer group and the community.

PSY 237 Human Development I: Childhood and Adolescence 3 credits
Prerequisite: PSY 101. Credit by exam. Introduction to the concept of development as a lifelong process. Developmental methodology and theories of development as they apply to childhood and adolescence. Critical life events and their adjustments from the prenatal period through adolescence from a developmental perspective are discussed, stressing the interaction between the developing person and a continually changing world. Emphasis is given to the interdisciplinary nature of human development, (i.e., the relationships among the biological, social and psychological domains).
PSY 409/509 Psychology of Learning, Memory, and Cognition 3 credits
Prerequisites: Junior or senior standing with a cumulative grade point average of 2.0 or better and 12 credits at the 200 level or above in psychology, or permission of the instructor. A contemporary survey of methods, theories, principles and processes in the expanding field of learning. Included are topics in human and animal learning such as: classical and operant conditioning, discrimination learning, verbal learning and memory, information processing, transfer of learning, language and cognition.
EDUC 111 Child Growth and Development 3 credits
Through the study of early childhood years, the student will be able to describe the language, cognitive, physical, social, and emotional development of young children, birth to 12 years. Instruction will focus on theories of child development, research methods, and developmental milestones. Knowledge learned in this course can be applied to parenting and to careers in child care, early childhood education, and nursing. Sixteen hours of Field Experience outside of class time is required. The student will observe individual children in a variety of settings.

EDUC 260 Educational Psychology 3 credits
Educational Psychology is an advanced course which surveys current psychological research and theory to address issues of teaching and learning. Instruction will focus on developmental theories, research methods, classroom management, and instructional techniques. The course will utilize readings, films, lectures, guest speakers, and small group projects, and is well suited for anyone interested in learning more about children, schools, learning, and/or teaching. A 15-hour Field Experience outside of class time is required. Students are placed in a Howard County Public School or may use a K-12 school where they are employed. (3 hours weekly) Prerequisite: Eligible to enroll in ENGL-101.

EDIC 266 Methods of Teaching Elementary Education 3 Credits
This class prepares prospective and non-certified elementary school teachers to become reflective teachers in a diverse society through knowledge of the subject matter, the curriculum, the learners, and teaching strategies. Opportunities will be provided for planning and practicing instruction based on a knowledge of theory and research supporting the strategies and models used. Emphasis will be placed on reflection on teaching and learning events in classrooms and schools to encourage problem solving in collaboration with others.

EDUC 267 Methods of Teaching Secondary Education 3 credits
This course is designed to provide prospective and non-certified secondary school teachers with knowledge of theory and teaching practices, current educational goals, both nationally and locally, and trends in educational assessment and application. This knowledge will be used to plan, design and conduct effective instruction. Supplemental topics will include multiculturalism, classroom management, and the inclusion of students with special needs. A 15-hour Field Experience outside of class time is required. Students are placed in a Howard County Public School or may use a K-12 school where they are employed. This course meets the Maryland State Department of Education Teaching Methodology requirement for an initial certificate in Secondary Education.

PSYCH 204 Adolescent Psychology 3 credits
This course is a description of adolescent development based on research and theory interrelating physical, psychological, intellectual and social changes during the teen years and the systems dealing with those changes. This course meets the Maryland State Department of Education Adolescent Development requirement for an initial certificate in Secondary Education. This course also meets the MSDE Human Growth and Development requirement for an initial certificate in Generic Special Education Elementary/Middle and Generic Special Education Secondary/Adult. Prerequisite: PSYC-101.
HOWARD UNIVERSITY
http://www.howard.edu/
http://www.howard.edu/enrollment/registration/

**ELEM 020 Educational Psychology: Learner and Learning** 4 credits Study of the developmental sequences through adolescence, learning processes and principles, and classroom organization and evaluation. Coreq.: ELEM 025.

**HUDE 114 Growth and Development in Childhood and Adolescence** 3 credits Deals with growth and development from early childhood to early adolescence. Prereq.: HUDE 095.

**PSYC 118 Developmental Psychology** 3 credits Deals with the developmental aspects of basic psychological processes. Prerequisite: PSYC 050 or PSYC 052.

**SEED 005 Educational Psychology: Childhood and Adolescence** 3 credits Traces the development of the individual through adolescence, emphasizing significant characteristics of each period.

**SEED 029 Educational Psychology: Learning** 3 credits Study of motivation, the learner and types of learning, individual differences, growth and development principles, measurement, and evaluation; a school related term project is required.
810.608 Human Development, Learning, and Diversity 3-6 credits
This course integrates key insights from current theory and practice in human growth and development, educational psychology, and cultural diversity. Participants analyze a variety of learner characteristics that influence student development and academic achievement, including gender, ethnicity, physiology, values, family, and geographical regions. This course is intended primarily for students seeking initial teacher certification.

810.610 Methods of Teaching in the Elementary School 3-6 credits
This course is designed for candidates in the elementary education certification program. Students explore strategies for teaching language arts, mathematics, science, social studies, and the aesthetic areas of music, art, and physical education in the elementary school. Activities, materials and technology address the varying developmental and learning needs of elementary school children and examine ways of integrating aspects of the curriculum. Participants engage in lesson planning and micro-teaching activities for teaching problem solving and higher order thinking skills. This course includes uses of the Internet to obtain curriculum resources.
ED 205 Educational Psychology 3 credits
Explores major theories and principles of learning, motivation, and assessment. Focuses on the theoretical knowledge and the current research and their application to learning and teaching. Prerequisite: Restricted to secondary education minors or written permission of the instructor.

ED 421 Comprehensive Classroom Management 3 credits
Students demonstrate a thorough understanding of the various models, theories, and principles of behavior management. Students recognize the impact of student cultural background, classroom environment, and instruction on classroom behavior. Each student develops an applied classroom management plan including appropriate classroom design, effective rules, routines, and logical consequences. Social skill development and instruction is modeled and practiced. Students create behavioral intervention plans using skills such as selecting target behaviors, measurement and recording techniques, strategies for increasing or decreasing behavior, and evaluating plan effectiveness. Methods to insure generalization and maintenance of behavioral skills are also described. Prerequisite: SE 496.

ED 429 Secondary Methods of Teaching 3 credits
Introduces students to the general concepts required for teaching at the secondary level. Includes objectives of secondary education, unit and lesson planning, varied instructional techniques, dealing with individual differences, and assessment. Prerequisite: Restricted to seniors minoring in secondary education or written permission of the instructor.

PY 221 Psychology of Learning 3 credits
An in-depth survey of classical, instrumental, and cognitively-based theories with emphasis on human and clinical applications.

PY 241 Child Development 3 credits
The psychological development of the child, including maturation and development of behavior, language, emotion, intelligence, social behavior, motivation, and personality. Presentation of significant theorists and their impact on child psychology. Integrates course with service-learning field experience.

PY 242 Adolescent Development 3 credits
A study of the physical, intellectual, and emotional changes occurring in adolescence and their physical correlates. Presentation of significant theorists and their impact on adolescent psychology. Considers the effect of these personal changes and of culture upon the developing personality, with the goal of developing student understanding of adolescent behavior. Integrates course with service-learning field experience.

PY 244 Life Span Psychology 3 credits
A study of the developmental factors that affect a person from biological, behavioral, cognitive, and social perspectives. These factors are considered across the entire life span of the individual. Summarizes and integrates material presented in the other developmental courses.
ED 207 Methods of Teaching Secondary 3 credits
This course provides an overview of teaching methodology for effective instruction for prospective and non-certified secondary teachers. Students plan, design, and conduct instruction. Topics include theory and practices, research-based instructional models, multiculturalism, classroom management, and inclusion of students with special needs. This course meets the Maryland State Department of Education Teaching Methodology requirement for an initial certificate in Secondary Education. Assessment levels: EN 101/101A, RD 120.

ED 216 Processes and Acquisition of Reading 3 credits
Intended for the pre-service, undergraduate teacher candidate in early childhood, elementary, or special education, this course explores an instructional approach for teaching literacy skills: speaking, reading, spelling, and writing. It also addresses fluency, comprehension, orthographic knowledge, and writing from an emergent to advanced level. Students examine how observation, documentation, interpretation, evaluation, and planning result in appropriate instruction based on children's strengths and needs. The course also focuses on the process of language development, including the impact of phonemic awareness and how the brain responds to reading acquisition.

PY 203 Human Growth and Development 3 credits
Studies the life span; data, concepts, theories, and methods of contemporary psychology by focusing on the physical, intellectual, and social development of human behavior from conception through late adulthood. Prerequisite: Psych 102 or consent of department.

PY 215 Child Psychology 3 credits
Emotional, intellectual, social, physiological, and cognitive growth of the child based on pertinent psychological principles, research findings, and methodology. Critical periods in maturation and learning. Prerequisite: Psych 102 or consent of department.

PY 216 Adolescent Psychology 3 credits
The interaction of physical, intellectual, emotional, and environmental forces as they influence the psychological functioning of the adolescent. Theories and research findings as they relate to adolescent adjustment. Prerequisite: A grade of C or better in PY 102, or consent of department.

PY 227 Educational Psychology 3 credits
Studies the principles of psychology that relate to the teaching-learning process. Topics include theories of learning and cognitive development, motivation, methods and media of instruction, individual differences, measurement, and evaluation. Prerequisite: Psych 102 or consent of department.
EDUC 301 Human Learning 3 credits
This course is designed to provide the pre-service teacher with knowledge concerning the different teaching strategies that have been developed to create learning opportunities for students characterized by diversity in cultural backgrounds and exceptionalities. Specifically, this course emphasizes the research-and-experience-based principles of classical theories of learning as well as those of contemporary theories of verbal learning, aptitude-treatment interactions, and computer-assisted learning in order to encourage (by providing appropriate instructional and learning activities) the intellectual, social and personal development of students. The course presents a variety of instructional strategies that the pre-service teacher can utilize to develop the critical thinking, problem solving and performance of his/her students. Additionally, cognitive, affective (including motivation), social-interaction, and psycho-motor factors that influence learning as well as the topics of the atypical learner, cultural diversity and classroom management are addressed. Required observation in the elementary and/or secondary school informs this research and inquiry based course and supplements discussion. Problem-oriented research projects associated with required observations provide the pre-service teacher with practice in critical and reflective thinking. Procedures for ensuring that pre-service teachers acquire strategies for developing MSPAP competencies in their students are emphasized. (note: taken from 2003-2006 catalog). Prerequisite: EDUC 200.

EDUC 302 Child and Adolescent Development 3 credits. This course is designed to provide the pre-service teacher with a constructive understanding of the physiological and psychological factors inherent in human growth and development, and learning and personality. Practical insights (predicated on research and experience-based principles for encouraging and intellectual, social, and personal development of students, with special emphasis on the various forces that affect learning behavior and personality) are provided. The study of the principles of human growth and development is traced from early childhood through the adolescent years. Psychological implications for teaching are studied with attention given to their relations to educational practices. Opportunities for the pre-service teacher to observe elementary and/or middle school children in various school settings are provided. Procedures for ensuring that pre-service teachers acquire strategies for developing MSA competencies in their students are emphasized. Prerequisite: EDUC 200.

ELED 316 Curriculum Principles and Instructional Management 3 credits
This course is designed to provide the pre-service teacher with requisite skills and knowledge related to the objectives to be achieved through the design and implementation of the elementary and middle school curricula. Factors related to instructional management and their implications with respect to the delivery of the curriculum in the practice of teaching in the elementary and middle school classroom is explored. Specifically, this course emphasizes the need for the planning and management of instruction to be based on knowledge of the targeted content area, sound principles of curriculum design and identified community concerns. Emphasis is placed on strategies requisite to the acquisition of MSPAP outcomes (note: taken from the 2003-2006 catalog). Observation in elementary and/or middle schools is a required activity. Prerequisite: EDUC 200.

SCED 302 Principles of Teaching in Secondary Schools 3 credits
This course includes a consideration of the objectives of secondary education and the function of the teacher in the realization of these objectives. Attention is given to questioning, assignment,
procedures, lesson planning, training in unit and project teaching, adjustment to individual
needs, the contract assignment, quizzes, examinations, marking systems, socialized procedures and
the theory underlying the core curriculum. Prerequisites: EDUC 199 and EDUC 202, or EDUC 200.

**SCED 307 Adolescent Psychology** 3 credits
This course is designed to provide the pre-service teacher with an opportunity to familiarize
himself/herself with the problems and phenomena of adolescence. The course emphasizes research
and experience-based principles of effective practice that the pre-service teacher can employ to
courage the intellectual, social, and personal development of students. Additionally, it emphasizes
research-and-experience based principles of individual and group motivation that the pre-service
teacher can employ to ensure that his/her students engage in positive social interactions and active
learning activities, and exhibit self-motivational behavioral tendencies. Procedures for ensuring that
pre-service teachers acquire strategies for developing MSPAP competencies in their students will be
emphasized. Observation in the secondary school is required. Prerequisite: EDUC 200.

**PSYC 102 Developmental Psychology** 3 credits
This course introduces the student to the major topics associated with the growth, development
and maturation of the normal individual across the life-span. Prerequisite: PSYC 101.

**PSYC 300 Psychology of Learning** 3 credits
The main concerns of this course are the examination of learned behavior as viewed through
experimentation and the exploration of the several learning theories.
EDUC 206 Human Development—Children and Youth 3 credits
Focuses on the psychological, social, emotional, and biological development of individuals from early childhood through the young adult years. Emphasis is placed on the interaction between aspects of human development and the educative process. Field experience is required.

EDUC 210 Educational Psychology 3 credits
Examines student characteristics, student diversity, and individual differences. Emphasis is given to learning, classroom atmosphere, and the process of evaluation. Application of research in education and psychology as it pertains to teacher and learner is also addressed. Field experience is required.

EDUC 303 Behavior Management 3 credits
Provides students with an understanding and repertoire of tools to sustain positive behavior in students and to reinforce good learning strategies in managing a classroom. Students will gain practical experience in observing and managing student learning behaviors. Attention will be given to the role of the teacher in classroom management. Prerequisite: Acceptance into the teacher education program.

EDUC 436 Content Area Pedagogy 3 credits
Explores models of instruction and teaching methods that guide and support adolescent and young adult learning. Emphasis given to lesson and unit planning, communication and assessment strategies across the curriculum, and the use of instructional resources. Field experiences are discipline-specific and extend student knowledge of teaching and learning. Prerequisite: Acceptance into the teacher education program.

PSYCH 206 Child Development 3 credits
An introduction to the process of psychological development from conception to adolescence, with attention to intellectual, emotional, biological, and social perspectives. Prerequisite: PSYCH 100.
PSY 231 Life Span Human Development I 3 credits
Investigates human behavior through the life cycle. Describes physical, cognitive, and psycho-social aspects of human development from conception to death. Lecture 3 hours per week.

PSY 232 Life Span Human Development II 3 credits
Investigates human behavior through the life cycle. Describes physical, cognitive, and psycho-social aspects of human development from conception to death. Lecture 3 hours per week.

PSY 235 Child Psychology 3 credits
Studies development of the child from conception to adolescence. Investigates physical, intellectual, social, and emotional factors involved in the child's development. Lecture 3 hours per week.

PSY 236 Adolescent Psychology 3 credits
Studies development of the adolescent. Investigates physical, intellectual, social, and emotional factors of the individual from late childhood to early adulthood. Lecture 3 hours per week.

PSY 245 Educational Psychology 3 credits
Prerequisite is PSY 202, 231, or 235. Explores human behavior and learning in educational contexts. Investigates the nature of various mental characteristics such as intelligence, interest, and knowledge. Examines their measurement and appraisal and their significance for educational goals. Lecture 3 hours per week.
PSY 2060 Educational Psychology 3 Credits
Focus on the processes and theories of learning, individual differences, measurement, motivation, emotions and problem solving, as well as thinking and communication in educational settings. Prerequisite: PSY 1010. A.A.T. students should take this course with EDU 2350.

PSY 2070 Human Growth and Development 3 Credits
Life-span psychology covers the physical, cognitive, social, emotional and moral development of the individual from conception until death. Prerequisite: PSY 1010.

TED 1200 Child Growth and Development 3 Credits
An introduction to the growth and development of children from birth through adolescence. Emphasis is on theories, milestones, and practices of child development which foster optimum physical, cognitive, social, and emotional development in educational settings. Formerly offered as EDU 1510 and ECE 1510. Students may not receive credit for TED 1200 and ECE 1510 or EDU 1510. Prerequisite: Reading proficiency.

TED 2840 Elementary Methods 3 Credits
This course focuses on strategies of teaching in the elementary grades and knowledge of the theory and research supporting these strategies. Opportunities for practice of planning and delivery of instruction will be provided. A goal of this course is to develop the habit of reflective practice and to foster collaborative problem solving. Formerly offered as EDU 2400. Students may not receive credit for both EDU 2400 and TED 2840.

TED 2850 Secondary Methods 3 Credits
This course is designed to provide secondary teachers with knowledge of theory and teaching practices, current educational goals, both nationally and locally and trends in educational assessment and application. This knowledge will be used to plan, design and conduct effective instruction. Supplemental topics will include multiculturalism and classroom management. Formerly offered as EDU 2500. Students may not receive credit for both EDU 2500 and TED 2850.
EDUC/PSYC 368 Educational Psychology 4 credits
This course explores the teaching/learning process. Students analyze various instructional factors that affect the process: learning theories, motivation, planning, content, methodology, evaluation, and discipline. Attention is also given to human interaction in educational settings through a study of maturation, individual differences, self-concept, group processes, and socioeconomic stratification. Lecture and field experience. This course is cross-listed as EDUC 368 under education courses. Students may receive credit for either course but not both. Formerly PSYC 358. Not open to students who have received credit for PSYC 358.

PSYC 230 Lifespan Development 4 credits
A comprehensive study of developmental processes (physical, social, and psychological) from conception to death, with discussion of theoretical, empirical, and methodological issues. Formerly HMDV 270. Not open to students who have received credit for HMDV 270, 273 or 274. Prerequisite: PSYC 101.

PSYC 331 Infant and Child Development 4 credits
This course provides an in-depth examination of the forces and interactions that shape the physical, social, and emotional development of humans from conception to the beginning of adolescence. Prerequisite: PSYC 101.

PSYC 333 Adolescence 4 credits
Review of psychological, physical, and social forces that influence the experience of adolescence. Major topics include the physical changes of adolescence, cognitive and moral development, sex-role consolidation, political socialization, adolescent sexuality, and delinquency. Formerly HMDV 333. Not open to students who have received credit for HMDV 333. Prerequisite: PSYC 101.
EDUC 300 Development, Learning and Assessment 3 credits
Physical, intellectual, emotional and social development of children (ages 3-18) with emphasis on adolescent development. Attention is given to student learning and assessment. Required field observation. Credit cannot be received for both EDUC 300 and 304.

EDUC 416 Classroom Management 3 hours credit
Explores the ability to create and maintain productive learning environments. Emphasis on development of learner responsibility, promotion of positive social relationships, interdependence of effective instruction and management, and prevention/intervention strategies. Consideration given to accommodating diversity and communicating with families. Field experience included. Prerequisites: Admission to Professional Teacher Education Program; ELED 310, 316, 317, EDUC 318. Corequisite: ELED 309. Three hours per week.

ELED 411 Instructional Analysis in the Elementary and Middle School 3 credits

EMAT 501 Development and Learning Applied to Teaching 3 credits
Examines theory and research in human development and learning psychology with application to teaching in contemporary middle and secondary schools. Emphasis on translating theory into practice by integrating field experiences, class work, student projects, assignments and exams. Prerequisite: Admission to M.A.T. program.

EMAT 505 Methods of Teaching and Assessment 3 credit hours
Effective instructional methods and educational assessment procedures. Examines general principles related to planning and delivering instruction. Emphasizes connection between assessment and instruction. Presents informal and formal assessment procedures. Field experience required. Prerequisite: Admission to M.A.T. program.
ELED 311 Child & Elementary Curriculum & Assessment 3 credits
Curriculum methods and assessment strategies for the elementary school classroom.

PSYC 201 Educational Psychology 3 credits
The learning process and related concepts: human development; individual differences; measurement and evaluation; personality and adjustment. Prereq: PSYC 101 or 102.

PSYC 203 Human Development 3 credits
Research and theories related to the overall development of the human throughout the life cycle with emphasis on the interaction of physiological, personality, and social components of development. Prereq: PSYC 101 or 102.

PSYC 211 Child Psychology 3 credits
An introduction to and general survey of theories and research in child behavior. Development of major psychological functions with emphasis on application of principles in teaching and parenting. Psychology majors and minors will not receive credit for this course; majors and minors should take PSYC 203.
PSYC 205 Human Development 3 credits
The psychological aspects of the human growth and development process from conception and birth through childhood, adolescence, adulthood and old age. Included are the physical, social and emotional influences on the course of development in role, identity and goal orientation.

PSYC 240 Educational Psychology 3 credits
Applications of current psychological theories of learning, cognition and motivation within a variety of formal and informal educational settings. Prerequisite: PSYC 100 or an equivalent introductory psychology course or permission of the program director.
EDUC 306 Lifespan Human Development 3 credits
An introduction to human development through the lifespan. The course is designed specifically for nursing students and covers theoretical perspectives and empirical research on development from the prenatal period through senescence, with consideration of practical implications. Issues in physical, social, cognitive and affective development are examined.

EDUC 311 Psychological Foundations of Education 3 credits
The psychology of school learning will be explored. There will be an overview of theories of teaching, learning and related research, including the philosophical assumptions underlying each – within the dynamics of context, class, race and gender issues – and an explanation of ways of knowing and the many ways that learners construct knowledge. Emphasis is placed on empirical findings and their implications for the process of schooling. Topics include instructional models and objectives, conditioning, skill acquisition, verbal learning, memory, problem-solving, creativity and discovery learning. Prerequisite: Permission of department.

EDUC 470 Elementary-School Curriculum 1-3 credits
This course provides an in-depth study of curriculum problems, including extensive reading, critical analysis of research and implications for teaching strategies in the various curriculum areas. Prerequisite: Admission to teacher education and permission of the department.

EDUC 480 Secondary-School Curriculum 1-3 credits
This course provides an in-depth study of curriculum problems, including extensive reading, critical analysis of research and implications for teaching strategies in the various curriculum areas. Prerequisite: Admission to teacher education and permission of the department.

PSYC 200 Child Developmental Psychology 3 credits
The study of age-related cognitive, social and emotional behavior focusing on theories of development during infancy and childhood. This course is recommended for students planning to teach in elementary or secondary schools. Prerequisite: PSYC100.

PSYC 210 Psychology of Learning 3 credits
Basic problems in the psychology of learning; reinforcement and patterns of reinforcement, extinction, generalization and discrimination, verbal learning, transfer of training, retention and forgetting, and concept learning. Prerequisite: PSYC 100.

PSYC 304 Adolescent Psychology 3 credits
Concerned with the period of human development from puberty to maturity. Topics include theoretical perspectives, cross-cultural differences, physiological growth and cognitive development, selected social issues and selected problem areas, including drug abuse, sexual behaviors and delinquency. Prerequisite: Seven credits in psychology or consent of instructor.
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EDCI 397 Principles and Methods of Teaching in Elementary Schools 3 credits
Prerequisites: admission to teacher education program; and 2.5 GPA. For education majors only. Teaching strategies, classroom interactive techniques, and procedures for planning and evaluating instruction in elementary schools. Emphasis on principles of effective instruction, classroom management, and adaptation of instruction for various student populations.

EDHD 320 Human Development Through the Life Span 3 credits
Central concepts related to parameters of human development, individual and social, which arise throughout the life span. Continuity and change within the developing individual.

EDHD 411 Child Growth and Development 3 credits
Theoretical approaches to and empirical studies of physical, psychological and social development from conception to puberty. Implications for home, school and community.

EDHD 420 Cognitive Development and Learning 3 credits
Prerequisite: either EDHD300, EDHD320, EDHD411, PSYC355, PSYC341 or permission of department. Current developmental theories of cognitive processes such as language, memory, and intelligence and how differences in cognitive level (infancy through adolescence) mediate learning of educational subject matters.

EDHD 413 Adolescent Development 3 credits
Adolescent development, including special problems encountered in contemporary culture. Observational component and individual case study.

EDHD 460 Educational Psychology 3 credits
Application of psychology to learning processes and theories. Individual differences, measurement, motivation, emotions, intelligence, attitudes, problem solving, thinking and communicating in educational settings (May not be substituted for EDHD 300 by students in professional teacher education programs.) Prerequisite: PSYC 100 or permission of department.
EDCI 406 Classroom Management 3 credits
This course introduces the basic theories, techniques, and skills necessary to successfully manage small and large groups of diverse student populations at the elementary and secondary school levels. The focus of the course is on the study and application of effective individual and group management techniques based upon behavioral, cognitive, environmental, developmental, and psychoanalytic theories. Special emphasis is placed on developing supportive learning environments that promote self-esteem and motivate success. Students will have a required field experience in the local public schools. Prerequisite: Teacher Candidacy Status.

PSYC 301 Child Development 3 credits
This course provides a study of child development from pre-natal development through late childhood, with special emphasis on children of primary/middle school age. The focus of the course is on cognitive, emotional, intellectual, physical, psychological, and social growth and development. Prerequisite: PSYC 200 with a grade of “C” or better.

PSCY 303 Adolescent Psychology 3 credits
This course provides an overview of the special role that adolescence plays in overall development. Emphasis is on the psychological development of the adolescent in school. Prerequisite: PSYC 200 with a grade of “C” or better.

PSYC 305 Developmental Psychology 3 credits
This course presents a lifespan survey of human growth and development, beginning at conception and ending with death with emphasis on intellectual, linguistic, emotional, perceptual, social and personality development. Prerequisite: PSYC 200 with a grade of “C” or better.

PSYC 307 Educational Psychology 3 credits
This course examines scientific research and psychological principles as they apply to teaching and learning. Topics include theories of learning, intelligence, memory, creativity, human diversity, and other factors influencing effective instruction and learning. Clinical/classroom experiences provide opportunity to apply learning theory within an educational framework. Prerequisite: PSYC 200 with a grade of “C” or better.
PSYC 339 Educational Psychology 3 credits
Prerequisite: PSYC 100. An overview of educational psychology focusing on processes of learning. Discussion covers measurement of differences between individuals (in intelligence, styles of thinking, understanding, attitudes, ability to learn, motivation, emotions, problem solving, and communication of knowledge) and the significance of those differences. Problems in the field are introduced and outlined. Examination of research in educational psychology supplements study. Students may receive credit for only one of the following courses: EDHD 460, PSYC 309J, or PSYC 339.

PSYCH 355 Child Psychology 3 credits
A survey of research and theory focusing on psychological development, from conception through childhood. Physiological, conceptual, and behavioral changes are addressed, with attention to the social and biological context in which individuals develop. Students may receive credit for only one of the following courses: PSYC 333, PSYC 355, or PSYC 433. Prerequisite: PSYC 100. Recommended: PSYC 200 and 305.

PSYC 356 Psychology of Adolescence 3 credits
A description of adolescent development according to research and theory. The physiological, intellectual, and social changes of the teen years are viewed as interrelated, and the systems dealing with those changes are examined. Prerequisite: PSYC 100. Recommended: PSYC 200 and 305.

PSYC 441 Psychology of Human Learning 3 credits
A review and analysis of the major phenomena and theories of human learning. Conditioning, the application of behavior analysis to real-world problems, and laboratory techniques in learning research are also presented. Prerequisite: PSYC 100. Recommended: PSYC 200 and 305.
EDU 305 Child Development 3 credits
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre K-8 environment. Prerequisites: GEN 300, EDU 301, All General Education and content area credits must be complete.

EDU 310 Models and Theories of Instruction 3 credits
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan. Prerequisites: GEN 300, EDU 30.

EDU 320 Classroom Management 3 credits
This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan. Prerequisites: Proficiencies, GEN 300, EDU 390, EDU 390E

EDU 566 Adolescent Psychology 3 credits
This course explores the current trends and approaches to the mental, physical, social, and emotional characteristics of adolescents and their subcultures. In this course, students review how adolescents react to and cope with influential factors in today’s society. Students also analyze how adolescents interact with their peers and families in school environments and in various settings throughout the community.

MED 530/VTE-ED 530 Secondary Methods For Teachers (continuing education) 3 credits
This course focuses on the instruction and assessment strategies that enhance learning at the secondary level. Current issues affecting the secondary classroom are examined. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. This course provides students with an opportunity to develop and evaluate standards-based instructional and curricular materials, as well as appropriate assessment strategies.

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VTE-ED 578 Classroom Management (continuing education) 3 credits
This course covers time management, student self-motivation, instructional equipment, subject-centered strategies, discipline, as well as written and verbal communication skills from early childhood through the secondary level.

MAT 505 Child and Adolescent Development (graduate) 3 credits
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a P-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias,
are examined.

**MAT 509 Models, Theories, and Instructional Strategies (graduate)** 2 credits
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore a variety of lesson plan designs, and analyze the most effective teaching strategies to promote student learning.

**PSYCH 538 Lifespan Development and Learning** 3 credits
This course integrates learning theories and principles with advanced study of early childhood, elementary, middle, and high school development in relation to educational practice. Perspectives on behaviorism and cognitive and social learning are explored in the context of their practical application by the professional in the classroom.
EDIS 5041 Behavior Management 3 credits
Examination of principles and applications of behavior analysis in education settings. Students learn fundamental concepts of human behavior as well as procedures for managing classroom behavior and routines for establishing positive learning environments.

EDLF 5010 Child Learning and Development 3 graduate credits
This course examines children's learning and development in the elementary school grades. The course, designed for students who plan to become teachers, focuses on cognitive development (e.g., the role of the brain in learning, misconceptions, transfer) and social development (e.g., relationships, moral development). Three themes emerge: individual variability and diversity, development, and translation from research to practice.

EDLF 5011 Adolescent Learning and Development 3 graduate credits
This course examines adolescent learning and development and is designed for students who plan to teach in secondary schools. Adolescent cognitive, physical, and social development is considered from a multi-level (e.g., school, family, community) perspective. In identifying links between these domains and learning, three themes emerge: individual variability and diversity, developmental trends, and translating educational research to practice.

EDLF 7150 Educational Psychology 3 graduate credits
Overview of the contributions of psychology to the teaching-learning process. Topics include learning theory, individual differences, motivation, human development and personality, teaching methodology, and measurement and evaluation.

EDLF 7150 Life Span Development 3 graduate credits
This course will focus on biological, psychological and social development from birth through older adulthood. Topics will be presented via discussion of underlying theory, research, and application, with attention to how gender, race, SES, and cohort impact development. Concepts of consistency and change will be stressed. Throughout, students will be encouraged to examine and even question their own beliefs about what it means to "grow up".