## APPENDIX C BRIEF DESCRIPTIONS OF REQUIRED COURSES

NOTE: Students should check online at www.bsu.edu for current course descriptions and availability

## **CPSY 621 Theory & Techniques of Counseling (3)**

Investigation of major theories and techniques of counseling and psychotherapy. Examination of behavioral, psychoanalytic, person-centered, existential, and relationship-oriented counseling theories. Therapeutic attitudes, ethics, and techniques and their relationship to theoretical principles and concepts will be addressed.

Prerequisite: CPSY 600 or 603 or 605

### **CPSY 631 Introduction to the Study of Personality (3)**

An application of psychological principles to an introductory understanding of personality and interpersonal adjustment. Content includes social motivation, frustration, conflicts, adjustive mechanisms, assessment of personality, and some exposure to problems of mental hygiene and psychotherapy.

## CPSY 636 Psychopathology (3)

Symptoms and dynamics of psychological disorders with primary emphasis on their development, etiology, prevention, and supporting research evidence.

## CPSY 678 Theories and Techniques of Counseling the Culturally Different (3)

Designed to build expertise in counseling people of black, Hispanic, Asian, and American Indian heritage. Emphasizes understanding the social and political bases of counseling and therapy. Activities may include student case presentation of a client from a different cultural background. *Prerequisite: CPSY 621 or permission of the department chairperson.* 

## **CPSY 688 Process and Techniques of Group Counseling (3)**

Major approaches to group counseling, including theoretical assumptions and basic principles and techniques. Participation experience provides practice in using various approaches and focuses on dynamics and processes of interaction(s) in group counseling.

Prerequisite: CPSY 600 or 603 or 605

## **EDCUR 601 Principles and Procedures of Curriculum Development (3)**

Curriculum development applicable to all levels of the school system, from early childhood through secondary education. The effect and relevance of curriculum practices; major groups and individuals influencing curriculum; trends and current curriculum changes; approaches to evaluation of curricular experiences; and the role of pupils, teachers, administrators, scholars, parents, and other groups in shaping curricula. Emphasizes current literature and research.

## **EDCUR 610 The Elementary School Curriculum (3)**

The formal and social school-related experiences of elementary school pupils in the light of the purposes of the school. Current elementary school curricular practices and alternatives in the light of research in child development, principles of learning, and current culture.

## **EDCUR 620 The Secondary School Curriculum (3)**

The cognitive, social aesthetic, and physical experiences of secondary school students in the light of the purposes of the school. Present secondary school curricular practices and alternatives in relation to research on socialization, cognitive development, and aesthetics as they relate to current culture.

## **EDCUR 630 The Junior High and Middle School Curriculum (3)**

Examines several curricular practices designed to produce intended outcomes with students aged ten to fifteen. Studies current research, theory, and practices. Develops curricula designed for specific student populations.

#### **EDEL 644 Education in a Diverse Society (3)**

A broad understanding of social, economic, cultural, and linguistic diversity, with emphasis on how teachers and schools can respond to issues that arise as our society becomes more diverse.

### **EDFON 651 Educational Sociology (3)**

The effect of the larger American society upon the education of the student; the school as one setting where young persons grow into maturity; the school as a social system; the role of the schools in a democratic society.

#### EDMUL 660 Multi-Cultural and Multi-Ethnic Education in American Schools (3)

Analyzes cultural and ethnic influences on the total operation of American schools. Emphasizes learning and classroom environment and planning, including cultural and ethnic considerations. Teacher attitudes, administrative concerns, student perceptions, and behaviors of all school-related personnel are studied in terms of the effect of prejudicial attitudes on the learning environment.

#### EDMUL 670 Social and Cultural Minorities in American Education (3)

Analysis of life-styles of different cultural groups in terms of children's strengths useful in schools and other institutions. Emphasizes flexible attitudes, bilingualism / biculturalism, creativity, improvisation, adjustments, and family structures. A variety of approaches to instruction are considered in the study of different ethnic groups.

Prerequisite: EDMUL 205 or 660.

#### EDPSY 600 Advanced Educational Psychology (3)

Advanced survey of the concepts related to learning and motivation. Theories, research, and applications are explored with an emphasis on effective learning approaches and implications for instruction.

Prerequisite: EDPSY 290 or equivalent or permission of the instructor.

# **EDPSY 603 Psychology of Human Development (3)**

Advanced lifespan human development. Covers biological, cognitive, and social development from conception to death, emphasizing theories, research, and applications to educational and psychological practice.

Prerequisite: EDPSY 250 or equivalent.

#### **EDPSY 606 Behavior Analysis in Education (3)**

Focuses on basic principles of behavior applied to education and everyday life. Helps define and measure academic performance and social behavior, designing and implementing teaching strategies and assessing the effects of the strategies.

Not open to students who have credit in EDPSY 306

Page 21

### **EDPSY 612 Psychological Consultation (2)**

Examination of the theoretical approaches to psychological consultation. Emphasizes the consultant-consultee relationship in behavioral process, developmental, triadic, organizational, and eclectic models of consultation. Research concerning various models is emphasized. *Prerequisite: EDPSY 653 or permission of the program director.* 

#### **EDPSY 627 Child Development (3)**

Advanced child development. Covers the biological, cognitive, and social developmental processes from conception to the transition into early adolescence, emphasizing current research in child development.

Prerequisite: EDPSY 603 or equivalent or permission of the instructor.

#### EDPSY 628 Adolescent Development (3)

Advanced adolescent development. Covers the biological, cognitive, and social developmental processes from the beginning of puberty through the transition into early adulthood, emphasizing current research in adolescent development.

Prerequisite: EDPSY 603 or equivalent or permission of the instructor.

## EDPSY 640 Methodology of Educational and Psychological Research (3)

Development of concepts and skills to enable graduate students to become better-informed consumers of educational and psychological research and to provide a foundation for graduate students who may engage in research. Introduction to the common types of research study, the instruments by which studies are carried out, and the interpretation and application of research.

## EDPSY 641 Statistical Methods in Educational and Psychological Research (3)

A basic statistical course for graduate students in education. Problems taken from the fields of education and psychology include the computation, interpretation, and application of such statistical techniques as measures of central tendency, measures of variability, correlation techniques, validity and reliability, standard scoring techniques, probability, tests of significance, chi-square, and analysis of variance.

## **EDPSY 646 Tests and Measurements (3)**

Educational and vocational tests and measurements used for measuring proficiency, aptitudes, interests, and personality traits and their use in the complete educational program.

#### EDPSY 651 Personality Assessment of Children and Adolescents (3)

Theory, administration, scoring, and interpretation of personality assessment instruments such as projective techniques, rating scales, personality inventories, etc., typically used for children and adolescents.

Prerequisite: individual testing course and a course in personality or permission of the program director.

#### EDPSY 652 Introduction to Neuropsychology and Neuropsychological Assessment (3)

Brain-behavior relationships with special emphasis on techniques and procedures for diagnosing brain dysfunction. Appropriate treatment procedures as they relate to diagnostic data are explored.

Prerequisite: EDPSY 650 or 653 or permission of the department chairperson.

Page 22

## **EDPSY 653 Individual Cognitive Assessment (3)**

Administration, interpretation, and analysis of selected psychological tests stressing individual measures of cognitive functioning.

Prerequisite: permission of the department chairperson

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term Open only to students in school psychology or by permission of department chairperson.

### EDPSY 656 Child Neuropsychology (3)

Advanced study of brain-behavior relationships in children with special emphasis on neurodevelopment. Assessment procedures useful in diagnosis and rehabilitation planning and research concerning various childhood neuropsychological disorders

Prerequisite: EDPSY 652 or permission of the department chairperson.

## **EDPSY 669 Concepts in Developmental Neuropsycholinguistics (3)**

Comprehensive review and analysis of neurobiological and environmental developmental theories as applied to language acquisition and behavior. Application of these concepts to language assessment within the context of neuropsychological and psychoeducational evaluation as well as remediation and intervention

Prerequisite: EDPSY 650 or 653 or equivalent, EDPSY 652 or equivalent.

## EDPSY 687 Pre-practicum--Introduction to School Psychology (1-4)

General orientation to practice of school psychology in educational and other settings. Time spent with routines and expectations of schools and other professional settings through experiences such as observations, meeting attendance, policy review, and teaming with advanced students. A total of 4 hours of credit may be earned.

## **EDPSY 688 Practicum in Consultation (1-3**

Application of principles and theories of consultation taught in EDPSY 612. Consultation to school and clinical settings.

Prerequisite: EDPSY 612, 653, and 687; or permission of the program director. A total of 3 hours of credit may be earned.

## EDPSY 689 Practicum in School Psychology (1-6).

Preparation for internship. Supervised experience in the choice, administration, and written interpretation of standardized and nonstandardized assessments in various educational and clinical settings. Interview and observational strategies, as well as professional standards of practice and legal issues, will be addressed.

Prerequisite: EDPSY 612, 651, 653, 687; or permission of the program director. A total of 6 hours of credit may be earned

## EDPSY 690 Supervised Internship in School Psychology (3)

Internship in the principles, practices, and applications of psychoeducational evaluation and consultation with a school or other appropriate setting. Ordinarily required if seeking school psychology certification.

Prerequisite: completion of most of the curriculum for certification as a school psychologist; permission of the department chairperson or program director.

A total of 6 hours of credit may be earned but no more than 3 in any one semester or term Open only to school psychology students.

Page 23

## **EDPSY 745 Diagnosis of Learning Disorders (3)**

Diagnosis and recommended procedures for treatment of children with learning disabilities. Emphasizes the role of a school psychologist in theses procedures.

Prerequisite: EDPSY 650 or 653; SPCED 600 or equivalent; or permission of the department chairperson

### **EDPSY 746 Theory of Measurement (3)**

Introductory study of major principles underlying psychometric theory including true score models, reliability, validity, norms, scaling, item analysis, and instrument construction. Fundamentals of classical test theory supply background for topics in modern test theory such as item-response models.

Prerequisites: PSYSC 241 or EDPSY 641 or permission of the department chairperson; EDPSY 646 or the equivalent.

## EDPSY 750 Seminar in School Psychology (3)

Seminar aimed at synthesis and refinement of the student's personal philosophy of school psychology and its practice in today's schools. Individual and group study of current literature on issues ethics, current literature on issues, ethics, current problems, and research in school psychology.

Prerequisite: admission to graduate study in school psychology.

## **EDPSY 765 Theories of Learning (3)**

A doctoral seminar in contemporary learning theories. Covers the systematic roots of learning theories within psychology and their implications for educational and psychological practice. *Prerequisite: EDPSY 600 or equivalent.* 

#### **EDPSY 768 Theories of Cognitive Development (3)**

A doctoral seminar on the current theories of cognitive development, including constructivist, information processing, and sociocultural perspectives. Emphasizes both historical writings and current research literature of cognitive development and their application in educational and psychological settings.

Prerequisite: EDPSY 602 or equivalent.

## **EDRDG 610 The Teaching of Reading in Elementary School (3)**

Appraisal of the elementary school reading program in terms of principles, practices, and problems involved in the instructional program.

#### **EDRDG 620 Content Area Reading (3)**

Procedures for developing effective reading skills to be applied by teachers. Focuses on the relationship between the processes of literacy and the methods to enhance content area reading in order to meet the total range of student literacy needs.

## EDRDG 640 Issues in the Teaching of Reading. (3)

Current approaches and recent trends in the teaching of reading (K-12\_. Emphasizes developmental features of present practices in reading and implications of research in reading.

### EDRDG 680 Classroom Reading Diagnosis (3)

Provides the knowledge and skills necessary to diagnose children's reading, and to develop, plan, and organize a reading program based on diagnostic evidence.

Prerequisite: EDRDG 610 or 620.

Page 24

#### **PSYSC 623 Theories of Personality (3)**

Review and comparison of theories of the structure, development, dynamics, and assessment of normal personality, with emphasis on empirical data presented by proponents of various theoretical positions.

Prerequisite recommended: PSYSC 241.

## PSYSC 632 Abnormal Psychology (3)

Introduction to adult psychopathology with emphasis on contemporary systems of classification of behavior disorders, expression of behavior disorders in the context of cultural factors, problems associated with diagnostic decision making, and current research concerning descriptive boundaries, etiology, course, and prognosis.

Prerequisite: PSYSC 284; permission of department chairperson

Prerequisite recommended: PSYSC 317

Open only to students in the clinical M.A. program

## PSYSC 668 Physiological Psychology (3)

Introduction to the physiological basis of behavior, involving the nervous system, its structure, biochemistry, and function. Emphasizes basic neuroscience and research methods. Includes a survey of the role of neurophysiology and neuroanatomy in functions of consciousness and mental disorders.

Prerequisite: PSYSC 284, 584

#### SOPSY 610 Social Psychology (3)

Introduction to theories, findings, and methodology of social psychology.

### **SOPSY 615 Social Cognition (3)**

Includes intensive examination of the current literature and theory of social psychology; gives particular attention to theories of social cognition and perception.

Prerequisite: SOPSY 610.

## **SOPSY 620 Group Dynamics (3)**

Research on and theory of behavior in small groups, effects on the individual of membership and participation in small and large groups, interaction of group structure and personality, and the effects of an individual on the group.

Prerequisite: SOPSY 610.

#### SOPSY 640 Social Psychology of Attitudes (3)

Examines theoretical and assessment perspectives pertaining to the psychological concept of attitudes.

Prerequisite: SOPSY 610.

## SOPSY 655 Counseling Applications of Social Psychology (3).

Current social psychological theory and research on such topics as social cognition, person perception, and attitude formation and change. Implications for counseling psychology practice and research.

Prerequisite: SOPSY 610.

## SOPSY 660 Contemporary Social Psychology (3)

Selected areas of current interest in social psychology. Deals with contemporary research and publications from both foreign and American sources.

Prerequisite: SOPSY 610.

Page 25

### SPCED 600 Education of Exceptional Children (3)

The basic course in the graduate sequence for teachers who wish to specialize in any one of the branches of special education. Stresses findings concerning the unique psychological and educational problems of exceptional children.