

College of Education

The College of Education is comprised of two departments: the Department of Curriculum and Teaching and the Department of Psychology, Counseling and Foundations of Education. Undergraduate programs are offered in psychology, elementary education, special education (Collaborative Teacher K-6), secondary education, and elementary-secondary education (grades P-12) in art, music, and physical education.

The purpose of the College of Education is to provide undergraduate students opportunities which will enable them to become contributing members of our society. It is our intent to prepare our students to experience success in their places of work, in their homes, and in the communities in which they reside. Through the courses we offer, research and independent assignments, laboratory and field experiences, and involvement with professional associations and organizations, we strive to promote knowledge, communication skills, computational skills, technological skills, open-mindedness, interpersonal skills and the ability to solve problems.

All certification programs in the College of Education are approved by the Alabama State Board of Education and accredited by the National Council for the Accreditation of Teacher Education.

DEPARTMENT OF CURRICULUM AND TEACHING

Faculty: Robin Bynum, Ed.D., chair, associate professor; Judith F. Dye, Ph.D., associate professor; Patricia Hardin, Ed.D., associate professor; Marian Parker, Ph.D., associate professor; Darrell R. Pearson, Ph.D., associate professor; Forrest Hart Petry, Ed.D., associate professor; Rhonda Bowron, Ph.D., assistant professor, Jan Oliver, Ph.D., assistant professor; Krista Terry, Ph.D., assistant professor.

The teacher education program promotes “traditions of educational excellence through innovative practice” as an extension of the Troy State University Mission to maintain and create “Traditions of Excellence.” With our dedication to models of best practices and recognition of how we can best equip ourselves to prepare teachers and administrators, we help our students to:

- Demonstrate an understanding of and show effective performance with diverse learning populations in a variety of school cultures
- Demonstrate proactive leadership, professional conduct and well-balanced professional dispositions
- Demonstrate effectiveness as communicators, facilitators, pedagogues and scholars

- Build multi-level collaborative partnerships and mentoring relationships
- Demonstrate competencies in content area knowledge, assessment and emerging technologies
- Demonstrate cutting-edge competencies in pedagogical and applied research skills
- Practice authentic self-assessment, critical and reflective thinking, and the continual monitoring of progress and development
- Demonstrate an ability to generalize and creatively problem-solve
- Refine and evaluate innovative delivery and assessment models
- Demonstrate professional qualities that contribute to building safe, supportive, creative and stimulating learning environments

Certification in Alabama: Troy State University teacher education programs are approved by the Alabama State Board of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE). Students completing one of these programs are eligible to apply for the Alabama Class B professional certificate. The Alabama State Department of Education requires ABI/FBI background checks on all candidates seeking certification. Additional curricular requirements may be added as the Alabama State Board of Education approves new regulations. Students should consult their education adviser for details.

Certification in other states: Other states may grant professional certification to students completing the Troy State University teacher education program, although some states may have additional requirements. Students seeking certification in other states should contact the appropriate State Department of Education.

Areas of Study:

- Elementary Education, Grades K-6
- Collaborative Teacher, Grades K-6 (Special Education)
- Secondary Education Majors, Grades 6-12:
 - Biology
 - Chemistry
 - English/Language Arts
 - History
 - Mathematics
 - Science, General
 - Social Science
- Preschool-Grade 12 Majors:
 - Art Education
 - Health and Physical Education
 - Music Education, Instrumental
 - Music Education, Vocal Choral
 - Physical Education

Requirements: Successful completion of requirements will lead to recommendation for the Alabama Class B professional teaching certificate.

General Studies: General studies courses cannot be used to meet requirements for both a major field and general studies. Some education majors have special general studies requirements. Consult your education adviser for details. Required major field

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courses are listed under the appropriate departmental listing in this Bulletin. Professional Studies Core courses are listed on the following pages.

Transfer Credit Allowances: At least 25% of the degree program must be earned in residence with Troy State University. A minimum of 12 semester hours must be earned in residence in each major. All transfer credit applied toward certification programs must be reviewed for approval.

Admission to the Professional Education Program (PEP): Admission to the university does not qualify a student for admission to the Professional Education Program. Requirements for admission are as follows:

- a. Completion of 80% of required General Studies courses including required mathematics courses and English composition courses.
- b. A grade of “C” or better in the two English composition courses.
- c. A grade of “C” or better in mathematics courses required for their specific teacher education program.
- d. A grade point average (GPA) of 2.50 or better in each of the following areas:
 - (1) All coursework required in the program of study, AND
 - (2) Professional Studies courses, AND
 - (3) Major Field courses.
- e. An initial score on the Alabama Prospective Teacher Test. (Music students must also receive a passing score on the Basic Music Skills Test.)
- f. Successful completion of the required speech and interview.
- g. Completion of a minimum of 10 clock hours of classroom observation/participation at an adviser-approved site.
- h. Attendance at a group advisement session.

Students who fail to meet the above criteria may repeat courses. When courses are repeated, both grades are used in calculating the overall GPA, the Professional Studies GPA, and the Major Field GPA.

For additional information, consult your teacher education adviser. Admission to the Professional Education Program must be completed two full semesters (by the last day to add a class) prior to student internship.

Internships: Instructions regarding qualifications and applications for internship should be obtained from the Office of Teacher Education. General prerequisites include:

- a. Admission to the Professional Education Program two full semesters prior to internship (by the last day to add a class).
- b. A grade point average (GPA) of 2.5 or better in each of following areas:
 - 1) All coursework required in the program of study, AND
 - 2) Professional Studies courses, AND
 - 3) Major Field courses.
- c. Recommendations from faculty and department chair.
- d. Completion of all general studies courses.
- e. Completion of professional core courses with a grade of “C” or better.
- f. Completion of all major field courses with a grade of “C” or better.
- g. Completion of all clinical experiences required for the major(s).
- h. Passing score on a comprehensive written test in professional studies and in the major field(s).

- i. Hold current First Aid and CPR certification.
- j. Successful completion of the Alabama Prospective Teacher Test.

PROFESSIONAL STUDIES CORE COURSES

Elementary Education (K-6)

Collaborative Teacher (K-6)

EDU	1100	(2)	Introduction to Education
EDU	3300	(3)	Issues within Education Culture
PSY	3303	(3)	Educational Psychology
PSY	3320	(3)	Child Psychology
SPE	3340	(3)	Nature & Needs of the Diverse Learner
PSY	3346	(3)	Educational Assessment
	or		
SPE	4445	(3)	Educational Evaluation of Exceptional Child
EDU	4400	(3)	Classroom Management
RED	4472	(3)	Literacy II
EDU	4444	(3)	The Professional Educator
EDU	4475	(9)	Elementary (K-6) Internship
	or		
SPE	4452	(9)	Collaborative Teacher (K-6) Internship

Secondary Education (Grades 6-12)

SED	1100	(1)	Introduction to Secondary Education
EDU	3300	(3)	Issues within Education Culture
EDU	3305	(2)	Microcomputers in Education
PSY	3325	(3)	Adolescent Psychology
PSY	3346	(3)	Educational Assessment (or approved assessment course in major)
SPE	4460	(3)	Collaboration in Education Practices
EDU	4400	(3)	Classroom Management
RED	4474	(2)	Literacy IV
EDU	4444	(3)	The Professional Educator
XXX	4481	(3)	Methods & Materials
SED	4496	(9)	Secondary Internship in Grades 6-12

Interdisciplinary Education (Grades P-12)

IED	1100	(1)	Introduction to P-12 Education (or approved introduction course in major)
EDU	3300	(3)	Issues within Education Culture
EDU	3305	(2)	Microcomputers in Education (or approved technology course in major)
PSY	3325	(3)	Adolescent Psychology (Health/Physical Education majors may select NSG 2205)
PSY	3346	(3)	Educational Assessment (or approved assessment course in major)
SPE	4460	(3)	Collaboration in Education Practices (or approved survey of special education course in major)
EDU	4400	(3)	Classroom Management (or approved classroom management course in major)

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RED	4474	(2)	Literacy IV
EDU	4444	(3)	The Professional Educator
XXX	4481	(3)	Methods & Materials
IED	4456	(9)	Internship in Grades P-12

Select one:

ART	3361	(2)	Integrating Art into the Curriculum (art majors only)
HPR	3361	(2)	Integrating Health & Phys Ed into the Curr (H/PE majors only)
MUS	4471	(3)	Music for ECE and Elementary School (music majors only)

MAJOR REQUIREMENTS

Elementary Education (Grades K-6)

In addition to the required general studies and professional studies, students must complete the following major:

ART	3361	(2)	Integrating Art into the Curriculum
EDU	3349	(2)	Teaching Mathematics in Grades K-3
EDU	3350	(2)	Teaching Mathematics in Grades 4-6
EDU	3380	(2)	Teaching Social Science in the K-6 Classroom
EDU	3381	(2)	Teaching Natural Science in the K-6 Classroom
EDU	4499	(3)	Technology Across the Curriculum
HPR	3361	(2)	Integrating Health & PE into the Curriculum
MUS	3361	(2)	Integrating Music into the Curriculum
RED	3371	(3)	Literacy I
RED	4473	(3)	Literacy III
SPE	4460	(3)	Collaboration in Education Practices
		(2)	Adviser Approved Appropriate Course(s)

Collaborative Teacher (Grades K-6)

In addition to the required general studies and professional studies, students must complete the following major:

EDU	3350	(2)	Teaching Mathematics Grades 4-6
EDU	4499	(3)	Technology Across the Curriculum
HPR	3361	(2)	Integrating Health & PE into the Curriculum
HPR	4462	(2)	Physical Education for the Exceptional Child
RED	3371	(3)	Literacy I
RED	4473	(3)	Literacy III
SPE	3302	(3)	Introduction to Moderate/Severe Disabilities
SPE	3306	(3)	Teaching Students with Mild Disabilities
SPE	3309	(3)	Teaching Students with Moderate/Severe Disabilities K-6
SPE	3349	(3)	Introduction to Mild Disabilities
SPE	4460	(3)	Collaboration in Education Practices

Secondary Education (Grades 6-12)

In addition to the required general studies and professional studies, students seeking Alabama teacher certification in grades 6-12 should complete the academic major in a specific discipline, and select "education" as a second major. Students should consult with their education adviser concerning all certification requirements, and their discipline academic adviser for requirements in the major.

Interdisciplinary Education (Grades P-12)

In addition to the required general studies and professional studies, students seeking Alabama teacher certification in grades P-12 should complete the academic major in a specific discipline, and select "education" as a second major. Students should consult with their education adviser concerning all certification requirements, and their discipline academic adviser for requirements in the major.

Education Courses (EDU)

1100 Introduction to Education (2-2)

This course provides a broad overview of educational foundations and orientation to the professional education program. A minimum of 20 hours of field experience in a school setting is required as part of the course. *F, Sp*

3300 Issues Within the Education Culture (3-3)

This course is designed to help prospective teachers develop insight into contemporary educational issues. Students will examine philosophical and historical bases of education as a profession. They will apply an understanding of philosophical and historical frameworks to the analysis of current issues in education. Emphasis will be placed on assigned readings and analyses of cases drawn from real-life situations in order to challenge students to view the educational process from many perspectives and to begin their journey as reflective decision-makers. Students create an informed personal philosophy of education, which they will continue to challenge throughout their educational program. *Prerequisite to all other teacher preparation courses. F, Sp*

3305 Microcomputers in Education (2-2)

This course is designed to introduce prospective teachers to currently available technology and to prepare them to use various media for their own education as well as in their professional careers. Students are expected to become comfortable in the use of various media and to explore the possibilities for the use of media in the classroom. Emphasis is given to ways in which multimedia can be used to meet the needs of the varying learning styles. *F, Sp*

3349 Teaching Mathematics in Grades K-3 (2-2)

This course provides opportunities for the student to develop knowledge and skills necessary for developing programs, selecting appropriate methods, employing materials, and evaluating in mathematics instruction, kindergarten through grade three. *Prerequisites: MTH 2251 or permission of the instructor. F, Sp*

3350 Teaching Mathematics in Grades 4-6 (2-2)

This course provides opportunities for the student to develop knowledge and skills necessary for developing programs, selecting appropriate methods, employing materials, and evaluating in mathematics instruction, grades 4-6. *Prerequisites: MTH 2252 or permission of the instructor. F, Sp*

3380 Teaching Social Science in the K-6 Classroom (2-2)

This course provides a study of the varied dimensions of instruction in social sciences. Emphasis is placed on appropriate instruction and resources, including technology for the instruction of students in grades K-6.

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- 3381 Teaching Natural Science in the K-6 Classroom (2-2)**
This course provides a study of the varied dimensions of instruction in natural sciences. Emphasis is placed on appropriate instruction and resources, including technology for the instruction of students in grades K-6.
- 4400 Classroom Management and Behavior Intervention (3-3)**
This course is designed for all education majors. The purpose of this course is to establish a foundation of content and application relative to classroom management and discipline emphasizing reflection, decision making, and integrated teaching/learning strategies. Methodologies utilized will include discussion, lecture, field experience, case studies, problem solving sessions, projects, and research. *Prerequisite: admission to PEP. F, Sp, Su*
- 4444 The Professional Educator (3-3)**
This course is designed to help students focus on major issues related to becoming a professional educator. It is designed to assist students in developing analytical thinking skills through focusing on selected topics (e.g.: school law, multicultural education, and classroom management). This course is to be taken concurrently with internship. *F, Sp*
- 4475 Elementary Education (K-6) Internship (9-9)**
Full day observing, participating, and teaching under supervision. *Prerequisites: see "Internships" section of this bulletin. F, Sp*
- 4476 Elementary/K-6 Collaborative Internship (9-9)**
Full day observing, participating, and teaching under supervision. *Prerequisites: see "Internships" section of this bulletin. F, Sp*
- 4491-4492 Guided Independent Research (1-3)**
Undergraduate research with attention to critical evaluation of research techniques, methods and procedures. *Prerequisites: junior or senior standing with a minimum overall GPA of 3.0, permission of guiding professor, approval of department chairperson or dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of "D" or less has been earned. Application forms are available in the Office of University Records. Guided independent research may be taken only in the applicant's major or minor field. F, Sp, Su*
- 4493-4494 Guided Independent Study (1-3)**
Supervised study through field or laboratory projects, guided readings, creative endeavors or achievement of specific skills. *Prerequisites: junior or senior status, permission of guiding professor, approval of department chairperson and the dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of "D" or less has been earned. F, Sp, Su*
- 4499 Technology Across the Curriculum (3-3)**
This course prepares the student to use a variety of technologies in developing curriculum and planning instruction for diverse learners in grades K-6. Attention is given to the history of technology, software selection and the integration of technology into the curriculum by matching technology resources and tools to instructional needs. *F, Sp, Su*

- 9914 Environmental Science: Project WET (1-1)**
 Project WET (Water Education for Teachers) is an interdisciplinary, supplementary environmental and conservation education program. The goal of Project WET is to facilitate and promote awareness, appreciation, knowledge, and stewardship of water resources. *Su*
- 9915 Environmental Science: Aquatic WILD (1-1)**
 Aquatic Project WILD is an interdisciplinary, supplementary environmental and conservation education program that explores the fascinating worlds of water and aquatic habitats they support. *Su*
- 9920 Youth With Disabilities Leadership Forum (3-3)**
 This course is designed for education and human services students. The purpose of this course is to provide field experience with youth with disabilities. Students will serve as counselors who conduct activities, guide discussion groups, and provide feedback and evaluation. *Prerequisite: permission of the instructor. Su*
- 9932 Environmental Science: Project WILD (1-1)**
 Project WILD is an interdisciplinary, supplementary environmental and conservation education program emphasizing wildlife. Project WILD emphasizes the intrinsic, ecological, and other values of wildlife, as well as the importance of wildlife as a basis for understanding the fragile grounds upon which all life rests. *Su*
- 9934 Environmental Science: Project Learning Tree (1-1)**
 Project Learning Tree (PLT) is an interdisciplinary, supplementary environmental and conservation education program emphasizing forestry and related resources. PLT offers opportunities for learners to develop awareness, knowledge, and skills necessary for living in harmony with the world of living and non-living things. *Su*

Interdisciplinary Education Courses (IED)

- 1100 Introduction to P-12 Education (1-1)**
 This course provides prospective P-12 educators with an introduction to the practice of education in the U.S. It is designed to give students a perspective of the educational setting through discussion, field observation, and reflection upon students, educational philosophy, school law, diversity in the P-12 school environment, curriculum, classroom management, assessment, and educational research. *F, Sp*
- 4456 Internship in Grades P-12 (9-9)**
 Full day observing, participating, and teaching under supervision. *Prerequisites: see "Internships" section of this bulletin. F, Sp*

Reading/Literacy Courses (RED)

- 3371 Literacy I (3-3)**
 This course provides a study of the development of language in young children and of the curricula, methods and materials for developing a communication arts program. Emphasis will be placed on establishing a literacy-rich environment, teaching handwriting, and developing oral language. *Prerequisites: EDU 3300 or permission of the instructor. F, Sp*

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4472 Literacy II (3-3)

This is a methods of teaching course applicable to majors in K-6 elementary education and K-6 collaborative teacher. It includes principles of reading instruction with emphasis in areas of child development, learning theories, individual differences, emergent literacy, and an examination of current materials and instructional practices used in the teaching of reading. *Prerequisites: EDU 3300 and admission to PEP. F, Sp*

4473 Literacy III (3-3)

This is an advanced methods course in teaching reading, which is applicable to majors in K-6 elementary and K-6 collaborative teacher education programs. It includes an in-depth study of the principles of reading instruction with emphasis on teaching strategies, individualization, and basic reading problems. *Prerequisites: EDU 3300 and admission to PEP. F, Sp*

4474 Literacy IV (2-2)

This course provides a study of teaching reading in grades P-12 emphasizing methods in the content areas. *Prerequisites: EDU 3300, 20 semester hours in the major, and admission to PEP. F, Sp, Su*

Secondary Education Courses (SED)

1100 Introduction to Secondary Education (1-1)

This course provides prospective secondary educators with an introduction to the practice of education in the U.S. It is designed to give students a perspective of the educational setting through discussion, field observation, and reflection upon adolescents, educational philosophy, school law, diversity in the secondary school environment, curriculum, classroom management, assessment, and educational research. *F, Sp*

4481 Methods and Materials for the Secondary Teacher (3-3)

Teaching methods, selection, organization and use of materials and resources in the secondary school discipline(s). Observation and teaching experiences will be included. *Prerequisites: EDU 3300 and admission to PEP. F, Sp*

4496 Secondary Internship in Grades 6-12 (9-9)

Full day observing, participating, and teaching under supervision. *Prerequisites: see "Internships" section of this bulletin. F, Sp*

Special Education Collaborative Teacher Courses (SPE)

3302 Introduction to Moderate and Severe Disabilities (3-3)

Etiological factors, characteristics, and educational needs of individuals with low incidence disabilities are surveyed. Persisting life problems and integration into the community are emphasized. Populations include those with multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, autism, deaf-blindness, traumatic brain injury, mental retardation, and emotional disturbance. *F*

- 3306 Teaching Students with Mild Disabilities (3-3)**
This course will focus on organizational procedures, curriculum practices, methods and techniques used in educating students with specific learning disabilities, mild mental retardation, and emotional/behavioral disorders in grades kindergarten through sixth grade who are in need of academic and social learning support in the general education classroom or in a special education classroom. Emphasis will be placed on direct teaching, designing accommodations and adaptations to teaching materials and methods in an effort to assist the disabled learner in accessing the general education curriculum in both a resource room and/or an inclusive general education classroom. *Prerequisite: SPE 3349. Sp*
- 3309 Teaching Students with Moderate/Severe Disabilities K-6 (3-3)**
A study of children and youth with low incidence disabilities. Content covers best practices in addressing the educational needs of students with significant disabilities and their families. *Prerequisite: SPE 3302. Sp*
- 3340 The Nature and Needs of Diverse Learners (3-3)**
This course provides a study of the characteristics and needs of diverse learners. Students will learn about classroom modifications and instructional adaptations. *F, Sp, Su*
- 3349 Introduction to Mild Disabilities (3-3)**
A survey of the physical, sensory, communication, cognitive, and behavioral characteristics of students with mild disabilities (to include students with specific learning disabilities, mental retardation, and emotional disabilities) and the impact of these characteristics on learning, curriculum, program development, and needed services and support. *F*
- 4445 Educational Evaluation of Exceptional Children (3-3)**
This course is designed to provide the preservice teacher with knowledge and skills in the selection, evaluation, administration, scoring and interpretation of standardized instruments in the areas of academic achievement, diagnostic tests, adaptive behavior, and behavior rating scales. Students will demonstrate the utilization of test results for the development of an individualized education plan, individualized family service plan, and learning outcomes for the general education classroom. *Prerequisites: SPE 3340, PSY 3320, and PSY 3303.*
- 4452 Collaborative Teacher (K-6) Internship (9-9)**
Full day observing, participating, and teaching under supervision. *Prerequisites: see "Internships" section of this bulletin. F, Sp*
- 4460 Collaboration in Education Practices (3-3)**
This course provides students with both the intrapersonal and interpersonal skills needed to effectively collaborate with other teachers, administrators, parents and agencies. *F, Sp*

**DEPARTMENT OF PSYCHOLOGY, COUNSELING
AND FOUNDATIONS OF EDUCATION**

Faculty: Dianne Gossett, Ed.D., chair, associate professor; Saramma T. Mathew, Ph.D., professor; Pamela Manners, Ph. D., associate professor; Jeanne Wright, Ph.D., associate professor; Barry Davidson, Ph.D., assistant professor; Frank Hammonds, Ph.D., assistant professor; Mary Ann Hooten, Ph.D., assistant professor; Janet McNellis, Ph.D., assistant professor; Victoria C. Roark, Ph.D., assistant professor; Catherine R. Strickland, Ph.D., assistant professor; Fernelle Warren, Ph.D., assistant professor; Linda Williams, Ph.D., assistant professor.

The Department of Psychology, Counseling, and Foundations of Education offers courses in educational psychology and foundations of education to education majors in support of their total educational program.

Psychology is the science concerned with the understanding of human behavior and mental processes. A major in psychology provides students with 1) a useful foundation for further study at the graduate level leading to various careers in psychology, or to study in the health professions and social work, 2) skills related to employment at the baccalaureate level for the pursuit of careers in mental health services, industry, human services or areas where the knowledge of human behavior would be deemed beneficial, and 3) a sound preparation for describing, understanding, predicting, and controlling the events in their own lives. Students who obtain an advanced degree have a growing range of new opportunities for employment in medical settings, sports, business, the military, as well as private practice, university teaching, and research.

The 36-hour psychology major provides students an opportunity to select courses to meet their professional and personal objectives. The 54-hour psychology program is a more structured major emphasizing the core areas of psychology and methods of scientific investigation.

PSYCHOLOGY COMPREHENSIVE PROGRAM (54 Hours)

PSY	1130	(3)	Orientation to Psychology
PSY	2209	(3)	Statistics I
PSY	3309	(3)	Statistics II
PSY	3311	(3)	Research Methods
PSY	4400	(3)	Advanced General Psychology
PSY	4405	(3)	Experimental Psychology
PSY	4451	(3)	History and Systems
PSY	4480	(3)	Senior Seminar

Select at least 6 hours from the following:

PSY	3310	(3)	Sensation and Perception
PSY	4421	(3)	Physiological Psychology
PSY	4460	(3)	Cognitive Psychology

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Select at least 24 hours of additional 3000/4000 level psychology courses. *NOTE: PSY 2205 will not count in this program.*

PSYCHOLOGY MAJOR (36 Hours)

PSY	1130	(3)	Orientation to Psychology
PSY	2209	(3)	Statistics I
PSY	4480	(3)	Senior Seminar

Select 27 hours of additional psychology courses. *NOTE: PSY 2200 will not count in this major.*

PSYCHOLOGY MINOR (15 or 18 hours)

Select the appropriate number of hours from the following courses:

PSY	1130	(3)	Orientation to Psychology
PSY	2205	(3)	Psychology of Adjustment
PSY	2209	(3)	Statistics I
PSY	3300	(3)	Lifespan Developmental Psychology
PSY	3304	(3)	Abnormal Behavior
PSY	3309	(3)	Statistics II
PSY	3310	(3)	Sensation and Perception
PSY	3311	(3)	Research Methods
PSY	3312	(3)	Psychology of Women
PSY	3350	(3)	Theories of Personality
PSY	3351	(3)	Theories of Learning
PSY	3380	(3)	Social Psychology
PSY	4400	(3)	Advanced General Psychology
PSY	4401	(3)	Psychological Assessment Techniques
PSY	4402	(3)	Principles of Counseling
PSY	4405	(3)	Experimental Psychology
PSY	4410	(3)	Business and Industrial Psychology
PSY	4421	(3)	Physiological Psychology
PSY	4451	(3)	History and Systems of Psychology
PSY	4456	(3)	Gerontology
PSY	4459	(3)	Applied Behavior Analysis
PSY	4460	(3)	Cognitive Psychology
PSY	4480	(3)	Senior Seminar
PSY	4491	(1-3)	Guided Independent Research
PSY	4492	(1-3)	Guided Independent Research
PSY	4493	(1-3)	Guided Independent Study
PSY	4494	(1-3)	Guided Independent Study

Psychology Courses (PSY)

1130 Orientation to Psychology (3-3)

Course required for all psychology majors. Introduction to the language of psychology, APA writing style, and library research. Also includes an overview of career paths in psychology. *F, Sp, Su*

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- 2200 General Psychology (3-3)**
Scientific study and interpretation of human behavior including such topics as perception, abnormal behavior, mental hygiene and selected viewpoints. *F, Sp, Su*
- 2201 Honors General Psychology (3-3)**
Scientific study and interpretation of human behavior including such topics as perception, abnormal behavior, learning and motivation. *F, Sp*
- 2205 Psychology of Adjustment (3-3)**
A course in mental health, designed to assist the individual in making a good adjustment to the changing requirements of the environment. *F, Sp*
- 2209 Statistics I (3-3)**
An introduction to descriptive and inferential statistical concepts and methods. Topics include measurement, correlation, probability, and hypothesis testing. This course may be taken for social science credit. *Prerequisite: MTH 1112 or placement. F, Sp, Su*
- 3300 Lifespan Developmental Psychology (3-3)**
The human being from conception to old age. Includes physical, cognitive, and psychosocial development throughout the lifespan. Emphasis on school age children. *F, Sp, Su*
- 3303 Educational Psychology (3-3)**
Theories of learning, instruction, and motivation, and their application to students in grades P-12. *Prerequisite: EDU 1100.*
- 3304 Abnormal Behavior (3-3)**
The study of behavior disorders emphasizing etiology, classification, and amelioration. *Prerequisites: 6 hours of psychology and sophomore or above. F, Sp, Su*
- 3309 Statistics II (3-3)**
Advanced quantitative methods in psychology. Topics include linear regression, analysis of variance, chi square and other non-parametric techniques, estimation procedures, individual and multiple comparisons, and experimental design. *Prerequisites: MTH 1112 or placement, and PSY 2209 with a grade of "C" or better. F, Sp*
- 3310 Fundamentals of Sensation and Perception (3-3)**
A study of how sensory information helps both the human species and other animals to thrive. Exploration of the senses including their physiological makeup, development and functioning. Theoretical and empirical foundations of perception and the applications of perceptual knowledge are emphasized. *Prerequisites: 6 hours of psychology and sophomore or above. F*
- 3311 Research Methods (3-3)**
Introduction to the design, analysis, and interpretation of behavioral research. Also includes strategies for reviewing scientific literature and organizing a

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research report. This course may be taken for social science credit. *Prerequisites: PSY 1130 & PSY 2209 for psychology majors; SS 2209 for social science majors.*

- 3312 Psychology of Women (3-3)**
The study of women's experience and gender issues in the context of psychological theory and research. *Prerequisites: 3 hours of psychology and sophomore or above. F, Su*
- 3320 Child Psychology (3-3)**
The development of children from conception to puberty. Includes physical, cognitive, perceptual, language, social and emotional development.
- 3325 Adolescent Psychology (3-3)**
Adolescents from puberty to early adulthood. Includes physical, cognitive, social, emotional and personality development in cultural context.
- 3346 Educational Assessment (3-3)**
This course provides a study of measurement and evaluation techniques for the classroom teacher. Emphasis will be placed on the selection, evaluation, administration, scoring and interpretation of selected measures of student performance, achievement and behavior. The student will demonstrate skills in utilizing measurement data to plan appropriate learning activities for students. *Prerequisites: EDU 3300. F, Sp*
- 3350 Theories of Personality (3-3)**
Critical analysis of the major theories of personality put forth by the prominent theorists within the field of psychology. *Prerequisites: 3 hours of psychology and sophomore or above. Sp*
- 3351 Theories of Learning (3-3)**
Critical analysis of major theories of learning, including the works of Thorndike, Pavlov, Guthrie, Tolman, Hull, Skinner, and Mowrer. *Prerequisites: 6 hours of psychology and junior or above. F*
- 3380 Social Psychology (3-3)**
Theoretical and empirical understanding of social behavior including social influence, interpersonal relationships, aggression and group dynamics. This course may be taken for sociology credit. *Prerequisites: 6 hours of psychology or permission of the instructor and sophomore or above. F, Sp, Su*
- 4400 Advanced General Psychology (3-3)**
A comprehensive study of the discipline of psychology designed to expand the student's depth and breadth of knowledge in psychology. *Prerequisite: 15 hours of psychology or permission of the instructor. F*
- 4401 Psychological Assessment Techniques (3-3)**
Selection, administration, scoring, interpretation and uses of psychological measurements-ability, interest, personality and aptitude tests. Application of psychological testing in education, industry and clinical settings. *Prerequisites: 3 hours of psychology and sophomore or above. F*

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- 4402 Principles of Counseling (3-3)**
Overview of major theories and techniques. Professional issues, ethical concerns and efficacy are addressed. *Prerequisites: 3 hours of psychology and junior or above. F, Su*
- 4405 Experimental Psychology (3-3)**
A study of methods for the empirical investigation of behavior emphasizing experimentation, data collection, and analysis. *Prerequisites: PSY 1130, PSY 2209, PSY 3309, PSY 3311, and junior or above. Sp*
- 4410 Business and Industrial Psychology (3-3)**
Application of psychology to business and industry, consumer motivation, personnel problems, and group structures. *Prerequisites: 3 hours of psychology and junior or above. Sp*
- 4421 Physiological Psychology (3-3)**
Study of physiological correlates of behavior. *Prerequisites: 6 hours of psychology and junior or above. Sp*
- 4451 History and Systems of Psychology (3-3)**
Traces the course of the development of psychology from its historical antecedents. Special emphasis is placed on contemporary schools and systems of psychological thought. *Prerequisites: 12 hours of psychology and junior or above. F*
- 4456 Gerontology (3-3)**
An introduction to aging of individuals, including an overview of the basic physical, mental and behavioral changes associated with this period of life and an attempt to dispel the myths surrounding the aging process. *Prerequisites: junior or above. F*
- 4459 Applied Behavior Analysis (3-3)**
Designed to give the students in psychology, counseling, education, rehabilitation, and related fields the training and direct field experience in behavior analysis, designing, execution and evaluation of behavioral technique. *Prerequisites: Senior or post degree, and permission of the instructor. Sp*
- 4460 Cognitive Psychology (3-3)**
A study of human intellectual functioning including memory, problem solving, reasoning and language. *Prerequisites: 6 hours of upper level psychology. F*
- 4480 Senior Seminar in Psychology (3-3)**
Course required for all psychology majors. Seminar with discussion and debate of special topics in psychology. *Prerequisites: Senior standing and permission of the instructor or 24 hours of psychology. F, Sp*
- 4491-4492 Guided Independent Research (1-3)**
Undergraduate research with attention to critical evaluation of research techniques, methods and procedures. *Prerequisites: junior or senior standing with a minimum overall GPA of 3.0, permission of the guiding professor, approval*

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of department chair or dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of "D" or less has been earned. Application forms are available in the office of University Records. Guided independent research may be taken only in the applicant's major or minor field. F, Sp, Su

4493-4494 Guided Independent Study (1-3)

Supervised study through field or laboratory projects, guided readings, creative endeavors or achievement of specific skills. *Prerequisites: junior or senior status, permission of guiding professor, approval of department chairperson and the dean. A written request is to be submitted to the department chairperson at least two weeks in advance of the term in which study is to be undertaken. May not be used to repeat a course for which a grade of "D" or less has been earned. F, Sp, Su*