**EDUC 200: Foundations of American Education (3)-**An examination of the relationship between the school as a social institution and the larger society. This is accomplished through a variety of ways, but mainly through a combination of philosophical,

historical, and problem-oriented inquiry into that relationship. The assumption is that a teacher

who has developed an understanding of the vital relationships between school and society is in

a position to see his or her professional roles beyond the narrow confines of the classroom, and, out of such a perspective, will emerge a more sensitive and effective teacher

**EDUC 320: The Social and Psychological Conditions of Learning (5)-** A reflective exploration of the knower (the learner), knowing (learning), the known (knowledge), and the contexts in which knowledge is constructed through teaching/learning. Includes a field component in a public school classroom.

**EDUC 360: Survey of Exceptional Children (3)-** A course to familiarize the student with the nature, etiology, specific characteristics, and needs of the exceptional child. The course is designed to meet basic certification requirements in those states that require a minimum of three hours of course work in special education in order to be certified. It is equally relevant to early education, elementary education, secondary education, therapeutic recreation, psychology, and nursing.

**PSYC 251: Research Methods in Psychology (3)-** This course is an overview of research design in psychology. Topics covered include research ethics, reliability, and validity of psychological measures, observational and survey methods, quasiexperimental designs, and experimental design and control.

**PSYC 309: Abnormal Psychology (3)-** This course takes an integrative approach to the understanding of psychological disorders, exploring biological, psychological, and social influences and their interaction. Scientifically grounded methods of assessment and treatment are emphasized and cultural differences in psychological difficulties and their treatment will also be discussed.

**PSYC 311: Introduction to Clinical Psychology (3)-** An introduction to theoretical systems and approaches to the prevention and treatment of psychological difficulties, with an emphasis on empirically supported interventions.

**PSYC 331: Counseling Children (3)-** This course focuses on the main components of an elementary school counseling program: counseling (both individual and small group), class guidance, and consultation. Included is information about how to use a variety of counseling techniques, an overview of relevant counseling approaches, childhood social-emotional developmental issues and situational concerns, evaluation and treatment planning, and legal and ethical issues specific to the elementary counseling setting.

**PSYC 340: Lifespan Developmental Psychology (3)-** This course consists of an introduction to the scientific study of human development over the lifespan.

**PSYC 341: Infant/Child Development (3)-** This course is designed to help students understand their own developmental past, present, and future which they may then use as parents or in their career paths involving infants and children. This course examines topics of classic and contemporary developmental theories, research, and concepts as they apply to the developing person from conception through childhood. These topics will focus on the biological, cognitive, and psychosocial perspectives of human development.

**PSYC 405: Social Psychology (3)-** A study of the interaction of individuals in group situations, the products of collective activity, and their influence upon the individual.

**PSYC 415: Psychological Tests and Measurements (3)-** This course is a survey of the psychological instruments available for the measurement of human behavior, beliefs, and attitudes.

**PSYC 420: History and Systems of Psychology (3)-** An overview of the historical and philosophical basis of psychology and the relationship of contemporary systems.

**PSYC 461: Biopsychology (3)-** This course involves a study of structure and function of the nervous system. Students will gain an appreciation for the biological basis of everyday behaviors and an understanding of the physiological correlates of many types of psychological pathology.

**PSYC 484: Directed Readings (3)-** As a first course in a series of two, the Directed Readings seminar is designed to prepare students for the senior thesis capstone course. In collaboration with a faculty mentor, the student will develop an idea for an original research project, conduct a review of the relevant literature, and generate an appropriate research design. The final product of the class will be an APA format paper describing the final design.

**PSYC 485: Senior Thesis (3)-** Students acquire and perform skills involved in conducting and reporting empirical research. These include the forming of hypotheses, designing research to test those hypotheses, analysis of the resulting data, and the writing up of a complete report of the research results following APA guidelines. This is the Department of Psychology’s capstone course, designed to foster and evaluate the students’ fundamental understanding of psychology as an empirical research science.

**SOCI 303: The Family (3)-** This course is an objective description and analysis of families. The course will examine the development and functions of traditional family forms as well as explore a variety of other family forms. Problems and issues facing contemporary families will be addressed. Diversity among American families will be emphasized.