EDP 501. Young Adolescent/Adolescent Cognition, Development and Learning Theories. 3 Credits.
This course is a study of the physical, personal, social and emotional development of early through late adolescence in the context of classroom teaching; it also examines selected learning theories. There is a field component.

EDP 531. Principles Of Educational Testing. 3 Credits.
Contact department for more information about this course.

EDP 550. Advanced Educational Psychology. 3 Credits.
Processes by which skills, understanding, concepts, and ideals are acquired; teaching practices in relation to basic research concerning learning; similarities and differences in theories of learning.

EDP 553. Assessment for Learning Early Grades. 3 Credits.
This course is designed to provide students the knowledge and skills to use multiple developmentally appropriate assessments (authentic, screening, diagnostic, formative, and summative) to guide instruction related to standards, to monitor results of intervention and their implications for instruction for all students, and report assessment results.
Pre / Co requisites: EDP 553 requires a prerequisite of EPG 520.

EDP 554. Assessment for Learning- Middle Grades. 3 Credits.
This course is designed to provide middle grade candidates the knowledge and skills to use multiple developmentally appropriate assessments (authentic, screening, diagnostic, formative, and summative) to guide instruction related to standards, to monitor results of interventions and their implications for instruction for all students, and report assessment results.
Pre / Co requisites: EDP 554 requires prerequisite of MGP 520, EDP 501, EDA 542; field clearances.

EDP 569. Adolescent Development & Learning. 3 Credits.
Mental, physical, emotional, and social development and behavior of the adolescent with emphasis on various types of learning. Case studies are used.

EDP 570. Cognition and Transformation. 3 Credits.
A course in helping students understand theories of learning as they relate to the pre-k through high school learner as well as the cognitive and social development of the learner. The goal of the course is to understand the student’s cognitive and social needs within the framework of his or her education and social contexts and to empower the student to create educational and social change.