EDUCATION (ED)

ED 1200 - Human Growth & Development
Credit(s): 3 or 4 Credits
Study of maturation in childhood, adolescence, and early adulthood designed for those entering the teaching profession. Emphasis is placed on biological, health, social, cognitive, and affective development. (Taken by all Renaissance candidates.)
Attributes: Prof. Studies Students Only

ED 1400 - Education of the Exceptional Individual
Credit(s): 3 Credits
Study of the concept of exceptionality, specifically addressing the implications of atypical educational development. Alternative instructional strategies, educational decision-making, special education resources, inclusive programming, and related issues are examined.
Attributes: Prof. Studies Students Only

ED 1500 - Surv of Science & Geography
Credit(s): 4 Credits
This course is a survey of the concepts, development and basic principles of physics, astronomy, biology, chemistry and geography with emphasis on: the scientific method, use of scientific tools, metric system, beginning chemistry, electricity, magnetism, light, severe weather immunology, reproduction, genetics, technology, geological time periods, evolution, and earth geography, in terms of man/land relationships and place formation.

ED 2000 - Candidate Exp: Educational Observation
Credit(s): 1 Credit
A field-based course that offers an introduction to the professional obligations and responsibilities of teachers. Must be completed prior to enrollment in a 3000 level education course.
Attributes: Prof. Studies Students Only

ED 2001 - Candidate Experiences: Educational Observations in Elementary School
Credit(s): 1 Credit
A field-based course that offers an introduction to the professional obligations and responsibilities of teachers. Must be completed prior to enrollment in a 3000 level education course.

ED 2002 - Candidate Experiences: Educational Observations Middle School
Credit(s): 1 Credit
A field-based course that offers an introduction to the professional obligations and responsibilities of teachers. Must be completed prior to enrollment in a 3000 level education course.

ED 2003 - Candidate Experiences: Educational Observations Special Education
Credit(s): 1 Credit
A field-based course that offers an introduction to the professional obligations and responsibilities of teachers. Must be completed prior to enrollment in a 3000 level education course.

ED 2100 - Teaching and Learning: Trends and Issues
Credit(s): 3 or 4 Credits
Study of contemporary issues in education: philosophical underpinning, innovations, current problems, and proposed changes. Topics will include discussion of the role of social context and socio-cultural background in learning, curriculum development, No child Left Behind, and school-agency alliances for fostering learning.
Attributes: Prof. Studies Students Only

ED 2200 - Today's Diverse Educational Environment: Trends and Issues
Credit(s): 3 Credits
Integrated course designed to explore, evaluate, compare and contrast schools and related social institutions with a focus on inter- and intra-cultural relationships. Teacher candidates will be introduced to the principles of human relation skill development.
Attributes: Prof. Studies Students Only, Urban Poverty - Applied

ED 2930 - Special Topics
Credit(s): 1-6 Credits (Repeatable for credit)
Attributes: Prof. Studies Students Only

ED 2980 - Independent Study
Credit(s): 1-4 Credits (Repeatable for credit)
Attributes: Prof. Studies Students Only

ED 3000 - Candidate Experiences and Preparatory Teaching
Credit(s): 2 Credits
An examination of the educational process through structured field assignments and observations. Teacher certification candidates only.
Attributes: Prof. Studies Students Only

ED 3001 - Candidate Experiences and Preparatory Teaching in Elementary School
Credit(s): 2 Credits
An examination of the educational process through structured field assignments and observations. Teacher certification candidates only.

ED 3002 - Candidate Experiences and Preparatory Teaching in Middle School
Credit(s): 2 Credits
An examination of the educational process through structured field assignments and observations. Teacher certification candidates only.

ED 3003 - Candidate Experiences and Preparatory Teaching in Special Education
Credit(s): 2 Credits
An examination of the educational process through structured field assignments and observations. Teacher certification candidates only.

ED 3200 - Classroom Inclusion and Family Support
Credit(s): 3 Credits
Directed investigation of educational strategies that promote inclusion for all learners. Examination of family support systems in education.
Attributes: Prof. Studies Students Only

ED 3300 - Special Education: Counseling and career Development
Credit(s): 4 Credits
The course presents approaches to counseling students with mild-moderate disabilities and their families and addresses the issues of transition and career development. Candidates will focus on understanding, developing, and implementing approaches to interact with students and their families. Exploration of theories and methods that enhance positive relations with students and parents. Investigation of transitional programs and vocational options for students with disabilities. Field visitations required. Pre-requisite: Admittance into the Teacher Preparation Program.
Attributes: Prof. Studies Students Only

ED 3400 - Interactive Communication in the Learning Environment
Credit(s): 3 Credits
Introduction to the methods of creating structure in the school environment. Preparation for implementing communication and behavior management strategies in the school environment.
Attributes: Prof. Studies Students Only
ED 3480 - Fundamentals of Neurology and Learning
Credit(s): 3 Credits
An examination of neurological structures including embryonic development and maturation of the nervous system. Discussion of conditions and diseases that may impact the development of the central nervous system, including syndromes and traumatic brain injury. An introduction to cognitive neuropsychology.
Attributes: Prof. Studies Students Only

ED 3600 - Disabilities Studies I
Credit(s): 4 Credits
An introduction to the profession of special education with information regarding the characteristics of persons with the various disabilities included in IDEA. History, theoretical foundations and practices related to the social, emotion, health, and learning characteristics of individuals with mild-moderate disabilities. The course includes an introduction to the educational and psychological characteristics (cognitive, emotional, and social) of school age individuals with mild-moderate disabilities and the implications these characteristics have for educational practice. Problems of definitions, screening, diagnosis, classification systems, transition, future planning, classroom management, and multicultural issues are introduced. Prerequisite: admission to the teacher preparation program.
Attributes: Prof. Studies Students Only

ED 3640 - Disabilities Studies II
Credit(s): 2 Credits
This course provides an advanced discussion of the speech and language characteristics of school age individuals with mild-moderate disabilities and implications that these characteristics have for educational practice. It stresses characteristics of speech and language and provides the candidate with a thorough background in speech and language development related to children with special needs.
Attributes: Prof. Studies Students Only

ED 3800 - Candidate Experiences: Classroom Teaching
Credit(s): 8 Credits
Full day, full-time teaching experience. Candidates are expected to demonstrate the knowledge and skills acquired in the core, methods, and specialization courses. Candidates placed with or under the supervision of a certified master teacher.
Prerequisite(s): ED 3000
Attributes: Prof. Studies Students Only

ED 3801 - Candidate Experiences: Classroom Teaching in Elementary School
Credit(s): 8 Credits
Full day, full-time teaching experience. Candidates are expected to demonstrate the knowledge and skills acquired in the core, methods, and specialization courses. Candidates placed with or under the supervision of a certified master teacher.
Prerequisite(s): ED 3001

ED 3802 - Candidate Experiences: Classroom Teaching in Middle School
Credit(s): 8 Credits
Full day, full-time teaching experience. Candidates are expected to demonstrate the knowledge and skills acquired in the core, methods, and specialization courses. Candidates placed with or under the supervision of a certified master teacher.
Prerequisite(s): ED 3002

ED 3803 - Candidate Experiences: Classroom Teaching in Special Education
Credit(s): 8 Credits
Full day, full-time teaching experience. Candidates are expected to demonstrate the knowledge and skills acquired in the core, methods, and specialization courses. Candidates placed with or under the supervision of a certified master teacher.
Prerequisite(s): ED 3003

ED 3830 - Special Topics
Credit(s): 3 Credits (Repeatable for credit)

ED 3980 - Independent Study
Credit(s): 1-4 Credits (Repeatable for credit)
Attributes: Prof. Studies Students Only

ED 4100 - Principles of Education: Inclusion, Diversity, Behavior Management, and Technology
Credit(s): 3 or 4 Credits
Integralive course designed to investigate educational strategies that promote inclusion for all learners; to evaluate, compare and contrast school and related social institutions with a focus on cultural relationships; to investigate methods for implementing communication and behavior management strategies in the school environment; and to develop competency in selection and application of technology into the curriculum. (taken by Elementary, Middle and Secondary RenPro-A candidates.)
Attributes: Prof. Studies Students Only

ED 4200 - Assessment in the School Environment
Credit(s): 4 Credits
Investigation into the development, interpretation, and use of standardized psychological and educational tests in the school environment. Overview of informal assessment instruments and assessment techniques, including portfolio design and evaluation. The course is designed with an emphasis on formulating instructional plans based on formal and/or informal assessment. (Taken by all Renaissance candidates.) Prerequisite: Admission to the Teacher Preparation Program.
Attributes: Prof. Studies Students Only

ED 4210 - School Curriculum and Instruction: Elem/Special Education
Credit(s): 3 Credits
Explores foundation for curriculum development and instruction classroom organization and structure, lesson planning, and evaluation. Discussion of topics including scope, sequence, and curriculum articulation; curriculum change in educational settings; and the principles and objectives that influence these processes. (Taken by all Renaissance candidates.) (Also taken by Special Education candidate.)
Attributes: Prof. Studies Students Only

ED 4220 - School Curriculum and Instruction: Middle School
Credit(s): 3 Credits
Explores foundation for curriculum development and instruction classroom organization and structure, lesson planning, and evaluation. Discussion of topics including scope, sequence, and curriculum articulation; curriculum change in educational settings; and the principles and objectives that influence these processes. (Taken by all Renaissance candidates.) (Also taken by Special Education candidate.)
Attributes: Prof. Studies Students Only
ED 4230 - School Curriculum and Instruction: Secondary Education
Credit(s): 3 Credits
Explores foundation for curriculum development and instruction classroom organization and structure, lesson planning, and evaluation. Discussion of topics including scope, sequence, and curriculum articulation; curriculum change in educational settings; and the principles and objectives that influence these processes. (Taken by all Renaissance candidates.) (Also taken by Special Education candidate.)
Attributes: Prof. Studies Students Only

ED 4260 - Classrooms Without Borders II
Credit(s): 3 Credits
This examines the ideas and events that teachers can implement in the classroom for enrichment of the curriculum. Candidates will gain a better understanding of the resources of the community and how to incorporate its economic, political, intellectual, and cultural offerings into the classroom. Upon completion of the course, the candidate will know how to incorporate a variety of innovative subjects into the classroom curriculum. All classes will be field based. Prerequisite: acceptance into the Teacher Preparation program.
Attributes: Prof. Studies Students Only

ED 4280 - Classrooms Without Borders II
Credit(s): 3 Credits
This course will continue to examine the ideas and events that teachers can implement in the classroom for enrichment of the curriculum. Candidates will gain a better understanding of the resources of the community and how to incorporate its economic, political, intellectual, and cultural offerings into the classroom. Upon completion of the course, the candidate will know how to incorporate a variety of innovative subjects into the classroom curriculum. All classes will be field based. Pre-requisite: acceptance into the Teacher Preparation program.
Attributes: Prof. Studies Students Only

ED 4300 - School Curriculum and Instruction
Credit(s): 6 Credits
Explores foundation for curriculum development and instruction, including classroom organization and structure, lesson planning, and evaluation. Discussion of topics including scope, sequence, and curriculum articulation; curriculum change in educational settings; and the principles and objectives that influence these processes. Taken by all Renaissance candidates.
Attributes: Prof. Studies Students Only

ED 4320 - Aesthetic Educ & Physical Educ
Credit(s): 1 Credit
Integration of the fine arts (visual, music and dramatics) and physical movement in the classroom. Candidates will learn to select, design, adapt, implement and assess creative arts and physical activities that are developmentally appropriate, meaningful, challenging and that lead to positive learning outcomes and the development of positive dispositions toward aesthetic and physical expression. Taken by Elementary Renaissance Program Alternative Certification candidates.
Attributes: Prof. Studies Students Only

ED 4340 - Teaching Methods in Physical Education
Credit(s): 1 Credit
This course will focus on the physical education curriculum. Candidates will develop techniques for instruction as well as an awareness of age-appropriate developmental expectations. Integration of physical education activities into other content areas will be stressed as well as the role of physical education in extra-curricular endeavors. Prerequisite: acceptance into the Teacher Preparation Program.
Attributes: Prof. Studies Students Only

ED 4350 - Remedial Math procedures
Credit(s): 2 Credits
Integration of the fine arts (visual, music, and dramatics) and physical movement in the classroom. Candidates will learn to select, design, adapt, implement and assess creative arts and physical activities that are developmentally appropriate, meaningful, challenging and that lead to positive learning outcomes and the development of positive dispositions toward aesthetic and physical expression. (Taken by Elementary Renaissance Program Alternative Certification candidates)
Attributes: Prof. Studies Students Only

ED 4380 - Community Based Science Adventures
Credit(s): 3 Credits
This course focuses on science as an exciting adventure for elementary and middle school students. Candidates will explore various community resources to grasp a better understanding of providing innovative and integrative science instruction and hands-on activities. Some classes will be field based.
Attributes: Prof. Studies Students Only

ED 4410 - Teaching Methods in Elementary School in Mathematics, Science, and Social Science
Credit(s): 3 Credits
Explores and discusses content, objectives, and methods in elementary curriculum content; emphasizes application of knowledge from research and learning theory. Examines procedures useful for developing and improving curricular units. Addresses the effect of individual differences upon selection, organization, and presentation of instructional material. Addresses mathematics, social studies and science. (Also taken by Special Education candidate.)
Attributes: Prof. Studies Students Only

ED 4420 - Teaching Methods in Middle School Language Arts
Credit(s): 3 Credits
Explores and discusses content, objectives, and methods in middle school language arts instruction; emphasizes application of knowledge from research and learning theory. Examines procedures useful for developing and improving curricular units. Addresses the effect of individual differences upon selection, organization, and presentation of instructional material.
Attributes: Prof. Studies Students Only

ED 4430 - Teaching Methods in Middle School Social Science
Credit(s): 3 Credits
Explores and discusses content, objectives, and methods in middle school social science instruction; emphasizes application of knowledge from research and learning theory. Examines procedures useful for developing and improving curricular units. Addresses the effect of individual differences upon selection, organization, and presentation of instructional material.
Attributes: Prof. Studies Students Only
ED 4440 - Teaching Methods in Middle School Science
Credit(s): 3 Credits
Explores and discusses content, objectives, and methods in middle school science instruction; emphasizes application of knowledge from research and learning theory. Examines procedures useful for developing and improving curricular units. Addresses the effect of individual differences upon selection, organization, and presentation of instructional material.
Attributes: Prof. Studies Students Only

ED 4450 - Teaching Methods in Secondary English
Credit(s): 3 Credits
Explores and discusses content, objectives, and methods in secondary English instruction; emphasizes application of knowledge from research and learning theory. Examines procedures useful for developing and improving curricular units. Addresses the effect of individual differences upon selection, organization, and presentation of instructional material.
Attributes: Prof. Studies Students Only

ED 4460 - Teaching Methods in Secondary Social Science
Credit(s): 3 Credits
Explores and discusses content, objectives, and methods in secondary social science instruction; emphasizes application of knowledge from research and learning theory. Examines procedures useful for developing and improving curricular units. Addresses the effect of individual differences upon selection, organization, and presentation of instructional material.
Attributes: Prof. Studies Students Only

ED 4470 - Teaching Methods in Middle School Mathematics
Credit(s): 3 Credits
Explores and discusses content, objectives, and methods in middle school mathematics instruction; emphasizes application of knowledge from research and learning theory. Examines procedures useful for developing and improving curricular units. Addresses the effect of individual differences upon selection, organization, and presentation of instructional material.
Attributes: Prof. Studies Students Only

ED 4480 - Teaching Methods in Secondary Mathematics
Credit(s): 3 Credits
Explores and discusses content, objectives, and methods in secondary mathematics instruction; emphasizes application of knowledge from research and learning theory. Examines procedures useful for developing and improving curricular units. Addresses the effect of individual differences upon selection, organization, and presentation of instructional material.
Attributes: Prof. Studies Students Only

ED 4500 - Reading Methods I: Primary Grades
Credit(s): 3 Credits
Introduction to various approaches of reading instruction and examines current reading practices. Focus of this course is on emergent and developmental stages of learning to read, instructional methods and selection of materials. (Taken by Elementary Education and Special Education Renaissance candidates).
Attributes: Prof. Studies Students Only

ED 4510 - Reading Methods II: Diagnosis & Intervention
Credit(s): 3 Credits
Designed as an introductory course to identify reading difficulties and intervention strategies with an emphasis on classroom application and correction of the reading problem. This course includes the study of formal and informal assessments and current literacy issues such as No Child Left Behind and state testing. Includes Practicum Experience. (Taken by Elementary Education and Special Education Renaissance Candidates)
Prerequisite(s): ED 4500
Attributes: Prof. Studies Students Only

ED 4520 - Strategies in Literacy Instruction
Credit(s): 6 Credits
Examines research and best practices affecting literacy development and instruction. Emphasizes the application of instructional strategies for developing reading and writing skills in the content area. Includes Practicum Experience. Taken by all Renaissance candidates.
Attributes: Prof. Studies Students Only

ED 4530 - Literacy in the Content Fields
Credit(s): 3 Credits
Examines research and best practices affecting student literacy development and instruction at the middle school and secondary level. Emphasizes the application of instructional strategies for developing reading and writing skills in the content areas. (Taken by Middle and Secondary RenPro-A Candidates)
Attributes: Prof. Studies Students Only

ED 4540 - Strategies of Literacy Instruction: Elementary/Special Education
Credit(s): 3 Credits
Examines research and best practices affecting literacy development and instruction. Emphasizes the application of instructional strategies for developing reading and writing skills in the content area. Includes practicum experience.
Attributes: Prof. Studies Students Only

ED 4550 - Strategies of Literacy Instruction: Middle School
Credit(s): 3 Credits
Examines research and best practices affecting literacy development and instruction. Emphasizes the application of instructional strategies for developing reading and writing skills in the content area. Includes practicum experience.
Attributes: Prof. Studies Students Only

ED 4560 - Teaching Methods in Elementary Language Arts and Children's Literature
Credit(s): 3 Credits
Explores and discusses content, objectives, and methods in secondary English instruction; emphasizes application of knowledge from research and learning theory. Examines procedures useful for developing and improving curricular units. Addresses the effect of individual differences upon selection, organization, and presentation of instructional material.
Attributes: Prof. Studies Students Only

ED 4570 - Reading Methods: Middle School
Credit(s): 3 Credits
Designed as an introductory course to identify reading difficulties and intervention strategies with an emphasis on classroom application and correction of the reading problem. This course includes the study of formal and informal assessments and current literacy issues such as No Child Left Behind and state testing. Includes Practicum Experience. (Taken by Elementary Education and Special Education Renaissance Candidates)
Prerequisite(s): ED 4500
Attributes: Prof. Studies Students Only

ED 4580 - Child's World of Literacy
Credit(s): 3 Credits
Live in that world...Laugh in that world...Learn in that world...with the child learns about reading and writing. Become a 'kid-watcher' of literacy understanding how, what, and why the child is thinking; reflect on a 'cutting edge' instructional plan. (This course is designed for elementary, middle school, 'kid-watching' and 'kid-watching' of diverse learners including the gifted child.)
Attributes: Prof. Studies Students Only
ED 4600 - Micro-computing Application and Teaching in Education  
Credit(s): 3 Credits  
An introduction to the principles underlying the application of technology in the school; selection and evaluation of various media incorporation of technology into the curriculum. (taken by all Renaissance candidates).  
Attributes: Prof. Studies Students Only

ED 4620 - Disabilities Studies I  
Credit(s): 4 Credits  
An introduction to the profession of special education with information regarding the characteristics of persons with the various disabilities included in IDEA. History, theoretical foundations and practices related to the social, emotion, health, and learning characteristics of individuals with mild-moderate disabilities. The course includes an introduction to the educational and psychological characteristics (cognitive, emotional, and social) of school age individuals with mild-moderate disabilities and the implications these characteristics have for educational practice. Problems of definitions, screening, diagnosis, classification systems, transition, future planning, classroom management, and multicultural issues are introduced. Prerequisite: admission to the teacher preparation program.  
Attributes: Prof. Studies Students Only

ED 4640 - Disabilities Studies II  
Credit(s): 2 Credits  
This course provides an advanced discussion of the speech and language characteristics of school age individuals with mild-moderate disabilities and implications that these characteristics have for educational practice. It stresses characteristics of speech and language and provides the candidate with a thorough background in speech and language development related to children with special needs.  
Attributes: Prof. Studies Students Only

ED 4680 - Disabilities Studies III  
Credit(s): 3 Credits  
Problems of definitions, screening, diagnosis, classification systems, legal implications, transition, future planning, classroom management, and multicultural issues are addressed. The topic of selecting and developing intervention programs for students with mild-moderate disabilities including physical and other health impairments is the centerpiece of the course. Course content is based upon research-based best practices with respect to instructional approaches, methods, and materials specifically developed for special populations. Prerequisite: Ed 364, Disabilities Studies II.  
Attributes: Prof. Studies Students Only

ED 4850 - Education Portfolio  
Credit(s): 1 Credit  
This seminar addresses the practices of portfolio development as they pertain to candidates prior to and during student teaching. The portfolio is built around the MO Step standards. This includes a composition for each MO Step standard and artifacts. Grade obtained must be C+ or higher for teacher certification and graduation.  
Attributes: Prof. Studies Students Only

ED 4912 - Professional Internship II  
Credit(s): 1 Credit (Repeatable for credit)  
Formative examination and reflection of the educational process and practice through candidate's classroom experiences and observations. Involves on-going collaboration with candidates, Chair, University Educators, and Educator Mentors. Participation in district professional development program is required. (Taken by all candidates).

ED 4913 - Professional Internship III  
Credit(s): 1 Credit (Repeatable for credit)  
Formative examination and reflection of the educational process and practice through candidate's classroom experiences and observations. Involves on-going collaboration with candidates, Chair, University Educators, and Educator Mentors. Participation in district professional development program is required. (Taken by all candidates).

ED 4914 - Professional Internship IV  
Credit(s): 1 Credit (Repeatable for credit)  
Formative examination and reflection of the educational process and practice through candidate's classroom experiences and observations. Involves on-going collaboration with candidates, Chair, University Educators, and Educator Mentors. Participation in district professional development program is required. (Taken by all candidates).

Restrictions:  
Enrollment limited to students in the Schl for Professional Studies college.

ED 4930 - Special Topics  
Credit(s): 1-3 Credits (Repeatable for credit)  
Attributes: Prof. Studies Students Only

ED 4980 - Independent Study  
Credit(s): 1-4 Credits (Repeatable for credit)  
Attributes: Prof. Studies Students Only