

FACULTY

DIVISION HEAD
Sam Minner, PhD

FACULTY

Josephine Agnew, EdD
David Bethel, EdD
Dale Blesz, PhD
Tricia Brown, PhD
Kay Clapp, PhD
Linda Colton, MA
Darl Davis, EdS
Donna Fisher-Rhinesmith, EdD
Lou Ann Gilchrist, EdD
Janice Grow, PhD
Barbara K. Heard, EdD
John Hoffmann, PhD
Peter Kelly, PhD
Christopher Maglio, PhD
Kay Mantia, MA Ed
Robert J. Martin, PhD
Patricia Miller, PhD
Wendy Miner, PhD
Sam Minner, PhD
Scott Andrew Olsen, PhD
Carrie Pickerel-Brooks, EdD
Patricia Smiser, EdD

Mary Lou Cole, MAE (Health & Exercise Sciences)
Timothy Farley, PhD (Foreign Language)
Jeffrey Gall, PhD (Social Science)
Eric Jewell, PhD (Foreign Language)
Kathryn Kuhlman, PhD (English)
Susan LaGrassa, PhD (Mathematics)
Fontaine Piper, PhD (Health & Exercise Sciences)
Barbara Price, PhD (English)
Thomas J. Trimborn, PhD (Music)
Wynne Wilbur, MFA (Art)

DEGREES OFFERED

MASTER OF ARTS IN COUNSELING

MASTER OF ARTS IN EDUCATION

COUNSELING

The Master of Arts in Counseling Programs at Truman State University include endorsements in school counseling, community counseling, and student affairs practice in higher education that are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Additionally, the School Counseling endorsement is accredited by the National Council for Accreditation of Teacher Education (NCATE). The programs are designed to prepare students with the knowledge and skills to participate in the counseling profession. These programs focus on developing the skills involved in becoming a reflective practitioner in the art and science of counseling. Through opportunities for personal growth, closely supervised clinical experiences, and completion of a research project, students will be prepared to pursue professional credentialing and affiliations as well as assume positions of leadership in a variety of professional settings. The programs offer full- and part-time evening and summer study.

PROGRAM GOALS

The Counselor Preparation Program at Truman State University holds the following objectives for each student. Each of these objectives has specific outcome measures.

1. Students will understand the history and philosophy of the counseling profession, ethical and legal considerations in professional counseling, professional credentialing, and professional organizations.
2. Students will understand counseling and consultation processes, and be able to demonstrate the development of a therapeutic relationship and an appropriate case conceptualization.
3. Students will understand both the theoretical and experiential basis of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.
4. Students will understand the nature and needs of individuals at all developmental levels, situational and environmental factors that affect both normal and abnormal behavior, and strategies for facilitating optimum development over the life-span.
5. Students will understand the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.
6. Students will understand individual and group approaches to assessment and evaluation, general principles and methods of case conceptualization, and strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

2
0
0
3
-
2
0
0
5

EDUCATION

EDUCATION

- 7. Students will understand career development and decision-making models, as well as assessment instruments and techniques that are relevant to career planning and decision-making.
- 8. Students will understand research methods, statistical analysis, needs assessment, and program evaluation, and be able to use these principles to improve counseling effectiveness and effect program modifications.

ADMISSION REQUIREMENTS

Requirements for admission to the Master of Arts in Counseling Program are as follows:

- 1. A baccalaureate degree from an accredited college or university with an overall undergraduate grade point average of 3.0 or above;
- 2. Competitive scores on the GRE General Examination;
- 3. Three letters of recommendation;
- 4. A statement of personal philosophy and professional goals.

GRADUATION REQUIREMENTS

Requirements for graduation from the Master of Arts in Counseling Program are as follows:

- 1. Meeting requirements for admission to the internship experience;
- 2. Completion of all coursework with a minimum 3.00 GPA;
- 3. Passing a comprehensive written examination;
- 4. Completion of thesis or publishable paper;
- 5. Taking the National Counselor Examination (NCE);
- 6. Meeting all other specified requirements of the Office of Graduate Studies; and
- 7. School Counseling students are also required to complete a portfolio and take the Praxis exam.

COUNSELING

MASTER OF ARTS IN COUNSELING

Counseling Core

PSYC 603G Psychological Testing	3
COUN 641G The Counseling Profession	3
COUN 644G Quantitative & Qualitative Research Methods I	3
COUN 645G Quantitative & Qualitative Research Methods II	3
COUN 653G The Counseling Relationship	3
COUN 653G The Counseling Relationship-Lab	2
COUN 654G Social and Cultural Foundations	3
COUN 660G Educational and Occupational Information	3
COUN 663G Group Procedures (Lab required)	3
COUN 664G Theories and Techniques of Counseling	3
COUN 666G Human Growth and Development	3
COUN 668G Counseling Internship	6
COUN 686G Research in Social Science (Thesis)*	1
Endorsement Area Courses	9
Total Required Hours	48

*Research class COUN 686G must be re-enrolled in each semester until thesis is completed.

ENDORSEMENT AREAS

Community Counseling Endorsement Area Courses

COUN 650G Community Counseling Seminar	3
COUN 651G Community Counseling Strategies	3
COUN 652G Family Counseling	3

Student Affairs Endorsement Area Courses

COUN 642G Adv. Top.: The American College	3
COUN 642G Adv. Top.: Student Personnel Management	3
COUN 655G Organizational Development in Student Affairs	3

School Counseling Endorsement Area Courses

COUN 652G Family Counseling	3
COUN 661G Principles and Practices of Guidance	3
COUN 662G Analysis of the Student and Learning Problems	3

COUNSELING INTERNSHIP

All candidates for the Master of Arts in Counseling Degree must complete a 600 hour internship. This internship must be completed on a site appropriate to the student's career goal.

CERTIFICATION AND LICENSURE

Since the Counselor Preparation Programs are fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), all students will take the National Counselor Exam (NCE), administered through the National Board for Certified Counselors (NBCC), prior to graduation. Students should register to take the NCE during the last semester in the program.

The Counselor Preparation Program is flexible enough to allow a student to meet the elementary and secondary school certification and counselor licensure requirements of most states. Students are urged to consult with members of the counselor preparation faculty early in their program concerning the specific requirements of the state in which they intend to practice.

Upon graduation, students interested in licensure in Missouri must file a plan for supervised practice with the Missouri Committee of Professional Counselors. For more information, contact your academic advisor, the program director, or the Missouri Committee for Professional Counselors, P.O. Box 1335, Jefferson City, Missouri 65102.

ASSISTANTSHIPS AND FINANCIAL AID

Graduate Teaching and Research Assistantships are awarded on a competitive basis for the first year of study. School Counselor Scholarships are also available. For applications for assistantships and scholarships, write:

Division of Education
Truman State University
Kirksville, MO 63501

For information concerning financial aid, write:

Financial Aid Office
Truman State University
Kirksville, MO 63501

ADDITIONAL INFORMATION

For more information regarding the graduate program in Counseling at Truman State University, write to:

Counseling Program Coordinator
Division of Education
Truman State University
Kirksville, MO 63501

GRE SCORES

Graduate Record Exam percentile rankings corresponding to mean scaled scores for incoming Counseling Students, fiscal year 2003:

Analytical: 70.11%
Quantitative: 58.33%
Verbal: 59.22%

Average GPA of incoming Counseling Students, fiscal year 2003: 3.45.

MASTER OF ARTS IN EDUCATION (MAE)

The Division of Education at Truman State University offers the Master of Arts in Education, a professional teaching degree. All prospective teachers enrolling in the professional program must complete a strong liberal arts and sciences baccalaureate degree in an academic discipline.

The basic components of the professional teacher preparation program are 1) graduate pedagogical course work, 2) advanced content in the teaching specialty 3) the internship experience; and 4) action research. Teaching specialties include English, elementary education, exercise science, foreign language (French and Spanish), health, mathematics, music, science, history/social science, special education, and visual arts.

Students who wish to become teachers should consult their academic advisor and the Division of Education (660-785-4383) as early as possible for information.

PHILOSOPHY OF THE PROGRAM

The mission of the MAE is to achieve excellence through a nationally competitive professional program which ensures that the graduate will be a true professional who possesses a broad realm of knowledge as well as mastery in a subject specialization, is skilled in the art and science of learning and instructing, and exemplifies outstanding professional practice and professional ethics.

The process of developing the professional program is marked by strong cooperation with the K-12 community and based on established education research and essential knowledge of sound professional practice. The program exemplifies an integrated approach to liberal education, professional studies, and specialty studies. The "theme of reflection...binds all of the curricula together. Each program weaves instruction, practice and evaluation of reflection in coursework, field experience and assessments." (NCATE, 2003)

GRE SCORES

Graduate Record Exam percentile rankings corresponding to mean scaled scores for incoming Master of Arts in Education Students, fiscal year 2003:

Analytical: 71.00%
Quantitative: 49.09%
Verbal: 60.52%

Average GPA of incoming Master of Arts in Education Students, fiscal year 2003: 3.32.

OBJECTIVES OF THE PROGRAM

The Master of Arts in Education program prepares students to become teachers who are proficient in a teaching or specialty field and in the knowledge, skills, and attitudes of liberal learning, and who demonstrate skills for effective professional practice. The program objectives are to:

1. prepare teachers who are distinguished by their comprehensive liberal learning, developed through the challenging liberal studies component and integration of the undergraduate degree program;
2. prepare teachers who have mastery of the subject specialization, developed through the baccalaureate degree in the academic discipline and through graduate courses and experiences in their chosen teaching field;
3. prepare teachers who demonstrate professional skills of high quality, developed through solid professional education curriculum offerings and meaningful clinical and internship experiences;
4. prepare teachers who are stimulated to exchange and implement the results of research and new knowledge in the profession;
5. prepare teachers who function with competence and confidence in confronting issues of the profession in a pluralistic society characterized by continuous change;
6. prepare teachers who have leadership competence in making informed professional judgments;
7. prepare candidates who are able to enter doctoral or other professional education programs; and
8. prepare reflective teachers who are capable of continually and critically analyzing their own professional performance which allows them to grow in a professional manner; who are characterized by habits of life-long learning; and who engage in scholarly interaction and further learning experiences.

ADMISSION REQUIREMENTS

Students are admitted into the MAE on the basis of scholastically competitive criteria. Requirements for admission to graduate study are listed in the Academic Information section of this catalog. Admission to the MAE program is a four-step process, including approval by the Dean of Graduate Studies, faculty of the specialty area, the MAE Admissions Committee, and the Education Division Head, based on evaluation of the following criteria presented in each applicant's credentials and submitted materials.

Admission Criteria:

1. the applicant's grade point average and academic record (an undergraduate GPA of 3.00 or higher is preferred, but a minimum of 2.75 is required to apply);
2. the GRE General Examination results;
3. the liberal arts and sciences foundation of each student's baccalaureate degree program; program deficiencies must be removed through satisfactory completion of appropriate course work.
4. three letters of recommendation;
5. the applicant's résumé;
6. the Admissions Committee may require a personal interview.

Note: Students applying to secondary specialty areas should check with the respective divisions for supplemental materials that may be required.

MAE English specialty area applicants must submit a portfolio as part of the application procedure. Guidelines for the MAE admissions portfolio are available in the Language and Literature Division Office.

EDUCATION

To ensure a fall semester internship placement, MAE candidates are advised to submit application materials by September 15 of the previous year.

STUDENT OUTCOMES OF THE PROGRAM

The graduates of the program are expected to demonstrate the knowledge, skills, and personal qualities associated with outstanding performance in the profession of teaching. They will exhibit the following characteristics:

1. Competency in the teaching, learning, and evaluation techniques/skills/technology demanded for effective professional practice and performance as a master teacher as assessed by:
 - a) the state-mandated national standardized exit examination for teacher education and satisfactory performance on the comprehensive examination and the research component;
 - b) the academic record;
 - c) the student's digital portfolio;
 - d) demonstrated competency in the classroom and school setting;
 - e) positive recommendations from appropriate professionals.
2. Proficiency in communication skills as demonstrated by:
 - a) the student's undergraduate and graduate academic and assessment record, including the university writing assessment;
 - b) the student's academic and professional work, e.g. research, papers, videotaped sessions, interpersonal skills assessment, and performance in classroom setting.
3. Appropriate depth of knowledge in a specific discipline and mastery of teaching as demonstrated by:
 - a) the academic record and the graduate grade-point average of 3.00 or above;
 - b) exemplary performance in the teaching internship;
 - c) testimony by appropriate participating professionals regarding the integrity of the specialty knowledge and skills;
 - d) demonstrated growth in the learning and academic achievement of the students taught by the candidate for the professional degree.
4. The skills, breadth of knowledge, and attitudes characteristic of a liberally-educated person as assessed through the university-wide assessment model and the portfolio assessment programs;
5. The ability to conduct professional research and to utilize, with appropriate applications, such research and professional publications as demonstrated through:
 - a) the MAE candidate portfolio, the research component, and the comprehensive examination of the MAE Evaluation Plan;
 - b) independent work and inquiry;
 - c) faculty and student interaction.
6. The ability to critically analyze student results and make decisions which positively impact future student performance, as demonstrated in the internship and research component;
7. Personal qualities of integrity, courtesy, compassion, and respect for all cultures as assessed through
 - a) the MAE candidate portfolio and other elements of the MAE Evaluation Plan;
 - b) biographical information;
 - c) recommendations of participating professionals;
 - d) videotaped sessions;
 - e) other personal skills assessments.

GRADUATION REQUIREMENTS

A summary of the university procedures and requirements for graduation is presented in the Academic Information section of this catalog under the entry "Application for Graduation—Graduate." The education candidate is expected to meet the criteria presented above under "Student Outcomes of the Program." Graduation requirements for candidates of the Master of Arts in Education degree are as follows.

1. a 3.0 graduate grade point average;
2. successful completion of the internship as determined by multiple measures of assessment: pass-fail grade; self-evaluation by the intern; Performance Based Teacher Evaluation; professional development plan; narrative evaluations by the university representative.
3. satisfactory performance on the nationally normed exit examination (Praxis II Subject Assessment Specialty Area Test);
4. successful completion of a major reflective case study, a publishable research project, or a thesis;
5. successful completion and approval of digital portfolio;
6. successful completion of the comprehensive examination;
7. successful completion of all requirements necessary to receive a Missouri teaching certificate in a university-approved certification area.

TITLE II NOTICE

Title II of the Higher Education Act requires that every institution of higher education provide certification or licensure assessment of the state in which the institution is located. Additionally, Title II requires that a comparison of each program's pass rate be made with the average pass rate in the state.

Graduates of the teacher education program at Truman State University have achieved a 100% pass rate on the Praxis II, a nationally normed examination required by the State of Missouri for certification purposes. The average pass rate in Missouri is 97%.

MISSOURI CERTIFICATION

The MAE program provides Missouri certification in the following subject areas at the grade levels indicated.

Basic level: (Initial Certification)

- Early Childhood pre-K-3 (additional certification area only)
- Elementary 1-6
- Middle School (additional certification area only)
 - Social Studies 5-9
 - Language Arts 5-9
 - Mathematics 5-9
 - Science 5-9
- Secondary
 - Art PK-12, K-9
 - Biology 9-12
 - Chemistry 9-12
 - English 9-12
 - Exercise Science (Phys Ed) PK-12, K-9
 - Foreign Lang.-French PK-12, K-9
 - Foreign Lang.-Spanish PK-12, K-9
 - General Science 9-12 (additional certification area only)
 - Health PK-12, K-9
 - Mathematics 9-12
 - Music-Instrumental PK-12

Music-Vocal PK-12
 Physics 9-12
 Social Sciences 9-12
 Unified Science-Biology 9-12
 Unified Science-Chemistry 9-12
 Unified Science-Physics 9-12
 Special Education
 Mild/Moderate Cross-Categorical K-12

EC 504/504G Administration and Management of Programs in Early Childhood
 ES 236 Creative Dance for Children
 SED 535/535G Counseling, Collaboration, and Consultation with Parents and Families

Basic level: (Initial Certification)
 Master of Arts in Communication Disorders
 Speech and Language Specialist, K-12
 Advanced level:
 School Counseling K-12, K-9, 7-12

Students will also complete the courses in Elementary Education listed in the Division of Education graduate section at the back of this catalog under Advanced Content in the Teaching Specialty (ED 621G, ED 622G, ED 623G) plus two additional courses:
 EC 608G Management of Instruction: Teaching the Young Child
 EC 604G Assessing Young Children

MAE graduates are issued teaching certificates by the Missouri State Department of Elementary and Secondary Education. Certification requirements differ by program and state and are published by the certifying agencies of the various states. Students are advised to obtain certification requirements for their teaching specialty from other states. The state of Missouri requires a grade point of 2.5 or better in any area of certification and no lower than a "C" in any professional education course. The university, and especially the Division of Education, will help students plan their programs to meet certification requirements.

Many of the courses required for Missouri certification can be met by careful planning of the Liberal Studies Program or through electives.

ELEMENTARY EDUCATION

- MATH 240 Concrete Behavioral Foundations of Mathematics
- One art or music survey course
- One course from literature, foreign language, philosophy or theatre
- ES 235 Physical Activities for the Young Child
- Health course
- ENG 415 Literature for Children
- Speech course
- Two composition courses (ENG 190 and JINS course)
- Biological Science course, with lab
- Physical Science course, with lab
- POL 161 American National Government
- U.S. History course
- Economics course
- Geography course
- NASC 331 Philosophy of Science is recommended

EARLY CHILDHOOD EDUCATION

Truman offers certification in early childhood education as an additional certification area only. Students must complete the MAE Specialty Area in Elementary Education and complete additional coursework in early childhood education. Certification for these graduates will be pre-school through sixth grade. An undergraduate major in psychology is recommended. Students should contact the Certification Office in the Division of Education during their first semester of enrollment for specific information.

Students seeking certification in early childhood education must complete all of the courses listed under the ELEMENTARY EDUCATION heading above plus the following:
 ED 230 Early Childhood Growth and Development
 PSYC 332 Child Development

MIDDLE SCHOOL EDUCATION

Truman offers certification to teach at the middle school level as an additional certification only. Students must complete the MAE Specialty Area in Elementary Education or Secondary History-Social Science, English, Mathematics, or Science. In most cases, an undergraduate major in the teaching area is required. Certification for graduates with an MAE Specialty Area in secondary education will be grades 5-12. Those whose MAE Specialty Area is Elementary Education will receive certification in elementary education, grades 1-6, as well as middle school, grades 5-9, in their undergraduate major area. Specific courses may be required within the undergraduate major. Students should contact the Certification Office in the Division of Education during their first semester of enrollment for specific course requirements.

Students will complete all courses required for their MAE Specialty Area plus the following:

- ED 500/500G Psychology of Adolescence
- ED 622G Integrating the Language Arts
- ED 672G Middle School Philosophy, Organization and Curriculum

SECONDARY EDUCATION

- Two courses (from different areas) from literature, philosophy, foreign language or fine arts
- Two composition courses (ENG 190 and JINS course)
- Speech course
- U.S. History course
- POL 161 American National Government
- One course from geography, economics, sociology, anthropology, or psychology
- Biological Science course, with lab
- Physical Science course, with lab

There are also specific state requirements for certification in each teaching specialty area which must be met by MAE candidates. Students who plan to teach at the secondary level should contact the Division of Education Certification Office for information in meeting Missouri certification specialty area requirements.

SPECIAL EDUCATION

- CMDS 460 Language Development
- SED 581 Learning Characteristics of and Curriculum for Students with Disabilities
- SED 535 Counseling, Collaboration, and Consultation with Parents and Families
- ENG 415 Literature for Children
- Speech course
- Two composition courses (ENG 190 and JINS course)

EDUCATION

- Biological Science course, with lab
- Physical Science course, with lab
- POL 161 American National Government
- U.S. History course
- PSYC 369 Behavior Modification
- PSYC 377 Developmental Psychology **OR**
- PSYC 332 Child Development
- SED 530 Psychology of the Exceptional Child
- Health course
- One art or music survey course
- One course from literature, foreign language, philosophy or theatre
- One course from: geography, economics, sociology, anthropology, or psychology

THE PROFESSIONAL STUDIES SEQUENCE

FIELD EXPERIENCES

The field experience component of the MAE program is designed to provide prospective teachers with an incremental set of field experiences which enables students to know themselves in relation to the school setting. This set of sequential experiences allows the students to see themselves as potential teachers and to observe and participate in the teaching/learning process within the public school setting. Initial experiences are exploratory and descriptive in nature and become increasingly more grade and content specific as the student increases his/her knowledge of theory, pedagogy, and experience.

EXPLORATORY FIELD EXPERIENCES

It is important for students entering ED 393 Clinical Experiences to have had a common core of baseline field experiences upon which to reflect and through which to begin to view the teaching/learning process in relationship to the complex nature, structure, variety, culture and organizational climate of the public school. In addition, this baseline set of field experiences forms the foundation upon which additional sequential field experiences in the specialty areas (elementary education, special education, and secondary disciplines) can be implemented.

Prior to taking ED 393, students must observe a minimum of 55 clock hours in a public school setting. Minimum observations are to be divided as follows:

- 10 clock hours—Elementary (1-6) observations
- 10 clock hours—Junior High/Middle School (6-8) observations
- 10 clock hours—High School (9-12) observations
- 15 clock hours—additional observations (any grade level, pre-K to 12)
- 10 clock hours—Special Education observations

Within the 45 hours not designated for a special education setting:

- 5 clock hours must provide observations of a setting or program which includes at-risk students.

Within the total 55 Exploratory Field Experience hours:

- 5 clock hours must be in a setting determined to be culturally diverse.

PROFESSIONAL EDUCATION CORE

	Semester Hours
Undergraduate Prerequisite Courses . . . . .	.11
ED 389 Foundations of Education* . . . . .	.2
ED 393 Clinical Experiences in Teaching* . . . . .	.3
ED 593 Psychological Foundations of Education* . . . . .	.3
STAT 190 Basic Statistics (or its equivalent)** . . . . .	.3
*Required prior to XX608G	
**Required prior to ED 601G	

The professional core curriculum for the Master of Arts in Education includes the following courses:

ED 601G Measurement and Evaluation* . . . . .	.3
ED 603G Learning Strategies for Print Discourse** . . . . .	.2
ED 605G Psychology of Exceptional Children . . . . .	.3
ED 607G Applied Educational Psychology# . . . . .	.3
XX 608G Management of Instruction*** . . . . .	.2-6
(Elementary Ed 6 hours)	
(Special Ed 6 hours)	
(Secondary Ed 2-3 hours)	
ED 609G Internship## . . . . .	.8-16
ED 681G Research Study in Education . . . . .	.0-7

*Required prior to internship.
 **Required prior to internship for those seeking secondary certification.
 ***The course, Management of Instruction, is offered under a 608G number in each teaching specialty, and is required prior to internship.
 #Special Education majors will substitute SED 691G Applied Educational Psychology for Special Education.
 ##Special Education majors will substitute SED 693G Internship in Special Education

Minimum total hours of graduate credit required:

Elementary Education . . . . .	.37
Secondary Education . . . . .	.33-34
Special Education . . . . .	.41

Depending on student's research/portfolio option, enrollment in ED 681G Research Study in Education may add an hour or more to the above minimum totals.

INTERNSHIP

The internship is one of the capstone experiences of the professional teacher preparation program. Students are required to intern for a minimum of one public school semester in an approved school. With prior approval of the Division of Education, students may choose to seek a year-long experience. The teaching intern has an earned academic degree, has experienced an orientation to teaching, and, in most cases, is provisionally certified. The Division of Education, university supervisors, and public school personnel coordinate internship placements. The specialty area supervisor (university representative) must approve the final placement. To ensure that program requirements are met, professional assistance is provided during the internship by the administrator, mentor teacher, and university representative.

NOTE: Schools require some or all of the following screenings prior to placement in clinical experiences and/or internships: state and/or federal criminal conviction records, fingerprint record check, TB test results, division of family service records and information from references, schools and employers. Failure to clear any of these screenings may result in not obtaining a recommendation

EDUCATION

for a teaching certificate, consequently preventing the completion of the internship and graduation from the MAE. For further information, contact the Coordinator of Field Experiences.

ADVANCED CONTENT IN THE TEACHING SPECIALTY

A minimum of twelve hours of graduate coursework in the specialty area is required. The specialty area requirements are:

	Semester Hours
English	12
ENG 608G Management of Instruction-English (included in MAE core requirements)	
OPTION A:	
ENG 607G Composition, Research and Practice in Secondary Schools	4
ENG 508G Old English OR	
ENG 506G Reading and Response OR	
ENG 603G Studies in the English Language	4
One additional 600-level course in literature	4
OPTION B:	
ENG 501G Advanced Composition OR	
ENG 504G Advanced Creative Writing OR	
ENG 607G Composition, Research and Practice in Secondary Schools	4
ENG 506G Reading and Response	4
One additional 600-level course in literature	4
Note: Students must take ENG 506/506G or ENG 607G prior to the internship.	
Elementary Education	12
ED 621G Psychology of Reading*	3
ED 622G Integrating the Language Arts*	3
ED 623G Reading Assessment and Implementation	3
Select one graduate-level elective course approved by your MAE advisor.	3
*Required prior to internship	
Exercise Science	12
ES 608G Management of Instruction-Exercise Science (included in MAE core requirements)	
Required:	
ES 502G Sociology of Sport AND/OR	
ES 503G Psychology of Sport and Exercise	3
(ES 502 and 503 are both required for teacher certification; students who complete one of these courses at the undergraduate level must take the opposite course to meet this graduate requirement.)	
ES 649G Research Methods in Health and Exercise Science	3
ES 650G Individual Study in Health and Exercise Science	3
Select one from the following:	
ES 501G Advanced Exercise Physiology	3
ES 505G Advanced Biomechanical Analysis	3
ES 515G Exercise Testing & Prescription	3
ES 532G Cardiac Pathophysiology	3
ES 545G Exercise Psychology Seminar	3
ES 647G Analysis & Interpretation of Data	3
Foreign Language	
LLFL 608G Management of Instruction-Foreign Language (included in MAE core requirements)	
French	12

To increase the candidate's understanding and mastery of the French language and Francophone culture, 12 hours of graduate French coursework are required. These courses can be taken at Truman State University and/or through a Study Abroad Program approved by the French faculty.

FREN 521G Seminar in Contemporary French Culture	3
FREN 523G Topics in Literature	3
FREN 530G Advanced Composition and Conversation	3
(FREN 521G and FREN 523G may be repeated)	

Spanish

To increase the candidate's understanding and mastery of the Spanish language and its culture, 12 hours of graduate MAE coursework or the equivalent are required and will be determined by the Spanish faculty.

SPAN 501G Topics in Hispanic Literature	3
(Offered summer only; may be repeated on different topics)	
SPAN 502G Topics in Hispanic Culture	3
(Offered summer only; may be repeated on different topics)	
SPAN 560G Advanced Spanish Grammar and Syntax	3
(Offered summer only)	
SPAN 605G Topics in Hispanic Linguistics	3
(Offered summer only)	

NOTE: A maximum of 6 graduate hours of the 12 graduate hours in Spanish required for the MAE Degree may be transferred from outside institutions toward the MAE in Spanish. No credit from other foreign languages will be accepted toward the 12 hour requirement in Spanish.

Health Science	12
HLTH 608G Management of Instruction-Health Science (included in MAE core requirements)	
ES 649G Research Methods in Hlth & Exercise Science	3
ES 650G Individual Study in Health & Exercise Science	3
Electives: (As determined by Health Advisor)	6

History-Social Science	12
SSTE 608G Management of Instruction-Social Science (included in MAE core requirements)	
HIST 644G Historiography OR	3
HIST 647G Literature of American History	3
Select nine hours of 600-level study in history, with no more than six hours in one area (United States, European, Latin American, Asian)	9

Mathematics	12
MATH 608G Management of Instruction-Mathematics (included in MAE core requirements)	
MATH 502G Topics in Math Edu. Technology	3
Select 9 hours from at least two of the following areas as indicated:	
Analysis	0-6
MATH 515G Complex Variables I	
MATH 561G Mathematical Analysis I	
MATH 562G Mathematical Analysis II	
MATH 605G Topics in Analysis	
MATH 671G Real Variables I	
MATH 672G Real Variables II	
MATH 676G Complex Variables II	

EDUCATION

EDUCATION

Algebra0-6
MATH 564G Advanced Linear Algebra
MATH 603G Topics in Algebra
MATH 666G Abstract Algebra I
MATH 667G Abstract Algebra II
Geometry-Topology0-6
MATH 604G Topics in Geometry
MATH 640G Topology I
MATH 641G Topology II
Applied Mathematics0-6
MATH 511G Computer Mathematics
MATH 521G Partial Differential Equations
MATH 530G Topics in Mathematical Modeling
MATH 621G Theory of Ordinary Differential Equations
MATH 631G Advanced Topics in Mathematical Modeling
MATH 632G Principles of Applied Mathematics I
MATH 633G Principles of Applied Mathematics II
MATH 635G Advanced Numerical Analysis
Probability and Statistics0-6
STAT 570G Mathematical Probability and Statistics I
STAT 571G Mathematical Probability and Statistics II
Special Topics0-3
MATH 503G Topics in Mathematics

Music12
MUSI 608G Management of Instruction-Music (included in MAE core requirements)
MUSI 682G Introduction to Research in Music*3
MUSI 684G Comprehensive Musicianship*3
MUSI 691G Advanced Instrumental Conducting* **OR**
MUSI 692G Advanced Choral Conducting*2
MUSI 695G Administration of Instrumental Music* **OR**
MUSI 696G Resources in Choral/Vocal Music*2
Select two hours from courses in Applied Music2
*Required prior to internship.

Science12
SCED 608G Management of Instruction-Science (included in MAE core requirements)
BIOL 640G Philosophy of Science Research **OR**
CHEM 640G Philosophy of Science Research **OR**
PHYS 640G Philosophy of Science Research3
Select at least nine hours from the courses listed below:
(PLEASE NOTE: BIOL 503/503G is required for Biology certification. If not completed within the BA/BS Degree in Biology, it must be taken as an MAE course.)
BIOL 500G Human Genetics2
BIOL 501G Limnology3
BIOL 502G Biometry3
BIOL 503G Evolutionary Biology3
BIOL 504G Herpetology3
BIOL 505G Cytology3
BIOL 506G Ornithology3
BIOL 508G Advanced Plant Taxonomy3
BIOL 509G Comparative Plant Morphology3
BIOL 510G Ecology3
BIOL 511G Comparative Animal Physiology4
BIOL 512G Cellular Physiology3
BIOL 513G Microbial Genetics3
BIOL 514G Fisheries Biology3
BIOL 515G Ethology3
BIOL 516G Ichthyology3
BIOL 517G Mammology3
BIOL 518G Advanced Topics (TOPIC)1-5
BIOL 519G Directed Field Studies1-5
BIOL 520G Immunology4
BIOL 602G Advanced Invertebrate Zoology3

BIOL 603G Fundamental Processes in Biology I2
BIOL 604G Fundamental Processes in Biology II3
BIOL 606G Graduate Seminar I1
BIOL 607G Graduate Seminar II1
BIOL 609G Enzymology3
BIOL 610G Advanced Plant Physiology3
BIOL 611G Advanced Plant Anatomy2
BIOL 612G Microbial Physiology2
BIOL 613G Advanced Ecology3
BIOL 614G Physiological Chemistry3
BIOL 615G Endocrinology3
BIOL 618G Advanced Topics (TOPIC)1-5
BIOL 644G Readings in Biology I2
BIOL 645G Readings in Biology II2
BIOL 649G Biology Research1-6
CHEM 518G Advanced Topics (TOPIC)1-5
CHEM 521G Medicinal Chemistry3
CHEM 620G Fundamental Processes in Chemistry I3
CHEM 621G Fundamental Processes in Chemistry II3
PHYS 518G Advanced Topics (TOPIC)1-5
PHYS 519G Directed Field Studies1-5
PHYS 560G Radiation Science III3
PHYS 580G Introduction to Quantum Mechanics3
PHYS 581G Introduction to Solid State Physics3
PHYS 620G Fundamental Processes in Physics I2
PHYS 621G Fundamental Processes in Physics II3

Special Education21
All of the following courses are required and must be completed prior to internship:
ED 621G Psychology of Reading*3
ED 622G Integrating the Language Arts3
SED 602G Cross-Categorical Special Education2
SED 631G Assessment Methods in Special Education3
SED 632G Instructional Strategies3
SED 636G Transition Programming for Individuals with Disabilities2
SED 637G Current Trends and Issues in Special Education3
SED 697G Research Methods in Special Education2

Note: Special Education will *not* take ED 603G or ED 605G as listed in the MAE core curriculum.

Visual Arts12
ART 625G Art History Seminar3
ART 672G Issues in Visual Art3
ART 681G Introduction to Research in Fine Arts3
Select three hours from graduate courses in Studio Art3

COURSE DESCRIPTIONS

COUNSELING

COUN 641G – The Counseling Profession
3 hours

This is an introductory counseling course covering some of the basic issues that will confront the beginning practitioner. Issues to be addressed include history of the helping professions, professional roles and functions, professional organizations, ethical standards and legal issues, professional preparation standards, professional credential-

ing, and public policy processes. Prerequisite: Admission to the Counseling program.

COUN 642G – Advanced Topics in Counseling
1-3 hours

In-depth study of selected topics in counseling. Emphasis on current theory and areas of potential research. Can be repeated for additional credit hours as long as there is no duplication of materials covered by previous enrollment. Current topics include Advanced Theories of Counseling, The American College, and Student Personnel Management. Prerequisite: Admission to the Counseling program.

COUN 644G – Quantitative & Qualitative Research Methods I
3 hours

This course is designed to assist counselors-in-training and other educators-in-training in gaining knowledge and information regarding research procedures utilized in quantitative and qualitative research, methods and procedures used in needs assessment, program evaluation, and the assessment of accountability. Descriptive and inferential statistics and their application in ethical counseling and educational research are explored throughout. Students must be concurrently enrolled in COUN 645G. Prerequisite: Admission to the Counseling program.

COUN 645G – Quantitative & Qualitative Research Methods II
3 hours

This course is designed to assist counselors-in-training and other educators-in-training in gaining knowledge and information regarding research procedures utilized in quantitative and qualitative research, methods and procedures used in needs assessment, program evaluation, and the assessment of accountability. Descriptive and inferential statistics and their application in ethical counseling and educational research are explored throughout. Students must be concurrently enrolled in COUN 644G. Prerequisite: Admission to the Counseling program.

COUN 650G – Community Counseling Seminar
3 hours

This course focuses on general skills needed in a community counseling setting, including skills of case and program management, supervision, program development, assessment, and consultation. The roles of community counselors in a variety of settings will also be explored. Prerequisite: Admission to the Counseling program.

COUN 651G – Community Counseling Strategies
3 hours

This course is a discussion of specific mental health problems encountered in community settings and counseling strategies to deal with these mental health problems. Remedial, preventative, and developmental interventions will be addressed. Current research and theories on counseling strategies will also be presented. Prerequisite: Admission to the Counseling program.

COUN 652G – Family Counseling
3 hours

Studies providing an understanding of current theories and strategies of family counseling. The ability to apply theories in counseling situations will be emphasized. Current research will be explored. Prerequisite: Admission to the Counseling program.

COUN 653G – The Counseling Relationship
3 hours

Enhance trainee's development of knowledge, skills, and techniques in order to become an effective counselor. Provide 150 hours of appropriate clinical experience with site and faculty supervision and one and one-half hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member. Prerequisites: COUN 641G, COUN 663G, and COUN 664G, and admission to the Counseling program.

COUN 654G – Social and Cultural Foundations
3 hours

This course is designed to provide students with an understanding of societal changes and trends, human roles, societal subgroups, social mores and interaction patterns, and differing lifestyles. Theory and current practices in multicultural counseling will be explored throughout. Prerequisite: Admission to the Counseling program.

COUN 655G – Organizational Development in Student Affairs
3 hours

This is a course in organizational theory that will require coverage of a broad range of topics to include, but not limited to, the utilization of organizational theory in student affairs practice. One goal of this course is for the student to apply organizational theory to the real world of organizations and bureaucracies especially with regard to student affairs divisions. Prerequisite: Admission to the Counseling program.

COUN 660G – Educational and Occupational Information
3 hours

Information sources, evaluation, and uses in counseling clients with educational, vocational, personal-social problems. Vocational choice theory and career development concepts will be explored. Prerequisite: Admission to the Counseling program.

COUN 661G – Principles and Practices of Guidance
3 hours

Foundations of school counseling, the role of the professional school counselor, coordinator of counseling program components as they relate to the total school community, including the following: program development, implementation, and evaluation. Prerequisite: Admission to the Counseling program.

COUN 662G – Analysis of the Student and Learning Problems
3 hours

The focus of this class will be on the diagnosis and assessment of the student learner and how the information can be used in analyzing and individualizing of learning and counseling strategies within a school system. This information will be used in constructing and presenting guidance activities and interventions appropriate for school settings. Prerequisite: Admission to the Counseling program.

COUN 663G – Group Procedures (lab required)
3 hours

This class will offer a combination of learning through reading, discussion, personal reflection, and practice. Lecture material will include information from the text and other

2
0
0
3
-
2
0
0
5

EDUCATION

EDUCATION

sources. Participation is an important element of this class. A group experience is required as the lab for this class and must be taken simultaneously. Prerequisite: Admission to the Counseling program.

COUN 664G – Theories and Techniques of Counseling
3 hours

The primary focus of this course is for the student to develop an in depth understanding of the major counseling theories and interventions utilized in clinical practice. The student will build skills in critiquing, evaluating, and applying these theories. In addition, the appropriateness of each theory for multicultural settings will be examined. Prerequisite: Admission to the Counseling program.

COUN 666G – Human Growth and Development
3 hours

This class will provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following: ethical and legal considerations as they relate to different developmental issues; theories of individual and family development and transitions across the lifespan including theories of learning and personality development; an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; and strategies for facilitating optimum development over the lifespan. Prerequisite: Admission to the Counseling program.

COUN 667G – Investigations in Counseling
1-3 hours

Individual research or directed readings in an area of counseling interest to the student. Students desiring to take Investigations in Counseling must present a prospectus concerning their proposed area of research or reading before enrolling for the course. Special course permit required for admittance. Prerequisite: Admission to the Counseling program.

COUN 668G – Counseling Internship
3 hours

Provide individual faculty supervision/mentorship during this distinctly defined, post-practicum, supervised “capstone” clinical experience. Student will continue to gain experience and knowledge through clinical experience, site supervision and faculty supervision/mentorship. Prerequisites: COUN 653G lab and admission to the Counseling program.

COUN 686G – Research in Counseling (Thesis)
3-6 hours

In this class, students will write a document that describes an original research project conceptualized and conducted under the direction of your faculty thesis advisor. Student will follow the Graduate Office requirements for timeline as well as any imposed by your faculty advisor. Student and faculty advisor will agree on and put together a thesis committee. The student will propose the research to his/her committee and following acceptance by the committee, will submit a proposal to the Institutional Review Board (IRB). The student will run the research as described in the proposal meeting, write up the results and present the final thesis to the committee at a thesis defense when the faculty advisor has cleared the final draft

for presentation to the committee. All Graduate Office requirements will be followed by the student. Prerequisite: Admission to the Counseling program.

EARLY CHILDHOOD

EC 504/504G – Administration and Management of Programs in Early Childhood (offered summer only)
3 hours

This course consists of operational planning and administration for supervisors, administrators and directors of programs for young children in public and private schools. Emphasis is placed on the director’s role in staff recruitment, hiring, development, and evaluation. Leadership and management techniques are also studied and analyzed. Prerequisite: ED 230.

EC 604G – Assessing Young Children
2 hours (offered fall only)

This course will cover assessment for children from birth to nine years of age. Both formal and informal instruments will be discussed with the emphasis on tools that can be used by teachers of young children. Considerations in choosing, administering, and reporting results of assessments will also be addressed. An accompanying field experience of 20 clinical hours is required.

EC 604G – Teaching Experience: Early Childhood
0 hours

A field experience of 20 hours taken concurrently with EC 604G Assessing Young Children.

EC 608G – Management of Instruction: Teaching the Young Child
4 hours (offered fall only)

EC 608G is designed to develop basic philosophical, planning, management, and implementation skills related to the preparation and teaching of the curriculum for early childhood school students. Content and processes from the areas of health, nutrition, music, science, social studies, safety, art, drama, early childhood learning environments, play, diverse learners, and professionalism in EC Education. Will encompass study of methods and materials applicable to nursery schools, kindergarten, and primary grades. Child development within the context of the family and community is used as a framework for developing and implementing developmentally appropriate practice for young children (birth to age nine). Students will be provided with a systematic understanding of how to structure knowledge in these areas in ways that such knowledge can be translated to and assimilated by early childhood students. Field experience at the Child Development Center on the campus of Truman State University will help provide the preservice teacher with practice in facilitating the processes of teaching and learning in the context of developmentally appropriate contexts. An accompanying field experience of 35-50 clinical hours is required. Prerequisites: ED 230 and admission to Elementary Education MAE.

EC 608G – Teaching Experience: Pre-Kindergarten - Kindergarten
0 hours

A field experience of 35-50 hours taken concurrently with EC 608G Management of Instruction: Teaching the Young Child.

EDUCATION

ED 100 – Pre-MAE Seminar in Elementary Education 0 hours

Four, one-hour sessions designed to orient, explain and review both the MAE program and State of Missouri teaching/certification requirements. Normally taken spring semester of the freshman year.

ED 230 – Early Childhood Growth and Development 3 hours

An introduction and overview of the development and behavior of children through five years of age, including the study of motoric, cognitive, social and communicative development. A multi-cultural, interdisciplinary perspective on early childhood is provided. Assignments include direct observation of young children. An accompanying field experience of 20 clinical hours is required.

ED 230 – Teaching Experience: Infant/ Toddler 0 hours

A field experience of 20 hours taken concurrently with ED 230 Early Childhood Growth and Development.

ED 250 – Life Span Development 3 hours

Types, structures, functions and interactions of families and their individual members throughout the life-span. Prerequisites: PSYC 166.

ED 389 – Foundations of Education 2 hours

An overview of historical, legal, philosophical, political, and social aspects of public education and of teaching as a career. Prerequisites: Junior status and a cumulative GPA of 2.75 or higher.

ED 393 – Clinical Experiences in Teaching 3 hours

A course designed to provide a basic readiness for teaching, preliminary to the Management of Instruction course. ED 393 is an introduction to “what to teach and how to teach” with three articulated components—seminar, clinical, and field. (A field experience of 45-60 clock hours is required through concurrent enrollment in ED 393 Classroom Experiences. Prerequisites: ED 389 (or concurrent enrollment in ED 389), 55 clock hours Exploratory Field Experiences, Junior status and a cumulative GPA of 2.75 or higher.

ED 393 – Classroom Experiences 0 hours

A field experience of 45-60 clock hours is taken concurrently with ED 393.

ED 483 – Independent Study in Education 1-3 hours

Intensive study of an educational issue. Prior approval of the faculty and division head required.

ED 500/500G – The Psychology of Adolescence 3 hours

Issues related to physical, sexual, intellectual, moral, emotional and social development of the adolescent will be addressed. (Recommended prior to ED 672G.)

ED 580G – Human Relations in Education 3 hours

Examination of values, attitudes, beliefs, and behaviors, to increase personal awareness and translate this awareness into skills and techniques useful for teachers in a pluralistic society.

ED 593 – Psychological Foundations of Education 3 hours

Covers aspects of psychological theory and life span development applicable to teaching at all grade levels. Emphasis on social, emotional, and cognitive development, learning, motivation, student characteristics, critical thinking, classroom management, and use of technology as a tool for learning. Prerequisites: ED 389, ED 393, senior status and a cumulative GPA of 2.75 or higher.

ED 601G – Measurement and Evaluation 3 hours

General principles of measurement and the evaluation of student achievement and teacher/program effectiveness. The major themes of the course are assessment, validity, reliability and utility. Emphasis is on construction and analysis of classroom measures and interpretation of standardized measurement results, as well as the proper use of measurements for sound reflective decision-making. Use of spreadsheets is required. Prerequisites: Admission to MAE Program and STAT 190 or its equivalent. (A minimum grade of C in STAT 190 is strongly recommended.)

ED 603G – Learning Strategies for Print Discourse 2 hours

This course examines theories of comprehension and retention and the application of strategies to be used with comprehension of expository and artistic prose writing. Prerequisite: Admission to MAE Program and ED 393 or permission of instructor.

ED 605G – Psychology of Exceptional Children 3 hours

An examination of the educator’s rights and responsibilities in educating students with gifted and handicapped conditions; current philosophy and terminology in gifted and special education programs; and the programming implications of students from culturally diverse backgrounds. Prerequisite: Admission to MAE Program, MA in Counseling, MA in Communication Disorders, or permission of instructor.

ED 607G – Applied Educational Psychology 3 hours

Examines learning, attitudes, motivation, and human relations as they apply to teaching. Prerequisites: Admission to MAE Program and ED 609G or concurrent enrollment in ED 609G.

ED 608G – Management of Instruction 6 hours

Development of basic philosophical, planning and implementation skills related to the preparation and teaching of the curriculum for elementary school students. Content and processes from the fields of mathematics, social studies and science are the primary disciplines covered. Concepts from art and music will also be included. Students will be provided with a systematic understanding of how to structure knowledge in the content areas in ways that such knowledge can be translated to and assimilated

2
0
0
3
-
2
0
0
5

EDUCATION

EDUCATION

by elementary students. Technology is used to support the development and implementation of student learning experiences and in the construction of an electronic portfolio process. Field experience in the public school classroom will help provide the pre-service teacher with practice in facilitating the processes of learning. The course is a preparatory experience for the responsibilities of the internship in the Master of Arts in Education program. An accompanying field experience totaling 60 clock hours is required (30 hours in spring semester and 30 hours in summer). ED 608G Part I (3 hours) is offered Spring semester only; ED 608G Part II (3 hours) is offered Summer only. Part I is a prerequisite for Part II and both are prerequisites for ED 609G Teaching Internship. Prerequisites which will not be waived are ED 389 and ED 393. ED 593 and Admission to the MAE Program or permission of instructor are also prerequisites.

ED 608G – Teaching Experience: Elementary Education/Primary
0 hours

A minimum of 30 hours of advanced field experiences taken concurrently with ED 608G Part I in spring semester and with ED 608G Part II in summer.

XX 608G – Management of Instruction
2-3 hours

Development of basic philosophical, planning, and implementation skills related to the design and teaching of the concepts of the discipline specialty to secondary school students. The course is a direct preparatory experience for the responsibilities of the internship and is offered under a 608G number in each teaching specialty, e.g., ENG 608G (English), SCED 608G (Science), SSTE 608G (Social Science), and so on. Students are advised to check with their respective Division for course availability and field experience requirements. Prerequisites: Admission to MAE Program, ED 389, ED 393 and ED 593 or permission of instructor.

ED 609G – Teaching Internship
3-9 hours

A minimum of a public school semester of full time participation as a junior member of a school faculty under the guidance of mentor teachers, administrators, and university representatives. Extensive experience is provided in all facets of a teacher's role. Seminars conducted by university personnel assist interns in assessing their experiences, in refining their performance, and in completing university course work that includes field components. Students who complete a one-semester internship must enroll for a minimum of 8 hours of ED 609G. All students who complete a full year internship must enroll for a minimum of 8 hours of ED 609G each semester of the internship. The maximum number of credit hours allowed for a full-year internship is 17. Students who complete a practicum for an additional certification area must enroll for a minimum of 3 hours of ED 609G. Prerequisites: Admission to MAE Program and clearance on criminal record check and child abuse/neglect screening; Secondary—ED 601G, XX 608G, ED 603G, See also the section "Advanced Content in the Teaching Specialty" for specific prerequisites according to the teaching area; Elementary—ED 601G, ED 608G, ED 621G, ED 622G.

ED 621G – Psychology of Reading
3 hours

Combining theory and practice, this course presents the study of research, observation, and modeling opportunities to develop criteria for selecting procedures and materials that encourage children to read. Topics include effective classroom structures for reading instruction, as well as a variety of strategies for promoting word recognition and comprehension. This course should be taken before ED 623G. Prerequisite: Admission to the MAE Program or MA in Communication Disorders or permission of instructor.

ED 622G – Integrating the Language Arts
3 hours

This course combines theory and practice through the study of historical and recent trends in language arts instruction. Emphasis will be placed on the effective means of organizing the various components of listening, speaking, reading, and writing. Students will observe and model appropriate instruction for students at a variety of developmental levels (primary, middle school and secondary). Prerequisite: Admission to MAE Program, and previous or concurrent enrollment in ED 621G, or permission of instructor.

ED 623G – Reading Assessment and Implementation
3 hours

Provides prospective teachers with an understanding and application of reading assessment and research-based reading strategies. Prerequisite: Admission to MAE Program and ED 621G or permission of instructor.

ED 672G – Middle School Philosophy, Organization and Curriculum
3 hours

This course focuses on the rationale for the development of the middle school and the custom-tailored organizational structure for students making the transition from childhood to adolescence. Emphasis will be placed on how the middle school meets the developmental needs of the emerging adolescents. (Recommended prerequisite is ED 500/500G.)

ED 681G – Research Study in Education
0-1 hours

The student, in consultation with his/her internship supervisor, will design and carry out an empirical research study. The student will enroll for 0-1 credits during the internship semester(s) and one credit hour each academic term following the internship, with a maximum of seven consecutive academic terms, until the research is completed with final approval. Only the first credit will be counted toward graduation. Prerequisites: Concurrent enrollment in ED 609G.

SPECIAL EDUCATION

SED 100 – Pre-MAE Seminar in Special Education
0 hours

Four, one-hour sessions designed to orient, explain and review both the MAE program and State of Missouri teaching/certification requirements. Normally taken spring semester of the freshman year.

SED 530 – Psychology of the Exceptional Child
3 hours (offered fall semester only)

Behavior, characteristics, diagnosis, etiology, classification, and treatment of individuals with special needs. Individuals

identified as gifted, as having mental, physical, learning, emotional/behavioral, visual and auditory disabilities are included. A field experience of 45 clock hours is required through concurrent enrollment in SED 530 Intermediate Teaching Experiences. Required for Special Education majors. Prerequisite: Senior status or permission of instructor.

SED 530 – Intermediate Teaching Experiences
0 hours

An intermediate-level field experience is taken concurrently with SED 530. Prerequisite: Senior status or permission of instructor.

SED 535/535G – Counseling, Collaboration, and Consultation with Parents and Families (offered fall and spring)
3 hours

This course combines theory and practice in understanding the unique problems of students with disabilities and their families. Students will develop basic counseling strategies necessary in dealing with these problems. Prerequisite: Senior status or permission of instructor.

SED 581 – Learning Characteristics of and Curriculum for Students with Disabilities

3 hours. (offered spring semester only)
Learning characteristics, educational strategies, and curriculum for students with disabilities will be explored. A 45 clock hour field experience with students with disabilities is required in this course through concurrent enrollment in SED 581 Extended Teaching Experiences. Prerequisite: SED 530.

SED 581 – Extended Teaching Experiences
0 hours

Extended field experience is taken concurrently with SED 581. Prerequisite: SED 530.

SED 602G – Cross-Catagorical Special Education
2 hours

A study of etiologies, trends and characteristics of students formerly labeled as mentally handicapped or retarded, specific learning disabled, behavior disordered, as well as health and physically disabled. Over-representation in special education of children from minority cultures, and those from families experiencing poverty levels will be explored. The evolution of cross-categorical special education, normalization and inclusion will be contrasted with categorical and exclusion practices. Federal and state definitions along with eligibility criteria will be discussed and reviewed in regard to the new IDEA legislation. Collaborative roles for special educators, as well as working in more restrictive settings, will be presented.

SED 608G – Management of Instruction: Elementary
3 hours

Students learn to plan and implement effective strategies for meeting instructional needs, promoting academic achievement, supporting social development, and managing classroom behaviors of elementary and middle school level students with disabilities. A field experience is required through concurrent enrollment in SED 608G Advanced Teaching Experiences with At-Risk Students. Prerequisites: Admission to MAE Program, ED 389, ED 393, ED 593, SED 530, SED 581, SED 535, or permission of instructor.

SED 608G – Management of Instruction: Secondary
3 hours

Students learn to plan and implement effective strategies for meeting instructional needs, promoting academic achievement, supporting social development, and managing classroom behaviors of middle school and secondary level students with disabilities. A field experience is required through concurrent enrollment in SED 608G Advanced Teaching Experiences with At-Risk Students. Prerequisites: Admission to MAE Program, ED 389, ED 393, ED 593, SED 530, SED 581, SED 535 or permission of instructor.

SED 608G – Advanced Teaching Experiences with At-Risk Students
0 hours

Advanced field experiences taken concurrently with SED 608G. Prerequisites: Admission to MAE Program, ED 389, ED 393, ED 593, SED 530, SED 581, SED 535, or permission of instructor.

SED 631G – Assessment Methods in Special Education
3 hours

Assessment strategies necessary to select, plan and implement appropriate academic and behavioral goals and objectives for students will be acquired. Emphasis will be placed on selecting and developing materials for individualizing programming to meet students' academic and social-emotional needs. Prerequisite: Admission to MAE Program.

SED 632G – Instructional Strategies
3 hours (offered fall only)

Teaching strategies and materials necessary to assist students to make satisfactory progress will be acquired. Students will develop programs utilizing research-based methods, techniques, and materials derived from both formal and informal diagnostic assessments. Prerequisite: Admission to MAE Program.

SED 636G – Transition Programming for Individuals with Disabilities

2 hours (offered summer only)
Examines current practices of presenting career education and vocational training to students with disabilities. Implications of inclusion and the least restrictive environment mandate will be emphasized. Prerequisite: Admission to MAE Program.

SED 637G – Current Trends and Issues in Special Education

3 hours
Current special education legislation, litigation, practices and their implications for education. Current trends in teaching students with disabilities (K-12) will be studied. Prerequisite: Admission to MAE Program.

SED 688G – Independent Studies in Special Education
1-3 hours

A course that provides opportunity for students to obtain assistance and guidance in the investigation of special problems in special education and related areas. Since each independent study is unique, the objectives are different for each study. Prior approval of the faculty and division head required.

EDUCATION

SED 691G – Applied Educational Psychology for Special Education**3 hours**

Examines learning, attitudes, motivation, and human relations as they apply to teaching. Integrates theory learned in psychology, special education and specific teacher preparation courses with practical situations encountered in the internship classrooms. Prerequisite: Admission to MAE Program and concurrent enrollment in SED 693G Internship in Special Education.

SED 693G – Internship in Special Education**8 hours**

A semester internship under the guidance of mentor teachers, administrators and university representatives. Seminars conducted by university personnel assist interns in assessing their experiences, in improving their performance and in completing their research. Prerequisites: Admission to MAE Program, ED 601G, SED 602G, SED 608G, SED 631G, SED 632G, SED 636G, SED 637G, SED 697G, ED 621G, and ED 622G.

SED 697G – Research Methods in Special Education**2 hours (offered summer only)**

Students learn to plan, conduct, and publish research involving both group and single subject designs, analyze data, and evaluate research pertinent to students with disabilities. Prerequisite: Admission to MAE Program.

FACULTY CREDENTIALS

Note: Date in parentheses indicates year of employment at Truman. *Indicates graduate faculty.

Josephine Agnew

Associate Professor of Education*/Director of the Child Development Center
BA, Fort Hays State University; MA, EdD, Northern Arizona University. (2001)

David Bethel

Associate Professor of Education*
BSE, MA, EdS Northeast Missouri State University; EdD University of Missouri-Columbia. (1991)

Dale Blesz

Assistant Professor of Special Education*
BA, Loras College; MEd, Wichita State University; PhD, University of Kansas-Lawrence. (1999)

Tricia Brown

Assistant Professor of Counseling*
BA, Central Washington State University; MA, Whitworth College; PhD, Idaho State University (2000)

Kay Clapp

Professor of Education*
BA, Michigan State University; MA, Northeast Missouri State University; PhD, University of Missouri-Columbia. (1978)

Linda Colton

Instructor in Education
BSE, Northeast Missouri State University; MA, University of Kentucky; additional graduate study, Northeast Missouri State University. (1993)

Darl Davis

Director of Regional Professional Development Center
Adjunct Professor of Education
BSE, MA, EdS, Northeast Missouri State University. (1983)

Donna Fisher-Rhinesmith

Associate Professor of Education*
BSE, MA, Northeast Missouri State University; EdD University of Missouri-Columbia. (1992)

Lou Ann Gilchrist

Dean of Student Affairs; Professor of Counseling
BS, Brigham Young University; MA, EdD, Idaho State University. (1984)

Janice Grow

Professor of Education*
BS, St. Louis University; MST, PhD, University of Chicago. (1988)

Barbara K. Heard

Professor of Special Education*
BA, Kansas State College; MA, EdD, University of South Dakota. (1978)

John K. Hoffmann

Associate Professor of Education*
BS, Northeast Missouri State University; PhD, Iowa State University. (1991)

Peter Kelly

Assistant Professor of Special Education*
BS, MS, PhD, University of Kansas-Lawrence. (2000)

Christopher Maglio

Professor of Counseling*
BS, MC, PhD, Arizona State University. (1992)

Kay Mantia

Lecturer in Education*
BA, Notre Dame College-St. Louis; MA Ed, National-Louis University. (1998)

Robert J. Martin, Jr.

Professor of Education*
BS, MS, PhD, University of Illinois-Urbana. (1972)

Patricia Miller

Professor of Education*
BA, Paine College, MS, Fort Valley State College, PhD, Florida State University. (1993)

Wendy Miner

Assistant Professor of Education*
BA, Slippery Rock University; MS, George Washington University; PhD, University of Virginia. (2001)

Sam Minner

Head, Division of Education/Professor of Education*
BS, MS, Southern Illinois University; PhD, University of Arizona. (2000)

Scott A. Olsen

Professor of Education*
BA Morningside College; MEd, Fitchburg State College;
PhD, University of Iowa. (1985)

Carrie Pickerel-Brooks

Visiting Assistant Professor of Counseling*
BSE, Northwest Missouri State University; ME, University
of Hawaii-Mona; EdD, University of Houston. (2003)

Patricia A. Smiser

Assistant Professor of Elementary Education*
BS, Northeast Missouri State University; MA, Truman State
University; Spec, University of Missouri, Columbia; EdD,
University of Missouri, Columbia. (1997)

2
0
0
3
-
2
0
0
5

EDUCATION
