

FACULTY

DEAN

Sam Minner

PROFESSORS

Kay Clapp, Donna Fisher-Rhinesmith, Lou Ann Gilchrist, Janice Grow, Barbara K. Heard, John Hoffmann, Christopher Maglio, Robert J. Martin, Patricia A. Miller, Sam Minner, Scott A. Olsen, Thomas J. Trimborn (Music)

ASSOCIATE PROFESSORS

Jo Agnew, Dale Blesz, Timothy Farley (Foreign Language), Jeffrey Gall (Social Science), Eric Jewell (Foreign Language), Peter Kelly, Kathryn Kuhlman (English), Susan LaGrassa (Mathematics), Christopher Lantz, (Health and Exercise Sciences)

ASSISTANT PROFESSORS

Wendy Miner, Barbara Price (English), Marie Spadaro (English), Wynne Wilbur (Art)

ADJUNCT PROFESSOR

Darl Davis

DIRECTOR OF THE CHILD DEVELOPMENT CENTER

Jo Agnew

DIRECTOR OF THE REGIONAL PROFESSIONAL DEVELOPMENT CENTER

Darl Davis

THE TEACHER EDUCATION PROGRAM

The Master of Arts in Education (MAE) provides students with the opportunity to earn a professional teaching degree built upon a solid liberal arts and sciences undergraduate degree.

Students interested in teaching will pursue a baccalaureate degree in a discipline of their choice and are advised to consult their academic advisor and the Division of Education early in their undergraduate program for information and advice on meeting program and certification requirements. Students interested in teaching secondary English, secondary social science, secondary mathematics, secondary biology/chemistry/physics, exercise science, visual arts, music, French, Spanish, and health will generally be required to have an undergraduate degree in that area.

Undergraduate students may declare their interest in teaching by choosing the appropriate pre-education code offered in the undergraduate major code listing. The pre-education code provides additional information that will alert teacher education faculty of students' interest in education and will ensure communication between students and the teacher education program. With individualized advising, students can prepare themselves for entrance into the professional program at the graduate level, which leads to a Master of Arts in Education and professional certification.

Deadlines for applications for admission to the MAE are September 15 and February 15. Admission requirements for entry into the graduate program as well as other general and specific information are given in the Division of Education graduate section of this catalog.

Students are encouraged to include four prerequisites for the professional studies sequence of the MAE in their baccalaureate program. The courses are:

	Semester Hours
ED 389 Foundations of Education	2
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
A course designed to provide a 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 included through concurrent enrollment in ED 393 Classroom Experience.) Prerequisites: ED 389 with a grade of C or higher (or concurrent enrollment in ED 389), 55 clock hours Exploratory Field Experiences, junior status, and a cumulative GPA of 2.75 or higher.	
ED 593 Psychological Foundations of Education . . .	3
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: Minimum grade of C in ED 389 and ED 393 (or concurrent enrollment in ED 393), senior status, and a cumulative GPA of 2.75 or higher.	

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EDUCATION

EDUCATION

STAT 190 Basic Statistics (or its equivalent)3
Prerequisite for ED 601 of the MAE.

FIELD EXPERIENCES

The field experience component of the MAE program is designed to provide prospective teachers with an incremental set of field experiences. 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 school settings. 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 (Prerequisite for ED 393)

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 schools. 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.

In response to state and national accreditation guidelines, the following structure is required.

Exploratory Field Experiences required for all students: 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.

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 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.

MISSOURI STATE CERTIFICATION REQUIREMENTS—UNDERGRADUATE COURSES

Students should be aware of their particular state requirements for teaching certification. Many of the requirements can be met by careful planning of the Liberal Studies Program or through electives.

Undergraduate courses needed for Missouri certification are as follows.

ELEMENTARY EDUCATION

- MATH 240 Concrete Behavioral Foundations of Mathematics
- One art or music survey course
- ES 235 Physical Activities for the Young Child Health course
- ENG 415 Literature for Children
- Economics course
- Geography course
- Biological Science course with lab (recommended)
- Physical Science course with lab (recommended)
- POL 161 American National Government (recommended)
- U.S. History course (recommended)
- NASC 331 Philosophy of Science (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. 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
- 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

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 621, ED 622, ED 623) plus two additional courses:

- EC 608 Management of Instruction: Teaching the Young Child
- EC 604 Assessing Young Children

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 elemen-

tary 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 622 Integrating the Language Arts
- ED 672 Middle School Philosophy, Organization and Curriculum

There are 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

- CMD5 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
- PSYC 369 Behavior Modification
- PSYC 377 Developmental Psychology **OR**
- PSYC 332 Child Development
- SED 530 Psychology of the Exceptional Child
- A Health course
- One art or music survey course
- Biological Science course with lab (recommended)
- Physical Science course with lab (recommended)
- POL 161 American National Government (recommended)
- U.S. History course (recommended)

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EDUCATION