

FACULTY

DEAN

Sam Minner, PhD

FACULTY

Josephine Agnew, EdD

Dale Blesz, PhD

Kay Clapp, PhD

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

Robert J. Martin, PhD

Patricia Miller, PhD

Wendy Miner, PhD

Sam Minner, PhD

Scott Andrew Olsen, PhD

Timothy Farley, PhD (Foreign Language)

Jeffrey Gall, PhD (Social Science)

Eric Jewell, PhD (Foreign Language)

Kathryn Kuhlman, PhD (English)

Susan LaGrassa, PhD (Mathematics)

Christopher Lantz, PhD (Health & Exercise Sciences)

Barbara Price, PhD (English)

Marie Spadaro, PhD (English)

Thomas J. Trimborn, PhD (Music)

Wynne Wilbur, MFA (Art)

DEGREES OFFERED

MASTER OF ARTS IN EDUCATION

NOTE: The Master of Arts in Counseling Program has been placed on inactive status. Graduate Counseling courses from the following list will be offered on a limited basis.

COUN 603G – Psychological Testing

3 hours

This course will provide information on the various types of testing, the purposes of testing, and the appropriate use of test results. It will include types of reliability and validity important to test selection, the representativeness of norms, test bias, and other issues related to the selection and appropriate use of testing instruments. Prerequisite: Admission to the Counseling program.

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 credentialing, 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 643G – Student Personnel Management

3 hours

This course is designed to aid the counseling student's development of knowledge and competence regarding student personnel services, specifically personnel management systems, through the advanced study of the student services profession (past, present, and future), of organizational management strategies, and the integration of theory and practice. 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.

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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 647G – The American College
3 hours

This course is an introduction to the field of higher education in the United States of America. It will broadly acquaint you with the history, purposes, key figures and literature of the field. It will explore the character and nature of student populations in contemporary American colleges and universities. The goals are to increase familiarity with the conceptual, bureaucratic, collegial and political underpinnings of the university culture, and to consider the impact of campus environments and experiences on student interaction, development and learning. 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 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 656G – The Counseling Relationship I
3 hours

Introduction to counseling relationships. The study and practice of helping process, helping skills, helper self-understanding, self-development and facilitation of client change. This class will consist of skill lectures and practice in small groups, as well as student practice with live supervision. Prerequisites: Admission to the Counseling program. Co-requisites or prerequisites: COUN 641G, COUN 663G, and COUN 664G.

COUN 657G – The Counseling Relationship II and Practicum Lab
2 hours

To enhance trainee's development of knowledge, skills and techniques in order to become an effective counselor, provide beginning appropriate clinical experience with site and faculty supervision, including weekly group supervision. Clinical experience will be practiced at a site consistent with the student's endorsement area. Prerequisites: Admission to the Counseling program, COUN 641G, COUN 663G, COUN 664G, and at least a B in COUN 656G.

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 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**1 hour**

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.

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.

The basic components of the professional teacher preparation program are 1) graduate pedagogical coursework, 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 2005:

Analytical Writing: 56.32%

Quantitative: 47.21%

Verbal: 54.58%

Average GPA of incoming Master of Arts in Education Students, fiscal year 2005: 3.49.

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 lib-

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eral 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 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 three-step process:

1. admission to the Truman State University Graduate School,
2. recommendation of the faculty in the specialty area, and
3. recommendation of the MAE Admissions Committee.

Information Considered in the Admission Process:

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 coursework.
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.

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;
 - 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;
 - 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

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;

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, a thesis, or another approved research project;
5. successful completion and approval of digital portfolio;
6. 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

- 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

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
- 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. 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
- 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 621G, ED 622G, ED 623G) plus two additional courses:

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

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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

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

- 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
- 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
- Biological Science course with lab (recommended)
- Physical Science course with lab (recommended)
- POL 161 American National Government (recommended)
- U.S. History course (recommended)

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 orga-

nizational 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	0-1

*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 specialty area and research/portfolio option, enrollment in ED 681G Research Study in

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Education may add an hour or more to the above minimum totals.

All MAE students are required to be continuously enrolled in graduate-level or certification courses (as stated on the student's Individual Plan of Study) at Truman after they complete their internships until and including the semester in which their research and portfolio receive final approval. Final approval occurs during the semester when the completed and signed Report of the Examining Committee form and the Digital Portfolio Approval form have been received in the Graduate Office before the published deadlines for that semester. This enrollment includes spring, fall, and the June summer session. Students may meet this requirement by repeatedly enrolling in ED 681G for 1 hour of credit.

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 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: Secondary English Methods (included in MAE core requirements)	
ENG 607G Theory and Practice of Teaching Writing	.4
Graduate literature elective4
Additional graduate ENG course4
Note: Students must take 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 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 650G Individual Study in Health and Exercise Science 3
Select six hours from the following:
ES 501G Advanced Exercise Physiology 3
ES 505G Advanced Biomechanical Analysis 3
ES 506G Advanced Sport Management 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, to be taken on campus and in an approved study abroad program. The candidate will take two of the following courses offered on campus, generally during the summer session:
FREN 521G Seminar in Contemporary French Culture
FREN 523G Topics in Literature
FREN 530G Advanced Composition and Conversation
For the remaining six credit hours, the candidate should select a study abroad program offering advanced-level study in language, literature, culture, methodology or applied French linguistics. Summer institutes for practicing teachers ideally meet the study abroad requirement. NOTE: Programs and courses must be approved by the French faculty prior to enrollment.

Spanish **12**

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 Literature3
(Offered summer only; may be repeated on different topics)	
SPAN 502G Topics in Hispanic Culture3
(Offered summer only; may be repeated on different topics)	
SPAN 560G Advanced Spanish Grammar and Syntax3
(Offered summer only)	
SPAN 605G Topics in Hispanic Linguistics3
(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.

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Health Science12
 HLTH 608G Management of Instruction-Health Science (included in MAE core requirements)
 ES 650G Individual Study in Health & Exercise Science .3
 Electives: (As determined by Health Advisor)9

History-Social Science12
 SSTE 608G Management of Instruction-Social Science (included in MAE core requirements)
 HIST 645G Readings in American History I **OR**
 HIST 646G Readings in American History II3
 Select nine hours of 600-level study in history, with no more than six hours in one area (United States, European, Latin American, Asian, etc.)9

Mathematics12
 MATH 608G Management of Instruction-Mathematics (included in MAE core requirements)
 MATH 502G Topics in Math Edu. Technology3
 Select 9 hours from at least two of the following areas as indicated:

Analysis0-6
 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

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

Music12-13
 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 687G Research Study in Music Education .0-1
 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 501G Limnology4
 BIOL 502G Biometry3
 BIOL 503G Evolutionary Biology3
 BIOL 504G Herpetology4
 BIOL 505G Cytology4
 BIOL 506G Ornithology3
 BIOL 508G Advanced Plant Taxonomy3
 BIOL 509G Comparative Plant Morphology3
 BIOL 510G Ecology3
 BIOL 511G Comparative Animal Physiology4
 BIOL 512G Cellular Physiology4
 BIOL 513G Microbial Genetics4
 BIOL 515G Ethology3
 BIOL 516G Ichthyology4
 BIOL 517G Mammology4
 BIOL 518G Advanced Topics (TOPIC)1-5
 BIOL 519G Directed Field Studies1-5
 BIOL 520G Immunology4
 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 610G Advanced Plant Physiology3
 BIOL 611G Advanced Plant Anatomy2
 BIOL 615G Endocrinology3
 BIOL 618G Advanced Topics (TOPIC)1-4
 BIOL 644G Readings in Biology I2
 BIOL 645G Readings in Biology II2
 BIOL 649G Biology Research1-6
 CHEM 518G Advanced Topics (TOPIC)1-3
 CHEM 620G Fundamental Processes in Chemistry I3
 CHEM 621G Fundamental Processes in Chemistry II3
 PHYS 518G Advanced Topics (TOPIC)1-5
 PHYS 580G Introduction to Quantum Mechanics3
 PHYS 581G Introduction to Solid State Physics3
 PHYS 680G Fundamental Processes in Physics I2
 PHYS 681G 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 Reading3
 ED 622G Integrating the Language Arts3
 SED 602G Cross-Categorical Special Education2
 SED 631G Assessment Methods in Special Education 3
 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 majors will not take ED 603G or ED 605G as listed in the MAE core curriculum.

Visual Arts12

ART 600G	Directed Readings in Fine Arts	1-3
ART 672G	Issues in Visual Art	3
ART 681G	Introduction to Research in Fine Arts	3
Select three to five hours from graduate courses in Studio Art to total 12		3-5

COURSE DESCRIPTIONS

Students who do not meet prerequisites for a course can request permission to take a course by meeting with the faculty member teaching the course, who in turn will recommend to the Dean that the student be enrolled in the class if appropriate.

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 with a grade of C or higher.

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 with a grade of "C" or higher and admission to Elementary Education MAE Program.

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 lifespan.

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: Sophomore 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 with a grade of C or higher (or concurrent enrollment in ED 389), 55 clock hours of Exploratory Field Experience, 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.

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EDUCATION

EDUCATION

ED 483 – Independent Study in Education**1-3 hours**

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

ED 500/500G – The Psychology of Adolescence**3 hours** (offered fall only)

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: Minimum grade of C in ED 389 and ED 393 (or concurrent enrollment in ED 393), senior status, and 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 the MAE Program and STAT 190 or STAT 290 or their equivalents.

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 with a grade of “C” or higher.

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.

ED 607G – Applied Educational Psychology**3 hours**

Examines learning, attitudes, motivation, and human relations as they apply to teaching. Prerequisites: Admission to MAE Program.

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 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: Minimum grade of “C” in ED 389 and ED 393. Minimum grade of “C” or concurrent enrollment in ED 593 and admission to the MAE Program.

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. Prerequisites: Minimum grade of “C” in ED 389 and ED 393. Minimum grade of “C” or concurrent enrollment in ED 593 and admission to the MAE Program.

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: Prerequisites: Minimum grade of “C” in ED 389 and ED 393. Minimum grade of “C” or concurrent enrollment in ED 593 and admission to the MAE Program.

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 coursework 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 certifi-

education 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.

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: Previous or concurrent enrollment in ED 621G.

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.

ED 672G – Middle School Philosophy, Organization and Curriculum
3 hours (offered spring only)

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
1 hour

The student, in consultation with his/her internship supervisor, will design and carry out an empirical research study. All MAE students are required to take ED 681G for at least one hour of credit to complete the MAE degree. Music and Health/Exercise students will be exempt from enrollment in ED 681G.

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.

SED 530 – Intermediate Teaching Experiences
0 hours

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

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.

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: Grade of C or higher in SED 530.

SED 581 – Extended Teaching Experiences
0 hours

Extended field experience is taken concurrently with SED 581. Prerequisite: Grade of C or higher in SED 530.

SED 602G – Cross-Categorical 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 the MAE Program and a minimum grade of

EDUCATION

"C" in each of the following classes: ED 389, ED 393, ED 593, SED 530, SED 581, SED 535, and SED 581.

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 the MAE Program and a minimum grade of "C" in each of the following classes: ED 389, ED 393, ED 593, SED 530, SED 581, SED 535, and SED 581.

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

Advanced field experiences taken concurrently with SED 608G. Prerequisites: Admission to the MAE Program and a minimum grade of "C" in each of the following classes: ED 389, ED 393, ED 593, SED 530, SED 581, SED 535, and SED 581.

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 Dean required.

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)

Dale Blesz

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

Kay Clapp

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

Darl Davis

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

Donna Fisher-Rhinesmith

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

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

Peter Kelly

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

Christopher Maglio

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

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

Dean, 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)

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EDUCATION