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FACULTY

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DEGREES OFFERED

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 communication, English, elementary education, exercise science, foreign language (French and Spanish), health, mathematics, music, science, history/social science, special education(LD/BD/MH/CC), 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 "curriculum encompasses the knowledge domains represented in academic study, professional research and practice, and professional ethics." (NCATE, 1985)

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;

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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.

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ADMISSION REQUIREMENTS

Students are admitted into the graduate degree program in the Division of Education 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 resume;
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 and satisfactory performance on the comprehensive examination and the research component;
 - b) the academic record;
 - c) the student 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);
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.

Exercise Science (Phys Ed) PK-12, K-9
 Foreign Lang.-French PK-12, K-9
 Foreign Lang.-Spanish PK-12, K-9
 Health PK-12, K-9
 Mathematics 9-12
 Music-Instrumental PK-12
 Music-Vocal PK-12
 Social Studies 9-12
 Unified Science-Biology endorsement 9-12
 Unified Science-Chemistry endorsement 9-12
 Unified Science-Physics endorsement 9-12

Special Education
 Cross-Categorical K-12
 Learning Disabilities K-12
 Behaviorally Disordered K-12
 Mentally Handicapped K-12

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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%.

CERTIFICATION REQUIREMENTS

Students meeting the requirements for Missouri teaching certification are issued teaching certificates by the State Department of Elementary and Secondary Education. Other states also have designated certifying agencies. 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.

MISSOURI CERTIFICATION

SUBJECT AREAS AND GRADE SPAN

The professional education program at Truman State University provides the competencies for Missouri certification purposes at the elementary, middle, secondary, and PK-12 categories. The grade span of subject areas in which Missouri state certification is granted is given below:

Basic level: (First Certification)

- Elementary 1-6
- Middle School (available as an added endorsement only)
 - Social Studies 5-9
 - Language Arts 5-9
 - Mathematics 5-9
 - Science 5-9

Secondary

- Art PK-12, K-9
- English 9-12

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

MIDDLE SCHOOL ENDORSEMENT

Truman offers certification to teach at the middle school level as an added endorsement. Students must complete the MAE Program in Elementary Education or Secondary History-Social Science, English, Mathematics or Science. In most cases, an undergraduate major in the teaching field is required. Additional courses necessary for the added endorsement in middle school varies by the specialty area. Students should contact the Certification Office as early as possible in their freshman year for specific course requirements.

ED 500 Psychology of Adolescence, ED 622 Integrating the Language Arts, and ED 672 Middle School Philosophy, Organization and Curriculum are required for the Middle School Endorsement.

MISSOURI CERTIFICATION REQUIREMENTS—UNDERGRADUATE COURSES

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

Undergraduate courses needed for Missouri certification are listed below.

ELEMENTARY CERTIFICATION

- 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 English Composition courses (fulfilled by LSP)
- Biological Science course, with lab
- Physical Science course, with lab

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American Government course
 U.S. History course
 Anthropology or sociology course
 Economics course
 Geography course

In addition:
 NASC 331 Philosophy of Science
(strongly recommended)

SECONDARY CERTIFICATION

Two courses (from different areas) from literature, philosophy, foreign language or fine arts
 Two English composition courses
 Speech course
 U.S. History course
 American Government course
 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 CERTIFICATION

CMDS 460 Language Development
 SED 581 Learning Characteristics of and Curriculum for Students with Disabilities
 SED 535 Counseling Students with Disabilities and Their Families
 ENG 415 Literature for Children
 Speech course
 Two English Composition courses (fulfilled by LSP)
 Biological Science course, with lab
 Physical Science course, with lab
 American Government course
 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

CONCURRENT MAE/MA PROGRAMS

Some students may consider applying to one of the University's Master of Arts or Master of Science programs in addition to applying to the Master of Arts in Education program. MA programs exist in English, History, Counseling, Mathematics, Communication Disorders, and Music; an MS program exists in Biology. Most divisions may accept up to twelve hours of graduate credit from one degree program in the second program. This requires careful selection of courses and coordination with both divisions, but this plan can provide a student with the first graduate degree and up to twelve hours credit already earned in the second Master's degree.

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 (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 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.

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 (1-6, 6-8, or 9-12) observations
- 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 XX608	

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

Required Courses	21-23
ED 601 Measurement and Evaluation*	3

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

* Required prior to internship.

** Required prior to internship for those seeking secondary certification.

*** The course, Management of Instruction, is offered under a 608 number in each teaching specialty, and is required prior to internship.

Note: Special Education majors are required to take: (1) SED 631 Curriculum and Assessment as a substitute for ED 603 Learning Strategies for Print Discourse; (2) SED 691 Applied Educational Psychology for Special Education as a substitute for ED 607 Applied Educational Psychology; SED 637 Current Trends and Issues in Special Education as a substitute for ED 605 Psychology of Exceptional Children, and SED 693 Internship in Special Education as a substitute for ED 609 Internship. (SED 631 must be completed prior to the internship.)

INTERNSHIP

The internship is one of the capstone experiences of the professional teacher preparation program. Graduate students are required to intern for a minimum of one public school semester in approved schools. 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 is provisionally certified. The Office of Field Experiences, 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, motor vehicle driving records, 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

In addition to the study in the academic field of the baccalaureate degree, twelve hours of graduate coursework specific to the teaching specialty are required. Specialty area coursework must be in the area in which a candidate will receive initial certification. The specialty area requirements are:

English12

OPTION A:

ENG	607	Composition, Research and Practice in Secondary Schools	.4
ENG	508	Old English	OR
ENG	506	Reading and Response	OR
ENG	603	Studies in the English Language	.4
		One additional 600-level course in literature	.4

OPTION B:

ENG	501	Advanced Composition	OR
ENG	504	Advanced Creative Writing	OR
ENG	607	Composition, Research and Practice in Secondary Schools	.4
ENG	506	Reading and Response	.4
		One additional 600-level course in literature	.4

Note: Students must take ENG 506 or ENG 607 prior to the internship.

Elementary Education12

ED	621	Psychology of Reading*	.3
ED	622	Integrating the Language Arts*	.3
ED	623	Reading Assessment and Implementation	.3
		Select one graduate-level elective course approved by your MAE advisor.	.3

*Required prior to internship

Exercise Science12

Required:

ES	649	Research Methods in Health and Exercise Science	.3
ES	650	Individual Study in Health and Exercise Science	.3

Electives: (6 hours)

ES	501	Advanced Exercise Physiology	.3
ES	502	Sociology of Sport	.3
ES	503	Psychology of Sport	.3
ES	515	Exercise Testing & Prescription	.3
ES	647	Analysis & Interpretation of Data	.3

Foreign Language

French12

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

Spanish12

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	501	Topics in Hispanic Literature	.3
		(Offered summer only; may be repeated on different topics)	
SPAN	502	Topics in Hispanic Culture	.3
		(Offered summer only; may be repeated on different topics)	

EDUCATION

Special Education17
 ED 621 Psychology of Reading*3
 ED 622 Integrating the Language Arts3
 ED 631 Psychometric Techniques3
 SED 602 Cross-Categorical Special Education2
 SED 632 Remedial Strategies*2
 SED 636 Transition and Career Education for Students with Disabilities2
 SED 697 Single and Group Research in Special Education*2

* Required prior to internship.
Note: Special Education majors are advised to refer to the “Note” at the end of the Professional Education Core Section for course substitution requirements.

Visual Arts12
 ART 625 Art History Seminar3
 ART 672 Issues in Visual Art3
 ART 681 Introduction to Research in Fine Arts ...3
 Select three hours from graduate courses in Studio Art ...3

COURSE DESCRIPTIONS

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.

ED 250 – Life Span Development
3 hours

Types, structures, functions and interactions of families and their individual members throughout the life-span. Prerequisites: PSYC 100 or 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, 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 – 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 672.)

ED 580 – 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, and 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 601 – 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 603 – 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 605 – 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 or permission of instructor.

EDUCATION

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

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

ED 608 – 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 courses is a preparatory experience for the responsibilities if the internship in the Master of Arts in Education program. Concurrent enrollment in ED 608 Teaching Experiences is required for spring semester and concurrent enrollment in ED 608 Teaching Experiences with At-Risk/Enrichment Academy Students is required for summer. ED 608 Part I (3 hours) is offered Spring semester only; ED 608 Part II (3 hours) is offered Summer only. Part I is a prerequisite for Part II and both are prerequisites for ED 609 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 608 – Teaching Experiences**0 hours**

Advanced field experiences taken concurrently with ED 608 Part I in spring semester.

ED 608 – Teaching Experiences with At-Risk/Enrichment Academy Students**0 hours**

Advanced field experiences taken concurrently with ED 608 Part II in summer.

XX 608 – 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 608 number in each teaching specialty, e.g., ENG 608 (English), SCED 608 (Science), SSTE 608 (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 609 – 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 609. All students admitted to the MAE program in Fall 1999 or after, who complete full year internships, must enroll for a minimum of 8 hours of ED 609 each semester of the internship. The maximum number of credit hours allowed for a full-year internship is 17 hours. Students who complete a practicum for an additional endorsement area must enroll for a minimum of 3 hours of ED 609. Prerequisites: Admission to MAE Program and clearance on criminal record check and child abuse/neglect screening; Secondary–ED 601, XX 608, ED 603, See also the section "Advanced Content in the Teaching Specialty" for specific prerequisites according to the teaching area; Elementary–ED 601, ED 608, ED 621, ED 622.

ED 621 – 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 623. Prerequisite: Admission to the MAE Program or permission of instructor.

ED 622 – 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 ED 621 or permission of instructor.

ED 623 – 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 621 or permission of instructor.

ED 631 – Psychometric Techniques**3 hours**

The study, administration, analysis, and interpretation of individualized, standardized testing instruments for children, emphasizing the Stanford-Binet Intelligence Scale and Wechsler Intelligence Scale for Children, Revised. Limited enrollment. Prerequisite: Admission to MAE Program or permission of instructor.

ED 672 – 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.)

ED 681 – 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 credit 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 or completion of internship.

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 to fulfill State Statute H.B. 370. 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 – Counseling Students with Disabilities and Their 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 602 – 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 608 – Management of Instruction: Elementary

3 hours. (offered summer only)

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 608 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 608 – Management of Instruction: Secondary

3 hours. (offered summer only)

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 608 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 608 – Advanced Teaching Experiences with At-Risk Students

0 hours

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

SED 631 – Curriculum and Assessment

2 hours (offered summer only)

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 632 – Remedial Strategies

2 hours (offered summer only)

Teaching strategies and materials necessary to assist students to make satisfactory progress will be acquired. Students will develop programs utilizing research-based

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methods, techniques, and materials derived from both formal and informal diagnostic assessments. Prerequisite: Admission to MAE Program.

SED 636 – Transition and Career Education for Students 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. Prerequisites: Admission to MAE Program and completion of ED 693 Internship in Special Education.

SED 637 – Current Trends and Issues in Special Education

2 hours (offered summer only)

Current special education legislation, litigation, practices and their implications for education. Current trends in teaching students with disabilities (K-12) will be studied. Prerequisites: Admission to MAE Program and completion of ED 693 Internship in Special Education.

SED 688 – 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.

SED 691 – 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 693 Internship in Special Education.

SED 693 – Internship in Special Education

8-9 hours

A full year, paid 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. Students admitted to the MAE in the Fall 1999 or after must enroll for a minimum of 8 hours of SED 693 each semester of the internship. The maximum number of credit hours for a full-year internship is 17 hours. Prerequisites: Admission to MAE Program, ED 601, SED 608, SED 631, SED 632, SED 697, and ED 621.

SED 697 – Single and Group Research 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.

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)

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

Darl Davis

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Adjunct Professor of Education
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Donna Fisher-Rhinesmith

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Janice Grow

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

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Professor of Education*
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Special Assistant to the Vice President for Academic Affairs
Professor of Education
BA, Paine College, MS, Fort Valley State College, PhD, Florida State University. (1993)

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Assistant Professor of Education*
BA, Slippery Rock University; MS, George Washington
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Sam Minner

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Professor of Education*
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Scott A. Olsen

Professor of Education*
BA Morningside College; MEd, Fitchburg State College;
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BS, Northeast Missouri State University; MA, Truman State
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University of Missouri, Columbia. (1997)

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