School of Education

Departments
- Graduate Department of Education, Ralph Olliges, chair
- Department of Teacher Education, Basiyr Rodney, chair

Thomas Cornell, interim dean

School of Education website (external to catalog)

Please refer to the Accreditations and Licensures section of this catalog for specialized accreditations that may apply to programs in the School of Education.

Mission Statement
The School of Education is a supportive and inclusive community of educator-scholars who are committed to providing our students with transformative experiences that impact life-long learning.

Vision
We empower students to become effective, innovative, and empathetic educators and practitioners.

Dispositions and Professional Behaviors
Programs in the School of Education cultivate and assess dispositions and professional behaviors related to candidates’ academic engagement and integrity; fairness and respect toward others; commitment to high expectations and support for all learners; and demonstrated professional communication and behavior.

For more information about the School of Education’s assessment of dispositions and professional behaviors please refer to our website at webster.edu/education.

Assessment Policy of School of Education

MA, MET, EdS and EdD
Programs in the School of Education use key assessments in specific courses to evaluate and promote student achievement of specific learning outcomes. In all courses that use key assessment assignments, the syllabus will list the standards that are used for assessing student academic performance. Students may contact their advisors, if they have further questions.

Demonstration of Missouri Teacher Standards Through Quality Indicators
MAT

The Department of Teacher Education (DTE) Passport is an integral element in the assessment system for initial teacher certification programs. The system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age and is aligned with the Missouri Teacher Standards, which “convey the expectations of performance for professional teachers in Missouri.”

In order to complete the digital passports, candidates are enrolled in the Education Passport 1 and Education Passport 2 online learning portal. Using a self-directed approach, pre-service teachers upload artifacts and reflections in the digital passports. Each passport is assessed by a team of faculty who assign a passing or failing grade to the passport based on the successful submission of artifacts and appropriate supplementary activities. Where appropriate, candidates may be asked to revise and resubmit artifacts or reflections. Successful completion of each part of the passport allows the candidate to move through the phases of the program.

Programs

Graduate Degree Programs
- Applied Educational Psychology (MA)
- Education and Innovation (MA)
- Educational Technology (MET)
- Master of Arts in Teaching (MAT) with an Emphasis in Elementary Education
- Master of Arts in Teaching (MAT) with an Emphasis in Middle School Education
- Master of Arts in Teaching (MAT) with an Emphasis in Secondary School Education
- Master of Arts in Teaching (MAT) with an Emphasis in Special Education
- Mathematics for Educators (MA)
- Reading (MA)
- Special Education (MA)
- STEM Education (MA)
- Teaching English as a Second Language (MA)

Post-Master’s Programs
- Doctor of Education (EdD)
- Educational Leadership (EdS)
- School Psychology (EdS)

Certificates
NOTE: These Webster certificates in education are not Missouri Teaching Certification Programs.
- Creativity and Innovation
- Dyslexia
- Fostering Resilience in “At Risk” Children and Youth
- Immigrant and Refugee Children and Families
- Mobile Technology in Education
- Online Teaching and Learning
- Psychoeducational Needs of Immigrant and Refugee Youth
- Robotics for STEM Educators
- Sustainability and Social Equity Studies
- Teaching English as a Foreign Language
- Tiered Instruction & Intervention: RTI & PBIS

Advanced Graduate Certificates
- Applied Behavior Analysis
- Leadership in Tiered Systems of Support: RTI & PBIS
- Severe Developmental Disabilities and Autism
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Program Description

MA, MAT and MET

Webster's School of Education master's programs provide teachers with subject matter knowledge, educational understanding, technical skills, and opportunities for professional development. Webster reinforces an educator's commitment to the classroom by increasing command of subject matter fortified with new teaching methods and strategies.

The programs emphasize an inductive approach to learning. Hence, discovery and inquiry play an important part in the program. Faculty members teach as they would have graduates teach—in an open, flexible, considerate manner, in which experimentation and evaluation are encouraged. In such a program, a high level of student participation is encouraged and expected.

EdS

The educational specialist (EdS) degree is designed for individuals who seek knowledge and skills beyond the master's level. Coursework, action research, and internship experiences enable students to develop and demonstrate competencies required to move from a specific focus in teaching, curriculum, or support services in schools to the broader view of the educational leader in the community.

• Educational Leadership
• School Psychology

EdD

The doctor of education (EdD) program at Webster University is a terminal degree for students who aspire to become leaders, researchers and scholars in educational settings. It is designed for preparing well-rounded educator-scholars who have the passion and competence to make a difference in this world. Through coursework, research, service learning, doctoral apprenticeship and socialization with faculty mentor and peers, students develop a comprehensive network and supportive system for completing the milestones in the program: comprehensive examination, prospectus defense, dissertation proposal and final oral defense. Students also build and share their expertise as a cohort to become visionary leaders in today's world.

Emphasis Areas:

• Educational Leadership
• Special Education: Dyslexia
• Special Education: Positive Behavioral Interventions and Supports (PBIS)
• Special Education: Sever Developmental Disabilities and Autism
• Special Education: Trauma-Informed Education and Intervention
• Teaching English as a Second Language (TESL)
• Transformative Learning in the Global Community

General Requirements

School of Education graduate degrees require the satisfactory completion of 33-44 (depending on whether certification is included) credit hours of appropriate graduate-level courses with a B average or the equivalent and completion of requirements for a major. Credits may also be gained through credit by examination, directed study, independent study, and transfer of credit.

Acceptance

MA and MET

A completed admission file includes information on professional experience and the academic transcripts of the applicant's undergraduate degree work. This material is reviewed and the academic record, essay, and letters of recommendation (if requested), are evaluated to determine if the applicant will be accepted. New applicants have one term (8 weeks) to complete the acceptance process.

An overall minimum cumulative grade point average of 2.5-3.0 (depending on the degree) is required for acceptance into an MA or MET program. Special consideration may be given to students with extraordinary professional accomplishments or to those whose grades show marked improvement in the later years of college or in graduate or professional studies since college.

MAT

An overall minimum cumulative grade point average of 2.75 is required for acceptance into the MAT program. Additional admission criteria for the MAT program are as follows:

• Receipt of official transcripts from the baccalaureate granting institution
• Grade of B- or better in college-level composition
• Grade of B- or better in college-level mathematics

EdS and EdD

A completed admission file includes information on professional experience and the academic transcripts of the applicant's graduate degree work. This material is reviewed and the academic record, essay or writing sample, and at least three letters of recommendation which attest to the applicant’s ability to complete the program are evaluated to determine if the applicant will be accepted.

Applicants to the EdD program will also be interviewed as part of the admission requirements. New applicants have one term (8 weeks) to complete the acceptance process. An overall minimum cumulative graduate grade point average of 3.0 is required for admission into an EdS or EdD program. Special consideration may be given to students with extraordinary professional accomplishments or to those whose grades show marked improvement in the later years of college or in graduate or professional studies since college. Students who have not met all admission requirements yet show potential for excellence in the program may be accepted on a conditional basis and later re-evaluated. For the full list of admission requirements for an EdS or the EdD degree, please refer to the program's section in this catalog.

Send all admissions materials to:

Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Advancement to Candidacy

Advancement to Candidacy (ATC) represents a significant milestone in a candidate's academic career and indicates that a student shows the requisite ability and interest to complete the
program successfully. Candidates who successfully ATC have demonstrated mastery of program standards and may continue enrolling in courses to complete their major. Transfer hours from other colleges and universities do not count in the eligibility for candidacy hours. Students not advanced to candidacy are not eligible to continue in their programs. Students who successfully ATC continue to receive advising and are evaluated routinely until all other program requirements have been met.

MA, MET and EdS

After completing the requisite credit hours within a degree program and before 12 credit hours, the student’s performance and program are evaluated to determine whether the student should be advanced to candidacy. Several programs require the submission of a form and/or additional materials in order to successfully complete ATC. For information regarding ATC requirements for a specific program, refer to that program’s section in the catalog.

MAT

Advancement to Candidacy means that a student is formally enrolled in the initial teacher certification program. After 15 hours of graduate credit, candidates will be restricted from registering in further coursework until advanced to candidacy. The student will ATC providing the following criteria are met:

1. Completed 15 hours of graduate credit with grades of B or better (including CMAT 5000)
2. Completed Passport 1
3. Acceptance into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information)
4. Remains in good academic standing and maintains a minimum cumulative GPA of 3.0

EdD

Doctoral students who completed all coursework requirements except dissertation hours will take the comprehensive examination in a course, EDOC 7902. Students who have passed the comprehensive examination will earn the status of doctoral candidacy. Advancement to candidacy indicates that a student shows the requisite capacity and dedication to complete the program.

Continuous Enrollment

MA, MAT and MET Degrees

Students must complete their degree within seven years of entry into a graduate program. Students who are unable to finish their program within seven years must meet with their academic advisor to request an exception to the policy. All requests must be approved by the Dean, School of Education.

EdS and EdD Degrees

Students who enter the program must complete all degree requirements within seven years after completion of their initial course. Students who apply but do not enroll within one year must submit a new application to both the university and the program. A student may apply to the Dean, School of Education for a leave of absence for one year. If the absence is approved, the seven-year program limit will be suspended for that year and will resume at the end of the leave of absence, whether or not the student enrolls in courses. Students who have been absent from the EdS program for longer than one year, and who have not earned their licensure, must check with their advisor.

EdD students are required to be continuously enrolled in the program. If a student does not register for any credit in a particular term or semester, he or she needs approval from the EdD director in writing. Only special circumstances with a strong rationale will be approved. Students who do not register for any credit in a term or semester will be prohibited from continuing in the program if an official approval from the EdD director is not in place.

Course Load Guidelines

The maximum course load in the master’s degree program for a fully admitted student is 6 credit hours per term, or 9 credit hours per semester.

Overload

Students must receive authorization for course overload. To be considered, students must contact their advisor for a Program Option Request form and be in good academic standing.

Reduced Load

Under the Americans with Disabilities Act (ADA), students with disabilities may warrant an adjustment in full-time student load. Requests for a reduced load are made to the director of the Academic Resource Center at the time of registration, according to their guidelines.

Students utilizing federal financial aid, or other aid programs, should consult with the appropriate financial counselor regarding minimum credit hour requirements for eligibility.

Transfer of Credit

MA, MAT, MET and EdS Degrees

Students may request transfer credit for graduate courses earned with grades of B- or better from another institution to fulfill their degree requirements. Transfer credit is limited to a maximum of 12 credit hours for MAT programs, and 9 credit hours for MA or MET programs. Students enrolled in an EdS program may transfer a maximum of 6 credit hours of relevant post-graduate credit. Requests are subject to evaluation and approval depending on the requirements of the specific degree program. Transfer credit may not be applied toward Advancement to Candidacy requirements. For more information, refer to the Transfer of Credit policy in the Academic Policies section of this catalog.

Certification Programs

The MAT degree and emphases are designed for students who are also pursuing initial Missouri Certification.

The MAT emphasis areas are:

- Elementary Education
- Middle School Education
- Secondary School Education
- Special Education

Students may obtain Missouri certification in:

- Art (K-12)
- Elementary (Grades 1-6)
- Middle School (Grades 5-9) Language Arts, Math, Science, Social Studies
Apprentice Teaching is a requirement for all initial certifications. Apprentice teaching is a full-time experience in a P-12 classroom that spans at least 16 weeks. The teacher candidate observes the cooperating teacher and eventually assumes responsibility for planning and preparing lessons, teaching, grading student work and taking part in any other activities expected of a teacher in the school. Candidates must apply by September 15 for a Spring placement and by February 15 for a Fall placement. No late applications will be accepted. A grade of B or higher is required for successful completion of the practicum.
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placement and by February 15 for a Fall placement. Passport 2 must be successfully completed before the start of Apprentice Teaching. The candidate must also pass the Missouri Content Assessment(s) for the specific certification area prior to the start of Apprentice Teaching.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status. Apprentice teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All candidates enrolled in apprentice teaching must participate in a mandatory seminar. Candidates should not contact school officials or teachers about placements, but they should contact the Coordinator of Field Placements for such information. All graduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Sequential Master's Degree in the School of Education

• A student who holds an MA, MAT, or MET from Webster's School of Education may earn a sequential MA or MET by completing the required courses (ranging from 21 to 27 credit hours depending on the sequential program) detailed in the declared major curriculum.

• A student who holds a master's or doctoral degree in an education related field from another nationally accredited college or university may earn a sequential MA or MET by completing the required core courses (ranging from 21 to 27 credit hours depending on the sequential degree program) detailed in the declared major curriculum.

• No transfer of credit may be applied toward the minimum required courses.

• Students working on a sequential MA or MET are required to complete the School of Education ATC (Advancement to Candidacy) process for their sequential degree.

• If a student has completed any required courses as part of a previous Webster University master's degree, approval for substitute coursework must be requested and approved prior to enrollment.

• Any student with a non-education master's degree representing any other discipline outside of the field of education must have the approval of the Dean before beginning or enrolling in any sequential master’s program in the School of Education. For more information contact the School of Education at 314-246-8007 or soe@webster.edu.

Independent Study

Degree-seeking students in the School of Education with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject.

School of Education Graduate Alumni Discount

Alumni of the School of Education's graduate programs (MA, MAT, and MET) may apply for a special tuition discount toward eligible graduate courses (see application form). The discount is subject to application approval and is limited to a lifetime maximum of 12 credit hours.

Credit by Examination

To achieve initial or advanced teaching certification in the State of Missouri, a clinical component of Practicum and/or Apprentice Teaching is required in Webster University’s School of Education Teacher Certification Programs. If a student has acquired significant teaching experience outside of Webster University’s network and programs, and that experience can be documented and verified by a certified school leader or superintendent, the student may discuss the possibility of completing a credit by exam, in lieu of a practicum experience. For credit by exam to be granted, the Dean of the School of Education must sign off on the request. All credits by exam are reviewed on a case-by-case basis.

NOTE: There is no guarantee by the University or the School of Education that a student will be allowed to waive any aspect of the clinical component of her/his program. Each decision is made carefully with due respect for the Missouri Department of Elementary and Secondary Education Certification standards.

The Beatrice and David Kornblum Institute for Teaching Excellence

The Beatrice and David Kornblum Institute for Teaching Excellence is part of Webster University’s School of Education. The Institute’s mission is to support innovative educational programming, community service, and improved teaching and learning with an emphasis on economically disadvantaged minority, immigrant, and/or disabled (at risk) public school children from the urban setting.

Kornblum Scholar Program

The Institute makes scholarships available to candidates working with or aspiring to work with students from low-income districts having diverse populations. Funding is limited so early application is encouraged. For more information about the scholar program, see the Kornblum Scholarship Fund Application, available on the School of Education’s website at webster.edu/education.