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.

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Mission Statement

The School of Education is a supportive and inclusive community of educator-scholars providing excellent experiences that make a difference in the lives of learners.

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, students will see on each syllabus the standards that are used for assessing their 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.

The assessment system 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 an online learning portal entitled Education Passport 1 and Education Passport 2.

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)
- Communication Arts (MA)
- Early Childhood Education (MA)
- Early Childhood Education (MAT)
- Education and Innovation (MA)
- Educational Technology (MET)
- Elementary Education (MAT)
- Mathematics for Educators (MA)
- Middle School Education (MAT)
- Multimodal Literacy for Global Impact (MA)
- Reading (MA)
- Secondary School Education (MAT)
- Special Education (MA)
- Special Education (MAT)
- STEM Education (MA)
- Teaching English as a Second Language (MA)

Post-Master's Programs

- Doctor of Education in Transformative Learning in the Global Community (EdD)
- Educational Leadership (EdS)
- Educational Technology 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*
- Pedagogical Coordination in the Reggio Emilia Approach
- Psychoeducational Needs of Immigrant and Refugee Youth
- Psychology and Education of Gifted Students
- Robotics for STEM Educators*
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- Sustainability and Social Equity Studies*
- Teaching English as a Foreign Language*
- Tiered Instruction & Intervention: RTI & PBIS
- Writing for Educators*

Advanced Graduate Certificates
- Applied Behavior Analysis*
- Leadership in Tiered Systems of Support: RTI & PBIS*
- Trauma-Informed Education and Intervention

*Graduate programs marked with this symbol are considered Gainful Employment programs. The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View Webster University’s Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment.html to see important information about the education debt, earnings and completion rates of students who attended our programs.

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
- Educational Technology Leadership
- School Psychology

EdD
The doctor of education (EdD) degree is designed to increase student knowledge through transformative learning and service learning. Candidates build an internal capacity to share their expertise and become visionary leaders in the global community.

- Transformative Learning in the Global Community

General Requirements
Graduate School of Education 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, MAT 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, MAT 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.

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 with 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.

Advancement to Candidacy

MA, MAT, MET and EdS
Advancement to Candidacy (ATC) indicates that a student shows the requisite ability and interest to complete the program successfully. 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. 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. 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.

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
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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 degrees are designed for students who are also pursuing initial Missouri Certification.

The MAT degrees are:

- Early Childhood Education
- Elementary Education
- Middle School Education
- Secondary School Education
- Special Education

Students may obtain Missouri certification in:

- Art (K-12)
- Early Childhood (Birth-Grade 3)
- Early Childhood Special Education (Birth-Grade 3)
- Elementary (Grades 1-6)
- Middle School (Grades 5-9) Language Arts, Math, Science, Social Studies
- Secondary (Grades 9-12) English, Math, Social Science, Biology
- World Languages (French, German, Spanish) (K-12)
- Special Education (K-12 Mild/Moderate Cross-Categorical)

A student interested in the MAT degree must have a transcript evaluation by the Webster University Office of Teacher Certification that will indicate the State Department requirements. Some students may need additional coursework beyond what is required for the MAT degree. A student may fax, e-mail or send the transcripts to the Office of Teacher Certification: 314-246-7118 (fax) peelm@webster.edu (e-mail), 470 E. Lockwood, St. Louis, MO 63119 (mail). A student should indicate which area of certification is desired and include a phone number and e-mail address.

After the student has received the evaluation the student should schedule an appointment with an MAT advisor regarding the program plan for the degree.

A student who holds an initial certificate and is interested in an advanced certification in English as a Second Language, Gifted Education, Reading Specialist, or Severe Developmental Disabilities may pursue one of these certifications with the corresponding MA degree. The student should contact the School of Education Office for information on these MA degrees.

State-Required Content Area Exam

In addition to the required courses, and apprentice teaching, the State of Missouri requires all teaching certificate candidates to successfully complete the Missouri Content Area Exam. For information regarding testing dates, locations, and registration materials, check online at http://www.mo.nesinc.com.

Practicum

A 5000-level practicum is required as a prerequisite to apprentice teaching. Practica are 45-135 hour experiences in P-12 classrooms involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, candidates must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placements prior to submitting practicum applications.

Apprentice Teaching

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. 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 regionally 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.

In-service education courses support the professional development of teachers, administrators, and educational professionals. These courses address contemporary topics and issues that are relevant to the educational community. Students who are currently pursuing an MA or MET degree in the School of Education may transfer a maximum of six (6) elective credit hours with 5410 courses toward their graduate degree if they have also obtained the permission from their academic advisor. In-service courses cannot be substituted for courses in the EdS or EdD programs. In-service courses numbered 5210 are primarily for professional development purposes. For more information, please contact the In-service Education Office at 314-246-7058.

There may be a limit to the number of transfer credit and in-service courses applied to program requirements. Please contact your academic advisor for more information. See the transfer of credit policy for more information on transferring credit.

The Beatrice and David Kornblum Institute for Teaching Excellence

The Beatrice and David Kornblum Institute for Teaching Excellence is an integral part of Webster University’s School of Education. The Institute’s mission is to support innovative education, program development, 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. Applications are due by May 15th of each year. Recipients will be notified by August 1st.

Application Criteria

To be considered for a scholarship, applicants must meet the following criteria:

1. Completed application form.
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2. Written statement (no more than 1000 words) addressing the student’s philosophy of education and commitment to the mission of the institute.
3. Résumé.
4. Copy of Webster University student academic record.
5. Cumulative GPA of 3.0 or higher.
6. Successful completion of at least half of the student’s degree program by the application deadline.
7. Students who are currently working as teachers must check eligibility and apply for funds that may be available through their school district regarding tuition reimbursement.

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.

This page was modified on 28 June 2019. Please see the Graduate Catalog Addendum to view changes that were made.