

SPRING 2007

Note: Online Courses have been shaded to make them easier to identify.

Note: Tuition is \$460 per credit for all online courses.

Attention Graduate Education Students

All new degree and non-degree students must see an advisor for a program/certification plan. *

All current students taking graduate education courses must have a program plan or certification plan approved by their graduate advisor or a certification advisor.

Current MAT and Eds. students with a program plan and advisor approval may begin to register online at 3:00p.m. on November 13th.

Non-Degree and Alumni with a certification plan and advisor approval may begin to register online at 3:00p.m. on November 15th.

If your advisor indicated that you were to come in each term, or if you prefer to see your advisor, you may call on November 6th to schedule your advising/registration appointment. *

If you are unsure if you have your advisor's permission to register online, please go ahead and schedule an advising appointment. *

*Please call the Education Office (beginning November 6th, after 8:30 a.m.) at 968-7490, 968-7090 or 968-7097 to schedule an appointment. Sign up sheets will be available in WEBH 232 (Education Office) beginning November 13th.

ADVANCEMENT TO CANDIDACY: After completing 9 credit hours, but before completing 21 hours within an MAT major, 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. You should pick up your ATC Packet (specific to your major) in the School of Education Office, Webster Hall, room 232. Not being advanced to candidacy will result in holds on all future registrations after 21 hours.

REGISTRATION DATES/PROCEDURES

Spring 2007 registration for all students enrolling for Webster Groves M.A.T. classes will be held at 470 E. Lockwood, Webster Groves, MO 63119, WEBH 232 as follows:

November 13/14	3 - 5 p.m.	Current M.A.T. and Ed.S. Degree Seeking Students Only
November 15/16	3 - 5 p.m.	New M.A.T. and Ed.S. Applicants/Non-Degree/Alumni

Spring 2007 CALENDAR:

January 15	first day of term 1 and semester classes
March 9	last day of term 1 classes
March 12 – 16	break
March 19	first day of term 2 classes
May 11	last day of term 2 and 16-week classes

The School of Education will begin posting Spring 2007 Graduate and Undergraduate syllabi once weekly on <http://www.webster.edu/depts/education/edsyllabi.html> as they are submitted by the faculty.

- ❖ Click on Course Schedule
- ❖ Click on Syllabi

HOLIDAYS AND MAKEUP SESSIONS

There will be no classes on Monday, January 15th, Martin Luther King Day. The makeup day will be January 26th with no time or room change.

TUITION

M.A.T. tuition is currently \$410 per credit hour for classroom courses and \$460 per credit hour for all online courses. Ed.S. tuition is \$275 per credit hour, except for courses held on main campus, which will be \$410 per credit hour and online courses which are \$460 per credit hour. Undergraduate courses are \$465 per credit hour. A deferred payment plan is offered to students, which requires students to pay a \$25 fee at the time of registration with tuition monies not due until 2 weeks prior to the start of the term. Graduates of the M.A.T. may take scheduled M.A.T. face-to-face classes at the tuition rate of \$246 per credit hour. **Online courses are not eligible for the reduced alumni rate.**

Graduates of the Webster University M.A.T. must complete an alumni form in the Education Office before the tuition can be reduced. An alumni form must also be completed for each course added after the initial registration.

BOOKSTORE: The bookstore is located in the Parking Garage on Garden Ave. Telephone: 314 963-6060

Monday - Thursday	9:00 AM - 6:00 PM
Friday	9:00 AM - 5:00 PM
Saturday	10:00 AM - 2:00 PM

At the beginning of each term, the Bookstore extends hours into evenings and Saturdays.

BUILDING CODES

LRTH	Loretto Hall	470 E. Lockwood
OFFC	Off Campus	If address is not listed, call 968-7490 for the address.
ONL1	On Line Course	Visit the WorldClassRoom web site at http://online.webster.edu
PRSN	Pearson House	8260 Big Bend
RWES	West Hall	240 Edgar
SCHL	Schultz Hall	Eden Seminary
SVER	Sverdrup Bus/Tech	8300 Big Bend
TBA	To Be Arranged	
VAST	Visual Arts Studio	8342 Big Bend
WEBH	Webster Hall	470 E. Lockwood
WGSD	Webster Groves High School	100 Selma

Note: All information in this course schedule is subject to change at any time.

SCHOOL CLOSING DUE TO HAZARDOUS WEATHER CONDITIONS

In the event of hazardous weather conditions, the following radio stations will announce school-closing information for Webster University: KMOX 1120 AM, WRTH 1430 AM, KTRS 50 AM, Y98 98.1 FM, WIL 92.3 FM, Channels 2, 4, 5 and 30.

PARKING

To park on any lot or the **parking garage on Garden Ave.** all students must purchase a parking permit. Permits may be purchased in the business office.

ROOM ASSIGNMENTS

Check on the web site before your first class meeting.

MAY 2007 GRADUATION

M.A.T. students who plan to graduate in May 2007 must complete a Graduation Petition in the School of Education Office (WEBH 232) after seeing his/her advisor and having his/her courses entered into the computer system during Spring 2007 registration. Students who do not complete a petition will not be eligible for May graduation. The School of Education will accept no graduation petitions after the end of the Spring 2007 term for May 2007 graduation. Not petitioning for any reason is not acceptable and the graduation will be delayed until the following term when the student must complete another graduation petition.

DROP/ADD/WITHDRAWAL PROCEDURES

NOT SHOWING UP FOR A CLASS FOR FINANCIAL REASONS OR OTHERWISE IS NOT CONSIDERED AS DROPPING AND A GRADE OF NC WILL BE GIVEN AND TUITION CHARGED.

A student wanting to drop a course may do so by calling the Education Office or by submitting a drop slip to the Education Office. Informing the instructor is not sufficient notice for a drop, add, or withdrawal. A student wanting to add a course should contact his/her advisor for an appointment.

Refunds of tuition charges will be made in accordance with the following schedule:

<u>Classes</u>	<u>8 Week Classes</u>	<u>16 Week</u>
<u>Drop</u>		
Week 1	100%	100%
Week 2	100%	100%
<u>Withdraw</u>		
Week 3	50%	50%
Week 4	25%	50%
Week 5	0	25%
Week 6	0	25%
Week 7		25%
Week 8		25%
Week 9		0

(Withdrawal is possible only during the first 6 weeks of an 8-week class and during the first 12 weeks of a 16-week class.)

DAY CODES

M	Monday
T	Tuesday
W	Wednesday
R	Thursday
F	Friday
S	Saturday
U	Sunday

APPLICATION FEE

You may apply online at <http://admissions.webster.edu>. There is a one-time application fee of \$50 for all new degree and non-degree students. This fee entitles students to unlimited Webster University transcripts. All registered students are entitled to full library privileges and use of the University fitness center and pool during the term for which they are registered.

Online Course Information

Note: All students taking an online course must be logged in by Tuesday of the first week of classes.

If you are enrolled in an online MAT course you will need to know the following information for logging into your courses.

Please visit the Online Programs at <http://www.webster.edu/online>. Select the Students tab and review the Get Started section for information on technical requirements, logging in, getting your CONNECTIONS ID & password, and going through the Online WebCT Tutorial.

After you set your computer and get your Connections ID, you will be able to log into WebCT.

There are two ways to log in:

1. Go to the Online Programs at <http://www.webster.edu/online> and log in at the top left.
2. Go to Connections at <http://connections.webster.edu>, select the Student tab and click on My Courses.

Please keep in mind that the earliest you can log into a credit course is the Friday before the course starts and these courses will not show up until that time. We encourage all students to review the Online WebCT Tutorial that is available under the Student tab at <http://www.webster.edu/online>. This tutorial will help you learn how to use the WebCT tools.

If you have problems:

1. Contact your campus or department to check on your initial registration if WebCT is not showing that you are registered for an online course.
2. For login, technical problems, or password reset – contact the Webster University Help Desk at (314) 968-5995 or toll-free at (866) 435-7270 or via email at support@webster.edu, <http://www.webster.edu/helpdesk>
3. For any other questions or assistance – contact the Academic Distance Learning Center at dlc@webster.edu or 1-866-622-0888, Monday-Friday, 8:30am – 4:30pm Central Standard Time (CST).
4. If purchasing your textbooks online, please allow enough time for shipping in order to have your books before the course starts.
5. If you register or add a course on the Friday before courses start, you may not have access to your course until Monday.

Registration Update: (Also read New Info on Page 1)

New students must bring their signed registration to the School of Education Office.

Current students, who see an advisor, may enter their registration at home online through the University Web site or come to the School of Education Office.

Students may add a course online till the Friday before the term begins.

Students may drop a course online within the established drop period.

Note: If you choose to register online through the Web Site your logging in with your code is your legal signature and the courses you register for are your responsibility.

From any computer with internet access:

Go to www.webster.edu.

Click on "Registration."

Click on "Student Logon."

Enter your student id number as the user name.

Enter your password (you should have received this in the mail)

Webster hopes you find these web services of help to you. If you have any comments or questions as you move through the web processes outlined above, feel free to email the University by clicking on the "Feedback" button on the student information pages.

WEBSTER ON THE WEB (www.webster.edu)

- ❖ Check and print your grades
- ❖ Print a copy of your schedule
- ❖ Print a student copy of your transcript
- ❖ Check your address and phone number
- ❖ Check your degree audit

All of this is now available to you at the Webster University website! Keep watching as we expand the web services available.

Course Descriptions: (www.webster.edu)

Click on Academics
Click on Course Schedule
Click on St. Louis Campus
Choose Session, Term, Year, Campus
Department would be Education
Course by type (optional)
Choose Graduate Education
Click on course # for course description

Academic Probation:

M.A.T. and Ed.S.

Each student is responsible for performing at a satisfactory graduate level. Students who fail to perform at a satisfactory graduate level are subject to the following:

1. A student who receives one grade of C or one grade of NC is placed on probation.
2. A student who receives either one C and one NC, or two NCs is dismissed from the program.
3. A student who receives three grades of C is dismissed from the program.

Implications of probationary status for M.A.T. and Ed.S.:

1. While a student is on probationary status, he or she may enroll in no more than 3 credit hours in an eight-week or 16-week session. Ed.S. students on probation are allowed to enroll in only the Block offered that semester.
2. A student on probationary status may not enroll in subsequent classes until Incompletes are removed.
3. A student is not advanced to candidacy until removed from probationary status.

A student is removed from probationary status if he or she subsequently completes 6 credit hours of M.A.T. coursework (excluding courses numbered 5410 and 5210) with a grade of B— or better. An Ed.S. student is removed from probation if he/she successfully completes the current Block course with a B- or higher grade.

However, a C or NC previously acquired remains a part of the student's total academic record and may contribute to the student's dismissal. The student can be dismissed from the program for violation of United States criminal codes or University policy.

Note: Students applying to the MAT Program, must have an undergraduate 2.5 GPA. If an applicant does not have undergraduate GPA of 2.5 they may be placed on probation (see implications above) or rejected from the program, thus having to drop/withdraw from some or all of their Summer 2006 courses that may have already started.

Alert Regarding your Email Address

The buzzword seems to be CONNECTIONS. You can read about this new system in the halls, in the elevators, and on the University home page.

What matters most, right now, is that your personal email address has been deactivated from our database system and your professors will only be communicating with you via your Webster email address when they use the Web.

Therefore, we would suggest that you activate your Webster email address within the next 24 hours so you don't miss any communication from your professors.

The following page will get you started on your journey within the portal of CONNECTIONS!

Frequently Asked Questions

Q: What is Connections and what does it mean to me as a student?

A: Connections is a "web portal;" a single point of access to all the electronic services that Webster University offers. It integrates e-mail, online courses, online registration, grade entry, and billing information into a single web-based interface that can be accessed from any internet capable computer, using a single username and password. It also provides personal productivity tools like a calendar, address book, customized content channels and news feeds. There are community collaboration tools including campus announcements and group tools that offer forums for file exchange, discussion, and chat.

Q: What web browsers can I use with the Connections Portal?

A: On Macintosh OS X computers (Connections does not work with Mac OS 9 Computers) you can use the following browsers: Internet Explorer 5.2, Netscape 7.0-7.2 (The new Netscape 8.0 browser is not compatible with the connections portal.), Safari 1.2 (panther), and on the Tiger release of OS X

On Windows 98 SE or XP (home and pro) you can use the following web browsers:

Internet Explorer 6.0 and Netscape 7.0-7.2 (the new Netscape 8.0 browser is not compatible with the connections portal.)

Q: How do I find out what my Webster email address is?

A: Your Webster e-mail address is your connections ID username followed by @webster.edu

To obtain your connections ID username and set up your connections portal and Webster e-mail account

go to: <http://connections.webster.edu/myaccount>.

Click on the link that says create a new account.

Then follow the instructions on the screen. You will need either you Webster student ID or your Social Security number.

Q: What is my password and how do I change it?

A: Your password for the connections portal and your Webster e-mail is the password you created when you setup your connections ID. You can reset your password by going to <http://connections.webster.edu/myaccount> and clicking on the link titled "I've forgotten my connections ID or Password" The system will then ask you to enter in either your student ID number or your social security number. You will then be presented with a page that has your connections ID, user name, and an option to reset your password by answering the secret questions you created when you setup your connections ID account.

Q: If I would want to forward my Webster email to my personal email how do I do that?

A: This feature of connections and Webster e-mail will be available in Oct. Our IT department will be providing the Webster community with information on how to forward your Webster e-mail to your personal e-mail when the feature becomes available.

Q: Where can I go if I need help with connections or if I need help setting up my connections ID?

A: Frequently asked questions, training information, and tutorial links for Connections can be found at

<http://www.webster.edu/helpdesk/connections/index.html>

As always, if you have questions or problems,

Please contact the Webster University Help Desk.

314-968-5995

1-866-435-7270

support@webster.edu

<http://www.webster.edu/helpdesk>

Monday-Thursday 7:00am - 9:00pm

Friday 7:00am - 7:00pm

Saturday & Sunday 9:00am - 3:00pm

Webster University

Edward L. Glotzbach Scholarship Fund

The Edward L. Glotzbach Scholarship fund was established by the SBC Foundation to fund scholarships for MAT students majoring in Educational Technology or completing an emphasis in Educational Technology. Applicants must have a 3.5 GPA in the MAT program. Scholarships apply to Educational Technology (EDTC) courses only.

To apply for a 3 credit hour scholarship for Spring 2007:

- 1) Complete the form below;
- 2) Attach an essay (300-500 words) addressing why you are studying educational technology.

Submit by November 27, 2006 to

Webster University
Attn: Dr. Ralph Olliges
Webster Hall, Rm 246
470 E. Lockwood Ave.
St. Louis, Mo 63119

Name _____ Student# _____

Major/Emphasis _____

Address _____

City _____ State _____ Zip _____

Phone _____ E-mail _____

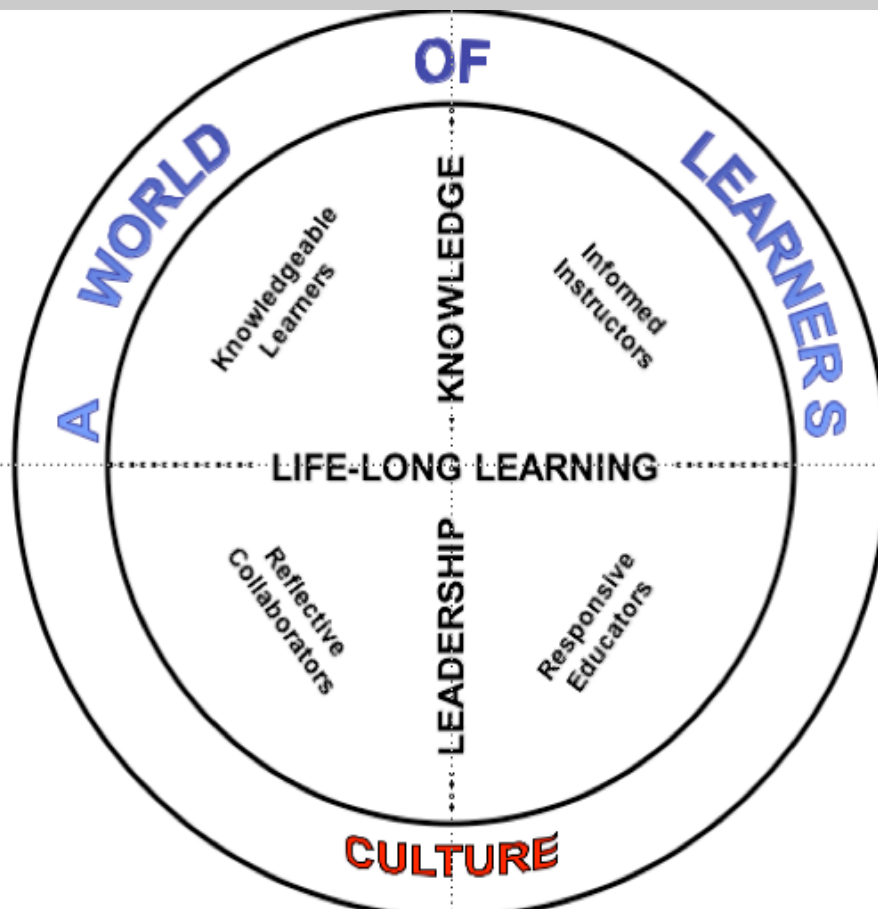
List the EDTC courses you are taking in Spring 2007.

Mission Statement

The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that enable them to guide both themselves and others toward lifelong learning. The School is a community of teacher-scholars who apply critical reflection and creative energies to enhance learning in schools and other educational settings. The faculty strives to do this by modeling effective teaching practices based on sound theory and research. The personalized approaches make for a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School encourages its faculty and students to work actively toward this end, keeping in mind that the actions must be rooted in visionary yet realistic thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



Conceptual Framework

This graphic represents the conceptual schema of the School of Education. The outer circle is the "world of learners". Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning.

Communications

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
COMM 5020	Young Adult Literature	01	3.00	Koehnecke,	5:30PM - 9:30PM	--T----	WEBH326	2	10	10.00
<p>In this course, graduate students learn how to select, evaluate and teach literature written for adolescents and young adults (grades 6-12). A special focus is on international and multicultural literature with methods for infusing literature into the existing curriculum and across disciplines. Students design a "literature study plan" and thematic units for their classroom or designated grade levels. Counts for certification. Prerequisite: admission to M.A.T./certification program/advisor consent.</p>										
COMM 5030	Linguistics	W1	3.00	Clark, Bev	TBA	-----	ONL1	S	15	25.00
<p>This course presents some of the various divisions in the field of linguistics from language origins and acquisition through the history of English. The study of dialect is also included. Through various readings, activities, writings, and discussion, the participants will become more aware of language and more informed about its history, its character, and its power. Students will also create instructional activities designed to make their students more aware and more proficient in the use of language.</p>										
COMM 5040	Practicum in ESOL	01	3.00	Staff	TBA	-----	OFFC	S	20	
<p>This practicum provides supervised field experience for students who are close to finishing their professional education courses for Missouri certification in ESOL or teaching English as a foreign language. Reflective thought, observation, discussion, and actual teaching will be used to expand participants' teaching skills. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs of English language learners. Strategies and activities are designed to meet the instructional needs of individual students. Participants will also focus on interpreting and recommending curriculum materials and methods to encourage and help English language learners become proficient in their new language. Prerequisite: one core TESL/TEFL course.</p>										
COMM 5050	Community College Reading ABE/ESOL	01	3.00	Wilkinson,	5:00PM - 9:00PM	----R--	WEBH325	2	15	10.00
<p>The focus is on teaching in literacy programs or community college courses designed to improve the reading skills of adults. Strategies range from teaching the adult learner to decode to facilitating growth in higher levels of comprehension and critical thinking. The emphasis will be on needs of adult learners who may have had limited encounters with reading text for information and entertainment. Course prepares instructors to work with groups in ESL/EFL reading-writing classes and tutorial sessions in colleges, universities, and community programs.</p>										
COMM 5190	Language Development and Acquisition	01	3.00	Witkowski,	5:00PM - 9:00PM	---W---	WEBH	2	20	
<p>Focus is on normal language development in the areas of pragmatics, phonology, semantics, & syntax and the relationship of this development to reading and reading disabilities. Counts for Remedial Reading Certification.</p>										
COMM 5220	Curriculum Development in Second Language Classrooms	01	3.00	Staff	5:00PM - 8:00PM	---W---	WEBH	2	20	
<p>Participants will apply a curriculum planning process to the second language classroom. The planning will be based on local standards and legal requirements, informal assessment of children's language, analysis and adaptation of published materials, and the creation of materials to meet identified needs.</p>										
COMM 5230	Second Language Acquisition	01	3.00	Barry, Ber	5:00PM - 8:00PM	-M-----	WEBH	S	20	
<p>Participants explore theories and models of second language acquisition. They learn about the emotional, social, and intellectual implications of the process of learning a second language. Students will analyze and compare first and second language acquisition and apply strategies related to second language learning in a cross-cultural setting.</p>										
COMM 5260	Oral Communication	01	3.00	Huss, Rene	5:30PM - 9:30PM	--T----	WEBH324	1	15	15.00
<p>In the first few sessions, students examine basic communication principles. Class activities and out-of-class assignments are designed to help students recognize common causes of communication problems and to expand their skills in dealing with them. The second part of the course builds on this knowledge as students practice more formal presentation skills.</p>										
COMM 5270	Visual Communication	01	3.00	Steinmann,	5:00PM - 9:00PM	----R--	WEBH324	2	15	30.00
<p>Students learn methods by which various types of information can be interpreted and presented visually. Because today's students can "read" visual messages, just as they read written messages, educators must master the elements, structure, and tools provided to develop visual materials. Creation of video activities for the classroom and mastering basic video production techniques are emphasized.</p>										
COMM 5280	Written Communication	01	3.00	Birkman, M	5:00PM - 9:00PM	-M-----	WEBH219	2	15	15.00
		02	3.00	Birkman, M	5:00PM - 9:00PM	-M-----	WEBH219	1	15	15.00
<p>Students experience writing as a process of discovery as they improve their writing skills. Exercises designed to focus on various purposes, occasions, and audiences help writers examine clarity, organization, style, and word precision.</p>										

Communications

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
COMM 5290	Interpersonal Communication	01	3.00	Shiller, A	5:00PM - 9:00PM	---W---	WEBH	1	15	5.00
		W1	3.00	Powell, Fr	TBA	-----	ONL1	S	15	25.00
<p>This course entails both the self-analysis and classroom application of interpersonal communications skills. Specific topics include oral presentations, listening, conflict resolution, social styles analysis, verbal and nonverbal communications, motivation, and methods to enhance your learning environment. Professional educators are encouraged to research and observe communication techniques that will facilitate retentive learning.</p>										
COMM 5340	Language Arts Seminars Teaching Language and Language Issues	W1	3.00	Novotny, J	TBA	-----	ONL1	S	15	25.00
		<p>This course presents some of the various divisions in the field of linguistics from phonology and grammar to doublespeak, including speech theory and oral performance. Films, readings, and oral presentations will be the academic foundations for the study of linguistics in this class. Students will also create instructional activities that are designed to make their students more aware and proficient in the use of language.</p>								
COMM 5350	Intercultural Communications	W1	3.00	Meybatyan,	TBA	-----	ONL1	S	15	25.00
		<p>In order to function effectively in an interdependent world, we need to get along with and understand people vastly different from ourselves. In this course, students explore the values of their own culture, the extent to which thoughts and perceptions are shaped by cultures, and the expression of cultural differences in education.</p>								
COMM 5390	Literature Seminars The American Novel	01	3.00	Otten, Nic	5:00PM - 9:00PM	--T----	WGSD356	2	20	5.00
		<p>This course focuses on the development of the American novel and recurrent American themes. Students read and discuss five or six novels and the related contemporary criticism, considering each work in its own right, in relation to other works, and as teaching material.</p>								
COMM 5410	In-Service Topic: Jan.13-Feb.2 Writing Workshop	01	3.00	Lesser, C	8:30AM-3:30PM	-----S	TBA	1	25	NA
<p>See the In-Service listing for course description and registration information.</p>										
COMM 5440	Integrated Language Arts	01	3.00	Birkman, M	5:00PM - 9:00PM	---W---	WEBH219	1	15	10.00
		<p>Students look at various ways to integrate language arts in the K-12 curricula. Speakers, films, and activities highlight listening, acting, speaking, reading, writing, viewing, and thinking as separate, cumulative communication skills.</p>								
COMM 5460	Curriculum Design This course is for COMM and ECED students only.	01	3.00	Steinmann,	5:00PM - 8:00PM	---W---	WEBH204	S	20	10.00
		<p>This course is required for all M.A.T. degree-seeking students. It is designed to help individuals plan learning experiences. Topics included in discussion are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to a particular teaching situation.</p>								
COMM 5530	Technology and Teaching	01	3.00	Carr, Rona	5:00PM - 9:00PM	----R--	WEBH225	1	15	35.00
		W1	3.00	Flack, Eri	TBA	-----	ONL1	S	15	25.00
<p>This course is a nontechnical approach to the study of technologies and communications related to teaching and training. Students learn how home, school, and business are affected by technology. Primary emphasis is on the direct application of current technology to educational settings and specific teaching objectives.</p>										

Communications

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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COMM 5750 Special Institute

Multicultural Traditions in Art 01 3.00 Bradley, M 5:00PM - 9:00PM --T---- VAST4 1 15 20.00

This program explores the traditions of diverse cultures throughout the world and how they are tied together by common themes. In all continents, customs and lifestyles influence various art media. Each session will explore a different ethnic art experience. Visits to galleries and the St. Louis Art Museum plus hands-on experiences will be offered during each class.

Watercolor Techniques for Tchrs 02 3.00 Bradley, M 5:00PM - 9:00PM --T---- VAST4 2 15 30.00

This course is planned to help teachers assess methods and techniques necessary for developing positive attitudes toward the learning process in watercolor composition.

Film in American Society 03 3.00 Otten/Meyers 5:00PM - 9:00PM ----R-- WGS356 2 15

We will study American history, story-telling, and drama in the 20th and 21st centuries through the medium of the feature-length movie. The invention of photography led to big surprises when the photograph could be put into motion, then with color and sound, and used to tell stories. Today the movie and its derivatives have turned us into the global village with instant communication around the world.

We will consider ways to teach English and history classes in relation to the Hollywood movie, the most important new art form to emerge from the 20th century in the US. Teachable movies (plus cuttings) will be studied one per week. Students will analyze key movies as stories & theatre, as historical artifacts & cultural reflections, as theatre, as consumer information. Three major written assignments: an annotated list of teachable movies, an analytical essay, and a teaching unit.

Artists are Alive and Well W1 3.00 Diefenbach TBA ----- ONL1 1 15 25.00

This course will introduce students to artists from around the world through virtual and real visits to galleries, museums and studios. Various art materials and techniques will be explored and students will learn to understand and critique art. Participants will reflect on the impact of art on their own lives, and the role artists, past and present, play in society.

COMM 5777 Literacy Coaching 01 3.00 Poston, Cy 5:00PM - 9:00PM -M----- WEBH326 2 20

This course introduces educators to core components of literacy coaching within a balanced literacy framework. Participants will understand exemplary practices and learn how to implement this knowledge in classroom environments using the literacy coaching model. The definition of the roles of the coach, the "coaching continuum," and collaboration will be studied in detail. Appropriate for classroom teachers, reading specialists, curriculum coordinators, and administrators.

COMM 5800 Applied Research 01 3.00 Witkowski, 5:00PM - 8:00PM --T---- WEBH403 S 15 10.00
02 3.00 Wilkinson, 5:00PM - 8:00PM --T---- WEBH403 S 15 10.00

This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisites: advancement to candidacy and permission of the instructor. This course may be substituted for COMM 5460 Curriculum Design.

COMM 5820 Foundations in Reading Instruction 01 3.00 Rhomberg, 5:00PM - 9:00PM -M----- WEBH324 1 20

This course will focus on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. A review of best practices in reading instruction, based on both current research and practice, informs graduate students so they can provide instruction for diverse learners at all levels. This course offers a solid background in reading instruction for students who have not had prior coursework in reading. Counts for initial reading certification and may count for reading emphasis. Prerequisite: enrolled in initial certification program or permission of reading coordinator.

COMM 5830 Emergent Literacy 01 3.00 Rhomberg, 5:30PM - 9:30PM -M----- WEBH324 2 20

Students explore theories and practices of literacy learning. Graduate students engage with community, school, and family resources to identify current teaching strategies and instructional methods. Topics for study include: Contexts of Literacy, Parents and Preschoolers as Emerging Readers, Whole Language and Constructivism as a Guiding Philosophy, Family Education, and Special Programs. Students learn to provide a supportive environment with direct and indirect approaches for promoting phonemic awareness with a focus on meaning and understanding structures of language in the printed text. An emphasis on stages of development and methods of assessment will provide a background for teaching in early childhood and elementary settings. This course has been approved for certification in early childhood. May be counted toward an emphasis in reading. (Not counted as a methods course for Elementary Education or Reading Certificate.)

Communications

Course No.	Course Title	Sec Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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COMM 5840 Reading and Writing as Cognitive Processes

01 3.00 Koblitz, C 5:00PM - 9:00PM ---W--- WEBH 1 20

This course is designed for teachers to experience the reading-writing connection and develop methods for teaching. Teachers are provided with the opportunity to study, experience, and develop effective strategies for their classrooms. Emphasis is given to early reading instruction, but an integrated focus includes the literacy needs of students of all ages and abilities. This course counts for initial elementary or early childhood certification, remedial reading certification, and methods for reading emphasis.

COMM 5910 Investigations in Reading: Primary

01 3.00 Poston, Cy 5:00PM - 9:00PM -M----- WEBH326 1 20

This course has been designed for classroom teachers to explore teaching of reading and learning to read (preschool through third grade). Students focus on relevant topics such as balanced literacy, assessment of early literacy, guided reading, and reading workshop. In addition, students pursue particular topics of interest for projects in the classroom. This counts for certification in elementary, early childhood, special education, or reading specialist.

COMM 5920 Teaching Reading in Content Fields

01 3.00 Cornell, T 5:00PM - 9:00PM ---W--- WEBH 1 20

A broad spectrum of reading strategies necessary for understanding text (e.g., predicting, confirming, questioning, and comprehending) are addressed. Participants study the different kinds of reading required for varied situations and materials and consider problems such as adjusting assignments to different rates, providing assistance in content assignments, and dealing with nonproficient readers. A content area project is part of the course evaluation. This course is used for middle school and secondary certification.

COMM 5950 Diagnosis and Correction of Reading Problems

01 3.00 Wilkinson, 5:00PM - 9:00PM ----R-- WEBH219 2 20 15.00
02 3.00 Porter, De 5:00PM - 8:00PM --T--- WEBH S 20 10.00

This course emphasizes effective use of assessments for detecting, correcting and preventing further reading difficulties. Participants explore materials and methods for developing a student-centered approach that builds on strengths. The study of specific problems with possible corrective procedures will include a miscue analysis and a case report for an individual reader. This course counts for initial certification, the remedial reading certificate, and the reading emphasis.

ILC 5130 Advanced Listening and Discussion Skills in Languages: German

01 3.00 Salmen, Ch 1:30PM - 2:50PM --T-R-- WEBH331 S 18 12.00

Prerequisite: Advanced level in German or permission of the instructor. Crosslisted with GRMN 4170.01. This course gives advanced students the opportunity to improve their conversational skills in German. Students increase vocabulary and fluency using the text, audio and visual materials, as well as the Internet. The course will be taught in German. Attendance is required.

ILC 5170 Seminars:

Food, Culture & Identity in LatAm 01 3.00 Corvalan, 5:30PM - 8:30PM ----R-- WEBH S 18 12.00

Prerequisite: Advanced level in Spanish or permission of the instructor. The course includes prose and poetry texts from the late 19th century to the present. The thematic focus on food and the culture of food brings together various disciplinary approaches - from the anthropological to the literary, historic and linguistic - which will help to make sense of the geographic, ethnic and cultural diversity of Latin America. The course also includes the preparation of a variety of dishes, films or scenes from films, the viewing of food representation in Latin American art and a field trip to a specialized market. Attendance is required. Final evaluation and grade will be based on class participation, written assignments, oral presentations and the mid-term and final exams. Crosslisted with SPAN 4650.01.

Early Childhood

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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ECED 5510	Cognitive Development: Implications for Early Education	01	3.00	Breig-Alle	5:00PM - 9:00PM	--T----	WEBH204	2	20	10.00
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Students examine foremost theories and current research in the area of cognitive development. These include: the construction of knowledge, symbolic and language development, and the effects of handicapping conditions on development. Participants explore curriculum implications for early education of children from birth through eight years of age. They examine the cognitive and representational goals of Project Construct and their implications for curriculum and assessment.

ECED 5670	Sociomoral Development: Implications for Early Learning	01	3.00	Strange, J	5:00PM - 9:00PM	--T----	WEBH326	1	20	10.00
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Students examine theories and research in the areas of sociomoral development of children. The integral linkage of these aspects of development with children's intellectual development is addressed. Curriculum implications for normally developing children, as well as children with disabilities, are explored. Emphasis is placed on interactions that foster mutual respect and trust with adults and children, the development of self-regulation, self-esteem, social knowledge and competence, cooperation and collaboration, and positive dispositions toward learning. The sociomoral goals of Project Construct and their implications for curriculum and assessment are examined.

ECED 5800	Applied Research	01	3.00	Bauermeister	5:00PM - 8:00PM	---W---	WEBH325	S	20	10.00
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This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisite: advancement to candidacy.

ECED 5830	Topics in Early Learning Negotiated Learning	01	3.00	Fyfe, Bren	5:00PM - 9:00PM	---W---	WEBH326	1	20	
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This course focuses on the central role of documentation in the social constructivist approach to early learning that has emanated from the infant-toddler and preschool programs of Reggio Emilia, Italy. Students will explore multiple ways to observe and document the learning experiences of young children and then study that documentation to determine how to support children's thinking and negotiate learning. Documentation is used to improve discourse by serving as a database for reflective teaching. Documentation and discourse enable teachers to generate designs for future learning experiences that have continuity with children's thinking and prior experience. Together, these three components of documentation, discourse, and design define a negotiated learning process that involves continuous action research of teaching and learning.

	Child as Naturalist	02	3.00	Diefenbach	5:00PM - 9:00PM	-M-----	WGSD356	2	15	15.00
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Through activities, readings, and discussions, this course will introduce techniques and experiences that encourage a conservation ethic and nurture environmental awareness in today's youth. While a survey of environmental themes will be key, emphasis will be placed on the importance of nature education.

ECED 5850	Practicum in Early Childhood Education									
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This practicum offers a variety of options for placement and foci for learning. Students may participate in programs for infants and toddlers, preschool-age children, kindergarten, early elementary, early childhood special education, or parent education. The learning focus may be on child development, curriculum, applied research, administration, and/or parent education. Prerequisite: permission of the early childhood coordinator. This course may be repeated for credit.

	Infant/Toddler	01	1.00	Breig-Alle	TBA	-----	OFFC	1	25	
	Preprimary	02	1.00	Breig-Alle	TBA	-----	OFFC	1	20	
	Primary	03	1.00	Breig-Alle	TBA	-----	OFFC	2	25	

ECED 5880	Integrating Resources:Community, Schools and Family	01	3.00	Jones, Jos	5:00PM - 9:00PM	----R--	WEBH219	1	10	50.00
		02	3.00	Jones, Jos	5:00PM - 9:00PM	----R--	WEBH	2	19	50.00

This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. They study methods of assessing family needs and interests, identifying and utilizing community resources, and responding to family needs through education and partnerships. They review models of consultation and case management in regard to children and families with special needs. They explore and simulate techniques for interacting with parents and examine collaboration strategies for interdisciplinary team efforts.

Educational Leadership

Course No.	Course Title	Sec Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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LEAD 6002 School Administration and Resource Management

ID	5.00	Heskett, J	5:00PM - 9:00PM	---W---	OFFC	S	20	15.00
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Location: Call the School of Ed office the week before class if you have not heard where this class will meet. Students will study theories, concepts, and models utilized in supervising school personnel and resources. They will identify and analyze legal issues, school policies, state and federal statutes, and case law that form the framework for the daily operation of a school system. Research and professional discourse will guide inquiry into strategies for problem solving, conflict resolution, decision making, and team building. Students will simulate and evaluate techniques used in policy development and implementation. They will also investigate techniques used for successful staff recruitment, training, and performance-based improvement programs. Exemplary practices for sound business and facilities management will also be articulated. Prerequisite: LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6003 Instructional Leadership

ID	5.00	Bade, Kath	TBA	-----	OFFC	S	20	15.00
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Location: Call the School of Ed office the week before class if you have not heard where this class will meet. This block is designed to provide students with content and site-based experience related to multiple aspects of effective instructional leadership. Topics will include: qualitative and quantitative research; curriculum analysis and evaluation; diversity and multiculturalism; problem solving and decision making; utilizing data for curriculum alignment and instructional improvement; characteristics of effective instructional leaders; role of technology in education; services for special populations such as the disabled, gifted, and vocational students. Focus will be placed on the complex roles and responsibilities of the educational leader at the elementary, middle, and secondary levels while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection. Prerequisites: competency in statistical analysis and LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6005 Internship in Educational Adm

I1	1.00	Reid, Evely	TBA	-----	OFFC	S	20
ID	1.00	Heskett, J	TBA	-----	OFFC	S	20

Location: Call the School of Ed office the week before class if you have not heard where this class will meet. The Internship in Educational Administration is a clinical experience that is supervised, supported, individualized, advanced professional study. It offers opportunities for interns to integrate practice with philosophy, theory, and research. The Interstate School Leaders Licensure Consortium (ISLLC) standards and the Missouri Standards for Teacher Education Programs (MoSTEP) require entry-level administrators to demonstrate competence related to specific knowledge, dispositions, and skills. The central purpose of the Internship in Educational Administration is to offer interns opportunities to develop and document their achievements and mastery of the performance standards necessary for effective school leadership. Prerequisite: enrollment in the related 5-credit-hour course (block course). This course may be repeated.

LEAD 6007 Topics in Educational Leadership: Intro to Statistics

ID	3.00	Hannick, C	TBA	-----	OFFC	S	20
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Location: Call the School of Ed office the week before class if you have not heard where this class will meet. This course covers the basic concepts (including applications) of the binomial and normal distributions, the chi-square test, analysis of variance and nonparametric statistics. Emphasis is placed on educational applications as well as the abuses and misuses of statistical ideas. Computers and/or graphing calculators are used to investigate ideas.

LEAD 6009 Leadership Seminar

ID	2.00	Jones, Jos	TBA	-----	OFFC	S	20
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Prereq; LEAD 6002

Location: Call the School of Ed office the week before class if you have not heard where this class will meet. The Leadership Seminar is the culminating experience of the Ed.S. degree in educational leadership. This course is an individualized learning experience that supports the prospective school administrator in: integrating learning from coursework, internships, and other professional experiences; completing a professional portfolio that documents knowledge, skills, and dispositions required for administrator certification; and preparing for the state assessment required for administrator certification. This course begins with an informal presentation and review of the student's portfolio related to School of Education goals and state certification standards. Based on this evaluation, the student and instructor will develop an individual course of study addressing competencies that have not yet been documented. The formal presentation of the professional portfolio that documents all required competencies is the culminating experience of both the course and the program. Prerequisite: 27 credit hours in the Ed.S. program.

Educational Technology

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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EDTC 5010	Introduction to Technologies for Educators									
	Clstrm Technologies/Educators	01	3.00	Wagner, Sc	5:00PM - 8:00PM	---W---	WEBH225	S 16	20.00	
	Clstrm Technologies/Teachers	02	3.00	Wagner, Sc	5:00PM - 8:00PM	-M----	OFFC	S 16	10.00	

This course is intended as a broad-based introduction to technology. This is a hands-on, project-based course designed to help educators use technology creatively and effectively in support of curriculum in the elementary and secondary school classrooms.

Topics include an introduction to media literacy, evaluation and integration of software into the curriculum, and the impact of technology on the teaching/learning process. Technologies presented include: multimedia, videodisks, Internet, and electronic communications (video, audio, and data). Emphasis is on learning to use software and multimedia applications in the classroom.

EDTC 5030	Topics in Classroom Technologies									
	Choosing Appropriate Software	01	1.00	Cifarelli,	5:00PM - 9:00PM	----F-	WEBH225	1 16	20.00	
	Dates: February 2/3				8:00AM - 5:30PM	-----S	WEBH225	1 16	20.00	
	Internet for Educators	02	2.00	Kratzer, M	5:00PM - 8:30PM	----R--	WEBH225	2 16	20.00	

Students will learn how to integrate Internet resources into their curriculum. Students will identify useful Internet resources and explore a variety of techniques for using these resources in their classroom, as well as for their own professional growth. Prerequisite: ability to navigate the Internet or permission of the Educational Technology Coordinator.

	Intro to Computer Graphics	03	2.00	Reiss, Ken	5:30PM - 8:30PM	--T----	WEBH225	1 16	20.00
	Computer graphics adds imagery for the web, design for the printed page, and broadcast-quality to multi-media presentations. This course covers the basic applications of computer graphics into word processing, multi-media, and web projects. Some topics include: downloading from the web, creating, converting, manipulating, placement, and exporting of graphics. Additional software required, available in the lab.								

	Searching/Clstrm Grant Opportun	W1	1.00	Beckmann,	TBA	-----	ONL1	1 15	25.00
	This course is for individuals who have the desire to locate grants that are offered to educators, trainers, and instructors. It covers searching for grants using the Internet and traditional methods. The course also covers writing techniques, terminology, tips, and suggestions for effective grant writing to simplify the process and ensure success.								

	Learning Communities	W2	1.00	Beckmann,	TBA	-----	ONL1	2 15	25.00
	This course is for individuals in an educational or business setting who have the desire to create and implement successful learning communities with technology in a teaching / instructing atmosphere. This course will take into account researching, creating, formulating, problem solving, and grouping strategies, managing, and evaluating and assessing all aspects of learning communities in the educational / instructional setting. It will take into consideration how to best evaluate students so as to balance groups effectively.								

	Planning/Designing Lrn Exp w/Tech	W3	2.00	Bober, Tho	TBA	-----	ONL1	2 15	25.00
	As classroom teachers become more familiar with technology that is available to them and their students in the classroom setting, the question that often follows is, "How do I effectively use the technology in my classroom to enhance student learning?"								

This course investigates the effective integration of technology into learning experiences and units of instruction through the use of Backward Design with a focus on ISTE NETS for teachers and utilizing technology for the diverse needs of learners, evaluating technology resources and their potential role within a learning experience, managing a technology enhanced lesson, and reflecting on design after implementation.

EDTC 5060	Educational Software									
	Microsoft Producer in Clstrm	01	1.00	Astuto, An	5:00PM - 9:00PM	----F-	WEBH221	2 16	40.00	
	Dates: April 27/28				8:00AM - 5:30PM	-----S	WEBH221			

Discover how to enrich one's presentations whether in a classroom or online by using Microsoft Producer to enhance your presentation for your class next semester. Storyboarding will help you design the presentation. The course involves using a web camera to record the presentation you storyboarded. Finally, you will incorporate PowerPoint and the web camera to create your presentation. Knowledge of PowerPoint is required.

EDTC 5070	Desktop Publishing	01	2.00	Reiss, Ken	5:30PM - 8:30PM	--T----	WEBH225	2 16	20.00
	This course is a study of desktop publishing and the current state of the desktop publishing industry. Emphasis will be placed on how to actually create a publication from start to finish and include emphasis on types of publications useful in the classroom. Additional software required, available in the lab.								

EDTC 5100	Teaching with Technology:									
	Methods and Materials	01	3.00	Olliges, R	5:00PM - 9:30PM	-M----	WEBH221	1 16	20.00	

This course is designed with a focus on developing curriculum materials infused with technology. Participants will design curriculum for their particular content area integrating technology into the student learning experience. Topics included in discussion are research regarding learning, models of curriculum design, assessment methods, and current/future technology. Participants will utilize technology in the creation of all course projects. This course may be used by math and educational technology students as a substitute for the Curriculum Design requirement. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Educational Technology

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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EDTC 5250	Programming Languages									
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	Intro to Programming: Part II	W1	3.00	Gage, Mich	TBA	-----	ONL1	S 15	25.00
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The course is a continuation of Part I, Programming Languages, and will include the more advanced features of computer programming. The Python programming language is used as a means of teaching these concepts. Good programming practices and actual development will be included with an emphasis on applications that are useful in classrooms. Prerequisite: Programming Language I, or experience in programming languages.

EDTC 5330	Theoretical Perspectives									
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	Instructional Design	W1	2.00	McKenna, E	TBA	-----	ONL1	1 15	25.00
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Master teachers are expected to create instructional materials that reflect current theory and research on learning, exemplify a creative infusion of technology into the content areas, and approach assessment as a dynamic, process-oriented component of the learning experience. This culminating course allows participants to create a comprehensive instructional project in their own content area. This project will reflect their knowledge of learning theory, teaching strategies, leading-edge technology, and performance assessment. Students will have "hands-on" experience with leading-edge technology to assist them in instructional design processes. Prerequisite: Curriculum Design or permission of the Educational Technology Coordinator.

	Constructivism and Technology	W2	2.00	Beckmann,	TBA	-----	ONL1	2 15	25.00
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This course will assist a teacher or instructor to use technology to foster learning by examining how certain aspects of technology can enhance thinking skills: we will be examining the World Wide Web, Internet, multimedia, hypermedia, critical thinking, web cams, etc. Participants learn about inquirybased active learning, and other components of constructivism. Emphasis is on ways to use technology tools for curricular and instructional applications that use this teaching approach.

	Evaluating Emerging Technologies	W3	3.00	Sager, Pat	TBA	-----	ONL1	S 15	25.00
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How can educators make credible evaluations and assessments of new programs and curricular applications that use technology? This course addresses accountability issues in the use of technology in schools and classrooms at all levels (pre-K through higher education). Various models, strategies, and tools for conducting evaluation and student assessment of learning including a discussion of s/w applications that enhances critical thinking skills are examined. Aspects of technology planning and goal setting focused on making recommendations based on varying institutional needs for the development of technology programs are explored based on current use and future impact. Students participate in a pilot study sponsored by the National Institute for Literacy (NIFL) to examine the effects of three models of distance learning. Students explore content and delivery of professional development models using educational technology. Students design evaluation procedures, collect and analyze data and make appropriate recommendations concerning the effectiveness of each program model. Students reflect on the evaluation findings and recommend strategies to replicate the study and disseminate

	Change Theory	W4	2.00	Li, Kathy	TBA	-----	ONL1	1 15	25.00
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The introduction of various technologies into our teaching and learning environments is meant to strengthen the ability of institutions, teachers, and students to reach their educational goals. The implementation phase, however, is often a turbulent process involving a great deal of institutional and pedagogical change. This course will focus on the processes of change in teaching and learning environments that are normalizing the use of educational technologies and explore various theories of resistance and adoption.

	Literacy and Technology	W5	3.00	Cifarelli,	TBA	-----	ONL1	S 15	25.00
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This is a project based course that will explore the realm of literacy and how technology can be used through tools such as grants and other search engines to find resources to supplement literacy and media. Aspects of literacy and goal setting recommendations based upon technology will be addressed.

EDTC 5560	Internet Applications									
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	Web Authoring and Design	01	3.00	Olliges, R	5:00PM - 8:00PM	----R--	WEBH221	S 16	20.00
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This course is designed to teach educators how to use hypertext markup language (HTML) to design and create instructional web pages for use in educational settings. Students will learn how to use HTML, tags, links, tables, nested tables, forms, frames, cascading style sheet, etc. Students will also learn about storyboarding skills, apply instructional message design principles (PARC), and explore web navigation and usability issues in educational settings.

	WebQuests	02	2.00	Browne/Cifarelli	5:00PM - 9:00PM	-----F-	WEBH221	1 16	20.00
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					8:00AM - 5:30PM	-----S	WEBH221		
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Dates February 23/24 and March 2/3

This class will address the thematic integration of Internet computer technology with content area curricula in the K-12 classroom. Emphasis will be placed on development of Web Quests, particularly for projects and activities which develop higher level thinking skills, and practical application of hardware and software already available in individual classroom settings. Special attention will be given to the theory and practice of Web Quest construction, including thematic units using Web Quests, thinking skills integration, graphic design considerations and intermediate use of HTML. Students will publish their work on a dedicated website which will be publicly accessible. Prerequisite: EDTC 5560 Building Web Pages or consent of instructors.

Educational Technology

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
EDTC 5630	Advanced Topics in Classroom Technologies									
	Computer Networks	01	2.00	Trani, Lee	5:30PM - 8:30PM	--T----	WEBH221	1	16	20.00
<p>This introductory course provides teachers with an awareness of and an exposure to educational computer networks. Participants will learn basic terminology, purpose, and functions of a computer network. The focus of this class will be computer network usage and management, not the installation and maintenance of hardware. Participants will receive hands-on experience with educational computer network systems.</p>										
	Technical Environment Management	02	2.00	Trani, Lee	5:30PM - 8:30PM	--T----	WEBH221	2	16	20.00
<p>This course will provide teachers, technology coordinators and administrative staff members an awareness and understanding on how to develop a technology plan, and design a simple LAN. The focus of the course will be to develop a technology plan which includes network design including bid specifications, cabling basics, wiring closet setup, computer and server equipment attainment, installation management, LAN maintenance and trouble shooting.</p>										
	Distance Lrn/Video Conferencing	03	2.00	Carr, Rona	5:30PM - 8:30PM	-M-----	WEBH225	2	16	40.00
<p>Videoconferencing technology allows students at two or more locations to see and hear each other simultaneously whether across the state or around the world. Making videoconference connections outside the classroom increases student motivation and learning. We will discover how videoconferencing is ideal for virtual fieldtrips, professional development, collaborations, community events, and much more. This course will focus on the effective and educational uses of videoconferencing technology by providing basic information about the technology, instructional applications, and resources to help you link with other videoconferencing teachers, librarians, and content providers. The class will meet and tour multiple video sites and experience a variety of conferencing technologies including audio and video conferencing, web-conferencing and web-casting.</p>										
	Instruc Tech Plan Management	W2	2.00	Wilson, Ju	TBA	-----	ONL1	2	15	25.00
<p>This course reviews the strategies used for effective technology planning and management. Determining level of technology integration, evaluating appropriate technology acquisitions, developing successful technology plans, and planning successful technology staff development will be reviewed through readings and student projects. State and national standards for student and teacher performance will be a focus for the course.</p>										
EDTC 5900	Technology, Ethics, and Society	W1	3.00	Mahfood, S	TBA	-----	ONL1	S	15	25.00
<p>This course will engage social ethics in response to its impact on the developing technologies of global societies. We will explore the idea that traditional concepts of ethics insist that people in social relationships be treated as ends, in and of themselves, and never as means to the ends of others. Since all technologies evolve from our social relationships, no technology is value-free. Because of the value-laden nature of technological developments, new technologies are characteristically defined as both socially determinative and socially derived.</p>										

Mathematics

MTHC 5080	Puzzles and Proofs	01	3.00	Rothbart,	5:00PM - 7:30PM	---W---	WEBH403	S	15	
<p>This course examines a variety of materials useful in developing reasoning skills. Included are attribute block puzzles, Lewis Carroll puzzles, logic puzzles, and a variety of games which require deductive reasoning.</p>										
MTHC 5330	Probability	01	3.00	Rothbart,	5:00PM - 7:30PM	--T----	WEBH325	S	15	
<p>Participants study probability on finite sample spaces along with applications to gambling and game theory.</p>										
MTHC 5360	Algebraic Structures	01	3.00	Rothbart,	5:00PM - 7:30PM	----R--	WEBH403	S	15	
<p>Students examine the algebra of various mathematical structures with the goal of gaining a broader and more sophisticated understanding of ordinary algebra. Relevant theory is developed.</p>										
MTHC 5370	Linear Algebra	01	3.00	Hannick, C	5:00PM - 7:30PM	-M-----	WEBH403	S	18	
<p>Concepts and techniques of linear algebra are developed.</p>										
MTHC 5900	Final Reflections	01	0.00	Rothbart,	TBA	-----	OFFC	S	25	
<p>All math M.A.T. students are required to register for this zero credit hour course during their penultimate semester. Students write an essay describing how they have changed as a result of their participation in the math program. For specific guidelines see the Math Coordinator. This course is graded on a credit/no credit basis only.</p>										

Multidisciplinary Studies

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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EDUC 5020	Foundations of Education	01	3.00	Reid, Evel	5:00PM - 9:00PM	---W--	WEBH	1	15	
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This course provides an overview of social, historical, and philosophical bases of current school practice and organization. Analysis of issues and problems in schools is a focus of this course.

EDUC 5220	Contemporary Educational Issues	01	3.00	Winkler, D	5:00PM - 9:00PM	---W---	WEBH324	1	20	
		02	3.00	Winkler, D	5:00PM - 9:00PM	---W---	WEBH324	2	20	
		03	3.00	Sartorius,	5:00PM - 9:00PM	--T----	WGSD355	1	20	
		W1	3.00	Tamashiro,	TBA	-----	ONL1	S	15	25.00
		W2	3.00	Powell, Fr	TBA	-----	ONL1	S	15	25.00

This foundation course is an overview of important educational topics. It is designed to identify and analyze current educational issues through reading, writing, discussing, and presenting ideas. Individuals explore historical perspectives, philosophical theories, and sociologic influences that are related to contemporary educational concerns.

EDUC 5410	In-Service Topic:	01	3.00	Martin, N	5:00-9:00	-----F-	WH19	1	NA	5.00
Feb.9 & 10	Inclusion-Enhancing Awareness of Disability Issues				8:30-3:30	-----S				

See the In-Service listing for course description and registration information.

EDUC 5230	Foundations of Humane Education	W1	3.00	Allspaw, K	TBA	-----	ONL1	S	15	25.00
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This course focuses on the foundation of humane education including the definition, history, psychology, and development of the movement. The scope of humane education will be broadened by the study and appreciation of all animals (both human and non-human) and the environment. Students also integrate principles of humane education into classroom instruction.

EDUC 5460	Curriculum Design	01	3.00	Smith, She	5:00PM - 8:00PM	--T----	WEBH	S	15	
		02	3.00	Nobbe, Chris	5:00PM - 8:00PM	---W---	WGSD355	S	15	
		W1	3.00	Tamashiro,	TBA	-----	ONL1	S	15	25.00
		W2	3.00	Barbeau, D	TBA	-----	ONL1	S	15	25.00
		W3	3.00	Puttcamp,	TBA	-----	ONL1	S	15	25.00

This course is designed to help individuals plan learning experiences. Topics included are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to his or her particular teaching situation.

EDUC 5490	Seminars in Education									
	Hong Kong/China Cinema & Culture	W1	3.00	Tamashiro/Bauermeister	TBA	-----	ONLN	1	10	350.00

Online Dates: December 4, 2006 - January 26, 2007

Location Dates: December 28, 2006 - January 1, 2007

This study tour course enables participants to understand history, culture, and social change in Hong Kong through various sources including (a) library and web resources, (b) cinema and other multimedia and (c) personal experiences in Hong Kong/China. Education students will focus on constructing curriculum and lessons that integrate Hong Kong/Chinese culture into their classrooms. Students and professionals in other disciplines will focus on the role of cinema, media and social science research in depicting Hong Kong/Chinese culture. See <http://eagle.webster.edu/hongkong> for details.

	PK-12 Ed in Hong Kong/China	W2	3.00	Bauermeister/Tamashiro	TBA	-----	ONLN	1	10	350.00
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Online Dates: December 4, 2007 p January 26, 2007

Location Dates: January 2 - 6, 2007

This study tour course enables participants to understand the history and cultural context of education (past & present) in Hong Kong and China. In addition to classroom observations on location, participants will study the professional education literature comparing Chinese, Hong Kong and one's own (e.g. USA) educational systems. Implications for teachers, classrooms and the profession will be generated and applied. See <http://eagle.webster.edu/hongkong> for details.

Multidisciplinary Studies

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
EDUC 5750	Special Institute									
	Child as Naturalist	02	3.00	Diefenbach	5:00PM - 9:00PM	-M-----	WGSD356	2	5	15.00
Through activities, readings, and discussions, this course will introduce techniques and experiences that encourage a conservation ethic and nurture environmental awareness in today's youth. While a survey of environmental themes will be key, emphasis will be placed on the importance of nature education.										
	Active-Cooperative Learning	W1	3.00	Hill, Susa	TBA	-----	ONL1	S	15	25.00
This course provides a solid basis for the implementation of active/cooperative learning in the classroom. Overall, the course will provide a set of practical strategies for structuring active/cooperative learning as well as the conceptual framework needed to understand how to create a cooperative community of learners. Participants will learn 1. To design lessons using the three types of cooperative groups. 2. To implement the five elements needed to create effective group work and 3. To understand the research rationale for using active/cooperative learning in the classroom.										
	Distance Learning Environments	W2	2.00	Kahrhoff,	TBA	-----	ONL1	1	15	25.00
This course is an overview of distance education. Topics include: historical review of distance education efforts; emerging trends in distance education; overview of online course and training environments; comparison of distance learning with traditional methods, and research on effectiveness of distance learning methodologies.										
	Gender Issues in Adult Learning	W3	2.00	Kahrhoff,	TBA	-----	ONL1	2	15	25.00
In this course, students will learn about the unique characteristics of adult women learners, including issues such as identity, voice, and development. These issues will be examined from an individual and global perspective. Attention will be given to feminist pedagogy and its impact on the practice of teaching women. The course would be helpful for educators who work with or are interested in working with adult learners in a wide variety of settings, both formal and informal. There are no prerequisite for this course.										
	Communiversality Settings	W4	3.00	Reid, Evelyn	TBA	-----	ONL1	S	7	25.00
This course examines current theory, research, and practice on diversity in the Communiversality setting. The "Communiversality" is viewed as the intimate interplay that takes place between and within the university and the community. Specifically, this course interrogates those social, economic, and political realities that emerge from within the university and the community. Throughout the course participants are challenged to examine diversity while exploring the relationship of the university, community, and school environment.										
EDUC 5800	Applied Research	01	3.00	Stimpfl, J	5:00PM - 8:00PM	-M-----	WGSD355	S	15	
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisites: advancement to candidacy and permission of the instructor. This course may be substituted for EDUC 5460 Curriculum Design										

School Systems, Superintendency and Leadership

SSSL 6020	Methods of Ed Research I	W1	2.00	Hannick, C	TBA	-----	ONL1	S	15	25.00
This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning in the area of educational research. Students will evaluate educational research methodology; compare various types of research: action research, qualitative and quantitative educational research; examine internal and external validity; sampling methods; data analysis, and components of research reports. The course will include a discussion and procedures and skills necessary for the critical review of educational research. Students will have an increased knowledge of educational research, and how it applies to education and the school improvement process. Students will also have opportunities to interpret and analyze test results and data and develop strategies for improvement of academic achievement. Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not of this program.										
SSSL 6021	Methods of Ed Research II	ID	2.00	Hannick, C	TBA	-----	OFFC	2	20	
Location: Call the School of Ed office the week before class if you have not heard where this class will meet.										
This course allows the instructor to model effective instructional practices and provides opportunities for hands-on learning, interpreting and analyzing test results and data for the purpose of school improvement. Other topics will include the following: use of data to align curriculum and objectives, strategies of communicating results and implementing change. Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not counted toward this program.										

School Systems, Superintendency and Leadership

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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SSSL 6032	Schl Sys/Sup/Lead:Issues/Politics ID	2.00	Staff	TBA	-----	OFFC	2	20		
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Location: Call the School of Ed office the week before class if you have not heard where this class will meet.

The role of the school district superintendent is analyzed with reference to job responsibilities of the position, knowledge, skills, and dispositions necessary to successfully serve the school district. This course examines the role of superintendents in emerging social, economic and political contexts that are changing the nature of schooling, how schools are viewed, and are transforming how a superintendent provides leadership. This course is designed for aspiring superintendents and focuses on understanding a broad range of issues that are critical to the success of new superintendents. These issues can affect relationships and impact the future. The seminar examines major management and leadership responsibilities of superintendents to provide a framework identifying and analyzing problems and discriminating among alternative courses of action.

Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

Science

SCIC 5090	Experiments in Environmental Ed	W1	3.00	Mack, Ann	TBA	-----	ONL1	S	15	25.00
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The objective of this class is that students develop an understanding of the human environment in all its aspects—social, physical, and biological—and how these aspects fit together. Course content includes background information for teachers as well as activities to use in the classroom.

Social Science

EPSY 5110	Social and Personality Development	W1	3.00	Tamashiro,	TBA	-----	ONL1	S	15	25.00
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The content of this course focuses on the theories that explain the growth of social concepts (e.g., sharing, friendship, rules, sex roles); the development of values and conscience; and the emerging personality of children and adolescents. Students explore ways of working with children and youth in enhancing the development of these concepts.

EPSY 5130	Educational Psychology	01	3.00	Stiles, De	5:00PM - 9:00PM	-M-----	WEBH325	1	20	20.00
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Students explore the nature of human growth and development from the perspective of learning, examine how individuals function within schools, and consider the manner in which self-image impacts on the learning process. Theoretical knowledge and practical applications are stressed.

EPSY 5170	Behavioral Management	01	3.00	Thomas, Na	5:00PM - 9:00PM	---W---	WEBH	2	20	
		02	3.00	Hendricks-	5:00PM - 9:00PM	---W---	WGSD356	1	20	
		03	3.00	Staff	TBA	-----	WEBH	S	20	
		W1	3.00	Wilson, Vi	TBA	-----	ONL1	S	15	25.00

Teachers are acquainted with techniques to understand and change student behavioral patterns, and learn to observe and interpret classroom behavior, drawing from psychodynamic, ecological, humanistic, and behavioral models. Participants explore various intervention and prevention strategies.

EPSY 5290	Family Counseling	01	3.00	McKenna, B	5:00PM - 9:00PM	----R--	WGSD355	1	20	15.00
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This course is designed for the educator who is interested in providing the student and family with specialized individual attention. Special emphasis is placed on basic communication skills for individual and group work and on various educational and community services that are available to individuals and families. May be repeated for credit if content differs.

EPSY 5520	Children, Culture, and Violence	01	3.00	Stiles, De	5:00PM - 9:00PM	-M-----	WEBH325	2	20	25.00
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Students in this course will research and debate the psychological impact of violence on children. Topics include the effects of violent toys, games, and television and the impact of community violence on the lives of young people. How war or the threat of war affects children's development is studied. Students will critically evaluate violence prevention programs and discover ways to promote peaceful classrooms.

SOCS 5000	Interdisciplinary Course Multiculturalism	01	3.00	Green, The	5:30PM - 9:30PM	--T----	WEBH	2	20	25.00
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The purpose of this course is to help participants gain a better understanding of the issue of multiculturalism in society and its impact on curriculum, instruction, and relationships in the educational community.

Social Science

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
SOCS 5030	Contemporary World Affairs War and Diplomacy	01	3.00	Hufker, Ba	5:30PM - 9:30PM	--T----	HSPC104	1	5	
Dates: January 8 - March 9										
May be repeated for credit if content differs. This course examines the roots of conflict between nations, and the mechanisms through which international conflicts are resolved, i.e., diplomacy and war. The approach of the course may vary from semester to semester: the history of diplomacy and war, conflict resolution and negotiation, the role of military force in international politics.										
	International Organizations	02	3.00	Pease, Kel	5:30PM - 9:30PM	---W---	PRSN3	1	5	
Dates: January 8 - March 9										
Various approaches to international organizations are explored, and the contribution of these organizations to peace and economic and social progress is examined. Current issues facing the United Nations and its associated agencies are discussed within this content. May not be taken for degree credit if student has successfully completed INTL 2600.										
	Human Rights	03	3.00	Hufker, Ba	5:30PM - 9:30PM	--T----	HSPC104	2	5	
Dates: March 19 - May 18										
This course may be repeated for credit if content differs. This course examines the humanitarian issue of Human Rights. The class will develop an international definition of human rights and then use this definition as a point of reference through out the course. The class participants will also, discuss the political, economic, and social issues surrounding this intriguing and yet explosive topic. How does the world community include human rights in a global agenda and maintain sovereignty for the nation-state?										
	Middle East	04	3.00	Entessar,	5:30PM - 9:30PM	-M-----	HSPC104	2	5	
Dates: March 19 - May 18										
This course may be repeated for credit if content differs. This course will focus on in-depth analysis of issues that shape the politics of the Middle East today. The role of political Islam as alternative ideology to western capitalism and the roots of Arab-Israeli conflict will get special attention. A general knowledge of the Middle East is strongly advised. The term paper and in-class debates will enable students to enhance their written and oral skills.										
SOCS 5260	Topics in Geography	01	3.00	Ewing, Jam	TBA	-----	ONL1	S	15	25.00
A combination of work with experimental units in geography as well as geographical concepts, the course is of interest to teachers seeking ways to make geography more relevant to the lives of students. May be repeated for credit if content differs.										
SOCS 5400	Issues in Education The Communiversiy Setting	W1	3.00	Reid,Evely	TBA	-----	ONL1	S	8	25.00
This course examines current theory, research, and practice on diversity in the Communiversiy setting. The "Communiversiy" is viewed as the intimate interplay that takes place between and within the university and the community. Specifically, this course interrogates those social, economic, and political realities that emerge from within the university and the community. Throughout the course participants are challenged to examine diversity while exploring the relationship of the university, community, and school environment.										
SOCS 5410	In-Service Topic: Feb. 17 & 24 Issues for Teachers-Suicide, Divorce, Child Abuse	01	3.00	Rosenthal, H	8:30AM-3:30PM	-----	S	TBA	1	NA
<i>See the In-Service listing for course description and registration information.</i>										
SOCS 5690	American Government	01	3.00	Baker, Lar	5:00PM - 9:00PM	--T----	WGSD356	1	20	
This course focuses on the decision-making process in American government by examining several case studies. There will be extensive class discussions and advanced level examination of the dynamics of government in the United States. May be repeated for credit if content differs.										
SOCS 5700	Middle School History and Philosophy	01	3.00	Green, The	5:30PM - 9:30PM	----R--	WEBH326	1	10	20.00
Students examine the history of the middle school movement and its evolving philosophy. Implications for school design, organization, and curricula are also studied.										

Social Science

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
SOCS 5750	Special Institute Decade of the 50's	01	3.00	Baker, Lar	5:00PM - 9:00PM	--T----	WEBH	2	20	25.00
An analysis of the first post World War II decade. The course will examine the rise of the consumer culture, the first TV generation, the early civil rights movement, the Korean War, the space race, rock and roll music, the Beatniks and the McCarthy Hearings.										
	Creativity in the Classroom	02	3.00	Nobbe, Chr	5:00PM - 9:00PM	-M-----	WEBH	2	20	25.00
This seminar on creativity focuses on answering these essential questions: What is creativity? How can creativity be evaluated? What factors influence human creativity? How can a person increase one's own creativity? How can teachers influence creativity in students? How does learning about eminent creative people enhance one's understanding of creativity? This course is intended for graduate students who are pursuing certification in gifted education, but the material covered in this course is valuable to anyone wishing to improve personal creativity or aspiring to enhance creativity among students.										
	20th Century America	03	3.00	Truesdell,	5:30PM - 9:30PM	----R--	WEBH	2	10	20.00
"A study of what has been called 'The American Century' in which the maturing nation spread its influence economically, militarily, and culturally. Developing themes and teaching techniques. The Progressive Era, the World Wars and Depression, the Struggle Against Communism, the Civil Rights Movement and Social Change, American Dominance in the Post-Cold War World."										
	School as a Workplace	04	3.00	Burns, Ric	5:00PM - 9:00PM	--T----	WEBH	1	20	
The course intends to look at teaching through a dynamic interplay of curriculum, motivation, and classroom management coupled with effective teaching techniques. This course will look at successful "life" techniques and how that methodology can be employed in the classroom.										
SOCS 5840	Comparative Educational Systems	W1	3.00	Thomas, Na	TBA	-----	ONL1	S	15	25.00
Comparing educational systems from various countries increases international understanding and provides insights into our own education methodology and values. Each participant is responsible for researching a particular system and providing an abstract for class evaluation and discussion.										
SOCS 5910	Curriculum and Instruction for the Gifted	01	3.00	Puttcamp,	TBA	-----	ONL1	1	20	25.00
Students study the basic premises of curriculum design and classroom structure appropriate for gifted and talented students. A variety of curriculum models and strategies for teaching the gifted are discussed.										

Special Education

EDUC 5080	Planning for the Inclusive Classroom	01	3.00	Weinga/Peck	5:30PM - 9:30PM	--T----	WEBH219	1	10	20.00	
This course introduces the key factors underlying successful planning for the inclusive classroom. Following an examination of the philosophical and legal bases underlying inclusion, students explore issues related to change and educational reform, increasing disability awareness, team building, action planning, using natural supports, and problem-solving strategies.											
SPED 5030	Students with Mild/Moderate Disabilities	01	3.00	Speckhard,	5:30PM - 8:30PM	---W---		S	10		
		W1	3.00	Cifarelli,	TBA	-----	ONL1	S	15	25.00	
This course focuses on the identification and characteristics of students with mild/moderate disabilities, including learning disabilities, mental retardation, emotional and behavioral disorders, physical disorders, and other health impairments. Prerequisite: SPED 5860 Psychology of the Exceptional Student.											
SPED 5040	Analysis and Correction of Reading Disabilities	01	3.00	Wolff, Con	5:30PM - 8:30PM	--T----	WEBH	S	10	10.00	
This course focuses on the identification and characteristics of students with significant reading disabilities requiring special education services. The focus on the course is on informal and formal assessment procedures, diagnosis and intervention. Prerequisites: COMM 5820 Foundations in Reading Instruction or COMM 5830 Emergent Literacy and SPED 5240 Psychoeducational Assessment I.											
SPED 5050	Language Development for Students with Special Needs	01	3.00	Conner, Me	5:00PM - 9:00PM	--T----			2	10	10.00
This course focuses on language development in children and youth with special needs. Using case studies, students will examine informal and formal evaluation techniques, review language arts strategies, and develop interventions appropriate for students with language impairments. Prerequisite: SPED 5240 Psychoeducational Assessment I.											

Special Education

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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SPED 5090 Special Education Practicum

All practicum assignments are to be made with prior approval from the instructor. Students should request a practicum application from their advisor at the time of registration. Location, field experience, and identity of the practicum supervisor will be decided upon in each practicum situation. Prerequisites: permission of the instructor; completion of coursework in the specific area of the practicum, including a minimum of 3 credit hours from the Webster University School of Education. May be repeated for credit if content differs

Cross Cat	02 3.00 Ashburner,	TBA	-----	OFFC	S 10
SDD	ID 3.00 Mahfood, S	TBA	-----	OFFC	S 15

SPED 5240 Psychoeducational Assessment I	01 3.00 Korobey, C	5:30PM - 8:30PM	-M-----	WEBH204	S 15 20.00
	02 3.00 Bell, Kath	5:30PM - 8:30PM	----R--	WEBH204	S 15 20.00

This course examines assessment of students with learning difficulties. A review of the statistical properties of standardized instruments and the social and legal issues in testing is presented to provide a framework from which students examine instruments of intelligence, language, perception, motor skills, academics, and behavior. The information derived from these instruments is used to determine specific strengths and weaknesses in individual students using a case-study approach.

SPED 5250 Behavior Management for Children with Special Needs

01 3.00 Campbell,	5:00PM - 9:00PM	---W---	OFFC	1 15
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Students are introduced to the principles and techniques of behavior management appropriate to the needs of individual students with disabilities. Content includes identifying problem behaviors, functional behavior assessment, direct and indirect observational techniques, preventative and pre-correction techniques, methods to strengthen, replace or weaken behavior, measurement techniques, and program evaluation. Students develop a case study and behavior intervention plan.

SPED 5270 Advocating for Persons with Disabilities

01 3.00 Stewart, B	5:00PM - 9:00PM	--T---	WEBH	2 20
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Students examine the role of teachers, parents, and professionals in advocating for appropriate services for persons with disabilities. Special emphasis is on the parent-professional relationship, civil rights, due process, participation in educational planning, and advocating for fuller inclusion.

SPED 5300 Communicating with Families and Disabled Persons

01 3.00 Speckhard,	5:00PM - 9:00PM	----R--	WEBH	2 20
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The course focuses on counseling and communication techniques appropriate to the needs of the exceptional individuals and their families.

SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities

ID 3.00 McMullen,	5:30PM - 9:30PM	---W---	OFFC	1 20 10.00
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This course examines the development and implementation of chronologically age-appropriate functional curriculum for students with severe developmental disabilities in integrated settings. Curriculum and instructional strategies in the areas of domestic skills, vocational skills, leisure skills, and community access skills are covered as well as skills in the embedded areas of communication, social, motor, and functional academics.

SPED 5314 Children and Youth with Emotional and Behavioral Disorders

ID 3.00 Howard-Wil	5:00PM - 9:00PM	-M-----	OFFC	1 15
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This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors that influence children and youth with, or at risk for, emotional and behavioral disorders. The course content focuses on current issues and practices regarding characteristics, identification, and assessment procedures specific to this population of students with disabilities.

SPED 5315 Assessment, Evaluation and Diagnosis of Emotional and Behavioral Disorders

ID 3.00 Staff	5:00PM - 9:00PM	-M-----	WEBH	2 15 20.00
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Students explore a variety of behavioral and psychoeducational assessment techniques that are relevant to the evaluation of children and youth with suspected emotional and behavioral disorders. Functional behavior assessment and analysis, behavior checklists and rating scales, questionnaires, and interviews will be examined in depth. Content includes assessment procedures of externalizing and internalizing disorders, as well as social competency and socioemotional development. Interpretation of assessment findings is presented in a written evaluation report including a diagnostic formulation and recommendations for intervention. Students are expected to plan and conduct a functional behavior assessment and environmental inventory, administer a variety of child behavior questionnaires, conduct a structured interview, and develop and administer a sociogram.

SPED 5380 Methods for Students with Mild/Moderate Disabilities I

01 3.00 Mahfood, S	5:00PM - 9:00PM	---W---	WEBH	1 10 10.00
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This course is designed to prepare the teachers of students with mild/moderate learning disabilities, behavior disorders, mental retardation, and physical and other health impairments to develop instructional strategies and curricula to provide an effective program in a range of placement settings, with an emphasis on inclusive placements. It emphasizes a metacognitive approach to instruction based on the functional analysis of the learning behaviors. It focuses on team model of planning and delivery, including the parents, regular education teachers and administrators, and support specialists. Prerequisite: SPED 5240.

Special Education

Course No.	Course Title	Sec Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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SPED 5381 Methods for Students with Mild/Moderate Disabilities II

01 3.00 Menscher, 5:00PM - 9:00PM ---W--- WEBH219 2 10

This course introduces pre-service special education teachers to the curriculum, organizational strategies, and instructional techniques appropriate to the needs of students with mild/moderate disabilities, with a focus in the content areas of physical education, health, art, music, science, child and adolescent literature and social studies (government, geography, and economics). It emphasizes the use of technology in adapting the general education curriculum based on a functional assessment of the curriculum and learner behavior. The course emphasizes team planning and delivery, including parents, regular education teachers, administrators, and support specialists. Prerequisite: SPED 5240.

SPED 5410 In-Service Topic: 01 3.00 Martin, N 5:00-9:00 -----F- WH19 1 NA 5.00
Feb 9 & 10 Inclusion-Enhancing Awareness of Disability Issues 8:30-3:30 -----S

See the In-Service listing for course description and registration information.

SPED 5500 Socioemotional Development:Child with Special Needs

01 3.00 Campbell, 5:00PM - 9:00PM ---W--- WEBH 2 15

This course addresses the implications of theories and research in the areas of social and emotional development of children with special needs. Students explore the relationship between cognitive development and social and emotional development. Emphasis is placed on investigation of environments and interactions that foster trust, self-regulation, self-esteem, social competence, and interdependence.

SPED 5660 Cognitive Development:Child with Special Needs

01 3.00 Bevel, Mar 5:00PM - 9:00PM --T---- WEBH204 1 15 10.00

This course focuses on the implications of current research in the area of cognitive development and learning theory on the education of children with special learning characteristics. Students examine advances in research on metacognition, executive control strategies, and psycholinguistics, and explore applications to individualized education.

SPED 5830 Evaluation W1 3.00 Bevel, Mar TBA ----- ONL1 S 15 25.00

This course is designed for all educators who wish to explore the importance of formal and informal evaluation procedures as related to the instructor in the classroom. Evaluation will "review" the concepts of assessment and measurement, study curriculum-based evaluation, teaching and decision making, and explore issues such as national standards, functional curriculum and behavior assessments, and social/cultural transformations in education as related to the ethics of evaluations.

SPED 5860 Psychology of the Exceptional Student

01 3.00 Jones, Vic 5:00PM - 9:00PM --T---- WEBH 1 20

02 3.00 Hasty, Reg 5:00PM - 9:00PM --T---- WGSD355 2 20

This course focuses on students gaining an understanding of the abilities and disabilities of children who are commonly identified as exceptional or handicapped. Attention is given to the psychological and educational needs of these children and the instructional organization employed to meet such needs.

SPED 5880 Integrating Resources:Community, Schools and Family

01 3.00 Jones, Jos 5:00PM - 9:00PM ----R-- WEBH219 1 10 50.00

02 3.00 Jones, Jos 5:00PM - 9:00PM ----R-- WEBH 2 10 50.00

This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. Methods of assessing family needs and interests, identifying and utilizing community resources, and responding to family needs through education and partnerships are addressed as well as models of consultation and case management in regard to children and families with special needs. They explore and simulate techniques for interacting with parents, and they examine collaboration strategies for interdisciplinary team efforts.