



FALL 2007

Note: Online Courses have been shaded to make them easier to identify.
Note: Tuition is \$485 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 June 25th.

Non-Degree and Alumni with a certification plan and advisor approval may begin to register online at 3:00p.m. on June 27th.

If your advisor indicated that you were to come in each term, or if you prefer to see your advisor, you may call on June 12th 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 June 12th, 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 June 12th.

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

Fall 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:

June 25/26	3 - 5 p.m.	Current M.A.T. and Ed.S. Degree Seeking Students Only
June 27/28	3 - 5 p.m.	New M.A.T. and Ed.S. Applicants/Non-Degree/Alumni

FALL 2007 CALENDAR:

August 20	first day of term 1 and semester classes
October 12	last day of term 1 classes
October 15 – 19	break
October 22	first day of term 2 classes
December 14	last day of term 2 and 16-week classes

The School of Education will begin posting Fall 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 September 3rd, Labor Day. The makeup day will be Friday, September 7th with no time or room change. There will be no classes on Thursday, November 22nd, Thanksgiving. The makeup day will be Friday, November 30th with no time or room change.

TUITION

M.A.T. tuition is currently \$435 per credit hour for classroom courses and \$485 per credit hour for all online courses. Ed.S. tuition is \$290 per credit hour, except for courses held on main campus, which will be \$435 per credit hour and online courses which are \$485 per credit hour. Undergraduate courses are \$495 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 \$260 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.

DECEMBER 2007 GRADUATION

Petitions to graduate in December 2007 are due to your Dept. Associate (WEBH 232) by September 17, 2007

Petitions turned in after the due date will be processed for the next graduation date.

M.A.T. students who plan to graduate in December 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 Fall 2007 registration. Students who do not complete a petition will not be eligible for July graduation. The School of Education will accept no graduation petitions after the end of the Fall 2007 term for December 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 Current Student
Under 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 Fall 2007 courses that may have already started.

Regarding your Email Address

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

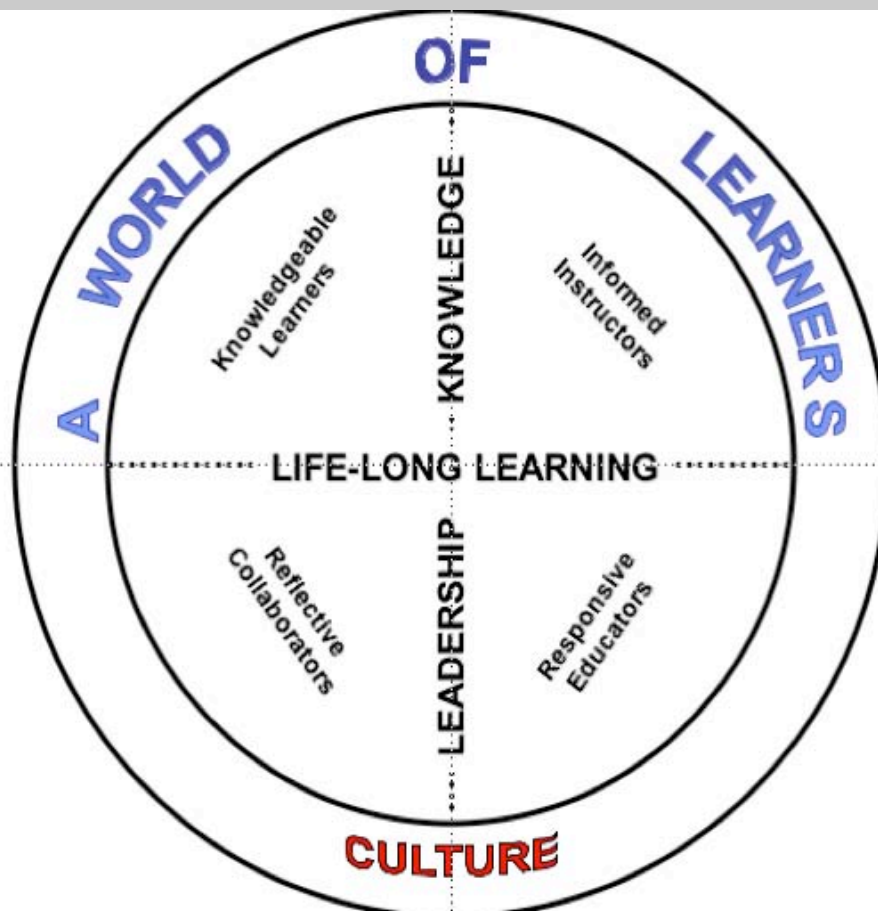
Saturday & Sunday 9:00am - 3:00pm

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.

Communication Arts

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
COMM 5000	Fiction and Poetry for Children	01	4.00	Koehnecke,	5:00PM - 9:00PM	--T----	WEBH325	1	15	
<p>This course is designed for teachers of pre-school and elementary students. The purpose of the course is to help teachers become familiar with the contemporary books in poetry, children's fiction, and nonfiction. Poetry from various decades will be read, discussed, and evaluated. Speakers, videos and response experiences (renderings, sharing of books, poetry writing, and reader response) will highlight the poetry portion. Media related to poetry presentation will be considered and evaluated. In children's fiction/nonfiction, some of the classics will be discussed and compared with later publications. Students will have choices in selecting their final project.</p>										
COMM 5030	Linguistics	01	3.00	Hirth, Pau	5:00PM - 9:00PM	--T----	WEBH204	2	18	
<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	10	
<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 5100	Painting	01	3.00	Bradley	5:00 - 9:00PM	--T----	VAST	1	10	20.00
<p>Work revolves around the physical and psychological properties of color. Paintings exhibit the use of personal concepts and organization.</p>										
COMM 5140	Catalytic Drawing	01	3.00	Bradley, M	5:00PM - 9:00PM	--T----	VAST4	2	10	25.00
<p>This course stresses personal expression and experimentation with a variety of media, and field experiences in which students are involved in on-site activities as well as studio projects.</p>										
COMM 5199	Teaching Writing	01	3.00	Holmes, Ke	5:30PM - 9:30PM	--T----	WGSD355	2	10	
<p>Students will study current theories and practices of teaching writing as well as review the history of rhetoric. Based on contemporary theory and classroom realities, students will practice designing writing assignments, organizing courses and activities for writing, and assessing writing. They will also experience the actual process of composing by designing a writing process project.</p>										
COMM 5230	Second Language Acquisition	W1	3.00	Barry, Ber	TBA	-----	ONL1	S	15	
<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 5270	Visual Communication	01	3.00	Steinmann,	5:00PM - 9:00PM	----R--	WEBH325	2	18	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	1	15	15.00
		02	3.00	Birkman, M	5:00PM - 9:00PM	-M-----	WEBH219	2	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>										
COMM 5290	Interpersonal Communication	01	3.00	Shiller, A	5:00PM - 9:00PM	-M-----	WGSD356	2	20	
		W1	3.00	Powell, Fr	TBA	-----	ONL1	S	15	
<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>										

Communication Arts

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
COMM 5350	Intercultural Communications	01	3.00	Stiles, De	5:00PM - 9:00PM	-M----	WEBH326	2	18	10.00
<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									
	Poetry on the Planet	01	3.00	Birkman, M	5:00PM - 9:00PM	---W---	WEBH219	1	18	30.00
<p>This exploration will uncover poetry on our planet. Collectively and individually, participants will study and search for poems suitable for K-12 classrooms that can be pursued, presented, and performed. A poetry celebration will conclude the journey. "What place would you advise me to visit now?" he asked. "The planet Earth," replied the geographer. "It has a good reputation." Antoine De Saint Exupery</p>										
	Short Story	02	3.00	Otten, Nic	5:00PM - 9:00PM	----R--	WEBH	2	18	
<p>The short story is the most accessible and teachable of literary forms, and rich with possibilities beyond the usual lessons. We will consider common teaching methods and new ones, and experiment a little. Each student will read, write about, and report on one author's book of stories. Emphasis will be on American writers. Plus reading assignments in handouts, two major writing assignments, one in-class presentation.</p>										
COMM 5410	In-Service Topic: Writing Workshop I									
	DATES: 9/22, 9/29, 10/6, 10/13	01	3.00	Lesser, C	8:30AM-4:30PM	-----S	WEBH330	1	25	
<p>See the In-Service course schedule for the course description and registration information.</p>										
COMM 5530	Technology and Teaching	W1	3.00	Flack, Eri	TBA	-----	ONL1	S	15	
<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>										
COMM 5550	Advanced Painting	01	3.00	Bradley	5:00 - 9:00PM	--T----	VAST	1	10	20.00
<p>Style and theme development are the focus of the course. The individual develops a major work that illustrates point of view and demonstrates competency in a particular area.</p>										
COMM 5670	Teaching in a Diverse Society	01	3.00	Schell, Ca	5:00PM - 9:00PM	---W---	WEBH204	1	18	
<p>Students explore issues in teaching in a multicultural setting, examining the implications of diverse student populations and emphasizing values and beliefs about learning and teaching. The course explores the historical and philosophical foundations of education, focusing on the implications for current diverse classrooms. Students will examine traditional and contemporary philosophies in their historical context and discuss the impact of these on student and teacher roles, curriculum, assessment and instruction, and classroom organization and management.</p>										
COMM 5750	Special Institute									
	Artists are Alive and Well	W1	3.00	Diefenbacher	TBA	-----	ONL1	1	15	
<p>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.</p>										
	Principles/Pract of Lang Testing	01	3.00	Bock, Ione	5:30 - 9:30PM	----R--	WEBH	1	20	
<p>This seminar introduces and analyzes different formats and types of language tests as a reflection of varied linguistic contexts, language teaching and language acquisition goals. Assessment techniques, practices and procedures are discussed in close relation to test validity and effectiveness. The class also covers the design, writing and administration of assessments. Prerequisite: Theories in SLA OR teaching experience OR consent of instructor.</p>										
	Linguistic and Cultural Diversity	02	3.00	Hollie,, Sh	5:30 - 9:30PM	-T----	WEBH 400	S	20	
	Dates: 8/14, 9/11, 9/25, 10/09, 10/23, 11/06, 11/27, 12/11									
<p>This course is an in-depth analysis of the theory and practice of cultural diversity in educational contexts through the specific lenses of culture and language, using the principles of cultural and linguistic pedagogy. In particular, teachers in urban multicultural environments will be prepared with key culturally compatible instructional strategies and the utilization of appropriate methods for working with culturally, ethnically, and linguistically diverse student populations.</p>										
COMM 5820	Foundations in Reading Instruction									
		01	3.00	Rhomberg,	5:00PM - 9:00PM	-M----	WEBH	1	20	
<p>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 reading certification. Prerequisite: enrolled in initial certification program or permission of reading coordinator.</p>										

Communication Arts

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
COMM 5840	Reading and Writing as Cognitive Process									
		01	3.00	Staff	5:00PM - 9:00PM	---W---	WGSD355		2	20
<p>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.</p>										
COMM 5920	Teaching Reading in Content Fields									
		01	3.00	Cornell, T	5:00PM - 9:00PM	---W---	WEBH		1	20
<p>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.</p>										
COMM 5960	Differentiated Reading Instruction	01	3.00	Jordan, Ca	5:00PM - 8:00PM	--T----	WEBH	S	18	10.00
<p>Students review literature and research related to developmental reading and explore the assessment of abilities and problems of individuals in classroom reading programs. Various materials and activities are developed for both small group and individual instruction.</p>										

Early Childhood

ECED 5010	Foundations of Early Childhood Ed									
		01	3.00	Bauermeister	5:00PM - 9:00PM	---W---	WEBH324		1	18 10.00
<p>This course focuses on the historical, psychological, philosophical, and social foundations of early childhood education. Theories and research in child development and education are integrated with practical knowledge. Students examine forces that shape the future of early childhood education and the role teachers play in that future.</p>										
ECED 5460	Curriculum Design	01	3.00	Breig-Alle	5:00PM - 8:00PM	----R--	WEBH219	S	18	10.00
<p>Concurrent registration in ECED 5850.02 Preprimary Practicum and ECED 5850.03 Primary Practicum This course combines a theoretical and experiential investigation of curriculum for children ages birth through eight years, with primary emphasis on pre-kindergarten through the elementary grades. It emphasizes the roles of the teacher as observer, collaborator, facilitator, and organizer. Students will learn how to develop curriculum projections that are based on 1) ongoing documentation and study of children's current understanding and interests; 2) child development theory and research; 3) values and goals established with parents and community; and 4) consideration of contextual variables related to the school environment, family, and peer relationships. Emphasis is placed on continuity of learning experiences for children, integration of subject matter knowledge through project studies and daily life experiences, and a negotiated learning process, which allows children and teachers to adjust and readjust their expectations through ongoing questioning and reorganization of experiences. Prerequisites: ECED 5010 Foundations in Early Childhood Education, EDUC 4740 Child Development II, and ECED 5850.01 Infant Toddler Practicum.</p>										
ECED 5510	Cognitive Development: Implications for Early Education	01	3.00	Breig-Alle	5:00PM - 9:00PM	--T----	WEBH219		2	20 5.00
<p>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.</p>										
ECED 5670	Sociomoral Development: Implications for Early Learning	01	3.00	Strange, J	5:00PM - 9:00PM	--T----	WEBH219		1	20 5.00
<p>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.</p>										
ECED 5820	Creating Learning Environments	01	3.00	Breig-Alle	5:00PM - 9:00PM	---W---	WEBH325		1	20 10.00
<p>This class is planned to help the teacher use knowledge of children and their needs in creating a total school environment conducive to optimum development. Students review many materials and plan centers of interest.</p>										
ECED 5830	Topics in Early Learning Creative Expressions	01	3.00	Diefenbach	5:00PM - 9:00PM	-M-----	WEBH326		1	20 15.00
<p>In this course, participants explore the role of the teacher in developing climates and media that are conducive to creative behavior. Visual arts, drama, puppetry, music, and storytelling/language arts are the topics that will be discussed. Theories of creativity will be explored, and emphasis will be on how to nurture and promote creative expression in young students.</p>										

Early Childhood

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
ECED 5830	Topics in Early Learning Listening/Researching/Learning	02	3.00	Fyfe, Bren	5:00PM - 9:00PM	--T----	WEBH325	2	20	
ECED 5850	Practicum in Early Childhood Education									
	Infant/Toddler	01	1.00	Breig-Alle	TBA	-----	OFFC	1	25	
	Preprimary	02	1.00	Breig-Alle	TBA	-----	OFFC	1	25	
	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.									
ECED 5860	Cross-Cultural Perspectives in Early Childhood									
		01	3.00	Bauermeister	5:00PM - 9:00PM	-M-----	WEBH324	2	18	10.00
	This course addresses the contributions of diverse cultures within the society of the United States. Students will examine and analyze racism, sexism, ageism, and ability levels with the schools and community. This course will also focus on diversity among groups of people and individuals based on ethnicity, socioeconomic status, family structure, exceptionalities, language, religion, sexual orientation, and geographical area. Early childhood education in different countries and cultures will be discussed and ideas generated about implication for teaching young children.									
ECED 5880	Integrating Resources:Community, Schools and Family									
		01	3.00	Jones, Jos	5:00PM - 9:00PM	----R--	WEBH325	1	10	50.00
		02	3.00	Jones, Jos	5:00PM - 9:00PM	----R--	WGSD356	2	20	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.									
ILC 5120	Advanced Skills Spanish Gram/Comp with short sto	01	3.00	Navia Mend	5:30PM - 8:30PM	--T----	WEBH319	S	18	12.00
	Prerequisite: Advanced level in Spanish. Crosslisted with SPAN 4090.01. A combination of grammar and literature, this course seeks to improve the student's oral and written communicative skills in Spanish through an in-depth review of some key grammar structures, accompanied by the "close reading" and analysis of a diverse group of short stories which will supply ample vocabulary and topics for discussion and composition.									
ILC 5140	English for Speakers of Other Languages (ESOL) Methods									
		01	3.00	Trachtova,	5:30PM - 8:30PM	-M-----	WEBG	S	18	12.00
	Prerequisite: Permission of the instructor, or acceptance to the Teacher Certification Program or permission of the director of teacher certification and field experience. Crosslisted with ILC 4060.01 and ILC 5180.01. This course will examine recent approaches in the teaching of ESL/EFL, and focus on the development of language through meaningful communication and structured input. Specific techniques for teaching and evaluating different language skills will be studied as well as ways to implement them in existing classroom materials. The teaching of culture and cross-cultural communication skills will be presented and discussed.									
ILC 5170	Seminars: Croissant ou Corn Flakes?	01	3.00	Wilson, Co	6:00PM - 9:00PM	---W---	WEBH325	S	18	12.00
	Prerequisite: Advanced level in French. Crosslisted with FREN 4650.01. This course will examine the cultural differences, sometimes obvious but often hidden, between France and the United States. It will allow us to reflect on the basis of both cultures, and understand the profound differences behind and beyond the stereotypes attributed to each country and people. The study of various documents (comic books, educational manuals, articles, books, movies, etc.) will provide a thorough understanding of the French culture, while explaining its aesthetics and inspiration.									
ILC 5180	Methods of Teaching Languages	01	3.00	Trachtova,	5:30PM - 8:30PM	-M-----	WEBG	S	18	12.00
	Prerequisite: Permission of the instructor, or acceptance to the Teacher Certification Program or permission of the director of teacher certification and field experience. Crosslisted with ILC 4060.01 and ILC 5140.01 This course will examine recent approaches in the teaching of foreign languages, and focus on the development of language through meaningful communication and structured input. Specific techniques for teaching and evaluating different language skills will be studied as well as ways to implement them in existing classroom materials. The teaching of culture and cross-cultural communication skills will be presented and discussed.									

Education Leadership

Course No.	Course Title	Sec Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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LEAD 6000 Introduction to Education Leadership

Dates: 10/25, 11/8 and 11/15 **ID 1.00 Bevel, Mar 5:00PM - 9:00PM ----R-- OFFC 2 10**

Location: Litzsinger School

This course provides an overview of theories and research in education leadership. Students will actively participate in self-assessment activities and use the outcome information for setting strategic goals for their own professional development while pursuing the Ed.S. degree goals.

LEAD 6003 Instructional Leadership

ID 5.00 Altrogge/Bade 5:00PM - 9:00PM ---W--- OFFC S 15

Location: Neuwoehner School

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 6004 Leadership and Collaboration

ID 5.00 Jones, Jos 5:00PM - 9:00PM ---W--- OFFC S 15

Location: Litzsinger School

In this course students will explore a variety of theories, concepts, and models utilized when implementing partnerships. They will investigate the uses and applications of community and school resources in supporting families and children through research, field visits, and professional discourse. Students will analyze techniques for interacting with stakeholders and examine collaboration in interdisciplinary team efforts. Emphasis will be placed on models of communication, problem solving, conflict resolution, decision making, and team building principles and skills. Emphasis will also be placed on exemplary practices in the development of community information, networking, support systems, public relations, and media. Issues of grant identification, proposals, implementation, and evaluation will also be explored in relation to their impact on collaborative processes. Prerequisite: 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 Ritter, An TBA ----- OFFC S 10
I2 1.00 Bevel, Mar TBA ----- OFFC S 10
ID 1.00 Ritter, An TBA ----- OFFC S 10

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.

EDTC 5010 Introduction to Technologies for Educators

Clstrm Technologies for Educators 01	3.00	Wagner, Sc	5:30PM - 8:30PM	-M-----	WEBH225	S	16	20.00
Clstrm Technologies for Educators W1	3.00	Reitingner,	TBA	-----	ONL1	S	15	
Clstrm Technologies for Educators W2	3.00	Reitingner,	TBA	-----	ONL1	S	15	

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.

Educational Technology

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
EDTC 5030	Topics in Classroom Technologies									
	Internet for Educators	01	2.00	Kratzer, M	5:30PM - 8:30PM	----R--	WEBH225	2	16	20.00
<p>This course is designed to teach students how to effectively use the Internet in their curriculum. This includes finding and evaluating information on the Internet, integrating and preparing lessons with Internet resources that emphasize critical thinking, finding and evaluating tools on the Internet for student and professional use, and dealing with student issues resulting from the use of the Internet.</p>										
	Maintaining Computer Systems	02	2.00	Trani, Lee	5:30PM - 8:30PM	----R--	WEBH221	1	16	20.00
<p>This course will take the student from computer set up, through software installations and hardware upgrades. It will help the student to maintain well-running computer systems without the need of technical support.</p>										
	Using PDA's in Education	03	1.00	Beckmann,	5:30PM - 8:30PM	---W---	WEBH221	2	16	25.00

Dates: 10/24, 11/7/14/28

This class provides a Palm m100 handheld computer for each student to use during class time. We will discuss capabilities and terminology associated with handhelds, and how they can be used in the classroom, in the business world, and in everyday life. We will examine how they are more than time and organizational managers, and how they support teaching and learning in the classroom.

With a focus on educational applications, but also including business applications, we will search on the Internet for free and / or low-cost educational, utilities, and game software programs and practice downloading and uploading. We will discuss assessment methods, hot sync, beaming, copyright issues, curriculum content, various PDAs, and ways and means to obtain handhelds.

	Computer Graphics	W1	2.00	Reiss, Ken	TBA	-----	ONL1	1	15	
<p>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.</p>										

	Assessing Using Technology	W2	2.00	Beckmann,	TBA	-----	ONL1	2	15	
<p>Using technology to assess over traditional methods of assessing can offer new and imaginative ways to measure student performance and thereby create new ways to learn and new ways to teach – and there are many different types of technology tools readily available to educators too.</p> <p>This course examines different technology tools, methods to collect, organize, and analyze information, examines substantive and evidentiary learning processes, ISTE NETS, psychology of learning, pros and cons of using technology to assess, and the ethical and social aspects of assessing. Because of reflections from class material and discussions educators can make adjustments or changes in lesson plans and course delivery, thereby improving their methods of teaching.</p>										

	Integrate Internet Media & Curr	W3	2.00	Kratzer, M	TBA	-----	ONL1	1	15	
<p>Using technology to assess over traditional methods of assessing can offer new and imaginative ways to measure student performance and thereby create new ways to learn and new ways to teach – and there are many different types of technology tools readily available to educators too.</p> <p>This course examines different technology tools, methods to collect, organize, and analyze information, examines substantive and evidentiary learning processes, ISTE NETS, psychology of learning, pros and cons of using technology to assess, and the ethical and social aspects of assessing. Because of reflections from class material and discussions educators can make adjustments or changes in lesson plans and course delivery, thereby improving their methods of teaching.</p>										

Educational Technology

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
EDTC 5060	Educational Software eZedia	01	1.00	Staff	5:00PM - 9:30PM 8:00AM - 5:30PM	-----F- -----S	WEBH221 WEBH221	1	16	40.00
Dates: 9/21 and 22 This course is designed to teach students to use Ezedia to create educational resources. Students will learn how to create web sites, multimedia presentations, and interactive movies using the authoring tool.										
	Microsoft Producer in Classroom	02	1.00	Staff	5:00PM - 9:30PM 8:00AM - 5:30PM	-----F- -----S	WEBH221 WEBH221	2	16	40.00
Dates: 11/9 and 10 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	W1	2.00	Reiss, Ken	TBA	-----	ONL1	2	15	
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. Software required or access to the software in the lab.										
EDTC 5180	Applications Software Microsoft Office	W1	2.00	Beckmann,	TBA	-----	ONL1	1	15	
	Microsoft Office	W2	2.00	Beckmann,	TBA	-----	ONL1	2	15	
This course is for individuals in an educational or business setting who desire to become proficient in basic spreadsheet, word processing, and presentation software applications. The focus will be on Word, Excel, and PowerPoint for use in the classroom but alternate programs will also be discussed. Knowledge produced from this course can apply to home, school, and business.										
EDTC 5250	Programming Languages Intro to Programming - Part I	W1	3.00	Gage, Mich	TBA	-----	ONL1	S	15	
The course presents various aspects of computer programming. The Python programming language is used as a means of teaching these concepts. Good programming practices will be presented, with emphasis on actual development. Emphasis will be on applications that may be useful in the classroom. Prerequisite: Classroom Technologies, or permission of the Educational Technology Coordinator.										
EDTC 5290	Classroom Media Digital Movie Making	01	3.00	McKenna, E	5:30PM - 9:30PM	--T----	WEBH221	2	16	30.00
This course enables participants to plan, design, script, produce, edit and present digital movies. Emphasis is on classroom lesson designs and teaching-learning applications. The course focuses on teachers making videos for instructional presentations and students making video for creative writing / storytelling, reporting research, and assessment of learning.										
EDTC 5330	Theoretical Perspectives Instructional Design	W1	2.00	McKenna, E	TBA	-----	ONL1	1	15	
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.										
	Web Page Authoring and Design	W1	3.00	Olliges, R	TBA	-----	ONL1	S	15	
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, 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.										
EDTC 5630	Advanced Topics in Classroom Technologies Planning EDTC Facilities	01	2.00	Erwin, Fra	4:30PM - 7:30PM	--T----	OFFC	1	16	20.00
Students learn to consider the various components of educational technology facilities and their impact on education. Students will tour the educational technology facilities of several schools in the area to broaden their knowledge of different ways of successfully implementing technology. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.										
	Technology and Thinking Skills	W1	3.00	Cifarelli,	TBA	-----	ONL1	S	15	
This is a course on developing students' critical and creative thinking skills using new video and computer technologies. Prerequisite: Curriculum Design or permission of the Educational Technology Coordinator.										
	Adult Learning and Technology	W2	2.00	Mahfood, S	TBA	-----	ONL1	2	15	
This class focuses on two specific areas of teaching and learning: adult learning methods and the use of technologies appropriate to environments that engage adult learners. While the material covered in this course will deal with good practices in the teaching of adult learners, it will also provide sound methodology in the teaching of k-12 students as the focus is on individualizing education and creating relevance in course materials specific to immediate needs.										

Educational Technology

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
EDTC 5750	Special Institute Using Video Conf Effectively	Cl	W2	3.00 Carr, Rona	TBA	-----	ONL1	S	15	
<p>This course will familiarize the student with multiple video conferencing and collaboration technologies, along with technical and policy issues involved in their use in the classroom. Students will develop strategies and techniques in the use of these technologies to effectively address classroom learning objectives. Uses for teachers and their students include, but are not limited to, virtual field trips, professional development opportunities, contact and collaboration with experts outside the classroom, and utilization of established video conferencing programming.</p>										
EDTC 5900	Technology, Ethics, and Society	W1	3.00	Mahfood, S	TBA	-----	ONL1	S	15	10.00
<p>This course will engage social ethics in response to its impact on the developing technologies of global societies. Students will explore the relationship of technology through various philosophical and / or moral perspectives. This course will assist students in exploring their implicit values as they relate to technology.</p>										

Mathematics

MTHC 5100	Functions and Structure	01	3.00	Rothbart,	5:00PM - 7:30PM	---W---	WEBH403	S	15	
<p>This course investigates a variety of mathematical systems and functions.</p>										
MTHC 5320	Topics in Mathematics Mathematics of Finance	01	3.00	Hannick, C	5:00PM - 7:30PM	-M-----	WEBH403	S	15	
<p>This course develops the mathematical foundation of finance. Topics covered include simple and compound interest and discount, annuities, perpetuities, amortization, mortgages, sinking funds, bonds, depreciation, and an introduction to life insurance mathematics. Throughout the course applications will stress the time value of money.</p>										
MTHC 5430	The Real Number System	01	3.00	Rothbart,	5:00PM - 7:30PM	--T----	WEBH403	S	15	
<p>The course covers the algebraic and topological properties of the real number system and several of its subfields and subrings.</p>										
MTHC 5480	Problem-Solving Strategies in Mathematics	01	3.00	Rothbart,	5:00PM - 7:30PM	----R--	WEBH403	S	15	
<p>The primary objective of this course is to help students develop reasoning strategies that are powerful tools in solving problems. A secondary objective is to help students become more skillful at teaching problem-solving strategies.</p>										
MTHC 5900	Final Reflections	01	0.00	Rothbart,	TBA	-----	OFFC	S	20	
<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

EDUC 5020	Foundations of Education	01	3.00	Staff	5:00PM - 9:00PM	---W---	WGS355	1	15	
<p>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.</p>										
EDUC 5220	Contemporary Educational Issues	01	3.00	Winkler, D	5:00PM - 9:00PM	---W---	WEBH	1	20	
		02	3.00	Winkler, D	5:00PM - 9:00PM	---W---	WEBH	2	20	
		03	3.00	Sartorius,	5:00PM - 9:00PM	--T----	WEBH	1	20	
		W1	3.00	Powell, Fr	TBA	-----	ONL1	S	15	
		W2	3.00	Powell, Fr	TBA	-----	ONL1	S	15	
<p>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.</p>										
EDUC 5230	Foundations of Humane Education	W1	3.00	Allspaw, K	TBA	-----	ONL1	S	15	
<p>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.</p>										

Multidisciplinary Studies

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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EDUC 5300	Methods of Teaching Elementary School Students	01	3.00	Jones, Vic	5:00PM - 9:00PM	----R-WEBG		2	18	
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This course focuses on multiple factors affecting the elementary curriculum, including lesson planning, organizational strategies, instructional techniques, and student assessment. Competencies in the content areas of physical education, health, art, and music are addressed as well. Prerequisite: EDUC 5220.

EDUC 5410	In-Service Topic: Improving Classroom Performance	01	1.00	Eto, J	5:30PM-8:30PM	--T----	WEBH	1	25	
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See the In-Service course schedule for the course description and registration information.

EDUC 5410	In-Service Topic: Enhancing Awareness of Disability Issues	02	1.00	Martin, N	5:00PM-9:00PM	-----F-	WEBH	2	25	
					8:30AM-4:30PM	-----S				

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

EDUC 5460	Curriculum Design	01	3.00	Smith, She	5:00PM - 8:00PM	--T----	WEBH	S	20	
		02	3.00	Nobbe, Ch	5:00PM - 8:00PM	---W---	WEBH	S	20	
		W1	3.00	Barbeau, D	TBA	-----	ONL1	S	15	
		W2	3.00	Puttcamp,	TBA	-----	ONL1	S	15	
		W3	3.00	Puttcamp,	TBA	-----	ONL1	S	15	

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 5750	Special Institute: The Adult Learner	W1	3.00	Kahrhoff,	TBA	-----	ONL1	2	15	
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In this course, students will learn about the characteristics of adult learners and various theories of how they learn and develop, as well as the implications of these characteristics and theories on adult education research, programming, curriculum planning, and instructional practice. 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.

EDUC 5800	Applied Research	01	3.00	Stimpfl, J	5:00PM - 8:00PM	---W---	WEBH	S	15	
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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.

Reading

READ 5188	Comprehension Strategies	01	3.00	Witkowski	5:00PM - 9:00PM	---W---	WEBH326	1	18	
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Methods for teaching comprehension strategies to students (K-12) and for helping students understand instructional materials and concepts are areas emphasized. Strategies to improve reading, writing, listening, and studying are analyzed and applied to particular grade levels and for specific needs of diverse learners. Final project includes reviewing research and designing a classroom plan for using effective comprehension strategies in the participant's own classroom and for collaborating with other teachers. (Counts as Reading Methods)

READ 5190	Language Development and Acquisitions	01	3.00	Witkowski	5:00PM - 9:00PM	---W---	WEBH219	2	18	
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This is a core course for the reading program. 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. A coaching project is included in projects for the course. (Required for Special Reading Certification.)

READ 5777	Literacy Coaching	01	3.00	Poston, Cy	5:00PM - 9:00PM	-M-----	WEBH325	2	18	
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Core components of literacy coaching within a balanced literacy framework are introduced in this core course. Participants will understand exemplary practices and learn how to implement this knowledge in classroom environments using the literacy coaching model. The definition of and roles of the coach, the "coaching, continuum," and collaboration will be studied in detail. Appropriate for classroom teachers, reading teachers, reading specialists, curriculum coordinators, and administrators.

READ 5910	Investigations in Reading: Primary	01	3.00	Poston, Cy	5:00PM - 9:00PM	-M-----	WEBH325	1	18	
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This course has been designed for classroom teachers to become proficient in the 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. A coaching project is required. (Counts for Reading Methods).

School Systems, Superintendency and Leadership

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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SSSL 6021	Methods of Ed Research II	W1	2.00	Hannick, C	TBA	-----	ONL1	1	15	
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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.

SSSL 6023	Internship in School Systems, Superintendency and Leadership (1) (to be repeated 5 times)		ID	1.00	Altrogge,	TBA	-----	OFFC	S	10
			W1	1.00	Altrogge,	TBA	-----	ONL1	S	10
			W2	1.00	Altrogge,	TBA	-----	ONL1	S	10

The internship in ethical leadership is a clinical experience that is supervised, supported, individualized, and advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory, and research that allows for:

- a. Examination of presumptions about leadership and values.
- b. Discussion and application of readings to schooling and leadership.
- c. Design and implementation of an individualized Ethical Leadership Development Plan.

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.

SSSL 6024	Schl Sys/Sup/Lead: Law	ID	2.00	Sucharski,	5:00PM - 9:00PM	---W---	OFFC	1	15
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Location: Litzsinger School

This course is designed to provide intense opportunities for both theoretical and practical learning in the following areas:

- a. Knowledge of structure/function of the American court system
- b. How statutory/case law impact the public school
- c. Litigation in regard to FERPA and NCLB
- d. Gender based decision making
- e. Student rights
- f. First and fourth amendments
- g. High stakes testing

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.

SSSL 6025	Schl Sys/Sup/Lead: Administration	W1	3.00	Staff	TBA	-----	ONL1	S	15
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This course is an overview of rural, suburban, and urban education, school-community relations, and school politics: principles, concepts, and issues at the federal, state, and local level. The course will address organizational development and the benefits of mobilizing resources—time, money, and people. It will include techniques of structuring a school district environment that identifies institutional needs for diversity and concerns the leadership and administrative tasks of the superintendent. The course focuses on the following areas:

- a. Strategic plans and system theories.
- b. Organizational development and operational procedure as it relates to the district level.
- c. Collaborative skills in regard to working with district stakeholders and responding to and mobilizing community resources.
- d. Understand the need to promote the success of all students by responding to and influencing the larger political, social, economic, legal, and cultural context.

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.

SSSL 6026	Schl Sys/Sup/Lead: Finc/Mngt	ID	2.00	Sucharski,	5:00PM - 9:00PM	---W---	OFFC	2	15
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Location: Litzsinger School

Emphasis will be placed on the role of federal, state, and local governments in funding public schools, the impact of taxation, and an overview of school funding formulas. Focus will be placed on the use of finance to impact student achievement. The successful student will:

- a. Demonstrate and apply a basic understanding of the principles of sound financial management.
- b. Identify the contribution of education to the economy.
- c. Identify the major components of developing, implementing, changing, and evaluating a school district budget.
- d. Identify and apply the processes of financial accounting, auditing, and reporting.
- e. Identify and apply school finance concepts.
- f. Evaluate and reallocate financial resources to improve student results.

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.

Social Science

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
EPSY 5130	Educational Psychology	01	3.00	Stiles, De	5:00PM - 9:00PM	---W---	WEBH324	2	20	
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 5160	Advanced Child Development	01	3.00	Staff	5:00PM - 9:00PM	--T---	WEBH	1	20	
Child development is the scientific study of the physical, cognitive, social, and personality changes that occur throughout the childhood years. This course is based on recent research in education and child development that aids the teacher in guiding learning activities of children of preschool age through early adolescence.										
EPSY 5170	Behavioral Management	01	3.00	Thomas, Na	5:00PM - 9:00PM	---W---	WEBH	1	20	
		02	3.00	Hendricks-	5:00PM - 9:00PM	--T---	WGSD356	2	20	
		W1	3.00	Wilson, Vi	TBA	-----	ONL1	S	15	
		W2	3.00	Wilson, Vi	TBA	-----	ONL1	S	15	
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 5180	Advanced Educational Psychology	01	3.00	Stiles, De				S	20	
Meeting Dates: June (individual meetings with professor), 8/17 (5-9PM), October (individual meetings with professor) 12/7 (5-9PM)										
Trip Dates: January 5-8 Attend Hawaii International Conference on Education										
All expenses and travel arrangements are the student's responsibility.										
In Advanced Educational Psychology students will investigate psychological research pertaining to education, employ researcher's observational skills and hypothesis testing methods, and discover how the scientific method can be used to improve teaching and learning in schools.										
EPSY 5290	Family Counseling	01	3.00	McKenna, B	5:00PM - 9:00PM	--T---	WEBH	1	20	
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 5370	Counseling	01	3.00	Staff	5:00PM - 9:00PM	---W---	WEBH	1	20	
This course focuses on the communication skills teachers can use in working with students, parents, and administrators. The theory and application of at least one counseling approach are examined in depth. The emphasis is on the practical applications of communication skills. May be repeated for credit if content differs.										
EPSY 5540	Psychology of Early Adolescence	01	3.00	Klosterman	5:00PM - 9:00PM	-M-----	WGSD356	1	10	
This course focuses on the psychological growth and development of the early adolescent (ages 9-15). Participants examine the physical, intellectual, personality, and emotional development; sexuality; and the social adjustment of the transescent child. The course also explores the relationship of the school environment to the child's development.										
EPSY 5810	Adolescent Psychology	01	3.00	Stiles, De	5:00PM - 9:00PM	----R--	WEBH324	2	20	
This course involves the theoretical and empirical study of adolescence. Topics addressed include physical development, intellectual development, values and moral development, social problems, sexuality, and discipline. Students examine the educational applications for each topic.										

Social Science

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
SOCS 5010	Social Studies for Secondary Schools									
		01	3.00	Green, The	5:30PM - 9:30PM	--T----	WEBH324	2	10	
<p>This course is designed to assist participants in gaining an overview of significant social studies curricula being used at the secondary level. It also introduces students to the area of historiography, which enables them to understand specific ways students can grasp the historical process.</p>										
SOCS 5030	Contemporary World Affairs									
Dates:	10/15 - 12/14									
	Latin America	01	3.00	Hellinger,	5:30PM - 9:30PM	---W---	PRSN3	2	5	
<p>The course will concentrate on politics in four countries: Mexico, Cuba, Venezuela and Nicaragua.</p>										
Dates:	8/13 - 10/12									
	Religion and Political Conflict	02	3.00	Parr, Chri	5:30PM - 9:30PM	---W---	WEBH	1	5	
<p>After some 200 years in which religion has not been a primary cause of tension between the world's powers, it has recently once again erupted front and center: in strife between Islamic nations and the West as well as in the ex-USSR and China, in South Asia (between Buddhists, Hindus, Sikhs, and Muslims), in Africa, and even within Europe, whether in Northern Ireland, ex-Yugoslavia, or in countries with significant religiously devout minorities. The United States itself is not immune, and its own principles of religious freedom are sometimes stretched very thin. So how are we to understand religion's appeal, and the dynamics it injects into conflict situations? How are international relations - both as systems of political power, and as a discipline - affected by this recurrence of religious hostilities? Why has there been such a resurgence in religiously-expressed conflict in contemporary world affairs over the past twenty years or so - and are we equipped to handle the 'battle for hearts and minds' when religions become 'fightin' words'? These and similar issues will be examined in this wide-ranging and very timely course. The first half will address more theoretical issues, concerning the nature of religion and its complex relations to culture, power, identity, and social motivation. The second half will then examine several case studies of political conflicts in the light of religious issues: the Middle East, Yugoslavia, WWII Japan, and Ireland, as well as observations concerning the 'culture wars' and the 'war on terror' in the U.S. and Europe. The course will follow and examine the manuscript Dr. Chris Parr has been writing on this subject, with students encouraged to provide their critical responses to this work in progress and weigh in on other perspectives, especially from International Relations.</p>										
SOCS 5050	Studies in Character Education	W1	3.00	Nobbe, Chr	TBA	-----	ONL1	S	15	
<p>This course examines the psychology and application of character and values education as it relates to humane education. Students reflect on the developmental perspectives of prosocial behaviors such as cooperation and compassion. Research on programs that aim to instill student values (e.g. responsibility, prosocial behavior, kindness) are evaluated. Classroom applications of character education programs are explored.</p>										
SOCS 5260	Topics in Geography	W1	3.00	Ewing, Jam	TBA	-----	ONL1	S	15	
<p>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.</p>										
SOCS 5400	Issues in Education	01	3.00	Staff	5:00PM - 9:00PM	---W---	WGSD355	1	10	
<p>This course provides an opportunity to examine a selected issue area in education through readings, discussion, and individual projects. May be repeated for credit.</p>										
SOCS 5750	Special Institute									
	19th Century America	01	3.00	Truesdell,	5:30PM - 9:30PM	----R--	WEBH	2	20	
<p>A study of America's coming of age. Developing themes and concepts from historical events and literature of the century. The Louisiana Purchase, the Monroe Doctrine, Jacksonian Democracy, events leading to Civil War, the frontier, the Industrial Revolution, and the country's emergence as a world power. Relating these events to today's world and today's students.</p>										
	Social Conflict Management	W1	3.00	Duffy, Bar	TBA	-----	ONL1	2	15	
<p>Social conflict in schools is based upon individual feelings and the need to challenge these feelings in a positive manner. The course aims to enable educators to develop emotional competencies in themselves and their students. Class members explore the development of emotional intelligence and to learn how teacher and student behavior can be channeled into positive decision making and action.</p>										
SOCS 5760	Middle School Curriculum and Instruction									
		01	3.00	Green, The	5:30PM - 9:30PM	----R--	WEBH326	1	10	
<p>Students examine curricular and instructional strategies for the middle school. Interdisciplinary curricula, evaluation of instruction and learning, instructional technologies, and personalization of learning are discussed.</p>										
SOCS 5790	Education and Individual Rights	01	3.00	Baker, Lar	5:00PM - 9:00PM	----R--	WEBH	2	20	
<p>This course covers trends in education relating to development of legal rights and responsibilities among teachers, parents, students, and schools. May be repeated for credit if content differs.</p>										
SOCS 5970	The Gifted Learner	01	3.00	Nobbe, Chr	5:00PM - 9:00PM	--T----	WEBH	1	20	
<p>Participants in this course examine current issues in the field of education for the gifted. Programs, teaching methods, and curriculum for the gifted are presented in the course.</p>										

Special Education

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
SPED 5010	Methods of Teaching Mathematics for Disabled Learners									
		01	3.00	Muehlenbec	5:00PM - 9:00PM	-M-----	WEBH	2	15	10.00
This course focuses on the development of mathematics instruction for students with special needs. Prerequisites: MATH 4310 and SPED 5860 Psychology of the Exceptional Student.										
SPED 5030	Students with Mild/Moderate Disabilities									
		01	3.00	Staff	5:30PM - 8:30PM	---W---	WEBH	S	15	
		W1	3.00	Browne, Re	TBA	-----	ONL1	S	15	
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	15	
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 5090	Special Education Practicum									
	Cross Categorical	01	3.00	Ashburner,	TBA	-----	OFFC	S	15	
	SDD	ID	1.00	Mahfood, S	TBA	-----	OFFC	S	15	
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.										
SPED 5220	Topics in Special Education									
	Beginning Sign Language	01	3.00	Rush, Sara	6:00PM - 9:00PM	--T----	WEBH	S	15	
This course introduces students to a variety of sign language systems.										
	The RTI Initiative	02	3.00	Kelk, Mich	5:00PM - 9:00PM	----R--	WEBH	2	20	
	Difficult Stud:Survival Guide C1	W1	3.00	Campbell,	TBA	-----	ONL1	S	15	
This course examines the characteristics and features of students with disruptive behavior disorders, such as oppositional disorders, conduct disorders and attentional disorders. We will read and discuss professional literature, review case studies, interview professionals and family members who are familiar with these students, and summarize our findings into class presentations.										
SPED 5240	Psychoeducational Assessment I									
		01	3.00	Korobey, C	5:30PM - 8:30PM	----R--	WEBH204	S	10	30.00
		02	3.00	Bell, Kath	5:30PM - 8:30PM	-M-----	WEBH204	S	10	30.00
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---	WEBH	1	20	
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 5260	Career Preparation for Students with Special Needs									
		01	3.00	Menscher,	5:00PM - 9:00PM	----R--	WEBH324	1	20	20.00
This course presents teachers with career development concepts and techniques for preparing students with special needs to make the successful transition from school to working and living in the community. Career education models and programming strategies are presented for elementary through secondary educational levels, with emphasis on adolescents. Prerequisite: SPED 5860 Psychology of the Exceptional Student.										
SPED 5300	Communicating with Families and Disabled Persons									
		01	3.00	Speckhard,	5:00PM - 9:00PM	--T----	WEBH326	2	20	
The course focuses on counseling and communication techniques appropriate to the needs of the exceptional individuals and their families.										

Special Education

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
SPED 5311	Assessment of Functional Skills for Students with Severe Developmental Disabilities									
Location: Special School District Main office, 12100 Clayton Road										
		ID	3.00	McMullen,	5:00PM - 9:00PM	---W---	OFFC	S	20	60.00
This course examines the use of standardized and ecologically based assessments in all areas of skill development. Coursework includes the opportunity to examine and use a number of different assessments.										
SPED 5350	Enhancing Social Competency in Children with Special Needs									
		01	3.00	Powers, Li	5:00PM - 9:00PM	----R--	WGSD356	1	20	
Students examine a variety of strategies and curricula designed to promote social competency and self-regulation in children and youth. Examples of curricula that focus on social skills, problem solving, cooperation, friendship, and self-awareness are studied critically. Students are expected to select and instruct a specific curriculum with students with special needs.										
SPED 5380	Methods for Students with Mild/Moderate Disabilities I									
		01	3.00	Mahfood, S	5:00PM - 9:00PM	---W---	WEBH	1	10	
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.										
SPED 5381	Methods for Students with Mild/Moderate Disabilities II									
		01	3.00	Menscher,	5:00PM - 9:00PM	---W---	WEBH	2	10	20.00
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: Enhancing Awareness of Disability Issues									
DATES: 11/2, 11/3		02	1.00	Martin, N	5:00PM-9:00PM	-----F-	WEBH	2	25	
<i>See the In-Service course schedule for the course description and registration information.</i>										
SPED 5413	Assessment, Evaluation and Diagnosis of Learning and Academic Disorders									
		01	3.00	Bell, Kath	5:00PM - 9:00PM	----R--	WEBH326	2	20	
Students explore a variety of academic and psychoeducational assessment techniques that are relevant to the evaluation of children and youth with suspected academic disorders. Functional behavior assessment and analysis of academics, task analysis, and ecobehavioral assessment will be examined in depth. Students are expected to work intensively. 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 assessment of cognitive and academic skills across the academic areas, integrated with formal assessment data.										
SPED 5414	Children and Youth with Learning and Academic Disorders									
		01	3.00	Bell, Kath	5:00PM - 9:00PM	----R--	WEBH	1	20	
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, academic disorders. The course content focuses on current issues and practices regarding characteristics, identification, and placements specific to this population of students with learning disabilities or mental retardation.										
SPED 5500	Socioemotional Development:Child with Special Needs									
		01	3.00	Campbell,	5:00PM - 9:00PM	---W---	WEBH204	2	20	
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	
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 5860	Psychology of the Exceptional Student									
		01	3.00	Jones, Vic	5:00PM - 9:00PM	----R--	WEBH	1	20	
		02	3.00	Hasty, Reg	5:00PM - 9:00PM	--T----	WEBH	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.										

Special Education

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
SPED 5880	Integrating Resources:Community, Schools and Family									
		01	3.00	Jones, Jos	5:00PM - 9:00PM	----R--	WEBH325	1	10	50.00
		02	3.00	Jones, Jos	5:00PM - 9:00PM	----R--	WGSD356	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.