



## FALL 2008

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

**Note: Tuition is \$495 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 23rd.

Non-Degree and Alumni with a certification plan and advisor approval may begin to register online at 3:00p.m. on June 25th

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 16th 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 appointment.

Appointments will be taken by phone or in person (WEBH 232) after 8:30 a.m. beginning June 16th. To schedule an appointment with your advisor please call your appropriate Dept. Associate:

#### Communication Arts, Reading and Early Childhood Department (CARE)

Shane Collier, Dept. Associate 314 968-7090

#### Multidisciplinary Dept. (MULD)

Education Leadership, Educational Technology, Math, Multidisciplinary Studies, Social Science, Special Education, School Systems, Superintendentcy and Leadership

Anna Santoya, Dept. Associate 314 968-7097.

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

## 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 2008 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 23/24	3 - 5 p.m.	Current M.A.T. and Ed.S. Degree Seeking Students Only
June 25/26	3 - 5 p.m.	New M.A.T. and Ed.S. Applicants/Non-Degree/Alumni

## FALL 2008 CALENDAR:

August 25	First day of 16-week and Term I classes
October 17	Last day of Term I classes
October 20 – October 24	Break
October 27	First day of Term II classes
December 19	Last day of 16-week and Term II classes

## COURSE SYLLABI:

The School of Education will begin posting Fall 2008 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 1st, Labor Day. The makeup day will be Friday, September 5th with no time or room change. There will be no classes on Thursday, November 27th, Thanksgiving. The makeup day will be Friday, December 5th with no time or room change.

## TUITION (Pending Board Approval)

M.A.T. tuition is currently \$445 per credit hour for classroom courses and \$495 per credit hour for all online courses. Ed.S. tuition is \$300 per credit hour, except for courses held on main campus, which will be \$445 per credit hour and online courses which are \$495 per credit hour. Undergraduate courses are \$525 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 \$270 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.**

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

**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.

Check to see if your class has a text or to order online at: [www.webster.bkstr.com](http://www.webster.bkstr.com)

### **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 <b><a href="http://online.webster.edu">http://online.webster.edu</a></b>
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

### **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.

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

## **ROOM ASSIGNMENTS**

Check on the web site before your first class meeting.

## **DECEMBER 2008 GRADUATION**

Petitions to graduate in DECEMBER 2008 are due to your Dept. Associate (WEBH 232) by September 15, 2008

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 2008 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 2008 registration. Students who do not complete a petition will not be eligible for December 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:**

<b><u>Classes</u></b>	<b><u>8 Week Classes</u></b>	<b><u>16 Week</u></b>
<b><u>Drop</u></b>		
Week 1	100%	100%
Week 2	100%	100%
<b><u>Withdraw</u></b>		
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.)

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

## 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.**

### **AFTER YOU ENROLL IN AN ONLINE COURSE**

1. Go to the Online Programs web site at <http://www.webster.edu/online>.
2. Select the **Students** tab and review the Get Started section for information on:
  - a. **Technical Requirements**
  - b. **Logging In**
  - c. Obtaining your **CONNECTONS ID & Password**
  - d. Going through the **Online Blackboard Vista Tutorial**
3. Order your **textbooks** from Webster's online bookstore at <http://www.webster.bkstr.com>. Use the **Course/Textbook Lookup** on the right side of the screen to find the right book. Please be aware that the International versions of the textbook may differ from the Domestic (North American) version required for your course. You will need your textbook during the 1st week of class!
4. **Login to your Blackboard Vista course** on the appropriate log in date/time. Students will have access to their course anytime after noon on the login date. Also, check the Academic calendar for the correct login dates.
5. Log into **CONNECTIONS** at <http://connections.webster.edu>, select the **Student** tab and click on **My Courses**.
6. Check the Online Programs web site at [www.webster.edu/online](http://www.webster.edu/online) for **Important Information and Announcements**
7. Contact the **Webster Help Desk** at (314) 968-5995 / (866) 435-7270 or [support@webster.edu](mailto:support@webster.edu), if you have any problems logging in or using Blackboard Vista.

## 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](http://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](http://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](http://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 Summer 2008 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: Please call the Help Desk 314-968-5995 to find out about this feature.

**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](mailto:support@webster.edu)

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

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

Friday 7:00am - 7:00pm

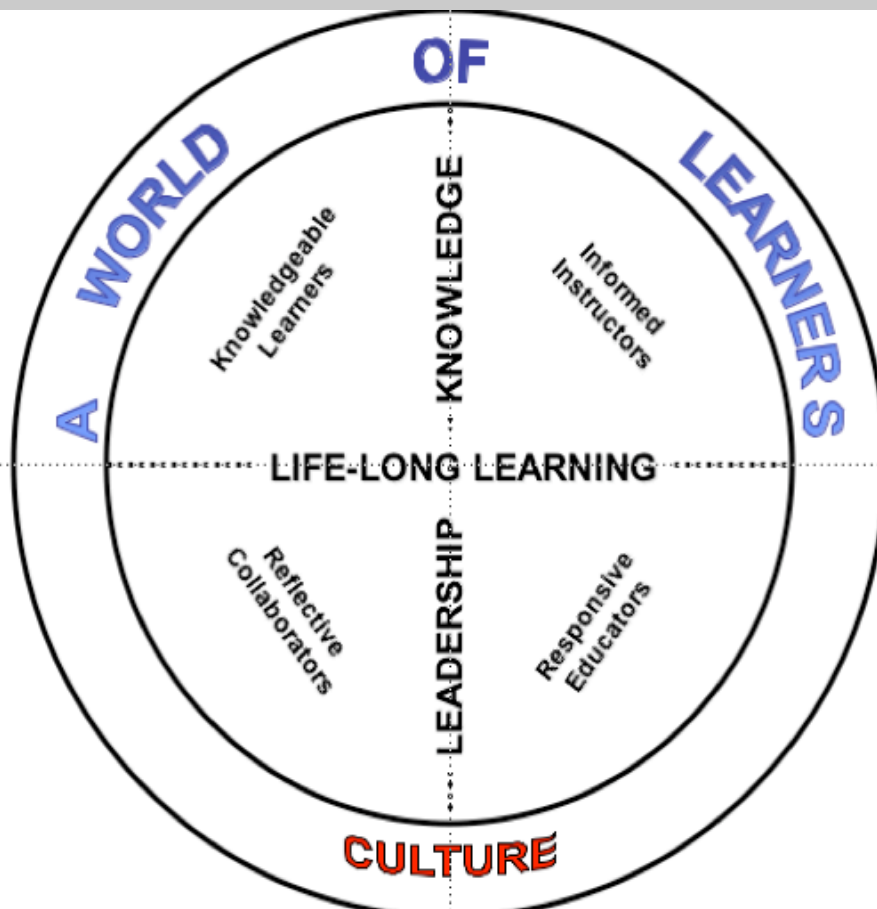
Saturday & Sunday 9:00am - 3:00pm

## 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
<b>COMM 5000</b>	<b>Fiction, NonFiction, and Poetry for Children</b>	01	3.00	Koehnecke,	5:00PM - 9:00PM	--T----	WEBH219	1	15	10.00
<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>										
<b>COMM 5030</b>	<b>Historical Linguistics</b>	01	3.00	Hirth, Pau	5:00PM - 9:00PM	----R--	WEBH	2	20	
<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>										
<b>COMM 5040</b>	<b>Practicum in ESOL</b>	01	3.00	Bock, Ione	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>										
<b>COMM 5090</b>	<b>Drawing</b>	01	3.00	Bradley, M	5:00PM - 9:00PM	--T----	VAST	2	15	25.00
<p>Class members study drawings of human figures on a variety of levels: 3-D figure on a 2-D page, quality of line, qualities of shape and color, representational drawings, and abstract drawings.</p>										
<b>COMM 5100</b>	<b>Painting</b>	01	3.00	Bradley, M	5:00PM - 9:00PM	--T----	VAST	1	15	20.00
<p>Work revolves around the physical and psychological properties of color. Paintings exhibit the use of personal concepts and organization.</p>										
<b>COMM 5187</b>	<b>Secondary Techniques and Curriculum</b>	01	3.00	Steinmann,	5:00PM - 9:00PM	---W---	WEBH	1	15	15.00
<p>The course provides secondary teachers opportunities to learn basic instructional techniques, formative and summative assessment models, curriculum development, and lesson plans. Teachers and prospective teachers are expected to integrate the professional standards from their discipline into their projects and assignments.</p>										
<b>COMM 5220</b>	<b>Curriculum Development in Second Language Classrooms</b>	W1	3.00	Hitchcock,	TBA	-----	ONL1	S	15	
<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>										
<b>COMM 5230</b>	<b>Second Language Acquisition</b>	W1	3.00	Bock, Ionela	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>										
<b>COMM 5270</b>	<b>Visual Communication</b>	01	3.00	Steinmann,	5:30PM - 9:30PM	----R--	WEBH219	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>										
<b>COMM 5280</b>	<b>Written Communication</b>	01	3.00	Birkman, M	5:30PM - 9:30PM	-M-----	WEBH219	1	15	15.00
		02	3.00	Birkman, M	5:30PM - 9:30PM	-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>										
<b>COMM 5290</b>	<b>Interpersonal Communication</b>	01	3.00	Shiller, A	5:00PM - 9:00PM	-M-----	WEBH	2	20	
		W1	3.00	Bock, Ionela	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	<b>Intercultural Communications</b>	01	3.00	Barry, B	5:00PM - 9:00PM	----R--	WEBH	2	20	
<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 5398	<b>World Literature</b>	01	3.00	Otten, Nic	5:00PM - 9:00PM	----R--	WEBH326	2	18	
<p>The course will cover a wide range of works from throughout history and around the world, from scriptures in the Ancient Near East (thus, the Bible), then traveling through Western culture (the Greeks and Europe), across the oceans (the Americas), to the Far East. Though emphasis will be on teachable classics (e.g., <i>The Book of Job</i>, <i>Oedipus</i>, <i>Doctor Faustus</i>, <i>Tao Te Ching</i>), we will constantly consider them in reference to later history. All students will read 5 complete works from a group of 10-20 choices and write 3 graded assignments from a range of choices: annotated bibliographies, essays, and teaching units.</p>										
COMM 5399	<b>Poetry on the Planet</b>	01	3.00	Birkman, M	5:30PM - 9:30PM	---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>										
COMM 5410	<b>In-Service Topic: Writing Workshop 1</b>									
Aug. 23, 30, Sept. 6 & 13		01	3.00	Lesser, C	8:30AM - 4:30PM	-----S	WEBH330	1		
<p>See the In-Service listing for description and registration information.</p>										
COMM 5440	<b>Integrated Language Arts</b>	01	3.00	Holmes, Ken	5:00PM - 9:00PM	--T----	WEBH	2	15	30.00
<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 5530	<b>Technology and Teaching</b>	01	3.00	Carr, Rona	5:00PM - 9:00PM	----R--	WEBH325	1	15	30.00
		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 5560	<b>Sculpture</b>	01	3.00	Watson, Ha	5:00PM -8:00PM	-T-----	VAST	S	25	135.00
<p>The focus of this course is to investigate traditional and contemporary materials, concepts and techniques applied to meaningful hands-on art experiences, with emphasis on integrating the experience with regular academic studies in language arts, science, history, mathematics, and social studies.</p>										
COMM 5670	<b>Teaching in a Diverse Society</b>	01	3.00	Talley, Ma	5:00PM - 9:00PM	---W---	WEBH	2	20	
<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	<b>Special Institute</b>									
	<b>Principles/Practices -Lang Testing</b>									
		01	3.00	Bock, Ione	5:00PM - 9:00PM	--T----	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>										
COMM 5820	<b>Foundations in Reading Instruction</b>									
		01	3.00	Rhomberg,	5:00PM - 9:00PM	-M-----	WGSD355	2	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
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**COMM 5840 Reading and Writing as Cognitive Processes**

01 3.00 Koblitz, C 5:00PM - 9:00PM ---W--- WGS355 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.

**COMM 5920 Teaching Reading in Content Fields**

01 3.00 Cornell, T 5:30PM - 9:30PM ----R-- WEBH 2 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 unit is part of the course evaluation and includes vocabulary as well as prereading, during reading and post reading strategies in addition to formative and summative assessments. This course is used for middle school and secondary certification.

**COMM 5960 Differentiated Reading Instr.**

01 3.00 Jordan, Ca 5:00PM - 8:00PM ----R-- WEBH S 18 10.00

Students learn about research and best practices in developmental reading and learn how to assess abilities and needs of individual students within the classroom. Various materials and activities are developed for whole group, small group and individual instruction, based on informal and formal assessments. Course counts for initial teaching certification.

**ILC 5170 Seminars:**

**French Bestsellers 2007**

01 3.00 Thompson, 5:30PM - 8:30PM --T---- WEBH319 S 18 12.00

**Prerequisite: Advanced level in French. Crosslisted with FREN 4650.01.**

Most people can name a 19th-century French novelist or poet, an Enlightenment or an Existential philosopher, but who is writing in France today? In this class we will read several of the best-selling books published in France in 2007. Reading, analyzing and discussing these selected texts will help students understand a French approach to literature as well as the role literature and French authors play in contemporary society. We will place these books in a larger French literary context while also exploring themes and styles specific to the 21st century.

**Introduction to German Film**

02 3.00 Hanssen, P 5:30PM - 9:30PM ---W--- WEBH 1 18 12.00

**Prerequisite: Advanced level in German. Crosslisted with GRMN 4650.01.**

The legacy of German films with directors such as F. W. Murnau, Fritz Lang, Leni Riefenstahl, and Werner Fassbinder will be explored in this eight-week class in German. A selection of the major films will be screened. Course requirements involve readings in the text, student presentations, learning vocabulary for writing about and discussing film in German, reaction papers for outside viewing assignments, final research paper and active participation in class. May be repeated for credit if content differs.

**History & Fiction in SpAmer Lit**

03 3.00 Navia Mend 5:30PM - 8:30PM ----R-- WEBH319 S 18 12.00

**Prerequisite: Advanced level in Spanish. Crosslisted with SPAN 4250.01.**

In this course we will examine the relationship between history and fiction through the rewriting and articulation of Spanish American history in several cultural productions, mainly literary texts of different genres and films, of the 20th and present centuries. In Spanish.

# Early Childhood

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
<b>ECED 5010</b>	<b>Foundations of Early Childhood Ed.</b>	<b>01</b>	<b>3.00</b>	<b>Bauermeister</b>	<b>5:00PM - 9:00PM</b>	<b>---W---</b>	<b>WEBH324</b>	<b>1</b>	<b>18</b>	<b>10.00</b>
<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>										
<b>ECED 5460</b>	<b>Curriculum Design</b>	<b>01</b>	<b>3.00</b>	<b>Breig-Alle</b>	<b>5:00PM - 8:00PM</b>	<b>---W---</b>	<b>WEBH326</b>	<b>S</b>	<b>18</b>	<b>10.00</b>
<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>										
<b>ECED 5461</b>	<b>PrePrimary Practicum</b>	<b>01</b>	<b>1.00</b>	<b>Breig-Alle</b>	<b>TBA</b>	<b>-----</b>	<b>OFFC</b>		<b>1</b>	<b>25</b>
<p>Concurrent registration in EDUC 5460 Curriculum Design is preferred. The focus of this practicum is observation and participation in classrooms servicing children in preprimary grades. Prerequisites: EDUC 4740, ECED 5431, ECED 5460.</p>										
<b>ECED 5462</b>	<b>Early Primary Practicum</b>	<b>01</b>	<b>1.00</b>	<b>Breig-Alle</b>	<b>TBA</b>	<b>-----</b>	<b>OFFC</b>		<b>2</b>	<b>25</b>
<p>Concurrent registration in ECED 5460 Curriculum Design is preferred. The focus of this practicum is observation and participation in classrooms servicing children in primary grades. Prerequisites: EDUC 4740, ECED 5431, ECED 5460.</p>										
<b>ECED 5510</b>	<b>Cognitive Development: Implications for Early Education</b>	<b>01</b>	<b>3.00</b>	<b>Breig-Alle</b>	<b>5:00PM - 9:00PM</b>	<b>--T----</b>	<b>WEBH204</b>	<b>2</b>	<b>20</b>	<b>5.00</b>
<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>										
<b>ECED 5670</b>	<b>Sociomoral Development: Implications for Early Learning</b>	<b>01</b>	<b>3.00</b>	<b>Strange, J</b>	<b>5:00PM - 9:00PM</b>	<b>--T----</b>	<b>WGSD356</b>	<b>1</b>	<b>20</b>	<b>15.00</b>
<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>										
<b>ECED 5830.01</b>	<b>Topics in Early Learning: The Child as Naturalist</b>									
<b>Dates:</b>	<b>Mondays, 8/25, 9/8, 9/22, 9/29 and 10/7</b>	<b>3.00</b>		<b>Diefenbach</b>	<b>5:00PM - 9:00PM</b>	<b>-M-----</b>	<b>WEBH326</b>	<b>1</b>	<b>20</b>	<b>20.00</b>
	<b>Saturdays, 9/13 and 10/11</b>				<b>9:00AM - 5:00PM</b>	<b>-----S</b>	<b>WEBH326</b>			
<p>Through activities and discussions, this course will introduce techniques and experiences which encourage a conservation ethic and nurture environmental awareness in young children. While a survey of environmental themes will be key, emphasis will be placed on the importance of nature education at the early childhood level.</p>										
<b>ECED 5860</b>	<b>Cross-Cultural Perspectives in Early Childhood</b>	<b>01</b>	<b>3.00</b>	<b>Bauermeister</b>	<b>5:00PM - 9:00PM</b>	<b>-M-----</b>	<b>WEBH324</b>	<b>2</b>	<b>18</b>	<b>10.00</b>
<p>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.</p>										
<b>ECED 5880</b>	<b>Integrating Resources:Community, Schools and Family</b>	<b>01</b>	<b>3.00</b>	<b>Jones, Jos</b>	<b>5:00PM - 9:00PM</b>	<b>----R--</b>	<b>WEBH325</b>	<b>2</b>	<b>10</b>	<b>50.00</b>
<p>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.</p>										

## Education Leadership

Course No.	Course Title	Sec Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
LEAD 6001	Foundations in Educational Leadership	I1	5.00 Ritter, Je	5:00PM - 9:00PM	---W---	OFFC	S	15	
		ID	5.00 Bevel, Mar	5:00PM - 9:00PM	---W---	OFFC	S	15	

**Location:** Litzsinger School at 10094 Litzsinger Road

This course helps students understand how the educational process occurs in the context of modern society and is influenced by the forces of the larger community. Students analyze the complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact the education leadership process. They employ active inquiry, experimentation, and reflection to investigate issues of race, ethnicity, gender, disability, equity, social justice, and ethics examining the impact of these issues in urban, rural, and suburban contexts. Prerequisite: LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6002	School Administration and Resource Management	ID	5.00 Altrogge,	5:00PM - 9:00PM	---W---	OFFC	S	15	
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**Location:** Litzsinger School at 10094 Litzsinger Road

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 6005	Internship in Educational Adm	I1	1.00 Ritter, Je	5:00PM - 9:00PM	----R--	OFFC	S	10	
		I2	1.00 Ritter, Je	5:00PM - 9:00PM	----R--	OFFC	S	10	
		I3	1.00 Altrogge,	5:00PM - 9:00PM	----R--	OFFC	S	10	
		I4	1.00 Altrogge,	5:00PM - 9:00PM	----R--	OFFC	S	10	
		ID	1.00 Altrogge,	5:00PM - 9:00PM	----R--	OFFC	S	10	

**Location:** Litzsinger School at 10094 Litzsinger Road

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.

## Educational Technology

EDTC 5010	Introduction to Technologies for Educators	Clstrm Technologies for Educators 01	3.00 Wagner, Sc	5:30PM - 8:30PM	-M-----	WEBH225	S	16	10.00
		Clstrm Technologies for Educators W1	3.00 Reitinge,	TBA	-----	ONL1	S	15	
		Clstrm Technologies for Educators W2	3.00 Reitinge,	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).

EDTC 5030	Topics in Classroom Technologies	Intro Assessment Using Technology W1	2.00 Beckmann,	TBA	-----	ONL1	1	15	
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This course examines different methods to collect, organize, and analyze information using technological tools., It 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 evaluation and what assessment means in any curriculum and how can technology aid in the process.

EDTC 5040	Computer Graphics	W1	2.00 Reiss, Ken	TBA	-----	ONL1	1	15	
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Computer graphics adds imagery for the web, design for the printed page, and broadcast-quality to multimedia 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.

# Educational Technology

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
<b>EDTC 5070</b>	<b>Desktop Publishing</b> <b>Desktop Publishing</b>	<b>W1</b>	<b>2.00</b>	<b>Reiss, Ken</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>		<b>2</b>	<b>15</b>
<p>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. Prerequisite: EDTC 5040.</p>										
<b>EDTC 5250</b>	<b>Programming Languages</b> <b>Intro to Programming - Part 1</b>	<b>W1</b>	<b>3.00</b>	<b>Rodney, De</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>		<b>S</b>	<b>15</b>
<p>The course presents various aspects of computer programming. A programming language is used as a means of teaching these concepts. Good programming practices will be presented, with emphasis on actual development. Learn to use the operating system to invoke commands and control the system environment. Learn to make use of variables to hold and manipulate data. Make use of functions and conditional logic, including loops. Read and write from files. Learn to use good program file structures. Emphasis will be on applications that may be useful in the classroom.</p>										
<b>EDTC 5255</b>	<b>Programming II</b> <b>Intro to Programming - Part 2</b>	<b>W1</b>	<b>3.00</b>	<b>Rodney, De</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>		<b>S</b>	<b>15</b>
<p>The course presents additional aspects of computer programming. A programming language is used as a means of teaching these concepts. Good programming practices will be presented, with emphasis on actual development. Learn to write programs using Object-Oriented Programming (OOP). Generate and use Graphical User Interface (GUI) objects. Learn to use built-in error handling techniques. Write a standalone, useful application as a final project. Emphasis will be on applications that may be useful in the classroom. Prerequisite: EDTC 5250.</p>										
<b>EDTC 5290</b>	<b>Classroom Media</b> <b>Digital Movie Making</b>	<b>01</b>	<b>3.00</b>	<b>McKenna, E</b>	<b>5:30PM - 9:30PM</b>	<b>---W---</b>	<b>WEBH221</b>		<b>2</b>	<b>16 20.00</b>
<p>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.</p>										
<b>EDTC 5330</b>	<b>Theoretical Perspectives</b> <b>Computers and Information System</b>	<b>01</b>	<b>3.00</b>	<b>Rodney, De</b>	<b>5:30PM - 9:30PM</b>	<b>---W---</b>	<b>WEBH221</b>		<b>1</b>	<b>15 10.00</b>
<p>This course is for educators for whom the computer will be an everyday tool. This course covers core concepts of computers and information systems in order to be able to use the computer competently. Information is presented on the capabilities of computers that users can apply at work, home, and school. Topics covered will include computer development; input, processing, storage, and output hardware; software development; programming languages; communications; connectivity; systems development; database management; information management; ethics; privacy; security; and purchasing and maintaining a computer system.</p>										
<b>EDTC 5410</b>	<b>In-Service Topics</b>									
<b>Oct. 25 &amp; Nov. 8</b>	<b>Using PDAs in Education</b>	<b>01</b>	<b>1.00</b>	<b>Beckmann, M</b>	<b>9:00AM - 5:00 PM</b>	<b>-----S</b>	<b>WEBH221</b>		<b>2</b>	<b>16 10.00</b>
<p>See the In-Service listing for description and registration information.</p>										
	<b>Internet for Educators</b>	<b>02</b>	<b>2.00</b>	<b>Kratzer, M</b>	<b>5:30PM - 8:30PM</b>	<b>----R--</b>	<b>WEBH225</b>		<b>2</b>	<b>16 10.00</b>
<p>See the In-Service listing for description and registration information.</p>										
<b>Nov. 14 &amp; 15</b>	<b>eZedia in the Classroom</b>	<b>03</b>	<b>1.00</b>	<b>Draper, E</b>	<b>5:00PM - 9:30PM</b> <b>8:00AM - 5:30PM</b>	<b>-----F-</b> <b>-----S</b>	<b>WEBH221</b> <b>WEBH221</b>		<b>1</b>	<b>16 10.00</b>
<p>See the In-Service listing for description and registration information.</p>										
<b>Sept. 19 &amp; 20</b> <b>&amp; Oct. 3 &amp; 4</b>	<b>Captivate in the Classroom</b>	<b>04</b>	<b>2.00</b>	<b>Samson, K</b>	<b>5:00PM - 9:30PM</b> <b>8:00AM - 5:30PM</b>	<b>-----F-</b> <b>-----S</b>	<b>WEBH221</b> <b>WEBH221</b>		<b>1</b>	<b>16 30.00</b>
<p>See the In-Service listing for description and registration information.</p>										
	<b>Integrating Multimedia from Internet into the Curriculum</b>	<b>W1</b>	<b>2.00</b>	<b>Kratzer, M</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>		<b>1</b>	<b>15</b>
<p>See the In-Service listing for description and registration information.</p>										
	<b>Microsoft Office</b>	<b>W2</b>	<b>2.00</b>	<b>Beckmann, M</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>		<b>2</b>	<b>15</b>
<p>See the In-Service listing for description and registration information.</p>										

# Educational Technology

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
<b>EDTC 5465</b>	<b>Instructional Design</b>	<b>W1</b>	<b>2.00</b>	<b>Wilson, Ju</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>1</b>	<b>15</b>	
<p>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 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: EDUC 5460 or EDTC 5460.</p>										
<b>EDTC 5550</b>	<b>Web Authoring &amp; Design</b>	<b>W1</b>	<b>3.00</b>	<b>Olliges, R</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	
<p>This course is designed to teach educators how to use hypertext markup language (HTML) to design and create Web pages for use in educational settings. Students will learn how to use HTML, tags, links, and attributes for a basic understanding of publishing HTML documents. Tables, forms, style sheets, and frames in educational settings will be covered.</p>										
<b>EDTC 5560</b>	<b>Internet Applications</b>	<b>01</b>	<b>3.00</b>	<b>Reiss, Ken</b>	<b>5:30PM - 9:30PM</b>	<b>----R--</b>	<b>WEBH221</b>	<b>2</b>	<b>16</b>	<b>10.00</b>
<p>The integration of HTML with JavaScript enhances Web page usage in the classroom. Students learn how to add special features and make interactive Web pages. Students learn how to build Web pages with forms, tables, and database search functions. Prerequisite: EDTC 5550.</p>										
<b>EDTC 5630</b>	<b>Advanced Topics in Classroom Technologies</b>	<b>W1</b>	<b>3.00</b>	<b>Cifarelli,</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	
<p><b>Technology &amp; Thinking Skills</b> This is a course on developing students' critical and creative thinking skills using new video and computer technologies.</p>										
	<b>Literacy and Technology</b>	<b>W2</b>	<b>3.00</b>	<b>Rodney, De</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	
<p>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.</p>										
	<b>Adult Learning and Technology</b>	<b>W3</b>	<b>2.00</b>	<b>Astuto, An</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>2</b>	<b>15</b>	
<p>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.</p>										
<b>EDTC 5710</b>	<b>Maintaining Computer Systems</b>	<b>01</b>	<b>2.00</b>	<b>Trani, Lee</b>	<b>5:30PM - 8:30PM</b>	<b>----R--</b>	<b>WEBH221</b>	<b>1</b>	<b>16</b>	<b>10.00</b>
<p>This course will take students from computer setup through software installations and hardware upgrades in order to maintain a well-running computer system without the need of technical support.</p>										
<b>EDTC 5740</b>	<b>Planning Educational Technology Facilities</b>	<b>01</b>	<b>2.00</b>	<b>Erwin, Fra</b>	<b>4:30PM - 7:30PM</b>	<b>--T----</b>	<b>OFFC</b>	<b>1</b>	<b>16</b>	<b>20.00</b>
<p>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.</p>										
<b>EDTC 5820</b>	<b>Designing an Online Course</b>	<b>W1</b>	<b>3.00</b>	<b>Mahfood, S</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	
<p><b>Prereq; EDTC 5465</b> This course will engage the student in building an online course using online software. Current curriculum and instructional design principles will be utilized. The focus is on curriculum building for a single course. Prerequisite: EDTC 5465.</p>										
<b>EDTC 5830</b>	<b>Using Video Conferencing</b>	<b>W1</b>	<b>3.00</b>	<b>Carr, Rona</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	
<p><b>Technologies Effectively in the Classroom</b> 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. Prerequisite: EDTC 5465.</p>										
<b>EDTC 5900</b>	<b>Technology, Ethics, and Society</b>	<b>W1</b>	<b>3.00</b>	<b>Mahfood, S</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	
<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

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
MTHC 5040	Number Theory	01	3.00	Rothbart,	5:00PM - 7:30PM	---W---	WEBH403	S	15	
Students examine the basic concepts of number theory with an emphasis on modular systems and their application to a variety of empirical problems.										
MTHC 5280	Calculus for Teachers	01	3.00	Hannick, C	5:00PM - 7:30PM	--T---	WEBH403	S	15	
The course reviews the basic concepts of differential and integral calculus, with special focus on central ideas, theory, and applications. Computers and/or graphing calculators are used to help investigate ideas.										
MTHC 5350	Logic	01	3.00	Rothbart,	5:00PM - 7:30PM	-M-----	WEBH403	S	15	
This course includes propositional and predicate logic, with the objective of increasing students' understanding of what constitutes valid reasoning, as well as increasing their ability to express formal mathematical arguments.										
MTHC 5900	Final Reflections	01	0.00	Rothbart,	TBA	-----	WEBH	S	15	
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.										

## Multidisciplinary Studies

EDUC 5010	Introduction to Online Graduate Studies	W1	3.00	Tamashiro,	TBA	-----	ONL1	S	15	
This course provides (a) the technical vocabulary and skills for successfully participating in online (Internet-based) graduate courses; and (b) professional/academic library research skills. Participants learn to search and locate articles in electronic databases in professional education. They learn to conduct online collaboration through virtual teaming, discussion, and chat tools.										
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---	WEBH325	2	20	
		W1	3.00	Tamashiro,	TBA	-----	ONL1	S	15	
		W2	3.00	Powell, Fr	TBA	-----	ONL1	S	15	
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 5230	Foundations of Humane Education	W1	3.00	Allspaw, K	TBA	-----	ONL1	S	15	
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 5410	In-Service Topic: Inclusion-Enhancing Awareness of Disability Issues	01	1.00	Martin, N	5:00PM - 9:00PM	-----F-	TBA	2	25	5.00
Nov. 14 & 15					8:30AM - 4:30PM	-----S	TBA			
<i>See the In-Service listing for description and registration information.</i>										
EDUC 5460	Curriculum Design	01	3.00	Staff	5:00PM - 8:00PM	----R--	WEBH	S	15	
		02	3.00	Barbeau, D	5:00PM - 8:00PM	---W---	WEBH	S	15	
		W1	3.00	Tamashiro,	TBA	-----	ONL1	S	15	
		W2	3.00	Barbeau, D	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 5750.01	Special Institute: The Child as Naturalist		3.00	Diefenbach	5:00PM - 9:00PM	-M-----	WEBH326	1	20	20.00
Dates: Mondays, 8/25, 9/8, 9/22, 9/29 and 10/7					9:00AM - 5:00PM	-----S	WEBH326			
Saturdays, 9/13 and 10/11										
Through activities and discussions, this course will introduce techniques and experiences which encourage a conservation ethic and nurture environmental awareness in young children. While a survey of environmental themes will be key, emphasis will be placed on the importance of nature education at the early childhood level.										
EDUC 5800	Applied Research	01	3.00	Stimpfl, J	5:00PM - 8:00PM	---W---	WGS356	S	15	
		W1	3.00	Staff	TBA	-----	ONL1	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.										

## Reading

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
<b>READ 5188</b>	<b>Comprehension Strategies</b>	<b>01</b>	<b>3.00</b>	<b>Wilkinson,</b>	<b>5:00PM - 9:00PM</b>	<b>----R--</b>	<b>WEBH204</b>	<b>1</b>	<b>18</b>	
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)										
<b>READ 5190</b>	<b>Language Development and Acquisitions</b>	<b>01</b>	<b>3.00</b>	<b>Witkowski,</b>	<b>5:30PM - 9:30PM</b>	<b>--T----</b>	<b>WEBH326</b>	<b>1</b>	<b>18</b>	
This is a core course for the reading program. Focus is on normal language development in the areas of pragmatics, phonology, semantics, and 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.)										
<b>READ 5777</b>	<b>Literacy Coaching</b>	<b>01</b>	<b>3.00</b>	<b>Staff</b>	<b>5:00PM - 9:00PM</b>	<b>-M-----</b>	<b>WEBH325</b>	<b>2</b>	<b>18</b>	
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.										
<b>READ 5860</b>	<b>Review of Reading Research</b>	<b>01</b>	<b>3.00</b>	<b>Witkowski,</b>	<b>5:30PM - 9:30PM</b>	<b>--T----</b>	<b>WEBH326</b>	<b>2</b>	<b>15</b>	
Current research conducted and reported by teachers and other researchers will be reviewed. Along with studying various quantitative and qualitative designs, participants explore action research for discovering authentic foundations for classroom reading instruction. Each class member is expected to develop a research project and complete a literature search for the chosen project.										
<b>READ 5910</b>	<b>Investigations in Reading: Primary</b>	<b>01</b>	<b>3.00</b>	<b>Staff</b>	<b>5:00PM - 9:00PM</b>	<b>-M-----</b>	<b>WEBH325</b>	<b>1</b>	<b>18</b>	
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 workshops. In addition, students pursue particular topics of interest for projects in the classroom. A coaching project is required. (Counts for Reading Methods).										
<b>READ 5950</b>	<b>Diagnosis and Correction of Reading Problems</b>	<b>01</b>	<b>3.00</b>	<b>Wilkinson,</b>	<b>5:00PM - 9:00PM</b>	<b>----R--</b>	<b>WEBH204</b>	<b>2</b>	<b>25</b>	
This course emphasizes effective use of formal and informal assessments for documenting strengths and determining needs; detecting, correcting and preventing reading difficulties; and matching instruction and leveled materials to all meet needs. Participants learn to choose and employ materials and methods for differentiated instruction, a student-centered approach that builds on strengths. The study of specific problems with possible corrective procedures will include a miscue analysis to determine a reader's strategy use and a thorough assessment of all levels of comprehension. Each candidate will complete an extensive case study with teaching recommendations for home and school to share with parents and teachers. (Required for Special Reading Certification).										

## Social Science

<b>EPSY 5110</b>	<b>Social and Personality Development</b>	<b>W1</b>	<b>3.00</b>	<b>Tamashiro,</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	
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.										
<b>EPSY 5130</b>	<b>Educational Psychology</b>	<b>01</b>	<b>3.00</b>	<b>Stiles, De</b>	<b>5:00PM - 9:00PM</b>	<b>---W---</b>	<b>WEBH324</b>	<b>2</b>	<b>20</b>	
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.										
<b>EPSY 5170</b>	<b>Behavioral Management</b>	<b>01</b>	<b>3.00</b>	<b>Thomas, Na</b>	<b>5:00PM - 9:00PM</b>	<b>---W---</b>	<b>WEBH</b>	<b>1</b>	<b>20</b>	
		<b>02</b>	<b>3.00</b>	<b>Hendricks-</b>	<b>5:00PM - 9:00PM</b>	<b>--T----</b>	<b>WEBH</b>	<b>2</b>	<b>20</b>	
		<b>W1</b>	<b>3.00</b>	<b>Campbell,</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	
		<b>W2</b>	<b>3.00</b>	<b>Wilson, Vi</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>25</b>	
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.										

## Social Science

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
<b>EPSY 5180</b>	<b>Advanced Educational Psychology</b>									
	<b>Fridays: 8/22, 12/12</b>	<b>01</b>	<b>3.00</b>	<b>Stiles, De</b>	<b>5:00PM - 9:00PM</b>	<b>-----F-</b>	<b>WEBH</b>	<b>S</b>	<b>20</b>	
	<b>January 5, 6, 7, 8</b>				<b>8:00AM - 6:00PM</b>	<b>UMT---S</b>				
	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.									
<b>EPSY 5290</b>	<b>Family Counseling</b>	<b>01</b>	<b>3.00</b>	<b>McKenna, B</b>	<b>5:00PM - 9:00PM</b>	<b>--T----</b>	<b>WEBH324</b>	<b>1</b>	<b>20</b>	<b>15.00</b>
	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.									
<b>SOCS 5000</b>	<b>Interdisciplinary Course</b>									
	<b>Multiculturalism</b>	<b>01</b>	<b>3.00</b>	<b>Staff</b>	<b>5:30PM - 9:30PM</b>	<b>-M-----</b>	<b>WEBH</b>	<b>1</b>	<b>15</b>	
	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.									
<b>SOCS 5010</b>	<b>Social Studies for Secondary Schools</b>									
		<b>01</b>	<b>3.00</b>	<b>Green, The</b>	<b>5:30PM - 9:30PM</b>	<b>--T----</b>	<b>WEBH</b>	<b>2</b>	<b>10</b>	<b>30.00</b>
	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.									
<b>SOCS 5030</b>	<b>Contemporary World Affairs: Intro to International Relations</b>									
	<b>Dates: 8/18 - 10/17 (9 weeks)</b>	<b>01</b>	<b>3.00</b>	<b>Entessar</b>	<b>5:30PM - 9:30PM</b>	<b>-M-----</b>	<b>HSPC 201</b>	<b>1</b>	<b>5</b>	
	The focus of the course will be on examining various aspects of the international system. The interaction among different players on the international scene will also be analyzed. We will also discuss the theoretical foundation of the international system.									
<b>SOCS 5030</b>	<b>Contemporary World Affairs: International Political Economy</b>									
	<b>Dates: 8/18 - 10/17 (9 weeks)</b>	<b>02</b>	<b>3.00</b>	<b>Hellinger</b>	<b>5:30PM - 9:30PM</b>	<b>---W----</b>	<b>SVER 113</b>	<b>1</b>	<b>5</b>	
	Students explore, historically and conceptually, the interplay of economics and politics at the global level. They examine such phenomena as: the clash of the market and state, the north-south conflict, and the world wide impact of technological change, transnational corporations, and the competition for accumulation.									
<b>SOCS 5030</b>	<b>Contemporary World Affairs: Issues in International Politics</b>									
	<b>Dates: 10/20 - 12/19 (9 weeks)</b>	<b>03</b>	<b>3.00</b>	<b>Gangadhara</b>	<b>5:30PM - 9:30PM</b>	<b>---W----</b>	<b>HSPC 104</b>	<b>2</b>	<b>5</b>	
<b>SOCS 5050</b>	<b>Studies in Character Education</b>	<b>W1</b>	<b>3.00</b>	<b>Nobbe, Chr</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	
	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.									
<b>SOCS 5250</b>	<b>Topics in Economic Education</b>	<b>01</b>	<b>3.00</b>	<b>Staff</b>	<b>5:00PM - 9:00PM</b>	<b>----R--</b>	<b>WGSD356</b>	<b>2</b>	<b>15</b>	
	Students work with new materials in economics education and study selected topics in economics. May be repeated for credit if content differs.									
<b>SOCS 5260</b>	<b>Topics in Geography</b>	<b>W1</b>	<b>3.00</b>	<b>Ewing, Jam</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	
	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.									
<b>SOCS 5760</b>	<b>Middle School Curriculum and Instruction</b>									
		<b>01</b>	<b>3.00</b>	<b>Green, The</b>	<b>5:30PM - 9:30PM</b>	<b>----R--</b>	<b>WEBH324</b>	<b>1</b>	<b>10</b>	<b>25.00</b>
	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.									
<b>SOCS 5840</b>	<b>Comparative Educational Systems</b>	<b>W1</b>	<b>3.00</b>	<b>Thomas, Na</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	
	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.									
<b>SOCS 5970</b>	<b>The Gifted Learner</b>	<b>01</b>	<b>3.00</b>	<b>Nobbe, Chr</b>	<b>5:00PM - 9:00PM</b>	<b>--T----</b>	<b>WEBH</b>	<b>1</b>	<b>15</b>	
	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.									

# Special Education

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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SPED 5010	Methods of Teaching Mathematics for Disabled Learners	01	3.00	Muehlenbec	5:00PM - 9:00PM	-M-----	WGSD356	2	15	10.00
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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	Hasty, Reg	5:30PM - 8:30PM	---W---	WEBH	S	15	
		W1	3.00	Staff	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	
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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 SDD	01	3.00	Staff	TBA	-----	OFFC	S	15	
		ID	1.00	Staff	TBA	-----	OFFC	S	15	

SPED 5220	Topics in Special Education Beginning Sign Language	01	3.00	Rush, Sara	6:00PM - 9:00PM	--T----	WEBH	S	15	
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This course introduces students to a variety of sign language systems.

	The RTI Initiative	02	3.00	Kelk, Mich	5:00PM - 9:00PM	-M-----	WEBH	1	10	
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Within the next two to three years, education will change rather considerably, due to the implementation of response to intervention (RTI) procedures within our schools. Response to Intervention is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. Teachers in both general and special education will find their jobs transformed as we move into an evidence-based instructional method that will benefit many children who are challenged by academic content and social interactions. The emphasis of this course is the understanding of the RTI procedures and the various applications of RTI within schools and individual classrooms. The implementation of a standard treatment protocol for RTI, and a problem-solving protocol will be explored, in addition to looking at using RTI to document eligibility for students suspected of having a learning disability.

	Difficult Students: A Survival Guide	W1	3.00	Campbell,	TBA	-----	ONL1	1	25	
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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	-M-----	WEBH204	S	10	30.00
		02	3.00	Bell, Kath	5:30PM - 8:30PM	----R--	WEBH	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---	WEBH204	1	20	
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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 5260	Career Preparation for Students with Special Needs	01	3.00	Menschel,	5:00PM - 9:00PM	----R--	WEBH219	1	20	20.00
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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.

# Special Education

Course No.	Course Title	Sec Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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<b>SPED 5300</b>	<b>Communicating with Families and Disabled Persons</b>	<b>01 3.00</b>	<b>Stewart, B</b>	<b>5:30PM - 9:30PM</b>	<b>---T----</b>	<b>WEBH219</b>	<b>2</b>	<b>20</b>	
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The course focuses on counseling and communication techniques appropriate to the needs of the exceptional individuals and their families.

<b>SPED 5311</b>	<b>Assessment of Functional Skills for Students with Severe Developmental Disabilities</b>	<b>ID 3.00</b>	<b>McMullen,</b>	<b>5:00PM - 8:00PM</b>	<b>---W---</b>	<b>OFFC</b>	<b>S</b>	<b>15</b>	<b>60.00</b>
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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.

<b>SPED 5350</b>	<b>Enhancing Social Competency in Children with Special Needs</b>	<b>01 3.00</b>	<b>Howard-Wil</b>	<b>5:00PM - 9:00PM</b>	<b>----R--</b>	<b>WGS355</b>	<b>2</b>	<b>20</b>	
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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.

<b>SPED 5380</b>	<b>Methods for Students with Mild/Moderate Disabilities I</b>	<b>01 3.00</b>	<b>Mahfood, S</b>	<b>5:00PM - 9:00PM</b>	<b>---W---</b>	<b>WEBH325</b>	<b>1</b>	<b>10</b>	
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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.

<b>SPED 5381</b>	<b>Methods for Students with Mild/Moderate Disabilities II</b>	<b>01 3.00</b>	<b>Menscher,</b>	<b>5:00PM - 9:00PM</b>	<b>---W---</b>	<b>WEBH219</b>	<b>2</b>	<b>10</b>	<b>20.00</b>
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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.

<b>SPED 5410</b>	<b>In-Service Topic: Inclusion-Enhancing Awareness of Disability Issues</b>	<b>01 1.00</b>	<b>Martin, N</b>	<b>5:00PM - 9:00PM</b>	<b>-----F-</b>	<b>TBA</b>	<b>2</b>	<b>25</b>	<b>5.00</b>
<b>Nov. 14 &amp; 15</b>				<b>8:30AM - 4:30PM</b>	<b>-----S</b>	<b>TBA</b>			

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

<b>SPED 5413</b>	<b>Assessment of Learning Problems</b>	<b>01 3.00</b>	<b>Kelk, Mich</b>	<b>5:00PM - 9:00PM</b>	<b>-M-----</b>	<b>WEBH</b>	<b>2</b>	<b>10</b>	<b>20.00</b>
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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.

<b>SPED 5414</b>	<b>Children and Youth with Learning and Academic Disorders</b>	<b>01 3.00</b>	<b>Kelk, Mich</b>	<b>5:00PM - 9:00PM</b>	<b>-M-----</b>	<b>WEBH</b>	<b>1</b>	<b>10</b>	
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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, 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.

<b>SPED 5500</b>	<b>Socioemotional Development:Child with Special Needs</b>	<b>01 3.00</b>	<b>Campbell,</b>	<b>5:00PM - 9:00PM</b>	<b>---W---</b>	<b>WEBH204</b>	<b>2</b>	<b>20</b>	
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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.

## Special Education

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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<b>SPED 5660</b>	<b>Cognitive Development:Child with Special Needs</b>	<b>01</b>	<b>3.00</b>	<b>Bevel, Mar</b>	<b>5:00PM - 9:00PM</b>	<b>--T----</b>	<b>WEBH204</b>	<b>1</b>	<b>15</b>	
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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.

<b>SPED 5800</b>	<b>Applied Research</b>	<b>01</b>	<b>3.00</b>	<b>Mahfood, S</b>	<b>5:00PM - 9:00PM</b>	<b>--T----</b>	<b>WEBH325</b>	<b>S</b>	<b>10</b>	
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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. Prerequisites: advancement to candidacy and permission of the instructor. This course may be substituted for EDUC 5460 Curriculum Design.

<b>SPED 5860</b>	<b>Psychology of the Exceptional Student</b>	<b>01</b>	<b>3.00</b>	<b>Jones, Vic</b>	<b>5:00PM - 9:00PM</b>	<b>----R--</b>	<b>WEBH326</b>	<b>1</b>	<b>20</b>	
		<b>02</b>	<b>3.00</b>	<b>Hasty, Reg</b>	<b>5:00PM - 9:00PM</b>	<b>--T----</b>	<b>WEBH</b>	<b>2</b>	<b>20</b>	

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.

<b>SPED 5880</b>	<b>Integrating Resources:Community, Schools and Family</b>	<b>01</b>	<b>3.00</b>	<b>Jones, Jos</b>	<b>5:00PM - 9:00PM</b>	<b>----R--</b>	<b>WEBH325</b>	<b>2</b>	<b>10</b>	<b>50.00</b>
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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.

## School Systems, Superintendency and Leadership

<b>SSSL 6020</b>	<b>Methods of Ed Research I</b>	<b>W1</b>	<b>2.00</b>	<b>Staff</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	
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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.

<b>SSSL 6021</b>	<b>Methods of Ed Research II</b>	<b>W1</b>	<b>2.00</b>	<b>Staff</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	
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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.

<b>SSSL 6027</b>	<b>Schl Sys/Sup/Lead: Personnel Adm</b>	<b>W1</b>	<b>2.00</b>	<b>Staff</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	
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This course focuses on identifying, analyzing, and developing effective methods of systems/district personnel administration and facilitation. Topics include: statutory and procedural issues; human resources planning; recruitment; selection; professional development/evaluation; legal/ethical issues; and formal/informal negotiations. 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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<b>SSSL 6028</b>	<b>Schl Sys/Sup/Lead: Facilities</b>	W1	1.00	Staff	TBA	-----	ONL1	S	15	
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This course presents a practical based view of school facilities with some introduction to the foundations, techniques, and principles related to the planning, maintenance, and remodeling of schools. This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning. If possible, students will visit both a school construction site and an older campus. Students will then compare the campuses and how they both contribute to the educational environment. Methods of forecasting enrollment also will be studied. The student will:

- a. Be knowledgeable of the foundations, techniques, and principles related to educational facility planning.
- b. Learn the role of the school administrator in modernizing, maintaining, and operating an existing facility.
- c. Explore the role of the school administrator in building a new facility.
- d. Have hands-on opportunities to forecast enrollment.

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.

<b>SSSL 6029</b>	<b>Schl Sys/Sup/Lead: Curriculum</b>	W1	2.00	Staff	TBA	-----	ONL1	S	15	
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This course is designed to increase theoretical and practical knowledge about district curriculum assessment, evaluation, and revision cycle across a school system/district, from K-12. The goals of curriculum inquiries should always be to improve teaching/learning and increase student performance. The culminating project for this course is to create a comprehensive district curriculum plan that includes but is not limited to the following: narrative description of district and curriculum, assessment plan, evaluation cycle, and revision plan. Students will:

- a. Understand broad application/impact and results of curriculum across a school district.
- b. Assess and analyze core data in relation to schools and district goals, performance, and learner outcomes
- c. Connect learner outcomes to professional development, teacher training, and performance

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.

<b>SSSL 6123</b>	<b>Action Research Internship, Step One</b>	W1	1.00	Staff	TBA	-----	ONL1	S	15	
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Action Research Internship Step One is the first semester internship. It is Step One in the Action Research sequence. In this course the student focuses on understanding action research, developing the action research design and beginning the action research project. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This course is 16 weeks for 1 credit (67.5 contact hours of work).

<b>SSSL 6133</b>	<b>Action Research Internship, Step Two</b>	W1	1.00	Staff	TBA	-----	ONL1	S	15	
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The second semester of the Action Research Internship experience is Step Two. It focuses on continuation and completion of the action research internship project. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This course is 16 weeks for 1 credit (67.5 contact hours of work).

<b>SSSL 6134</b>	<b>Optional Topics Internships Dispositions</b>	W1	1.00	Staff	TBA	-----	ONL1	S	15	
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This internship is available for internship projects after the Action Research Internship Part One and Part Two. Content of the Optional Topics for Internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This internship consists of 1 credit hour for 67.5 contact hours of work.

<b>SSSL 6135</b>	<b>Optional Topic for Internship II Diversity</b>	W1	1.00	Staff	TBA	-----	ONL1	S	15	
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This internship is available for internship projects after the Action Research Internship Part One, Part Two and Optional Topics for Internship I. Content of the Optional Topics for Internship II must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This internship consists of 1 credit hour for 67.5 contact hours of work.