



**IN-SERVICE EDUCATION PROGRAMS
FALL 2006**

The following courses will be offered through the In-Service Education Program at Webster University this fall. While these courses might be considered for State of Missouri or other tuition reimbursement programs, they are not designed for teacher licensure or certification. Students currently pursuing a degree at Webster University may transfer up to 6 hours of 5410 courses toward their MAT degree with approval of their advisor. 5210 courses are offered for graduate credit which is applicable to district salary increment schedules and professional development. Some 5210 courses may be applicable toward the MAT with prior approval of the advisor and the area of concentration coordinator.

TUITION: Tuition for 5410 courses is \$286.00 per credit hour. Tuition for 5210 courses is \$210.00 per credit hour unless otherwise noted. **FEES** where noted are in addition to tuition.

LOCATION: Most classes meet at the Webster University campus, 470 E. Lockwood. Specific class locations will be included in the course confirmations, which will be mailed at least one week prior to the beginning of class.

If you would like more information, please call the Office of In-Service Education at 314-968-7103 or email peelmm@webster.edu.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Bld Room	Term	Limit/Fee
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COMM 5210	Therapeutic Communication: Working with Disengaged Youth								
Sept. 15 & 16		01	1.00	Lacey, D	5:00-9:00 F	8:30-4:30 S	TBA	1	NA NA

This course is designed for educators who work with at-risk youth who have become disengaged from classroom learning. There are some strategic steps to take for early intervention to re-engage the students. Educators will learn how to utilize the Therapeutic Communication Model that will decrease distractions in the classroom and make for greater learning opportunities for students. Educators will also acquire additional skills that will allow for early detection and intervention of behaviors that impede the learning process for the disengaged youth.

COMM 5210	Using & Creating Pop-Up Books to Enhance Curriculum								
Sept. 23 & 30		02	1.00	Nobbe, C Giesler, K	9:00-4:00	S	TBA	1	NA 5.00

Participants will learn how to create pop-up effects and illustrations to enhance written work and will create pop-up books. Using pop-up books in the existing curriculum encourages reluctant writers to write by appealing to their affinity for hands-on tasks and, at the same time, encourage students who like to write to use visual-spatial reasoning. Participants will not only observe pop-up demonstrations and their applications, but will also write a short story and create pop-ups.

COMM 5410	In-Service Topic: Children & Young Adult Literature Conference								
Nov. 10 & 11 plus follow-up		20	1.00	Koehnecke, D	TBA	F & S	TBA	2	NA TBA

Enjoy a presentation by renowned author and poet Steven Layne on Friday. Saturday will include an author's breakfast, luncheon and useful workshop sessions for teachers and students. Participants will register for the conference for an additional fee (conference brochure will be sent to you when available). Students who register for credit will be required to submit a written paper and attend a follow-up session. Special tuition for this course will be \$105.

EDTC 5210	Computer Software Adaptation, Part 1, or Part 2								
Oct. 27 & 28		01	1.00	Tanner, M	5:00-9:00 F	9:00-5:00 S	WH 221	2	10 NA
Oct. 27 & 28		02	1.00	Tanner, M	5:00-9:00 F	9:00-5:00 S	WH 221	2	10 NA

This course is designed for special and regular educators, with or without computer experience. It will provide the participants with information on selection and adaptation of software and websites for students who are handicapped. While some assistive devices will be examined, the emphasis is on the utilization of available software and educational websites. Section one is focused on identifying needs of students with disabilities and using technology to enhance student learning. In section 2 students will develop new strategies to enhance student learning through technology. Students who have taken part 1 may enroll again for continued development in this area.

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EDUC 5410 In-Service Topic: Complexities of Attention Deficits & Learning Disorders

Sept. 23 & 30 01 1.00 Haake, C 9:00-4:00 S TBA 1 NA 5.00
 Learning and/or attention deficits have an impact on many facets of a student's life. Problems may, and often do, occur in school, at home, and in social settings. Focusing on only one aspect is less than optimal. This course will discuss etiology, assessment, differing profiles of learning and attention deficits and their impact on a child's academic, family, and social life, and suggest appropriate interventions based upon individual needs of the child. Although some knowledge of the field of learning disabilities would be helpful, no prerequisites are required.

EDUC 5410 In-Service Topic: Inclusion: Enhancing Awareness of Disability Issues

Oct. 13 & 14 02 1.00 Martin, N 5:00-9:00 F 8:30-4:30 S WH 19 2 NA 5.00
 This course is designed to provide students the opportunity to learn and appreciate attitudes, issues, and laws affecting and pertaining to persons with disabilities. In order for individuals with disabilities to be fully accepted into society, persons without disabilities need to be informed of the myths and realities related to this population. The history of the disability rights movement will be presented. Students will have an opportunity to explore their own thoughts, feelings, and perceptions about disability issues.

EDUC 5410 In-Service Topic: Eliminating the Achievement Gap-Where do Teachers Begin?

Nov. 10 & 11 03 1.00 Martin, N 5:00-9:00 F 8:30-4:30 S WH 19 2 NA 5.00
 This course is designed to provide students the opportunity to identify methods to develop culturally relevant teaching practices and understand its impact toward improving student achievement. Students will read, discuss, and learn about socio-economic issues that affect families living in poverty. Students will have an opportunity to explore their own thoughts, feelings and perceptions about issues related to diversity within their community. In order for teachers and other professionals to effectively teach successful students they need an awareness of everyday experiences that impact the quality of life for students from a racial minority, culturally diverse backgrounds and/or living in poverty. Relevant books, multicultural web sites and related readings will be the focus of study. Come join fellow educators as we study and explore teaching styles/attitudes and practical classroom applications that motivate students to learn with various socio-economic, racial, ability and cultural backgrounds.

SOCS 5210 Motivating Discouraged Students through "A Social Coaching Approach"

Oct. 6 & 7 01 1.00 Neals, G 5:00-9:00 F 8:30-4:30 S TBA 1 NA NA
 This course is designed to equip teachers with a new technique, ASCA "A Social Coaching Approach" that will serve to motivate discouraged students to increase their personal efforts toward academic excellence. Participants will learn ways to restore hope and give vision to students who will replace their feelings of discouragement with healthy feelings of intrinsic values that lead to encouragement and motivation toward learning with a career objective in mind.

SOCS 5210 Rape & Child Sexual Abuse: Effects on Children & Survivors

Oct. 20 & 21 02 1.00 Meredith, J 5:00-9:00 F 8:30-4:30 S TBA 2 NA NA
 This course will examine rape and child sexual abuse, family and societal dynamics of abuse, the legal response, and the effects on children and adult survivors. Areas of emphasis will include recognizing and respecting boundaries in personal and professional relationships, with students, and other personnel. Students will also study the cultural context of these uses of power and control and the effects on society.

SOCS 5210 St. Louis Favorite Haunts and Folklore

Oct. 20 & 21 03 1.00 Huisinga, J 5:00-9:00 F 8:30-4:30 S TBA 2 13 40.00
 This course is a study of St. Louis History from a different angle. Learn stories and folklore of the many different ethnic groups that settled St. Louis and the bizarre and unusual events that have happened here, including the history of the numerous "haunted" locations in the St. Louis area. Students will gain an understanding of how folklore and traditions got started in this area and share ideas for incorporating folklore in the classroom setting. Class will include lecture, discussions and a bus tour that may include "haunts" of Webster Groves, the Downtown Riverfront, Souldard, Lafayette Square and the Central West End. Fee includes admissions, 1 lunch and 1 bus trip.

SOCS 5210 Discipline with Love and Logic

Nov. 3 & 4 04 1.00 Mueller, S 5:00-9:00 F 8:30-4:30 S TBA 2 NA 15.00
 Because teachers today are challenged to teach in diverse situations, deal with conflict and behavior problems, it is important that they are able to access and utilize techniques that deflect anger, redirect problem behaviors and maintain a sense of control. This course will provide logical consequences so children have an opportunity to make choices (within limits) and teachers are able to maintain control of their classroom. Teachers will learn to implement the two rules of Love and Logic, the delayed anticipatory consequence, two ways to neutralize childhood arguing, and how to create a Love and Logic classroom or school.

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SOCS 5210 Using Oral History in the Classroom

Nov. 18 & Dec. 2		05	1.00	Nobbe, C Giesler, K	9:00-4:00	S	TBA	2	NA 5.00
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Oral history is the systematic collection of living people’s testimony about their own experiences. Historians recognize the importance of the everyday memories of everyday people, and the importance of collecting and preserving these memories before they disappear forever. The oral history process provides students authentic opportunities to develop and refine valuable primary and secondary source research skills as well as their writing, editing, interviewing, active listening and questioning techniques, and their ability to analyze, interpret, and evaluate information. Participants will experience the oral history process and develop activities that can be used in the classroom.

SPED 5210 Computer Software Adaptation, Part 1, or Part 2

Oct. 27 & 28		01	1.00	Tanner, M	5:00-9:00 F	9:00-5:00 S	WH 221	2	5 NA
Oct. 27 & 28		02	1.00	Tanner, M	5:00-9:00 F	9:00-5:00 S	WH 221-	2	5 NA

PLEASE REFER TO EDTC 5210 FOR THE COURSE DESCRIPTION

SPED 5210 KU-CRL Sentence Writing Strategy

Sept. 15 & 16		03	1.00	Toebe, K	5:00-9:00 F	9:00-5:00 S	TBA	1	NA NA
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The purpose of this in-service is for participants to learn how to implement the Kansas University Center for Research on Learning Proficiency in Sentence Writing Strategy. This strategy is designed to teach students with learning disabilities and other students who have difficulty learning how to write a variety of simple, compound, complex and compound-complex sentences with correct punctuation and meaning by following strategy steps and sentence formulas. The results of research indicate that when the Proficiency in Sentence Writing Strategy is taught according to the procedures outlined in the Strategic Instruction Model, students will perform at levels that are competitive with those of their normally achieving peers. This strategy is appropriate for students in 4th-12th grade. **Participants are required to purchase The Proficiency in Sentence Writing instructor’s manual and student book at the cost of \$33.55.** These books provide all the instructional materials necessary to implement this strategy. Books will be available from the instructor.

SPED 5210 KU-CRL Paragraph Writing Strategy

Oct. 13 & 14		04	1.00	Toebe, K	5:00-9:00 F	9:00-5:00 S	TBA	2	NA NA
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The purpose of this in-service is for participants to learn how to implement the Kansas University Center for Research on Learning Paragraph Writing Strategy. This strategy is designed to teach students with learning disabilities and other students who have difficulty learning how to organize and write paragraphs. Specifically, students learn how to: (a) list ideas related to a topic; (b) plan the point of view and the verb tense to be used in the paragraph; (c) plan the sequence in which ideas will be expressed; and (d) write a variety of Topic, Detail and Clincher Sentences. Students also learn a set of steps for integrating these skills as they write several kinds of paragraphs. The results of research indicate that when the Paragraph Writing Strategy is taught according to the procedures outlined in the Strategic Instruction Model, students will perform at levels that are competitive with those of their normally achieving peers. This strategy is appropriate for students in 4th-12th grade. **It is highly recommended that participants and students learn the Sentence Writing Strategy as a prerequisite to the Paragraph Writing Strategy. Participants are required to purchase The Paragraph Writing instructor’s manual and student book at the cost of \$39.60.** These books provide all the instructional materials necessary to implement this strategy. Books will be available from the instructor.

SPED 5210 KU-CRL Fundamentals in Theme Writing Strategy

Nov. 10 & 11		05	1.00	Toebe, K	5:00-9:00 F	9:00-5:00 S	TBA	2	NA NA
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The purpose of this in-service is for participants to learn how to implement the Kansas University Center for Research on Learning Fundamentals in Theme Writing Strategy.. This strategy is designed to teach students with learning disabilities and other students who have difficulty learning how to organize and express large bodies of information. The results of research indicate that when the Fundamentals in Theme Writing Strategy is taught according to the procedures outlined in the Strategic Instruction Model, students will perform at levels that are competitive with those of their normally achieving peers. This strategy is appropriate for students in 9th-12th grade. **The Fundamentals in Theme Writing Strategy program builds upon the concepts and skills that students have mastered when they learned the Proficiency in Sentence Writing and Paragraph Writing Strategies. Therefore, these strategies are recommended prerequisites for both the teacher and the student for Fundamentals in Theme Writing Strategy. Students who cannot write complete sentences are not likely to master this strategy. Participants are required to purchase The Fundamentals in Theme Writing instructor’s manual and student book at the cost of \$35.75.** These books provide all the instructional materials necessary to implement this strategy. Books will be available from the instructor.

WEBSTER ON THE WEB

- **Check and print your grades (grades are no longer mailed)**
- **Print a copy of your schedule**
- **Print a student copy of your transcript**
- **Request a transcript**
- **Check your address and phone number**
- **Register for classes online (not available to new students)**

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

What should you do?

- Go to <http://www.webster.edu>
- Select **Registration and Services Online**
- You will need to enter your student ID number (as your user name) and your password to access your information. Your student ID number is the 7-digit number that appears on all registration forms and billing statements.
- Be sure to set options for the current term and year (e.g. Fall, Graduate, 2005). Then you can access your information

If for some reason you have not received your password you may request your password online by selecting **reset password**. Follow the directions and your password will be sent to you within 2-3 business days.

If you have any problems accessing your information, please call the Registrar's Office at 314-968-7450 to receive help.

TO REGISTER for IN-SERVICE EDUCATION COURSES

Registration is open until one week prior to the first meeting of each class and full payment is required with registration. Registrations will not be accepted after the first meeting of class. Full refunds will be given in the event of a class cancellation or if the In-Service Office is notified at least one week prior to the first meeting of class.

MAT degree seeking students who desire In-Service courses that will apply to their degree must register with their advisor and obtain prior permission. **Non-degree students** may register for In-Service courses by mail or in person. There is a one-time application fee of \$50 for all new students. This fee entitles students to unlimited transcripts. All registered students are also entitled to full library privileges and use of the University Fitness Center and pool during the semester for which they are registered.

By mail: Complete the registration form and mail, with tuition payment, to In-Service Education Office, Webster University, 470 East Lockwood Avenue, St. Louis, MO 63119.

In person: Come to Webster Hall, Room 226B at Webster University between 8:30 a.m. - 4:30 p.m., Mon. – Thurs.

Parking: Permits are required on all lots and in the garage. You may not park on lots designated "Residential Parking Only." Designated handicapped parking is available on all lots, but you must display an appropriate handicapped tag or plate. Permits for part time students are available in the business office. The current fee is \$25 per term.

DAY CODES:

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

TERM DATES:

Term 1	August 21 – October 13
Term 2	October 23-December 15
Semester	August 21-December 15

IN-SERVICE REGISTRATION FORM

Name _____ Student No. _____

E-Mail Address _____ Social Security No. _____

Address _____

City _____ State _____ Zip Code _____

Telephone No. (Home) _____ (Work) _____

Have you ever attended Webster University before? Yes No If yes when? _____

If no, please furnish the following information:

Birth date _____ Birthplace _____ Ethnic Origin _____

New Student Fee **\$50.00*** (separate payment please)

***There is a one-time application fee of \$50 for all new students. This fee entitles students to unlimited transcripts. All registered students are also entitled to full library privileges and use of the University Fitness Center and pool during the semester for which they are registered.**

I wish to enroll in the following:

1. Course # _____	Title _____	Course Date _____	# hrs. _____
2. Course # _____	Title _____	Course Date _____	# hrs. _____
3. Course # _____	Title _____	Course Date _____	# hrs. _____
4. Course # _____	Title _____	Course Date _____	# hrs. _____

I have enclosed \$ _____ OR I wish to charge \$ _____

I wish to charge my tuition to: Visa Master Card Discover

Account Number: _____ Exp. date _____

Signed: _____

NOTE: For more information about the M.A.T. In-Service Education Program, call 314-968-7103 or email peelmm@webster.edu

*In-Service Registration: Peggy Peel, In-Service Education
Mail To: Webster University
470 East Lockwood Avenue
St. Louis, MO 63119*

*Foreign Language Only: Mary O'Donnell
Mail To: Webster University
470 East Lockwood Avenue
St. Louis, MO 63119*