



## FALL 2006

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

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

### Attention Graduate Education Students

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

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

Current MAT and Eds. students with a program plan and advisor approval may begin to register online at 3:00p.m. on June 26th.

Non-Degree and Alumni with a certification plan and advisor approval may begin to register online at 3:00p.m. on June 28th.

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 14th to schedule your advising/registration appointment. \*

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

\*Please call the Education Office (beginning June 14th, after 8:30 a.m.) at 968-7490, 968-7090 or 968-7097 to schedule an appointment. Sign up sheets will be available in WEBH 232 (Education Office) beginning June 14th.

**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 2006 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 26/27	3 - 5 p.m.	Current M.A.T. and Ed.S. Degree Seeking Students Only
June 28/29	3 - 5 p.m.	New M.A.T. and Ed.S. Applicants/Non-Degree/Alumni

## **Fall 2006 CALENDAR:**

August 21	first day of term 1 and semester classes
October 13	last day of term 1 classes
October 16 – 20	break
October 23	first day of term 2 classes
December 15	last day of term 2 and 16-week classes

The School of Education will begin posting Fall 2006 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 4<sup>th</sup>, Labor Day. The makeup day will be Friday, September 8<sup>th</sup> with no time or room change. There will be no classes on Thursday, November 23<sup>rd</sup>, Thanksgiving. The makeup day will be Friday, December 1<sup>st</sup> with no time or room change.

## **TUITION**

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

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

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

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

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

## **BUILDING CODES**

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

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

## **SCHOOL CLOSING DUE TO HAZARDOUS WEATHER CONDITIONS**

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

## **PARKING**

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

## **ROOM ASSIGNMENTS**

Check on the web site before your first class meeting.

## **DECEMBER 2006 GRADUATION**

M.A.T. students who plan to graduate in December 2006 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 2006 registration. Students who do not complete a petition will not be eligible for December graduation. The School of Education will accept no graduation petitions after the end of the Fall 2006 term for December 2006 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.)

## **DAY CODES**

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

## **APPLICATION FEE**

There is a one-time application fee of \$50 for all new degree and non-degree students. This fee entitles students to unlimited Webster University transcripts. All registered students are entitled to full library privileges and use of the University fitness center and pool during the term for which they are registered.

## **Online Course Information**

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

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

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

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

There are two ways to log in:

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

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

If you have problems:

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

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

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

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

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

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

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

From any computer with internet access:

Go to [www.webster.edu](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)**

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

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

## **Course Descriptions: (www.webster.edu)**

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

## **Academic Probation:**

M.A.T. and Ed.S.

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

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

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

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

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

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

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

## **Alert Regarding your Email Address**

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

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

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

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

# Frequently Asked Questions

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

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

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

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

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

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

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

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

To obtain your connections ID username and set up your connections portal and Webster e-mail account go to: <http://connections.webster.edu/myaccount>.

Click on the link that says create a new account.

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

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

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

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

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

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

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

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

As always, if you have questions or problems,

Please contact the Webster University Help Desk.

314-968-5995

1-866-435-7270

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

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

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

Friday 7:00am - 7:00pm

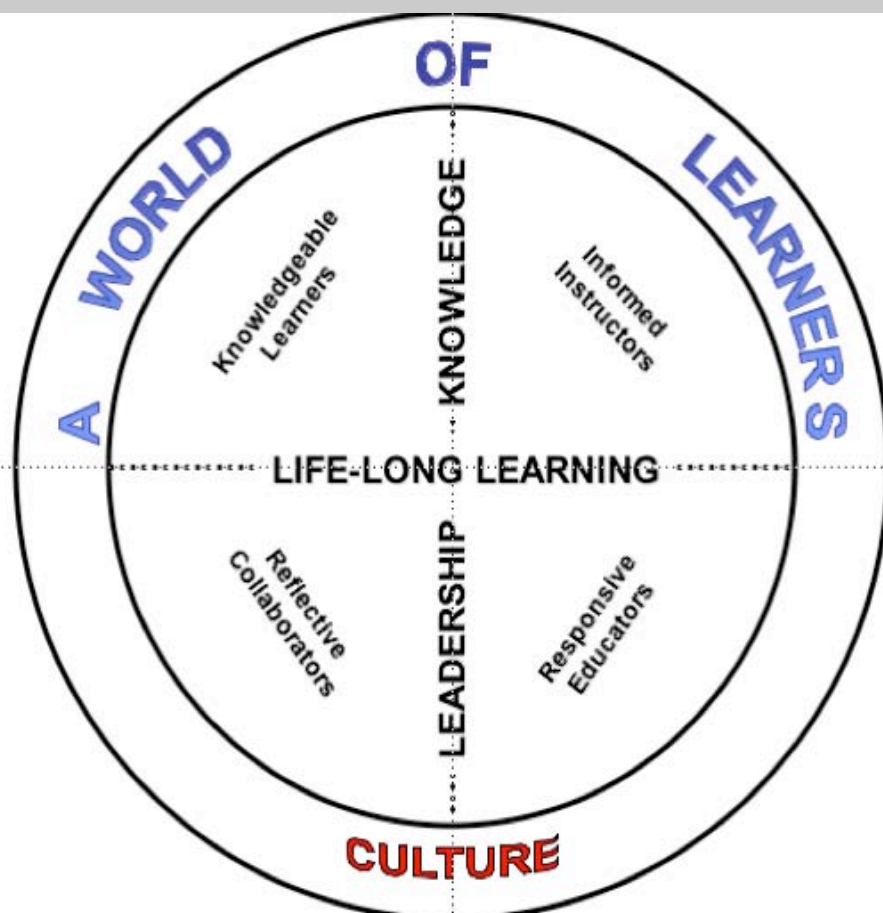
Saturday & Sunday 9:00am - 3:00pm

## 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..

# Communications

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
COMM 5030	Linguistics	01	3.00	Hirth, Pau	5:00PM - 9:00PM	--T----	WGSD358	2	18	
<p>This course presents some of the various divisions in the field of linguistics from language origins and acquisition through the history of English. The study of dialect is also included. Through various readings, activities, writings, and discussion, the participants will become more aware of language and more informed about its history, its character, and its power. Students will also create instructional activities designed to make their students more aware and more proficient in the use of language.</p>										
COMM 5040	Practicum in ESOL	01	3.00	Staff	TBA	-----	OFFC	S	20	
<p>This practicum provides supervised field experience for students who are close to finishing their professional education courses for Missouri certification in ESOL or teaching English as a foreign language. Reflective thought, observation, discussion, and actual teaching will be used to expand participants' teaching skills. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs of English language learners. Strategies and activities are designed to meet the instructional needs of individual students. Participants will also focus on interpreting and recommending curriculum materials and methods to encourage and help English language learners become proficient in their new language. Prerequisite: one core TESL/TEFL course.</p>										
COMM 5140	Catalytic Drawing	01	3.00	Bradley, M	5:00PM - 9:00PM	--T----	VAST4	2	10	25.00
<p>This course stresses personal expression and experimentation with a variety of media, and field experiences in which students are involved in on-site activities as well as studio projects.</p>										
COMM 5188	Comprehension Strategies	01	3.00	Wilkinson,	5:00PM - 9:00PM	----R--	WEBH325	1	20	15.00
<p>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. Counts for initial certification, reading emphasis, and remedial reading certification.</p>										
COMM 5190	Language Development and Acquisition	01	3.00	Witkowski,	5:00PM - 9:00PM	---W---	WEBH219	2	20	
<p>Focus is on normal language development in the areas of pragmatics, phonology, semantics, &amp; syntax and the relationship of this development to reading and reading disabilities. Counts for Remedial Reading Certification.</p>										
COMM 5199	Teaching Writing	01	3.00	Koehnecke,	5:30PM - 9:30PM	--T----	WEBH204	2	10	
<p>Students will study current theories and practices of teaching writing as well as review the history of rhetoric. Based on contemporary theory and classroom reality. They will also experience the actual process of composing by designing a writing process project.</p>										
COMM 5230	Second Language Acquisition	W1	3.00	Barry, Ber	TBA	-----	ONL1	S	15	25.00
<p>Participants explore theories and models of second language acquisition. They learn about the emotional, social, and intellectual implications of the process of learning a second language. Students will analyze and compare first and second language acquisition and apply strategies related to second language learning in a cross-cultural setting.</p>										
COMM 5260	Oral Communication	01	3.00	Hoyt, Caro	5:30PM - 9:30PM	----R--	WEBH326	1	18	15.00
<p>In the first few sessions, students examine basic communication principles. Class activities and out-of-class assignments are designed to help students recognize common causes of communication problems and to expand their skills in dealing with them. The second part of the course builds on this knowledge as students practice more formal presentation skills.</p>										
COMM 5270	Visual Communication	01	3.00	Steinmann,	5:00PM - 9:00PM	-M-----	WEBH324	2	18	30.00
<p>Students learn methods by which various types of information can be interpreted and presented visually. Because today's students can "read" visual messages, just as they read written messages, educators must master the elements, structure, and tools provided to develop visual materials. Creation of video activities for the classroom and mastering basic video production techniques are emphasized.</p>										
COMM 5280	Written Communication	01	3.00	Birkman, M	5:00PM - 9:00PM	-M-----	WEBH219	1	15	15.00
		02	3.00	Birkman, M	5:00PM -12:90PM	-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>										

# Communications

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
COMM 5290	Interpersonal Communication	01	3.00	Shiller, A	5:00PM - 9:00PM	-M-----	WEBH330	2	20	
		W1	3.00	Powell, Fr	TBA	-----	ONL1	S	18	25.00

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.

COMM 5340	Language Arts Seminars Storytelling Across Curriculum	01	3.00	Hoyt, Caro	5:00PM - 9:00PM	----R--	WEBH326	2	18	15.00
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This course enables students to polish their storytelling skills as they develop a repertoire of material from a variety of genres: personal and original stories, folk fairy tales, literary tales, myths, and sagas. This course focuses on storytelling as performance art, often using movement, music, mime, puppets, story theatre, visual arts, and other media. Students also explore and document uses of storytelling as a motivational classroom teaching tool and design interdisciplinary thematic storytelling units.

COMM 5350	Intercultural Communications	01	3.00	Stiles, De	5:00PM - 9:00PM	-M-----	WEBH327	2	18	10.00
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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.

COMM 5390	Literature Seminars Poetry on the Planet	01	3.00	Birkman, M	5:00PM - 8:00PM	---W---	WEBH219	1	18	15.00
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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

	Short Story	02	3.00	Otten, Nic	5:00PM - 9:00PM	----R--	WEBH325	2	18	
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The short story is the most accessible and teachable of literary forms, and rich with possibilities beyond the usual lessons. We will consider common teaching methods and new ones, and experiment a little. Each student will read, write about, and report on one author's book of stories. Emphasis will be on American writers. Plus reading assignments in handouts, two major writing assignments, one in-class presentation.

COMM 5460	Curriculum Design	01	3.00	Steinmann,	5:00PM - 8:00PM	---W---	WEBH204	S	20	10.00
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This course is for COMM and ECED majors only. This course is designed to help individuals plan learning experiences. Topics included in discussion are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to a particular teaching situation.

COMM 5530	Technology and Teaching	W1	3.00	Flack, Eri	TBA	-----	ONL1	S	15	25.00
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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.

COMM 5670	Teaching in a Diverse Society	01	3.00	Korobey, C	5:00PM - 9:00PM	---W---	WEBH324	1	18	
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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.

COMM 5750	Special Institute Artists are Alive and Well	W1	3.00	Diefenbacher, R	TBA	-----	ONL1	1	15	25.00
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Through a varied selection of activities and close student-artist contact, the students study the art of the past and present. In addition to slides, lectures, and museum and gallery tours, students have the opportunity to visit individual artists' studios and private collectors' homes not normally open to the public. This course may be offered at various locations such as St. Louis, Kansas City, or Vienna. May be repeated for credit if content differs.

COMM 5820	Foundations in Reading Instruction	01	3.00	Staff	5:00PM - 9:00PM	-M-----	WEBH325	1	20	
		02	3.00	Rhomberg,	5:00PM - 9:00PM	-M-----	WGSD251	2	20	

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

# Communications

Course No.	Course Title	Sec Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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<b>COMM 5840</b>	<b>Reading and Writing as Cognitive Processes</b>	<b>01 3.00</b>	<b>Staff</b>	<b>5:00PM - 9:00PM</b>	<b>---W---</b>	<b>WEBG</b>	<b>2</b>	<b>20</b>	
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This course is designed for teachers to experience the reading-writing connection and develop methods for teaching. Teachers are provided with the opportunity to study, experience, and develop effective strategies for their classrooms. Emphasis is given to early reading instruction, but an integrated focus includes the literacy needs of students of all ages and abilities. This course counts for initial elementary or early childhood certification, remedial reading certification, and methods for reading emphasis.

<b>COMM 5850</b>	<b>Reading and Literature Study Groups</b>	<b>01 3.00</b>	<b>Wilkinson,</b>	<b>5:00PM - 9:00PM</b>	<b>----R--</b>	<b>WEBH324</b>	<b>2</b>	<b>20</b>	
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Classroom teachers grades K-6 are provided the rationale and information for developing a literature-based reading curriculum. Various techniques for establishing literature study groups at different grade levels, identifying literature found successful in promoting student-directed discussions, and for evaluating student growth will be considered. Students will select and implement appropriate strategies for classroom activities, maintain reader-response journals, and participate with other graduate students in literature study groups. Special emphasis will be on literature across cultures and ways to facilitate the understanding and appreciation of diversity. This course counts for initial elementary certification, remedial reading certification, and methods for reading emphasis.

<b>COMM 5910</b>	<b>Investigations in Reading: Primary</b>	<b>01 3.00</b>	<b>Staff</b>	<b>5:00PM - 9:00PM</b>	<b>-M-----</b>	<b>WGSD360</b>	<b>2</b>	<b>20</b>	
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This course has been designed for classroom teachers to explore teaching of reading and learning to read (preschool through third grade). Students focus on relevant topics such as balanced literacy, assessment of early literacy, guided reading, and reading workshop. In addition, students pursue particular topics of interest for projects in the classroom. This counts for certification in elementary, early childhood, special education, or reading specialist.

<b>COMM 5920</b>	<b>Teaching Reading in Content Fields</b>	<b>01 3.00</b>	<b>Witkowski,</b>	<b>5:00PM - 9:00PM</b>	<b>---W---</b>	<b>WEBH326</b>	<b>1</b>	<b>20</b>	
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A broad spectrum of reading strategies necessary for understanding text (e.g., predicting, confirming, questioning, and comprehending) are addressed. Participants study the different kinds of reading required for varied situations and materials and consider problems such as adjusting assignments to different rates, providing assistance in content assignments, and dealing with nonproficient readers. A content area project is part of the course evaluation. This course is used for middle school and secondary certification.

<b>ILC 5130</b>	<b>Advanced Listening and Discussion Skills in Languages</b>	<b>01 3.00</b>	<b>Tronche-Ma</b>	<b>1:30PM - 2:50PM</b>	<b>--T-R--</b>	<b>WEBH319</b>	<b>S</b>	<b>18</b>	<b>12.00</b>
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The goal of this class is to develop oral fluency in French. Students will work on a selection of French movies addressing issues of modern France. Reading materials will be provided to allow understanding of the films in a broader historical and cultural context. Class time will be devoted to discussion and debate, with a strong emphasis on vocabulary acquisition for personal oral expression.

<b>ILC 5140</b>	<b>English for Speakers of Other Languages (ESOL) Methods</b>	<b>01 3.00</b>	<b>Pascoe-Cha</b>	<b>5:30PM - 8:30PM</b>	<b>---W---</b>	<b>WGSD360</b>	<b>S</b>	<b>18</b>	<b>12.00</b>
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Prerequisite: Permission of the instructor, or acceptance to the Teacher Certification Program or permission of the director of teacher certification and field experience. Crosslisted with ILC 4060.01. This course will examine recent approaches in the teaching of ESL/EFL, and focus on the development of language through meaningful communication and structured input. Specific techniques for teaching and evaluating different language skills will be studied as well as ways to implement them in existing classroom materials. The teaching of culture and cross-cultural communication skills will be presented and discussed.

<b>ILC 5170</b>	<b>Seminars:</b>								
	<b>Theatre of Schnitzler and Brecht</b>	<b>01 3.00</b>	<b>Hanssen, P</b>	<b>10:00AM -11:20AM</b>	<b>--T-R--</b>	<b>WEBH331</b>	<b>S</b>	<b>18</b>	<b>12.00</b>

Prerequisite: Advanced level in German. Crosslisted with GRMN 4250.01. An exploration of the theater and culture of Berlin and Vienna during the early 1900s. Readings and discussions will focus on topics such as multiculturalism, theater method and cultural history as presented in well-known works from Brecht and Schnitzler. Will include film material, Internet resources, and a performance of scenes from Schnitzler and Brecht. The course will be taught in German.

	<b>History&amp;Fiction in Span Amer Lit</b>	<b>02 3.00</b>	<b>Navia Mend</b>	<b>5:30PM - 8:30PM</b>	<b>--T----</b>	<b>WGSD360</b>	<b>S</b>	<b>18</b>	<b>12.00</b>
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Prerequisite: Advanced level in Spanish. Crosslisted with SPAN 4250.01. History and Fiction in Spanish American Literature. 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.

<b>ILC 5180</b>	<b>Methods of Teaching Languages</b>	<b>01 3.00</b>	<b>Pascoe-Cha</b>	<b>5:30PM - 8:30PM</b>	<b>---W---</b>	<b>WGSD364</b>	<b>S</b>	<b>18</b>	<b>12.00</b>
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Prerequisite: Permission of the instructor, or acceptance to the Teacher Certification Program or permission of the director of teacher certification and field experience. Crosslisted with ILC 4060.01 and ILC 5140.01 This course will examine recent approaches in the teaching of foreign languages, and focus on the development of language through meaningful communication and structured input. Specific techniques for teaching and evaluating different language skills will be studied as well as ways to implement them in existing classroom materials. The teaching of culture and cross-cultural communication skills will be presented and discussed.

# Early Childhood

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
<b>ECED 5010</b>	<b>Foundations of Early Childhood Education</b>									
		01	3.00	Bauermeister	5:00PM - 9:00PM	---W---	WEBH329	1	18	5.00
	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.									
<b>ECED 5510</b>	<b>Cognitive Development: Implications for Early Education</b>									
		01	3.00	Breig-Alle	5:00PM - 9:00PM	--T----	WEBH405	2	20	5.00
	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.									
<b>ECED 5670</b>	<b>Sociomoral Development: Implications for Early Learning</b>									
		01	3.00	Strange, J	5:00PM - 9:00PM	--T----	WEBH327	1	20	5.00
	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.									
<b>ECED 5820</b>	<b>Creating Learning Environments</b>	01	3.00	Breig-Alle	5:00PM - 9:00PM	---W---	WGSD252	1	20	
	This class is planned to help the teacher use knowledge of children and their needs in creating a total school environment conducive to optimum development. Students review many materials and plan centers of interest.									
<b>ECED 5830</b>	<b>Topics in Early Learning</b>									
	<b>The Young Child as Naturalist</b>	01	3.00	Diefenbach	5:00PM - 9:00PM	----R--	WEBH324	1	20	20.00
	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.									
<b>ECED 5850</b>	<b>Practicum in Early Childhood Education</b>									
	This practicum offers a variety of options for placement and foci for learning. Students may participate in programs for infants and toddlers, preschool-age children, kindergarten, early elementary, early childhood special education, or parent education. The learning focus may be on child development, curriculum, applied research, administration, and/or parent education. Prerequisite: permission of the early childhood coordinator. This course may be repeated for credit.									
	Infant/Toddler	01	1.00	Breig-Alle	TBA	-----	OFFC	1	25	
	Preprimary	02	1.00	Breig-Alle	TBA	-----	OFFC	1	25	
	Primary	03	1.00	Breig-Alle	TBA	-----	OFFC	2	25	
<b>ECED 5860</b>	<b>Multicultural Perspectives in Early Childhood Ed</b>									
		01	3.00	Bauermeister	5:00PM - 9:00PM	-M-----	WEBH405	2	18	5.00
	Students examine the contribution of the diverse cultures within American society. The course promotes analysis of racism, sexism, and ageism within the school and community. Participants discuss different patterns of child development within different cultures and incorporate them into the school curriculum.									
<b>ECED 5880</b>	<b>Integrating Resources:Community, Schools and Family</b>									
		01	3.00	Jones, Jos	5:00PM - 9:00PM	----R--	WEBH219	1	10	50.00
		02	3.00	Jones, Jos	5:00PM - 9:00PM	----R--	WEBH219	2	10	50.00
	This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. 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.									

# Education Leadership

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

ID 1.00 Staff 5:00PM - 9:30PM --T---- OFFC 1 20

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

**LEAD 6001 Foundations in Educational Leadership**

I1 5.00 Stock, Rog 5:00PM - 9:30PM ---W--- OFFC S 20  
ID 5.00 Heskett, J 5:00PM - 9:30PM ---W--- OFFC S 20

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 Bourisaw, 5:00PM - 9:30PM ---W--- OFFC S 20

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 Administration**

I1 1.00 Bevel, Mar TBA ----- OFFC S 20  
I2 1.00 Altrogge, TBA ----- OFFC S 20  
ID 1.00 Bevel, Mar TBA ----- OFFC S 20

The Internship in Educational Administration is a clinical experience that is supervised, supported, individualized, advanced professional study. It offers opportunities for interns to integrate practice with philosophy, theory, and research. The Interstate School Leaders Licensure Consortium (ISLLC) standards and the Missouri Standards for Teacher Education Programs (MoSTEP) require entry-level administrators to demonstrate competence related to specific knowledge, dispositions, and skills. The central purpose of the Internship in Educational Administration is to offer interns opportunities to develop and document their achievements and mastery of the performance standards necessary for effective school leadership. Prerequisite: enrollment in the related 5-credit-hour course (block course). This course may be repeated.

**LEAD 6007 Topics in Educational Leadership: Doctoral Partnership Seminar**

ID 3.00 Bevel, Mar 5:30PM - 9:00PM ---W--- OFFC S 20

**LEAD 6009 Leadership Seminar:Exit Seminar ID 2.00 Jones, Jos 5:00PM - 9:00PM -M----- OFFC S 25**

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

# Educational Technology

Course No.	Course Title	Sec Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
<b>EDTC 5010</b>	<b>Introduction to Technologies for Educators</b>								
	<b>Clstrm Technologies for Educators</b>	<b>01 3.00</b>	<b>Wagner, Sc</b>	<b>5:30PM - 8:30PM</b>	<b>-M-----</b>	<b>WEBH225</b>	<b>S 16</b>	<b>20.00</b>	
	<b>Clstrm Technologies or Educators</b>	<b>W1 3.00</b>	<b>Reitinger,</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S 15</b>	<b>25.00</b>	
	<b>Clstrm Technologies for Educators</b>	<b>W2 3.00</b>	<b>Reitinger,</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S 15</b>	<b>25.00</b>	

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

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

<b>EDTC 5030</b>	<b>Topics in Classroom Technologies</b>								
	<b>Internet for Educators</b>	<b>01 2.00</b>	<b>Kratzer, M</b>	<b>5:30PM - 8:30PM</b>	<b>----R--</b>	<b>WEBH225</b>	<b>2 16</b>	<b>20.00</b>	

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

	<b>Maintaining Computer Systems</b>	<b>02 2.00</b>	<b>Trani, Lee</b>	<b>5:30PM - 8:30PM</b>	<b>----R--</b>	<b>WEBH221</b>	<b>1 16</b>	<b>20.00</b>	
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This course will take the student from computer set up, through software installations and hardware upgrades. It will help the student to maintain well-running computer systems without the need of technical support.

	<b>Using PDA's in Education</b>	<b>03 1.00</b>	<b>Beckmann,</b>	<b>5:30PM - 8:30PM</b>	<b>---W---</b>	<b>WEBH221</b>	<b>2 16</b>	<b>25.00</b>	
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This class provides a Palm m100 handheld computer for each student to use during class time. We will discuss capabilities and terminology associated with handhelds, and how they can be used in the classroom, in the business world, and in everyday life. We will examine how they are more than time and organizational managers, and how they support teaching and learning in the classroom.

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

	<b>Computer Graphics</b>	<b>W1 2.00</b>	<b>Reiss, Ken</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>1 15</b>	<b>25.00</b>	
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Computer graphics adds imagery for the web, design for the printed page, and broadcast-quality to multi-media presentations. This course covers the basic applications of computer graphics into word processing, multi-media, and web projects. Some topics include: downloading from the web, creating, converting, manipulating, placement, and exporting of graphics.

	<b>Assessing Using Technology</b>	<b>W2 2.00</b>	<b>Beckmann,</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>1 15</b>	<b>25.00</b>	
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Using technology to assess over traditional methods of assessing can offer new and imaginative ways to measure student performance and thereby create new ways to learn and new ways to teach – and there are many different types of technology tools readily available to educators too.

This course examines different technology tools, methods to collect, organize, and analyze information, examines substantive and evidentiary learning processes, ISTE NETS, psychology of learning, pros and cons of using technology to assess, and the ethical and social aspects of assessing. Because of reflections from class material and discussions educators can make adjustments or changes in lesson plans and course delivery, thereby improving their methods of teaching.

<b>EDTC 5060</b>	<b>Educational Software</b>								
	<b>eZedia</b>	<b>01 1.00</b>	<b>Astuto, An</b>	<b>5:00PM - 9:30PM</b>	<b>-----F-</b>	<b>WEBH221</b>	<b>2 16</b>	<b>40.00</b>	

**November 10/11**  
This course is designed to teach students to use Ezedia to create educational resources. Students will learn how to create web sites, multimedia presentations, and interactive movies using the authoring tool.

	<b>Microsoft Producer in Classroom</b>	<b>02 1.00</b>	<b>Astuto, An</b>	<b>5:00PM - 9:30PM</b>	<b>----F-</b>	<b>WEBH221</b>	<b>1 16</b>	<b>35.00</b>	
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**September 22/23**  
Discover how to enrich one's presentations whether in a classroom or online by using Microsoft Producer to enhance your presentation for your class next semester. Storyboarding will help you design the presentation. The course involves using a web camera to record the presentation you storyboarded. Finally, you will incorporate PowerPoint and the web camera to create your presentation. Knowledge of PowerPoint is required.

	<b>Creating a Digital Video</b>	<b>W1 2.00</b>	<b>Wagner, Sc</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>2 15</b>	<b>25.00</b>	
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This class will address the use of computer and digital video technologies to teach higher level thinking skills in the K-12 classroom. The easy-to-use software has encouraged so many users to make their own desktop movies. The software gives the student easy-to-learn effects that allow for digital storytelling in even more visually interesting ways without the use of a technical manual. Emphasis will be placed on the process of planning (story boarding), shooting, editing, and presenting a movie. The movie can be played using Quicktime on a Mac or a PC. Note: Students must have, or have access to, a video camera.

# Educational Technology

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
<b>EDTC 5070</b>	<b>Desktop Publishing</b>	W1	2.00	Reiss, Ken	TBA	-----	ONL1	2	15	25.00
<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.</p>										
<b>EDTC 5180</b>	<b>Applications Software Microsoft Office</b>	W1	2.00	Beckmann,	TBA	-----	ONL1	2	15	25.00
<p>This course is for individuals in an educational or business setting who desire to become proficient in basic spreadsheet, word processing, and presentation software applications. The focus will be on Word, Excel, and PowerPoint for use in the classroom but alternate programs will also be discussed. Knowledge produced from this course can apply to home, school, and business.</p>										
<b>EDTC 5190</b>	<b>Topics in Classroom Media Multimedia Aps for Tchng/Lrng</b>	O1	2.00	McKenna, E	5:30PM - 8:30PM	--T----	WEBH221	2	16	20.00
<p>This course is for educators who want to creatively and effectively utilize multimedia technologies to have a powerful impact on the curriculum in elementary and secondary school classrooms. This course will provide a comprehensive look at using a variety of production (scanner, camcorder, digital camera, and microphone) and storage (CD-R, flash drive, internal/external hard drive, and network) devices. Educators will investigate fair use guidelines for educational multimedia. Emphasis is on designing, developing, and evaluating both teacher-created and student-created multimedia projects in the classroom.</p>										
<b>EDTC 5250</b>	<b>Programming Languages Intro to Programming - Part 1</b>	W1	3.00	Gage, Mich	TBA	-----	ONL1	S	15	25.00
<p>The course presents various aspects of computer programming. The Python programming language is used as a means of teaching these concepts. Good programming practices will be presented, with emphasis on actual development. Emphasis will be on applications that may be useful in the classroom. Prerequisite: Classroom Technologies, or permission of the Educational Technology Coordinator.</p>										
<b>EDTC 5560</b>	<b>Internet Applications Web Editing</b>	O1	2.00	Browne/Cifarelli	5:00PM - 9:30PM	-----F-	WEBH221	2	16	20.00
<p>Nov. 3/4, 17/18</p> <p>5:00PM - 9:30PM -----F- WEBH221</p> <p>5:00PM - 9:30PM -----F- WEBH221</p> <p>This course is your opportunity to learn quick and easy website construction, using web editing software instead of coding HTML. Our focus during these fast-paced weekends will be Dreamweaver, but we'll also explore teacher-friendly free or nearly-free options which provide web hosting and templates.</p> <p>Some basics of site definition, website structure, good design, updating / maintenance, and graphics manipulation will be addressed, along with discussion of the characteristics and limitations of HTML. Participants will create (in relatively short times!) practical, useful, attractive, simple websites which they will be proud to share with students, parents, and colleagues.</p>										
	<b>Building Web Pages</b>	W1	2.00	Olliges, R	TBA	-----	ONL1	1	15	25.00
<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. Prerequisite: ability to navigate the Internet or permission of the Educational Technology Coordinator.</p>										
	<b>Advanced Web Pages</b>	W2	2.00	Olliges, R	TBA	-----	ONL1	2	15	25.00
<p>This course provides more in-depth knowledge of web pages. Students will gain more experience creating web pages for use in educational settings. Prerequisite: Building Web Pages or permission of the Educational Technology Coordinator.</p>										
<b>EDTC 5630</b>	<b>Advanced Topics in Classroom Technologies Planning EDTC Facilities</b>	O1	2.00	Erwin, Fra	4:30PM - 7:30PM	--T----	OFFC	1	16	20.00
<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. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.</p>										
	<b>Technology and Thinking Skills</b>	W1	3.00	Browne, Re	TBA	-----	ONL1	S	15	25.00
<p>This is a course on developing students' critical and creative thinking skills using new video and computer technologies. Prerequisite: Curriculum Design or permission of the Educational Technology Coordinator.</p>										
	<b>Adult Learning and Technology</b>	W2	2.00	Mahfood, S	TBA	-----	ONL1	2	15	25.00
<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>										

# Educational Technology

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
<b>EDTC 5750</b>	<b>Special Institute Images, Sound, and Video</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>	<b>25.00</b>
<p>In this course students will learn to access a variety of images, sound files, and video from the Internet to enhance curriculum activities. Prerequisite: EDTC 5030 Internet for Educators or approval of Educational Technology Coordinator</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>	<b>25.00</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

<b>MTHC 5130</b>	<b>Probability and Graphs</b>	<b>01</b>	<b>3.00</b>	<b>Rothbart,</b>	<b>5:00PM - 7:30PM</b>	<b>---W---</b>	<b>WEBH403</b>	<b>S</b>	<b>15</b>	
<p>The first part of this course covers topics from probability and statistics with applications to gambling and game theory. The second part covers graphs, trees, Boolean algebra, and finite state automata.</p>										
<b>MTHC 5350</b>	<b>Logic</b>	<b>01</b>	<b>3.00</b>	<b>Rothbart,</b>	<b>5:00PM - 7:30PM</b>	<b>----R--</b>	<b>WEBH403</b>	<b>S</b>	<b>15</b>	
<p>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.</p>										
<b>MTHC 5390</b>	<b>Statistics</b>	<b>01</b>	<b>3.00</b>	<b>Hannick, C</b>	<b>5:00PM - 7:30PM</b>	<b>-M-----</b>	<b>WEBH403</b>	<b>S</b>	<b>18</b>	
<p>This course covers the basic concepts (including applications) of the binomial and normal distributions, the chi-square test, analysis of variance, and nonparametric statistics. Emphasis is placed on educational applications as well as the abuses and misuses of statistical ideas. Computers and/or graphing calculators are used to investigate ideas.</p>										
<b>MTHC 5450</b>	<b>Topics in Number Theory</b>	<b>01</b>	<b>3.00</b>	<b>Rothbart,</b>	<b>5:00PM - 7:30PM</b>	<b>--T----</b>	<b>WEBH403</b>	<b>S</b>	<b>15</b>	
<p>This course covers selected topics in number theory, such as modular systems, quadratic reciprocity, number-theoretic functions, Pythagorean Triples, and perfect numbers. Specific topics to be determined by instructor. Relevant theory will be developed.</p>										
<b>MTHC 5900</b>	<b>Final Reflections</b>	<b>01</b>	<b>0.00</b>	<b>Rothbart,</b>	<b>TBA</b>	<b>-----</b>	<b>OFFC</b>	<b>S</b>	<b>20</b>	
<p>All math M.A.T. students are required to register for this zero credit hour course during their penultimate semester. Students write an essay describing how they have changed as a result of their participation in the math program. For specific guidelines see the Math Coordinator. This course is graded on a credit/no credit basis only.</p>										

# Multidisciplinary Studies

**EDUC 5010 Introduction to Online Graduate Studies**  
**W1 1.00 Tamashiro, TBA ----- ONL1 1 15 25.00**

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.

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 5220 Contemporary Educational Issues**

<b>01 3.00 Winkler, D</b>	<b>5:00PM - 9:00PM</b>	<b>---W---</b>	<b>WEBH325</b>	<b>1</b>	<b>20</b>
<b>02 3.00 Winkler, D</b>	<b>5:00PM - 9:00PM</b>	<b>---W---</b>	<b>WEBH325</b>	<b>2</b>	<b>20</b>
<b>03 3.00 Sartorius,</b>	<b>5:00PM - 9:00PM</b>	<b>--T---</b>	<b>WEBH326</b>	<b>1</b>	<b>20</b>
<b>W1 3.00 Tamashiro,</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15 25.00</b>
<b>W2 3.00 Powell, Fr</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15 25.00</b>

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 25.00**

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 5300 Methods of Teaching Elementary School Students**  
**01 3.00 Jones, Vic 5:00PM - 9:00PM ----R-- WGS361 2 18**

This course focuses on multiple factors affecting the elementary curriculum, including lesson planning, organizational strategies, instructional techniques, and student assessment. Competencies in the content areas of physical education, health, art, and music are addressed as well. Prerequisite: EDUC 5220.

**EDUC 5460 Curriculum Design**

<b>01 3.00 Smith, She</b>	<b>5:00PM - 8:00PM</b>	<b>--T---</b>	<b>WEBG</b>	<b>S</b>	<b>20</b>
<b>02 3.00 Puttcamp,</b>	<b>5:00PM - 8:00PM</b>	<b>---W---</b>	<b>WEBG</b>	<b>S</b>	<b>20</b>
<b>W1 3.00 Tamashiro,</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15 25.00</b>
<b>W2 3.00 Barbeau, D</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15 25.00</b>
<b>W3 3.00 Puttcamp,</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15 25.00</b>

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

**EDUC 5490 Seminars in Education**  
**Culture, Ethnicity and Identity W1 3.00 Staff TBA ----- ONL1 S 15 25.00**

**EDUC 5750 Special Institute**  
**The Adult Learner W1 2.00 Kahrhoff, TBA ----- ONL1 2 15 25.00**

In this course, students will learn about the characteristics of adult learners and various theories of how they learn and develop, as well as the implications of these characteristics and theories on adult education research, programming, curriculum planning, and instructional practice. The course would be helpful for educators who work with or are interested in working with adult learners in a wide variety of settings, both formal and informal.

**Grant Writing W2 3.00 Ma, Terenc TBA ----- ONL1 1 15 25.00**

Students develop an understanding of "grantsmanship," the process of designing a project, developing a grant proposal, negotiating the financial award, executing the project, and evaluating the processes, outputs, outcomes and effects of the work.

**EDUC 5800 Applied Research 01 3.00 Stimpfl, J 5:00PM - 8:00PM -M----- WGS357 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.

# Schools Systems, Superintendency and Leadership

**SSSL 6020    Methods of Ed Research I                    ID 2.00 Staff                    4:30PM - 9:00PM ---W--- OFFC                    1 20**

This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning in the area of educational research. Students will evaluate educational research methodology; compare various types of research: action research, qualitative and quantitative educational research; examine internal and external validity; sampling methods; data analysis, and components of research reports. The course will include a discussion and procedures and skills necessary for the critical review of educational research. Students will have an increased knowledge of educational research, and how it applies to education and the school improvement process. Students will also have opportunities to interpret and analyze test results and data and develop strategies for improvement of academic achievement. Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not of this program.

**SSSL 6022    SchI Sys/Sup/Lead: Spec Educ                    W1 3.00 Staff                    TBA                    -----                    ONL1                    2 15 25.00**

**Law/Legal Issues**

Students review the laws governing special education at federal and state levels and address these issues from an administrative perspective. The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion. Topics to be covered include: American Legal System, Federal Policy and Disability, Safe Schools Act, IDEA 1997 Reauthorization, Zero Reject, Testing, Classification, Placement, Appropriate Education, LRE, Due Process, Parent Participation and Shared Decision Making, Compliance through the Courts, and School Reform. Students will increase their knowledge and understanding of the political dynamics of constitutional law, the foundations of special education law, and the process of federal, state, and local education agencies. Special attention will be given to the Safe Schools Act and its specific application to students with disabilities, reauthorization of IDEA (1997), Section 504 of the Rehabilitation Act of 1973, NCLB and the Americans with Disabilities Act. This course examines the role and responsibilities of the administrator, director, or supervisor of special education at the school district, state, and federal levels. Statutory requirements, fiscal basis, organizational structures, relationship to general school administration, instructional and related services delivery systems are explored. Current issues in the field of special education will also be explored. This course is offered in a seminar format in which students are expected to prepare to lead some aspect of the group discussion each week. There will be extensive reading and research required to successfully complete this course. Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

**SSSL 6023    SchI Sys/Sup/Lead: Internship in Schol Sys/Sup/Lead**

	<b>ID 1.00 Staff</b>	<b>TBA</b>	<b>-----</b>	<b>OFFC</b>	<b>S 20</b>
	<b>W1 1.00 Heskett, J</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S 15 25.00</b>
	<b>W2 1.00 Staff</b>	<b>TBA</b>	<b>-----</b>	<b>OFFC</b>	<b>S 20 25.00</b>
	<b>W3 1.00 Staff</b>	<b>TBA</b>	<b>-----</b>	<b>OFFC</b>	<b>S 15 25.00</b>

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

1. Examination of presumptions about leadership and values.
2. Discussion and application of readings to schooling and leadership.
3. Design and implementation of an individualized Ethical Leadership Development Plan.

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

**SSSL 6026    SchI Sys/Sup/Lead: Finc/Mngt                    W1 2.00 Willis, An                    TBA                    -----                    ONL1                    1 15 25.00**

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

1. Demonstrate and apply a basic understanding of the principles of sound financial management.
2. Identify the contribution of education to the economy.
3. Identify the major components of developing, implementing, changing, and evaluating a school district budget.
4. Identify and apply the processes of financial accounting, auditing, and reporting.
5. Identify and apply school finance concepts.
6. Evaluate and reallocate financial resources to improve student results.

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

# Schools Systems, Superintendency and Leadership

<b>SSSL 6027</b>	<b>Schl Sys/Sup/Lead: Personnel Administration</b>	<b>W1</b>	<b>2.00</b>	<b>Staff</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>2</b>	<b>15</b>	<b>25.00</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.

<b>SSSL 6028</b>	<b>Schl Sys/Sup/Lead: Facilities</b>	<b>W1</b>	<b>2.00</b>	<b>Willis, An</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>1</b>	<b>15</b>	<b>25.00</b>
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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:

1. Be knowledgeable of the foundations, techniques, and principles related to educational facility planning.
2. Learn the role of the school administrator in modernizing, maintaining, and operating an existing facility.
3. Explore the role of the school administrator in building a new facility.
4. 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>	<b>ID</b>	<b>2.00</b>	<b>Staff</b>	<b>4:30PM - 9:00PM</b>	<b>---W---</b>	<b>OFFC</b>	<b>2</b>	<b>20</b>
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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:

1. Understand broad application/impact and results of curriculum across a school district.
2. Assess and analyze core data in relation to schools and district goals, performance, and learner outcomes
3. 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 6030</b>	<b>Schl Sys/Sup/Lead: Supervision</b>	<b>ID</b>	<b>2.00</b>	<b>Staff</b>	<b>4:30PM - 9:00PM</b>	<b>---W---</b>	<b>OFFC</b>	<b>2</b>	<b>20</b>
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This course will expand the student's knowledge and experience beyond school building level administration and leadership to that of a much wider perspective, the school system/district. The student will:

1. Understand the relationship between effective communication and interpersonal relationships.
2. Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.
3. Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices. Identify the components of an effective lesson.
4. Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices.
5. Explore professional (staff ) development and renewal options.
6. Assess data related to student learning that are used to develop the school vision and goals. The vision shapes the educational programs, plans, and actions.
7. Research state law and district policy that direct employee sanction and termination.
8. Develop effective mentoring procedures.
9. Develop supervision alternatives to enhance professional growth and development.
10. Critique evaluation models for non-certificated employees.

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

## Science

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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<b>SCIC 5220</b>	<b>Whole Plant Physiology for School Personnel</b>									
		<b>01</b>	<b>3.00</b>	<b>Brush, Wil</b>	<b>5:30PM - 8:30PM</b>	<b>----R--</b>	<b>WEBH7</b>	<b>S</b>	<b>15</b>	

Students in this course study the plant kingdom comprehensively. The course emphasis is on the botanical activities, demonstrable to children, that play a key part in the living world.

## 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>	<b>25.00</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 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>WEBH406</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>WEBG</b>	<b>2</b>	<b>20</b>	
		<b>W1</b>	<b>3.00</b>	<b>Wilson, Vi</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	<b>25.00</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.

<b>EPSY 5180</b>	<b>Advanced Educational Psychology</b>	<b>01</b>	<b>3.00</b>	<b>Stiles, De</b>				<b>S</b>	<b>15</b>	
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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.

**This special version of the course involves developing an abstract and proposal, preparing a professional presentation, writing a professional paper, participating in a poster session and attending professional meetings at a conference -the Hawaii International Conference on Education, January 6-9, 2007.**

**For advanced students only.**

**prerequisite: permission of the instructor**

**There are four pre-course meetings with the professor.**

**These meetings are followed by:**

**1st meeting Friday 8/18 5-9 PM**

**2nd meeting Friday 9/29 5-9 PM**

**3rd meeting Friday 12/8 5-9 PM**

**4th, 5th, 6th and 7th meetings**

**8:00 AM - 6:00 PM attend Hawaii International Conference on Education, January 6-9, 2007.**

**8th meeting Friday 1/19 2007 5-9 PM**

**The tuition for this course covers no travel expenses.**

**Students cover travel expenses and make arrangements on their own.**

**Students pay conference fee.**

<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>WEBH325</b>	<b>1</b>	<b>20</b>	<b>15.00</b>
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This course is designed for the educator who is interested in providing the student and family with specialized individual attention. Special emphasis is placed on basic communication skills for individual and group work and on various educational and community services that are available to individuals and families. May be repeated for credit if content differs.

<b>EPSY 5540</b>	<b>Psychology of Early Adolescence</b>	<b>01</b>	<b>3.00</b>	<b>Stiles, De</b>	<b>5:00PM - 9:00PM</b>	<b>-M-----</b>	<b>WEBH326</b>	<b>1</b>	<b>10</b>	<b>20.00</b>
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This course focuses on the psychological growth and development of the early adolescent (ages 9-15). Participants examine the physical, intellectual, personality, and emotional development; sexuality; and the social adjustment of the transescent child. The course also explores the relationship of the school environment to the child's development.

<b>EPSY 5810</b>	<b>Adolescent Psychology</b>	<b>01</b>	<b>3.00</b>	<b>Guilliams,</b>	<b>5:30PM - 9:30PM</b>	<b>-M-----</b>	<b>WEBH324</b>	<b>1</b>	<b>20</b>	<b>20.00</b>
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This course involves the theoretical and empirical study of adolescence. Topics addressed include physical development, intellectual development, values and moral development, social problems, sexuality, and discipline. Students examine the educational applications for each topic.

<b>SOCS 5000</b>	<b>Interdisciplinary Course Multiculturalism</b>	<b>01</b>	<b>3.00</b>	<b>Loiterstei</b>	<b>5:00PM - 9:00PM</b>	<b>--T----</b>	<b>WEBH204</b>	<b>1</b>	<b>20</b>	
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The purpose of this course is to help participants gain a better understanding of the issue of multiculturalism in society and its impact on curriculum, instruction, and relationships in the educational community.

# Social Science

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
<b>SOCS 5010</b>	<b>Social Studies for Secondary Schools</b>	01	4.00	Green, The	5:30PM - 9:30PM	---W---	WEBG	2	10	35.00
<p>This course is designed to assist participants in gaining an overview of significant social studies curricula being used at the secondary level. It also introduces students to the area of historiography, which enables them to understand specific ways students can grasp the historical process.</p>										
<b>SOCS 5030</b>	<b>Contemporary World Affairs</b>	01	3.00	Hufker, Ba	5:30PM - 9:30PM	--T----	HSPC104	1	5	
<p><b>August 14 - December 13</b> While "Globalization" has become a dominate theme in International Relations questions of geo-political realities and state sovereignty and the role of international law remain. This course will address some of those questions in the areas of trade, human rights and developing a civil society, and intervention/war. Cross-listed with INTL 5860 01.</p>										
	<b>Politics of Development</b>	02	3.00	Entessar,	5:30PM - 9:30PM	-M-----	HSPC102	1	5	
<p><b>August 14 - December 13</b> This course will examine problems of social and economic political development in Third World nations. The problem of nation building in the post-colonial era and the role of the developing nations in world politics will be examined. The term paper and in-class debates will enable students to enhance their written and oral skills. <b>Cross-listed with INTL 5580 01.</b></p>										
	<b>Latin America</b>	03	3.00	Hellinger,	5:30PM - 9:30PM	--T----	PRSN3	2	5	
<p><b>October 16 - December 15</b> Examines the problems of social, economic, and political development in Latin America, including the problem of nation-building and its role in world politics. Cross-listed with INTL 5600 01.</p>										
	<b>Globalization</b>	04	3.00	Gangadhara	5:30PM - 9:30PM	---W---	SVER123	2	5	
<p><b>October 16 - December 15</b> Globalization is the intensification of economic, political, social, and cultural relations across international borders. The course will focus on the uneven process of globalization and its effects in terms of cross-national intensity, geographical scope, and national and local depth. Further the course will explore the factors which have led to globalization in the context of the debate about the real content of the globalization process and the degree of change they invoke in the international system. In addition the course will focus on several key international issues that are currently shaping the global political and economic environment. Cross-listed with INTL 5800 01.</p>										
	<b>Comparative Frgn Plcy:China/US</b>	05	3.00	Kim, Jih-U	5:30PM - 9:30PM	----R--	WEBH19	2	5	
<p><b>October 16 - December 15</b> This course is designed to compare and thus better understand mutual perception/attitude and foreign policies of China and the U.S., two major actors or hegemonic rivals in contemporary international relations, in such areas as security, economy, culture, resources/environment, and human rights. Cross-listed with INTL 5570 01.</p>										
<b>SOCS 5050</b>	<b>Studies in Character Education</b>	W1	3.00	Nobbe, Chr	TBA	-----	ONL1	S	15	25.00
<p>This course examines the psychology and application of character and values education as it relates to humane education. Students reflect on the developmental perspectives of prosocial behaviors such as cooperation and compassion. Research on programs that aim to instill student values (e.g. responsibility, prosocial behavior, kindness) are evaluated. Classroom applications of character education programs are explored.</p>										
<b>SOCS 5260</b>	<b>Topics in Geography</b>	01	3.00	Staff	5:00PM - 9:00PM	--T----	WEBG	1	20	
<p>A combination of work with experimental units in geography as well as geographical concepts, the course is of interest to teachers seeking ways to make geography more relevant to the lives of students. May be repeated for credit if content differs.</p>										
<b>SOCS 5750</b>	<b>Special Institute</b>	01	3.00	Truesdell,	5:30PM - 9:30PM	----R--	WGS358	2	15	25.00
<p><b>19th Century American</b> A study of America's coming of age. Developing themes and concepts from historical events and literature of the century. The Louisiana Purchase, the Monroe Doctrine, Jacksonian Democracy, events leading to Civil War, the frontier, the Industrial Revolution, and the country's emergence as a world power. Relating these events to today's world and today's students.</p>										
	<b>Race, Immigration/Nat Identity</b>	02	3.00	Lubeck, De	5:00PM - 9:00PM	---W---	WEBG	2	18	25.00
	<b>Social Conflict Management</b>	W1	2.00	Duffy, Bar	TBA	-----	ONL1	2	15	25.00
<p>Social conflict in schools is based upon individual feelings and the need to challenge these feelings in a positive manner. The course aims to enable educators to develop emotional competencies in themselves and their students. Class members explore the development of emotional intelligence and to learn how teacher and student behavior can be channeled into positive decision making and action.</p>										
<b>SOCS 5760</b>	<b>Middle School Curriculum and Instruction</b>	01	3.00	Green, The	5:30PM - 9:30PM	--T----	WEBG	1	10	25.00
<p>Students examine curricular and instructional strategies for the middle school. Interdisciplinary curricula, evaluation of instruction and learning, instructional technologies, and personalization of learning are discussed.</p>										

## Social Science

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
<b>SOCS 5790</b>	<b>Education and Individual Rights</b>	<b>01</b>	<b>3.00</b>	<b>Baker, Lar</b>	<b>5:00PM - 9:00PM</b>	<b>----R--</b>	<b>WGSD357</b>	<b>2</b>	<b>20</b>	
This course covers trends in education relating to development of legal rights and responsibilities among teachers, parents, students, and schools. May be repeated for credit if content differs.										
<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>-M-----</b>	<b>SCHL201</b>	<b>1</b>	<b>18</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

<b>SPED 5010</b>	<b>Methods of Teaching Mathematics for Disabled Learners</b>	<b>01</b>	<b>3.00</b>	<b>Muehlenbec</b>	<b>5:00PM - 9:00PM</b>	<b>----R--</b>	<b>WGSD364</b>	<b>2</b>	<b>15</b>	<b>10.00</b>
This is a graduate level course that focuses on the development of mathematics instruction for students with special needs. Prerequisites: MATH 4310 and SPED 5860 Psychology of the Exceptional Student.										
<b>SPED 5030</b>	<b>Students with Mild/Moderate Disabilities</b>	<b>01</b>	<b>3.00</b>	<b>Speckhard,</b>	<b>5:30PM - 8:30PM</b>	<b>---W---</b>	<b>WEBG</b>	<b>S</b>	<b>15</b>	
		<b>W1</b>	<b>3.00</b>	<b>Cifarelli, R</b>	<b>TBA</b>	<b>-----</b>	<b>ONL1</b>	<b>S</b>	<b>15</b>	<b>25.00</b>
This graduate level 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.										
<b>SPED 5040</b>	<b>Analysis and Correction of Reading Disabilities</b>	<b>01</b>	<b>3.00</b>	<b>Staff</b>	<b>5:30PM - 8:30PM</b>	<b>--T----</b>	<b>WEBG</b>	<b>S</b>	<b>15</b>	<b>20.00</b>
This graduate level 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. This course does not count toward reading certification or an emphasis in reading.										
<b>SPED 5090</b>	<b>Special Education Practicum</b>									
	<b>SDD</b>	<b>01</b>	<b>1.00</b>	<b>Ashburner,</b>	<b>TBA</b>	<b>-----</b>	<b>OFFC</b>	<b>S</b>	<b>15</b>	
	<b>Cross Cat</b>	<b>ID</b>	<b>3.00</b>	<b>Mahfood, S</b>	<b>TBA</b>	<b>-----</b>	<b>OFFC</b>	<b>S</b>	<b>15</b>	
<b>SPED 5220</b>	<b>Topics in Special Education</b>									
	<b>Beginning American Sign Lang</b>	<b>01</b>	<b>3.00</b>	<b>Eck, James</b>	<b>6:00PM - 9:00PM</b>	<b>--T----</b>	<b>WGSD260</b>	<b>S</b>	<b>10</b>	
This course introduces students to a variety of sign language systems.										
<b>SPED 5240</b>	<b>Psychoeducational Assessment I</b>	<b>01</b>	<b>3.00</b>	<b>Korobey, C</b>	<b>5:30PM - 8:30PM</b>	<b>-M-----</b>	<b>WEBH204</b>	<b>S</b>	<b>10</b>	<b>30.00</b>
		<b>02</b>	<b>3.00</b>	<b>Bell, Kath</b>	<b>5:30PM - 8:30PM</b>	<b>----R--</b>	<b>WEBH204</b>	<b>S</b>	<b>10</b>	<b>30.00</b>
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.										
<b>SPED 5250</b>	<b>Behavior Management for Children with Special Needs</b>	<b>01</b>	<b>3.00</b>	<b>Campbell,</b>	<b>5:00PM - 9:00PM</b>	<b>---W---</b>	<b>WEBH405</b>	<b>1</b>	<b>20</b>	
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.										
<b>SPED 5260</b>	<b>Career Preparation for Students with Special Needs</b>	<b>01</b>	<b>3.00</b>	<b>Menscher,</b>	<b>5:00PM - 9:00PM</b>	<b>---W---</b>	<b>WGSD357</b>	<b>1</b>	<b>20</b>	<b>20.00</b>
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

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<b>SPED 5300</b>	<b>Communicating with Families and Disabled Persons</b>								
		01 3.00	Speckhard,	5:00PM - 9:00PM	--T----	WEBH326	2	20	
	The course focuses on counseling and communication techniques appropriate to the needs of the exceptional individual and his or her family.								
<b>SPED 5311</b>	<b>Assessment of Functional Skills for Students with Severe Developmental Disabilities</b>								
		ID 3.00	Davis, Ali	5:00PM - 9:00PM	---W---	OFFC	S	20	
	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 5320</b>	<b>Learning Strategies:A Cognitive Approach to Exceptional Learners</b>								
		01 3.00	Toebe, Kim	5:00PM - 9:00PM	----R--	WGSD252	2	20	
	This class focuses on the theoretical basis and the application of metacognitive approaches to the education of exceptional students.								
<b>SPED 5350</b>	<b>Enhancing Social Competency in Children with Special Needs</b>								
		01 3.00	Powers, Li	5:00PM - 9:00PM	----R--	WGSD361	1	20	
	Students examine a variety of strategies and curricula designed to promote social competency and self-regulation in children and youth. Examples of curricula that focus on social skills, problem solving, cooperation, friendship, and self-awareness are studied critically. Students are expected to select and instruct a specific curriculum with students with special needs.								
<b>SPED 5380</b>	<b>Methods for Students with Mild/Moderate Disabilities I</b>								
		01 3.00	Mahfood, S	5:00PM - 9:00PM	---W---	WEBG	1	10	
	This course is designed to prepare the teachers of students with mild/moderate learning disabilities, behavior disorders, mental retardation, and physical and other health impairments to develop instructional strategies and curricula to provide an effective program in a range of placement settings, with an emphasis on inclusive placements. It emphasizes a metacognitive approach to instruction based on the functional analysis of the learning behaviors. It makes constant reference to a 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>								
		01 3.00	Menscher,	5:00PM - 9:00PM	---W---	WEBG	2	10	15.00
	This course introduces pre-service special education teachers to the curriculum, organizational strategies, and instructional techniques appropriate to the needs of students with mild/moderate disabilities, with a focus in the content areas of physical education, health, art, music, science, child and adolescent literature and social studies (government, geography, and economics). It emphasizes the use of technology in adapting the regular 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 5413</b>	<b>Assessment, Evaluation and Diagnosis of Learning and Academic Disorders</b>								
		01 3.00	Kelk, Mich	5:00PM - 9:00PM	-M-----	SVER117	2	20	
	Students explore a variety of academic and psychoeducational assessment techniques that are relevant to the evaluation of children and youth with suspected academic disorders. Functional behavior assessment and analysis of academics, task analysis, and ecobehavioral assessment will be examined in depth. Students are expected to work intensively. Interpretation of assessment findings is presented in a written evaluation report including a diagnostic formulation and recommendations for intervention. Students are expected to plan and conduct a functional assessment of cognitive and academic skills across the academic areas, integrated with formal assessment data.								
<b>SPED 5414</b>	<b>Children and Youth with Learning and Academic Disorders</b>								
		01 3.00	Powers, Li	5:00PM - 9:00PM	-M-----	WGSD251	1	20	
	This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors that influence children and youth with, or at risk for, academic disorders. The course content focuses on current issues and practices regarding characteristics, identification, and placements specific to this population of students with learning disabilities or mental retardation.								
<b>SPED 5500</b>	<b>Socioemotional Development:Children with Special Needs</b>								
		01 3.00	Campbell,	5:00PM - 9:00PM	---W---	WEBH326	2	15	
	This course addresses the implications of theories and research in the areas of social and emotional development of children with special needs. Students explore the relationship between cognitive development and social and emotional development. Emphasis is placed on investigation of environments and interactions that foster trust, self-regulation, self-esteem, social competence, and interdependence.								
<b>SPED 5660</b>	<b>Cognitive Development:Children with Special Needs</b>								
		01 3.00	Bevel, Mar	5:00PM - 9:00PM	--T----	WEBH402	1	15	
	This course focuses on the implications of current research in the area of cognitive development and learning theory on the education of children with special learning characteristics. Students examine advances in research on metacognition, executive control strategies, and psycholinguistics, and explore applications to individualized education.								

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<b>SPED 5830</b>	<b>Evaluation</b>	W1	3.00	Bevel, Mar	TBA	-----	ONL1	S	15	25.00
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This course is designed for all educators who wish to explore the importance of formal and informal evaluation procedures as related to the instructor in the classroom. Evaluation will: "review" the concepts of assessment and measurement, study curriculum-based evaluation, teaching and decision making, and explore issues such as national standards, functional curriculum and behavior assessments, and social/cultural transformations in education as related to the ethics of evaluations.

<b>SPED 5860</b>	<b>Psychology of the Exceptional Student</b>	01	3.00	Jones, Vic	5:00PM - 9:00PM	----R--	WGSD252	1	20	
		02	3.00	Hasty, Reg	5:00PM - 9:00PM	--T---	WEBH329	2	20	

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

<b>SPED 5880</b>	<b>Integrating Resources:Community, Schools and Family</b>	01	3.00	Jones, Jos	5:00PM - 9:00PM	----R--	WEBH219	1	10	50.00
		02	3.00	Jones, Jos	5:00PM - 9:00PM	----R--	WEBH219	2	10	50.00

This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. 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 they examine collaboration strategies for interdisciplinary team efforts.