



Note this is not a live document, for course changes please visit www.webster.edu and click on academics.

SUMMER 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 April 17th.

Non-Degree and Alumni with a certification plan and advisor approval may begin to register online at 3:00p.m. on April 19th.

If your advisor indicated that you were to come in each term, or if you prefer to see your advisor, you may call on April 5th 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 April 5th, 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 April 5th.

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

Summer 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:

April 17/18	3 - 5 p.m.	Current M.A.T. and Ed.S. Degree Seeking Students Only
April 19/20	3 - 5 p.m.	New M.A.T. and Ed.S. Applicants/Non-Degree/Alumni

SUMMER 2006 CALENDAR:

June 5 – July 28

The School of Education will begin posting Summer 2006 Graduate and Undergraduate syllabi once weekly on <http://owl.webster.edu/> as they are submitted by the faculty.

- ❖ Click on Course Schedule
- ❖ Click on Syllabi

HOLIDAYS AND MAKEUP SESSIONS

There will be no classes on Tuesday, July 4th, Independence Day. The makeup day will be July 7th 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. classes at the tuition rate of \$246* per credit hour. ***Pending Board Approval.**

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

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

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

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

BUILDING CODES

LRTH	Loretto Hall	470 E. Lockwood
OFFC	Off Campus	If address is not listed, call 968-7490 for the address.
ONL1	On Line Course	Visit the WorldClassRoom web site at http://online.webster.edu
PRSN	Pearson House	8260 Big Bend
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.

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.

JULY 2006 GRADUATION

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

Classes **8 Week Classes** **16 Week**

Drop

Week 1	100%
Week 2	100%

Withdraw

Week 3	50%
Week 4	25%
Week 5	0
Week 6	0
Week 7	
Week 8	

(Withdrawal is possible only during the first 6 weeks of an 8-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 WorldClassRoom web site at <http://online.webster.edu> and review the "Getting Started and Help" menus for important information about getting your Connections Username and logging into courses, technical requirements, and technical assistance.

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

There are two ways to log in:

1. Go to the WorldClassRoom page at <http://online.webster.edu> and click on Login.
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 self-enroll in the Online WebCT Tutorial by going to the How to Login to Web CT link under the Getting Started menu. This is a non-credit tutorial that will help you learn how to use the WebCT tools.

If you have problems:

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

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

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

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

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

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

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

From any computer with internet access:

Go to www.webster.edu.

Click on "Registration."

Click on "Student Logon."

Enter your student id number as the user name.

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

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

WEBSTER ON THE WEB (www.webster.edu)

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

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

Course Descriptions: (www.webster.edu)

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

Academic Probation:

M.A.T. and Ed.S.

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

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

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

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

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

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

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

Alert Regarding your Email Address

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

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

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

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



Frequently Asked Questions

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

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

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

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

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

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

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

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

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

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

Click on the link that says create a new account.

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

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

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

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

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

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

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

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

As always, if you have questions or problems,

Please contact the Webster University Help Desk.

314-968-5995

1-866-435-7270

support@webster.edu

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

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

Friday 7:00am - 7:00pm

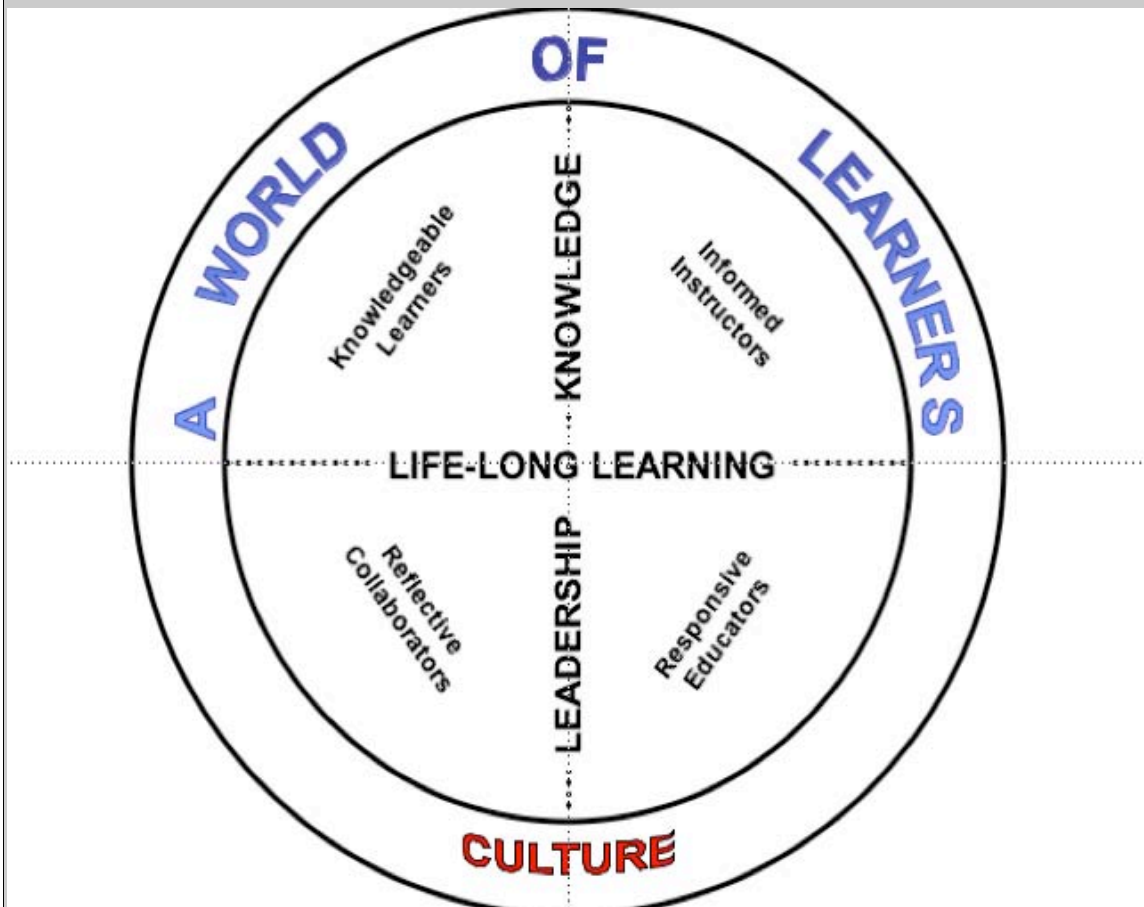
Saturday & Sunday 9:00am - 3:00pm

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

All course meet June 5 – July 28 unless otherwise noted. See dates below the course with an *.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
COMM 5000	Fiction and Poetry for Children	01	3.00	Koehnecke,	5:00PM - 9:00PM	---W---	WEBH325	15	10.00
Contemporary fiction and poetry are read, discussed, and evaluated. Speakers, films, and response experiences highlight the exchange.									
COMM 5110	Folklore	01	3.00	Birkman	500PM - 9:00PM	---W---	WEBH219	15	20.00
Class members study American folktales, their characteristics, and motifs. Students examine folk sayings, superstitions, art, cures, customs, gestures, and games present in their lives and in the lives of elementary and secondary students. Films, speakers, tapes, videos, and activities call up the lore.									
COMM 5250	Ceramics*								
*June 26 – July 28									
	and June 23, July 7 and July 14	01	3.00	Au, Jerene	9:00AM - 1:00PM	--T-R--	VAST6	10	
No class: June 27 and 29									
The class content includes development of forms and activities for art teachers. Chemical structures, materials, the kiln, and firing procedures are an integral part of the course.									
COMM 5270	Visual Communication	01	3.00	Steinmann,	5:00PM - 9:00PM	-M----	WEBH219	15	30.00
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.									
COMM 5280	Written Communication	01	3.00	Birkman	5:00PM - 9:00PM	-M----	WEBH204	15	15.00
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.									
COMM 5340	Language Arts Seminars								
	Media Literacy	01	3.00	Steinmann,	5:00PM - 9:00PM	--T----	WEBH204	10	20.00
Students will learn techniques for constructing critical thinking activities in the classroom by analyzing the media that impacts the lives of today's students. This includes cinema, television, computer games, music and music videos, and the internet. Teachers will develop curriculum materials that will help students to explore contemporary media as extensions of literature, extensions of societal values, and extensions of themselves.									
	Poetry Writing*	02	2.00	Clewell, D	9:00AM - 3:00PM	-MTWRF-	PRSN1	15	15.00
June 19 – 23									
Students should be committed to exploring the process and techniques of their own poetry and joining in critical discussions with others engaged in the same process. Focus is on the development of individual style. No previous poetry-writing experience is required.									
	Teaching Language & Lang Issues	W1	3.00	Staff	TBA	-----	ONL1	15	25.00
This course is a comparative linguistics course. Students examine the language produced by learners of English from various language backgrounds. Students engage in linguistic analysis to compare features of learners' mother tongues with English. Important distinctions will be made between transfer and developmental errors.									
	Role of Narrative in Humane Ed	W2	3.00	Staff	TBA	-----	ONL1	15	25.00
This course begins with an investigation of various perspectives (from cognitive science, philosophy, theology, literary theory, history, etc.) on the role of narrative in shaping our beliefs and values. Students will explore personal stories, literary stories, historical stories, mythology, and folklore as tools for integrating the principles of humane education in classrooms. Participants will develop a body of age-appropriate stories focusing on the relationships between humans and animals and explore strategies for using stories as vehicles for examining moral principles and decision-making. This course is recommended for elementary and middle school teachers although other participants are welcome.									
COMM 5550	Aesthetic Education Workshops: Advanced Ceramics*								
June 26 – July 28									
	and June 23, July 7 and July 14	01	3.00	Au, Jerene	9:00AM - 1:00PM	--T-R--	VAST6	10	
No class: June 27 and 29									
This is a continuation of COMM 5250 Ceramics. Further development in throwing techniques, glaze development, firing, and general kiln handling are emphasized.									
COMM 5640	Communication Through Art Forms*	01	3.00	Diefenbach	9:00AM - 4:00PM	-MTWRF-	WEBH325	15	15.00
June 19 – June 23									
This course brings students in contact with many of the leading themes, styles, and media of artistic communication. Students explore the roles of visual arts, music, creative drama, and movement in fostering the physical, emotional, social, and cognitive well being of individuals in school communities.									

Communications

All course meet June 5 – July 28 unless otherwise noted. See dates below the course with an *.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
COMM 5670	Teaching in a Diverse Society	01	3.00	Korobey, C	5:00PM - 9:00PM	--T----	WEBH	17	
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								
	St. Louis Through the Arts*	01	3.00	Hoyt, Caro	9:00AM - 4:00PM	-MTWRF-	WEBH325	20	50.00
June 26 – 30									
Through their work with visiting artists, historians, and community leaders, participants will explore the St. Louis region focusing on our community's past, present, and future. The course will include visits to cultural institutions in St. Louis city, St. Louis County, and the Metro East area. Working collaboratively we will develop curricula designed to capture our students perceptions about living and learning in the St. Louis metropolitan area. Lab fee includes some tours and three lunches. Lab fee \$50									
	Storytelling*	02	3.00	Rubright,	9:00AM - 4:00PM	-MTWRF-		15	50.00
June 17 – 22 Webster University Library Conference Room									
This course enables MAT students to polish their storytelling skills as they develop a repertoire of material from a variety of genres: personal and original stories, folk and fairy tales, literary tales, history, lore, legends, and myths. Students will explore and document uses of storytelling as a motivational classroom-teaching tool that can effectively bridge language arts and social studies. This course demonstrates how storytelling can be a performance art that can incorporate movement, music, Story Theater, visual arts, literature, poetry, and film. We also discuss uses of stories in developing character education programs, issues of diversity, peace and justice and view the film "Oh Freedom After While". During the Institute, we will spend one day off campus at historic landmarks such as the Old Court House, and The Museum of Westward Expansion under the Arch, and the Eugene Field House. As a final project students will design an interdisciplinary, thematic storytelling unit.									
COMM 5777	Literacy Coaching	01	3.00	Staff	5:00PM - 9:00PM	--T----	WEBH	18	
This course introduces educators to balanced literacy theory. Participants will understand exemplary practices and learn how to implement this knowledge in classroom environments. The role of the coach, mentoring of colleagues and collaboration will be studied in detail. Emphasis will be on theory and practical implications of balanced literacy for all students, especially primary, within a coaching framework. Appropriate for classroom teachers, reading specialists, curriculum coordinators and administrators. (Does not count for initial certifications but does count for Remedial Reading Certification methods.).									
COMM 5820	Foundations in Reading Instruction	01	3.00	Cornell, T	5:00PM - 9:00PM	---W---	WEBH	18	
This course will focus on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. A review of best practices in reading instruction, based on both current research and practice, informs graduate students so they can provide instruction for diverse learners at all levels. This course offers a solid background in reading instruction for students who have not had prior coursework in reading. Counts for initial reading certification and may count for reading emphasis. Prerequisite: enrolled in initial certification program or permission of reading coordinator.									
COMM 5910	Investigations in Reading: Primary	01	3.00	Rhomberg,	5:00PM - 9:00PM	-M-----	WEBH324	18	
This course has been designed for classroom teachers to explore teaching of reading and learning to read (preschool through third grade). Students focus on relevant topics such as balanced literacy, assessment of early literacy, guided reading, and reading workshop. In addition, students pursue particular topics of interest for projects in the classroom. This counts for certification in elementary, early childhood, special education, or reading specialist.									
COMM 5920	Teaching Reading in Content Fields	01	3.00	Koehnecke,	5:00PM - 9:00PM	--T----	WEBH325	18	10.00
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.									

Communications

All course meet June 5 – July 28 unless otherwise noted. See dates below the course with an *.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
COMM 5970	Practicum in Diagnosis of Reading Problems	01	3.00	Wilkinson,	8:00AM - 2:00PM	-M-W---	OFFC	15	
		02	3.00	Witkowski,	8:00AM - 2:00PM	-M-W---	OFFC	15	

Dates: June 8, 5-9PM and June 10 – July 10, M and W, 8-1PM

Location: Parkway School District

This practicum examines the place of testing, assessment, and evaluation. After exploring the related issues of testing and diagnosis, participants work with small groups and individuals on a regularly scheduled basis in a clinical setting. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs. Prerequisites: COMM 5950, SPED 5240, and 6 credit hours of M.A.T. reading courses.

COMM 5980	Practicum in Remediation	01	3.00	Wilkinson,	8:00AM -12:30PM	-----F-	OFFC	15	
		02	3.00	Witkowski,	8:00AM -12:30PM	-----F-	OFFC	15	

Dates: June 13 – July 13, 8-10PM T, R and F

Location: Parkway School District

This practicum in remediation is the complementary course to COMM 5970 Practicum in Diagnosis of Reading Problems. It is a requirement for teachers working toward remedial certification. Participants focus on interpreting and recommending curriculum materials and methods to encourage and help readers become proficient. Strategies and activities are designed to meet the instructional needs of individual students who have been assessed and evaluated. A focus on the strengths as well as the needs of the individual is the basis of the development of a personalized program. Prerequisites: SPED 5240 and 6 credit hours of M.A.T. reading courses.

ILC 5120	Skills:								
	Spanish Translation	01	3.00	Pascoe-Cha	2:00PM - 5:00PM	--T-R--	WEBH327	18	10.00

Prerequisite: Advanced level in Spanish. Crosslisted with ILC 4050.01. Translation can be seen as a linguistic exercise, as a way to learn a language, as a professional craft, or as an art, which strives to re-create the ideas of an individual in terms of another's reality. In this course, we will see translation as a way to cross cultural frontiers. We will be focusing on the writings of two or three authors who wrote about cultural identity as a core theme and as the basis for translating non-literary documents from Spanish into English and English into Spanish. Translation theory will also be discussed and practiced.

	Study Abroad:Spanish/Argentina*	Z1	3.00	Corvalan,	8:30AM - 1:30PM	-MTWRF-	OFFC	18	
--	---------------------------------	----	------	-----------	-----------------	---------	------	----	--

May 16 - July 5

Prerequisite: Advanced level in Spanish. Crosslisted with ILC 4000.Z1. Spanish in Mendoza, Argentina. Dates: May 15, 2006 – July 5, 2006. Students should also enroll in ILC 5170.Z1. Fee includes room and board as well as the classes while in Mendoza. The group will stay 4-5 days in Buenos Aires prior to flying to Mendoza. Students will live with local families and take classes for six weeks. Students will have a few days of free time to spend with their host families or to travel. Classes focus on conversation, grammar review, Argentine literature, reading comprehension, pronunciation and culture. Local excursions supplement the curriculum, plus optional side trips. Contact Graciela Corvalan at <corvalgv@webster.edu> or Mary at 314-968-7047.

	Seminars:								
	Study Abroad:Spanish/Argentina*	Z1	3.00	Corvalan,	8:30AM - 1:30PM	-MTWRF-	OFFC	18	

May 16 - July 5

Prerequisite: Advanced level in Spanish. Crosslisted with ILC 4000.Z1. Spanish in Mendoza, Argentina. Dates: May 15, 2006 – July 5, 2006. Students should also enroll in ILC 5120.Z1. Fee includes room and board as well as the classes while in Mendoza. The group will stay 4-5 days in Buenos Aires prior to flying to Mendoza. Students will live with local families and take classes for six weeks. Students will have a few days of free time to spend with their host families or to travel. Classes focus on conversation, grammar review, Argentine literature, reading comprehension, pronunciation and culture. Local excursions supplement the curriculum, plus optional side trips. Contact Graciela Corvalan at <corvalgv@webster.edu> or Mary at 314-968-7047.

	Survey of Mexican Art Movements	01	3.00	Pascoe-Cha	1:00pm - 2:30PM	-M-W-F-	WEBH	18	10.00
--	---------------------------------	----	------	------------	-----------------	---------	------	----	-------

Prerequisite: Advanced level in Spanish. This course focuses on the most important artistic expression of the art history of Mexico. We will study pre-hispanic art and its influence on later art and culture. We will also explore colonial art and how it expressed growing tensions among class, state and church. We will cover the Mexican muralists Rivera, Siqueiros and Orozco, the religious syncretism in traditional and contemporary Mexican art, and the work of Chicano artists in the U.S. The class will be conducted in Spanish, and requires advanced oral, writing and listening skills in the Spanish language.

Early Childhood

All course meet June 5 – July 28 unless otherwise noted. See dates below the course with an *.

Course No.	Course Title	Sec Hrs	Faculty	Time	Days	Room	Limit	Fee
------------	--------------	---------	---------	------	------	------	-------	-----

ECED 5830 Topics in Early Learning

	Math for the Young Child	01	3.00 Breig-Alle	5:00PM - 9:00PM	---W---	WEBH326		20
--	---------------------------------	----	-----------------	-----------------	---------	---------	--	----

Students explore ways to support the young child's construction of knowledge in regard to number. The educational implications of Piaget's theory and related research are examined. The course focuses on children's mathematical learning in pre-kindergarten through third grade.

	Early Childhood Issues	02	3.00 Breig-Alle	5:00PM - 9:00PM	-M----	WEBH326		20
--	-------------------------------	----	-----------------	-----------------	--------	---------	--	----

Students will thoughtfully and critically examine major issues, trends, controversies, and challenges in early childhood education, surrounding practices, policies, and professional development. They will gain in-depth knowledge of the key dimensions of a chosen topic by conducting an individual analysis grounded in theoretical principles, professional literature, and personal experiences.

ECED 5850 Practicum in Early Childhood Education

	Infant/Toddler	01	1.00 Breig-Alle	TBA	-----	OFFC		25
	Preprimary	02	1.00 Breig-Alle	TBA	-----	OFFC		25

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

ECED 5880 Integrating Resources: Community, Schools and Family

		01	3.00 Jones, Jos	5:00PM - 9:00PM	----R-	WEBH324		10 40.00
--	--	----	-----------------	-----------------	--------	---------	--	----------

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	Limit	Fee
------------	--------------	---------	---------	------	------	------	-------	-----

LEAD 6007 Topics in Educational Leadership

	Legal Issues	01	3.00 Bevel, Mar	5:00PM - 9:30PM	--T----	WEBH326		10 10.00
--	---------------------	----	-----------------	-----------------	---------	---------	--	----------

Note: This course carries a full price MAT Tuition.

Students review the laws governing special education at the federal and state levels. The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion.

LEAD 6008 Foundations in Special Education Administration

		ID	3.00 Heskett, J	4:30PM - 9:00PM	-M----	OFFC		20
--	--	----	-----------------	-----------------	--------	------	--	----

Class Location: Main office, Special School District

This course examines the roles and responsibilities of the administrators of special education at the school district, state, and federal levels. Statutory requirements, fiscal operations, organizational structures, relationships to general school administration, instructional, and related service delivery systems are investigated. Principles, processes, competencies, and skills in the areas of planning/programming, staffing, coordination/communication, and administration will be explored.

LEAD 6009 Leadership Seminar

		ID	2.00 Jones, Jos	5:00PM - 9:00PM	-M----	OFFC		20
--	--	----	-----------------	-----------------	--------	------	--	----

Class Location: Main office, Special School District

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

All course meet June 5 – July 28 unless otherwise noted. See dates below the course with an *.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
EDTC 5030	Topics in Classroom Technologies Assistive Technology	01	3.00	Heimos, Ro	5:00PM - 9:00PM	---W---	OFFC	10	10.00

Class Location: Special School District Main Office, Room 54

This is a hands-on, project based course designed to help educators evaluate hardware and software in relation to a student's specific disability. It provides an in-depth explanation of hardware and software developed for people with disabilities.

	Intro to Computer Graphics*	02	2.00	Reiss, Ken	5:30PM - 8:30PM	-M-W---	WEBH225	16	20.00
--	-----------------------------	----	------	------------	-----------------	---------	---------	----	-------

June 5 – 28

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. Software required or access to the software in the lab.

	Choosing Appropriate Software*	03	1.00	Cifarelli,	5:00PM - 9:00PM	-----F-	WEBH 225	16	20.00
					8:00AM - 5:30PM	-----S	WEBH 225		

June 16/17

Confused about which software package to use? Different colleagues suggest different packages to use in the classroom. This course will demonstrate many different software packages and illustrate examples on how to choose which package to use and when to use it to achieve different educational objectives.

	Max. Interactive Lrng w/Tech.	W1	2.00	Beckmann,	TBA	-----	ONL1	15	25.00
	Max. Interactive Lrng w/Tech.	W2	2.00	Beckmann,	TBA	-----	ONL1	15	25.00

This course is for those in the educational setting who desire to improve student retention, consequently increasing learning through the use of hands-on activities that compliment curriculum across the board. This course covers the adaptation process of application software, free bundled software, and online searching and researching in computer labs and in one-computer classrooms.

EDTC 5060 Educational Software

	Ezedia*	01	1.00	Astuto, An	8:30AM - 3:30PM	-M-W---	WEBH221	16	20.00
--	---------	----	------	------------	-----------------	---------	---------	----	-------

June 12 – 14

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.

	Inspiration for the Classroom*	02	1.00	Reitinger,	8:30AM -12:30PM	-M-W-F-	WEBH221	16	20.00
--	--------------------------------	----	------	------------	-----------------	---------	---------	----	-------

June 19/21/23

This course is intended to teach skills and curriculum uses of Inspiration software in the classroom. This is a hands-on, project-based course designed to help educators use visualization and concept mapping effectively in the classroom to enhance learning.

	Creating a Digital Video/Mac*	03	2.00	Wagner, Sc	8:30AM - 3:30PM	-MTWRF-	WEBH225	16	30.00
--	-------------------------------	----	------	------------	-----------------	---------	---------	----	-------

July 10 – 14

	Creating a Digital Video/PC*	04	2.00	McKenna, E	5:30PM - 8:30PM	--T-R--	WEBH221	16	30.00
--	------------------------------	----	------	------------	-----------------	---------	---------	----	-------

June 6 – 29

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.

EDTC 5070	Desktop Publishing*	01	2.00	Reiss, Ken	5:30PM - 9:00PM	-M-W---	WEBH225	16	20.00
-----------	---------------------	----	------	------------	-----------------	---------	---------	----	-------

July 5 – 26

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.

Educational Technology

All course meet June 5 – July 28 unless otherwise noted. See dates below the course with an *.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
EDTC 5290	Classroom Media								
	Adv Digital Video Editing*	01	3.00	Wagner, Sc	8:30AM - 3:30PM	-MTWRF-	WEBH225	16	30.00

July 17 – 26

This course provides an extension to the "Creating a Digital Video" class. In this class, students will learn the basics of Non-linear video editing, the set up and importance of lighting and audio to good video, and how to export video for a variety of audiences. Other advanced techniques like compositing, blue/green screen, and title and text generation will also be taught.

	Movie Making/Videoconf in Clsrm	W1	3.00	Tamashiro,	TBA	-----	ONL1	15	25.00
--	---------------------------------	----	------	------------	-----	-------	------	----	-------

This course focuses on classroom applications of webcams. Equipment, software and network resources required for using webcams for remote observations, webcasting, videoconferencing and movie making are studied. Participants in this course will plan, design, build, and evaluate webcam applications for instruction and for teacher professional development.

	Electronic Portfolios	W2	2.00	Tamashiro,	TBA	-----	ONL1	15	25.00
--	-----------------------	----	------	------------	-----	-------	------	----	-------

Participants in this course plan, design, build, and evaluate professional electronic portfolios. Emphasis will be on teachers' portfolios that showcase abilities and experiences, highlight achievements, and provide a means of assessment. Note: this is an Internet-based course. Students must be willing to interact with the instructor and other students online and to have some of their work (documents and photos) posted on the web for viewing by other class members. Internet access and the ability to use Internet tools and other software is a strong prerequisite. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

EDTC 5330 Theoretical Perspectives

	Computers & Information Systems	01	3.00	Olliges, R	1:00PM - 4:00PM	--T-R--	WEBH221	16	20.00
--	---------------------------------	----	------	------------	-----------------	---------	---------	----	-------

This course is for educators for whom the computer will be an everyday tool. This course covers core concepts of computers and information systems in order to be able to use the computer competently. Information is presented on the capabilities of computers that users can apply at work, home, and school. Topics covered include computer development; input processing, storage, and output hardware; software development; database management; information management; ethics; privacy; security; and purchasing and maintaining a computer system.

	Tech and Differentiated Instrucn	W1	2.00	Cifarelli/Browne	TBA	-----	ONL1	15	25.00
--	----------------------------------	----	------	------------------	-----	-------	------	----	-------

This course will provide the participants with a philosophical, professional, and practical framework for the integration of computer technology into differentiated instruction in the K-12 classroom. Participants will explore learner characteristics of high-incidence student groups (gifted, ELL, special education, culturally diverse groups, gender groups), student needs and appropriate teacher responses, and elements of differentiated instruction. A toolbox of technology interventions will be developed. Participants will gain skills in evaluation of currently used instructional units in order effectively to integrate differentiation strategies using computer technology. Legal, ethical, and practical issues will be considered.

	Collaborative Design Experience	W2	2.00	Bell, Dani	TBA	-----	ONL1	15	25.00
--	---------------------------------	----	------	------------	-----	-------	------	----	-------

In this course you will work in a collaborative environment to explore the "Teaching for Understanding Framework." Using this framework you will learn how to focus curriculum, assessment, and the use of technology on development of students' understanding. In particular you will learn how to cultivate understanding in your classroom, design curriculum on-line in a collaborative environment, collaborate with other teachers or trainers online, learn how to publish your own materials and tools, provide and receive feedback on ideas, lessons, and activities.

Educational Technology

All course meet June 5 – July 28 unless otherwise noted. See dates below the course with an *.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
EDTC 5630	Advanced Topics in Classroom Technologies								
	Robotics in the Classroom*	01	2.00	Beckmann,	4:30PM - 9:50PM	----R--	WEBH221	16	20.00

July 6 – 27

In this class students will examine how incorporating robotics technology into pre-existing lesson plans will create investigative play through the design of meaningful projects, encourage group participation, enhance social skills, increase comprehension, retention, and thinking and learning skills. Students will build a TechCard chassis-based robot using principles of basic electronics. Students will create a robot that is aesthetically pleasing and one that solves a realworld problem and does something. Students will examine and discuss how robot building involves probability, planning and predicting, designing, hypothesizing, measuring, applying mathematical and scientific principles. Discussions will include how robotics relate to education, how to incorporate robotics into existing lesson plans to enrich and expand on already existing lessons at any grade level in multiple disciplines.

	Databases for Decision Making	02	3.00	Olliges, R	8:30AM -11:30AM	--T-R--	WEBH221	16	20.00
--	-------------------------------	----	------	------------	-----------------	---------	---------	----	-------

This course explores ways to manage information using databases. Students will explore a variety of database activities which will stimulate the critical evaluation of data needed for wise decision making. Students will also learn how to incorporate these activities into the course curriculum.

	Technology & Language Arts	W1	2.00	Cifarelli/Browne	TBA	-----	ONL1	15	25.00
--	----------------------------	----	------	------------------	-----	-------	------	----	-------

Discover ways of using technology to enhance the language arts curriculum. This hands-on course will develop many enriching activities for your students in language arts.

EDTC 5750	Special Institute Media Literacy	01	3.00	Steinmann,	5:00PM - 9:00PM	--T----	WEBH204	5	20.00
-----------	----------------------------------	----	------	------------	-----------------	---------	---------	---	-------

Students will learn techniques for constructing critical thinking activities in the classroom by analyzing the media that impacts the lives of today's students. This includes cinema, television, computer games, music and music videos, and the internet. Teachers will develop curriculum materials that will help students to explore contemporary media as extensions of literature, extensions of societal values, and extensions of themselves.

Mathematics

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
------------	--------------	-----	-----	---------	------	------	------	-------	-----

MTHC 5080	Puzzles and Proofs*	01	3.00	Rothbart,	5:00PM - 8:35PM	--T-R--	WEBH403	15	
-----------	---------------------	----	------	-----------	-----------------	---------	---------	----	--

June 19 - July 28

This course examines a variety of materials useful in developing reasoning skills. Included are attribute block puzzles, Lewis Carroll puzzles, logic puzzles, and a variety of games which require deductive reasoning.

MTHC 5250	Vector Geometry*	01	3.00	Rothbart,	1:10PM - 4:30PM	-M-W---	WEBH403	15	
-----------	------------------	----	------	-----------	-----------------	---------	---------	----	--

June 19 - July 28

Basic concepts pertaining to vectors in the plane are developed. Proofs of theorems of plane geometry, using a synthetic approach, an analytic approach, and a vector approach are compared. The class introduces vector spaces.

MTHC 5280	Calculus for Teachers*	01	3.00	Hannick, C	5:00PM - 8:20PM	-M-W---	WEBH403	18	
-----------	------------------------	----	------	------------	-----------------	---------	---------	----	--

June 19 - July 28

The course reviews the basic concepts of differential and integral calculus, with special focus on central ideas, theory, and applications. Computers and/or graphing calculators are used to help investigate ideas.

MTHC 5340	Topics in Mathematics Education: Technology in the Math Clsrn	W1	3.00	Aossey, Cy	TBA	-----	ONL1	15	25.00
-----------	---	----	------	------------	-----	-------	------	----	-------

This is a course for mathematics teachers that are interested in exploring a wide variety of technologies that can be used in the classroom. Students will work individually on modules that expose them to software, web sites, calculators, and other technologies that can make their classes more interesting. This course is offered on a credit/no credit basis only.

MTHC 5500	Studies in Mathematics: Mathematics Before 1600*	01	3.00	Sakurai, E	10:00AM - 12:50PM	-MTWRF-	SVER115	15	
-----------	--	----	------	------------	-------------------	---------	---------	----	--

June 19 - July 7

Mathematics from some of the following cultures will be investigated: The Mayans, Ancient Greeks, Egyptians, Babylonians, Chinese, and Western Europe. **This course is offered on a Credit/no credit basis.**

MTHC 5900	Final Reflections	01	0.00	Rothbart,	TBA	-----		15	
-----------	-------------------	----	------	-----------	-----	-------	--	----	--

All math M.A.T. students are required to register for this zero credit hour course during their penultimate semester. Students write an essay describing how they have changed as a result of their participation in the math program. For specific guidelines see the Math Coordinator. This course is graded on a credit/no credit basis only.

Multidisciplinary Studies

EDUC 5010	Introduction to Online Graduate Studies	W1	1.00	Tamashiro,	TBA	-----	ONL1	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.

EDUC 5220	Contemporary Educational Issues	01	3.00	Winkler, D	5:00PM - 9:00PM	---W---	WEBH324	20	
		02	3.00	Hall, Pegg	5:00PM - 9:00PM	-M----	WEBH325	20	

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 5300	Methods of Teaching Elementary School Students	01	3.00	Jones, Vic	5:00PM - 9:00PM	--T----	WEBH	20	
-----------	--	----	------	------------	-----------------	---------	------	----	--

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.

Multidisciplinary Studies

All course meet June 5 – July 28 unless otherwise noted. See dates below the course with an *.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
EDUC 5490	Seminars in Education: Humanitarianism/Internationalism*								
	June 5 – 9, Geneva	W1	3.00	Tamashiro,	TBA	-----	Geneva	15	550.00
	May 15 – June 30, Online								
<p>This interdisciplinary study-tour course reviews the development of humanitarianism and internationalism as cultural and historical themes in Geneva, Switzerland. These themes are examined from the perspectives of (1) intellectual, literary, scientific, religious, and political history; (2) business and economic development, and context of international business; and (3) classroom applications at various levels (preschool, elementary, secondary & higher education).</p> <p>NOTE: This is a study tour course with an online component. The study tour is scheduled for June 5-9, 2006. The online component begins May 15 2006. The course fee (\$525) tour expenses, insurance and the study abroad fee. Participants / students are responsible for transportation to/from Geneva, 6-nights lodging in Geneva, and meals, textbooks, and other personal expenses. Please see http://www.webster.edu/intl/sa/short_term.html#switzerland for details. Contact: Office of Study Abroad: worldview@webster.edu or (314) 968-6988. The Study Abroad Office will assist student with air and lodging arrangements. Application Deadline: March 31, 2006.</p>									
EDUC 5750	Special Institute								
	Adult Ed Teaching Methods	W2	2.00	Kahrhoff,	TBA	-----	ONL1	15	25.00
<p>This course is a study of methods and techniques available to help adults learn. Concentration will be on the process of designing and delivering effective individual and group learning experiences for adult learners; applying methods to learning objectives; and the role of the teacher.</p>									

Science

SCIC 5110	Astronomy for School Personnel*	01	3.00	McConnell,	1:00PM - 4:00PM	-MTWRF-	WEBH7	20	
	June 19 - July 7								
<p>This course provides involvement in the kinds of activities in observational astronomy that can be used with children. Participants also study theory and an overview for background material.</p>									
SCIC 5260	Fresh Water Ecology for School Personnel*								
	July 10 – 28	01	3.00	Brush, Wil	9:00AM -12:00PM	-MTWRF-	WEBH7	20	
<p>This course is designed to acquaint teachers with the fresh water environments of this area and how they may be used in the classroom. There are six required field trips (one all-day), with others optional. The emphasis is on making equipment, learning to use it, identifying organisms, field trip experiences, and human beings' effects on the fresh water environment.</p>									

School Systems, Superintendency and Leadership

All course meet June 5 – July 28 unless otherwise noted. See dates below the course with an *.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
SSSL 6019	Schl Sys/Sup/Lead: Ed Foundations	W1	3.00	Bourisaw,	TBA	-----	ONL1	15	25.00
<p>This course assists leaders of the school district in understanding the historical aspect of school districts and how the beginning influences education today. Leadership at the district level will be examined. The school leadership student will study the role of the district administrator as an educational leader. The students will develop an understanding of the theory and research that describe the effective school and will identify specific strategies to implement that knowledge in order to lead a high performing learning community. Students will employ active inquiry, experimentation, and reflection to investigate issues of ethnicity, gender, disability, equity, social justice, and ethics. Students will consider the impact of these issues in urban, rural, and suburban contexts. 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.</p>									
SSSL 6022	Schl Sys/Sup/Lead: Spec Educ Law/Legal Issues	ID	3.00	Bevel, Mar	4:30PM - 9:00PM	---W---	OFFC	20	
<p>Class Location: Special School District Main Office</p> <p>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 of 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.</p>									
SSSL 6023	Schl Sys/Sup/Lead: Internship in Schl Sys/Sup/Lead	ID	1.00	Heskett/Bevel	TBA			20	
<p>Class Location: Main office, Special School District</p> <p>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:</p> <ol style="list-style-type: none"> 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. <p>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.</p>									
SSSL 6031	Schl Sys/Sup/Lead: School & Community Relations	W1	2.00	Hammonds,	TBA	-----	ONL1	15	25.00
<p>The role of the school district superintendent is analyzed with reference to job responsibilities of the position, knowledge, skills, and dispositions necessary to successfully serve the school district. This course examines the role of superintendents in emerging social, economic, and political contexts that are changing the nature of schooling, how schools are viewed, and are transforming how a superintendent provides leadership. This course is designed for aspiring superintendents and focuses on understanding a broad range of issues that are critical to the success of new superintendents. These issues can affect relationships and impact the future. The seminar examines major management and leadership responsibilities of superintendents to provide a framework identifying and analyzing problems and discriminating among alternative courses of action.</p> <p>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.</p>									

Social Science

All course meet June 5 – July 28 unless otherwise noted. See dates below the course with an *.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
EPSY 5130	Educational Psychology	01	3.00	Houldswort	5:00PM - 9:00PM	--T----	WEBH	20	
		*02	3.00	Stiles, De	8:00AM - 4:00PM	-MTWRF-	WEBH	20	20.00

June 5 – 29

Students explore the nature of human growth and development from the perspective of learning, examine how individuals function within schools, and consider the manner in which self-image impacts on the learning process. Theoretical knowledge and practical applications are stressed.

EPSY 5160	Advanced Child Development	W1	3.00	Cirio, Pho	TBA	-----	ONL1	15	25.00
-----------	----------------------------	----	------	------------	-----	-------	------	----	-------

Child development is the scientific study of the physical, cognitive, social, and personality changes that occur throughout the childhood years. This course is based on recent research in education and child development that aids the teacher in guiding learning activities of children of preschool age through early adolescence.

EPSY 5170	Behavioral Management	01	3.00	Thomas, Na	5:00PM - 9:00PM	---W---	WEBH	20	
		02	3.00	Hendricks-	5:00PM - 9:00PM	---T---	WEBH	20	

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

EPSY 5370	Counseling	01	3.00	Staff	5:00PM - 9:00PM	---W---	WEBH	20	20.00
-----------	------------	----	------	-------	-----------------	---------	------	----	-------

This course focuses on the communication skills teachers can use in working with students, parents, and administrators. The theory and application of at least one counseling approach are examined in depth. The emphasis is on the practical applications of communication skills. May be repeated for credit if content differs.

SOCS 5000	Interdisciplinary Course: Multiculturalism	01	3.00	Loiterstei	5:00PM - 9:00PM	-M-----	WEBH	20	
-----------	--	----	------	------------	-----------------	---------	------	----	--

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.

SOCS 5010	Social Studies for Secondary Schools at Colonial Williamsburg*	01	3.00	Green, The	TBA	-----	OFFC	5	950.00
-----------	--	----	------	------------	-----	-------	------	---	--------

June 23 – 26

Plus two additional TBA Meetings (one before the trip and one after the trip).

Fee: \$950 plus transportation and tuition

Enjoy a field based course where Pre-service students will be engaged in the Living History museum at Colonial Williamsburg, Virginia and will be exposed to new pedagogical practices in the field of the Social Sciences. Theoretical paradigms from Multiple Intelligences, Constructivism, Living History and Museum Interpretation will be explored.

Students will live in the historic museum for 4 days/3 nights and immerse themselves in 18th century Virginia culture. Expert historians, interpreters, social studies educators, archivists and curators along with a professor and master teacher will lead the course. Class will meet for two additional days on the home campus, one day in May, one day after our return trip in June.

Additional costs beside tuition: transportation to Williamsburg, Virginia (approx.\$300.00 roundtrip airfare) plus \$950.00 for food, lodging, materials, admission, evening programs and other materials. There may be partial outside funding available. This course will meet certification methods requirements for elementary, middle and secondary certification in social studies.

For further details and a brochure contact: Dr. Ted Green, tgreen@webster.edu or 314 961-2660, x7971.

SOCS 5030	Contemporary World Affairs	01	3.00	Baker, Lar	5:00PM - 9:00PM	----R-	WEBH326	20	
-----------	----------------------------	----	------	------------	-----------------	--------	---------	----	--

A crucial feature of the twentieth century has been the globalization of human society. Participants in this course examine the key world issues affecting us, including their origins, current status, and prospects for the future. Particular emphasis is on global survival issues and their interrelationships. May be repeated for credit if content differs.

Social Science

All course meet June 5 – July 28 unless otherwise noted. See dates below the course with an *.

Course No.	Course Title	Sec Hrs	Faculty	Time	Days	Room	Limit	Fee
SOCS 5750	Special Institute							
	Social Studies Meth/Williamsburg*	01	3.00 Green, The	TBA	-----	OFFC	5	950.00

June 23 – 26

Plus two additional TBA Meetings (one before the trip and one after the trip).

Fee: \$950 plus transportation and tuition

Enjoy a field based course where Pre-service students will be engaged in the Living History museum at Colonial Williamsburg, Virginia and will be exposed to new pedagogical practices in the field of the Social Sciences. Theoretical paradigms from Multiple Intelligences, Constructivism, Living History and Museum Interpretation will be explored.

Students will live in the historic museum for 4 days/3 nights and immerse themselves in 18th century Virginia culture. Expert historians, interpreters, social studies educators, archivists and curators along with a professor and master teacher will lead the course. Class will meet for two additional days on the home campus, one day in May, one day after our return trip in June.

Additional costs beside tuition: transportation to Williamsburg, Virginia (approx.\$300.00 roundtrip airfare) plus \$950.00 for food, lodging, materials, admission, evening programs and other materials. There may be partial outside funding available. This course will meet certification methods requirements for elementary, middle and secondary certification in social studies.

For further details and a brochure contact: Dr. Ted Green, tgreen@webster.edu or 314 961-2660, x7971.

	Decade of the 60's	02	3.00 Baker, Lar	5:00PM - 9:00PM	--T----	WEBH	20	25.00
The course "The Sixties" will examine the major events and the roles played by political and cultural personalities during the tumultuous decade that opened with the election of John Kennedy to the office of President of the United States and concluded with the ending of the Viet Nam War. Events studied will include the Civil Rights movement, the Cultural Revolution, the changing moral and social behaviors, and the impact of the emerging prosperity on American Society.								

	Gender Issues in Education	03	3.00 Nobbe, Chr	5:00PM - 9:00PM	-M-----	WEBH	20	
What is gender? How does gender affect learning and success in the classroom? Is there a biological basis for gender differences or are the differences due to environment? What classroom contexts affect student learning because of gender? How has the new and continued investigation of gender issues influenced education? Participants will become familiar with current literature and research, reflect on current practices, and identify beneficial changes for student success. After analyzing their personal teaching style as it relates to gender and studying "best practices," participants will write lesson plans that utilize gender appropriate practices.								

SOCS 5750	Special Institute							
	Living History*	04	3.00 Green, The	5:00PM - 9:00PM	---WR--	WEBH	20	25.00

June 14 – July 6

Students explore the issues, philosophies, and methodologies in using living history in grades K-12. Topics include oral interpretation, oral history, museum education theory and practice, living history museums, virtual field trips, History Alive! and Colonial Williamsburg curriculum materials. Students will portray a person from the past and conduct oral history interviews.

	The Great Depression in America*	05	3.00 Musbach, J	8:00AM - 4:00PM	-MTWRF-	WEBH	20	40.00
--	----------------------------------	----	-----------------	-----------------	---------	------	----	-------

June 19 – 23

Students get an in-depth look at the good, the bad and the ugly of the 1930s. By developing an understanding of the Great Depression and the New Deal students can understand the relationship between the government, the people and the economy in the United States today.

	Ethics and Global Education	W1	3.00 Thomas, Na	TBA	-----	ONL1	15	25.00
This course will consider specific theoretical approaches to understanding and considering the ethics of decision-making, distribution of resources, leadership, determinism and human capital. Students will use research, debate, discussion and case studies to examine ethical perspectives of the American educational system, educational systems in developing countries, educational systems in countries where processes and politics are closely coupled and future implications of specific ethical approaches.								

SOCS 5920	Meeting the Affective Needs of Gifted Children	01	3.00 Nobbe, Chr	5:00PM - 9:00PM	--T----	WEBH	20	20.00
-----------	--	----	-----------------	-----------------	---------	------	----	-------

This course reviews the affective needs of gifted students and ways to provide services to meet those needs. Students study the social and emotional development of the gifted child. They address the issues of self-esteem, underachievement, leadership, and social relationships, and discuss helping the families of gifted children.

Special Education

EDUC 5080 Planning for the Inclusive Classroom*
 01 3.00 McMullen, 8:30AM - 4:30PM -MTWRF- WEBH204 20 20.00

June 12 - 16

This course introduces the key factors underlying successful planning for the inclusive classroom. Following an examination of the philosophical and legal bases underlying inclusion, students explore issues related to change and educational reform, increasing disability awareness, team building, action planning, using natural supports, and problem-solving strategies.

EDUC 5090 Curricular and Instructional Adaptations
 01 3.00 Bevel, Mar 5:00PM - 9:00PM ----R-- WEBH325 20 15.00

This course offers a framework for adapting the regular classroom environment to meet the diverse needs of students, including those with disabilities. Curriculum adaptations, instructional modifications, and environmental accommodations are explored as strategies to support students with special needs in the regular classroom.

SPED 5010 Methods of Teaching Mathematics for Disabled Learners
 01 3.00 Korobey, C 5:00PM - 9:00PM ---W--- WEBH204 15

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.

SPED 5020 Assistive Technology for Students with Special Needs
 02 3.00 Heimos, Ro 5:00PM - 9:00PM ---W--- OFFC 20 10.00

This course focuses on hardware and software designed for persons with disabilities. Students will carry out a hands-on project designed to provide educators with the tools needed to evaluate hardware and software in relation to a student's specific disability.

SPED 5050 Language Development for Students with Special Needs
 01 3.00 McMullen, 5:00PM - 9:00PM --T---- WEBH219 15 15.00

This graduate level course focuses on language development in children and youth with special needs. Using case studies, students will examine informal and formal evaluation techniques, review language arts strategies, and develop interventions appropriate to the language impairment. Prerequisite: SPED 5240 Psychoeducational Assessment I.

SPED 5090 Special Education Practicum ID 1.00 Ashburner/Menscher TBA ----- OFFC 10

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

SPED 5220 Topics in Special Education
Students w/Autism/Aspergers Synd* 01 3.00 Donnelly, J 8:30AM - 4:30PM -MTWRF- WEBH 20 20.00

July 24 - 28

This class will increase your understanding of your ability to diagnose and to support individuals who are on the Autism Spectrum and have average to above average ability levels.

Survival Guide for the Clsrm W1 3.00 Campbell, TBA ----- ONL1 15 25.00

This course examines the characteristics and features of students with disruptive behavior disorders, such as oppositional disorders, conduct disorders and attentional disorders. We will read and discuss professional literature, review case studies, interview professionals and family members who are familiar with these students, and summarize our findings into class presentations.

SPED 5250 Behavior Management for Children with Special Needs
 01 3.00 Howard-Wil 5:00PM - 9:00PM ----R-- WEBH219 20 15.00

Students are introduced to the principles and techniques of behavior management appropriate to the needs of individual students with disabilities. Content includes identifying problem behaviors, functional behavior assessment, direct and indirect observational techniques, preventative and pre-correction techniques, methods to strengthen, replace or weaken behavior, measurement techniques, and program evaluation. Students develop a case study and behavior intervention plan.

SPED 5260 Career Preparation for Students with Special Needs
 01 3.00 Smith, Mar 5:00PM - 9:00PM --T---- WEBH324 20

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

All course meet June 5 – July 28 unless otherwise noted. See dates below the course with an *.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
SPED 5270	Advocating for Persons with Disabilities	ID	3.00	Howard-Wil	5:00PM - 9:00PM	-M-----	OFFC	20	20.00
Students examine the role of teachers, parents, and professionals in advocating for appropriate services for persons with disabilities. Special emphasis is on the parent-professional relationship, civil rights, due process, participation in educational planning, and advocating for fuller inclusion.									
SPED 5290	Collaboration and Cooperative Teaching*	01	3.00	Colombo, B	8:30AM - 4:30PM	-MTWRF-	WEBH	20	
June 12 - 16									
This course focuses on professional collaboration, including teachers working together (collaborative consultation, cooperative teaching, or class within a class, teacher teams, and peer coaching) as well as students working together (classwide peer tutoring and cooperative learning). Participants will learn to use various collaborative structures, effective cooperative teaching techniques, problem-solving methods, and content enhancement devices.									
SPED 5313	Augmentative and Alternative Communication for Students with SDD	ID	3.00	McMullen,	5:00PM - 9:00PM	---W---	OFFC	20	10.00
This course introduces strategies for enhancing the functional communication skills of students with severe disabilities. The use of aided and non-aided augmentative strategies are addressed as well as alternative communication systems with an emphasis on using a multi-modality approach.									
SPED 5330	Legal Issues in Special Ed.	01	3.00	Bevel, Mar	5:00PM - 9:30PM	--T----	WEBH326	10	10.00
Students review the laws governing special education at the federal and state levels. The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion.									
SPED 5830	Evaluation	W1	3.00	Bevel, Mar	TBA	-----	ONL1	15	25.00
This course is designed for all educators who wish to explore the importance of formal and informal evaluation procedures as related to the instructor in the classroom. Evaluation will: "review" the concepts of assessment and measurement, study curriculum-based evaluation, teaching and decision making, and explore issues such as national standards, functional curriculum and behavior assessments, and social/cultural transformations in education as related to the ethics of evaluations.									
SPED 5860	Psychology of the Exceptional Student	01	3.00	Jones, Vic	5:00PM - 9:00PM	-M-----	WEBH	20	
		02	3.00	Hasty, Reg	5:00PM - 9:00PM	---W---	WEBH	20	
This course focuses on students gaining an understanding of the abilities and disabilities of children who are commonly identified as exceptional or handicapped. Attention is given to the psychological and educational needs of these children and the instructional organization employed to meet such needs.									
SPED 5880	Integrating Resources: Community, Schools and Family	01	3.00	Jones, Jos	5:00PM - 9:00PM	----R-	WEBH324	10	40.00
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.									

**IN-SERVICE EDUCATION PROGRAMS
Summer 2006**

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

TUITION: Tuition for 5410 courses is \$286 per credit hour. Tuition for 5210 courses is \$210 per credit hour unless otherwise noted. Fees, where noted, are in addition to tuition.

If you would like more information, please call the Office of In-Service Education at 314-968-7103.

<u>Course No.</u>	<u>Course Title</u>	<u>Sec</u>	<u>Hrs</u>	<u>Faculty</u>	<u>Time</u>	<u>Days</u>	<u>Bld Room</u>	<u>Limit/Fee</u>
-------------------	---------------------	------------	------------	----------------	-------------	-------------	-----------------	------------------

COMM 5210 Therapeutic Communication: Working with Disengaged Youth

June 23 & 24		01	1.00	Lacey, D	5:00-9:00 F	8:30-4:30 S	TBA	NA/NA
--------------	--	----	------	----------	-------------	-------------	-----	-------

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

COMM 5210 Woodworking for Beginners

June 19-23		02	3.00	Diefenbacher, R	8:30-4:30	MTWRF	OFFC	15/30.00
------------	--	----	------	-----------------	-----------	-------	------	----------

This hands-on course will introduce students to beginning woodworking techniques and necessary tools for building basic wood projects. For the inexperienced, this is an opportunity to remember what it is like to participate in something for the first time and to reflect on the feelings of excitement and insecurity. We will discuss possible connections for woodworking with K-12 learners. All participants will complete the course with a simple, but challenging, in-class wood project.

COMM 5410 In-Service Topic: Creative Arts and the Science Curriculum

June 16 & 17		01	1.00	Diefenbacher, L	5:00-9:00 F	9:00-5:00 S	TBA	15/20.00
--------------	--	----	------	-----------------	-------------	-------------	-----	----------

This course uses a variety of creative art activities to focus on K-5 science curriculum. Participants will generate new ideas after experimenting with prepared materials, understand new ways to approach old ideas, and exercise their own creative skills to generate new materials. The seminar will include discussions and in-class projects.

COMM 5410 In-Service Topic: Writing Workshop

June 26-30		02	1.00	Lesser, C	8:30-4:30	MTWRF	TBA	25/NA
------------	--	----	------	-----------	-----------	-------	-----	-------

Join nationally published author, Carolyn Lesser, in a motivational, instructional, informal writing workshop to unleash the writer in you with the same techniques you can use in your K-12 classrooms. This inspiring and empowering class will satisfy instructional writing standards, as you become the writer you have always hoped to be.

EDTC 5210 Computer Software Adaptation, Part 1 (.01) or Part 2 (.02)

July 21 & 22		01	1.00	Tanner, M	5:00-9:00 F	9:00-5:00 S	WH 225	10/NA
--------------	--	----	------	-----------	-------------	-------------	--------	-------

July 21 & 22		02	1.00	Tanner, M	5:00-9:00 F	9:00-5:00 S	WH 225	10/NA
--------------	--	----	------	-----------	-------------	-------------	--------	-------

This course is designed for special and regular educators, with or without computer experience. It will provide the participants with information on selection and adaptation of commercially prepared software for students who are handicapped. A variety of computer hardware systems and software will be examined. Ideas for global and specific adaptations will be shared. Students who have taken Part 1 may enroll in Part 2 for continued development in this area.

<u>Course No.</u>	<u>Course Title</u>	<u>Sec</u>	<u>Hrs</u>	<u>Faculty</u>	<u>Time</u>	<u>Days</u>	<u>Bld Room</u>	<u>Limit/Fee</u>
-------------------	---------------------	------------	------------	----------------	-------------	-------------	-----------------	------------------

EDUC 5210	Sex in the Classroom: Sex & Gender in the Middle/High School Classroom							
July 15 & 22		01	1.00	Nobbe, C Kirschman, N	9:00-4:00	S	TBA	NA/5.00

Teachers interested in addressing the full range of diversity issues and in preparing students to live and work effectively in a diverse world need to consider the role of sexuality in their diversity curricula. Many teachers who address issues of race and gender may feel uneasy about raising issues of sexuality either because of their own fears or because they fear students' reactions. This in-service will focus on sex and gender, sexual orientation, legal issues, and sexual harassment in middle school and high school classrooms.

EDUC 5410	In-Service Topic: Inclusion: Enhancing Awareness of Disability Issues							
June 6 & 7		01	1.00	Martin, N	5:00-9:00 W 8:30-3:30 R		WH 19	NA/5.00

This course is designed to provide students the opportunity to learn and appreciate attitudes, issues, and laws affecting and pertaining to persons with disabilities. In order for individuals with disabilities to be fully accepted into society, persons without disabilities need to be informed of the myths and realities related to this population. The history of the disability rights movement will be presented. Students will have an opportunity to explore their own thoughts, feeling, and perceptions about disability issues.

EDUC 5410	In-Service Topic: Complexities of Attention Deficits & Learning Disorders							
June 10 & 24		02	1.00	Haake, C	9:00-4:00	S	TBA	NA/5.00

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

EDUC 5410	In-Service Topic: Integrating Playwriting into the Social Studies & Science Curriculum							
June 12-16		03	3.00	Schmidt, L	8:30-4:30	MTWRF	TBA	NA/10.00

During the American Depression, "the living newspaper" was used to inform the public about the history and possible solutions for contemporary problems. This course is designed to duplicate that format by integrating playwriting and curriculum content. Participants will research and study different living newspapers, discuss potential topics from the Social Studies and Science curriculum, create original scripts, and learn to teach the process to students in their 5-12 classrooms.

EDUC 5410	In-Service Topic: Inclusion: Eliminating the Achievement Gap-Where do Teachers Begin?							
July 7 & 8		04	1.00	Martin, N	4:00-8:00 F 8:30-4:30 S		WH 19	NA/5.00

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

EDUC 5410	In-Service Topic: Integrating Popular Culture into Learning Strategies							
July 10-14		05	3.00	Schmidt, L	8:30-4:30	MTWRF	TBA	NA/10.00

Popular culture in television, movies, and books trace a peoples' values, goals, and beliefs. Rarely do educators find the tools to mine this vast resource of cultural information. This in-service is designed to unlock areas of exploration within such pop cultural examples as: Harry Potter, The Lord of the Rings, Seinfeld, The Matrix, and Buffy the Vampire Slayer. Participants will study a variety of cultural artifacts that include pop texts, movie clips, television clips, and primary sources in order to teach a multitude of content areas such as: creative writing, cultural diversity, philosophy, science, and history to students in their 4 – 12 classrooms.

SOCS 5210	Domestic Violence: Effects In and Out of the Classroom							
June 9 & 10		01	1.00	Meredith, J	5:00-9:00 F 8:30-4:30 S		TBA	NA/NA

This course will examine domestic violence and its effects on children, power and control dynamics both in and out of the classroom, strategies for using alternative methods for managing the classroom, respecting and valuing both male and female aspects of personality in children. Community resources that address domestic violence issues will be explored.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Bld Room	Limit/Fee
------------	--------------	-----	-----	---------	------	------	----------	-----------

SOCS 5210 St. Louis Neighborhoods Part 2

June 19 - 23		02	3.00	Huisinga, J	8:30-4:30	MTWRF	TBA	NA/45.00
--------------	--	----	------	-------------	-----------	-------	-----	----------

This course provides teachers with a new understanding of their community and their students. Participants visit five neighborhoods to view the past and present and look to the future of the metropolitan community in which they live. Emphasis is placed on the people, architecture, and history of each neighborhood and how they relate to the future. Participants are provided new resources for projects and field trips. This year students will visit University City, Carondelet, Florissant, Soulard/Lafayette Square, and "The Hill". The fee includes admissions, handouts, and some lunches. Students provide their own transportation.

SOCS 5210 Experience Missouri

July 10 - 14		03	3.00	Huisinga, J	8:30-4:30	MTWRF	TBA	NA/55.00
--------------	--	----	------	-------------	-----------	-------	-----	----------

This course will provide insights, resources, events, and ideas to supplement and enliven regular Missouri history curriculum. Guest speakers, slides, films, and tours all contribute to this examination of the people and events that have shaped Missouri. Field trips include a bus tour to explore our French origins in Ste. Genevieve, a tour of the First Capital in St. Charles, the Sappington House, and the Missouri Pioneer Experience. Emphasis is placed on understanding the people of Missouri, their background, and why the state developed as it did. Fee includes admission, bus trip to Ste. Genevieve, and handouts.

SPED 5210 Computer Software Adaptation, Part 1 (.01) or Part 2 (.02)

July 21 & 22		01	1.00	Tanner, M	5:00-9:00 F	9:00-5:00 S	WH 225	10/NA
July 21 & 22		02	1.00	Tanner, M	5:00-9:00 F	9:00-5:00 S	WH 225	10/NA

PLEASE REFER TO EDTC 5210.01 / 02 FOR THE COURSE DESCRIPTION

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

June 6 & 7		01	1.00	Martin, N	5:00-9:00 W	8:30-3:30 R	WH 19	NA/5.00
------------	--	----	------	-----------	-------------	-------------	-------	---------

PLEASE REFER TO EDUC 5410.01 FOR THE COURSE DESCRIPTION

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

June 10 & 24		02	1.00	Haake, C	9:00-4:00	S	TBA	NA/5.00
--------------	--	----	------	----------	-----------	---	-----	---------

PLEASE REFER TO EDUC 5410.02 FOR THE COURSE DESCRIPTION

OTHER OPPORTUNITIES

COMM 5410 In-Service Topic: Pleine Aire Watercolor-Arrow Rock, MO

July 9-13		30	3.00	Bradley, M	All Day	UMTWR	OFFC	****
-----------	--	----	------	------------	---------	-------	------	------

Enjoy the quaint pre-civil war river town of Arrow Rock. This project is to encourage participants to challenge weather conditions and experience the natural beauty of a quiet village. Emphasis is on individual creative expression and experimenting in different techniques while painting outside and experiencing the real landscape in an 1840's town. A concentrated time element of one week will be devoted to 35 hours of painting projects. This course is planned to help participants assess methods and techniques necessary for developing positive attitudes toward the learning process in watercolor composition. ***Students must contact Marilynne Bradley at 314-968-1439 to get more information on fees and housing arrangements. You must be registered with her before you enroll for the credit. **Special tuition for this course: \$105/credit hour.**

COMM 5210 Missouri Humanities Council Chautauqua: America the Beautiful

May 30, June 20		30	1-2	Andel, M	4:30-6:00*	T+	OFFC	20/**
-----------------	--	----	-----	----------	------------	----	------	-------

plus 3 sessions selected - June 5-10

Participants in this course will become familiar with the Chautauqua movement, which began in the late 1800's by experiencing a contemporary Chautauqua to presented by the Missouri Humanities Council. They will learn how role-play can be used as an effective technique for engaging students in the study of history through dramatization as enacted by scholars who will take the following roles; John James Audubon, Fred Harvey, Theodore Roosevelt, Mary Elizabeth Lease and George Washington Carver. Participants will have the opportunity to analyze and reflect upon the life and times of these historical characters and use newly gained content knowledge to enhance their curriculum and lessons. * Students will attend 2 sessions at the Kirkwood Public Library and select 3 Chautauqua events of their choice which will occur at various times & locations between June 5-10. **Students must contact Kathryn Ballard with the Missouri Humanities Council at 314-239-4771 to get more information on how to enroll. You must be registered with Missouri Humanities before you enroll for the credit. **Special tuition for this course: \$105/credit hour.**

Webster University also offers graduate credit for conferences and seminars offered through other local agencies, such as Cooperating School Districts, The Missouri Botanical Garden, The Art Museum, The St. Louis Zoo, and many local school districts. Check with those agencies for information about their programs for which credit may be available.

WEBSTER ON THE WEB

- **Check and print your grades** *Note: Grades are not automatically mailed to you. You must view them on the web, request them from the web, or write for a transcript.
- **Print a copy of your schedule**
- **Print a student copy of your transcript**
- **Check your address and phone number**

What should you do?

- Go to <http://www.webster.edu>
- Registration & Services Online and follow instructions for various services
- You will need to enter your student ID number (as your user name) and your password to access your information
- If you have forgotten your password there is a button for you to reset or request your password and have it sent to you.

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

The School of Education will begin posting Summer 2006 syllabi once weekly on <http://owl.webster.edu> as they are submitted by the faculty. Click on Course Schedule, Click on Syllabi.

TO REGISTER for IN-SERVICE EDUCATION COURSES

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

MAT degree seeking students who wish In-Service courses that will apply to their degree must register with their advisor and obtain prior permission. **Non-degree students** may register for In-Service courses by mail or in person. There is a one-time application fee of \$25 for all new students. This fee entitles students to unlimited transcripts. All registered students are also entitled to full library privileges and use of the University Fitness Center and pool during the semester for which they are registered.

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

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

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

DAY CODES:

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

IN-SERVICE REGISTRATION FORM

NAME _____ STUDENT # _____

ADDRESS _____ SOC. SEC. # _____

CITY _____ STATE _____ ZIP CODE _____

PHONE (home) _____ (work) _____

E-MAIL _____

Have you ever attended Webster University before? ___yes ___no If yes when? _____

If no, please furnish the following information:

Birth date _____ Birthplace _____ Ethnic Origin _____

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

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

I wish to enroll in the following:

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

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

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

Account Number: _____ Exp. date _____

Signed: _____

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

Mail to M.A.T. In-Service Education Office, Webster University, 470 East Lockwood Avenue, St. Louis, MO 63119