



SPRING 2009

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

Note: Tuition is \$495 per credit for all online courses.

Attention Graduate Education Students

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

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

Current MAT and Eds. students with a program plan and advisor approval may begin to register online at 3:00p.m. on November 10th.

Non-Degree and Alumni with a certification plan and advisor approval may begin to register online at 3:00p.m. on November 12th.

If your advisor indicated that you were to come in each term, or if you prefer to see your advisor, you may call on October 28th to schedule your advising/registration appointment.

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

Appointments will be taken by phone or in person (WEBH 232) after 8:30 a.m. beginning October 28th. To schedule an appointment with your advisor please call your appropriate Dept. Associate:

Communication Arts, Reading and Early Childhood Department (CARE)

Shane Collier, Dept. Associate 314 968-7090

Multidisciplinary Dept. (MULD)

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

Anna Santoya, Dept. Associate 314 968-7097.

We are proud to announce that the School of Education's New Web Site is now up and running, www.webster.edu/education.

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.

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

REGISTRATION DATES/PROCEDURES

Spring 2009 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:

November 10/11 3 - 5 p.m. Current M.A.T. and Ed.S. Degree Seeking Students Only

November 12/13 3 - 5 p.m. New M.A.T. and Ed.S. Applicants/Non-Degree/Alumni

SPRING 2009 CALENDAR:

January 12	First day of 16-week and Term I classes
March 7	Last day of Term I classes
March 10 - 14	Break
March 16	First day of Term II classes
May 8	Last day of 16-week and Term II classes

COURSE SYLLABI:

The School of Education will begin posting Spring 2009 Graduate and Undergraduate syllabi once weekly on www.webster.edu/education. Enter as a current student, click on Schedule and Syllabi on your left.

HOLIDAYS AND MAKEUP SESSIONS

There will be no classes on Monday, January 19th, Dr. Martin Jr. King Day. The makeup day will be Friday, January 23rd with no time or room change.

TUITION

M.A.T. tuition is currently \$445 per credit hour for classroom courses and \$495 per credit hour for all online courses. Ed.S. tuition is \$300 per credit hour, except for courses held on main campus, which will be \$445 per credit hour and online courses which are \$495 per credit hour. Undergraduate courses are \$525 per credit hour. A deferred payment plan is offered to students, which requires students to pay a \$25 fee at the time of registration with tuition monies not due until 2 weeks prior to the start of the term. Graduates of the M.A.T. may take scheduled M.A.T. face-to-face classes at the tuition rate of \$270 per credit hour. **Online courses are not eligible for the reduced alumni rate.**

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

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

Monday - Thursday 9:00 AM - 6:00 PM

Friday 9:00 AM - 5:00 PM

Saturday 10:00 AM - 2:00 PM

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

Check to see if your class has a text or to order online at: www.webster.bkstr.com

BUILDING CODES

LRTH	Loretto Hall	470 E. Lockwood
OFFC	Off Campus	If address is not listed, call 968-7490 for the address.
ONL1	On Line Course	Visit the WorldClassRoom web site at http://online.webster.edu
PRSN	Pearson House	8260 Big Bend
RWES	West Hall	240 Edgar
SCHL	Schultz Hall	Eden Seminary
SVER	Sverdrup Bus/Tech	8300 Big Bend
TBA	To Be Arranged	
VAST	Visual Arts Studio	8342 Big Bend
WEBH	Webster Hall	470 E. Lockwood
WGSD	Webster Groves High School	100 Selma

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

SCHOOL CLOSING DUE TO HAZARDOUS WEATHER CONDITIONS

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

PARKING

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

ROOM ASSIGNMENTS

Check on the web site before your first class meeting.

MAY 2009 GRADUATION

Petitions to graduate in May 2009 are due to your Dept. Associate (WEBH 232) by January 19, 2009

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

M.A.T. students who plan to graduate in May 2009 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 Spring 2009 registration. Students who do not complete a petition will not be eligible for May 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%	100%
Week 2	100%	100%
Withdraw		
Week 3	50%	50%
Week 4	25%	50%
Week 5	0	25%
Week 6	0	25%
Week 7		25%
Week 8		25%
Week 9		0

(Withdrawal is possible only during the first 6 weeks of an 8-week class and during the first 12 weeks of a 16-week class.)

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

DAY CODES

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

APPLICATION FEE

You may apply online at <http://admissions.webster.edu>. There is a one-time application fee of \$50 for all new degree and non-degree students. This fee entitles students to unlimited Webster University transcripts. All registered students are entitled to full library privileges and use of the University fitness center and pool during the term for which they are registered.

ONLINE COURSE INFORMATION

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

AFTER YOU ENROLL IN AN ONLINE COURSE

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

REGISTRATION UPDATE: (Also read New Info on Page 1)

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

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

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

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

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

From any computer with internet access:

Go to www.webster.edu.

Click on "Registration."

Click on "Student Logon."

Enter your student id number as the user name.

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

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

WEBSTER ON THE WEB (www.webster.edu)

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

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

COURSE DESCRIPTIONS: (www.webster.edu)

Click on Current Student

Under Academics Click on Course Schedule

Click on St. Louis Campus

Choose Session, Term, Year, Campus

Department would be Education

Course by type (optional)

Choose Graduate Education

Click on course # for course description

ACADEMIC PROBATION:

M.A.T. and Ed.S.

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

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

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

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

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

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

Note: Students applying to the MAT Program, must have an undergraduate 2.5 GPA. If an applicant does not have undergraduate GPA of 2.5 they may be placed on probation (see implications above) or rejected from the program, thus having to drop/withdraw from some or all of their Spring 2009 courses that may have already started.



Regarding your Email Address

What matters most, right now, is that your personal email address has been deactivated from our database system and your professors will only be communicating with you via your Webster email address when they use the Web. Therefore, we would suggest that you activate your Webster email address within the next 24 hours so you don't miss any communication from your professors.

Frequently Asked Questions

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

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

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

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

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

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

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

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

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

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

Click on the link that says create a new account.

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

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

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

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

A: Please call the Help Desk 314-968-5995 to find out about this feature.

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

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

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

As always, if you have questions or problems,

Please contact the Webster University Help Desk.

314-968-5995

1-866-435-7270

support@webster.edu

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

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

Friday 7:00am - 7:00pm

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

Mission Statement

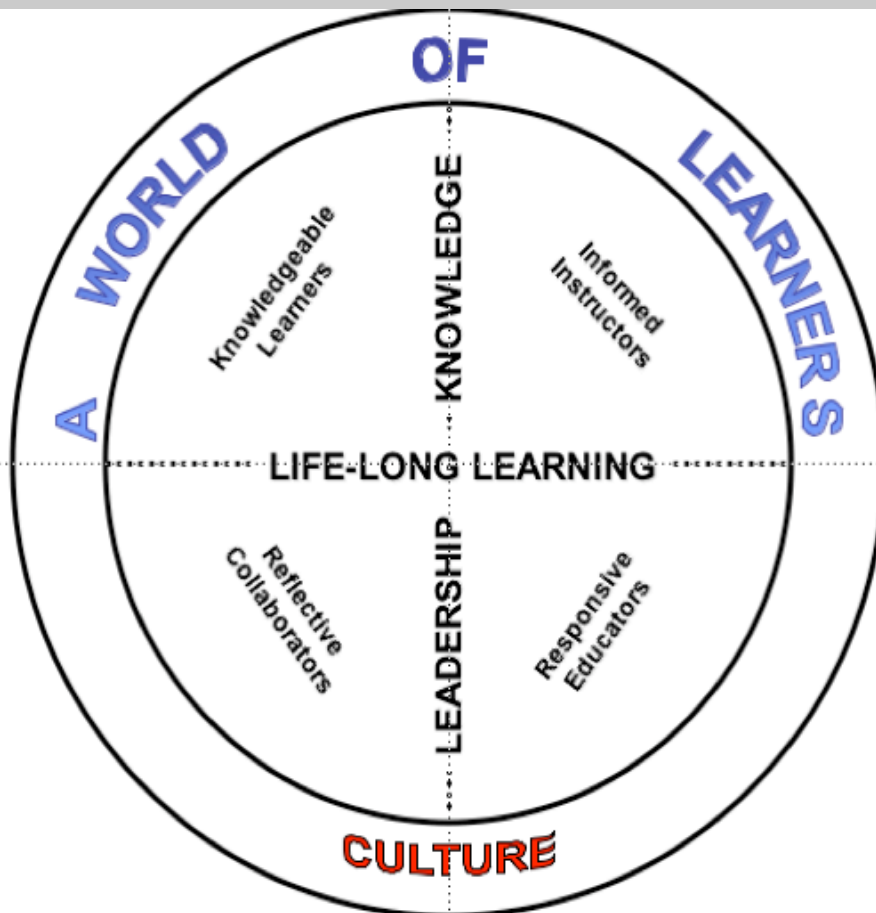
The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that enable them to guide both themselves and others toward lifelong learning. The School is a community of teacher-scholars who apply critical reflection and creative energies to 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.

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Conceptual Framework

This graphic represents the conceptual schema of the School of Education. The outer circle is the "world of learners". Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning..

Communication Arts

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
COMM 5020	Young Adult Literature	01	3.00	Koehnecke,	5:00PM - 9:00PM	--T----	WEBH326	2	16	10.00
<p>In this course, graduate students learn how to select, evaluate and teach literature written for young adults (grades 6-12). A special focus is on international and multicultural literature with methods for infusing literature into the existing curriculum and across disciplines. Students design a "literature project" for their classroom or designated grade levels. Counts for certification. Prerequisite: admission to MAT/certification program/advisor consent.</p>										
COMM 5030	Historical Linguistics	W1	3.00	Clark, Bev	TBA	-----	ONL1	S	15	
<p>This course presents some of the various divisions in the field of linguistics from language origins and acquisition through the history of English. The study of dialect is also included. Through various readings, activities, writings, and discussion, the participants will become more aware of language and more informed about its history, its character, and its power. Students will also create instructional activities designed to make their students more aware and more proficient in the use of language.</p>										
COMM 5040	Practicum in ESOL	01	3.00	Bock, Ione	TBA	-----	OFFC	S	20	
<p>This practicum provides supervised field experience for students who are close to finishing their professional education courses for Missouri certification in ESOL or teaching English as a foreign language. Reflective thought, observation, discussion, and actual teaching will be used to expand participants' teaching skills. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs of English language learners. Strategies and activities are designed to meet the instructional needs of individual students. Participants will also focus on interpreting and recommending curriculum materials and methods to encourage and help English language learners become proficient in their new language. Prerequisite: one core TESL/TEFL course.</p>										
COMM 5187	Secondary Techniques and Curriculum	01	3.00	Steinmann,	5:30PM - 9:30PM	----R--	WEBH219	1	10	15.00
<p>The course provides secondary teachers opportunities to learn basic instructional techniques, formative and summative assessment models, curriculum development, and lesson plans. Teachers and prospective teachers are expected to integrate the professional standards from their discipline into their projects and assignments.</p>										
COMM 5199	Teaching Writing	W1	3.00	Holmes, Ke	TBA	-----	ONL1	2	15	
<p>Students will study current theories and practices of teaching writing as well as review the history of rhetoric. Based on contemporary theory and classroom realities, students will practice designing writing assignments, organizing courses and activities for writing, and assessing writing. They will also experience the actual process of composing by designing a writing process project.</p>										
COMM 5220	Curriculum Development in Second Language Classrooms	01	3.00	Shreves, J	5:30PM - 8:30PM	----R--	WGS355	S	20	
<p>Participants will apply a curriculum planning process to the second language classroom. The planning will be based on local standards and legal requirements, informal assessment of children's language, analysis and adaptation of published materials, and the creation of materials to meet identified needs.</p>										
COMM 5230	Second Language Acquisition	01	3.00	Bock, Ione	5:00PM - 8:00PM	--T----	WEBH324	S	20	
<p>Participants explore theories and models of second language acquisition. They learn about the emotional, social, and intellectual implications of the process of learning a second language. Students will analyze and compare first and second language acquisition and apply strategies related to second language learning in a cross-cultural setting.</p>										
COMM 5280	Written Communication	01	3.00	Birkman, M	5:30PM - 9:30PM	-M-----	WEBH219	1	15	15.00
		02	3.00	Birkman, M	5:30PM - 9:30PM	-M-----	WEBH219	2	15	15.00
<p>Students experience writing as a process of discovery as they improve their writing skills. Exercises designed to focus on various purposes, occasions, and audiences help writers examine clarity, organization, style, and word precision.</p>										
COMM 5290	Interpersonal Communication	W1	3.00	Powell, Fr	TBA	-----	ONL1	S	15	
<p>This course entails both the self-analysis and classroom application of interpersonal communications skills. Specific topics include oral presentations, listening, conflict resolution, social styles analysis, verbal and nonverbal communications, motivation, and methods to enhance your learning environment. Professional educators are encouraged to research and observe communication techniques that will facilitate retentive learning.</p>										
COMM 5311	Principles and Practices of Language Testing	01	3.00	Bock, Ione	5:00PM - 9:00PM	----R--	WEBH403	2	15	
<p>This course introduces and analyzes different formats and types of language test as a reflection of varied linguistic contexts, language teaching and language acquisition goals. Assessment techniques, practices and procedures are discussed in close relation to test validity and effectiveness. The class also covers the design, writing and administration of assessment. Prerequisite: Theories in SLA or Teaching experience or consent of instructor.</p>										
COMM 5340	Language Arts Seminars: Teaching Language and Language Issues	W1	3.00	Barry, Ber	TBA	-----	ONL1	S	15	
<p>This course presents some of the various divisions in the field of linguistics from phonology and grammar to doublespeak, including speech theory and oral performance. Films, readings, and oral presentations will be the academic foundations for the study of linguistics in this class. Students will also create instructional activities that are designed to make their students more aware and proficient in the use of language.</p>										

Communication Arts

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
COMM 5350	Intercultural Communications	W1	3.00	Barry, Ber	TBA	-----	ONL1	S	15	
In order to function effectively in an interdependent world, we need to get along with and understand people vastly different from ourselves. In this course, students explore the values of their own culture, the extent to which thoughts and perceptions are shaped by cultures, and the expression of cultural differences in education.										
COMM 5392	American Poetry	01	3.00	Otten, Nic	5:00PM - 9:00PM	----R--	WEBH324	2	15	
Students explore the trends in American poetry, from its Native American and Puritan origins through its contemporary forms. Major poets are read and discussed in light of literary history and critical theory and in terms of readers' responses. The information and skills gained in this course are applicable to the reading and teaching of literature at many levels and for many abilities.										
COMM 5395	Contemporary World Literature	01	3.00	Staff	5:00PM - 9:00PM	---W---	WEBH	1	20	
Participants delve into fiction, poetry, and drama since World War II that thematically and artistically reflect concerns distinctly different from those commonly expected by members of post-World War II America. Emphasis is on the literature of Eastern and Western Europe and South America.										
COMM 5399	Poetry on the Planet	01	3.00	Birkman, M	5:00PM - 9:00PM	---W---	WEBH324	1	15	20.00
This exploration will uncover poetry on our planet. Collectively and individually, students will study and search for poems suitable for K-12 classrooms that can be pursued, presented, and performed. A poetry celebration will conclude the journey. "What place would you advise me to visit now?" he asked. "The planet Earth," replied the geographer. "It has a good reputation." -Antoine De Saint Exupery										
COMM 5400	Printmaking	01	3.00	Lang, Thom	5:00PM - 9:00PM	----R--	VAST 1	N/A	15	100.00
Students in this course learn the skills and techniques of printmaking, serigraphy, and silkscreen.										
COMM 5410	In-Service Topic: Nonfiction Prose & Poetry Writing Workshop									
Jan. 3,10,17,31		01	3.00	Lesser, C	8:30AM - 4:30PM	-----S	WEBH 330	1		
<i>See the In-Service listing for description and registration information.</i>										
COMM 5440	Integrated Language Arts	01	3.00	Holmes, Ke	5:30PM - 9:30PM	--T----	WEBH219	1	15	20.00
Students look at various ways to integrate language arts in the K-12 curricula. Speakers, films, and activities highlight listening, acting, speaking, reading, writing, viewing, and thinking as separate, cumulative communication skills.										
COMM 5460	Curriculum Design	01	3.00	Steinmann,	5:00PM - 8:00PM	---W---	WEBH204	S	20	10.00
This course is required for all MAT degree-seeking students. It is designed to help individuals plan learning experiences. Topics included in discussion are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has a direct application to a particular teaching situation.										
COMM 5530	Technology and Teaching	01	3.00	Carr, Rona	5:00PM - 9:00PM	----R--	WEBH225	1	15	35.00
		W1	3.00	Flack, Eri	TBA	-----	ONL1	S	15	
This course is a non-technical approach to the study of technologies and communications related to teaching and training. Students learn how home, school, and business are affected by technology. Primary emphasis is on the direct application of current technology to educational settings and specific teaching objectives.										
COMM 5551	Watercolors	01	3.00	Bradley, M	5:00PM - 9:00PM	--T----	VAST4	2	20	30.00
This course assists teachers in assessment methods and techniques necessary for developing positive attitudes toward the learning process in watercolor composition.										
COMM 5552	Multicultural Traditions in Art	01	3.00	Bradley, M	5:00PM - 9:00PM	--T----	VAST4	1	20	20.00
This course explores the traditions of diverse cultures throughout the world and how they are tied together by common themes. In all continents, customs and lifestyles influence various art media. Each session will explore a different ethnic art experience.										
COMM 5670	Teaching in a Diverse Society	01	3.00	Talley, Ma	5:00PM - 9:00PM	---W---	WEBH	2	20	
Students explore issues in teaching in a multicultural setting, examining the implications of diverse student populations and emphasizing values and beliefs about learning and teaching. The course explores the historical and philosophical foundations of education, focusing on the implications for current diverse classrooms. Students will examine traditional and contemporary philosophies in their historical context and discuss the impact of these on student and teacher roles, curriculum, assessment and instruction, and classroom organization and management.										
COMM 5750	Special Institute									
	Artists are Alive and Well	W1	3.00	Diefenbach	TBA	-----	ONL1	2	15	
This course will introduce students to artists from around the world through virtual and real visits to galleries, museums and studios. Various art materials and techniques will be explored and students will learn to understand and critique art. Participants will reflect on the impact of art on their own lives, and the role artists, past and present, play in society.										

Communication Arts

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
COMM 5830	Emergent Literacy	01	3.00	Rhomberg,	5:30PM - 9:30PM	-M-----	WEBH326		1	18
<p>Students explore theories and practices of literacy learning. Graduate students engage with community, school, and family resources to identify current teaching strategies and instructional methods. Topics for study include: Contexts of Literacy, Parents and Preschoolers as Emerging Readers, Whole Language and Constructivism as a guiding philosophy, Family Education, and Special Programs. Students learn to provide a supportive environment with direct and indirect approaches for promoting phonemic awareness with a focus on meaning and understanding structures of language in the printed text. An emphasis on stages of development and methods of assessment will provide a background for teaching in early childhood and elementary settings. This course has been approved for certification in early childhood. May be counted toward an emphasis in reading. (Not counted as a methods course for Elementary Education or Reading Certificate.)</p>										
COMM 5840	Reading and Writing as Cognitive Processes	01	3.00	Koblitz, C	5:30PM - 9:30PM	---W---	WGSD356		1	18
<p>This course is designed for teachers to experience the reading-writing connection and develop methods for teaching. Teachers are provided with the opportunity to study, experience, and develop effective strategies for their classrooms. Emphasis is given to early reading instruction, but an integrated focus includes the literacy needs of students of all ages and abilities. This course counts for initial elementary or early childhood certification.</p>										
COMM 5850	Reading and Literature Study Groups	01	3.00	Wilkinson,	5:00PM - 9:00PM	----R--	WEBH204		2	18
<p>Classroom teachers grades K-6 are provided the rationale and information for developing a literature-based reading curriculum. Various techniques for establishing literature study groups at different grade levels, identifying literature found successful in promoting student-directed discussions, and for evaluating student growth will be considered. Students will select and implement appropriate strategies for classroom activities, maintain reader-response journals, and participate with other graduate students in literature study groups. Special emphasis will be on literature across cultures and ways to facilitate the understanding and appreciation of diversity. This course counts for initial elementary certification.</p>										
COMM 5920	Teaching Reading in Content Fields	01	3.00	Cornell, T	5:00PM - 9:00PM	----R--	WEBH204		1	18
<p>A broad spectrum of reading strategies necessary for understanding text (e.g., predicting, confirming, questioning, and comprehending) are addressed. Participants study the different kinds of reading required for varied situations and materials and consider problems such as adjusting assignments to different rates, providing assistance in content assignments, and dealing with striving readers. A content area unit is part of the course evaluation and includes vocabulary as well as prereading, during reading and post reading strategies in addition to formative and summative assessments. This course is used for middle school and secondary certification.</p>										
COMM 5960	Differentiated Reading Instr.	01	3.00	Jordan, Ca	5:30PM - 8:30PM	--T----	WEBH		S	20
<p>Students learn about research and best practices in developmental reading and learn how to assess abilities and needs of individual students within the classroom. Various materials and activities are developed for whole group, small group and individual instruction, based on informal and formal assessments. Course counts for initial teaching certification.</p>										
ILC 5120	Advanced Skills: Spanish Grammar, Vocabulary and Composition	01	3.00	Corvalan,	2:30PM - 3:50PM	-M-W---	WEBH331		S	18 12.00
<p>Prerequisite: Advanced level in Spanish or permission of the instructor. Crosslisted with SPAN 4090.01. An advanced grammar, vocabulary and composition course that focuses on specific areas of conflict between English and Spanish.</p>										
ILC 5130	Advanced Listening and Discussion Skills in Languages: French Conversation	01	3.00	Thompson,	12:00PM - 1:20PM	--T-R--	WEBG		S	25 12.00
<p>Prerequisite: Advanced level in French or permission of the instructor. Crosslisted with FREN 4170.01. The goal of this class is to develop oral fluency in French. Students will work on a selection of French movies addressing issues of modern France. Reading materials will be provided to allow understanding of the films in a broader historical and cultural context. Class time will be devoted to discussion and debate, with a strong emphasis on vocabulary acquisition for personal oral expression.</p>										
ILC 5170	Seminars: Swiss Literature in German	01	3.00	Lindgren,	3:00PM - 4:20PM	--T-R--	WEBH319		S	18 12.00
<p>Prerequisite: Advanced level in German or permission of the instructor. Crosslisted with GRMN 4250.01. This course introduces students to Swiss literature, including lit into film, and is designed to improve conversation skills, increase vocabulary and fluency. The course will include analyses of short texts and in-class discussion</p>										
Contemporary Theater - Spain										
		02	3.00	Corvalan,	5:30PM - 8:30PM	----R--	WEBH319		S	18 12.00
<p>Prerequisite: MAT status and advanced level in Spanish or permission of the instructor. Crosslisted with SPAN 4250.01. Reading, literary analysis and play performance. The Golden Age Theater and its influence on the 20th. Century. From Federico García Lorca to the most recent theater writers -- Mihura, Sastre, Buero Vallejo, Antonio Gala, Casona, Arrabal, Fernán Gómez, Lidia Falcón, Sanchis Sinisterra, and many more. The course works on the Spanish Civil War, the post-civil war, and the post- Franco (from the 70s to the present) theater vis a vis Spain's culture and history. Final grade is based on attendance and participation, homework (literary analysis and/or play reviews), oral presentation/s, mid-term exam and play performance. Attendance is required.</p>										

Early Childhood

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
ECED 5431	Infant Toddler Practicum	01	1.00	Bauermeister	TBA	-----	OFFC		1	25
Concurrent registration in EDUC 4740 Child Development II is preferred. The focus of this practicum is observation and participation in classrooms servicing children in Infant-Toddler Centers and supports an understanding of developmentally appropriate practice. Prerequisites: ECED 5010, EDUC 4740.										
ECED 5461	PrePrimary Practicum	01	1.00	Breig-Alle	TBA	-----	OFFC		1	25
Concurrent registration in ECED 5460 Curriculum Design is preferred. The focus of this practicum is observation and participation in classrooms servicing children in preprimary grades. Prerequisites: EDUC 4740, ECED 5431, ECED 5460.										
ECED 5462	Early Primary Practicum	01	1.00	Breig-Alle	TBA	-----	OFFC		2	25
Concurrent registration in ECED 5460 Curriculum Design is preferred. The focus of this practicum is observation and participation in classrooms servicing children in primary grades. Prerequisites: EDUC 4740, ECED 5431, ECED 5460.										
ECED 5510	Cognitive Development: Implications for Early Education	01	3.00	Breig-Alle	5:30PM - 9:30PM	--T----	WEBH219		2	20 10.00
Students examine foremost theories and current research in the area of cognitive development. These include: the construction of knowledge, symbolic and language development, and the effects of handicapping conditions on development. Participants explore curriculum implications for early education of children from birth through eight years of age. They examine the cognitive and representational goals of Project Construct and their implications for curriculum and assessment.										
ECED 5670	Sociomoral Development: Implications for Early Learning	01	3.00	Strange, J	5:00PM - 9:00PM	--T----	WGSD356		1	20 15.00
Students examine theories and research in the areas of sociomoral development of children. The integral linkage of these aspects of development with children's intellectual development is addressed. Curriculum implications for normally developing children, as well as children with disabilities, are explored. Emphasis is placed on interactions that foster mutual respect and trust with adults and children, the development of self-regulation, self-esteem, social knowledge and competence, cooperation and collaboration, and positive dispositions toward learning. The sociomoral goals of Project Construct and their implications for curriculum and assessment are examined.										
ECED 5740	The Early Primary Grades	01	3.00	Breig-Alle	12:50PM -12:90PM	-M-----	WEBH324		2	20 15.00
Prereq; ECED 5010 This course is designed to give student an in-depth, practical look at the first through third grade elementary child while focusing on a theoretical and experiential investigation of programming, curriculum, and assessment. Methods and techniques of teaching science and social studies with an emphasis on organization of inquiry learning will be a focus. The class stresses the various role of the teacher as observer, collaborator, facilitator, and organizer. Students will learn to evaluate learning models, organize curriculum projections that are based on 1) ongoing documentation and study of children's current understanding and interests; 2) child development theory and research; 3) values and goals established with parents and community; and 4) consideration of contextual variables related to the school environment, family, and peer relationships. Students will also learn how to interpret this information to access outcomes and support children's continued development and learning. Developmentally appropriate integration of technology into the primary classrooms will be discussed. Prerequisite: ECED 5010.										
ECED 5800	Applied Research	01	3.00	Bauermeister	5:00PM - 8:00PM	---W---	WEBH325		S 20	10.00
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisite: advancement to candidacy.										
ECED 5820	Creating Learning Environments	01	3.00	Breig-Alle	5:00PM - 9:00PM	----R--	WEBH325		1 20	15.00
This class is planned to help the teacher use knowledge of children and their needs in creating a total school environment conducive to optimum development. Students review many materials and plan centers of interest.										
ECED 5880	Integrating Resources:Community, Schools and Family	02	3.00	Jones, Jos	5:30PM - 9:30PM	----R--	WEBH219		2 10	50.00
This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. They study methods of assessing family needs and interests, identifying and utilizing community resources, and responding to family needs through education and partnerships. They review models of consultation and case management in regard to children and families with special needs. They explore and simulate techniques for interacting with parents and examine collaboration strategies for interdisciplinary team efforts.										

Ed Leadership

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
LEAD 6002	School Administration and Resource Management									
		I1	5.00	Ritter, Je	5:00PM - 9:00PM	---W---	OFFC		S	15
		ID	5.00	Bevel, Mar	5:00PM - 9:00PM	---W---	OFFC		S	15

Location: Litszinger School

Students will study theories, concepts, and models utilized in supervising school personnel and resources. They will identify and analyze legal issues, school policies, state and federal statutes, and case law that form the framework for the daily operation of a school system. Research and professional discourse will guide inquiry into strategies for problem solving, conflict resolution, decision making, and team building. Students will simulate and evaluate techniques used in policy development and implementation. They will also investigate techniques used for successful staff recruitment, training, and performance-based improvement programs. Exemplary practices for sound business and facilities management will also be articulated. Prerequisite: LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6003	Instructional Leadership	I1	5.00	Bade, Kath	5:00PM - 9:00PM	---W---	OFFC		S	15
		ID	5.00	Altrogge,	5:00PM - 9:00PM	---W---	OFFC		S	15

Location: Litszinger School

This block is designed to provide students with content and site-based experience related to multiple aspects of effective instructional leadership. Topics will include: qualitative and quantitative research; curriculum analysis and evaluation; diversity and multiculturalism; problem solving and decision making; utilizing data for curriculum alignment and instructional improvement; characteristics of effective instructional leaders; role of technology in education; services for special populations such as the disabled, gifted, and vocational students. Focus will be placed on the complex roles and responsibilities of the educational leader at the elementary, middle, and secondary levels while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection. Prerequisites: competency in statistical analysis and LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6005	Internship in Educational Administration: Diversity									
		I1	1.00	Altrogge,	5:00PM - 9:00PM	-T-----	OFFC		S	15

Dates: January 13, March 10 and May 5

Location: Litszinger School

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

Prerequisite: enrollment in the related 5-credit-hour course (block course). This course may be repeated.

LEAD 6009	Leadership Seminar	ID	2.00	Jones, Jos	5:00PM - 9:00PM	-M-----	OFFC		S	15
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Location: SSD Central Office

The Leadership Seminar is the culminating experience of the EdS 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 EdS program.

Educational Technology

EDTC 5010	Introduction to Technologies for Educators: Clsrm Technologies for Educators									
		01	3.00	Wagner, Sc	5:00PM - 8:00PM	--T----	OFFC		S	16

This course is intended as a broad-based introduction to technology. This is a hands-on, project-based course designed to help educators use technology creatively and effectively in support of curriculum in the elementary and secondary school classrooms. Topics include an introduction to media literacy, evaluation and integration of software into the curriculum, and the impact of technology on the teaching/learning process. Technologies presented include: multimedia, videodisks, Internet, and electronic communications (video, audio, and data).

Educational Technology

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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EDTC 5030 Topics in Classroom Technologies

Learning Communities	W1	1.00	Beckmann,	TBA	-----	ONL1		1	15	
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This course is for individuals in an educational or business setting who have the desire to create and implement successful learning communities with technology in a teaching/instructing atmosphere. This course will take into account researching, creating, formulating, problem solving, grouping strategies, managing, and evaluating and assessing all aspects of learning communities in the educational/instructional setting.

Searching for Clsrn Grant Opport	W2	2.00	Beckmann,	TBA	-----	ONL1		2	15	
Searching for Clsrn Grant Opport	W3	2.00	Olliges, R	TBA	-----	ONL1		1	15	

This course is for individuals who have the desire to locate grants that are offered to educators, trainers, and instructors. It covers searching for grants using the Internet and traditional methods. The course also covers writing techniques, terminology, tips, and suggestions for effective grant writing to simplify the process and ensure success.

Computer Graphics	01	2.00	Reiss, Ken	5:30PM - 8:30PM	-M-----	WEBH225		1	16	10.00
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Computer graphics adds imagery for the web, design for the printed page, and broadcast-quality to multimedia presentations. This course covers the basic applications of computer graphics into word processing, multi-media, and web projects. Some topics include: downloading from the web, creating, converting, manipulating, placement, and exporting of graphics.

Desktop Publishing	01	2.00	Reiss, Ken	5:30PM - 8:30PM	-M-----	WEBH225		2	16	10.00
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This course is a study of desktop publishing and the current state of the desktop publishing industry. Emphasis will be placed on how to actually create a publication from start to finish and include emphasis on types of publications useful in the classroom. Software required or access to the software in the lab. Prerequisite: EDTC 5040.

Programming I	W1	3.00	Rodney, De	TBA	-----	ONL1		S	8	
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The course presents various aspects of computer programming. A programming language is used as a means of teaching these concepts. Good programming practices will be presented, with emphasis on actual development. Learn to use the operating system to invoke commands and control the system environment. Learn to make use of variables to hold and manipulate data. Make use of functions and conditional logic, including loops. Read and write from files. Learn to use good program file structures. Emphasis will be on applications that may be useful in the classroom.

Programming II	W1	3.00	Rodney, De	TBA	-----	ONL1		S	7	
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The course presents additional aspects of computer programming. A programming language is used as a means of teaching these concepts. Good programming practices will be presented, with emphasis on actual development. Learn to write programs using Object-Oriented Programming (OOP). Generate and use Graphical User Interface (GUI) objects. Learn to use built-in error handling techniques. Write a standalone, useful application as a final project. Emphasis will be on applications that may be useful in the classroom. Prerequisite: EDTC 5250.

Theoretical Perspectives	W1	3.00	Rodney, De	TBA	-----	ONL1		S	15	
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This course is for educators for whom the computer will be an everyday tool. This course covers core concepts of computers and information systems in order to be able to use the computer competently. Information is presented on the capabilities of computers that users can apply at work, home, and school. Topics covered will include computer development; input, processing, storage, and output hardware; software development; programming languages; communications; connectivity; systems development; database management; information management; ethics; privacy; security; and purchasing and maintaining a computer system.

Constructivism and Technology	W2	3.00	Beckmann/Olliges	TBA	-----	ONL1		S	15	
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Participants learn about the inquiry-based, active learning, and other components of constructivism. Emphasis is on ways to use technology tools for curricular and instructional applications that use this teaching approach. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

In-Service Topic: Comic Life	01	1.00	Wagner, S	5:00PM - 9:00PM	----F-	WEBH225		1	16	10.00
Feb. 27 & 28				8:00AM - 5:30PM	-----S	WEBH225				

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

In-Service Topic: Internet for Educators	02	2.00	Kratzer, M	5:00PM - 9:00PM	----F-	WEBH225		2	16	
April 3, 4, 17, 18				8:00AM - 5:30PM	-----S	WEBH225				

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

Curriculum Design & Technology Applications	01	3.00	Rodney, De	5:00PM - 8:00PM	---W---	WEBH221		S	16	10.00
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This course is designed to help individuals plan learning experiences. Topics included are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Participants will design curriculum for their particular content area integrating technology into the student learning experience. Evaluating software packages for use within the curriculum is required.

Educational Technology

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
EDTC 5465	Instructional Design	W1	2.00	McKenna, E	TBA	-----	ONL1		1	15
<p>Master teachers are expected to create instructional materials that reflect current theory and research on learning, exemplify a creative infusion of technology into the content areas, and approach assessment as a dynamic, process-oriented component of the learning experience. This course allows participants to create a comprehensive instructional project in their own content area. This project will reflect their knowledge of learning theory, teaching strategies, leading-edge technology, and performance assessment. Students will have "hands-on" experience with leading-edge technology to assist them in instructional design processes. Prerequisite: EDUC 5460 or EDTC 5460.</p>										
EDTC 5560	Internet Applications Web Authoring and Design	01	3.00	Olliges, R	5:00PM - 8:30PM	----R--	WEBH221		S	16 10.00
<p>This course is designed to teach educators how to use hypertext markup language (HTML) to design and create web pages for use educational settings. Students will learn how to use HTML, tags, links, and attributes for a basic understanding of publishing documents, as well as the more advanced and in-depth features of web page design. Prerequisite: ability to navigate the Internet permission of the Educational Technology Coordinator.</p>										
EDTC 5745	Instructional Technology: Planning and Management	W1	2.00	Wagner, Sc	TBA	-----	ONL1		2	15
<p>This course reviews the strategies used for effective technology planning and management. Determining level of technology integration, evaluating appropriate technology acquisitions, developing successful technology plans, and planning successful technology staff development will be reviewed through readings and student projects. State and national standards for student and teacher performance will be a focus for the course.</p>										
EDTC 5820	Designing an Online Course	W1	3.00	Mahfood, S	TBA	-----	ONL1		S	15
<p>Prereq; EDTC 5465 This course will engage the student in building an online course using online software. Current curriculum and instructional design principles will be utilized. The focus is on curriculum building for a single course. Prerequisite: EDTC 5465.</p>										
EDTC 5830	Using Video Conferencing: Technologies Effectively in the Classroom	W1	3.00	Carr, Rona	TBA	-----	ONL1		S	15
<p>This course will familiarize the student with multiple video conferencing and collaboration technologies, along with technical and policy issues involved in their use in the classroom. Students will develop strategies and techniques in the use of these technologies to effectively address classroom learning objectives. Uses for teachers and their students include, but are not limited to, virtual field trips, professional development opportunities, contact and collaboration with experts outside the classroom, and utilization of established video conferencing programming. Prerequisite: EDTC 5465.</p>										
EDTC 5900	Technology, Ethics, and Society	W1	3.00	Mahfood, S	TBA	-----	ONL1		S	15 10.00
<p>This course will engage social ethics in response to its impact on the developing technologies of global societies. Students will explore the relationship of technology through various philosophical and/or moral perspectives. This course will assist students in exploring their implicit values as they relate to technology.</p>										
EDTC 5995	Final Program Survey	01	0.00	Olliges, R	TBA	-----	OFFC		S	25
<p>All educational technology M.A.T. students are required to register for this zero credit hour course during their final semester. Students complete a program evaluation survey about their participation in the educational technology program. For specific guidelines see the EDTC Coordinator. This course is graded on a credit/no credit basis only.</p>										

Mathematics

MTHC 5080	Puzzles and Proofs	01	3.00	Rothbart,	5:00PM - 7:30PM	---W---	WEBH403		S	15
<p>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.</p>										
MTHC 5230	Discrete Mathematics	01	3.00	Rothbart,	5:00PM - 7:30PM	-M-----	WEBH403		S	15
<p>This course covers mathematical structures pertinent to an understanding of computers, including graphs, Boolean algebra, and finite state machines.</p>										
MTHC 5370	Linear Algebra	01	3.00	Hannick, C	5:00PM - 7:30PM	--T----	WEBH403		S	15
<p>Concepts and techniques of linear algebra are developed.</p>										
MTHC 5900	Final Reflections	01	0.00	Rothbart,	TBA	-----	WEBH		S	20
<p>All math MAT students are required to register for this zero-credit hour course during their penultimate semester. Students write an essay describing how they have changed as a result of their participation in the math program. For specific guidelines see the Math Coordinator. This course is graded on a credit/no credit basis only.</p>										

Multidisciplinary Studies

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
EDUC 5220	Contemporary Educational Issues	O1	3.00	Winkler, D	5:30PM - 9:30PM	---W---	WEBH219	1	20	
		O2	3.00	Winkler, D	5:30PM - 9:30PM	---W---	WEBH219	2	20	
		W1	3.00	Tamashiro,	TBA	-----	ONL1	S	15	
		W2	3.00	Powell, Fr	TBA	-----	ONL1	S	15	

This foundation course is an overview of important educational topics. It is designed to identify and analyze current educational issues through reading, writing, discussing, and presenting ideas. Individuals explore historical perspectives, philosophical theories, and sociologic influences that are related to contemporary educational concerns.

EDUC 5230	Foundations of Humane Education	W1	3.00	Allspaw, K	TBA	-----	ONL1	S	15	
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This course focuses on the foundation of humane education including the definition, history, psychology, and development of the movement. The scope of humane education will be broadened by the study and appreciation of all animals (both human and non-human) and the environment. Students also integrate principles of humane education into classroom instruction.

EDUC 5300	Methods of Teaching Elementary School Students	O1	3.00	Jones, Vic	5:00PM - 9:00PM	--T----	WEBH	2	20	
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This course focuses on multiple factors affecting the elementary curriculum, including lesson planning, organizational strategies, instructional techniques, and student assessment. Competencies in the content areas of physical education, health, art, and music are addressed as well. Prerequisites: EDUC 5220 or COMM 5670 or EDUC 5020 (recommended for those individuals who have limited classroom experience)

EDUC 5410	In-Service Topic: Inclusion: Enhancing Awareness of Disability Issues	O1	1.00	Martin, N	5:00PM - 9:00PM	----F-	SVER 114	1	NA	5.00
Jan. 23 & 24					8:30AM - 3:30PM	-----S	SVER 114			

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

EDUC 5460	Curriculum Design	O1	3.00	Staff	5:00PM - 9:00PM	--T----	WEBH	S	15	
		O2	3.00	Staff	5:00PM - 9:00PM	---W---	WEBH	S	15	
		W1	3.00	Tamashiro,	TBA	-----	ONL1	S	15	
		W2	3.00	Altrogge,	TBA	-----	ONL1	S	15	
		W3	3.00	Puttcamp,	TBA	-----	ONL1	S	15	

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

EDUC 5750	Special Institute	Distance Learning Environments	W1	3.00	Kahrhoff,	TBA	-----	ONL1	1	15
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This course is an overview of distance education. Topics include: historical review of distance education efforts; emerging trends in distance education; overview of online course and training environments; comparison of distance learning with traditional methods, and research on effectiveness of distance learning methodologies.

EDUC 5750	Special Institute	Gender Issues in Adult Learning	W2	3.00	Kahrhoff,	TBA	-----	ONL1	2	15
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In this course, students will learn about the unique characteristics of adult women learners, including issues such as identity, voice, and development. These issues will be examined from an individual and global perspective. Attention will be given to feminist pedagogy and its impact on the practice of teaching women. The course would be helpful for educators who work with or are interested in working with adult learners in a wide variety of settings, both formal and informal. There are no prerequisite for this course.

Reading

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
READ 5190	Language Development and Acquisitions									
		01	3.00	Witkowski,	5:00PM - 9:00PM	---W---	WEBH326		1	18
	This is a core course for the reading program. Focus is on normal language development in the areas of pragmatics, phonology, semantics, and syntax and the relationship of this development to reading and reading disabilities. A coaching project is included in projects for the course. (Required for Special Reading Certification.)									
READ 5777	Literacy Coaching									
		01	3.00	Cornell, T	5:00PM - 9:00PM	----R--	WEBH325		2	18
	Core components of literacy coaching within a balanced literacy framework are introduced in this core course. Participants will understand exemplary practices and learn how to implement this knowledge in classroom environments using the literacy coaching model. The definition of and roles of the coach, the "coaching, continuum," and collaboration will be studied in detail. Appropriate for classroom teachers, reading teachers, reading specialists, curriculum coordinators, and administrators.									
READ 5800	Applied Research									
		01	3.00	Witkowski,	5:00PM - 8:00PM	--T----	WEBH325		S	15
	Students conduct classroom research projects in selected areas of literacy learning in order to develop strategies for problem solving and reflection that leads to effective instruction for all students. Candidates learn both quantitative and qualitative methods for conducting research. Prerequisite: Advancement to Candidacy.									
READ 5940	Investigations in Reading, Grades 7-12									
		01	3.00	Wilkinson,	5:00PM - 9:00PM	----R--	WEBH324		1	18
	Emphasis is on instructional strategies to expand students' reading interests, motivation, engagement and abilities. Coaching students to use specific strategies for various reading purposes will be one focus along with using the coaching model to support the professional development of classroom teachers. Instruments for assessing reading abilities and materials for meeting diverse student needs are reviewed. Participants focus on current research and trends in middle school and high school reading programs. (Counts for Reading Methods).									
READ 5950	Diagnosis and Correction of Reading Problems									
		01	3.00	Wilkinson,	5:00PM - 9:00PM	-M-----	WEBH326		2	18
	This course emphasizes effective use of formal and informal assessments for documenting strengths and determining needs; detecting, correcting and preventing reading difficulties; and matching instruction and leveled materials to all meet needs. Participants learn to choose and employ materials and methods for differentiated instruction, a student-centered approach that builds on strengths. The study of specific problems with possible corrective procedures will include a miscue analysis to determine a reader's strategy use and a thorough assessment of all levels of comprehension. Each candidate will complete an extensive case study with teaching recommendations for home and school to share with parents and teachers. (Required for Special Reading Certification).									

Social Science

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
EPSY 5110	Social and Personality Development	W1	3.00	Tamashiro,	TBA	-----	ONL1	S	15	
<p>The content of this course focuses on the theories that explain the growth of social concepts (e.g., sharing, friendship, rules, sex roles); the development of values and conscience; and the emerging personality of children and adolescents. Students explore ways of working with children and youth in enhancing the development of these concepts.</p>										
EPSY 5130	Educational Psychology	01	3.00	Stiles, De	5:00PM - 9:00PM	-M-----	WEBH325	1	20	10.00
<p>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.</p>										
EPSY 5160	Advanced Child Development	01	3.00	Stiles, De	5:00PM - 9:00PM	--T----	WEBH204	2	10	25.00
<p>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.</p>										
EPSY 5170	Behavioral Management	01	3.00	Thomas, Na	5:00PM - 9:00PM	---W---	WEBH326	2	25	
		W1	3.00	Campbell,	TBA	-----	ONL1	S	15	
		W2	3.00	Wilson, Vi	TBA	-----	ONL1	S	15	
<p>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.</p>										
EPSY 5290	Family Counseling	01	3.00	McKenna, B	5:00PM - 9:00PM	----R--	WGSD356	1	20	10.00
<p>This course is designed for the educator who is interested in providing the student and family with specialized individual attention. Special emphasis is placed on basic communication skills for individual and group work and on various educational and community services that are available to individuals and families. May be repeated for credit if content differs.</p>										
EPSY 5370	Counseling	01	3.00	Klosterman	5:00PM - 9:00PM	---W---	WGSD356	2	20	
<p>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.</p>										
EPSY 5520	Children, Culture, and Violence	01	3.00	Stiles, De	5:00PM - 9:00PM	--T----	WEBH204	2	10	25.00
<p>Students in this course will research and debate the psychological impact of violence on children. Topics include the effects of violent toys, games, and television and the impact of community violence on the lives of young people. How war or the threat of war affects children's development is studied. Students will critically evaluate violence prevention programs and discover ways to promote peaceful classrooms.</p>										
EPSY 5810	Adolescent Psychology	01	3.00	Stiles, De	5:00PM - 9:00PM	-M-----	WEBH325	2	20	10.00
<p>This course involves the theoretical and empirical study of adolescence. Topics addressed include physical development, intellectual development, values and moral development, social problems, sexuality, and discipline. Students examine the educational applications for each topic.</p>										
SOCS 5000	Interdisciplinary Course: Multiculturalism	W1	3.00	Ewing, Jam	TBA	-----	ONL1	S	15	
<p>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.</p>										
SOCS 5030	Contemporary World Affairs									
	Intro to International Relations	01	3.00	Hellinger	5:30PM - 9:30PM	---W---	HSPC104	1	5	
<p>Dates: January 5 - March 6</p>										
	Middle East	02	3.00	Entessar,	5:30PM - 9:30PM	-M-----	HSPC104	1	5	
<p>Dates: January 5 - March 6</p>										
	China	03	3.00	Kim, Jih-U	5:30PM - 9:30PM	----R--	HSPC201	2	5	
<p>Dates: March 16 - May 15</p>										
	Globalization	04	3.00	Gangadhara	5:30PM - 9:30PM	---W---	HSPC201	2	5	
<p>Dates: March 16 - May 15</p>										
SOCS 5260	Topics in Geography	W1	3.00	Ewing, Jam	TBA	-----	ONL1	S	15	
<p>A combination of work with experimental units in geography as well as geographical concepts, the course is of interest to teachers seeking ways to make geography more relevant to the lives of students. May be repeated for credit if content differs.</p>										

Social Science

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
SOCS 5690	American Government	01	3.00	Baker, Lar	5:00PM - 9:00PM	--T----	WGSD355		1	15
This course focuses on the decision-making process in American government by examining several case studies. There will be extensive class discussions and advanced level examination of the dynamics of government in the United States. May be repeated for credit if content differs.										
SOCS 5700	Middle School History and Philosophy	01	3.00	Green, The	5:30PM - 9:30PM	---W---	WEBH		1	10 30.00
Students examine the history of the middle school movement and its evolving philosophy. Implications for school design, organization, and curricula are also studied.										
SOCS 5750	Special Institute									
	Decade of the 50's	01	3.00	Baker, Lar	5:00PM - 9:00PM	--T----	WEBH		2	20
An analysis of the first post World War II decade. The course will examine the rise of the consumer culture, the first TV generation, the early civil rights movement, the Korean War, the space race, rock and roll music, the Beatniks and the McCarthy Hearings.										
	Creativity in the Classroom	02	3.00	Nobbe, Chr	5:00PM - 9:00PM	-M-----	WGSD355		2	15
This seminar on creativity focuses on answering these essential questions: What is creativity? How can creativity be evaluated? What factors influence human creativity? How can a person increase one's own creativity? How can teachers influence creativity in students? How does learning about eminent creative people enhance one's understanding of creativity? This course is intended for graduate students who are pursuing certification in gifted education, but the material covered in this course is valuable to anyone wishing to improve personal creativity or aspiring to enhance creativity among students.										
SOCS 5840	Comparative Educational Systems	W1	3.00	Thomas, Na	TBA	-----	ONL1		S	15
Comparing educational systems from various countries increases international understanding and provides insights into our own education methodology and values. Each participant is responsible for researching a particular system and providing an abstract for class evaluation and discussion.										
SOCS 5910	Curriculum and Instruction for the Gifted	01	3.00	Nobbe, Chr	5:00PM - 9:00PM	-M-----	WEBH 324		1	15
Students study the basic premises of curriculum design and classroom structure appropriate for gifted and talented students. A variety of curriculum models and strategies for teaching the gifted are discussed.										

Special Education

EDUC 5080	Planning for the Inclusive Clsrm	01	3.00	Weingaer/Peck	5:30PM - 9:30PM	--T----	WEBH204		1	10 20.00
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.										
SPED 5030	Students with Mild/Moderate Disabilities	01	3.00	Hasty, Reg	5:00PM - 8:00PM	---W---	WGSD355		S	10
This course focuses on the identification and characteristics of students with mild/moderate disabilities, including learning disabilities, mental retardation, emotional and behavioral disorders, physical disorders, and other health impairments. Prerequisite: SPED 5860 Psychology of the Exceptional Student.										
SPED 5040	Analysis and Correction of Reading Disabilities	01	3.00	Wolff, Con	5:00PM - 8:00PM	--T----	WEBH		S	10 10.00
This course focuses on the identification and characteristics of students with significant reading disabilities requiring special education services. The focus on the course is on informal and formal assessment procedures, diagnosis and intervention. Prerequisites: COMM 5820 Foundations in Reading Instruction or COMM 5830 Emergent Literacy and SPED 5240 Psychoeducational Assessment I.										
SPED 5050	Language Development for Students with Special Needs	01	3.00	Conner, Me	5:00PM - 9:00PM	--T----	WGSD356		2	10 10.00
This 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 for students with language impairments. Prerequisite: SPED 5240 Psychoeducational Assessment I.										

Special Education

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
SPED 5090	Special Education Practicum									
	Cross Cat	01	3.00	Mahfood, S	TBA	-----	OFFC	S	10	
	SDD	ID	3.00	Mahfood, S	TBA	-----	OFFC	S	15	

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

SPED 5220	Topics in Special Education: International Perspectives in Special Education									
		W1	2.00	Campbell,	TBA	-----	ONL1	2	15	

This online course will offer students an opportunity to study education and special education systems across the world. **In this course, we will focus on educational systems in the Netherlands, as well as another European country based on student choosing.** We will examine educational principles and practices within the context of the historical, philosophical, legal, and cultural foundations of the selected countries, and make comparisons with those practices found in our countries of origin. Students will work collaboratively to analyze issues that confront European and U.S. educators.

SPED 5240	Psychoeducational Assessment I	02	3.00	Bell, Kath	5:30PM - 8:30PM	----R--	WEBH326	S	10	20.00
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This course examines assessment of students with learning difficulties. A review of the statistical properties of standardized instruments and the social and legal issues in testing is presented to provide a framework from which students examine instruments of intelligence, language, perception, motor skills, academics, and behavior. The information derived from these instruments is used to determine specific strengths and weaknesses in individual students using a case-study approach.

SPED 5270	Advocating for Persons with Disabilities									
		01	3.00	Stewart, B	5:00PM - 9:00PM	----R--	WGS356	2	20	

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 5300	Communicating with Families and Disabled Persons									
		01	3.00	Stewart, B	5:00PM - 9:00PM	----R--	WEBH	1	20	

The course focuses on counseling and communication techniques appropriate to the needs of the exceptional individuals and their families.

SPED 5312	Curriculum and Methods of Teaching Students with Severe Developmental Disabilities									
		ID	3.00	McMullen,	5:00PM - 9:00PM	---W---	OFFC	S	15	10.00

Class Location: Central Office, 12110 Clayton Road, Room 57

This course examines the development and implementation of chronologically age-appropriate functional curriculum for students with severe developmental disabilities in integrated settings. Curriculum and instructional strategies in the areas of domestic skills, vocational skills, leisure skills, and community access skills are covered as well as skills in the embedded areas of communication, social, motor, and functional academics.

SPED 5314	Children and Youth with Emotional and Behavioral Disorders									
		ID	3.00	Howard-Wil	5:00PM - 9:00PM	-M-----	OFFC	1	15	

Class Location: Edgewood Children's Center, 330 N. Gore, Webster Groves, MO

This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors that influence children and youth with, or at risk for, emotional and behavioral disorders. The course content focuses on current issues and practices regarding characteristics, identification, and assessment procedures specific to this population of students with disabilities.

SPED 5315	Assessment, Evaluation and Diagnosis of Emotional and Behavioral Disorders									
		ID	3.00	Staff	5:00PM - 9:00PM	-M-----	OFFC	2	15	20.00

Class Location: Edgewood Children's Center, 330 N. Gore, Webster Groves, MO

Students explore a variety of behavioral and psychoeducational assessment techniques that are relevant to the evaluation of children and youth with suspected emotional and behavioral disorders. Functional behavior assessment and analysis, behavior checklists and rating scales, questionnaires, and interviews will be examined in depth.

Content includes assessment procedures of externalizing and internalizing disorders, as well as social competency and socioemotional development. Interpretation of assessment findings is presented in a written evaluation report including a diagnostic formulation and recommendations for intervention. Students are expected to plan and conduct a functional behavior assessment and environmental inventory, administer a variety of child behavior questionnaires, conduct a structured interview, and develop and administer a sociogram.

Special Education

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
SPED 5380	Methods for Students with Mild/Moderate Disabilities I									
		01	3.00	Mahfood, S	5:00PM - 9:00PM	---W---	WEBH		1	10 10.00
<p>This course is designed to prepare the teachers of students with mild/moderate learning disabilities, behavior disorders, mental retardation, and physical and other health impairments to develop instructional strategies and curricula to provide an effective program in a range of placement settings, with an emphasis on inclusive placements. It emphasizes a metacognitive approach to instruction based on the functional analysis of the learning behaviors. It focuses on team model of planning and delivery, including the parents, regular education teachers and administrators, and support specialists. Prerequisite: SPED 5240.</p>										
SPED 5381	Methods for Students with Mild/Moderate Disabilities II									
		01	3.00	Menscher,	5:00PM - 9:00PM	---W---	WEBH324		2	10 20.00
<p>This course introduces pre-service special education teachers to the curriculum, organizational strategies, and instructional techniques appropriate to the needs of students with mild/moderate disabilities, with a focus in the content areas of physical education, health, art, music, science, child and adolescent literature and social studies (government, geography, and economics). It emphasizes the use of technology in adapting the general education curriculum based on a functional assessment of the curriculum and learner behavior. The course emphasizes team planning and delivery, including parents, regular education teachers, administrators, and support specialists. Prerequisite: SPED 5240.</p>										
SPED 5410	In-Service Topic: Inclusion: Enhancing Awareness of Disability Issues									
Jan. 23 & 24		01	1.00	Martin, N	5:00PM - 9:00PM	----F-	SVER 114		1	NA 5.00
					8:30AM - 3:30PM	-----S	SVER 114			
<p>See the In-Service listing for description and registration information.</p>										
SPED 5500	Socioemotional Development:Child with Special Needs									
		01	3.00	Campbell, D	5:00PM - 9:00PM	---W---	WEBH		1	15
<p>This course addresses the implications of theories and research in the areas of social and emotional development of children with special needs. Students explore the relationship between cognitive development and social and emotional development. Emphasis is placed on investigation of environments and interactions that foster trust, self-regulation, self-esteem, social competence, and interdependence.</p>										
SPED 5660	Cognitive Development:Child with Special Needs									
		01	3.00	Bevel, Ma	5:00PM - 9:00PM	--T---	WEBH		2	15
<p>This course focuses on the implications of current research in the area of cognitive development and learning theory on the education of children with special learning characteristics. Students examine advances in research on metacognition, executive control strategies, and psycholinguistics, and explore applications to individualized education.</p>										
SPED 5830	Evaluation	W1	3.00	Bevel, Mar	TBA	-----	ONL1		S 15	25.00
<p>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.</p>										
SPED 5860	Psychology of the Exceptional Student									
		01	3.00	Jones, Vic	5:00PM - 9:00PM	--T---	WEBH326		1	20
		02	3.00	Hasty, Reg	5:00PM - 9:00PM	--T---	WGSD355		2	20
<p>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.</p>										
SPED 5880	Integrating Resources:Community, Schools and Family									
		02	3.00	Jones, Jos	5:30PM - 9:30PM	----R--	WEBH219		2	10 50.00
<p>This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. Methods of assessing family needs and interests, identifying and utilizing community resources, and responding to family needs through education and partnerships are addressed as well as models of consultation and case management in regard to children and families with special needs. They explore and simulate techniques for interacting with parents, and they examine collaboration strategies for interdisciplinary team efforts.</p>										

School Systems, Superintendency and Leadership

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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SSSL 6024	Schl Sys/Sup/Lead: Law	W1	2.00	Staff	TBA	-----	ONL1	S	15	
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This course is designed to provide intense opportunities for both theoretical and practical learning in the following areas:

1. Knowledge of structure/function of the American court system
2. How statutory/case law impact the public school
3. Litigation in regard to FERPA and NCLB
4. Gender based decision making
5. Student rights
6. First and fourth amendments
7. High stakes testing

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

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

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

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

SSSL 6026	Schl Sys/Sup/Lead: Finc/Mngt	W1	2.00	Altrogge,	TBA	-----	ONL1	S	15	
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Emphasis will be placed on the role of federal, state, and local governments in funding public schools, the impact of taxation, and an overview of school funding formulas. Focus will be placed on the use of finance to impact student achievement. The successful student will:

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

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

SSSL 6134	Optional Topics Internships Action Research, Step 3	W1	1.00	Staff	TBA	-----	ONL1	S	15	
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This internship is available for internship projects after the Action Research Internship Part One and Part Two. Content of the Optional Topics for Internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This internship consists of 1 credit hour for 67.5 contact hours of work.

SSSL 6135	Optional Topic for Internship II Action Research, Step 4	W1	1.00	Altrogge,	TBA	-----	ONL1	S	15	
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This internship is available for internship projects after the Action Research Internship Part One, Part Two and Optional Topics for Internship I. Content of the Optional Topics for Internship II must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This internship consists of 1 credit hour for 67.5 contact hours of work.