



SPRING 2008

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

Note: Tuition is \$485 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 12th.

Non-Degree and Alumni with a certification plan and advisor approval may begin to register online at 3:00p.m. on November 14th.

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 30th 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 October 30th, 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 October 30th.

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

Spring 2008 registration for all students enrolling for Webster Groves M.A.T. classes will be held at 470 E. Lockwood, Webster Groves, MO 63119, WEBH 232 as follows:

November 12/13	3 - 5 p.m.	Current M.A.T. and Ed.S. Degree Seeking Students Only
November 14/15	3 - 5 p.m.	New M.A.T. and Ed.S. Applicants/Non-Degree/Alumni

SPRING 2008 CALENDAR:

January 14	first day of term 1 and semester classes
March 7	last day of term 1 classes
March 10 - 14	break
March 17	first day of term 2 classes
May 9	last day of term 2 and 16-week classes

The School of Education will begin posting Spring 2008 Graduate and Undergraduate syllabi once weekly on <http://www.webster.edu/depts/education/edsyllabi.html> as they are submitted by the faculty.

- ❖ Click on Course Schedule
- ❖ Click on Syllabi

HOLIDAYS AND MAKEUP SESSIONS

There will be no classes on Monday January 21st, Martin Luther King Jr.'s Birthday. The makeup day will be Friday, January 25th with no time or room change.

TUITION

M.A.T. tuition is currently \$435 per credit hour for classroom courses and \$485 per credit hour for all online courses. Ed.S. tuition is \$290 per credit hour, except for courses held on main campus, which will be \$435 per credit hour and online courses which are \$485 per credit hour. Undergraduate courses are \$495 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 \$260 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 2008 GRADUATION

Petitions to graduate in MAY 2008 are due to your Dept. Associate (WEBH 232) by January 21, 2008

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

M.A.T. students who plan to graduate in May 2008 must complete a Graduation Petition in the School of Education Office (WEBH 232) after seeing his/her advisor and having his/her courses entered into the computer system during Spring 2008 registration. Students who do not complete a petition will not be eligible for May graduation. The School of Education will accept no graduation petitions after the end of the Spring 2008 term for May 2008 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:

<u>Classes</u>	<u>8 Week Classes</u>	<u>16 Week</u>
<u>Drop</u>		
Week 1	100%	100%
Week 2	100%	100%
<u>Withdraw</u>		
Week 3	50%	50%
Week 4	25%	50%
Week 5	0	25%
Week 6	0	25%
Week 7		25%
Week 8		25%
Week 9		0

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

DAY CODES

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

APPLICATION FEE

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 or ZF is placed on probation.
2. A student who receives either one C and one NC or ZF, or two NCs or ZFs 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 offer 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, NC, or ZF 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 2008 courses that may have already started.

Regarding your Email Address

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

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

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



Frequently Asked Questions

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

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

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

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

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

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

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

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

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

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

Click on the link that says create a new account.

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

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

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

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

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

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

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

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

As always, if you have questions or problems,

Please contact the Webster University Help Desk.

314-968-5995

1-866-435-7270

support@webster.edu

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

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

Friday 7:00am - 7:00pm

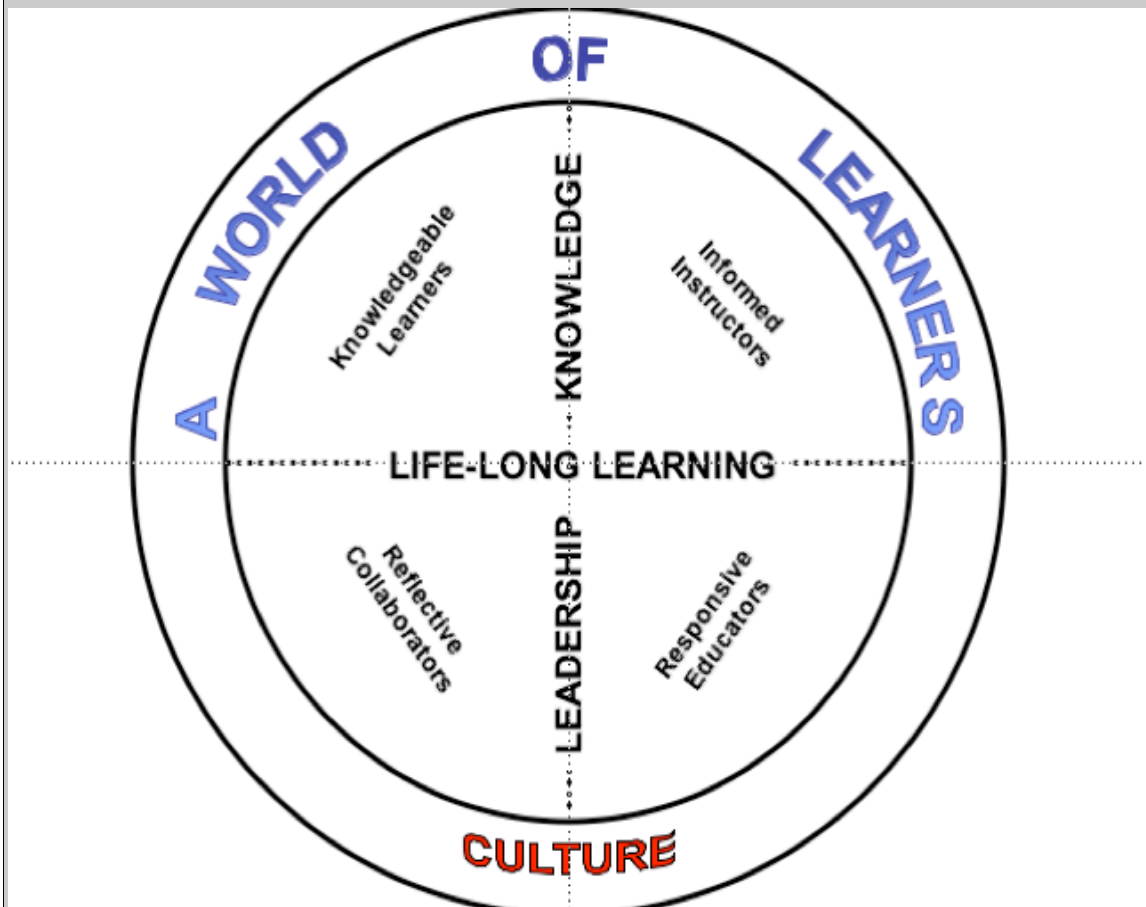
Saturday & Sunday 9:00am - 3:00pm

Mission Statement

The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that enable them to guide both themselves and others toward lifelong learning. The School is a community of teacher-scholars who apply critical reflection and creative energies to enhance learning in schools and other educational settings. The faculty strives to do this by modeling effective teaching practices based on sound theory and research. The personalized approaches make for a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School encourages its faculty and students to work actively toward this end, keeping in mind that the actions must be rooted in visionary yet realistic thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



Conceptual Framework

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

Communication Arts

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
COMM 5020	Young Adult Literature	01	3.00	Koehnecke,	5:00PM - 9:00PM	--T----	WEBH325	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 M.A.T./certification program/advisor consent.</p>										
COMM 5030	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	Hitchcock	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 5050	Community College Reading: ABE/ESOL	01	3.00	Wilkinson,	5:00PM - 9:00PM	----R--	WEBH325	2	15	10.00
<p>The focus is on teaching in literacy programs or community college courses designed to improve the reading skills of adults. Strategies range from teaching the adult learner to decode to facilitating growth in higher levels of comprehension and critical thinking. The emphasis will be on needs of adult learners who may have had limited encounters with reading text for information and entertainment. Course prepares instructors to work with groups in ESL/EFL reading-writing classes and tutorial sessions in colleges, universities, and community programs.</p>										
COMM 5110	Folklore	01	3.00	Birkman, M	5:00PM - 9:00PM	----R--	WEBH204	1	15	25.00
<p>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.</p>										
COMM 5220	Curriculum Development in Second Language Classrooms	01	3.00	Hitchcock,	5:00PM - 9:00PM	---W---	WGSD356	2	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	-M-----	WGSD	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 5270	Visual Communication	01	3.00	Steinmann,	5:30PM - 9:30PM	----R--	WEBH219	2	15	30.00
<p>Students learn methods by which various types of information can be interpreted and presented visually. Because today's students can "read" visual messages, just as they read written messages, educators must master the elements, structure, and tools provided to develop visual materials. Creation of video activities for the classroom and mastering basic video production techniques are emphasized.</p>										
COMM 5280	Written Communication	01	3.00	Birkman, M	5:30PM - 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>										

Communication Arts

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
COMM 5340	Language Arts Seminars: Tching Language and Lan 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>										
COMM 5350	Intercultural Communications	W1	3.00	Barry, Ber	TBA	-----	ONL1	S	15	
<p>In order to function effectively in an interdependent world, we need to get along with and understand people vastly different from ourselves. In this course, students explore the values of their own culture, the extent to which thoughts and perceptions are shaped by cultures, and the expression of cultural differences in education.</p>										
COMM 5390	Literature Seminars: The American Novel	01	3.00	Otten, Nic	5:00PM - 9:00PM	--T----	WEBH	2	15	
<p>This course focuses on the development of the American novel and recurrent American themes. Students read and discuss five or six novels and the related contemporary criticism, considering each work in its own right, in relation to other works, and as teaching material.</p>										
COMM 5440	Integrated Language Arts	01	3.00	Staff	5:00PM - 9:00PM	---W---	WEBH	1	15	20.00
<p>Students look at various ways to integrate language arts in the K-12 curricula. Speakers, films, and activities highlight listening, acting, speaking, reading, writing, viewing, and thinking as separate, cumulative communication skills.</p>										
COMM 5460	Curriculum Design	01	3.00	Steinmann,	5:00PM - 8:00PM	---W---	WEBH204	S	20	10.00
<p>This course is required for all M.A.T. 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 direct application to a particular teaching situation.</p>										
COMM 5520	Communications Seminars: Communication for Teachers	01	3.00	Hoyt, Caro	5:00PM - 9:00PM	-M-----	WEBH403	2	20	10.00
<p>This course explores strategies for improving communication within educational organizations. Topics will include: analysis of individual communication styles, common sources of conflict, negotiation strategies, the facilitation of communication in diverse settings and presentation styles. This course may be substituted for COMM 5260: Oral Communication.</p>										
COMM 5410	In-Service Topic: Nonfiction Prose & Poetry Writing Workshop	01	3.00	Lesser, C	8:30AM-4:30PM	-----S	TBA	1	25	NA
<p>DATES:Jan 5, 12, 19, 26 See the In-Service listing for description and registration information.</p>										
COMM 5530	Technology and Teaching	01	3.00	Carr, Rona	5:00PM - 9:00PM	----R--	WEBH325	1	15	35.00
		W1	3.00	Flack, Eri	TBA	-----	ONL1	S	15	
<p>This course is a nontechnical approach to the study of technologies and communications related to teaching and training. Students learn how home, school, and business are affected by technology. Primary emphasis is on the direct application of current technology to educational settings and specific teaching objectives.</p>										
COMM 5550	Aesthetic Education Workshops: Papermaking	01	3.00	Lang, Thom	5:00PM - 9:00PM	----R--	VAST	1	15	60.00
<p>This workshop in creative papermaking features sheet making, paper casting, and model techniques.</p>										
COMM 5670	Teaching in a Diverse Society	W1	3.00	Pettit	TBA	-----	ONL1	2	15	
<p>Students explore issues in teaching in a multicultural setting, examining the implications of diverse student populations and emphasizing values and beliefs about learning and teaching. The course explores the historical and philosophical foundations of education, focusing on the implications for current diverse classrooms. Students will examine traditional and contemporary philosophies in their historical context and discuss the impact of these on student and teacher roles, curriculum, assessment and instruction, and classroom organization and management.</p>										

Communication Arts

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
COMM 5750	Special Institute: Multicultural Traditions in Art	01	3.00	Bradley, M	5:00PM - 9:00PM	--T----	VAST4	1	15	20.00
<p>This program 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. Visits to galleries and the St. Louis Art Museum plus hands-on experiences will be offered during each class.</p>										
	Watercolor Techniques for Tchrs	02	3.00	Bradley, M	5:00PM - 9:00PM	--T----	VAST4	2	15	30.00
<p>This course is planned to help teachers assess methods and techniques necessary for developing positive attitudes toward the learning process in watercolor composition.</p>										
	Principles & Practices/Lang Test	03	3.00	Bock, Ione	TBA	-----	WEBH	S	15	
<p>This seminar introduces and analyzes different formats and types of language tests as a reflection of varied linguistic contexts, language teaching and language acquisition goals. Assessment techniques, practices and procedures are discussed in close relation to test validity and effectiveness. The class also covers the design, writing and administration of assessments. Prerequisite: Theories in SLA OR teaching experience OR consent of instructor.</p>										
	Artists are Alive and Well	W1	3.00	Diefenbacher, R	TBA	-----	ONL1	2	15	
<p>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.</p>										
COMM 5820	Foundations in Reading Instruction	01	3.00	Rhomberg,	5:00PM - 9:00PM	-M----	WEBH324	1	18	
<p>This course will focus on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. A review of best practices in reading instruction, based on both current research and practice, informs graduate students so they can provide instruction for diverse learners at all levels. This course offers a solid background in reading instruction for students who have not had prior coursework in reading. Counts for reading certification. Prerequisite: enrolled in initial certification program or permission of reading coordinator.</p>										
COMM 5830	Emergent Literacy	01	3.00	Rhomberg,	5:00PM - 9:00PM	-M----	WEBH	2	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	Staff	5:00PM - 9:00PM	---W---	WEBH	2	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 5920	Teaching Reading in Content Fields	01	3.00	Cornell, T	5:00PM - 9:00PM	--T----	WGSD355	1	20	
<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 nonproficient readers. A content area unit is part of the course evaluation and includes vocabulary as well as prereading, during reading and post reading strategies in addition to formative and summative assessments. This course is used for middle school and secondary certification.</p>										
COMM 5960	Differentiated Reading Instr.	01	3.00	Jordan, Ca	5:30PM - 8:30PM	--T----	WEBH	S	20	10.00
<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>										

Communication Arts

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
ILC 5170	Seminars: L'Enigme de la femme	01	3.00	Wilson, Co	5:30PM - 8:30PM	---W---	WEBH319	S	18	12.00
<p>Prerequisite: Advanced level in French or permission of the instructor. Crosslisted with FREN 4650.01. "L'enigme de la femme" (the feminine riddle) - In medieval literature, the notions of genre and gender follow a singular path towards the definition of the perfect human being, the knight. As literature is progressively written in the vernacular language, the mother tongue, women are associated with the rites of passage, which are the secrets behind birth and death. Throughout the Middle Ages, women develop a presence and a voice, and are finally granted a soul by the end of the period. We will analyze the conflicting medieval views and portraits of women through various literary genres and their evolution towards a new awareness and recognition by their male counterparts.</p>										
	Film & Fiction:Cont Latin Amer	02	3.00	Corvalan,	5:00PM - 8:00PM	----R--	WEBH319	S	18	12.00
<p>Prerequisite: Advanced level in Spanish or permission of the instructor. Crosslisted with SPAN 4650.01. This course examines the film adaptations of 20th Century Latin American short stories, plays and short novels. In the course we will explore historical, cultural and socio-political issues - the background behind the texts and films. Among the authors included are Jorge Luis Borges, Julio Cortázar, G. García Márquez, Julio Llinás, Osvaldo Soriano, Enrique Molina, Elena Poniatowska, Senel Paz, Ariel Dorfman and Sabina Berman. Among the film director included are Héctor Olivera, M. Antonioni, L. Duque Naranjo, M. Luisa Bemberg, Gutiérrez Alea and Jaime H. Hermsillo. Final grade is based on attendance, homework (literary analysis and film reviews), class participation, oral presentations, mid-term and final exam (or final paper). Attendance is required.</p>										

ILC 5170.03 Seminars: German Literature into film

Instructor: Paula Hanssen **Day:** Mon/Wed **Time:** 2:30pm-3:50pm
Fee: \$12 **Term:** Semester **Maximum:** 18

This course provides further study of all genres of literature, including lit into film, and is designed to include analyses of short texts and dramas, highlighting film made from German dramas. In-class discussion will increase fluency and vocabulary. Students will create a teaching unit on using drama in the classroom. Taught in German. Attendance is required.

Early Childhood

ECED 5466	Preprimary Practicum Early Childhood Special Education	ID	1.00	Breig-Alle	TBA	-----	OFFC		1	20
<p>The focus of this 1-credit-hour practicum is observation and participation in inclusive classrooms in the preprimary grades. It centers on implementation of intervention strategies for children with Individualized Education Plans (IEPs).</p>										
ECED 5510	Cognitive Development: Implications for Early Education	01	3.00	Breig-Alle	5:00PM - 9:00PM	--T----	WEBH324		2	20 10.00
<p>Students examine foremost theories and current research in the area of cognitive development. These include: the construction of knowledge, symbolic and language development, and the effects of handicapping conditions on development. Participants explore curriculum implications for early education of children from birth through eight years of age. They examine the cognitive and representational goals of Project Construct and their implications for curriculum and assessment.</p>										
ECED 5670	Sociomoral Development: Implications for Early Learning	01	3.00	Strange, J	5:00PM - 9:00PM	--T----	WGS356		1	20 15.00
<p>Students examine theories and research in the areas of sociomoral development of children. The integral linkage of these aspects of development with children's intellectual development is addressed. Curriculum implications for normally developing children, as well as children with disabilities, are explored. Emphasis is placed on interactions that foster mutual respect and trust with adults and children, the development of self-regulation, self-esteem, social knowledge and competence, cooperation and collaboration, and positive dispositions toward learning. The sociomoral goals of Project Construct and their implications for curriculum and assessment are examined.</p>										
ECED 5800	Applied Research	01	3.00	Bauermeist	5:00PM - 8:00PM	---W---	WEBH324	S	20	10.00
<p>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.</p>										
ECED 5830	Topics in Early Learning: Assess/Intervention/Infants/Youn I1	3.00	Breig-Alle		5:00PM - 9:00PM	---W---	OFFC		1	20 15.00
<p>This is an introductory course for students interested in working with infants, young children, and their families to adapt curriculum to meet their special challenges and develop to the fullest potential. The interrelationships between curriculum and assessment provide a framework of study. Authentic assessment strategies are emphasized, as well as, using strategies to recognize special needs and monitor progress; engaging in collaborative goal setting through team approaches; using assessment information to plan adaptations in all developmental domains; and developing individualized intervention plans and programs. Curricular topics include forming partnerships with families; preparing the way for successful inclusion; arranging the environment to maximize learning; embedding teaching and learning opportunities within inclusive settings; encouraging developmental play behavior; and providing a variety of activities to accomplish outcomes.</p>										

Early Childhood

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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ECED 5830	Topics in Early Learning: Early Childhood Sped Ed Curricul ID	3.00	Breig-Alle	5:00PM - 9:00PM	---W---	OFFC	2	20	15.00
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This is an introductory course for students interested in working with infants, young children, and their families to adapt curriculum to meet their special challenges and develop to the fullest potential. The interrelationships between curriculum and assessment provide a framework of study. Curricular topics include forming partnerships with families; preparing the way for successful inclusion; arranging the environment to maximize learning; embedding teaching and learning opportunities within inclusive settings; encouraging developmental play behavior; and providing a variety of activities to accomplish outcomes. The practicum experience focuses on observation, participation, and implementation of intervention strategies.

ECED 5850	Practicum in Early Childhood Education:								
	Infant/Toddler	01	1.00	Bauermeist	TBA	-----	OFFC	1	25
	Preprimary	02	1.00	Breig-Alle	TBA	-----	OFFC	1	25
	Primary	03	1.00	Breig-Alle	TBA	-----	OFFC	2	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	5:30PM - 9:30PM	----R--	WEBH219	1	10	50.00
	02	3.00	Jones, Jos	5:00PM - 9:00PM	----R--	WEBH204	2	10	50.00

This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. They study methods of assessing family needs and interests, identifying and utilizing community resources, and responding to family needs through education and partnerships. They review models of consultation and case management in regard to children and families with special needs. They explore and simulate techniques for interacting with parents and examine collaboration strategies for interdisciplinary team efforts.

Education Leadership

LEAD 6001	Foundations in Educational Leadership								
	I1	5.00	Ritter, Je	5:00PM - 9:00PM	---W---	OFFC	S	20	

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

LEAD 6004	Leadership and Collaboration								
	I1	5.00	Altrogge,	5:00PM - 9:00PM	---W---	OFFC	S	20	
	ID	5.00	Jones, Jos	5:00PM - 9:00PM	---W---	OFFC	S	20	

Location: Special School District, Central Office, Room 60

In this course students will explore a variety of theories, concepts, and models utilized when implementing partnerships. They will investigate the uses and applications of community and school resources in supporting families and children through research, field visits, and professional discourse. Students will analyze techniques for interacting with stakeholders and examine collaboration in interdisciplinary team efforts. Emphasis will be placed on models of communication, problem solving, conflict resolution, decision making, and team building principles and skills. Emphasis will also be placed on exemplary practices in the development of community information, networking, support systems, public relations, and media. Issues of grant identification, proposals, implementation, and evaluation will also be explored in relation to their impact on collaborative processes. Prerequisite: LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6005	Internship in Educational Adm.								
	I1	1.00	Altrogge,	TBA	-----	OFFC	S	10	
	I2	1.00	Ritter, Je	TBA	-----	OFFC	S	10	
	I3	1.00	Ritter, Je	TBA	-----	OFFC	S	10	
	ID	1.00	Altrogge,	TBA	-----	OFFC	S	10	

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

Educational Technology

EDTC 5010 Introduction to Technologies for Educators:

Intro to Technology/Educators	01	3.00	Lynn, Mark	5:30PM - 8:30PM	--T----	WEBH	S	16	10.00
Intro to Technology/Educators	02	3.00	Wagner, Sc	5:00PM - 8:00PM	-M-----	PATT	S	16	10.00
Intro to Technology/Educators	W1	3.00	Rodney, De	TBA	-----	ONL1	S	15	

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

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

EDTC 5030 Topics in Classroom Technologies:

Internet for Educators	01	2.00	Kratzer, M	5:30PM - 8:30PM	----R--	WEBH225	2	16	10.00
Intro to Computer Graphics	02	2.00	Reiss, Ken	5:30PM - 8:30PM	-M-----	WEBH	1	16	10.00
Searching for Clsrn Grant Opport	W1	2.00	Beckmann,	TBA	-----	ONL1	1	15	
Learning Communities	W2	1.00	Beckmann,	TBA	-----	ONL1	1	15	

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

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. Additional software required, available in the lab.

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

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, and grouping strategies, managing, and evaluating and assessing all aspects of learning communities in the educational / instructional setting. It will take into consideration how to best evaluate students so as to balance group learning effectively.

EDTC 5060 Educational Software:

eZedia in the Classroom	01	1.00	Draper, Ea	5:00PM - 9:00PM	-----F-	WEBH221	1	16	10.00
Microsoft Producer in the Clsrn	02	1.00	Samson, Ka	5:00PM - 9:00PM	-----F-	WEBH221	2	16	30.00

Dates: Feb. 22/23

This course is designed to teach students to use Ezedia to create educational resources. Students will learn how to create websites, multimedia presentations, and interactive movies using the authoring tool.

Dates: April 25/26

Discover how to enrich one's presentations whether in a classroom or online by using Microsoft Producer to enhance your presentations for your class next semester. Storyboarding will help you design the presentation. The course involves using a web camera to capture the presentation you storyboarded. Finally, you will incorporate PowerPoint and the web camera to create your presentation. A minimum of PowerPoint is required.

8:00AM - 5:30PM -----S WEBH221

EDTC 5070 Desktop Publishing:

Desktop Publishing	01	2.00	Reiss, Ken	5:30PM - 8:30PM	-M-----	WEBH	2	16	10.00
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Prereq; EDTC 5040

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. Additional software required, available in the lab.

EDTC 5250 Programming Languages:

Intro to Programming, Part II	W1	3.00	Rodney, De	TBA	-----	ONL1	S	15	
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The course is a continuation of Part I, Programming Languages, and will include the more advanced features of computer programming. The Python programming language is used as a means of teaching these concepts. Good programming practices and actual development will be included with an emphasis on applications that are useful in classrooms. Prerequisite: Programming Language I, or experience with programming languages.

Educational Technology

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
EDTC 5290	Classroom Media: Digital Movie Making	01	3.00	Wagner, Sc	5:00PM - 9:00PM	---W---	WEBH225	2	16	20.00
<p>This course enables participants to plan, design, script, produce, edit and present digital movies. Emphasis is on classroom designs and teaching-learning applications. The course focuses on teachers making videos for instructional presentations and making video for creative writing / storytelling, reporting research, and assessment of learning.</p>										
EDTC 5330	Theoretical Perspectives: 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 creative infusion of technology into the content areas, and approach assessment as a dynamic, process-oriented component of the learning experience. This culminating course allows participants to create a comprehensive instructional project in their own 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 projects. Prerequisite: Curriculum Design or permission of the Educational Technology Coordinator.</p>										
	Constructivism and Technology	W2	2.00	Beckmann,	TBA	-----	ONL1	2	15	
<p>This course will assist a teacher or instructor to use technology to foster learning by examining how certain aspects of technology can enhance thinking skills: we will be examining the World Wide Web, Internet, multimedia, hypermedia, critical thinking, etc. Participants learn about 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.</p>										
	Evaluating Emerging Technologies	W3	3.00	Sager, Pat	TBA	-----	ONL1	S	15	
<p>How can educators make credible evaluations and assessments of new programs and curricular applications that use technology? This course addresses accountability issues in the use of technology in schools and classrooms at all levels (pre-K through higher education). Various models, strategies, and tools for conducting evaluation and student assessment of learning including a discussion of s/w applications that enhances critical thinking skills are examined. Aspects of technology planning and goal setting focused on making recommendations based on varying institutional needs for the development of technology programs are explored based on current use and future impact.</p> <p>Students participate in a pilot study sponsored by the National Institute for Literacy (NIFL) to examine the effects of three models of distance learning. Students explore content and delivery of professional development models using educational technology. Students design evaluation procedures, collect and analyze data and make appropriate recommendations concerning the effectiveness of each program model. Students reflect on the evaluation findings and recommend strategies to replicate the study and disseminate findings.</p>										
EDTC 5560	Internet Applications: Web Authoring and Design	02	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 in educational settings. Students will learn how to use HTML, tags, links, and attributes for a basic understanding of publishing web documents, as well as the more advanced and in-depth features of web page design. Prerequisite: ability to navigate the Internet. Prerequisite: permission of the Educational Technology Coordinator.</p>										
	WebQuests	W1	2.00	Cifarelli,	TBA	-----	ONL1	1	15	
<p>This class will address the thematic integration of Internet computer technology with content area curricula in the K-12 classroom. Emphasis will be placed on development of Web Quests, particularly for projects and activities which develop higher level thinking skills, and practical application of hardware and software already available in individual classroom settings. Special attention will be given to the theory and practice of Web Quest construction, including thematic units using Web Quests, thinking skills integration, graphic design considerations and intermediate use of HTML. Students will publish their work on a dedicated web page which will be publicly accessible. Prerequisite: EDTC 5560 Building Web Pages or consent of instructors.</p>										

Educational Technology

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
EDTC 5630	Advanced Topics in Classroom Technologies:									
	Databases for Decision Making	01	3.00	Rodney, De	5:00PM - 8:00PM	-M-----	WEBH	S	16	10.00
<p>This course explores ways to manage information using databases. Students will explore a variety of database activities which stimulate the critical evaluation of data needed for wise decision making. Students will also learn how to incorporate these activities into the course curriculum.</p>										
	Computer Networks	02	2.00	Trani, Lee	5:30PM - 8:30PM	--T----	WEBH221	1	16	10.00
<p>This introductory course provides teachers with an awareness of and an exposure to educational computer networks. Participants learn basic terminology, purpose, and functions of a computer network. The focus of this class will be computer network usage management, not the installation and maintenance of hardware. Participants will receive hands-on experience with educational computer network systems.</p>										
	Technical Environment Management	03	2.00	Trani, Lee	5:30PM - 8:30PM	--T----	WEBH221	2	16	10.00
<p>This course will provide teachers, technology coordinators and administrative staff members an awareness and understanding of how to develop a technology plan, and design a simple LAN.</p> <p>The focus of the course will be to develop a technology plan which includes network design including bid specifications, cable basics, wiring closet setup, computer and server equipment attainment, installation management, LAN maintenance and troubleshooting.</p>										
	Instructional Tech Plan & Mgmt	W1	2.00	Wilson, Ju	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 teacher performance will be a focus for the course.</p>										
EDTC 5750	Special Institute:									
	Using Video Conf Effect in Clsrms	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 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.</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. We will explore the idea that traditional concepts of ethics insist that people in social relationships be treated as ends, in and of themselves, and never as means to the ends of others. Since all technologies evolve from our social relationships, no technology is value-free. Because of the value-laden nature of technological developments, new technologies are characteristically defined as both socially-determinative and socially derived.</p>										

Mathematics

MTHC 5150	Number Systems	01	3.00	Rothbart,	5:00PM - 7:30PM	---W---	WEBH403	S	15	
<p>This course provides middle school teachers with a deeper understanding of the real number system. Topics covered include arithmetic algorithms in negative and whole number bases; rational and irrational numbers; arithmetic and geometric progressions; number properties; mental arithmetic; factorization and divisibility of integers and of Gaussian integers; and number puzzles and games.</p>										
MTHC 5310	Geometry for Secondary Teachers:									
	Euclid meets Technology	01	3.00	Hannick, C	5:00PM - 7:30PM	-M-----	WEBH225	S	15	
<p>This course deals with areas of geometry relevant to high school teachers. Content varies according to the interests of the faculty and students. May be repeated for credit if content varies.</p>										
MTHC 5340	Topics in Mathematics Education:									
	Tech for Middle/Sec Schl Clsrms	W1	3.00	Aossey, Cy	TBA	-----	ONL1	S	15	
<p>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.</p>										
MTHC 5450	Topics in Number Theory	01	3.00	Rothbart,	5:00PM - 7:30PM	--T----	WEBH403	S	15	
<p>This course covers selected topics in number theory, such as modular systems, quadratic reciprocity, number-theoretic functions, Pythagorean Triples, and perfect numbers. Specific topics to be determined by instructor. Relevant theory will be developed.</p>										

Mathematics

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
MTHC 5900	Final Reflections	01	0.00	Rothbart,	TBA	-----	OFFC	S	20	
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 5080	Planning for the Inclusive Clsrm	01	3.00	Weingaertn	5:30PM - 9:30PM	--T----	WEBH219	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.										
EDUC 5220	Contemporary Educational Issues	01	3.00	Winkler, D	5:00PM - 9:00PM	---W---	WEBH219	1	20	
		02	3.00	Winkler, D	5:00PM - 9:00PM	---W---	WEBH219	2	20	
		W1	3.00	Powell, Fr	TBA	-----	ONL1	S	15	
		W2	3.00	Powell, Fr	TBA	-----	ONL1	S	15	
This foundation course is an overview of important educational topics. It is designed to identify and analyze current educational issues through reading, writing, discussing, and presenting ideas. Individuals explore historical perspectives, philosophical theories, and sociologic influences that are related to contemporary educational concerns.										
EDUC 5230	Foundations of Humane Education	W1	3.00	Allspaw, K	TBA	-----	ONL1	S	15	
This course focuses on the foundation of humane education including the definition, history, psychology, and development of the movement. The scope of humane education will be broadened by the study and appreciation of all animals (both human and non-human) and the environment. Students also integrate principles of humane education into classroom instruction.										
EDUC 5300	Methods of Teaching Elementary School Students	01	3.00	Jones, Vic	5:00PM - 8:00PM	--T----	WEBH326	2	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. Prerequisites: EDUC 5220 or COMM 5670 or EDUC 5020 (recommended for those individuals who have limited classroom experience)										
EDUC 5410	In-Service Topic: Are You the Teacher You Always Wanted to Be?	01	3.00	Eto, J	5:00PM - 9:00PM	---W---	TBA	1	20	
<i>See the In-Service listing for description and registration information.</i>										
EDUC 5410	In-Service Topic: Inclusion: Enhancing Awareness of Disability Issues	02	1.00	Martin, N	5:00PM - 9:00PM	-----F-	TBA	1	15	5.00
Dates: Feb. 8/9 8:00AM - 3:30PM -----S TBA <i>See the In-Service listing for description and registration information.</i>										
EDUC 5410	In-Service Topic: Sustainability Education: Nature & Community	03	1.00	Diefenbacher	5:00PM - 9:00PM	-----F-	TBA	2	20	15.00
Dates: Apr. 11/12 8:00AM - 4:30PM -----S TBA <i>See the In-Service listing for description and registration information.</i>										
EDUC 5460	Curriculum Design	01	3.00	Smith, She	5:00PM - 8:00PM	--T----	WEBH	S	15	
		02	3.00	Nobbe, Chr	5:30PM - 8:30PM	---W---	WEBH	S	15	
		W1	3.00	Puttcamp,	TBA	-----	ONL1	S	15	
		W2	3.00	Puttcamp,	TBA	-----	ONL1	S	15	
		W3	3.00	Barbeau, D	TBA	-----	ONL1	S	15	
This course is designed to help individuals plan learning experiences. Topics included are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to his or her particular teaching situation.										
EDUC 5750	Special Institute:									
	Distance Learning Environments	W1	2.00	Kahrhoff,	TBA	-----	ONL1	1	15	
	Gender Issues in Adult Learning	W2	2.00	Kahrhoff,	TBA	-----	ONL1	2	15	

Reading

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
READ 5190	Language Development and Acquisitions	01	3.00	Witkowski,	5:30PM - 9:30PM	--T----	WEBH326	1	15	
<p>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.)</p>										
READ 5777	Literacy Coaching	01	3.00	Poston, Cy	5:00PM - 9:00PM	-M-----	WEBH326	2	18	
<p>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.</p>										
READ 5800	Applied Research	01	3.00	Witkowski,	5:30PM - 9:30PM	---W---	WEBH326	2	15	
<p>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.</p>										
READ 5860	Review of Reading Research	01	3.00	Witkowski,	5:30PM - 9:30PM	---W---	WEBH326	1	15	
<p>Current research conducted and reported by teachers and other researchers will be reviewed. Along with studying various quantitative and qualitative designs, participants explore action research for discovering authentic foundations for classroom reading instruction. Each class member is expected to develop a research project and complete a literature search for the chosen project.</p>										
READ 5910	Investigations in Reading: Primary	01	3.00	Poston, Cy	5:00PM - 9:00PM	-M-----	WEBH325	1	18	
<p>This course has been designed for classroom teachers to become proficient in the teaching of reading and learning to read (preschool through third grade). Students focus on relevant topics such as balanced literacy, assessment of early literacy, guided reading, and reading workshops. In addition, students pursue particular topics of interest for projects in the classroom. A coaching project is required. (Counts for Reading Methods).</p>										
READ 5940	Investigations in Reading, Grades 7-12	01	3.00	Wilkinson,	5:00PM - 9:00PM	--T----	WEBH204	2	18	
<p>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).</p>										
READ 5950	Diagnosis and Correction of Reading Problems	01	3.00	Wilkinson,	5:00PM - 9:00PM	--T----	WEBH204	1	18	10.00
<p>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).</p>										

School Systems, Superintendency and Leadership

SSSL 6024	Schl Sys/Sup/Lead: Law	W1	2.00	Heskett, J	TBA	-----	ONL1	S	15	
<p>This course is designed to provide intense opportunities for both theoretical and practical learning in the following areas:</p> <ol style="list-style-type: none"> a. Knowledge of structure/function of the American court system b. How statutory/case law impact the public school c. Litigation in regard to FERPA and NCLB d. Gender based decision making e. Student rights f. First and fourth amendments g. High stakes testing <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>										

School Systems, Superintendency and Leadership

Course No.	Course Title	Sec Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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SSSL 6031	Schl Sys/Sup/Lead: School & Community Relations	W1 2.00	Sucharski,	TBA	----- ONL1		S	15	
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This course will analyze the relationships between school and community, public information techniques and procedures. Students will have opportunities to both critique and develop a school and community relations plan. This course will provide a thorough examination of the school and its interaction with the community. Consideration will be given to internal and external "communities" and the relationships between and among the communities of the school as an organization. The role of communications in school-community relations and consideration of the balance of rights and responsibilities between schools and communities will be explored. Students will develop a school and community relations plan.

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

SSSL 6032	Schl Sys/Sup/Lead:Issues/Politcs	W1 2.00	Sucharski,	TBA	----- ONL1		S	15	
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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.

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

SSSL Internships
The internships in the SSSL program are clinical experiences that are supervised, supported, and individualized in advanced professional studies. They offer the opportunity to integrate practice with values, philosophy, theory and research that allows for: the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan.

The Ed.S. degree in SSSL requires the successful completion of a minimum of five internship credits. Internships are taken one credit at a time. All internships are individually planned and monitored. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. Two Action Research Internships (16 weeks each) and one Special Education Internship (8 weeks) are required. The format of the two remaining internships is the choice of the student.

Prerequisites: acceptance in 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 effectively both orally and through written language. Any deficits must be addressed through courses that are not a part of this program.

SSSL 6123	Action Research Internship, Step One	W1 1.00	Altrogge,	TBA	----- ONL1		S	10	
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Action Research Internship Step One is the first semester internship. It is Step One in the Action Research sequence. In this course the student focuses on understanding action research, developing the action research design and beginning the action research project. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This course is 16 weeks for 1 credit (67.5 contact hours of work).

SSSL 6133	Action Research Internship, Step Two	W1 1.00	Altrogge,	TBA	----- ONL1		S	10	
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Prereq; SSSL 6123
The second semester of the Action Research Internship experience is Step Two. It focuses on continuation and completion of the action research internship project. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This course is 16 weeks for 1 credit (67.5 contact hours of work).

SSSL 6134	Optional Topics Internships: Dispositions	ID 1.00	Altrogge,	TBA	----- ONL1		S	10	
		ID 1.00	Altrogge,	TBA	----- ONL1		S	10	
		ID 1.00	Altrogge,	TBA	----- ONL1		S	10	
		ID 1.00	Altrogge,	TBA	----- ONL1		S	10	

Prereq; SSSL 6133
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.

School Systems, Superintendency and Leadership

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
SSSL 6135	Optional Topic for Internship II Diversity	ID	1.00	Staff	TBA	-----	ONL1	S	10	
		ID	1.00	Staff	TBA	-----	ONL1	S	10	
		ID	1.00	Staff	TBA	-----	ONL1	S	10	
		ID	1.00	Staff	TBA	-----	ONL1	S	10	
		ID	1.00	Staff	TBA	-----	ONL1	S	10	
		ID	1.00	Staff	TBA	-----	ONL1	S	10	
		ID	1.00	Staff	TBA	-----	ONL1	S	10	
		ID	1.00	Staff	TBA	-----	ONL1	S	10	
		ID	1.00	Staff	TBA	-----	ONL1	S	10	

Prereq; SSSL 6133

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.

Social Science

EPSY 5130 Educational Psychology 01 3.00 Stiles, De 5:00PM - 9:00PM -M----- WEBH326 1 20 10.00
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 01 3.00 Staff 5:00PM - 9:00PM ----R-- WGS356 2 20
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 Hendricks- 5:00PM - 8:00PM ---W--- WEBH 1 20
02 3.00 Thomas, Na 5:00PM - 9:00PM ---W--- WEBH 2 20
W2 3.00 Wilson, Vi TBA ----- ONL1 S 15
W3 3.00 Campbell, TBA ----- ONL1 S 15

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 5290 Family Counseling 01 3.00 McKenna, B 5:00PM - 9:00PM ----R-- WEBH326 1 20 15.00
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.

EPSY 5370 Counseling 01 3.00 Klosterman 5:00PM - 9:00PM ---W--- WEBH 2 20
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.

EPSY 5520 Children, Culture, and Violence 01 3.00 Stiles, De 5:00PM - 9:00PM ---W--- WEBH325 1 20 25.00
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.

EPSY 5810 Adolescent Psychology 01 3.00 Stiles, De 5:00PM - 9:00PM -M----- WEBH325 2 20 10.00
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.

**SOCS 5000 Interdisciplinary Course:
Multiculturalism** W1 3.00 Ewing, Jam TBA ----- ONL1 S 15

The purpose of this course is to help participants gain a better understanding of the issue of multiculturalism in society and its impact on curriculum, instruction, and relationships in the educational community.

Social Science

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
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SOCS 5030 Contemporary World Affairs

Dates: 1/7 - 3/7	Intro to International Relations	01	3.00	Hellinger,	5:30PM - 9:30PM	---W---	HSPC104	1	5
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Dates: 1/7 - 3/7	China	02	3.00	Kim, Jih-U	5:30PM - 9:30PM	----R--	HSPC201	1	5
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Dates: 1/7 - 3/7	Politics of Development	03	3.00	Entessar,	5:30PM - 9:30PM	-M-----	HSPC102	1	5
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Dates: 3/17 - 5/16	Human Rights	04	3.00	Hufker, Ba	5:30PM - 9:30PM	--T----	HSPC104	2	5
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SOCS 5260 Topics in Geography	W1	3.00	Ewing, Jam	TBA	-----	ONL1	S	15
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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.

SOCS 5690 American Government	01	3.00	Baker, Lar	5:00PM - 9:00PM	--T----	WEBH	1	15
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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.

SOCS 5700 Middle School History and Philosophy	01	3.00	Green, The	5:30PM - 9:30PM	--T----	WEBH325	1	10 35.00
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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:								
Creativity in the Classroom	01	3.00	Nobbe, Chr	5:00PM - 9:00PM	-M-----	WEBH324	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.

America in the Twentieth Century	02	3.00	Truesdell,	5:30PM - 9:30PM	----R--	WGS355	2	15
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"A study of what has been called 'The American Century' in which the maturing nation spread its influence economically, militarily, and culturally. Developing themes and teaching techniques. The Progressive Era, the World Wars and Depression, the Struggle Against Communism, the Civil Rights Movement and Social Change, American Dominance in the Post-Cold War World."

Decade of the 50's	03	3.00	Baker, Lar	5:00PM - 9:00PM	--T----	WEBH	2	20
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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.

SOCS 5840 Comparative Educational Systems	W1	3.00	Thomas, Na	TBA	-----	ONL1	S	15
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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.

Special Education

SPED 5030 Students with Mild/Moderate Disabilities	01	3.00	Staff	5:30PM - 8:30PM	---W---	WEBH	S	10
	W1	3.00	Staff	TBA	-----	ONL1	S	15

This course focuses on the identification and characteristics of students with mild/moderate disabilities, including learning disabilities, mental retardation, emotional and behavioral disorders, physical disorders, and other health impairments. Prerequisite: SPED 5860 Psychology of the Exceptional Student.

SPED 5040 Analysis and Correction of Reading Disabilities	01	3.00	Wolff, Con	5:30PM - 8:30PM	--T----	WEBH	S	10 10.00
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This course focuses on the identification and characteristics of students with significant reading disabilities requiring special education services. The focus on the course is on informal and formal assessment procedures, diagnosis and intervention. Prerequisites: COMM 5820 Foundations in Reading Instruction or COMM 5830 Emergent Literacy and SPED 5240 Psychoeducational Assessment I.

Special Education

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Term	Limit	Fee
SPED 5050	Language Development for Students with Special Needs	01	3.00	Conner, Me	5:00PM - 9:00PM	--T----	WEBH		2	10
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.										
SPED 5090	Special Education Practicum									
	Cross Cat	01	3.00	Staff	TBA	-----	OFFC		S	10
	SDD	ID	1.00	Mahfood, S	TBA	-----	OFFC		S	15
SPED 5220	Topics in Special Education: Beginning Sign Language	01	3.00	Rush, Sara	6:00PM - 9:00PM	--T----	WEBH		S	15
This course introduces students to a variety of sign language systems.										
SPED 5240	Psychoeducational Assessment I	01	3.00	Korobey, C	5:30PM - 8:30PM	-M-----	WEBH204		S	10 20.00
		02	3.00	Bell, Kath	5:30PM - 8:30PM	----R--	WEBH403		S	10 20.00
This course examines assessment of students with learning difficulties. A review of the statistical properties of standardized instruments and the social and legal issues in testing is presented to provide a framework from which students examine instruments of intelligence, language, perception, motor skills, academics, and behavior. The information derived from these instruments is used to determine specific strengths and weaknesses in individual students using a case-study approach.										
SPED 5250	Behavior Management for Children with Special Needs	01	3.00	Campbell,	5:00PM - 9:00PM	---W---	OFFC		1	15
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 5270	Advocating for Persons with Disabilities	01	3.00	Stewart, B	5:00PM - 9:00PM	--T----	WEBH219		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	Staff	5:00PM - 9:00PM	----R--	WEBH324		2	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
Location: Special School District Central Office, lower level, 121110 Clayton Road, Town and Country, MO 63131										
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	01	3.00	Howard-Wil	5:00PM - 9:00PM	-M-----	OFFC		1	15
Location: Edgewood Children's Center, 330 N. Gore, Webster Groves, MO. Class is usually in the Training Center behind the Rock House.										
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	01	3.00	Staff	5:00PM - 9:00PM	-M-----	OFFC		2	15 20.00
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---	WGSD355	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---	WGSD355	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	02	1.00	Martin, N	5:00PM - 9:00PM 8:00AM - 3:30PM	-----F- -----S	TBA TBA	2	15	5.00
<p>Dates: Feb. 8/9 See the In-Service listing for description and registration information.</p>										
SPED 5500	Socioemotional Development:Child with Special Needs	01	3.00	Campbell,	5:00PM - 9:00PM	---W---	WEBH	2	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, Mar	5:00PM - 9:00PM	--T----	WEBH324	1	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----	WEBH	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	01	3.00	Jones, Jos	5:30PM - 9:30PM	----R--	WEBH219	1	10	50.00
		02	3.00	Jones, Jos	5:00PM - 9:00PM	----R--	WEBH204	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>										

