

SUMMER 2007

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

Note: Tuition is \$490 per credit for all online courses.

Attention Graduate Education Students

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

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

Current MAT and Eds. students with a program plan and advisor approval may begin to register online at 3:00p.m. on April 16th.

Non-Degree and Alumni with a certification plan and advisor approval may begin to register online at 3:00p.m. on April 18th.

If your advisor indicated that you were to come in each term, or if you prefer to see your advisor, you may call on April 4th to schedule your advising/registration appointment. *

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

*Please call the Education Office (beginning April 4th, 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 November 13th.

ADVANCEMENT TO CANDIDACY: After completing 9 credit hours, but before completing 21 hours within an MAT major, the student's performance and program are evaluated to determine whether the student should be advanced to candidacy. Transfer hours from other colleges and universities do not count in the eligibility for candidacy hours. You should pick up your ATC Packet (specific to your major) in the School of Education Office, Webster Hall, room 232. Not being advanced to candidacy will result in holds on all future registrations after 21 hours.

REGISTRATION DATES/PROCEDURES

Summer 2007 registration for all students enrolling for Webster Groves M.A.T. classes will be held at 470 E. Lockwood, Webster Groves, MO 63119, WEBH 232 as follows:

April 16/17	3 - 5 p.m.	Current M.A.T. and Ed.S. Degree Seeking Students Only
April 18/19	3 - 5 p.m.	New M.A.T. and Ed.S. Applicants/Non-Degree/Alumni

SUMMER 2007 CALENDAR:

June 4 first day of most classes
July 27 last day of term classes

The School of Education will begin posting Summer 2007 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 Wednesday, July 4th, Independence Day. The makeup day will be July 6th with no time or room change.

TUITION

M.A.T. tuition is currently \$435 per credit hour for classroom courses and \$490 per credit hour for all online courses. Ed.S. tuition is \$295 per credit hour, except for courses held on main campus, which will be \$435 per credit hour and online courses which are \$490 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 \$295 per credit hour. **Online courses are not eligible for the reduced alumni rate.**

These rates are pending board approval and could change.

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

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

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

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

BUILDING CODES

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

PARKING

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

ROOM ASSIGNMENTS

Check on the web site before your first class meeting.

JULY 2007 GRADUATION

M.A.T. students who plan to graduate in July 2007 must complete a Graduation Petition in the School of Education Office (WEBH 232) after seeing his/her advisor and having his/her courses entered into the computer system during Summer 2007 registration. Students who do not complete a petition will not be eligible for July graduation. The School of Education will accept no graduation petitions after the end of the Summer 2007 term for July 2007 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>
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<u>Drop</u>	
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Week 1	100%
Week 2	100%

<u>Withdraw</u>	
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Week 3	50%
Week 4	25%
Week 5	0
Week 6	0
Week 7	
Week 8	
Week 9	

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

DAY CODES

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

APPLICATION FEE

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.

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

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

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

There are two ways to log in:

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

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

If you have problems:

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

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

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

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

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

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

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

From any computer with internet access:

Go to www.webster.edu.

Click on "Registration."

Click on "Student Logon."

Enter your student id number as the user name.

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

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

WEBSTER ON THE WEB (www.webster.edu)

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

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

Course Descriptions: (www.webster.edu)

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

Academic Probation:

M.A.T. and Ed.S.

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

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

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

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

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

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

Note: Students applying to the MAT Program, must have an undergraduate 2.5 GPA. If an applicant does not have undergraduate GPA of 2.5 they may be placed on probation (see implications above) or rejected from the program, thus having to drop/withdraw from some or all of their Summer 2007 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: This feature of connections and Webster e-mail will be available in Oct. Our IT department will be providing the Webster community with information on how to forward your Webster e-mail to your personal e-mail when the feature becomes available.

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

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

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

As always, if you have questions or problems,

Please contact the Webster University Help Desk.

314-968-5995

1-866-435-7270

support@webster.edu

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

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

Friday 7:00am - 7:00pm

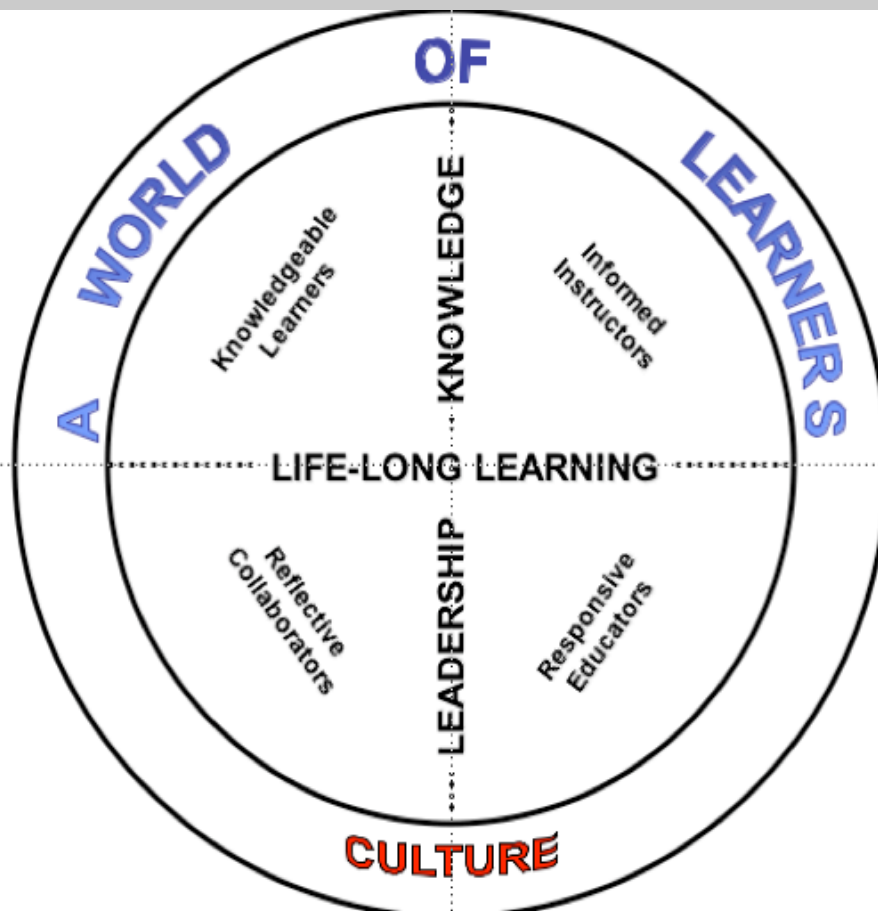
Saturday & Sunday 9:00am - 3:00pm

Mission Statement

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

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

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



Conceptual Framework

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

Communication Arts

Note: Classes meet June 4 – July 27 unless otherwise noted.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
COMM 5000	Fiction and Poetry for Children	01	3.00	Koehnecke,	5:00PM - 9:00PM	---W---	WEBH326	15	10.00
<p>This course is designed for teachers of pre-school and elementary students. The purpose of the course is to help teachers become familiar with the contemporary books in poetry, children's fiction, and nonfiction. Poetry from various decades will be read, discussed, and evaluated. Speakers, videos and response experiences (renderings, sharing of books, poetry writing, and reader response) will highlight the poetry portion. Media related to poetry presentation will be considered and evaluated. In children's fiction/nonfiction, some of the classics will be discussed and compared with later publications. Students will have choices in selecting their final project.</p>									
COMM 5040	Practicum in ESOL	01	3.00	Staff	TBA	-----	OFFC	15	
<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 5051	The Role of Narrative in Humane Education	W1	3.00	Allspaw, K	TBA	-----	ONL1	15	
<p>This course begins with an investigation of various perspectives (from cognitive science, philosophy/theology/literary theory/history, etc.) on the role of narrative in shaping our beliefs and values. Students will explore personal stories, literary stories, historical stories, mythology, and folklore as tools for integrating the principles of humane education in classrooms. Participants will develop a body of age-appropriate stories focusing on the relationships between humans and animals and explore strategies for using stories as vehicles for examining moral principles and decision-making.</p>									
COMM 5230	Second Language Acquisition	01	3.00	Staff	5:00PM - 9:00PM	---W---	WEBH325	15	
<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,	9:00AM - 4:00PM	-MTWRF-	WEBH219	15	30.00
<p>June 11 - 15 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 5340	Language Arts Seminars								
	Media Literacy and Curriculum	01	3.00	Steinmann,	9:00AM - 4:00PM	-MTWRF-	WEBH204	10	20.00
<p>June 25 - 29 What messages are being conveyed through the channels of mass communication? How do these messages affect our behavior? Media literacy has emerged as an established field of study within the international academic community. This course prepares students to become discerning and selective consumers of media and explores exciting ways of discussing media in the K-12 classroom.</p>									
	Poetry Writing	02	2.00	Clewell, D	9:00AM - 3:00PM	-MTWRF-	WEBH	15	15.00
<p>June 18 - 22 Students should be committed to exploring the process and techniques of their own poetry and joining in critical discussions with others engaged in the same process. Focus is on the development of individual style. No previous poetry-writing experience is required.</p>									
COMM 5410	In-Service Topic: Writing Workshop I								
		01	3.00	Lesser, C	8:30AM - 4:30PM	-MTWRF-	TBA	25	
<p>June 11 - 15 <i>See the In-Service listing for the course description and registration information.</i></p>									
COMM 5410	In-Service Topic: Writing Workshop II								
		02	3.00	Lesser, C	8:30AM - 4:30PM	-MTWRF-	TBA	25	
<p>June 25 - 29 <i>See the In-Service listing for the course description and registration information.</i></p>									
COMM 5440	Integrated Language Arts	01	3.00	Holmes, Ke	5:00PM - 9:00PM	--T----	WEBH327	15	10.00
<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>									

Communication Arts

Note: Classes meet June 4 – July 27 unless otherwise noted.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
COMM 5550	Aesthetic Education Workshops Sculpture	01	3.00	Diefenbach	5:00PM - 9:00PM	-M-----	VAST	15	25.00
The focus of this course is to teach simple but meaningful hands-on sculpture experiences to participants wanting to learn about 3-dimensional art. We will review sculptors working in the field. Applications for the K-12 classroom will be addressed for some techniques.									
COMM 5640	Communication Through Art Forms	01	3.00	Diefenbach	5:00PM - 9:00PM	-M-----	WEBH326	15	15.00
This course brings students in contact with many of the leading themes, styles, and media of artistic communication. Students explore the roles of visual arts, music, creative drama, and movement in fostering the physical, emotional, social, and cognitive well-being of individuals in school communities.									
COMM 5750	Special Institute Storytelling	01	3.00	Rubright,	9:00AM - 4:00PM	-MTWRF-	LIBR	15	50.00
July 23 - 27									
This course enables MAT students to polish their storytelling skills as they develop a repertoire of material from a variety of genres: personal and original stories, folk and fairy tales, literary tales, history, lore, legends, and myths. Students will explore and document uses of storytelling as a motivational classroom-teaching tool that can effectively bridge language arts and social studies. This course demonstrates how storytelling can be a performance art that can incorporate movement, music, Story Theater, visual arts, literature, poetry, and film. We also discuss uses of stories in developing character education programs, issues of diversity, peace and justice and view the film "Oh Freedom After While". During the Institute, we will spend one day off campus at historic landmarks such as the Old Court House, and The Museum of Westward Expansion under the Arch, and the Eugene Field House. As a final project students will design an interdisciplinary, thematic storytelling unit.									
	Nonverbal Communication	02	3.00	Shiller, A	5:00PM - 9:00PM	-M-----	WEBH325	20	
What are communicating when you are not even talking? Nonverbal communication accounts for 93% of all communication. This class will investigate the importance of nonverbal communication with special emphasis on nonverbal interaction in the classroom. Topics include: Body language, proxemics, touch, facial expressions, eye behavior, deception, environmental factors and paralanguage. This course will increase your ability to read nonverbal cues.									
	St. Louis History Thru the Arts	03	3.00	Green/Bauermeister	9:00AM - 4:00PM	-MTWRF-	WEBH	10	50.00
June 25 - 29									
Through their work with visiting artists, historians, and community leaders, participants will explore the St. Louis region focusing on our community's past, present, and future. The course will include visits to cultural institutions in St. Louis city, St. Louis County, and the Metro East area. Working collaboratively we will develop curricula designed to capture our students perceptions about living and learning in the St. Louis metropolitan area. Lab fee includes some tours and three lunches.									
COMM 5820	Foundations in Reading Instruction	01	3.00	Rhomberg,	5:00PM - 9:00PM	-M-----	WEBH219	18	
This course will focus on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. A review of best practices in reading instruction, based on both current research and practice, informs graduate students so they can provide instruction for diverse learners at all levels. This course offers a solid background in reading instruction for students who have not had prior coursework in reading. Counts for initial reading certification and may count for reading emphasis. Prerequisite: enrolled in initial certification program or permission of reading coordinator.									
COMM 5920	Teaching Reading in Content Fields	01	3.00	Koehnecke,	5:00PM - 9:00PM	--T----	WEBH219	18	10.00
A broad spectrum of reading strategies necessary for understanding text (e.g., predicting, confirming, questioning, and comprehending) are addressed. Participants study the different kinds of reading required for varied situations and materials and consider problems such as adjusting assignments to different rates, providing assistance in content assignments, and dealing with nonproficient readers. A content area project is part of the course evaluation. This course is used for middle school and secondary certification.									
COMM 5930	Investigations in Reading, Intermediate	01	3.00	Staff	5:00PM - 9:00PM	--T----	WEBH	18	
Emphasizes reviewing research and methods related to the teaching of reading in grades 4-6. Participants are assisted in pursuing topics of personal interest in individual investigative projects. Counts for initial elementary certification and reading specialist certification.									
COMM 5940	Investigations in Reading, Grades 7-12 (see new course number READ 5940 on page 16)								
COMM 5970	Practicum in Diagnosis of Reading Problems (see new course number READ 5970 on page 16)								
COMM 5980	Practicum in Remediation (see new course number READ 5980 on page 16)								

Communication Arts

Note: Classes meet June 4 – July 27 unless otherwise noted.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
ILC 5170	Seminars: Survey of Mexican Art Movements	01	3.00	Pascoe-Cha	5:30PM - 9:30PM	--T----	WEBH	18	12.00
Prerequisite: Advanced level in Spanish. Crosslisted with SPAN 4650.01. This course focuses on the most important artistic expression of the art history of Mexico. We will study pre-hispanic art and its influence on later art and culture. We will also explore colonial art and how it expressed growing tensions among class, state and church. We will cover the Mexican muralists Rivera, Siqueiros and Orozco, the religious syncretism in traditional and contemporary Mexican art, and the work of Chicano artists in the U.S. The class will be conducted in Spanish, and requires advanced oral, writing and listening skills in the Spanish language.									

Early Childhood

ECED 5830	Topics in Early Learning: Math and the Young Child	01	3.00	Breig-Alle	5:00PM - 9:00PM	---W---	WEBH	20	
Students explore ways to support the young child's construction of knowledge in regard to numeracy. The educational implications of current cognitive theory and related research are examined. The Content and Process Standards developed by the National Council of Teachers of Mathematics (NCTM) provide a framework for teaching strategies. The course focuses on children's mathematical learning in pre-kindergarten through third grade. Prerequisite: ECED 5460 Curriculum Design.									
	Adm of Early Childhood Programs	02	3.00	Breig-Alle	5:00PM - 9:00PM	-M-----	WEBH	20	
This course introduces students to crucial issues in administering early childhood programs. These include public policy and regulation, management theory and leadership styles, new program development, protection of children in and out of home care, quality and affordability, staff development and supervision, and legal issues.									
	St. Louis History Thru the Arts	03	3.00	Green/Bauermeister	9:00AM - 4:00PM	-MTWRF-	WEBH	10	50.00
June 25 - 29 Through their work with visiting artists, historians, and community leaders, participants will explore the St. Louis region focusing on our community's past, present, and future. The course will include visits to cultural institutions in St. Louis city, St. Louis County, and the Metro East area. Working collaboratively we will develop curricula designed to capture our students perceptions about living and learning in the St. Louis metropolitan area. Lab fee includes some tours and three lunches.									
ECED 5850	Practicum in Early Childhood Education								
	Infant/Toddler	01	1.00	Breig-Alle	TBA	-----	OFFC	15	
	Preprimary	02	1.00	Breig-Alle	TBA	-----	OFFC	15	
This practicum offers a variety of options for placement and foci for learning. Students may participate in programs for infants and toddlers, preschool-age children, kindergarten, early elementary, early childhood special education, or parent education. The learning focus may be on child development, curriculum, applied research, administration, and/or parent education. Prerequisite: permission of the early childhood coordinator. This course may be repeated for credit.									
ECED 5880	Integrating Resources: Community, Schools and Family	01	3.00	Jones, Jos	5:00PM - 9:00PM	----R--	WEBH204	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.									

Educational Leadership

Note: Classes meet June 4 – July 27 unless otherwise noted.

LEAD 6000 Introduction to Education Leadership

ID 1.00 Bevel, Mar 5:00PM - 9:00PM -M----- OFFC 20

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

**LEAD 6007 Topics in Educational Leadership
Special Ed Legal Issues**

01 3.00 Bevel, Mar 5:00PM - 9:30PM --T---- WEBH325 10
ID 3.00 Sartorius, 5:00PM - 9:00PM -M----- OFFC 20

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

LEAD 6008 Foundations in Special Education Adm.

ID 3.00 Heskett, J 5:00PM - 9:00PM ---W--- OFFC 20

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

LEAD 6009 Leadership Seminar

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

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

Educational Technology

EDUC 5020 Foundations of Education

01 3.00 Reid,Evely 9:00AM - 4:00PM -MTWRF- WEBH 20

June 11- 15

This course provides an overview of social, historical, and philosophical bases of current school practice and organization. Analysis of issues and problems in schools is a focus of this course.

EDTC 5030 Topics in Classroom Technologies

Assistive Technology 01 3.00 Heimos, Ro 5:00PM - 9:00PM ---W--- OFFC 10 10.00

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

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

June 4 – June 27

Computer graphics adds imagery for the web, design for the printed page, and broadcast-quality to multi-media presentations. This course covers the basic applications of computer graphics into word processing, multi-media, and web projects. Some topics include: downloading from the web, creating, converting, manipulating, placement, and exporting of graphics. Software required or access to the software in the lab.

Choosing Appropriate Software 03 1.00 Cifarelli, 5:00PM - 9:00PM -----F- WEBH225 16 20.00

June 8/9

8:00AM - 5:30PM -----S WEBH225

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

Max. Interactive Lrn w/Tech W1 2.00 Beckmann, TBA ----- ONL1 15

Max. Interactive Lrn w/Tech W2 2.00 Beckmann, TBA ----- ONL1 15

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

Educational Technology

Note: Classes meet June 4 – July 27 unless otherwise noted.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
EDTC 5060	Educational Software Ezedia	01	1.00	Astuto, An	12:00PM - 4:50PM	-M-W-F-	WEBH221	16	20.00

July 23 – 27

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

	MP3 Players and Creating Podcast	02	3.00	Wagner, Sc	9:00AM - 3:30PM	-M-W-F-	WEBH225	16	40.00
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July 9 – 20

This course provides instruction and strategies on how to utilize MP3 players and Podcasting in the classroom. Students will learn how to convert and transfer music, audio books, and podcasts onto an MP3 player and will learn how to create audio podcasts as well as enhance podcasts with photos. MP3 players will be provided for students. Strategies will also be given on how to use podcasts and MP3s players effectively in the classroom to increase student motivation and raise achievement.

	Inspiration for the Classroom	03	1.00	Reitinger,	8:00AM -12:00PM	-M-W-F-	WEBH221	16	20.00
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June 18 – 22

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

	Flash in the Classroom	04	2.00	Staff	5:30PM - 8:30PM	--T-R--	WEBH221	16	20.00
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June 5 – 28

Technology is a motivating factor for students learning. Information is readily available on the Internet. Text and pictures dominated the World Wide Web in its beginning. Now along with text and pictures there are audio files, videos, and animations. Flash was created to deliver vector-based content across the World Wide Web in 1996. Flash, like many software applications, has come a long way since the mid 1990's. It is best known for the animations, but can also be used for delivering static text content. In other words, Flash doesn't have to be "Flashy." Flash can also be used in an educational manner.

This is an introductory course for educators in developing instructional content with Adobe Flash. Skills will be developed to enable the participants to create their own Flash content and an informational Flash movie will be created by the participants for use in the classroom. This course will assist educators in the creation of an online or offline learning tool for their classroom.

	Whiteboard in the Classroom	05	1.00	McKenna, E	5:30PM - 8:30PM	--T-R--	WEBH	16	
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June 5 – 14

Students will learn about interactive whiteboards and their implementation in educational environments. Students will investigate the options available in hardware and software as well as learn to incorporate interactive whiteboards for effective teaching and learning.

EDTC 5070	Desktop Publishing Desktop Publishing	01	2.00	Reiss, Ken	5:30PM - 8:30PM	-M-W---	WEBH225	16	20.00
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July 2 – 25

This course is a study of desktop publishing and the current state of the desktop publishing industry. Emphasis will be placed on how to actually create a publication from start to finish and include emphasis on types of publications useful in the classroom. Software required or access to the software in the lab.

EDTC 5290	Classroom Media	01	3.00	Wagner, Sc	5:00PM - 9:00PM	----R--	WEBH225	16	30.00
June 7 – 26	Digital Movie Making	W1	3.00	Tamashiro,	TBA	-----	ONL1	15	

This course enables participants to plan, design, script, produce, edit and present digital movies. Emphasis is on classroom lesson designs and teaching-learning applications. The course focuses on teachers making videos for instructional presentations and students making video for creative writing / storytelling, reporting research, and assessment of learning.

	Electronic Portfolios	W2	2.00	Tamashiro,	TBA	-----	ONL1	15	
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Participants in this course plan, design, build, and evaluate professional electronic portfolios. Emphasis will be on teachers' portfolios that showcase abilities and experiences, highlight achievements, and provide a means of assessment. Note: this is an Internet-based course. Students must be willing to interact with the instructor and other students online and to have some of their work (documents and photos) posted on the web for viewing by other class members. Internet access and the ability to use Internet tools and other software is a strong prerequisite. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Educational Technology

Note: Classes meet June 4 – July 27 unless otherwise noted.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
EDTC 5330	Theoretical Perspectives Computers and Information Systms	01	3.00	Olliges, R	12:10PM - 4:30PM	-M-W-F-	WEBH221	16	20.00
June 18 – July 6									
This course is for educators for whom the computer will be an everyday tool. This course covers core concepts of computers and information systems in order to be able to use the computer competently. Information is presented on the capabilities of computers that users can apply at work, home, and school. Topics covered include computer development; input processing, storage, and output hardware; software development; database management; information management; ethics; privacy; security; and purchasing and maintaining a computer system.									
	Tech and Differentiated Instruc	W1	2.00	Cifarelli,	TBA	-----	ONL1	15	
This course will provide the participants with a philosophical, professional, and practical framework for the integration of computer technology into differentiated instruction in the K-12 classroom. Participants will explore learner characteristics of high-incidence student groups (gifted, ELL, special education, culturally diverse groups, gender groups), student needs and appropriate teacher responses, and elements of differentiated instruction.									
EDTC 5630	Advanced Topics in Classroom Technologies Robotics in the Classroom	01	2.00	Beckmann,	5:00PM - 9:00PM	-M-W---	WEBH221	16	20.00
July 9 – 25									
In this class students will examine how incorporating robotics technology into pre-existing lesson plans will create investigative play through the design of meaningful projects, encourage group participation, enhance social skills, increase comprehension, retention, and thinking and learning skills. Students will build a TechCard chassis-based robot using principles of basic electronics. Students will create a robot that is aesthetically pleasing and one that solves a real-world problem and does something. Students will examine and discuss how robot building involves probability, planning and predicting, designing, hypothesizing, measuring, applying mathematical and scientific principles. Discussions will include how robotics relate to education, how to incorporate robotics into existing lesson plans to enrich and expand on already existing lessons at any grade level in multiple disciplines.									
	Databases for Decision Making	02	3.00	Olliges, R	8:30AM -11:30AM	--T-R--	WEBH221	16	20.00
June 19 – July 24									
This course explores ways to manage information using databases. Students will explore a variety of database activities which will stimulate the critical evaluation of data needed for wise decision making. Students will also learn how to incorporate these activities into the course curriculum									
	Technology and Language Arts	W1	2.00	Cifarelli,	TBA	-----	ONL1	15	
Discover ways of using technology to enhance the language arts curriculum. This hands-on course will develop many enriching activities for your students in language arts.									
	Adult Learning and Technology	W2	2.00	Astuto, An	TBA	-----	ONL1	15	
This class focuses on two specific areas of teaching and learning: adult learning methods and the use of technologies appropriate to environments that engage adult learners. While the material covered in this course will deal with good practices in the teaching of adult learners, it will also provide sound methodology in the teaching of K-12 students as the focus is on individualizing education and creating relevance in course materials specific to immediate needs.									
EDTC 5750	Special Institute Media Literacy and Curriculum	01	3.00	Steinmann,	9:00AM - 4:00PM	-MTWRF-	WEBH204	5	20.00
June 25 - 29									
What messages are being conveyed through the channels of mass communication? How do these messages affect our behavior? Media literacy has emerged as an established field of study within the international academic community. This course prepares students to become discerning and selective consumers of media and explores exciting ways of discussing media in the K-12 classroom.									

Mathematics

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
MTHC 5110	Perspectives in Elementary Geometry: Geometer's Sketchpad								
June 18 – July 27		01	3.00	Hannick, C	1:00PM – 4:20PM	--T-R--	WEBH225	15	20.00
This course focuses on geometry for grades 5-8. May be repeated for credit if content varies.									
MTHC 5230	Discrete Mathematics	01	3.00	Rothbart,	5:00PM – 8:20PM	--T-R--	WEBH403	15	
June 18 – July 27									
This course covers mathematical structures pertinent to an understanding of computers, including graphs, Boolean algebra, and finite state machines.									
MTHC 5260	Algebra for Secondary Teachers	01	3.00	Hannick, C	9:40AM – 12:20PM	-MTWRF-	WEBH403	15	
July 9 – 27									
Students examine and extend topics in secondary school algebra. Techniques and materials for teaching algebra are also discussed.									
MTHC 5320	Topics in Mathematics: Algebraic Equations								
June 18 – July 6		01	3.00	Sakurai, E	9:30AM – 12:20PM	-MTWRF-	SVER115	15	
Students will learn a variety of techniques for solving equations, including third and fourth degree polynomial equations. This course is offered on a credit/no credit basis only.									
MTHC 5900	Final Reflections	01	0.00	Rothbart,	TBA	-----	OFFC	25	
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

Note: Classes meet June 4 – July 27 unless otherwise noted.

EDUC 5220	Contemporary Educational Issues	01	3.00	Winkler, D	5:00PM – 9:00PM	---W---	WEBH219	20	
This foundation course is an overview of important educational topics. It is designed to identify and analyze current educational issues through reading, writing, discussing, and presenting ideas. Individuals explore historical perspectives, philosophical theories, and sociologic influences that are related to contemporary educational concerns.									
EDUC 5300	Methods of Teaching Elementary School Students	01	3.00	Jones, Vic	5:00PM – 9:00PM	--T----	WEBH	20	
This course focuses on multiple factors affecting the elementary curriculum, including lesson planning, organizational strategies, instructional techniques, and student assessment. Competencies in the content areas of physical education, health, art, and music are addressed as well. Prerequisite: EDUC 5220.									
EDUC 5410	In-Service Topic: Complexities of Attention Deficits & Learning Disorders								
June 23 & 30		01	1.00	Haake, C	9:00AM – 4:00PM	-----S	TBA	25	
<i>See the In-Service listing for the course description and registration information.</i>									
EDUC 5410	In-Service Topic: Eliminating the Achievement Gap-Where Do Teachers Begin								
June 15 & 16		02	1.00	Martin, N	5:00PM – 9:00PM	-----F-	TBA	25	5.00
<i>See the In-Service listing for the course description and registration information.</i>									
EDUC 5490	Seminars in Education								
	Multi-nationalism/Globalization:Vienna	W1	3.00	Tamashiro,	TBA	-----	ONL1	15	350.00
Globalization is the intensification of economic, political, social, and cultural relations across international borders. The course will focus on the historical and contemporary forces that contribute to globalization in the Vienna, Austria region. In particular the course examines international issues (oil, atomic energy, racism, drugs, multi-nationalism) and agencies (OPEC, OSCE, IAEA, UNODC, UNIDO, etc.) that shape the global political and economic environment in this region. This interdisciplinary study-tour course examines the theme of globalization from the perspectives of intellectual, literary, scientific, religious, and economic-political history. Applications in international relations, international business and education are examined. NOTE: This is a study tour course with an online component. The study tour is scheduled for June 4-8, 2007. The online component begins May 14 2007 and continues after the study tour until June 29 2007. Study abroad application and fees due by April 15, 2007. NOTE: This course is cross listed with INTL 5800.W1 and INTB 5500. See: http://eagle.webster.edu/global									
EDUC 5750	Special Institute								
	Adult Education Teaching Methods	W1	3.00	Kahrhoff,	TBA	-----	ONL1	15	
This course is a study of methods and techniques available to help adults learn. Concentration will be on the process of designing and delivering effective individual and group learning experiences for adult learners; applying methods to learning objectives; and the role of the teacher.									

Multidisciplinary Studies

Note: Classes meet June 4 – July 27 unless otherwise noted.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
EDUC 5750	Topics in Classroom Computing Stats/Research in Social Science W2	3.00		Nguyen	TBA	-----	ONL1	7	
<p>This course is designed to broaden the knowledge and understanding of claims made in the social science statistical scholarship. All course readings and online discussions will examine fundamental issues of research design and practice from a variety of quantitative and qualitative methodologies. The course intent is to further strengthen the knowledge base of future researchers, teachers, and administrators who may be required to read and synthesize research literature in their roles as education professionals. Cross listed with SOCS 5080.W1</p>									

READING

READ 5940	Investigations in Reading, Grades 7-12	01	3.00	Cornell, T	5:00PM - 9:00PM	---W---	WEBH	18	
<p>The course content, designed for English and reading teachers, emphasizes expanding reading interests and abilities and developing specific skills for various reading purposes. Instruments for appraising reading abilities and materials for meeting student needs are reviewed. Participants focus on current research and trends in junior and senior high school reading programs.</p>									
READ 5970	Practicum in Diagnosis of Reading Problems								
<p>Location: Parkway School District This practicum examines the place of testing, assessment, and evaluation. After exploring the related issues of testing and diagnosis, participants work with small groups and individuals on a regularly scheduled basis in a clinical setting. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs. Prerequisites: COMM/READ 5950, SPED 5240, and 6 credit hours of M.A.T. reading courses.</p>									
June 11 – July 17 Class		01	3.00	Wilkinson,	8:00AM - 1:00PM	--T-R--	OFFC	10	10.00
May 22 and June 5 Meeting		02	3.00	Witkowski,	4:30PM - 7:00PM	--T----	OFFC		
		03	3.00	Poston,					

READ 5980	Practicum in Remediation								
<p>Location: Parkway School District June 11 – July 18 Class</p>									
		01	3.00	Wilkinson,	8:00AM - 1:00PM	-M-W-F-	OFFC	10	10.00
		02	3.00	Witkowski,					
		03	3.00	Poston, Cy					
<p>This practicum in remediation is the complementary course to COMM 5970 Practicum in Diagnosis of Reading Problems. It is a requirement for teachers working toward remedial reading certification. Participants focus on interpreting and recommending curriculum materials and methods to encourage and help readers become proficient. Strategies and activities are designed to meet the instructional needs of individual students who have been assessed and evaluated. A focus on the strengths as well as the needs of the individual is the basis of the development of a personalized program. Prerequisites: SPED 5240 and 6 credit hours of M.A.T. reading courses.</p>									

School Systems, Superintendency and Leadership

SSSL 6019	Schl Sys/Sup/Lead: Ed Foundations	ID	3.00	Staff	5:00PM - 9:00PM	--T----	OFFC	20	
<p>This course assists leaders of the school district in understanding the historical aspect of school districts and how the beginning influences education today. Leadership at the district level will be examined. The school leadership student will study the role of the district administrator as an educational leader. The students will develop an understanding of the theory and research that describe the effective school and will identify specific strategies to implement that knowledge in order to lead a high performing learning community. Students will employ active inquiry, experimentation, and reflection to investigate issues of ethnicity, gender, disability, equity, social justice, and ethics. Students will consider the impact of these issues in urban, rural, and suburban contexts. Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.</p>									

School Systems, Superintendency and Leadership

Note: Classes meet June 4 – July 27 unless otherwise noted.

SSSL 6022 **Schl Sys/Sup/Lead: Spec Educ** **W1 3.00 Heskett, J** **TBA** **----- ONL1** **15**
Law/Legal Issues

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

SSSL 6023 **Schl Sys/Sup/Lead: Internship** **W1 1.00 Heskett, J** **TBA** **----- ONL1** **15**
in Schl Sys/Sup/Lead

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

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

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

SSSL 6024 **Schl Sys/Sup/Lead: Law** **ID 2.00 Sucharski,** **5:00PM - 9:00PM ---W--- OFFC** **20**

This course is designed to provide intense opportunities for both theoretical and practical learning in the following areas:

- Knowledge of structure/function of the American court system
- How statutory/case law impact the public school
- Litigation in regard to FERPA and NCLB
- Gender based decision making
- Student rights
- First and fourth amendments
- High stakes testing

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

SSSL 6026 **Schl Sys/Sup/Lead: Finc/Mngt** **W1 2.00 Sucharski,** **TBA** **----- ONL1** **15**

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

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

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

School Systems, Superintendentcy and Leadership

Note: Classes meet June 4 – July 27 unless otherwise noted.

SSSL 6031	Schl Sys/Sup/Lead: School & Community Relations	W1	2.00	Hammonds,	TBA	----- ONL1	15
<p>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.</p> <p>Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.</p>							

Social Science

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
EPSY 5130	Educational Psychology	01	3.00	Staff	5:00PM - 9:00PM	--T----	WEBH	20	
June 4 – June 29		02	3.00	Stiles, De	5:00PM - 9:00PM	-M-W----	WEBH324	20	
<p>Students explore the nature of human growth and development from the perspective of learning, examine how individuals function within schools, and consider the manner in which self-image impacts on the learning process. Theoretical knowledge and practical applications are stressed.</p>									
EPSY 5160	Advanced Child Development	01	3.00	Guilliams,	5:00PM - 9:00PM	----R--	WEBH	20	
		W1	3.00	Cirio, Pho	TBA	-----	ONL1	15	
		W2	3.00	Staff	TBA	-----	ONL1	15	
<p>Child development is the scientific study of the physical, cognitive, social, and personality changes that occur throughout the childhood years. This course is based on recent research in education and child development that aids the teacher in guiding learning activities of children of preschool age through early adolescence.</p>									
EPSY 5170	Behavioral Management	01	3.00	Korobey, C	5:00PM - 9:00PM	-M-----	WEBH204	20	
		02	3.00	Hendrick-Ha	5:00PM - 9:00PM	---W---	WEBH	20	
<p>Teachers are acquainted with techniques to understand and change student behavioral patterns, and learn to observe and interpret classroom behavior, drawing from psychodynamic, ecological, humanistic, and behavioral models. Participants explore various intervention and prevention strategies.</p>									
EPSY 5370	Counseling	01	3.00	Clark, Pat	5:00PM - 9:00PM	--T----	WEBH	20	
<p>This course focuses on the communication skills teachers can use in working with students, parents, and administrators. The theory and application of at least one counseling approach are examined in depth. The emphasis is on the practical applications of communication skills. May be repeated for credit if content differs.</p>									
EPSY 5810	Adolescent Psychology	01	3.00	Staff	5:00PM - 9:00PM	----R--	WEBH219	20	
<p>This course involves the theoretical and empirical study of adolescence. Topics addressed include physical development, intellectual development, values and moral development, social problems, sexuality, and discipline. Students examine the educational applications for each topic.</p>									
EPSY 5980	Motivation in the Classroom	01	3.00	Staff	5:00PM - 9:00PM	-M-W---	WEBH	20	
<p>This course examines current thinking, theory, and practice regarding achievement motivation. Students will review theories of motivation, including social cognitive, self-determination, goal orientation, and "flow" theory. Implications of these theories for the classroom will be studied, and practices that derive from these theories and concepts will be developed in a course project.</p>									
SOCS 5000	Interdisciplinary Course Multiculturalism	01	3.00	Reid,Evely	9:00AM - 4:00PM	-MTWRF-	WEBH	20	25.00
June 11-15	<p>The purpose of this course is to help participants gain a better understanding of the issue of multiculturalism in society and its impact on curriculum, instruction, and relationships in the educational community.</p>								

Social Science

Note: Classes meet June 4 – July 27 unless otherwise noted.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
SOCS 5010	Social Studies for Secondary Schools								
	Colonial Williamsburg	01	3.00	Green, The				5	950.00

Friday, May 18- Monday, May 21, 2007 all day.

Plus additional meeting times:

Saturday, May 5, 8 a.m. - 4 p.m.

Saturday, June 2, 8 a.m. - 4 p.m.

Course fee: \$950.00

Plus airfare @ Approx \$400.00

Deadline for Registration is April 1, 2007

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

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

Additional costs beside tuition: transportation to Williamsburg, Virginia (approx. \$400.00 roundtrip airfare) plus \$950.00 for food, lodging, materials, admission, evening programs and other materials. There may be partial outside funding available. This course will meet certification methods requirements for elementary, middle and secondary certification in social studies.

For further details and a brochure/DVD contact: Dr. Ted Green, tgreen@webster.edu.

SOCS 5030	Contemporary World Affairs	01	3.00	Baker, Lar	5:00PM - 9:00PM	----R--	WEBH	20	
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A crucial feature of the twentieth century has been the globalization of human society. Participants in this course examine the key world issues affecting us, including their origins, current status, and prospects for the future. Particular emphasis is on global survival issues and their interrelationships. May be repeated for credit if content differs.

SOCS 5080	Topics in Classroom Computing								
	Stats/Research in Social Science W1	3.00	Nguyen		TBA	-----	ONL1	8	

This course is designed to broaden the knowledge and understanding of claims made in the social science statistical scholarship. All course readings and online discussions will examine fundamental issues of research design and practice from a variety of quantitative and qualitative methodologies. The course intent is to further strengthen the knowledge base of future researchers, teachers, and administrators who may be required to read and synthesize research literature in their roles as education professionals.

Social Science

Note: Classes meet June 4 – July 27 unless otherwise noted.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
SOCS 5750	Special Institute Decade of the 60's	01	3.00	Baker, Lar	5:00PM - 9:00PM	--T----	WEBH	20	
<p>The course "The Sixties" will examine the major events and the roles played by political and cultural personalities during the tumultuous decade that opened with the election of John Kennedy to the office of President of the United States and concluded with the ending of the Viet Nam War. Events studied will include the Civil Rights movement, the Cultural Revolution, the changing moral and social behaviors, and the impact of the emerging prosperity on American Society.</p>									
	Gender Issues in Education	02	3.00	Reid, Evely	5:00PM - 9:00PM	-----	WEBH	20	25.00
<p>June 18 – 22 What is gender? How does gender affect learning and success in the classroom? Is there a biological basis for gender differences or are the differences due to environment? What classroom contexts affect student learning because of gender? How has the new and continued investigation of gender issues influenced education? Participants will become familiar with current literature and research, reflect on current practices, and identify beneficial changes for student success. After analyzing their personal teaching style as it relates to gender and studying "best practices," participants will write lesson plans that utilize gender appropriate practices.</p>									
	The Great Depression in America	05	3.00	Musbach, J	5:00PM - 9:00PM	-M-W---	WEBH	20	40.00
<p>June 4 – June 29 Students get an in-depth look at the good, the bad and the ugly of the 1930s. By developing an understanding of the Great Depression and the New Deal students can understand the relationship between the government, the people and the economy in the United States today.</p>									
	Communiversy Setting	06	3.00	Reid, Evely	9:00AM - 4:55PM	-MTWRF-	OFFC	20	25.00
<p>June 4 – 8 Location: Adams School This course examines current theory, research, and practice on diversity in the Communiversy setting. The "Communiversy" is viewed as the intimate interplay that takes place between and within the university and the community. Specifically, this course interrogates those social, economic, and political realities that emerge from within the university and the community. Throughout the course participants are challenged to examine diversity while exploring the relationship of the university, community, and school environment.</p>									
	Field Study at Col Williamsburg	08	3.00	Green, The				5	950.00

Friday, May 18- Monday, May 21, 2007 all day.
Plus additional meeting times:
Saturday, May 5, 8 a.m. - 4 p.m.
Saturday, June 2, 8 a.m. - 4 p.m.
Course fee: \$950.00
Plus airfare @ Approx \$400.00
Deadline for Registration is April 1, 2007

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

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

Additional costs beside tuition: transportation to Williamsburg, Virginia (approx. \$400.00 roundtrip airfare) plus \$950.00 for food, lodging, materials, admission, evening programs and other materials. There may be partial outside funding available. This course will meet certification methods requirements for elementary, middle and secondary certification in social studies.

For further details and a brochure/DVD contact: Dr. Ted Green, tgreen@webster.edu.

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

Cultural Geography	W2	3.00	Ewing, Jam	TBA	-----	ONL1	15
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This cultural geography course will study people and places. Cultural geography focuses on how people make and structure locations. The course will study how we organize space and society while we interact with each other in places and across space. How we make sense of others and ourselves in our locality, region and world will be studied. Such topics as religion, language, urbanization, globalization among others will be used to accomplish this study.

Social Science

Note: Classes meet June 4 – July 27 unless otherwise noted.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
SOCS 5840	Comparative Educational Systems	01	3.00	Stimpfl, J	5:00PM - 9:00PM	----R--	WEBH326	20	20.00
Comparing educational systems from various countries increases international understanding and provides insights into our own education methodology and values. Each participant is responsible for researching a particular system and providing an abstract for class evaluation and discussion.									
SOCS 5920	Meeting the Affective Needs of Gifted Children	01	3.00	Nobbe, Chr	5:00PM - 9:00PM	--T----	WEBH	20	20.00
This course reviews the affective needs of gifted students and ways to provide services to meet those needs. Students study the social and emotional development of the gifted child. They address the issues of self-esteem, underachievement, leadership, and social relationships, and discuss helping the families of gifted children.									

Special Education

EDUC 5080	Planning for the Inclusive Clsrm	01	3.00	McMullen,	8:30AM - 4:30PM	-MTWRF-	WEBH204	20	15.00
June 18 - 22 This course introduces the key factors underlying successful planning for the inclusive classroom. Following an examination of the philosophical and legal bases underlying inclusion, students explore issues related to change and educational reform, increasing disability awareness, team building, action planning, using natural supports, and problem-solving strategies.									
EDUC 5090	Curricular and Instructional Adaptations	01	3.00	Bevel, Mar	5:00PM - 9:30PM	----R--	WEBH325	20	15.00
This course offers a framework for adapting the regular classroom environment to meet the diverse needs of students, including those with disabilities. Curriculum adaptations, instructional modifications, and environmental accommodations are explored as strategies to support students with special needs in the regular classroom.									
SPED 5010	Methods of Teaching Mathematics for Disabled Learners	01	3.00	Korobey, C	5:00PM - 9:00PM	---W---	WEBH204	15	
This course focuses on the development of mathematics instruction for students with special needs. Prerequisites: MATH 4310 and SPED 5860 Psychology of the Exceptional Student.									
SPED 5020	Assistive Technology for Students with Special Needs	01	3.00	Heimos, Ro	5:00PM - 9:00PM	---W---	OFFC	20	20.00
This course focuses on hardware and software designed for persons with disabilities. Students will carry out a hands-on project designed to provide educators with the tools needed to evaluate hardware and software in relation to a student's specific disability.									
SPED 5050	Language Development for Students with Special Needs	01	3.00	McMullen,	5:00PM - 9:00PM	--T----	WEBH326	15	
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	ID	3.00	Mahfood, S	TBA	-----	OFFC	25	
SDD All practicum assignments are to be made with prior approval from the instructor. Students should request a practicum application from their advisor at the time of registration. Location, field experience, and identity of the practicum supervisor will be decided upon in each practicum situation. Prerequisites: permission of the instructor; completion of coursework in the specific area of the practicum, including a minimum of 3 credit hours from the Webster University School of Education. May be repeated for credit if content differs.									
SPED 5220	Topics in Special Education	01	3.00	Donnelly,	8:30AM - 4:30PM	-MTWRF-	WEBH	20	
July 23 - 27 Social Skills for Stu w/Autism Individuals on the autism spectrum seem to lack an awareness of the cues needed for appropriate social interaction. Improving their "behavior" requires more than just teaching rules. This course will look at the underlying deficits and techniques to teach students to function better within our schools, homes and community.									
July 16-20	Disability and Ethics	02	3.00	McMullen,	8:30AM - 4:30PM	-MTWRF-	WEBH	15	10.00
This course will explore the topic of ethics and situations involving disability. Modern moral philosophical theories will be reviewed and applied to specific cases. Both margin of life issues and quality of life issues will be discussed.									

Difficult Students: A Survival Guide for the Classroom

W1	3.00	Campbell, D	TBA	-----	ONL1	15
This course examines the characteristics and features of students with disruptive behavior disorders, such as oppositional disorders, conduct disorders and attentional disorders. We will read and discuss professional literature, review case studies, interview professionals and family members who are familiar with these students, and summarize our findings into class presentations.						

Special Education

Note: Classes meet June 4 – July 27 unless otherwise noted.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
SPED 5260	Career Preparation for Students with Special Needs								
		01	3.00	Smith, Mar	5:00PM - 9:00PM	--T----	WEBH204	20	
	This course presents teachers with career development concepts and techniques for preparing students with special needs to make the successful transition from school to working and living in the community. Career education models and programming strategies are presented for elementary through secondary educational levels, with emphasis on adolescents. Prerequisite: SPED 5860 Psychology of the Exceptional Student.								
SPED 5290	Collaboration and Cooperative Teaching								
		01	3.00	Ashburner,	8:30AM - 4:30PM	-MTWRF-	WEBH	20	
	This course focuses on professional collaboration, including teachers working together (collaborative consultation, cooperative teaching, or class within a class, teacher teams, and peer coaching) as well as students working together (classwide peer tutoring and cooperative learning). Participants will learn to use various collaborative structures, effective cooperative teaching techniques, problem-solving methods, and content enhancement devices.								
SPED 5313	Augmentative and Alternative Communication for Students with SDD								
		ID	3.00	McMullen,	5:00PM - 9:00PM	---W---	OFFC	20	10.00
	This course introduces strategies for enhancing the functional communication skills of students with severe developmental disabilities. The use of aided and non-aided augmentative strategies are addressed as well as alternative communication systems with an emphasis on using a multi-modality approach.								
SPED 5317	Psychoeducational and Cognitive Behavioral Interventions								
		ID	3.00	Howard-Wil	5:00PM - 9:00PM	-M-----	OFFC	20	20.00
	This course examines a variety of psychoeducational and cognitive-behavioral interventions applicable to students with emotional and behavioral disorders. Intervention strategies include life space intervention, group meetings, bibliotherapy and mutual storytelling, self-management, rational emotive therapy and education, stress inoculation, anger control, and self-instructional training. Students are expected to design and implement a selected intervention.								
SPED 5410	In-Service Topic: Complexities of Attention Deficits & Learning Disorders								
		01	1.00	Haake, C	9:00AM - 4:00PM	-----S	TBA	25	
	<i>See the In-Service listing for the course description and registration information.</i>								
SPED 5330	Legal Issues in Special Ed.	01	3.00	Bevel, Mar	5:00PM - 9:30PM	--T----	WEBH325	10	15.00
	Students review the laws governing special education at the federal and state levels. The course covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion.								
SPED 5860	Psychology of the Exceptional Student								
		01	3.00	Jones, Vic	5:00PM - 9:00PM	-M-----	WEBH403	20	
		02	3.00	Hasty, Reg	5:00PM - 9:00PM	---W---	WEBH403	20	
	This course focuses on students gaining an understanding of the abilities and disabilities of children who are commonly identified as exceptional or handicapped. Attention is given to the psychological and educational needs of these children and the instructional organization employed to meet such needs.								
SPED 5880	Integrating Resources: Community, Schools and Family								
		01	3.00	Jones, Jos	5:00PM - 9:00PM	----R--	WEBH204	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. 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.								