



SUMMER 2008

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

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

Attention Graduate Education Students

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

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

Current MAT and Eds. students with a program plan and advisor approval may begin to register online at 3:00p.m. on April 14.

Non-Degree and Alumni with a certification plan and advisor approval may begin to register online at 3:00p.m. on April 16th.

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 1st to schedule your advising/registration appointment.

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

Appointments will be taken by phone or in person (WEBH 232) after 8:30 a.m. beginning April 1st. To schedule an appointment with your advisor please call your appropriate Dept. Associate:

Communication Arts, Reading and Early Childhood Department (CARE)

Shane Collier, Dept. Associate 314 968-7090

Multidisciplinary Dept. (MULD)

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

Anna Santoya, Dept. Associate 314 968-7097.

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

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 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:

April 14/15 3 - 5 p.m. Current M.A.T. and Ed.S. Degree Seeking Students Only

April 16/17 3 - 5 p.m. New M.A.T. and Ed.S. Applicants/Non-Degree/Alumni

SUMMER 2008 CALENDAR:

June 9 - August 1

COURSE SYLLABI:

The School of Education will begin posting Summer 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 July 4th, Independence Day.

TUITION (Pending Board Approval)

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

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

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

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

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.

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

ROOM ASSIGNMENTS

Check on the web site before your first class meeting.

JULY 2008 GRADUATION

Petitions to graduate in JULY 2008 are due to your Dept. Associate (WEBH 232) by May 23, 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 July 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 Summer 2008 registration. Students who do not complete a petition will not be eligible for July 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>Drop</u>	
Week 1	100%
Week 2	100%
<u>Withdraw</u>	
Week 3	50%
Week 4	25%
Week 5	0
Week 6	0

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

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

DAY CODES

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

APPLICATION FEE

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

ONLINE COURSE INFORMATION

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

AFTER YOU ENROLL IN AN ONLINE COURSE

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

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

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

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

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

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

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

From any computer with internet access:

Go to www.webster.edu.

Click on "Registration."

Click on "Student Logon."

Enter your student id number as the user name.

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

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

WEBSTER ON THE WEB (www.webster.edu)

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

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

COURSE DESCRIPTIONS: (www.webster.edu)

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

ACADEMIC PROBATION:

M.A.T. and Ed.S.

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

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

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

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

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

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

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

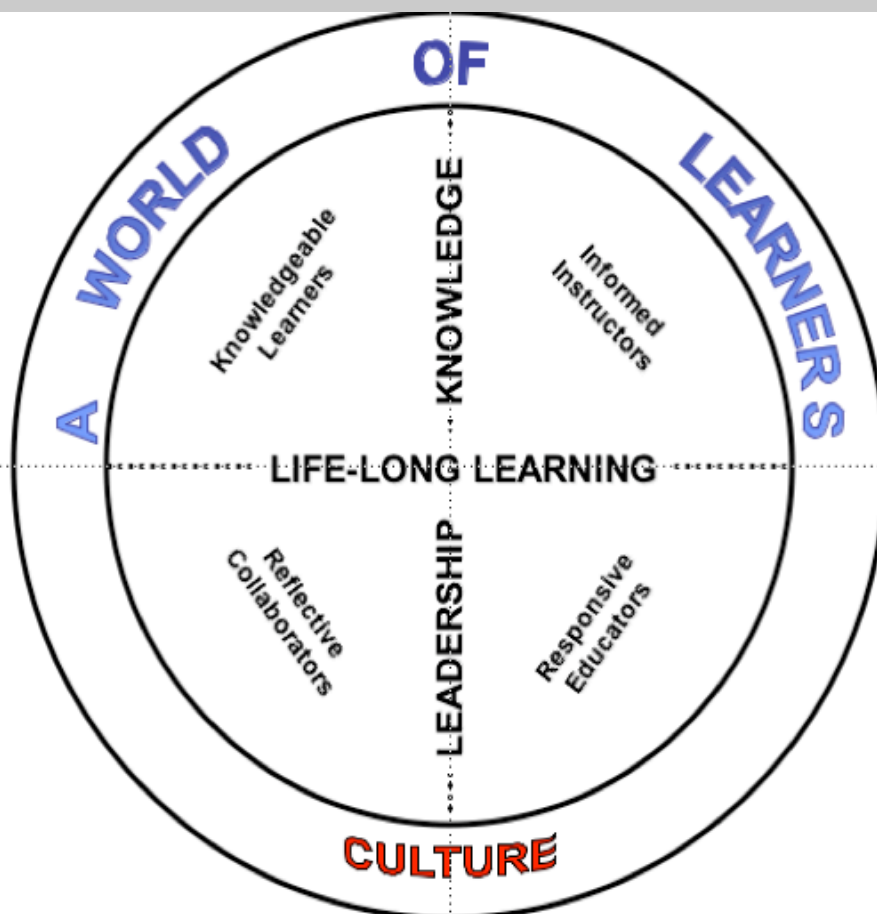
Saturday & Sunday 9:00am - 3:00pm

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..

All courses meet the weeks of June 9 – August 1 unless otherwise noted.

Communication Arts

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
COMM 5000	Fiction, NonFiction, and Poetry for Children								
Dates: July 7 – 11		01	3.00	Koehnecke,	9:00AM – 4:00PM	-MTWRF-	WEBH219	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	Bock, Ione	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 5230	Second Language Acquisition	01	3.00	Bock, Ione	5:00PM – 9:00PM	--T----	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
Dates: June 9 – 13									
<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 5290	Interpersonal Communication	01	3.00	Shiller, A	5:00PM – 9:00PM	---W---	WEBH	20	
<p>This course entails both the self-analysis and classroom application of interpersonal communications skills. Specific topics include oral presentations, listening, conflict resolution, social styles analysis, verbal and nonverbal communications, motivation, and methods to enhance your learning environment. Professional educators are encouraged to research and observe communication techniques that will facilitate retentive learning.</p>									
COMM 5340	Language Arts Seminars: Media Literacy and Curriculum								
Dates: June 23 – 27		01	3.00	Steinmann,	9:00AM – 4:00PM	-MTWRF-	WEBH219	15	20.00
<p>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	3.00	Clewell, D	9:00AM – 4:00PM	-MTWRF-	WEBH	15	
Dates: July 7 – 11									
<p>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 1								
Date: June 16-20		01	3.00	Lesser, C	8:30AM – 4:30PM	-MTWRF-	WEBH	25	
<p>See the In-Service listing for description and registration information.</p>									
COMM 5440	Integrated Language Arts	01	3.00	Staff	5:00PM – 9:00PM	--T----	WEBH	15	
<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 5530	Technology and Teaching	01	3.00	Carr, Rona	5:00PM – 9:00PM	-M-----	WEBH	20	30.00
<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>									

All courses meet the weeks of June 9 – August 1 unless otherwise noted.

Communication Arts

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
COMM 5640	Communication Through Art Forms	01	3.00	Diefenbach	5:00PM - 9:00PM	-M-----	WEBH326	15	35.00
<p>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.</p>									
COMM 5750	Special Institute: St. Louis Through the Arts								
Dates: June 16 - 20		01	3.00	Hoyt, Caro	9:00AM - 4:30PM	-MTWRF-	WEBH	15	60.00
<p>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.</p>									
	Native Amer Perspectives/Curricu	02	3.00	Hoyt, Caro	5:00PM - 9:00PM	----R--	WEBH324	15	10.00
<p>This course supports preservice and practicing K-12 educators in deepening their understanding of the ways in which schools, museums, and the media have portrayed, and in many cases distorted, the roles of indigenous peoples in historical and contemporary North American societies. Participants will examine literary, historical, and multi-media sources and explore the varied perspectives of Native American artists, authors, historians, and educators. Through critical analysis of current curricular and instructional practices in their own educational settings, students will develop and share resources for supporting accurate and respectful representations of Native American roles in historical and contemporary society.</p>									
COMM 5920	Teaching Reading in Content Fields								
		01	3.00	Koehnecke,	5:00PM - 9:00PM	---W---	WEBH219	18	10.00
		02	3.00	Cornell, T	5:00PM - 9:00PM	----R--	WEBH	18	
<p>A broad spectrum of reading strategies necessary for understanding text (e.g., predicting, confirming, questioning, and comprehending) are addressed. Participants study the different kinds of reading required for varied situations and materials and consider problems such as adjusting assignments to different rates, providing assistance in content assignments, and dealing with 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 5930	Investigations in Reading, Intermediate								
		01	3.00	Staff	5:00PM - 9:00PM	--T----	WEBH	18	
<p>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.</p>									

All courses meet the weeks of June 9 – August 1 unless otherwise noted.

Early Childhood

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
ECED 5431	Infant Toddler Practicum	01	1.00	Breig-Alle	TBA	-----	OFFC	20	
The focus of this practicum is observation and participation in classrooms servicing children in Infant-Toddler Centers and supports an understanding of developmentally appropriate practice. Prerequisites: ECED 5010, EDUC 4740.									
ECED 5461	PrePrimary Practicum	01	1.00	Breig-Alle	TBA	-----	OFFC	20	
Concurrent registration in EDUC 5460 Curriculum Design is preferred. The focus of this practicum is observation and participation in classrooms servicing children in preprimary grades. Prerequisites: EDUC 4740, ECED 5431, ECED 5460.									
ECED 5480	Math Methods for the Young Child	01	3.00	Breig-Alle	5:00PM - 9:00PM	---W---	WEBH	20	
Prereq; ECED 5460									
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 courses on children's mathematical learning in prekindergarten through third grade.									
ECED 5880	Integrating Resources:Community, Schools and Family	01	3.00	Jones, Jos	5:00PM - 9:00PM	----R--	WEBH219	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.									
ILC 5000.Z1	Study Abroad – Advanced: Spanish in Mendoza, Argentina								
Dates: May 12, 2008 – July 3, 2008. Fee includes room and board as well as the classes while in Mendoza.									
The group will stay 4-5 days in Buenos Aires prior to flying to Mendoza. Students will live with local families and take classes for six weeks. Students will have a few days of free time to spend with their host families or to travel. Classes focus on conversation, grammar review, Argentine literature, reading comprehension, pronunciation and culture. Local excursions supplement the curriculum, plus optional side trips. Contact Graciela Corvalan at <corvalgv@webster.edu> or Mary at 314-968-7047.									
ILC 5170	Seminars:								
	Art and Identity in Mexico	01	3.00	Pascoe-Cha	5:30PM - 9:30PM	--T----	WEBH319	18	12.00
Prerequisite: Advanced level in Spanish. Crosslisted with SPAN 4650.01. This course focuses on the most important artistic expressions and their relationship to the formation of national identity in 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.									

All courses meet the weeks of June 9 – August 1 unless otherwise noted.

Education Leadership

Course No.	Course Title	Sec Hrs	Faculty	Time	Days	Room	Limit	Fee
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LEAD 6000	Introduction to Education Leadership	ID 1.00	Staff	TBA	-M-----	OFFC	15	
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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: Legal Issues	01 3.00	Bevel, Mar	5:00PM - 9:30PM	--T----	WEBH326		
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May 27, June 17, June 24, July 1, July 8, July 15, July 22
Tuition is Full MAT Tuition Rate.
 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 Ed Adm	ID 3.00	Jones, Jos	5:00PM - 9:00PM	---W---	OFFC	15	
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Location: Special School District, Central office

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	TBA	-----	OFFC	15	
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Location: Special School District, Central office

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.

All courses meet the weeks of June 9 – August 1 unless otherwise noted.

Educational Technology

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

	Modeling Data to Enhance Instruc W1	2.00	Rodney, De	TBA	-----	ONL1	15		
	Modeling Data to Enhance Instruc W2	2.00	Rodney, De	TBA	-----	ONL1	15		

This course is designed to focus teachers on engaging in data-driven decision making for instructional improvement. In the context of national and state-based teacher accountability systems, teachers are expected to use student performance and test data to improve student learning by differentiating instruction for each student. In this course, teachers will use data modeling software in conjunction with inquiry based approaches to interpret and analyze student performance data. Using these modeling tools teachers will engage in trend analysis, data representations and visual modeling of individual student data. Teachers will also learn how to teach inquiry based data modeling concepts to students in their own classrooms.

	Max. Interactive Lrng W/Tech	W3	2.00	Beckmann,	TBA	-----	ONL1	15	
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This course enables educators to improve student retention, and increase learning through the use of hands-on activities that compliment curriculum across the board. This course covers the adaptation process of application software, free bundled software, and online searching and researching in computer labs and in one-computer classrooms.

EDTC 5040	Computer Graphics	01	2.00	Reiss, Ken	5:30PM - 8:30PM	--T-R--	WEBH225	16	10.00
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June 10 – July 3

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

EDTC 5070	Desktop Publishing	01	2.00	Reiss, Ken	5:30PM - 8:30PM	--T-R--	WEBH225	16	10.00
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July 8 – 31

Discover ways in which to enhance curriculum using the multimedia-authoring program Flash. Students learn how to design their own multimedia projects, reports, and presentations by combining text, graphics, movies, and sound. Activities include using the Internet, creating original artwork, and importing graphics and photographs.

EDTC 5190	Topics in Classroom Media								
	MP3 Players and Creating Podcast	01	3.00	Wagner/Beckmann	9:00AM - 3:30PM	-M-W-F-	WEBH225	16	30.00

July 7 – 18

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.

EDTC 5290	Classroom Media: 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.

EDTC 5295	Advanced Digital Video Editing	01	3.00	Wagner, Sc	5:00PM - 9:00PM	---W---	WEBH225	16	20.00
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Prereq; EDTC 5290

June 4 – July 23

This course provides an extension to the "Digital Movie Making" class. In this class, students will learn the basics of Non-linear video editing, the set up and importance of lighting and audio to good video, and how to export video for a variety of audiences. Other advanced techniques like compositing, blue/green screen, and title and text generation will also be taught. Prerequisite: EDTC 5290.

All courses meet the weeks of June 9 – August 1 unless otherwise noted.

Educational Technology

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
EDTC 5330	Theoretical Perspectives Tech and Differentiated Instruc	W1	2.00	Cifarelli/Harrick	TBA	-----	ONL1	15	
<p>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.</p> <p>A toolbox of technology interventions will be developed. Participants will gain skills in evaluation of currently used instructional units in order effectively to integrate differentiation strategies using computer technology. Legal, ethical, and practical issues will be considered.</p>									
EDTC 5410	In-Service Topics								
July 8 – 31	Flash in the Classroom	01	2.00	Pennycuick	5:30PM – 8:30PM	--T-R--	WEBH221	16	10.00
<p>See the In-Service listing for description and registration information.</p>									
June 20 – 21	Comic Life	02	1.00	Wagner, Sc	5:00PM – 9:00PM 8:00AM – 5:00PM	-----F- -----S	WEBH225 WEBH225	16	10.00
<p>See the In-Service listing for description and registration information.</p>									
EDTC 5630	Advanced Topics in Classroom Technologies								
	Databases for Decision Making	01	3.00	Rodney, De	5:00PM – 9:00PM	-M-----	WEBH221	16	10.00
<p>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 curriculum.</p>									
July 8 – 17	Robotics in the Classroom	02	2.00	Beckmann,	9:00AM – 4:00PM	--T-R--	WEBH221	16	10.00
<p>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</p>									
	Technology and Language Arts	W2	2.00	Cifarelli/Harrick	TBA	-----	ONL1	15	
<p>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</p>									
EDTC 5750	Special Institute								
	Media Literacy and Curriculum	01	3.00	Steinmann,	9:00AM – 4:00PM	-MTWRF-	WEBH219	3	20.00
June 23 – 27	<p>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>								
EDTC 5995	Final Program Survey	01	0.00	Olliges, R	TBA	-----	OFFC	25	
<p>All educational technology M.A.T. students are required to register for this zero credit hour course during their final semester. Students complete a program evaluation survey about their participation in the educational technology program. For specific guidelines see the EDTC Coordinator. This course is graded on a credit/no credit basis only.</p>									

Mathematics

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
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MTHC 5300	History of Mathematics	01	3.00	Sakurai, E	9:30AM -12:20PM	-MTWRF-	SVER115	20	
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June 16 – July 3
This course is based on selected readings that examine the history and philosophy of mathematics, along with the genesis of historical and current applications. An important goal is to provide students with a perspective on the relationship between mathematics and culture as well as an insight into how and why mathematical ideas have evolved.

MTHC 5320	Topics in Mathematics: Graphing Calculators	01	3.00	Hannick, C	9:40AM -12:20PM	-MTWRF-	WEBH403	18	
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July 7 - 25
This course will explore the capabilities of the Texas Instruments 83/84 family of graphing calculators. Topics covered include most subjects taught at the high school level from Algebra through Calculus and Statistics. The use of the calculator as a pedagogical tool will also be discussed. This course will be offered as Credit/No Credit.

MTHC 5390	Statistics	01	3.00	Hannick, C	5:00PM - 8:20PM	-M-W---	WEBH403	18	
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June 16 – July 25
This course covers the basic concepts (including applications) of the binomial and normal distributions, the chi-square test, analysis of variance, and nonparametric statistics. Emphasis is placed on educational applications as well as the abuses and misuses of statistical ideas. Computers and/or graphing calculators are used to investigate ideas.

MTHC 5900	Final Reflections	01	0.00	Staff	TBA	-----	OFFC	15	
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All math M.A.T. students are required to register for this zero credit hour course during their penultimate semester. Students write an essay describing how they have changed as a result of their participation in the math program. For specific guidelines see the Math Coordinator. This course is graded on a credit/no credit basis only.

Multidisciplinary Studies

EDUC 5010	Introduction to Online Graduate Studies	W1	3.00	Staff	TBA	-----	ONL1	15	
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This course provides (a) the technical vocabulary and skills for successfully participating in online (Internet-based) graduate courses; and (b) professional/academic library research skills. Participants learn to search and locate articles in electronic databases in professional education. They learn to conduct online collaboration through virtual teaming, discussion, and chat tools.

EDUC 5220	Contemporary Educational Issues	01	3.00	Winkler, D	5:00PM - 9:00PM	---W---	WEBH325	20	
		02	3.00	Rodney, De	5:00PM - 9:00PM	----R--	WEBH403	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 5410	In-Service Topic: Inclusion: Enhancing Awareness of Disability Issues	01	1.00	Martin, N	8:30AM - 3:30PM	----RF-	TBA	15	5.00
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See the In-Service listing for description and registration information.

EDUC 5750	Special Institute	W1	3.00	Hanssen, P	TBA	-----	ONL1	15	350.00
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This study tour course enables students and teachers to use library and web resources, multimedia materials (photos, videos), and personal experiences in Berlin for building cross-cultural knowledge. This course is open to students or alumni in any field, but is especially relevant to those interested in world cultures, history, literature, art, German, psychology, music, and interdisciplinary topics. Limited to 12 participants. Students of German will write their proposals and assignments in German and will have conversation in German each tour day.
NOTE: This is a study tour course with an online component. The study tour is scheduled for June 6-15, 2008. The online component begins May 28, 2008 and continues after the study tour until July 4, 2008.

All courses meet the weeks of June 9 – August 1 unless otherwise noted.

Reading

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
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READ 5970 Practicum in Diagnosis of Reading Problems

Class Dates: June 2 – June 27	01	3.00	Poston, Cy	8:00AM – 1:00PM	-M-W-F-	Parkway Dist.	10	10.00
	02	3.00	Witkowski,	8:00AM – 1:00PM	-M-W-F-	Parkway Dist.	10	10.00
Meeting Dates:	03	3.00	Wilkinson,	8:00AM – 1:00PM	-M-W-F-	Parkway Dist.	10	10.00

May 20, 4-8 PM (Mason Ridge Elementary-Parkway District)
 June 24, 1:30 – 3:00PM (Location: TBA)

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: READ 5950 and 6 credit hours of M.A.T. reading methods courses. (Required for Special Reading Certification)

READ 5980 Practicum in Remediation

Dates: June 2 – June 27	01	3.00	Poston, Cy	8:00AM – 1:00PM	--T-R--	OFFC	10	10.00
Dates: June 2 – June 27	02	3.00	Witkowski,	8:00AM – 1:00PM	--T-R--	OFFC	10	10.00
Dates: June 2 – June 27	03	3.00	Wilkinson,	8:00AM – 1:00PM	--T-R--	OFFC	10	10.00

This practicum in remediation is the complementary course to READ 5970 Practicum in Diagnosis of Reading Problems. It is a requirement for teachers working toward special 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 student is the basis of the development of an individualized program. Prerequisites: READ 5950 and 6 credit hours of M.A.T. reading methods courses. (Required for Special Reading Certification)

All courses meet the weeks of June 9 – August 1 unless otherwise noted.

Social Science

EPSY 5130	Educational Psychology	01	3.00	Guilliams,	5:00PM - 9:00PM	--T----	WEBH324	20
June 9 – July 4								
		02	3.00	Stiles, De	5:00PM - 9:00PM	-M-W---	WEBH	20
Students explore the nature of human growth and development from the perspective of learning, examine how individuals function within schools, and consider the manner in which self-image impacts on the learning process. Theoretical knowledge and practical applications are stressed.								
EPSY 5160	Advanced Child Development	W1	3.00	Cirio, Pho	TBA	-----	ONL1	15
		W2	3.00	Cirio, Pho	TBA	-----	ONL1	15
Child development is the scientific study of the physical, cognitive, social, and personality changes that occur throughout the childhood years. This course is based on recent research in education and child development that aids the teacher in guiding learning activities of children of preschool age through early adolescence.								
EPSY 5170	Behavioral Management	01	3.00	Thomas, Na	5:00PM - 9:00PM	-M-----	WEBH219	20
		02	3.00	Hendricks-	5:00PM - 9:00PM	---W---	WEBH324	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 5370	Counseling	01	3.00	Clark, Pat	5:00PM - 9:00PM	--T----	WEBH219	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 5810	Adolescent Psychology	01	3.00	Klosterman	5:00PM - 9:00PM	----R--	WEBH204	15
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 5010	Social Studies for Secondary Schools: Colonial Williamsburg							
		01	3.00	Green, The	8:00AM - 4:00PM	UMTW---	OFFC	15 950.00
Class Dates:	May 11 - 14							
Meeting Dates:	May 3, 8-4PM							
	May 31, 8-4PM							
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 5040	Modern Asian Civilization: Modern China							
May 12 – July (Online)		W1	3.00	Tamashiro,	TBA	-----	ONL1	15 350.00
July 1-11 (China)								
This course examines global issues in China's rising dominance in world politics. Issues examined include economic / industrial development, public health, poverty, human rights, population, labor, role of women, the environment, historical conservancy, education, and diplomacy / international relations. The issues are examined in the context of China's history, cultural and religious traditions. NOTE: This is a study tour course with an online component. The study tour in China is scheduled for June 1-7, 2008. The online component begins May 12, 2008 and continues after the study tour until July 11, 2008. For more information, see: http://eagle.webster.edu/global/								
SOCS 5400	Issues in Education: St. Louis Through the Arts							
June 16 - 20		01	3.00	Hoyt, Caro	9:00AM - 4:30PM	-MTWRF-	WEBH	5 60.00
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.								

All courses meet the weeks of June 9 – August 1 unless otherwise noted.

Social Science

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
SOCS 5750	Special Institute; Field Study/Colonial Williamsburg	01	3.00	Green, The	8:00AM - 4:00PM	UMTW---	OFFC	5	950.00

Class Dates: May 11 – 14 (Williamsburg)

Meeting Dates: May 3, 8-4PM (Meeting)

May 31, 8-4PM (Meeting)

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.

Native Amer Perspectives/Curricu 02	3.00	Hoyt, Caro	5:00PM - 9:00PM	----R--	WEBH324	5	10.00
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This course supports preservice and practicing K-12 educators in deepening their understanding of the ways in which schools, museums, and the media have portrayed, and in many cases distorted, the roles of indigenous peoples in historical and contemporary North American societies. Participants will examine literary, historical, and multi-media sources and explore the varied perspectives of Native American artists, authors, historians, and educators. Through critical analysis of current curricular and instructional practices in their own educational settings, students will develop and share resources for supporting accurate and respectful representations of Native American roles in historical and contemporary society.

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.

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

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
EDUC 5080	Planning for the Inclusive Classroom								
June 9 - 13		01	3.00	McMullen,	8:30AM - 4:30PM	-MTWRF-	WEBH	20	20.00
<p>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.</p>									
EDUC 5090	Curricular and Instructional Adaptations								
May 29, June 12, June 26, July 3, July 10, July 17, July 24		01	3.00	Bevel, Mar	5:00PM - 9:30PM	----R--	WEBH325	20	20.00
<p>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.</p>									
SPED 5010	Methods of Teaching Mathematics for Disabled Learners								
		01	3.00	Muehlenbeck	5:00PM - 9:00PM	---W---	WEBH204	15	
<p>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.</p>									
SPED 5020	Assistive Technology for Students with Special Needs								
		01	3.00	Heimos, Ro	5:00PM - 9:00PM	-M-----	WEBH325	20	
<p>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.</p>									
SPED 5050	Language Development for Students with Special Needs								
		01	3.00	McMullen,	5:00PM - 9:00PM	--T----	WEBH403	15	10.00
<p>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.</p>									
SPED 5090	Special Education Practicum								
SDD		ID	3.00	Mahfood, S	TBA	-----	OFFC	15	
SPED 5220	Topics in Special Education								
	Students w/Autism/Asperger's Syn	01	3.00	Donnelly,	8:30AM - 4:30PM	-MTWRF-	WEBH	20	
<p>Dates: July 28 - August 1 The autism spectrum (ASD) includes individuals who have average to above ability. Students with ASD struggle in our schools. They usually have the academic skills to function on grade level, but they may have organization, writing and social skills problems. This class will help you understand the student with high functioning autism / Aspergers and give you some strategies to help support them in the classroom and life.</p>									
	Disabilities and Ethics	02	3.00	McMullen,	8:30AM - 4:30PM	-MTWRF-	WEBH	20	
<p>Dates: July 7 - 11 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, and globalization among others will be used to accomplish this study.</p>									
	Literacy & Stud w/Challeng Behav	ID	3.00	Bell, Kath	8:30AM - 4:30PM	--T----	OFFC	20	
<p>Dates: July 1, 8:30 - 4:30 July 2, 8:30 - 4:30 July 14, 8:30 - 4:30 July 15, 8:30 - 4:30 July 16, 8:30 - 4:30</p> <p>This course will present a balanced framework for exploring the relationship between and behavior problems and academic underachievement. It will focus on providing research-based practices on how to identify, assess, educate, and intervene with children with or at risk for behavior problems with a focus on the area of literacy and other academic areas, as well as more general instructional issues such as lesson design, and delivery.</p>									
SPED 5260	Career Preparation for Students with Special Needs								
		01	3.00	Smith, Mar	5:00PM - 9:00PM	--T----	WEBH204	20	
<p>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.</p>									

Special Education

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Room	Limit	Fee
SPED 5290	Collaboration and Cooperative Teaching								
Dates:	June 23 - 27	01	3.00	Ashburner,	8:30AM - 4:30PM	-MTWRF-	WEBH	25	
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	Therapeutic Interventions for Disturbed Students								
		ID	3.00	Howard-Wil	5:00PM - 9:00PM	-M-----	OFFC	20	
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 5330	Legal Issues in Special Ed	01	3.00	Bevel, Mar	5:00PM - 9:30PM	--T----	WEBH326	10	
Dates:	May 27, June 17, June 24, July 1, July 8, July 15, July 22								
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 5410	In-Service Topic: Inclusion: Enhancing Awareness of Disability Issues								
Dates:	June 12 & 13								
		01	1.00	Martin, N	8:30AM - 3:30PM	----RF-	TBA	15	5.00
<i>See the In-Service listing for description and registration information.</i>									
SPED 5860	Psychology of the Exceptional Student								
		01	3.00	Jones, Vic	5:00PM - 9:00PM	-M-----	WEBH324	20	
		02	3.00	Hasty, Reg	5:00PM - 9:00PM	---W---	WEBH326	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--	WEBH219	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.									

