

# Multidisciplinary Studies

## Program Description

The multidisciplinary studies major emphasizes content mastery, curriculum development, and instruction. Elementary teachers explore topics through which mathematics, science, social studies, communications, and early childhood curricula can be interrelated. This broad content emphasis, paired with theory and methods, helps teachers develop the skills to unify an otherwise diverse range of subject matter and educational responsibilities.

Secondary teachers are expected to direct their efforts toward a particular discipline or content area while developing skills in specific areas of curriculum development. This includes developing a rationale, writing objectives, creating teaching strategies, and designing evaluation techniques. All students develop original curriculum materials that have application to their classrooms.

Selected courses in the multidisciplinary studies major are available online (Internet-based). It is possible to complete the multidisciplinary major (in some emphasis areas) with online courses. Contact the School of Education office for current information.

## Multidisciplinary Studies Goals

The goals of the Multidisciplinary Studies major are to enable candidates to:

1. **Develop a knowledge base in relevant discipline/content areas**
  - a. knows content that supports conceptual understanding
  - b. applies tools of inquiry to construct meaningful learning experiences
  - c. identifies developmental factors in student learning
  - d. understands theoretical principles of effective instruction to plan learning experiences
2. **Demonstrate expertise with curriculum design**
  - a. designs curriculum based on students' prior knowledge, learning styles, strengths, and needs
  - b. understands and uses a range of instructional strategies
  - c. uses a variety of communication modes, media, and technology to support student learning
  - d. employs a variety of formal and informal assessments to monitor learning and modify instruction
3. **Engage in reflective practice**
  - a. values and integrates reflection to grow as a professional
  - b. promotes communication and collaboration with colleagues, families, and community leaders
  - c. seeks relationships with families and students to support student learning
  - d. initiates change that benefits students and their families
4. **Address individual differences among learners**
  - a. understands and responds appropriately to issues of diversity
  - b. acknowledges social and cultural contexts to create effective teaching and learning environments
  - c. adapts instruction to the learner's knowledge, ability, and background experience
  - d. identifies resources for specialized services when needed

## Requirements

A total of 33 credit hours is required for this major. After completing at least 9 credit hours within an M.A.T. major, all M.A.T. degree-seeking students are required to be advanced to candidacy. Please refer to the section on Advancement to Candidacy in the catalog for specific guidelines.

## (Elementary and Secondary)

EDUC 5460 Curriculum Design or	
EDUC 5800 Applied Research	3 hours
EDUC 5220 Contemporary Educational Issues	3 hours

## Core Courses

Students must complete any three of the following courses:

COMM 5290 Interpersonal Communications	2-3 hours
COMM 5530 Technology and Teaching or EDTC 5010 Introduction to Technologies for Educators: Classroom Technologies	3 hours
EPSY 5160 Advanced Child Development or ECED 5510 Cognitive Development: Implications for Early Childhood	2-3 hours
EPSY 5170 Behavioral Management	3 hours
SOCS 5840 Comparative Educational Systems	3 hours
SPED 5830 Evaluation	3 hours

## Electives

Elementary teachers must take one course from any three of the content areas listed below. Secondary teachers are expected to take a minimum of three courses in one content area.

- communication arts
- early childhood education
- educational technology
- mathematics
- science
- social science
- special education

## Emphasis Areas (Optional)

Multidisciplinary majors may choose to specialize in one of 16 emphasis areas. If one of the emphasis areas listed below is selected, 12 credit hours (not including the core courses) must be taken in the area. Special emphasis area requirements supersede the content area requirements ("Electives" section) above. Not all emphasis areas are available at all sites.

- aesthetic education
- communication arts
- early childhood education
- educational psychology
- educational technology
- humane education and character development
- immigrant and refugee studies
- inclusive education
- international languages and cultures (French German, Spanish)
- language arts
- mathematics
- reading
- science
- social science
- teaching English as a foreign language
- teaching English as a second language

## Emphasis in Educational Psychology

*12 credit hours (3 credits of required coursework, and 9 elective credits)*

Teaching is both an art and a science. It is the field of psychology that provides a significant source of scientific insights into teaching. Through the study of psychology applied to education, M.A.T. students learn about theory and research pertaining to learning, development, and motivation. Educational psychology coursework develops skills in

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several areas including self-assessment, reflective teaching, interpreting and evaluating research studies in education, and conducting educational research. The study of educational psychology helps current and future teachers to appreciate differences in learning and to adapt teaching to individual learner's needs. In keeping with the mission of Webster University, M.A.T. students with an emphasis in educational psychology are encouraged to gain "international perspectives" and to develop "a life long desire to learn and a commitment to contribute actively to their communities and the world."

## Goals for Educational Psychology Emphasis

1. Demonstrate knowledge of psychology applied to education.
2. Understand, apply, and conduct educational research.
3. Demonstrate respect for diversity through responsive teaching that values individual differences and international understanding.
4. Develop self-assessment skills and the ability to reflect on roles educators can take as leaders of change.

Students seeking an emphasis in educational psychology should select EDUC 5800 Applied Research to fulfill the Social Science major requirement. In addition to SOCS 5000 and EDUC 5800 the following course is required for the educational psychology emphasis:

### Required course

EPSY 5130 (formerly SOCS 5130) Educational Psychology  
3 hours

### Electives

Three courses (minimum of 3 credit hours per course) pertaining to educational psychology from the following list:

EPSY 5060 (formerly SOCS 5060) Assessment and Evaluation of Academic Performance	3 hours
EPSY 5110 (formerly SOCS 5110) Social and Personality Development	3 hours
EPSY 5150 (formerly SOCS 5150) Self-Concept Development	3 hours
EPSY 5160 (formerly SOCS 5160) Advanced Child Development	3 hours
EPSY 5170 (formerly SOCS 5170) Behavioral Management	3 hours
EPSY 5180 Advanced Educational Psychology	3 hours
EPSY 5290 (formerly SOCS 5290) Family Counseling	3 hours
EPSY 5370 (formerly SOCS 5370) Counseling	3 hours
EPSY 5510 (formerly SOCS 5510) Psychosocial Aspects of Migration	3 hours
EPSY 5520 (formerly SOCS 5520) Children, Culture, and Violence	3 hours
EPSY 5540 (formerly SOCS 5540) Psychology of Early Adolescence	3 hours
EPSY 5810 (formerly SOCS 5810) Adolescent Psychology	3 hours
SPED 5830 Evaluation	3 hours
EPSY 5880 (formerly SOCS 5880) Psychology of Memory and Learning	3 hours
EPSY 5890 (formerly SOCS 5890) Psychology of Stress	3 hours
EPSY 5980 (formerly SOCS 5980) Motivation in the Classroom	3 hours

## Emphasis in Educational Technology

Twelve credit hours, using at least two different course numbers from the following courses, are required:

EDTC 5100 Teaching with Technology:  
Methods and Materials 2-3 hours

EDTC 5250 Programming Languages (any topic)	3 hours
EDTC 5290 Media Applications (any topic)	2-3 hours
EDTC 5330 Theoretical Perspectives (any topic)	2-3 hours
EDTC 5560 Internet Applications (any topic)	2-3 hours
EDTC 5630 Advanced Topics in Classroom Technologies (any topic)	2-3 hours

## Emphasis in Humane Education and Character Development

The emphasis in humane education and character development provides educators with coursework in the history, philosophy, and practice of humane education, character development, and environmental education. These movements have aimed to promote values such as empathy for all living beings and an appreciation and sense of stewardship for the natural environment. The emphasis is designed to provide educators with the knowledge and skills necessary for instructional leadership in humane education and character development. Students will design, present, and evaluate curricula that integrates humane and environmental principles.

Twelve credit hours, using 6 credit hours from the required list below and 6 credit hours from the elective courses listed below.

### Required Courses

EDUC 5230 Foundations of Humane Education	3 hours
SOCS 5050 Studies in Character Education	3 hours

### Electives

COMM 5051 The Role of Narrative in Humane Education	3 hours
EPSY 5110 Social and Personality Development	3 hours
SCIC 5090 Experiments in Environmental Education	3 hours

## Multidisciplinary Studies and Initial Teacher Certification (Missouri)

Multidisciplinary studies majors may enroll concurrently in coursework required for a Missouri teaching certificate in elementary, middle school, or secondary education. Students should contact their faculty advisor for a program of study in multidisciplinary studies designed especially for certification seeking students. For more information on the requirements for Missouri teacher certification, please contact the Webster University Office of Teacher Certification.

*Please note: Teacher certification programs are only available at the Webster University main campus (St. Louis, Missouri).*

## Course Descriptions

### EDUC 5010 Introduction to Online Graduate Studies (3)

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 5020 Foundations of Education (3)

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. This course is recommended for individuals with limited classroom experience and will include an embedded practicum.

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## **EDUC 5100 Multidisciplinary Education (3)**

Students select a curriculum area in which they wish to improve their skills; they proceed to examine ways in which the subject could be taught using ideas from mathematics, science, social studies, and language arts. This is followed with explanations and demonstrations that indicate the student is capable of teaching his or her selected curriculum using a multidisciplinary approach.

## **EDUC 5111 Classroom App of Int'l Experiences (1-3)**

This course enables teachers to build curriculum and instructional materials on the history, culture, language, literature, arts, religion, science, or politics of an international culture or country. Traditional sources (including books, journal articles and library resources), multimedia resources (web resources, photos, videos) as well as first hand immersion experiences (observations, interviews, travel journal experiences) at an international destination are integrated into curriculum units, multimedia presentations and other instructional materials. The course may be repeated for credit if the topic or international destination differs.

## **EDUC 5200 Independent Study (1-3)**

M.A.T. students with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject.

## **EDUC 5210 In-Service Education (1-4)**

Webster offers various graduate in-service courses that are not part of the existing M.A.T. curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: prior approval of the M.A.T. advisor.

## **EDUC 5220 Contemporary Educational Issues (3)**

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

## **EDUC 5230 Foundations of Humane Education (3)**

This course focuses on the foundation of humane education including the definition, history, psychology, and development of the movement. The scope of humane education will be broadened by the study and appreciation of all animals (both human and non-human) and the environment. Students also integrate principles of humane education into classroom instruction.

## **EDUC 5300 Methods of Teaching Elementary School Students (3)**

This course focuses on multiple factors affecting the elementary curriculum, including lesson planning, organizational strategies, instructional techniques, and student assessment. Competencies in the content areas of physical education, health, art, and music are addressed as well. Prerequisites: EDUC 5220 or COMM 5670 or EDUC 5020 (recommended for those individuals who have limited classroom experience)

## **EDUC 5410 In-Service Topics (3)**

In-service courses are designed to provide M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses may be

approved for the M.A.T. with prior written approval of the student's advisor. May be repeated for credit if content differs.

## **EDUC 5460 Curriculum Design (3)**

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

## **EDUC 5490 Seminars in Education (1-3)**

Seminars are designed to focus on contemporary research and classroom application of these data. Different topic designations may be repeated for credit.

## **EDUC 5750 Special Institute (1-3)**

Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the multidisciplinary program. For more specific and current information, contact the M.A.T. Office. May be repeated for credit if content differs.

## **EDUC 5800 Applied Research (3)**

This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisites: advancement to candidacy and permission of the instructor. This course may be substituted for EDUC 5460 Curriculum Design.

## **EDUC 6000 Advanced Graduate Certificate Project (3)**

The advanced graduate certificate (A.G.C.) project is the culminating experience in the A.G.C. program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an M.A.T. class, a school district, a local board of education, or a community group; a paper or research project which might be published or distributed within an appropriate school, community group, or for a large audience; or an action project designed and implemented within the student's place of employment.

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