

## Webster University-Kansas City M.A.T.

*From recent graduates and current students . . .*

**“I am so happy with my choice of the M.A.T. program at Webster. The faculty and staff have been accommodating and supportive beyond my expectations. Classes enhance my effectiveness as an educator.”**

*Angela Fritschie  
Mill Creek Elementary, Shawnee Mission*

**“This program has been exceptional and has truly changed my life. All of the teachers at Webster are wonderful and are examples of what I one day aspire to be. The environment at Webster is one to be truly proud of.”**

*Jennifer Krysl  
St. Therese School, KCMO*

**“Webster’s M.A.T. program not only enhanced my zest for teaching, but afforded me a variety of resources that I use daily in my classroom. Professors are knowledgeable and understand that we are full-time teachers. It was a rewarding experience that I highly recommend to colleagues.”**

*Kristen Merrell  
Lee’s Summit Elementary, Lee’s Summit*

**“Instructors at Webster are knowledgeable and content is applicable to my class. I encourage every teacher to pursue the M.A.T. at Webster University.”**

*Leelah Lograsso  
Chapel Lakes Elementary, Blue Springs*

**“I really enjoyed all of my classes at Webster. The courses are useful in the classroom and I never felt like a class was wasting my time. It was a very good experience!”**

*Jennifer Tapp  
Crestview Elementary, North Kansas City*

**“Webster’s flexible schedule is perfect for busy teachers and every class has enhanced my teaching career.”**

*Ruth Lerno  
Summit Point Elementary, Lee’s Summit*

# **Help build tomorrow's world**

*“A teacher affects eternity . . .”* So wrote Henry Adams more than a century ago, and while the world has changed in countless ways, the role of teachers remains the same as one of the most important—and most challenging—careers in any society. By helping young people shape their lives, teachers shape the future.

Webster University's Master of Arts in Teaching degree can help you shape your future with the guidance of some of the Kansas City area's most respected educators. Nearly 4000 teachers have earned their M.A.T. at Webster-Kansas City, representing every school district in the metro area and from as far beyond as St. Joseph and Topeka.

Classes are from 5-9 p.m., one evening a week for eight weeks. Because of this accelerated schedule, teachers normally take one or two courses at a time except during the summer term when day and evening classes make it convenient to take three. We accept up to 6 hours of recent applicable graduate degree credit from other accredited institutions. The 33-hour degree plan makes it possible to advance on many district salary schedules within a year and complete the degree in less than two years. Teachers may also take individual courses for full graduate credit as non-degree students.

## **To apply**

To join the M.A.T. program, apply online at [www.webster.edu/kc](http://www.webster.edu/kc) or call or email the M.A.T. office at 816-444-4400 or [jhaas@webster.edu](mailto:jhaas@webster.edu) and we'll mail you an application packet with complete details. Financial aid is available through the Federal Stafford Loan program. You can begin with any term: Fall 1 (August-October), Fall 2 (October-December), Spring 1 (January-March), Spring 2 (March-May), Summer (June-July).

We hope you find that our M.A.T. program meets your needs. Webster University's School of Education is accredited by NCATE, the “Gold Standard” in professional education, and the University has been ranked by *U.S. News & World Report* as one of the top 25 regional universities. Our students and graduates consistently cite the personal attention they receive and the realistic, practical knowledge they acquire as compelling reasons to study and grow at Webster University.

# KANSAS CITY CAMPUS--SPRING 2010 CLASS SCHEDULE

Enclosed is a listing of M.A.T. courses offered in the Spring, 2010, semester in Kansas City. Classes meet at Webster University's Kansas City campus, 1200 E. 104<sup>th</sup> Street (just south, then east of the I-435 and Holmes Road interchange), unless otherwise noted.

## SPRING, 2010, CALENDAR

January 11	first day of Term 1 classes	March 15	first day of Term 2 classes
March 4	last day of Term 1 classes	May 6	last day of Term 2 classes
March 5-14	break		

## HOLIDAYS AND MAKEUP SESSIONS

There will be no classes on Monday, January 18, Martin Luther King Day. Please check with your instructor for the makeup date.

## REGISTRATION DATES/PROCEDURES

M.A.T. Students Graduating in May*	November 16
M.A.T. Students Advanced to Candidacy*	November 17
Open Enrollment*	November 18 and after until classes are filled

\*For optimum choice of courses, students should register as early as possible according to these dates. Registration will continue until courses begin or are filled.

## TUITION

M.A.T. tuition is \$310 per credit-hour. A deferred payment plan is available for an additional fee (go to <https://www.aeswebaccess.com/aes/welcome.asp?SCode=Webster0614>). Graduates of the M.A.T. may take up to two courses per semester of scheduled M.A.T. classes at the tuition rate of \$280 per credit hour. Online courses are \$510 per credit hour. Tuition is due 10 days before classes begin. To pay by credit card, simply call the main campus Business Office at 1-800-981-9803.

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

## MAY, 2010, GRADUATION

M.A.T. students who plan to graduate in May, 2010, should complete a Graduation Petition during November/December registration. **STUDENTS WHO DO NOT COMPLETE A PETITION WILL NOT BE ELIGIBLE FOR MAY GRADUATION. The School of Education will accept no Graduation Petitions after the end of the Spring term for May, 2010, graduations.**

## DROP/ADD/WITHDRAWAL PROCEDURES

NOT ATTENDING 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 M.A.T. Office or by submitting a drop slip to the M.A.T. 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. Refunds of tuition charges will be made in accordance with the following schedule:

8-Week Classes: Drop: Weeks 1-2=100%; Withdraw: Week 3=50%; Week 4=25%; Week 5-6=0  
(Drop or Withdrawal is possible only during the first 6 weeks of an 8-week class.)

## DAY CODES

M	Monday	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.
T	Tuesday	
W	Wednesday	
R	Thursday	

## APPLICATION FEE

## BUILDING CODES

LEES	Lee's Summit Leadership Center
PARK	Park Hill Ed. Center

## GRADES and STUDENT RECORD INFORMATION on the Web

To check/print your grades, print your schedule, print a student copy of your transcript, check your address and phone number, and view your degree audit, go to: <http://www.webster.edu>, select "Academics," select "Student Information." Enter your student ID number (not your Social Security number) as your user name and enter your password. If you have a problem accessing your information, call the Registrar's Office at 1-314-968-7450 to receive help. If you don't know your password, call 1-866-435-7270.

## The M.A.T. Degree

### Multidisciplinary Studies

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 a 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 educational technology major are available online (Internet-based). It is possible to complete the multidisciplinary major in some emphasis areas through online courses. Contact the M.A.T. office for current information.

### Requirements

**The M.A.T. is a 33-credit-hour degree program.** A minimum 2.5 undergrad GPA is required for admission. After completing 9 or 12 credit hours, but before completing 18, all M.A.T. degree-seeking students are required to be advanced to candidacy. Please complete an Advancement to Candidacy form available in the M.A.T. office.

Elementary and secondary students must complete both of the following courses:

EDUC 5460 Curriculum Design	3 hours	EDUC 5220 Contemporary Educational Issues	3 hours
<i>or</i> EDUC 5800 Applied Research		(New students: this course must be taken during your first 9 hours.)	

### Core Courses

All M.A.T. students must complete any three of the following courses:

COMM 5290 Interpersonal Communications	3 hours	EPSY 5160 Advanced Child Development	3 hours
COMM 5530 Technology and Teaching	3 hours	<i>or</i> ECED 5510 Cognitive Dev: Early Learning	3 hours
<i>or</i> EDTC 5010 Intro. to Technology: Classroom Tech.	3 hours	SOCS 5840 Comparative Educational Systems	3 hours
EPSY 5170 Behavioral Management	3 hours	SPED 5830 Evaluation	3 hours

### Electives

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

Communications	Science	Mathematics	Special Education
Early Childhood Education	Educational Technology	Social Studies	

### Textbooks

Textbook information will be available during M.A.T. registration.

**About Transfer Credit:** Students may apply to transfer up to six hours of recent graduate credit from other accredited colleges and universities. Students are cautioned, however, that some area institutions offer graduate credit for “professional development” or other courses which will not apply to a master’s degree at those schools. Webster University cannot accept credits toward the M.A.T. which sponsoring institutions will not apply to their own master’s degrees.

Visit the Webster University-Kansas City web site: <http://www.webster.edu/kc>

<b>Course No.</b>	<b>Course Title</b>	<b>Sec</b>	<b>Hrs</b>	<b>Faculty</b>	<b>Time</b>	<b>Days</b>	<b>Term</b>	<b>Limit/Fee</b>
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<b>COMM 5280</b>	<b>Written Communication</b>	<b>23</b>	<b>3</b>	<b>Frederickson, M.</b>	<b>5:00-9:00PM</b>	<b>T</b>	<b>2</b>	<b>20</b>
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Students experience writing as a process of discovery as they improve their writing skills. Exercises designed to focus on various purposes, occasions, and audiences help writers examine clarity, organization, style, and precise word choice.

<b>COMM 5290</b>	<b>Interpersonal Communication</b>	<b>23</b>	<b>3</b>	<b>Rizzi, A.</b>	<b>5:00-9:00PM</b>	<b>R</b>	<b>1</b>	<b>20</b>
		<b>24</b>	<b>3</b>	<b>Rizzi, A.</b>	<b>5:00-9:00PM</b>	<b>R</b>	<b>2</b>	<b>20</b>

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. Educators are encouraged to research and observe communication techniques that will facilitate retentive learning.

<b>COMM 5530</b>	<b>Technology and Teaching</b>	<b>23</b>	<b>3</b>	<b>Yeager, C.</b>	<b>5:00- 9:00PM</b>	<b>T</b>	<b>2</b>	<b>15/10.00</b>
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This course is a non-technical approach to the study of technologies and communications related to teaching and training. Students learn how home, school, and business are affected by technology. Primary emphasis is on the direct application of current computer technology to educational settings and specific teaching objectives. Students should activate their Webster Connections access prior to the first class and bring a travel drive to classes.

<b>COMM 5900</b>	<b>Reading Seminars: Children's Literature</b>	<b>23</b>	<b>3</b>	<b>Landes, J.</b>	<b>5:00- 9:00PM</b>	<b>T</b>	<b>1</b>	<b>20</b>
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This course will focus on the broad range of children's books published since 1970. Children's books from nine areas will be reviewed. The areas are: books for the young (Mother Goose, ABC, counting and concept), folk tales, fables, myths, poetry, modern fiction, historical fiction, biography, and informational books. The criteria for book selection, organizing a children's literacy program in the elementary school, and procedures for coping with patron complaints about specific books are included.

<b>COMM 5920</b>	<b>Teaching Reading in Content Fields</b>	<b>23</b>	<b>3</b>	<b>Landes, J.</b>	<b>5:00- 9:00PM</b>	<b>R</b>	<b>2</b>	<b>20</b>
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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 speeds, providing assistance in content assignments, and dealing with non-proficient readers. A content-area project is part of the course evaluation.

<b>EDUC 5220</b>	<b>Contemporary Educational Issues</b>	<b>23</b>	<b>3</b>	<b>Haas, J.</b>	<b>5:00- 9:00PM</b>	<b>R</b>	<b>1</b>	<b>20</b>
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This course is required for all M.A.T. degree-seeking students and consists of an overview of important educational topics. It is designed to help students identify and analyze current educational issues through reading, writing, hearing about, and presenting ideas. Teachers explore historical perspectives, philosophical theories, and sociologic influences that are related to contemporary educational concerns.

<b>EDTC 5180</b>	<b>Applications Software: PowerPoint and Microsoft Publisher</b>	<b>23</b>	<b>3</b>	<b>Long, M.</b>	<b>5:00-9:00PM</b>	<b>W</b>	<b>1</b>	<b>15/\$10.00</b>
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**Plus one Saturday 8:30am-5:30pm**

This course is for educators interested in developing skill at creating PowerPoint presentations and using Publisher software for desktop publishing of class assignment sheets, summaries, brochures, fliers, newsletters, newspapers, yearbooks, and other materials. Prerequisite: Introduction to Windows or computer competence/experience.

<b>EDUC 5460</b>	<b>Curriculum Design</b>	<b>23</b>	<b>3</b>	<b>Flack, E.</b>	<b>5:00- 9:00PM</b>	<b>W</b>	<b>1**</b>	<b>20</b>
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**\*\*These 16-week classes will meet for 7 sessions during Term I with a final session in May, either as a class or in small groups. This allows teachers to put their new learning to use in their classrooms with faculty guidance available by phone or e-mail, and provides a wrap-up session. This also avoids conflicts with Spring II classes. This required course is offered Fall I and Spring I only.**

This course is required for all M.A.T. degree-seeking students. It is designed to help teachers plan learning experiences. Topics included in discussion are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to a particular teaching situation.

**All courses include additional projects/papers/field work/instructional time or other professional learning experiences to meet the state requirement of 45 contact-hours for three credits. Such experiences are determined by the instructor.**

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Term	Limit/Fee
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<b>EPSY 5170</b>	<b>Behavioral Management</b>	<b>23</b>	<b>3</b>	<b>Flack, E.</b>	<b>5:00-9:00PM</b>	<b>W</b>	<b>2</b>	<b>20</b>
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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.

<b>MTHC 5340</b>	<b>Topics in Math Education: Math Manipulatives, K-8</b>	<b>23</b>	<b>3</b>	<b>McCarty, H.</b>	<b>5:00- 9:00PM</b>	<b>T</b>	<b>1</b>	<b>20</b>
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This course will focus on the use of math manipulatives stressed in the Strands identified by the National Council of Teachers of Math (NCTM). The Strands will be used as a teaching focus in planning teaching strategies for hands-on activities.

<b>MTHC 5340</b>	<b>Topics in Math Education: Teaching Math through Literature</b>	<b>24*</b>	<b>3</b>	<b>Kubiak, J.</b>	<b>5:00-9:00PM</b>	<b>W</b>	<b>2</b>	<b>20/\$10</b>
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**\*This class meets at the Lee's Summit Schools Leadership Center**

This course explores the many ways in which children's literature and other appropriate elementary readings can be used to help students master fundamental mathematical concepts and processes. Teachers examine an extensive collection of children's books written specifically to promote mathematical literacy, commonly termed "numeracy."

<b>MTHC 5480</b>	<b>Problem-Solving Strategies in Mathematics</b>	<b>23</b>	<b>3</b>	<b>McCarty, H.</b>	<b>5:00-9:00PM</b>	<b>T</b>	<b>2</b>	<b>20</b>
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The primary objective of this course is to help teachers develop a repertoire of reasoning strategies that are powerful tools for solving problems. A secondary objective is to help students become more skillful at teaching problem-solving strategies. This course is especially useful for teachers in grades 4-8, though the basic concepts and strategies are useful in all grades.

<b>SCIC 5010</b>	<b>Introduction to Science and Science Teaching</b>	<b>23</b>	<b>3</b>	<b>Roberts, D.</b>	<b>5:00-9:00PM</b>	<b>M**</b>	<b>2**</b>	<b>16/15.00</b>
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**\*\*This class will begin March 22 and end May 10.**

To begin to understand what science is, students must "do" science; they must "fool with" material things, ask questions of these things, attempt to discover patterns for themselves, and use the patterns to predict the answers to new questions. The material things that are selected for the course include at least four areas directly applicable to the elementary classroom. Class participants investigate some of the classroom units developed by the Elementary Science Study, the American Association for the Advancement of Science, and other curriculum development groups. The student is expected to explore units more extensively than would be done in elementary school classrooms.

<b>SOCS 5490</b>	<b>Seminar in Social Science: Brain-based Learning</b>	<b>23*</b>	<b>3</b>	<b>Flack, E.</b>	<b>5:00-9:00PM</b>	<b>M</b>	<b>1</b>	<b>20</b>
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**\*This class meets at the Lee's Summit Schools Leadership Center**

Students in this course examine theories and research on how the brain learns and recalls information and how to apply this knowledge to classroom teaching. Topics include what we currently know about neuroscience and education, how to apply recent research in practical ways, and how to make the classroom an engaging environment that supports student learning.

<b>SOCS 5750</b>	<b>Special Institute: Cooperative Learning</b>	<b>23</b>	<b>3</b>	<b>Frederickson, M.</b>	<b>5:00- 9:00PM</b>	<b>W</b>	<b>1</b>	<b>20</b>
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This course defines cooperative learning vs. competitive and/or individual learning, and provides a variety of strategies, lessons, and activities to help teachers move from the conceptual understanding of cooperative learning to operational procedures.

<b>SOCS 5750</b>	<b>Special Institute: Tools of Mastery Teaching</b>	<b>24</b>	<b>3</b>	<b>Frederickson, M.</b>	<b>5:00-9:00PM</b>	<b>W</b>	<b>2</b>	<b>20</b>
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This course is designed to help teachers stay abreast of current trends in education such as multiple intelligences, brain studies as they affect teaching strategies, brain-based methods useful in the classroom, and much more.

All courses include additional projects/papers/field work/instructional time or other professional learning experiences to meet the state requirement of 45 contact-hours for three credits. Such experiences are determined by the instructor.

Course No.	Course Title	Sec	Hrs	Faculty	Time	Days	Term	Limit/Fee
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**SOCS 5750 Working with Parents to Improve Student Achievement**

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Family involvement in schooling can have a profound effect on learning, attitudes toward school, and student performance on assessments. Research shows the value of effective teacher-parent partnerships. This course explores best practices in building productive relationships with parents, including skills helpful in working with families in crisis. Issues of cultural and ethnic diversity are considered in the context of improving student achievement.

**SOCS 5910 Curriculum and Instruction for the Gifted**

		23	3	Farrow, M.K.	5:00-9:00PM	R	1	15
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This course is an elective for any M.A.T. student. See details below.\*\*

**SOCS 5180 Practicum in Gifted Education**

		23	3	Farrow, M.K.	5:00-9:00PM	R	2	15
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This course is for students who have completed nine hours in Gifted Education. See details below.\*\*

**\*\*GIFTED EDUCATION**

Webster University-Kansas City is pleased to offer courses in the education of gifted students. Courses in Gifted Education may be an elective part of the M.A.T. degree program or may be taken separately. Gifted Education endorsement in Missouri requires three courses (9 credit-hours) and a practicum which can be served on-the-job. Missouri also requires courses in Applied Research (3 hrs.) and the Psychology of the Exceptional Student (3 hours). Students may have already completed one or both of these courses or may take them here at Webster. Qualification for a Missouri endorsement may be applied to Kansas licensure upon application to the Kansas State Department of Education.

**SOCS 5910 Curriculum and Instruction for the Gifted**

		23	3	Farrow, M.K.	5:00-9:00PM	R	1	15
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**SOCS 5180 Practicum in Gifted Education**

		23	3	Farrow, M.K.	5:00-9:00PM	R	2	15
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**ESL COURSES**

**A full program of ESL courses is now available online.** For up-to-date information on course offerings, schedules, and Missouri ESL certification requirements, contact Ionela Bock, Webster University TEFL/TESL Coordinator, at 217-649-9246 or [ionela.bock@yahoo.com](mailto:ionela.bock@yahoo.com).

## ONLINE COURSES

**NOTE:** These courses are conducted through the Internet from the St. Louis campus. Students must be willing to interact with the instructor and other students on-line and to have some of their work (documents and photos) posted on the web for viewing by other class members. Prerequisites: Internet access from home, school, or on-campus and ability to use Internet tools and other software. Tuition: \$510 per credit-hour. Semester and Spring 1 classes begin Jan. 11; Spring 2 begins March 15. Access is <[www.webster.edu/worldclassroom](http://www.webster.edu/worldclassroom)>.

To view a list of Term 1, Term 2, and Semester online courses, go to [www.webster.edu](http://www.webster.edu)

- select “Academics”
- at bottom of page, select “Course Schedules”
- select “St. Louis and Online”
- select “Spring”
- select “2010”
- select “All Terms”
- select “All St. Louis Campuses”
- select “Education”
- select “Education”
- select “Graduate Education”
- select “Internet”

Your screen will show courses, section numbers prefixed with “W,” credits, instructors, seats available, dates, and fees. Kansas City students can register for online courses the same as for K.C. courses: simply contact the M.A.T. office. Online courses often fill quickly, so early registration is recommended.

Online access is [www.webster.edu/worldclassroom](http://www.webster.edu/worldclassroom).  
Webster University Help Desk is toll-free 1-866-435-7270 or e-mail [support@webster.edu](mailto:support@webster.edu);  
Hours: 7am-9pm M-R; 7am-7pm F; 9am-3pm Sa/S