School of Education

Departments

- Language, Literacy and Leadership, Thomas Cornell, chair
- Multidisciplinary Studies, Ralph Olliges, chair
- Teacher Education, Victoria McMullen, chair

Brenda Fyfe, dean

School of Education website (external to catalog)

Please refer to the Accreditations and Licensures section of this catalog for specialized accreditations that may apply to programs in the School of Education.

- Mission/Vision
- Goals/Dispositions
- Assessment Policy of the School of Education
- Programs
- General Requirement
- Certification Programs
- Practicum
- Apprentice Teaching
- Sequential Master's Degree
- Independent Study
- School of Education Graduate Alumni Discount
- Credit by Examination
- In-Service Education
- The Beatrice and David Kornblum Institute for Teaching Excellence

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.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

   The knowledgeable learner:
   - knows content that supports conceptual understanding;
   - applies tools of inquiry to construct meaningful learning experiences;
   - identifies developmental factors in student learning; and
   - understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

   The informed instructor:
   - designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
   - understands and uses a range of instructional strategies;
   - uses a variety of communication modes, media, and technology to support student learning; and
   - employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

   The reflective collaborator:
   - values and integrates reflection to grow as a professional;
   - promotes communication and collaboration with colleagues, families, and community leaders;
   - seeks relationships with families and students to support student learning; and
   - initiates change that benefits students and their families.
School of Education

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:
- understands and responds appropriately to issues of diversity;
- acknowledges social and cultural contexts to create effective teaching and learning environments;
- adapts instruction to the learner’s knowledge, ability, and background experience; and
- identifies resources for specialized services when needed.

Dispositions and Professional Behaviors

Programs in the School of Education cultivate and assess dispositions and professional behaviors related to candidates’ academic engagement and integrity; fairness and respect toward others; commitment to high expectations and support for all learners; and demonstrated professional communication and behavior.

For more information about the School of Education’s assessment of dispositions and professional behaviors please refer to our website at webster.edu/education.

Assessment Policy of School of Education

MA, MET, EdS, and EdD

All programs in the School of Education use key assessments in specific courses to evaluate and promote student achievement of specific learning outcomes. In all courses that use key assessment assignments, students will see on each syllabus the standards that are used for assessing their academic performance. In addition, all faculty and students are expected to use the web-based TK20 Assessment System for the submission and evaluation of key assessment assignments; TK20 serves as the school’s electronic assessment system. Students may contact their advisors, if they have further questions.

Demonstration of MoSPE Quality Indicators

MAT

The Department of Teacher Education (DTE) Passport is an integral element in the assessment system for initial teacher certification programs. The system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age.

The assessment system is based on the School of Education Goals and is aligned with Missouri Standards for the Preparation of Educators (MoSPE) as well as the Council for the Accreditation of Educator Preparation (CAEP) competencies.

In order to complete the digital passports, candidates are enrolled in an online learning portal entitled Education Passport 1 and Education Passport 2.

Using a self-directed approach, pre-service teachers upload artifacts and reflections in the digital passports. Each passport is assessed by a team of faculty who assign a passing or failing grade to the passport based on the successful submission of artifacts and appropriate supplementary activities. Where appropriate, candidates may be asked to revise and resubmit artifacts or reflections.

Successful completion of each part of the passport allows the candidate to move through the phases of the program.

Programs

Graduate Degree Programs
- Applied Educational Psychology (MA)
- Communication Arts (MA)
- Early Childhood Education (MA)
- Early Childhood Education (MAT)
- Education and Innovation (MA)
- Educational Technology (MET)
- Elementary Education (MAT)
- Mathematics for Educators (MA)
- Middle School Education (MAT)
- Multimodal Literacy for Global Impact (MA)
- Reading (MA)
- Secondary Education (MAT)
- Special Education (MA)
- Special Education (MAT)
- Teaching English as a Second Language (MA)

Post-Master’s Programs
- Applied Educational Psychology: School Psychology (EdS)
- Doctor of Education in Transformative Education in the Global Community (EdD)
- Educational Leadership (EdS)
- Educational Technology Leadership (EdS)
- School Systems, Superintendency and Leadership (EdS)

Certificates

NOTE: These Webster certificates in education are not Missouri Teaching Certification Programs.

- Education for Global Sustainability
- Fostering Resilience in “At Risk” Children and Youth
- Mobile Technology in Education
- Online Teaching and Learning
- Pedagogical Coordination in the Reggio Emilia Approach
- Psychoeducational Needs of Immigrant and Refugee Youth
- Teacher Leadership
- Teaching English as a Foreign Language
- Teaching Globalization and History
- Tiered Instruction & Intervention: RTI & PBIS
- Writing for Educators

Advanced Graduate Certificates

- Applied Behavior Analysis
- Assessment of Learning & Cognitive Development
- Gifted Education and Talent Development
- Immigrant and Refugee Education
- Leadership in Tiered Systems of Support: RTI & PBIS

Program Description

MA, MAT, and MET

Webster’s School of Education master’s programs provide teachers with subject matter knowledge, educational understanding, technical skills, and opportunities for professional development. Webster reinforces an educator’s commitment to the classroom by increasing command of subject matter fortified with new teaching methods and strategies.

The programs emphasize an inductive approach to learning. Hence, discovery and inquiry play an important part in the program. Faculty members teach as they would have graduates teach—in an open, flexible, considerate manner, in which experimentation and evaluation are encouraged. In such a program, a high level of student participation is encouraged and expected.
School of Education

EdS

The educational specialist (EdS) degree is designed for individuals who seek knowledge and skills beyond the master’s level. Coursework, action research, and internship experiences enable students to develop and demonstrate competencies required to move from a specific focus in teaching, curriculum, or support services in schools to the broader view of the educational leader in the community.

- Applied Educational Psychology: School Psychology
- Educational Leadership
- Educational Technology Leadership
- School Systems, Superintendency and Leadership

EdD

The doctor of education (EdD) degree is designed to increase student knowledge through transformative learning and service learning. Candidates build an internal capacity to share their expertise and become visionary leaders in the global community.

- Doctor of Education in Transformative Learning in the Global Community

General Requirements

Graduate School of Education degrees require the satisfactory completion of 33-44 (depending on whether certification is included) credit hours of appropriate graduate-level courses with a B average or the equivalent and completion of requirements for a major. Credits may also be gained through credit by examination, directed study, independent study, and transfer of credit.

Acceptance

MA, MAT, and MET

A completed admission file includes information on professional experience and the academic transcripts of the applicant’s undergraduate degree work. This material is reviewed and the academic record, essay, and letters of recommendation (if requested), are evaluated to determine if the applicant will be accepted. New applicants have one term (8 weeks) to complete the acceptance process. An overall minimum cumulative grade point average of 2.5-3.0 (depending on the degree) is required for acceptance into an MA, MAT or MET program. Special consideration may be given to students with extraordinary professional accomplishments or to those whose grades show marked improvement in the later years of college or in graduate or professional studies since college.

EdS and EdD

A completed admission file includes information on professional experience and the academic transcripts of the applicant’s graduate degree work. This material is reviewed and the academic record, essay or writing sample, and at least three letters of recommendation which attest to the applicant’s ability to complete the program are evaluated to determine if the applicant will be accepted.

Applicants to the EdD program will also be interviewed as part of the admission requirements. New applicants have one term (8 weeks) to complete the acceptance process. An overall minimum cumulative grade point average of 3.0 - 3.5 (depending on the degree) for the EdS, or 3.7 for the EdD is required. Special consideration may be given to students with extraordinary professional accomplishments or to those whose grades show marked improvement in the later years of college or in graduate or professional studies since college. Students who have not met all admission requirements yet show potential for excellence in the program may be accepted on a conditional basis, and later re-evaluated. For the full list of admission requirements for the EdS or EdD degree, please refer to the program’s section in this catalog.

Advancement to Candidacy

MA, MAT, MET, and EdS

Advancement to Candidacy (ATC) indicates that a student shows the requisite ability and interest to complete the program successfully. After completing the requisite credit hours within a degree program and before 12 credit hours, 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. Students not advanced to candidacy are not eligible to continue in their programs. Students who successfully ATC continue to receive advising and are evaluated routinely until all other program requirements have been met. Several programs require the submission of a form and/or additional materials in order to successfully complete ATC. For information regarding ATC requirements for a specific program, refer to that program’s section in the catalog.

Continuous Enrollment

MA, MAT, and MET Degrees

Students must complete their degree within seven years of entry into a graduate program. Students who are unable to finish their program within seven years must meet with their academic advisor to request an exception to the policy. All requests must be approved by the Dean, School of Education.

EdS and EdD Degrees

Students who enter the program must complete all degree requirements within five years after completion of their initial course. Students who apply but do not enroll within one year must submit a new application to both the university and the program. A student may apply to the Dean, School of Education for a leave of absence for one year. If the absence is approved, the five-year program limit will be suspended for that year and will resume at the end of the leave of absence, whether or not the student enrolls in courses. Note: Students who have been absent from the EdS program for longer than one year, and who have not earned their licensure, must check with their advisor.

Course Load Guidelines

The maximum course load in the master’s degree program for a fully admitted student is 6 credit hours per term, or 9 credit hours per semester.

Overload

Students must receive authorization for course overload. To be considered, students must contact their advisor for a Program Option Request form and be in good academic standing.

Reduced Load

Under the Americans with Disabilities Act (ADA), students with disabilities may warrant an adjustment in full-time student load. Requests for a reduced load are made to the director of the Academic Resource Center at the time of registration, according to their guidelines.
School of Education

Students utilizing federal financial aid, or other aid programs, should consult with the appropriate financial counselor regarding minimum credit hour requirements for eligibility.

Transfer of Credit

MA, MAT, MET, and EdS Degrees

Students may request transfer credit for graduate courses earned with grades of B- or better from another institution to fulfill their degree requirements. Transfer credit is limited to a maximum of 12 credit hours for MAT programs, and 9 credit hours for MA or MET programs. Students enrolled in an EdS program may transfer a maximum of 6 credit hours of relevant post-graduate credit. Requests are subject to evaluation and approval depending on the requirements of the specific degree program. Transfer credit may not be applied toward Advancement to Candidacy requirements. For more information, refer to the Transfer of Credit policy in the Academic Policies sections of the Graduate Catalog.

Certification Programs

The MAT degrees are designed for students who are also pursuing initial Missouri Certification. Students may obtain Missouri certification in Early Childhood (Birth-Grade 3), Early Childhood Special Education (Birth-Grade 3), Elementary (Grades 1-6), Middle School (Grades 5-9), Language Arts, Math, Science, Social Studies, Secondary (Grades 9-12) English, Math, Social Science, Unified Science: Biology and Secondary (K-12) Art, World Languages (French, German, Spanish), and Special Education (K-12 Mild/Moderate Cross-Categorical). The MAT degrees are: Early Childhood, Elementary, Middle School, Secondary, and Special Education.

A student interested in the MAT degree must have a transcript evaluation by the Webster University Office of Teacher Certification that will indicate the State Department requirements. Some students may need additional coursework beyond what is required for the MAT degree. A student may fax, e-mail or send the transcripts to the Office of Teacher Certification: 314-246-7118 (fax) pepimm@webster.edu (e-mail), 470 E. Lockwood, St. Louis, MO 63119 (mail). A student should indicate which area of certification is desired and include a phone number and e-mail address.

After the student has received the evaluation the student should schedule an appointment with an MAT advisor regarding the program plan for the degree.

A student who holds an initial certificate and is interested in an advanced certification in English as a Second Language, Gifted Education, Reading Specialist, or Severe Developmental Disabilities may pursue one of these certifications with the corresponding MA degree. The student should contact the School of Education Office for information on these MA degrees.

State-Required Content Area Exam

In addition to the required courses, and apprentice teaching, the State of Missouri requires all teaching certificate candidates to successfully complete the Content Area Exam and Missouri Pre-Service Teacher Assessment (MoPTA). For information regarding testing dates, locations, and registration materials, check online at http://www.mo.nesinc.com.

Practicum

A 5000-level practicum is required as a prerequisite to apprentice teaching. Practica are 45-135 hour experiences in P-12 classrooms involving observations, lesson planning and teaching.

A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, candidates must complete the formal application through TK20. Candidates must apply by September 15th for a spring placement and by February 15th for a fall placement. Directions are located on the School of Education website. Five of nine assignments in Passport 2 must be successfully completed before the start of Practicum.

Apprentice Teaching

Apprentice teaching is a requirement for all initial certifications. Apprentice teaching is a full-time experience in a P-12 classroom that spans at least 16 weeks. The teacher candidate observes the cooperating teacher and eventually assumes responsibility for planning and preparing lessons, teaching, grading student work and taking part in any other activities expected of a teacher in the school. Candidates must complete a formal application through TK20. Candidates must apply by September 15th for a spring placement and by February 15th for a fall placement. Directions are located on the School of Education website. One hundred percent of Passport 2 must be successfully completed before the start of Apprentice Teaching. The candidate must also pass the Missouri Content Assessment(s) for the specific certification area prior to the start of Apprentice Teaching.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status. Apprentice teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All candidates enrolled in apprentice teaching must participate in a mandatory seminar. Candidates should not contact school officials or teachers about placements, but they should contact the Coordinator of Field Placements for such information. All graduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Sequential Master's Degree in the School of Education

- A student who holds an MA, MAT, or MET from Webster's School of Education may earn a sequential MA or MET by completing the required courses (ranging from 21 to 24 credit hours depending on the sequential program) detailed in the declared major curriculum.
- A student who holds a master's or doctoral degree in an education related field from another regionally accredited college or university may earn a sequential MA or MET by completing the required core courses (ranging from 21 to 24 credit hours depending on the sequential degree program) detailed in the declared major curriculum.
- No transfer of credit may be applied toward the minimum required courses.
- Students working on a sequential MA or MET are required to complete the School of Education ATC (Advancement to Candidacy) process for their sequential degree.
- If a student has completed any required courses as part of a previous Webster University master's degree, approval for substitute coursework must be requested and approved prior to enrollment.
- Any student with a non-education master's degree representing any other discipline outside of the field of education must have the approval of the Dean before beginning or enrolling in any sequential master's program in the School of Education. For more information contact the School of Education at 314-246-8007 or soe@webster.edu.
School of Education

Independent Study
Degree-seeking students in the School of Education 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.

School of Education Graduate Alumni Discount
Alumni of the School of Education's graduate programs (MA, MAT, and MET) may apply for a special tuition discount toward eligible graduate courses (see application form). The discount is subject to application approval and is limited to a lifetime maximum of 12 credit hours.

Credit by Examination
To achieve initial or advanced teaching certification in the State of Missouri, a clinical component of Practicum and/or Apprentice Teaching is required in Webster University's School of Education Teacher Certification Programs. If a student has acquired significant teaching experience outside of Webster University's network and programs, and that experience can be documented and verified by a certified school leader or superintendent, the student may discuss the possibility of completing a credit by exam, in lieu of a practicum experience. For credit by exam to be granted, the Dean of the School of Education must sign off on the request. All credits by exam are reviewed on a case-by-case basis.

NOTE: There is no guarantee by the University or the School of Education that a student will be allowed to waive any aspect of the clinical component of her/his program. Each decision is made carefully with due respect for the Missouri Department of Elementary and Secondary Education Certification standards.

In-Service Education
In-service education courses support the professional development of teachers, administrators, and educational professionals. These courses address contemporary topics and issues that are relevant to the educational community. Students who are currently pursuing an MA or MET degree in the School of Education may transfer a maximum of six (6) elective credit hours with 5410 courses toward their graduate degree if they have also obtained the permission from their academic advisor. In-service courses cannot be substituted for courses in the EdS or EdD programs.

In-service courses numbered 5210 are primarily for professional development purposes. For more information, please contact the In-service Education Office at 314-246-7058.

There may be a limit to the number of transfer credit and in-service courses applied to program requirements. Please contact your academic advisor for more information. See the transfer of credit policy for more information on transferring credit.

The Beatrice and David Kornblum Institute for Teaching Excellence
The Beatrice and David Kornblum Institute for Teaching Excellence is an integral part of Webster University's School of Education. The Institute's mission is to support innovative education, program development, community service, and improved teaching and learning with an emphasis on economically disadvantaged minority, immigrant, and/or disabled (at risk) public school children from the urban setting.

Kornblum Scholar Program
The Institute makes scholarships available to teachers and teacher candidates working with or aspiring to work with students from low-income districts having diverse populations. Awards of up to $2,500 are available, funding is limited so early application is encouraged. Applications are due by May 15th of each year. Recipients will be notified by August 1st.

Application Criteria
To be considered for a scholarship, applicants must meet the following criteria:

1. Completed application form.
2. Written statement (no more than 1000 words) addressing the student's philosophy of education and commitment to the mission of the institute.
3. Résumé.
4. Copy of Webster University student academic record.
5. Cumulative GPA of 3.0 or higher.
6. Successful completion of at least half of the student's degree program by the application deadline.
7. Students who are currently working as teachers must check eligibility and apply for funds that may be available through their school district regarding tuition reimbursement.

For more information about the scholar program, see the Kornblum Scholarship Fund Application, available on the School of Education's website at webster.edu/education.